



Stoke Prior First School

English Policy

1. Intent

The writing curriculum is designed to provide a broad and balanced education that meets the needs of all children. It provides opportunities for children to develop as independent, confident and successful writers, with high aspirations.

Our intent is for all pupils – irrespective of their needs, abilities or background – to learn to write fluently, developing their own writer’s voice. We aim to meet, and where possible exceed, the expectations laid out in the Early Learning Goals and National Curriculum, with pupils progressing appropriately across school. We recognise that spoken language underpins the development of writing. The quality of language that pupils hear and speak is vital for developing their vocabulary and grammar and their understanding. We believe that literacy skills are crucial to a quality education and will give our children the tools they need to participate fully as a member of society.

We cultivate a love of writing and communicating through vocabulary rich and quality literature, using Ready Steady Write by Literacy Counts. By inspiring and developing an appreciation of our rich and varied literary heritage and providing meaningful and exciting provocations to write, we develop a habit of writing widely and often. We recognise the importance of nurturing a culture where children take pride in their writing, can write clearly and accurately and adapt their language and style for a range of contexts.

2. Aims

- To develop pupils’ ability to speak, listen, read, and write for a range of purposes.
- To ensure all pupils make sustained progress in English from their individual starting points.
- To foster enjoyment, creativity, and independence in reading and writing.
- To provide a consistent and progressive approach to writing through the *Ready Steady Write* scheme.

3. Implementation

3.1 Speaking and Listening

Children are encouraged to express themselves clearly and confidently in a range of contexts. Opportunities include:

- Class and group discussions
- Presentations and performances
- Role play and drama
- Oral storytelling and debates

3.2 Reading

Reading is taught through daily phonics sessions in Reception and Year 1 using the government validated systematic synthetic phonics scheme, Essential Letters and Sound (ELS) and whole-class reading in years 2-4 that follows the Literary Curriculum Literacy Leaves resource. Children are exposed to a range of texts across the curriculum including narrative, poetry, fiction and non-fiction.

Key strategies include:

- Use of high-quality, diverse texts
- Teaching based on key reading skills
- Home reading logs
- Reading for pleasure initiatives
- Use of Accelerated Reader and STAR reading tests
- Assessment of fluency in Year 2 and for the lowest 20% readers in KS2

Please also see our Reading Offer and Phonics Policy for further information.

3.3 Writing – *Ready Steady Write*

Organisation and Curriculum Coverage

Ready Steady Write empowers teachers to provide high-quality teaching of writing through quality literature. These detailed units of work centre on engaging, vocabulary-rich texts, with a wealth of writing opportunities. They provide:

- Clear sequential Episodes of Learning
- Vocabulary learning and contextualised spelling, grammar and punctuation
- Wider reading for the wider curriculum
- Example Texts linked to writing outcomes
- A wealth of supporting resources

Our English curriculum is developed around a sequence of age-appropriate texts, using Literacy Count's Ready Steady Write units of learning. We use each book to create opportunities to:

- develop grammar and punctuation knowledge and understanding to use and apply across the wider curriculum, through sentence accuracy sessions;
- explore the structure and features of different genres, identifying the purpose and audience;
- plan and write an initial piece of writing with a clear context and purpose before evaluating the effectiveness by editing and redrafting.

Strategies

Building on this foundation, we teach literacy using a range of strategies which include:

- Handwriting – at the start of each lesson in KS1 and reducing where applicable in KS2 based on teacher assessment, teacher's model the formation of letters and joins in line with our Handwriting Policy. Children then practise the letter formation themselves. Adults monitor the letter formation to ensure accuracy.
- Sentence Accuracy work - the teacher models a complete sentence which incorporates an age-appropriate grammar, punctuation or spelling objective. The children then write a dictated sentence (KS1) or their own sentence (KS2) following the same objective. Adults monitor the children's sentences to ensure complete accuracy.
- Group Discussion – Children discuss and interrogate new ideas in a small group or whole class setting. They listen to and value each other's ideas whilst taking on board feedback so as to improve their own explanations.
- Partner Talk – Children work in partners to discuss their ideas. They are able to explain their ideas about texts they have read and prepare their ideas before they write.
- Questioning – Teachers use a range of questioning strategies to establish children's current understanding and develop their learning.
- Modelled Writing – Teachers model writing and editing to demonstrate the high expectations they have. They verbally 'think aloud' in order to make the writing process explicit and provide a rich and varied vocabulary for the children to utilise in their own work.

