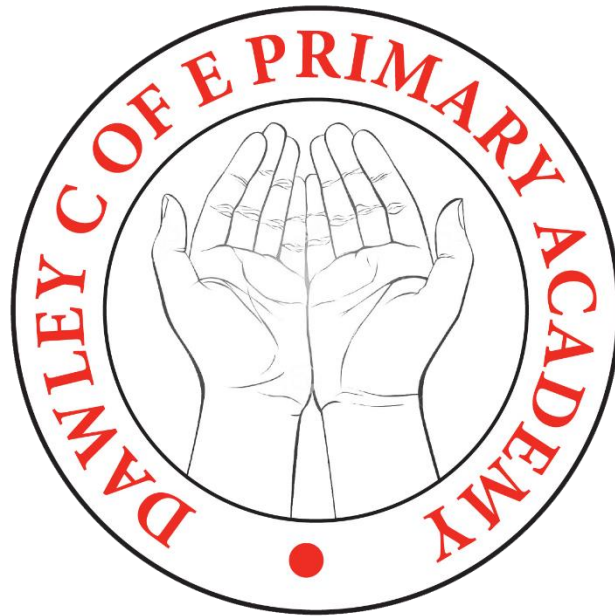


Dawley C of E Primary Academy



Enriching Learning, Enriching Life'

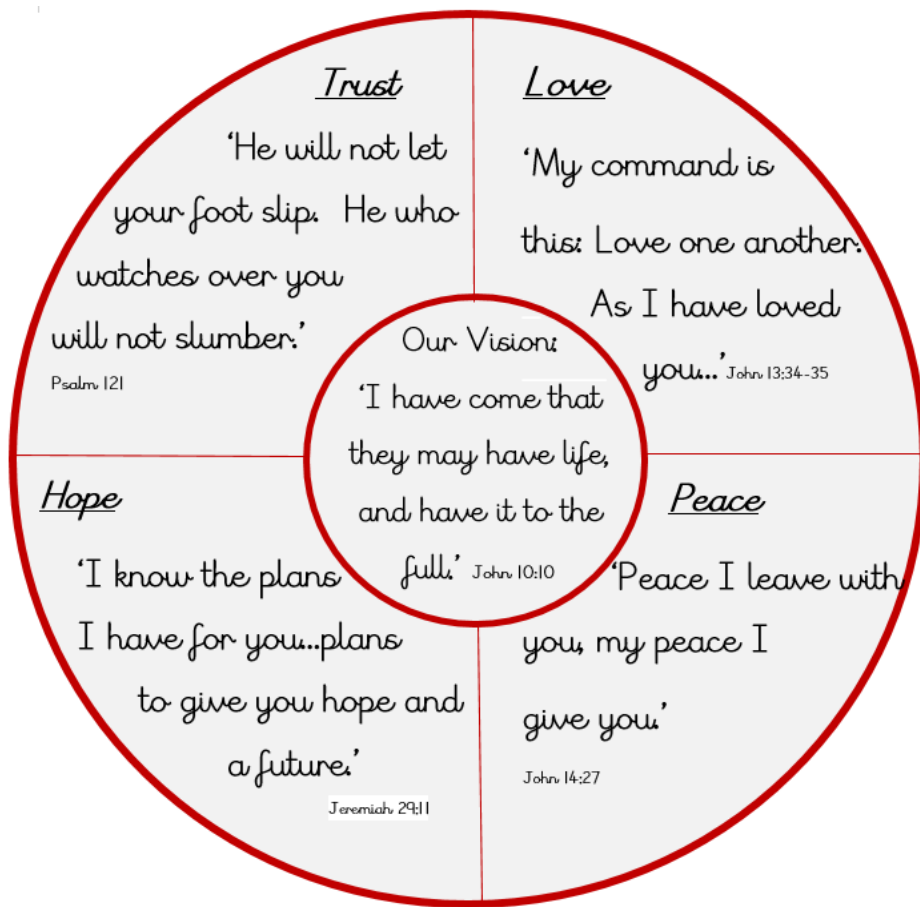
John 10:10 '...I have come that they may have life, and have it to the full.'

