



The Unity of Titchmarsh, Warmington and Nassington Schools

English Policy

Aims:

In the Unity of Titchmarsh, Warmington and Nassington Schools, we aim to teach a broad, engaging and exciting English curriculum which allows children to develop both the tools for reading and writing, as well as enthusiasm for English Language and Literature.

Objectives:

- All children to have access to a curriculum which supports and stretches all children.
- All children to read a wide range of books, from all fiction genres, and non-fiction.
- All children to be able to write confidently and accurately, for different purposes.
- All children to be confident in communicating in any form in English.

Whole School Approach:

All staff should follow guidelines as set out below. In order to gain constancy within each year, and across the whole school, we use the schemes and approaches specified below. They all have some flexibility in what is taught and how, but there is a coherent thread which runs through the whole school.

At least twice a year, there will be whole school English Days, such as the Big Write or Dance with Books.

Time Allowance:

Children will be taught English for 1 hours and 40 minutes a day. This will be broken down as such:

- 1 hour of English teaching (including Phonics and Spelling, Punctuation and Grammar - SPaG);
- 30 minutes of Book Talk;
- 10 minutes of a class novel or story time.

Staff can timetable this however they choose, but it must be evident on their timetable.

Each strand of English will be taught and supported using the following methods outlined below.

Reading:

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Reading is a key feature of the English curriculum and will be taught in several different ways:

- Book Talk – small group reading, and comprehension questions for 30 minutes daily;
- Reading books – using the reading schemes (including Oxford Reading Tree and Songbirds amongst others) for those learning to read, and the guided Free Reader cards for those who have become free readers;
- Class novel/story time – this will take place daily for 10 minutes. This may or may not be related to the Topic, but should engage children and encourage reading for pleasure;
- Reading comprehensions – these may take place separately throughout English lessons.

Reading should be encouraged whenever possible, in whatever subject. Non-fiction books linked to topics and non-core subjects should always be easily accessible in the classrooms for pupils to read and refer to.

Reading Assessment:

Reading will be assessed in the following ways:

- Book Talk will be assessed using the relevant assessment sheets (can be found on the shared area). A teacher should work with a different group each day and rotate, so all the class is heard at least once every two weeks;
- The lowest 20% of readers will be a focus, and so it is important that they are heard to read more often than the rest of the class, and progress tracked more carefully;
- Individual Readers will be listened to at least once a week (EYFS and KS1), and every two week (KS2). This should be done by the teacher or TA, and should be recorded in the class reading folder. Parent helpers can also listen to children read, but this should be as well as the class teacher or TA;
- Reading comprehensions will be marked and relevant scores recorded for moderation and end of Key Stage/year purposes. It should not be the sole or main focus of teaching reading.

Writing and PaG:

Writing and PaG should be taught using the Hamilton Trust schemes. Each class teacher should make sure they cover at least one fiction, non-fiction and poetry unit each whole term. PaG should be taught with the writing lesson itself and used in context to help children understand how it is used appropriately. Jane Considine's Writing Rainbow may be used alongside the Hamilton scheme to help support and consolidate the learning. Modelling should be done regularly and using the 'author's brain' to help children understand the process of writing. See Grammar scheme to show long term expectation.

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Children should complete an independent 'hot task' at the end of each teaching unit. This should be clearly identified in their books by using a Hot Task label. It should be assessed by the relevant Year group writing criteria which should be kept at the back of their books. This can then be used towards moderation, for all year groups.

Independent writes can be supported by teaching staff in the planning and discussion stages, but children should complete the task itself without teacher or TA assistance. Word mats, prompts and other helpful resources should be available to the children to use, and they should be encouraged to do so. Editing their work in a 'Purple polishing' pens should be evident. This must be independent, but can be supported by their peers, and should be completed before the work is marked.

Spelling:

Children should be set spellings every week from Year 1 onwards. Spellings set should be based on the Phonics sound for that week (KS1), or a Spelling or Grammar rule for KS2. Children should be taught this rule explicitly throughout the week, and time should be allowed for children to practise the spellings within the school week. This could be as Early Morning Starters or within a lesson. Spellings should be sent home once a week and placed on Spelling Shed for children to practise at home.

Spellings lists should make sure they cover all the common exception words and statutory spelling lists for the relevant year group. However, spellings should be differentiated when necessary, by either limiting the number of spelling set or working to secure spelling rules from a previous year group.