- Shared Writing – Teachers use the ideas from the children to create shared pieces of writing. This enables the children to see the writing process in action as well as having pride and ownership over the finished piece.
- Genres – Pupils complete one piece of fiction writing and one piece of non-fiction writing per half term
- Editing – All children are signposted to regular opportunities for reviewing and editing their own and the work of others. All children are provided with a Sentence Accuracy Checker which they use when proofreading their own work.
- Working walls – Teachers regularly update working walls to ensure learning is documented within a unit of work, ensuring that the writing process is clearly evident on working walls, with modelled examples being available to all pupils as the sequence of lessons develops as a tool for them to refer to.

Transcription

In the EYFS, we prioritise foundational transcription skills as recommended in Ofsted’s ‘Strong foundations in the first years of school’ document. The focus for teaching is on developing pupils handwriting and sentence formation and retention.

In Key Stage 1, the daily sentence accuracy work provides modelled examples of accurate sentence construction alongside key National Curriculum objectives that the children then apply themselves in dictated sentences.

Resources

Each class is expected to develop an English working wall which adapts daily with teaching. Displays should model the writing process and scaffolds needed for children to apply to their own writing. Spellings, handwriting and supporting phonics materials should also be displayed within the classroom to aid children’s writing. Sentence accuracy checkers are available to all children, both in their books and in the environment. Staff will model the expectations throughout the curriculum.

3.4 Spelling – Essential Letters and Sounds

Spelling across the school is taught through Essential Letters and Sounds (ELS). Pupils in Reception and Year 1 are taught through the phonics programme.

Pupils in Year 2 follow the Essential Spelling programme which is aligned to ELS phonics and continues to teach children how to encode and use spelling patterns.

In Years 3 and 4, pupils follow Essential Spelling and Word Knowledge, a spelling programme that enables pupils to understand the patterns in the English language using a combination of morphology, etymology and application of phonological rules. Children are taught the meaning of affixes which provide them with the skills to understand and spell new words.

The principles of ELS Essential Spelling are:

- the delivery of whole-class, high-quality first teaching with well-structured lesson plans
- the use of consistent terminology by teachers, children and parents
- the use of consistent resources that support effective teaching
- repetition and reinforcement of learning

- regular and manageable assessment to ensure that all children can spell with confidence
- training for all staff who are teaching ELS Essential Spelling, to ensure they know how to teach the lessons with confidence.

4. Inclusion

All pupils, including those with SEND, EAL, or disadvantaged backgrounds, are supported to access the English curriculum through:

- scaffolds and supports to develop writing ideas and language acquisition
- technology to support the generation of ideas, develop words banks and plan and write
- explicit instruction, including the modelling of sentences, paragraphs, planning and editing – with opportunities for the children to practice modelled techniques
- flexible groupings to ensure peer support and appropriate level of challenge
- additional adult support with all of the above, where required

5. Assessment

English is assessed through:

- Formative teacher assessments during lessons
- Independent writing pieces each half-term
- Termly summative assessments
- Pupil progress meetings and moderation within and across schools

Assessment outcomes inform future planning and targeted support.

6. Monitoring and Review

The English subject leader is responsible for:

- Monitoring the delivery of *Ready Steady Write*
- Supporting staff with planning and assessment
- Reviewing attainment and progress data
- Ensuring consistency and high standards across the school

PERSON(S) RESPONSIBLE:	SUBJECT LEADER: S Anderson
DATE POLICY AGREED:	
TO BE REVIEWED BY:	
DISTRIBUTION:	Staff / Governors / Website (delete as required)