

Lanesfield Primary School



English Policy 2021

Review: July 2022

English Intent

Key skills in English permeate all areas of the curriculum and contribute to the social, emotional and educational development of each child. We want our children to have a positive attitude towards communication, by independently expressing their ideas in readiness for the world of work.

We strive to inspire and motivate our pupils with books, poems and language, developing a love for sharing classic and modern texts. Allowing children to become deeply immersed within texts, gives them the opportunity to become lost in their own imagination, allowing their ideas to flourish. The texts are diverse and reflect the community we live in, tailored to meet the needs and interests of our pupils, by listening to our children's voices. They learn about interesting themes and challenging topics that will help them develop their understanding of the world.

As a 'Talk for Write' school, we use visual tools and 1:1 iPads to support pupils to become self-assured, independent linguists. It is a fun, creative yet also rigorous approach to develop writers. We aim to engage pupils in writing through imitation, innovation and editing with the intent to make all pupils published authors by the time they finish their primary education.

Writing

Intent:

Through the teaching of writing, we aim to enable pupils to:

- ✚ Write with confidence, fluency and understanding, orchestrating a range of independent strategies to plan, draft, write and edit/improve upon reflection.
- ✚ Have an interest in words and their meanings, developing a growing vocabulary in spoken and written forms.
- ✚ Provide writing opportunities for different purposes and audiences that show progression.
- ✚ Develop the powers of imagination, inventiveness and critical awareness.
- ✚ Develop the stamina and skills to write at length, with accurate grammar, punctuation and spelling.
- ✚ Learn a legible cursive style of handwriting to help clarity when work is read by another person and model this as staff.
- ✚ Use their skills to write across the curriculum.
- ✚ Use online tools to support writing through 1:1 iPads.

Organisation of writing and planning:

Across Key Stage 1 and 2, we are a 'Talk 4 Write' school as we believe that 'if children can't say it, they can't write it'. Talk 4 Write strategies are also used to develop early writing in EYFS. As a maintained school, we follow the National Curriculum objectives. Each teaching cycle covers writing for a range of audiences and purposes and lasts for 2 weeks (Poetry for 1 week). The teacher provides stimulating experiences and activities to motivate the child, using a range of resources to engage individuals and groups of children. It is important that pupils have opportunities to learn and revise the skills necessary for new progress.

Writing in EYFS:

- ✚ Gross motor skills are developed primarily through the outdoor area and the Cool Kids program.
- ✚ To develop fine motor skills, 'funky fingers' is included in the provision for children to access in free flow time.
- ✚ Weekly focus activities for writing.
- ✚ My turn, your turn strategies are used to articulate their thoughts and ideas in well-formed sentences before writing.
- ✚ Opportunities in the provision for children to access writing tools in all areas.

Phonics RWI Timetables for EYFS/KS1:

Ditties and Red Timetable:

Red Ditty Book for Reading	Get Writing! Red Ditty Book
Daily Speed Sounds Lesson	Complete a Sentence and <i>(optional)</i>
Story Green Words	Hold a Sentence
Speedy Green Words	Storytime
Red Word Cards	Handwriting
Partner Practice – Ditty Speed Sounds, Story Green Words, Red Words, Speedy Green Words	
Ditty Introduction	
First Read – Children	
Read Aloud – Teacher	
Jump-in	
Second Read – Children	
Questions to Talk About	

Green, Purple, Pink, Orange Timetable:

Day 1	Day 2	Day 3
Daily Speed Sounds Lesson	Daily Speed Sounds Lesson	Daily Speed Sounds Lesson
Speed Sounds from the Storybook	Speedy Green Words	Think About the Story
Story Green Words	Red Word Cards	Third Read – Children
Speedy Green Words	Partner Practice – Speedy Green Words and Red Words	Questions to Talk About
Red Word Cards		Proofread
Partner Practice – Speed Sounds, Story Green Words and Red Words		Write About
Story Introduction		Jump-in
First Read – Children	Second Read – Children	Linked Text
Read Aloud – Teacher	Hold a Sentence – 2	
Hold a Sentence – 1	Build a Sentence – Orally	
Handwriting	Handwriting	

Yellow, Blue, Grey Timetable:

Day 1	Day 2	Day 3	Day 4	Day 5
Daily Speed Sounds Lesson	Daily Speed Sounds Lesson	Daily Speed Sounds Lesson	Daily Speed Sounds Lesson	Daily Speed Sounds Lesson
Speed Sounds from the Storybook	Speedy Green Words	Partner Practice – Speedy Green Words and Red Words	Spell Check	Spell Test
Story Green Words	Red Word Cards		Grammar	Write About... <i>(continue writing here)</i>
Speedy Green Words	Partner Practice – Speedy Green Words and Red Words	Think About the Story	Vocabulary	
Red Word Cards	Jump-in	Third Read – Children	Proofread – Spelling and Grammar	
Partner Practice – Story Speed Sounds, Story Green Words and Red Words	Second Read - Children	Questions to Talk About	Write About... <i>(start writing here)</i>	
Story Introduction	Fred Fingers – Spelling Green Words	Questions to Read and Answer		
First Read – Children	Red Rhythms – Spelling Red Words			
Read Aloud – Teacher	Hold a Sentence (2 sentences)	Build a Sentence		
Red Rhythms – Spelling Red Words			Words to Keep	
Handwriting	Handwriting	Handwriting	Handwriting	Linked Text