Spelling test should take place once a week, and staff should keep a record of the scores.

Phonics:

Titchmarsh and Warmington use the Read, Write, Inc. phonics to teach reading, spelling and letter formation in EYFS and KS1. Nassington will be using FFT Success for All from September 2022. These are teacher assessed for reading and writing regularly though out EYFS and Year 1. In Year 2, phonics teaching may still be useful, but more specific SPaG based lessons should take its place. See Appendix 1 for a termly tracker of what should be taught. For further information see the Reading and Phonic expectations document.

Handwriting:

Children shall be taught letter formation using the Read, Write, Inc. scheme initially. Once they are confident in their letter formation, they should begin using the LetterJoin scheme, following their scheme. Handwriting lessons should take place every week, either as separate lessons, within the English/Phonics lesson, or as Early Morning Starter activities. They should continue until Year 4, or until handwriting is fluent and cursive. Those who have difficulty with cursive handwriting, should be placed in a small intervention group, to help them develop a neat, fluid and consistent handwriting style. The use of Y1 to Y6 streaming is used to support this for

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handwriting on a Friday afternoon in Warmington School. See whole school handwriting expectations.

By Year 6, children should be writing in a cursive style fluidly and at speed in order to meet the Writing criteria for the end of Key Stage 2.

Library and books:

Children should visit the Library every week. They may have one book at a time to take home. The fiction Library is in three sections:

- Picture books
- Fiction books for younger children
- Fiction books for older children
- Non-fiction books
- **All Library books should be logged out using Junior Librarian.**

Free readers can choose any book as their reading book, with the guidance of their class teacher. They should begin by using the First Free Reader's. Reading scheme books are to be followed and used systematically by children until they reach this stage. The Read, Write Inc scheme to be used until the children have accessed most sounds and be supported by Oxford Reading Tree for variety.

Support and guidance:

We are very supportive to staff, and so as soon as any concerns arise, please speak to the English Lead in your school. There are several ways in which we can support staff in English, and if you find a CPD course which is of use to you, please ask.

Leads:

Titchmarsh – Becky Moulam (Phonics Lead)

Warmington – Mikayla Aldous (Reading Lead)

Nassington – Alexa Campbell (Writing Lead)

Associated Policies

Curriculum Policy

EYFS Policy

Feedback and Response Policy



APPENDIX 1 – PHONICS MARKERS FOR EACH HALF-TERM

Reception		
Autumn	Set 1 – Group A	m a s d t i n p g o c k u b f e l h sh r j v y w th z ch qu x ng nk ck kn Blending and segmenting VC/CVC words (word time 1-3)
	Set 1 – Group B	Teach the gaps in set 1 sounds Blending and segmenting CVC words with digraphs/special friends (word time 1-4)
	Set 1 – Group C	Teach the gaps in set 1 sounds above Blending and segmenting CVC words with digraphs/special friends (word time 1-5)
Spring	Red Story Books	Review Set 1 sounds Revise blending and segmenting CVC words with digraphs/special friends (word time 1-5) Introduce consonant clusters CCVC e.g. bl br fl (word time 6-7) Books now in full sentences (photocopy masters 10-20 as needed) Introduction of pseudo/alien words
Summer	Green and Purple Story Books	Review Set 1 sounds Set 2 sounds ay ee igh ow(snow) oo(zoo) oo(look) ar or air ir ou oy Review consonant clusters CCVC e.g. bl br fl (word time 6-7)
Year 1		
Autumn	Green and Purple Story Books	Review Set 1 sounds Set 2 sounds ay ee igh ow(snow) oo(zoo) oo(look) ar or air ir ou oy Review consonant clusters CCVC e.g. bl br fl (word time 6-7)
	Pink Story Books	Review Set 1 sounds Consolidate Set 2 sounds
	Orange Story Books	Review Set 1 sounds Review Set 2 sounds Teach Set 3 sounds for reading only ea oi a-e i-e o-e u-e aw are ur er ow(cow) ai oa ew ire ear ure e-e au ue
Spring	Yellow Story Books	Review Set 1 sounds Review Set 2 sounds Review Set 3 sounds Use letter names for spelling
Summer	Blue and Grey Story Books	Review Set 2 sounds Review Set 3 sounds Use letter names for spelling

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