



INTRODUCTORY STATEMENT

We aim to provide a supportive, stimulating and secure environment where children are encouraged to express themselves and where their contributions are valued. We will provide for the language development of pupils by helping to develop their ability to use language to think, to explore and to recognise and communicate their ideas. This policy covers Speaking, Listening and Writing. Some aspects of these are distinctive but language development relies upon the inter relationship of all three. Therefore, links should be evident within planning, delivery and pupil outcomes.

Northfield acknowledges and builds upon previous learning. Children enter school with some knowledge of the convention of print learned from the environment and have a range of differing abilities within Speaking and Listening. The school is keen to enable effective communication in speech and writing and to develop an enthusiasm for reading in all its pupils. Although it is important for pupils to speak, read and write in Standard English forms, the richness of other dialects and languages are celebrated in school.

WRITING

PHILOSOPHY

At Northfield, we believe that the ability to write is a life-long skill that equips children with a powerful tool to express theirs and others' beliefs. Children need to explore structure, style, vocabulary and a wide variety of text types. They must write to express their emotions, to convey their thoughts and opinions and to present evidence of research. By developing these skills, we can equip our children to use writing across the range of curricular activities in which they are involved.

Our aim is that our children will develop the ability to write effectively in various forms according to purpose and audience. It is important that a positive attitude towards writing is encouraged amongst all our pupils in order to foster self-confidence and a sense of achievement and enjoyment.

AIMS

- To develop pupils' attainment and progress to write effectively for a range of purposes and audiences including IT.
- To ensure Equal Opportunities and access to the writing curriculum for all pupils.
- To use assessment to monitor and evaluate writing
- To help pupils develop handwriting and presentational skills.
- To develop parental/carer partnership.
- To develop a whole school approach to the systematic teaching of writing skills, including English grammar, punctuation and spelling. (EGPS)
- To teach a variety of strategies to develop style, structure and language features of a range of genres, including narrative and non-narrative.
- To exploit opportunities for children to experience real-life situations so they can write for a purpose.
- To provide opportunities for children to become responsible for their own learning through self-editing and redrafting. This will be clear through the use of a different colour pen in their work.
- To ensure access to word processing and other media to support development in redrafting and editing texts.

PLANNING AND PROGRESSION

Long term - Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document (2014) and in the Communication and Language and Literacy sections of the Statutory Framework for the Early Years Foundation Stage (2021).

Targeted marking outcomes and interventions based on data analysis also feed into teachers' planning to narrow the gaps.

Short term - The units of work, which are planned and are usually taught over a period of 2 - 4 weeks, include cross-curricular links where appropriate. In F2, literacy work is centred around our systematic, synthetic phonics programme - Rocket Phonics. Based on topic too around a book. KU+W. In KS1 and 2, a text-based approach to the teaching of English creates a 'hook' to engage and excite children while providing an expert model from which to work. Teachers differentiate short term planning appropriately for the child, group or objective being taught. Differentiation can be provided in a number of ways: by outcome, by adult support provided, by differentiating resources, by differentiating through planning or by task differentiation. This is particularly important to support the learning of higher achieving children who are capable at working at greater depth and those children who are on the SEND register.

English Grammar and Punctuation

PHILOSOPHY

At Northfield, we strive to ensure that every child develops an understanding of the key grammatical rules to manipulate writing for different purposes and audiences.

Opportunities for the teaching of this are planned for, both in the English lesson and across the whole breadth of the curriculum, in accordance with the National Curriculum 2014 (see English appendix 2 in the National Curriculum file).

Grammar can be taught discretely but is often most effective when taught in the context of reading and writing; either in the context of the linguistic demands of a particular genre or the writing needs of a child.

AIMS

- To provide rich and stimulating learning environments across the school where children have access to a range of resources which they can use autonomously to help them move their learning forwards.
- To create a rigorous and effective approach to teaching grammar across the school to engage and embed pupils' learning.
- To give children the opportunity to practise the grammar that has been taught in extended pieces of writing within all curriculum areas.

HANDWRITING

Presentation of written work reflects the awareness of the writer to the needs of his or her audience. Our ultimate goal is for pupils to achieve a fast, flowing, legible style of writing. Children in F2 and year 1 will be taught how to print letters clearly, concentrating on letter formation and size, including lower case and capital letters. From year 2 onwards, children will be taught how to use a cursive handwriting style.