English Policy (2024-2025)

Vision

'I have come that they may have life, and have it to the full.' John 10:10

Our vision is to develop flourishing, caring children, equipping them with the skills to reach their potential. We believe in a curriculum that enriches lives, ignites interests, and engages children in real-life experience, as global citizens with an inclusive respect for others, readying them for their future, to live life to the full.



English Intent

This policy aims to ensure that all children at Dawley C of E Primary Academy are offered a deep and engaging English curriculum that meets the requirements of the National Curriculum allowing them to reach their full potential and apply their literacy skills across the curriculum.

By the age of 11 we aim for a child to be able to:

- take pleasure in all aspects of English;
- read and write with confidence, fluency and understanding, developing a range of independent strategies to self-assess and improve;
- develop the powers of imagination, inventiveness and critical awareness;
- have an interest in books and read for enjoyment;
- have an interest in words and their meanings allowing them to develop a growing vocabulary in spoken and written forms;
- understand a range of text types and genres allowing them to write in a variety of styles and forms appropriate to the situation;
- have a suitable technical vocabulary to articulate their thinking.

Statutory requirements

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document (2014) and in the Statutory Framework for the Early Years Foundation Stage (2012).

In the Early Years Foundation stage (Reception) it is our intent that children access provision to:

- speak, listen and represent ideas in their activities;
- use communication, language and Literacy in every part of the curriculum;
- listen to and read a range of texts;
- become immersed in an environment rich in print and possibilities for communication, where mark making opportunities are widely available.

At Phase 1 (Years 1, 2 and 3) children learn to speak confidently and listen to what others have to say, while exploring their own experiences and imaginary worlds. They read and write independently and with enthusiasm across genres and for different purposes.

At Phase 2 (Years 4, 5 and 6) children learn to change the way they speak and write to suit different purposes and audiences. They read a range of texts and respond to different layers of meaning in them. They have the opportunity to explore the use of language in literary and non-literary texts and learn how the structure of language works.

Speaking and Listening Intent

Our intent is for children to:

- understand and produce a simple and an elaborate language;
- use speech for a variety of purposes e.g. describing events, expressing opinions, articulating feelings and investigation;
- to use language to aid social and emotional development;
- use Standard English, vocabulary and grammar;

- use language for enjoyment;
- listen carefully and respond to what is said

The Four Strands of Speaking and Listening: Speaking; Listening; Group Discussion and Interaction, and Drama permeate the whole curriculum. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life.

Reading Intent

Our intent is to:

- encourage a love of reading by making it a successful and enjoyable experience;
- produce effective readers;
- provide a wide and stimulating variety of texts;
- build up a sound base of reading strategies using phonic awareness;
- develop initial and advanced reading skills;

Reading Implementation

Reading is an important part of the English curriculum in our School. Home reading books are based on the individual's phonics learning, and these are matched carefully. Children are also expected to read for pleasure, having use of our school library and their class library in order to access a wide range of exciting and enriching texts. Both library and home reading books are sent home daily along with the child's Reading Record, which is regularly checked by their class teacher.

Each parent is given the opportunity to liaise with teachers through home reading record books which record when the children have been listened to in school by a member of staff or a volunteer, and at home, and any issues or positives there may be.

Children in our Academy are encouraged to read widely and our Academy Library offers the children the opportunity for wider reading through the borrowing of a variety of books. The children have weekly access to the Academy Library which offers a wide variety of texts to capture interest.

Shared reading taking place within English lessons and guided reading will provide enriching experiences through more challenging texts. Teachers will also share stories with the class displaying an enthusiasm for reading and setting a positive example as a reader. Guided Reading takes the form of both whole class reading, where children are taught an explicit reading skill, as well as a carousel of activities which give the children access to smaller group provision for reading and reading activities.

Phonics is taught in Early Years Foundation Stage and Year 1/2 using RWI program for 30 minutes a day and in KS2 where required. One-to-one RWI phonics interventions also take place to quickly fill gaps in phonetic knowledge.

