



English Policy

Writing, SPaG, Speaking and Listening and Handwriting



This policy was formulated in consultation with the staff and governors of Marton Manor Primary School in March 2020. It will be reviewed in 2022 or earlier if necessary.

Rationale

At Marton Manor we believe that every child should learn to become confident, capable, enthusiastic writers who will develop a genuine passion for writing. They will use writing to express themselves and communicate with others and will write independently for a range of audiences and purposes.

Aims

We aim to ensure that all pupils:

- are competent in the arts of speaking and listening, making formal presentations, demonstrating to each other and participating in debate;
- use discussion in order to learn, can elaborate and explain clearly their understanding and ideas;
- develop their cognitive skills, imagination and personal expression through a range of writing tasks, in a style appropriate for the purpose;
- use accurate punctuation and grammar;
- make progress to become accurate spellers;
- use legible, joined handwriting;
- acquire a wide and varied vocabulary, and understanding of linguistic conventions for reading, writing and spoken language;
- write clearly, accurately and coherently, adapting their language and style for a range of contexts, purposes and audiences;
- make fair critical responses about their own literacy work and that of their peers.

Speaking and Listening

The four strands of speaking and listening (speaking, listening, group discussion and interaction and drama) permeate the whole curriculum. Children are encouraged to develop effective communication skills in readiness for later life. We recognise the need for all pupils to speak, read and write Standard English fluently and accurately, while acknowledging that a pupil's own dialect or other language is of prime importance. Teachers model their own language to children which encourages Standard English in both speaking and writing.

Children are encouraged to speak clearly and listen carefully, and both speaking and listening are stimulated in a range of ways, including;

- Listening to and responding to stories, rhymes, poems, songs and games
- Responding to written, visual and aural stimuli
- Discussing and expressing opinions

- Giving and receiving instructions or information
- Using talk partners in EYFS/KS1 in all curriculum areas
- Describing/recounting events
- Storytelling and reading aloud
- Reciting lines, songs or poems learned by heart in school plays or presentations
- Imaginative play, role-play and drama
- Debates (KS2)

Any child thought to require the support of a Speech & Language therapist is referred in accordance with our SEND policy.

Writing

We aim to develop the children's ability to produce well structured, detailed writing in which the meaning is made clear and which engages the interest of the reader. Teachers model writing strategies which pupils then apply. We follow a clear writing process (please refer to Marton Manor Writing Process document).

The children are given frequent opportunities to write in different contexts and for a variety of purposes and audiences. We use high quality texts as a stimulus for writing. Children are provided with time to edit and revise their work and we encourage children to self or peer assess where appropriate.

At sentence level, we have produced lists of different sentence types which the children are expected to know in each year group.

We use the Penpals handwriting scheme to help children develop fluent and legible joined up handwriting.

Spelling, Punctuation and Grammar (SPaG).

Attention is paid throughout school to the formal structures of English: grammatical detail, punctuation and spelling.

Phonics is taught outside the main literacy session to children in Foundation Stage and Key Stage One. (Please see our phonics policy for further information)

Contextual SPaG is taught as part of English lessons. We use spelling lists from Appendix 1 of the new National Curriculum literacy document. From Year 2 onwards, children are taught a spelling rule, which they are encouraged to explore independently.

Cross Curricular English Opportunities

English is at the heart of curriculum planning so that subject matter from other curriculum areas is available as content or stimulus for speaking, listening, reading and writing. Teachers also provide opportunities for pupils to practise and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum, with a particular focus on writing through other subject areas where the same standard of writing is expected as in English lessons.

Assessment and Marking

Assessment is a continuous process, taking into account children's work throughout the year. Assessment in our school takes the following forms:

- Teachers assess children's work during every lesson and adapt their practice accordingly, both within and between lessons;
- Independent writing tasks are used to update individual and whole class 'trackers'.
- Teachers submit teacher assessment levels on a termly basis to the Senior Leadership Team to enable them to track progress within classes and across the school;
- At least two staff meetings a year are allocated to the moderation of children's writing by all staff to ensure consistency of approach when assessing; Moderation of writing also takes place within the James Cook Learning Trust.
- Summative (NFER) assessments are made termly from Year 2 onwards and at the end of the school year in Year 1. These are used to inform teacher assessment levels. Children in Year 1 take the national phonics test at the end of the year. Children undertake the national SATS tests at the end of Year 2 and Year 6.
- Teachers mark children's work in accordance with the school marking policy. Marking codes can be found in the front of children's English books.

Inclusion

We aim to provide for all children, whatever their ability and individual needs. We have high expectations of all of our pupils and we 'teach to the top'. In order to help all children achieve their full potential, teachers closely monitor which pupils require extra support. This includes pre- and post-teach, extra support in class and interventions.

Children who have the potential to achieve Greater Depth are also identified and learning is adapted to provide a suitable level of challenge.

Equal Opportunities

All pupils will have equal opportunity to reach their full potential across the English Curriculum, regardless of their race, gender, cultural background, ability or any physical or sensory disability. Equality of opportunity is essential in this curriculum area as it provides pupils with access to other curriculum areas in the primary years and in the future.

Role of the Subject Leaders

The subject leaders are responsible for the development and monitoring of the English curriculum to ensure a coherent approach throughout school. They can help teachers with their planning and are responsible for developing the school's English policy.

The subject leaders assist teachers by leading staff meetings and INSET activities, providing consultancy and advice and by supporting them in the classroom. The subject leaders and head teacher will also ensure that all staff access the relevant CPD.

The head teacher and subject leaders will scrutinise work in books and assessments. They will also undertake observations of lessons and analysis of data and pupil progress across the school.