SPELLING

PHILOSOPHY

In order to communicate effectively, children need to learn a range of strategies to help them become confident in spelling. The school encourages children to write independently and with enthusiasm, but at the same time we also recognise the importance of mastering and using accurately conventional spelling in order to convey meaning clearly

in writing. Northfield is committed to the development of a rigorous and systematic whole school approach towards spelling and this is displayed in our daily phonics and spelling lessons throughout the school.

AIMS

- To develop a whole school approach in order to ensure a consistent approach, continuity and progression during the stages of spelling development.
- To plan opportunities to teach a range of spelling strategies.
- To teach spelling within meaningful contexts of writing.
- To ensure that teachers are familiar with the teaching of phonics and spelling.
- To regularly teach alphabetic knowledge, blending and segmentation.
- To build on phonic knowledge in KS2.
- To develop investigative approaches, etymology, morphology and dictionary skills.
- To teach spelling and strategies to support the spelling of tricky and high frequency words
- To respond to mis-spelt words according to the agreed marking policy.
- To develop pupils' knowledge of the structure of words; compound/complex words, prefixes, suffixes, roots and origins.
- To encourage a variety of strategies to enable independence in spelling, such as word banks, dictionaries, displays and mnemonics etc.

SPEAKING & LISTENING

PHILOSOPHY

Purposeful talk is one of the main ways through which children construct and refine their understanding of language. **Talk should underpin all language activities and many writing activities.** A pupil's spoken language reflects the local culture and heritage of the individual and is therefore crucial to his or her identity and should be valued and built upon. However, pupils are also entitled to gain knowledge, competence and confidence in the use of Standard English, thus empowering them to use whichever is most appropriate to purpose, audience and situation.

AIMS

- Progress towards fluent and independent and accurate oracy begins at home and school aims to build upon this development.
- To develop fluency and confidence in speech and when listening.
- To increase the range and variety of purposes for which pupils can understand and use language.
- To enable pupils to make responses in a variety of appropriate forms, techniques and styles within the school environment.
- To provide opportunities to enable pupils to participate individually, in small groups and in class discussions co-operatively.
- To give pupils the opportunity to participate in a wide range of activities and to evaluate their own and others' contributions.
- To develop enquiring minds, with the ability to think, question and discuss rationally and logically.
- To speak in a variety of forms for different audiences, purposes and situations (both formal and informal).

PROGRESSION

In order to provide progression across the school children are provided with the following opportunities and experiences to: -

- Convey messages, be involved in role play, express understanding of narrative structure, recite poems and recount events. Listen and learn rhymes and poetry. Express feelings and opinions, read aloud and ask and respond to questions to clarify meaning.

- Experience different styles and forms of spoken language for a variety of purposes and are encouraged to make the appropriate responses in a range of situations.
- Speak audibly and clearly and use spoken Standard English in formal contexts.
- Listen attentively to each other, taking others' views into consideration, expressing and justifying own opinions.
- Participate in drama activities and performances of various kinds, using appropriate language.
- Explore, develop, clarify ideas, predict outcomes and discuss possibilities. Develop language for independent critical thinking.
- Observe the conventions of talking and listening eg my turn, your turn, as a member of a group etc.

INCLUSION

All staff ensure that their planning and delivery of the English curriculum provides equality of access for all children regardless of race, gender or ability in line with the Equality policy. For different abilities, tasks are differentiated at the short term planning stage. Children who are on SEND Support may have specific SEND targets.

Whilst the National Curriculum and Early Years Foundation Stage states that most children should be taught at each key stage and year group, teachers should teach the knowledge, skills and understanding to suit pupils' abilities and opportunities to learn. This may include choosing objectives from earlier or later stages.

PARENTAL/CARERS INVOLVEMENT

We aim to involve parents/carers directly in the life of the school, and thus in the development of children's skills, knowledge and understanding in English. Parents and carers are involved in hearing children read and are encouraged to discuss books with them. All children in school take reading books home and a home/school reading diary to provide a reading partnership with parents and carers. Parents and carers are welcomed into school to support reading in the classroom.

Spellings are sent home or uploaded onto Dojo as homework on a regular basis. These will relate directly to the work the children are doing in class and cover spelling patterns set out in the English appendix 1 of the 2014 National Curriculum.

At the beginning of each term, curriculum overviews containing English objectives and text types to be studied, are uploaded onto the class pages of the school's website for all parents and carers to view.

ROLE OF THE ENGLISH LEADER

The English leader will be directly responsible to the Head for the development of an appropriate English curriculum.

This can be achieved through:

1. Ensuring that the primary aim will be to promote and maintain good standards in all aspects of English throughout the school.
2. The continuous monitoring, evaluating, development and organisation of Whole School English (through delegation if necessary),
3. Ensuring that the resources for the teaching of English in the school are well organised, frequently reviewed and easily accessible to children and staff to enable maximum usage.
4. Obtaining and disseminating information concerned with the development of the English curriculum and work with other members of staff on the development of appropriate continued professional development.
5. Devising and supporting opportunities for parental/carer involvement in aspects of English, including reading and other English skills, which can be practised and achieved at home.
6. Ensuring all staff understand the non-negotiables of teaching writing and the requirements of the National Curriculum.

LINKS WITH OTHER SUBJECTS

We believe that English is an integrated and fundamental component of the whole primary curriculum. It is pivotal for all learning in every curriculum area and as such, should be promoted holistically. Children will have the opportunity to develop their English skills through extended writing opportunities in other foundation subjects. Opportunities for children to explore and develop language use in other curriculum areas are identified by teachers at the planning stage.

ICT links are also promoted whenever possible to assist and enhance English skills. These include opportunities for pupils to compose, revise and edit texts. Radio and television programmes, computer software, newspapers, comics, photographs and advertisements are all used on a termly basis as outlined in the National Curriculum to ensure pupils receive access to a full range of texts.

ASSESSMENT AND RECORDING

English is part of the whole school's assessment and recording procedures (see assessment and marking policy for details). Assessment for learning is an integral part of daily teaching, through planning, teaching and annotations. Assessment also includes more formal frameworks for assessing outcomes, monitoring progress and diagnosing specific learning needs.

Targeted marking, peer and self assessment give quality feedback to celebrate achievement and provide next steps in learning.

Within the Foundation Stage, children are assessed using the Northfield benchmarking tool. All children are assessed within the first six weeks of starting school using the baseline assessment. An end of year judgement is made against the Early Learning Goals using the Foundation Stage Profile.

Writing and English grammar, punctuation and spelling

- A termly assessment of writing, using objectives set out in the school's tracking and assessment tool (ScholarPack) is currently used to monitor attainment and progress.
- Exemplification material is available to support teacher assessments and this guidance can be used with the latest interim TA framework.
- F1 pupils are assessed on entry to establish a baseline and then again at the end of each term.

Online learning

If children are unable to attend school due to potential lockdown procedures being implemented, staff will provide opportunities to continue their education through online learning platforms such as TEAMS. This can be through recorded lessons by the teacher or links to online learning resources such as Oak National Academy.

EQUAL OPPORTUNITIES

Northfield has universal ambitions for every child, whatever their background or circumstances. Children learn and thrive when they are healthy, safe and engaged.

In order to engage all children, cultural diversity, home languages, gender and religious beliefs are all celebrated. Our curriculum includes a wide range of texts and other resources which represent the diversity and backgrounds of all our children.

CONTINUED PROFESSIONAL DEVELOPMENT (CPD)

Opportunities for staff development will be identified within the School Improvement Plan. These areas will be determined by monitoring teaching and learning in English and may be based on the needs of the whole school or on individual. Appraisal and Capability targets provide information for staff development decisions.

MONITORING AND EVALUATION

- The English Leader meets with the Head Teacher/Deputy Head Teacher on a regular basis to monitor and evaluate writing.
 - Head Teacher/DHT and co-ordinator are involved in a series of classroom visits with feedback for staff on teaching and learning.
 - Short term planning is monitored as part of the monitoring timetable. All staff receive feedback on this.
 - The Governing Body has a named Governor for English who is also included in monitoring the subject. Information is fed back to the full Governing Body via the Strategic Committee.
 - Attainment and progress in reading and writing is shared at the Strategic Development Committee
- This policy will be reviewed and evaluated by staff on a two-yearly basis.

Policy written by: Nicola Corrigan October 2022

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