Reading for Pleasure

Reading for pleasure is an integral part of our school. Children are encouraged to read in a variety of ways, fostering their love of books. We hold regular parent reading sessions, where

parents come into school and read with their children. We also celebrate a variety of book and storytelling events throughout the year, including World Book Day, Multicultural Children's Book Day, National Storytelling Week, Roald Dahl Day and more. We also hold a yearly book fair, and a sponsored read in conjunction with Usborne. We have reading ambassadors who create a monthly reading newsletter. Children have access to playtime reads, which are magazines and books they can choose to grab and take out to playtime. In the summer, we hold the Dawley Academy book hunt in the grounds, and we have the little lending library in the front office, as well as our extensive library which children visit every two weeks to change their chosen library books.

The Academy holds author events throughout the year. These are both in-person and online, with opportunities for the children to interact with popular authors.

It is our privilege to offer our children a comprehensive reading for pleasure experience throughout their time at Dawley Academy.

Oracy

At Dawley Academy, we recognise the importance of oracy and speaking and listening skills in the development of a child's communication skills, as well as the importance of this to inform writing skills.

We plan oracy opportunities across the curriculum as part of our English provision, and in other areas of the curriculum too. Using sentence stems to scaffold speech, as well as implementing vocabulary successfully into our oral responses aids our children to communicate more effectively and confidently.

Writing Intent

Our intent is for children to:

- give writing a purpose and make it an enjoyable experience by presenting a wide variety of writing opportunities;
- develop the children's confidence as young writers;
- help children see writing as an important means of communication;
- develop writing by positive teaching of skills and encouragement;
- give each child the opportunity to write in a variety of genres and for a variety of audiences.

Writing Implementation

Classroom writing situations should emphasise to the children the purpose of Writing and give the children the opportunity to write in a variety of genres and for different purposes and audiences.

Shared and modelled writing, taking place within English lessons, allows the teacher to demonstrate good writing practice to the children while using their ideas. Teachers must ensure that the writing demonstrated shows high expectations and covers the success criteria they would expect to see in the children's writing including across the ability groups.

Editing is a focus for writing improvement and teachers teach focused editing sessions during each writing unit to engage children with both paired and individual editing in order for them to learn specific editing techniques and the importance of drafting.

Children are expected to write daily in a range of forms and across the curriculum, and to have a clear purpose and audience for writing.

SPAG

As stated in the English curriculum, grammar and spelling plays a key role in the children's writing. To support our children's grammar and spelling progression it is taught discreetly on a daily basis in Year 2, as well as being taught through writing across the school. Discreet SPAG lessons are also taught as needed.

At Dawley Primary Academy, we believe that accurate and confident grammar and punctuation is the foundation of successful writing. Confident writers can form sentences using their punctuation and grammar understanding, exercising their skills to develop their creativity and accuracy in writing. Children need to be able to form sentences accurately both verbally and in writing, and at Dawley Academy, we strive to support our children with both of these skills. Our school teaches Punctuation and Grammar (PaG) through writing. Writing lessons have a PaG focus, which is demonstrated as part of the learning, modelled and then integrated into the children's writing. Teachers follow a genre-related SPAG skills map which is mapped to the age related requirements of the National Curriculum.

SPAG intent

Our intent is for:

- Raise the profile of the teaching of punctuation and grammar, and to raise the overall standard of these skills, in context, across the school.
- Encourage children to demonstrate ambitious use of sentence formation.
- Provide opportunities to review and recall their learning- teachers must provide opportunities to consolidate learning throughout each genre of writing.
- Teach SPAG in context- links to the oral use of the word and the formation of the word as a whole (handwriting).
- To ensure that pupils are able to react to punctuation when reading; and are able, in writing, to use punctuation devices correctly and consistently (according to age expectations).
- Help and encourage children; developing their confidence as competent writers, because the ability to manipulate tenses, clauses and vocabulary correctly can boost confidence and writing ability.
- Help children enjoy punctuation and grammar, and recognise its value.
- All pupils will leave our school being able to speak, read and write with confidence and credibility and these skills will stay with the children for life, positively impacting on life achievements and opportunities.

SPAG implementation

We believe that the best way to teach PAG is in context with writing. Teachers ensure that full coverage of age-expected objectives occurs using a genre-specific PaG map to aid and

inform planning.