T4W Planning Cycle:

Key Stage 1 -

Day 1) Introducing the text, orally rehearsing it, story map

Day 2) Cold task

Day 3) Skill 1 - linked to assessment and NC

Day 4) Skill 1

Day 5) Skill 2

Day 6) Skill 2

Day 7) Planning - This involves post it notes on the original story map with new ideas

Day 8) Hot Task and Edit

Years 3/4 -

Day 1) Hook, cold task

Day 2) Story Map/oral rehearse

Day 3) DERIC

Day 4) Skill 1

Day 5) Skill 2

Day 6) Skill 3

Day 7) Skill 4

Day 8) Planning - Boxing up or planning pro-forma

Day 9) Hot task

Day 10) Edit

Years 5/6 -

Day 1) Hook, cold task

Day 2) DERIC - oral rehearsal starter

Day 3) Skill 1

Day 4) Skill 2

Day 5) Skill 3

Day 6) Skill 4

Day 7) Skill 5

Day 8) Planning - Boxing up or planning pro-forma

Day 9) Hot task

Day 10) Edit

Go Write

Upper key stage 2 children become published authors through Go Write, an online writing project, resulting in a book they can take home.

Speaking and Listening

Intent: Pupils should be taught to speak clearly, listen attentively and convey ideas confidently using Standard English.

Implementation:

Justifying ideas with reasons;

Asking questions to check understanding;

Developing vocabulary and building knowledge through oral rehearsals;

Through the effective use of learning partners, negotiate, evaluate and build on the ideas of others, enabling them to clarify their thinking as well as organise their ideas for writing.

Assessment

Year group specific writing targets should be in the front inside cover of Creative Arts books. These should inform planning. Moderation of independent writing (cold/hot task) should be completed half termly and ticked off accordingly.

Hot and Cold tasks

These should have Steps to Success glued into books before the work is completed. Cold tasks should have a blue sticker. Hot tasks should have a red sticker. This indicates that children have completed these pieces of writing independently.

Home-school Partnership (IMPACT)

 All children complete the IMPACT parent project (4 weeks). Parents attend a workshop to learn how they can support their child with writing and are given a resource pack. Each week they return their writing homework and then a celebratory event completes the project.

	First half term	Second half term
Autumn	Year 4 (Play Script)	Year 5 (Non-Chronological Report)
Spring	Year 2 (Recount)	Year 3 (Setting description)
Summer	Year 6 (Persuasive)	Year 1 (Instructions)

Equal Opportunities

In accordance with the Equal Opportunities policy, all pupils have equal access to the National Curriculum and Primary Framework for Literacy as set out in the Framework for teaching.

For those children with Special Needs and English as an additional language, the teacher will work alongside the SEND Co-ordinator to set specific targets which are taught and reviewed regularly.

Pen Licence:

Pen licences issued by Mrs Sutherland when writing is fluently joined.

Support for the development of writing:

Stage 1 - Mark making begins with children making marks in books on no lines.

Stage 2 - Wide lines

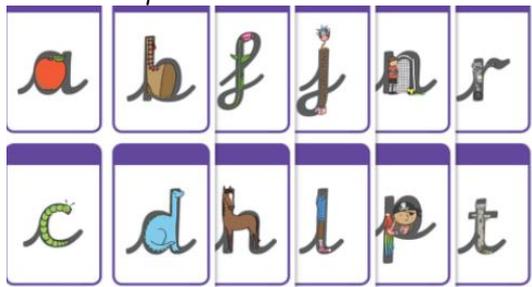
Stage 3 - First handwriting lines

Stage 4 - Second handwriting lines (black and grey)

Stage 5 - Narrow lines

Handwriting:

We use RWI letter formation that all begin with a 'whoosh' to show all letters begin on the line (pre-cursive).



Handwriting scheme can be found on Shared Point - Curriculum- English - Handwriting

Spelling:

We follow the Twinkl Spelling scheme which meets all National Curriculum objectives of spelling patterns. This can be found on Shared Point - Curriculum - English - Weekly Spellings - choose your year group

Monitoring

- Monitoring will be undertaken by the Head teacher and Literacy Leaders through discussions with staff and pupils to assess the effects of the policy on the quality of writing throughout school.
- SATs results and assessment results will be analysed and appropriate targets

set.

 Learning walks to include environment focus, book trawls, lesson observations (formal and informal), pupil voice and parental feedback.

Signed Head Teacher:-----

Presented to Governors: -----

Signed Head Teacher:

Presented to Governors: