

| Title   | Author                    | Reviewed and Approved |                               | Review Date |
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| English | B Reeve<br>T Wriglesworth | SLMT                  | 1 <sup>st</sup> April<br>2022 | April 2024  |

**Selby Community Primary School**  
**English Policy 2022**

**Rationale**

At Selby Community Primary School, the learning of English is at the heart of everything that we do. Speaking and Listening, as well as early reading skills, are prioritised in EYFS and built upon throughout the rest of the school. The curriculum as a whole is based around reading, writing and the development of vocabulary. We believe these are the fundamental building blocks to knowledge acquisition and learning. Research has shown that the key to ensuring learning moves into the long-term memory is through establishing children have the relevant knowledge to build upon. Those children who have more knowledge and vocabulary make greater progress, without this it is harder for children to transfer their learning into long-term memory. 'The correlation between vocabulary size and life chances are as firm as any in educational research' (OFSTED).

**Aims**

- To raise attainment and achievement in all aspects of English across the whole school.
- To ensure that English is taught in an exciting, motivating and interactive way generating enthusiasm for the subject.
- To promote a life-long enjoyment of reading and writing.

**Phonics**

- Starting in EYFS and going up to Year 2 all children will be systematically taught phonics using the Sounds Write programme. This will be a 30-minute session a day.
- As much as possible the developing phonological knowledge needs to be applied in contexts outside this discrete time.
- Children are taught to build words at the same time as reading them.
- Sounds Write reading material used consistently across EYFS to Year 2
- Books and reading materials are taught exclusively to correlate with the specific Sounds Write stages (Initial Code and Extended Code).

**Spellings**

- Spellings are taught daily and ensured these are applied.
- All children are taught their year groups word list.
- Through Sounds Write lessons (three 20mins sessions), children are to be taught their year groups spelling patterns.
- Additional focussed Sounds Write intervention for children where extra support is required throughout KS1 and 2.

**Reading**

**Intent**

Reading at Selby Community Primary School is used to inspire and engage young readers, encouraging them to develop a love of reading, have a good knowledge of a range of authors and allow children to fully access the whole curriculum. We believe that a love of books and reading for

pleasure is at the centre of our children's learning. We hope that immersing children in this culture will encourage them to become lifelong readers with a thirst for stories and knowledge and, through a variety of styles and genres, develop curious and questioning minds.

### Implement

- The National Curriculum for English and Early Learning Goals provide the long-term planning within school.
- Books chosen for whole class texts are selected after thorough research into vocabulary, themes and age recommendations.
- Texts are selected to deliver a wide range of genres, styles, authors and diversity.
- The progression and sequence of texts are outlined in the curriculum map and have been carefully planned and sequenced to ensure progression within both the year and across year groups.
- All classes have a reading area and children choose their own reading book matched to their ability.
- Guided reading sessions are delivered 3-5 times a week, depending on length of session.
- Children from Year 2 have a Reading Journal which they use to respond to texts read during reading sessions.
- Daily phonics sessions (delivered through the Sounds Write programme) are delivered in Reception, Year 1 and Year 2.
- Children identified as needing to make rapid progress are supported through regular intervention sessions using Sounds Write in KS1 and KS2.
- For the bottom 20% of readers, reading for fluency interventions are provided by 1:1 reading sessions with adults- daily where possible.
- All children in KS2 follow the Reading Plus programme to develop fluency and comprehension skills.
- Children are given opportunities to develop speaking and listening through listening to quality texts read to them and responding to them.

### Impact

- Children's books, reading journals, work on chromebooks and in classrooms will show evidence of children reading a variety of genres.
- Children will develop an appreciation and understanding of the rich variety of genres which they are exposed to.
- Children will develop habits of reading for pleasure and knowledge.
- Children will, wherever possible, make at least expected progress in their reading.
- Parents and carers will have a good understanding of how they can support and celebrate reading at home.

### Writing

#### Intent

Writing at Selby Community Primary School is used to inspire and engage those being taught using the Talk4Writing programme. We aim to allow the children to access a wide range of vocabulary, gain a solid grasp of grammar and spell new words in order to give depth and meaning to both personal experiences and when creating their own tales.

The three-stage process of imitate, innovate and independent application are followed through in each unit of work. (See appendix 1 for more details). Poetry, fiction and non-fiction units are taught every half term and in this order.

The curriculum is mapped to ensure that each genre is covered across the year groups. (See appendix 2)

Regular and targeted 'Jumpstart' activities will form the initial phase of lesson content with the focus of each Jumpstart to be based upon a target needing to be addressed for the class.

### Implement

From EYFS to Year 6, children are encouraged to internalise poems, rhymes, stories and informative non-fiction writing, thus allowing a library of quality texts to be built within the mind.

These carefully chosen and tailored, progressive text types as detailed in the curriculum maps can then be raided for ideas throughout their primary school career as well as broaden and inform their choice of written content and ideas.

This process is aligned with the planned structure of learning in which the text types, wherever possible, follow on from the previous one studied.

Poetry will begin a half term's learning, followed by fiction and finishing with a non-fiction piece. This cumulative approach to the ways in which teachers teach writing allow a clear purpose and stimulus for the children to write.

From Year 1-6, children will partake in both shared writing and shared editing sessions within writing time. The focus on editing and re-editing will allow children to learn the structures and process writers go through in order to arrive at a finished piece. This shared model offers a more guided approach, thus taking away worry and the possible perception of failure when edits need to be employed.

### Impact

- Children's writing will evidence the opportunities to write for a variety of different genres and audiences.
- Pre and post-unit writing assessments (Cold/Hot tasks) will be completed for each fiction and non-fiction unit, seeing progress in quality of independent writing.
- Children's general writing 'style' will become more informed, allowing a more well-rounded voice to be seen through writing.
- Vocabulary in writing and through everyday parlance will benefit from the content of the writing model texts.

After thorough research into the levels of grammar, punctuation, vocabulary and themes within the texts, we believe that the children at Selby Community Primary School are suitably challenged and enthused to achieve.

### Handwriting

- All children in EYFS are taught to hold a pencil correctly and form all letters correctly.
- All children from Year 1 onwards are taught to use the cursive handwriting script. All letters start from the same entry point on the line and the pencil should not leave the page for each word.

- From Year 2, children are expected to join up their writing.
- All staff should model the handwriting cursive script when they write for any purpose within the classroom.
- All children should be expected to write in this style of handwriting whenever they write, in all subjects.

## **Appendix 1- Talk4Writing structure**

### Imitate

Children learn each core text using actions and maps to help them internalise the language structure.

### Innovate

Once children have internalised the core text they are then able to change aspects of it in order to create their own story using the structures of the original.

### Independent Application

Children use what they have learnt to create their own piece of writing.

## Appendix 2- Text genres

The fiction text genres are:

- A wishing story
- A defeating the monster story
- A losing story
- A warning story
- A suspense story
- A journey/adventure story
- A rags to riches/change story
- A fantasy/portal story
- A finding story
- A tale of fear
- A meeting story
- A character flaw story
- Challenging others' Character flaw story

The non-fiction text genres are:

- Instructions
- Persuasion
- Discussion
- Recount
- Report
- Explanation