Where necessary, stand-alone PaG lessons may be needed to teach specific skills. SPAG will also be taught through pictures, video and music as well as through written tasks to give children inspiration to use their SPAG knowledge creatively and in context. Children will receive PaG input every day, in either the form of their writing lesson, Guided Reading lesson, or a SPAG lesson.

Daily spelling lessons are completed using the RWI spelling scheme where spellings are mapped to the National Curriculum age appropriate spellings and common exception words. For SPAG progression, see Appendix I.

Assessment

Teachers will mark SPAG objectives in their writing books as part of their formative assessment. This will inform further teaching and objectives.

SPAG is also assessed half termly in KS1 and KS2, with an age-appropriate standardised SPAG assessment using NFER tests. These tests are scaled scored, with test data collated on our assessment system for tracking and evidence.

Tests are used by teachers to inform planning and ensure progress and impact on our children's learning.

Differentiation and Inclusion in SPAG

At Dawley Academy, all children are entitled to access SPAG lessons at an appropriate level for their age and development. Activities are differentiated where possible both for the less able and more able. Differentiation is through resources used, the level of the focus of the task, support given and outcome. Where a child is having significant SPAG difficulties, they might attend a SPAG intervention pitched at a different level to those of their peers in order to support the child at the appropriate level, or pitched at their level in order to ensure understanding is complete.

Spelling

The spelling component of the 'SPAG' provision in school is met through our complimentary RWI Spelling scheme, which is mapped to the National Curriculum age-related requirements and both skills are tested using NFER tests, for regular scaled score tests in order to ensure and track progress.

Handwriting at Dawley Academy

Intent for Handwriting

By the end of Year 6 pupils will understand the importance of neat presentation and the need for different letterforms (cursive, printed or capital letters) to help communicate meaning clearly.

Implementation of Handwriting

Foundation

For our youngest pupils we teach handwriting on a daily basis for 15 minutes which will include the following;

- Movements to enhance gross motor skills such as air-writing, pattern making, dancing.
- Exercises to develop fine motor skills such as making marks on paper, whiteboards, blackboards, sand trays, iPads and tablets.
- Letter learning to familiarise letter shapes, formation and vocabulary.

Years 1 to 3:

Handwriting is developed through our phonics scheme which covers letter formation, as well as discreet handwriting taught at the beginning of English lessons:

- Gross and fine motor skills exercises.
- Cursive handwriting reinforcement, learning and practice.
- Numerals, capitals and printed letters: where and when to use, learning and practice.

Years 4 to 6:

More advanced handwriting techniques will be taught during weekly lessons of 15 minutes teaching as appropriate which will link to spellings:

- Cursive handwriting re-enforcement.
- Form-filling/labelling using printed and capital letters.
- Dictation exercises to teach the need for quick notes and speedy handwriting writing.

Dawley Primary Academy are very proud of our pupils' handwriting and take particular care in our cursive/joined-up handwriting style. We use Bubble Handwriting to inform the letter formation and support legible, rounded handwriting.

Handwriting is a basic skill that influences the quality of work throughout the curriculum. At the end of Key Stage 2 all pupils should have the ability to produce fluent, legible and, eventually, speedy joined-up handwriting, and to understand the different forms of handwriting used for different purposes.

We aim to make handwriting an automatic process that does not interfere with creative and mental thinking. We intend for our pupils to develop a neat, legible, speedy handwriting style using continuous cursive letters that leads to producing letters and words automatically in independent writing.

Our teachers are encouraged to use neat, joined-up cursive writing for all handwriting tasks including marking and comments.

Inclusion

Children whose handwriting is limited by problems with fine motor skills, including left-handed children, and children with special educational needs, will be given one-to-one tuition to help achieve their optimum handwriting level.

Consistency throughout the school

Pupils should experience coherence and continuity in the learning and teaching of handwriting across all school years and be encouraged to take pride in the presentation of their work. Our aim is to help pupils enjoy learning and developing their handwriting with a sense of achievement and pride.

Handwriting is a cross-curriculum task and will be taken into consideration during all lessons. Formal teaching of handwriting is to be carried out regularly and systematically to ensure Key Stage targets are met.

Cross-curricular English Opportunities

Teachers seek to take advantage of opportunities to make cross-curricular links. They plan for pupils to practice and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum. Handwriting should be seen across all subject areas.

The Use of ICT

Opportunities to use ICT to support teaching and learning in English will be planned for and used as appropriate ensuring the activity has a strong English base.

Impact and Assessment of our English provision

Assessment criteria for both Reading and Writing can be found on the target sheets within the front cover of the children's Reading and Writing books. This allows children to self-assess as well as strive for, and know well, their own targets. Half-termly Reading, Spelling and Grammar tests are conducted and the assessment data collated and tracked using our assessment system, DC Pro.

Teachers will also assess weekly spellings which are given out as children's homework.

Formative assessment takes place during lessons and when marking books in the form of discussion, observation, written and oral feedback.

Teachers are set annual targets for their children's progression and attainment as part of their performance management. Pupil progress meetings will be held half termly and assessments against the national criteria.

The statutory tests will be taken at the end of Year 2 and 6 and in EYFS assessments are carried out in September and July to monitor progress made.

At the end of Year 1 the children sit the Phonics Screening Test and those who do not pass re-sit it at the end of Year 2.

Assessment is a critical part of teachers' planning and work will be assessed in line with the Assessment Policy.

- We complete a minimum of 3 pieces of independent writing per half term.
- Writing will be margin marked and children have the opportunity to edit and improve.
- Children respond to both adult and peer assessment during the edit and improve process.
- Every child's work is assessed against (Year group) writing grids.

- Phonics assessments are carried out half termly by phonics lead/teachers with supervision from phonics lead, and as needed between times for specific children who are making extra progress.
- NFER to be used termly to track children's reading progress and reading ages.
- NFER SPAG test are used on a termly basis.

Equal Opportunities

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

Review

The impact and implementation of this policy will be monitored through feedback from staff, observation of writing and SPAG lessons, and book trawls to identify the reading, writing and SPAG development of the children. Staff will also feedback half-termly test data to ensure that progress is being made.

Conclusion

This policy also needs to be in line with other School Policies and therefore should be read in conjunction with the following School Policies:

- Teaching and Learning Policy
- Assessment and Record Keeping
- Feedback and Marking policy
- Special Educational Needs Policy

APPENDIX 1

SPAG PROGRESSION THROUGHOUT KS1

Year 1
Children will be able to use these PaG skills in context of their writing as well as in a specific PaG lesson/test:
Finger spaces 'and' capital letters full stops Questions marks exclamation marks personal pronoun 'I' capital letters for names and days of the week prefix 'un' recognising and using verbs regular plural nouns regular past tense verbs common irregular past tense verbs adjectives combining words to make sentences sequencing sentences to form narratives using 'but'
Year 2

Children will be able to use these PaG skills in context of their writing as well as in a specific PaG lesson/test:

Full stops and capital letters	Capital letters for people and places Question marks	Sentence forms (statements, questions, exclamations and commands).
Exclamation marks	Regular plural nouns	Prefix 'un' Apostrophes for contraction
Commands	Commas in lists	Regular past tense verbs
Past tense (spelling changes)	Present, past and future tense Suffix 'ful'	Adjectives (expanded noun phrases)
Suffix 'ness'	Progressive tense	Auxiliary verbs (helping verbs)
Apostrophes for possession	Irregular past tense verbs	Suffix 'less'
Adverbs (suffix 'ly')	Using 'and' and 'but'	Using 'because'
Compound words	Irregular adjectives to compare	Adding 'er' and 'est' to adjectives
Ordinals and sequence words	Similar and opposite words	Irregular plural nouns
Using 'or'	Suffix 'er' (verbs into nouns)	Word classes (parts of speech)
Using 'when', 'if' and 'that'	Apostrophes for contraction	

SPAG PROGRESSION THROUGH KS2

Year 3

Children will be able to use these PaG skills in context of their writing as well as in a specific PaG lesson/test:

Capital letters for proper nouns	Full stops and capital letters	Full stops, question marks, exclamation marks	Commas in lists
Capital letters in poetry	Words to replace nouns (pronouns)	Adjectives to compare	Adjectives
Prepositions	Standard English	Alternatives for 'said'	Alternative verbs
Adverbs of manner	Adverbs of time and place	Apostrophe for contraction	Subordinate clauses
Conjunctions	Using 'a' and 'an'	Possessive pronouns	Present perfect tense
Verb	Collective nouns	Regular plural nouns	Irregular plural nouns

recognition			
Conjunctions to express time	Regular past tense verbs	Irregular past tense verbs	Apostrophe for possession
Inverted Commas	Direct speech	Parts of a sentence	Word families
Irregular adjectives to compare (Standard English)	Paragraphs	Adverbs to begin a sentence	Prefixes
Headings and subheadings			

Year 4			
Children will be able to use these PaG skills in context of their writing as well as in a specific PaG lesson/test:			
Paragraphs	Word families	Capital letters, full stops and commas	Conjunctions
Full stops, question marks, exclamation marks	Prepositions	Words to express time	Pronouns
Present and past tense	Progressive tense	Auxiliary verbs	Standard English
Direct speech	Direct/reported speech	Adverbs	Alternative verbs
Sentence structure	Paired adjectives	Clauses within sentences	Relative pronouns
Countable and non-countable nouns	Noun phrases	Linking clauses / sentences	Prepositions

Statements into questions	Fronted adverbials	Fronted adverbial phrases	Adverbs (not ending in 'ly')
Word classes (parts of speech)	Alternative words	Present perfect and past perfect	Different sentence structures
Prefixes	Apostrophe for contractions	Regular and irregular plurals	Parts of a sentence
Correct use of the apostrophe	Regular and irregular adjectives to compare (Standard English)	Apostrophe for possession	

Year 5

Children will be able to use these PaG skills in context of their writing as well as in a specific PaG lesson/test:

Capital letters for titles	Punctuating addresses	Direct speech	Commas in lists
Colons	Modal verbs of possibility	Modal verbs for degrees of politeness	Modal adverbs
Coordinating conjunctions	Subordinating conjunctions	Relative clauses	Passive voice
Semi-colons	Perfect tense	Prepositions of time	Apostrophes
Imperative verbs (commands)	Hyphens (in compound words)	Fronted adverbials	Cohesive devices
First person/third person (pronouns)	Subjunctive form	Bullet points	Brackets

Reported speech	Adverbs	Suffixes	Determiners
Prefixes	Commas for parenthesis	Dashes	Synonyms
Antonyms	Prefixes and suffixes to form antonyms	Expanded noun phrases	Formal language
Commas (to avoid ambiguity)	Paragraphs (linking ideas)	Punctuation marks	Word classes (parts of speech)
Standard English			

Year 6

Children will be able to use these PaG skills in context of their writing as well as in a specific PaG lesson/test:

Capital letters for titles	Noun classification	Conjunctions (identifying types)	Paired adjectives
Commas (before conjunctions)	Modal verbs and adverbs	Verbs as sentence starters	Parentheses (brackets, dashes, commas)
Semi-colons, colons and dashes (for clauses)	Commas, colons and semi-colons (for lists)	Direct speech	Relative clauses
Expanded noun phrases	Passive voice	Past perfect tense	Adverbs and adverbial phrases
Modal verbs (of politeness)	Paragraphs	Implied relative	Prefixes (for verbs)

		pronouns	
Prepositions of time	Prepositions of place and time	Standard English	Subjunctive form
Formal language	Reported speech	Reported speech (into direct speech)	Commas (to clarify meaning)
Subject and Object	Synonyms	Antonyms (using prefixes)	Apostrophes (for contraction and possession)
Adverbs (of certainty and degree)	Adverbs (of place)	Prefixes	Suffixes
Ellipses (omitting words)	Ellipses (as punctuation)	Adverbs (without “ly” ending)	Bullet points (for lists)
Bullet points (for main points)	Hyphens (to avoid ambiguity)	Word classes	Imperative verbs (for commands)
Phrasal verbs	Sentence punctuation	Cohesive devices (paragraphs)	Layout devices
