

English Policy

English has a pre-eminent place in education and society. The teaching of English embraces all aspects of language, both spoken and written. A high-quality education in English will teach pupils to speak and write clearly and communicate their ideas and emotions to others. They will have the chance to develop culturally, emotionally, intellectually, socially and spiritually through their understanding of English.

Intent

Reading is like breathing in, writing is like breathing out.

Pam Allyn

At Tenacres we believe reading and writing are intrinsically linked; reading is the key to being a proficient and creative writer. Children are encouraged to develop and apply their literacy skills across the curriculum, to bring meaning and purpose to their learning.

We aspire to ensure:

- Children have access to a wide range of fiction and non-fiction texts via:
 - class books and reading corners
 - focus books for topics
 - English lessons and guided reading sessions
 - weekly library sessions
 - banded home readers
- Children have multiple opportunities every week to hear good reading being modelled (through lessons and story time), to inspire and excite.
- Reading and writing learning opportunities are topic driven (cross-curricular) to provide meaningful links.
- Reading is a starting point for learning sequences culminating in writing (Reading into Writing).
- Opportunities to develop speaking (oracy) skills and listening skills through group work, discussions and debates.

Implementation:

Reading:

- Children are read to at least twice a week as part of dedicated story-time in all year groups.
- Children are given regular choice via voting system of class books.
- All classrooms have a dedicated reading area to celebrate books, authors and reading skills.
- Reading areas have visual prompts to encourage readers to think about what they are reading independently.
- All classrooms have a display of topic books relevant to the children's current learning.
- Children visit the library once a week and choose a book to take home.
- Reception, Year 1 and Year 2 children receive daily phonics/ spelling sessions.
- Phonics sessions follow the Letter and Sounds scheme (progression document as appendix)
- Year 3 and 4 receive three sessions of no-nonsense spellings a week.
- Children have a record of current sounds and spellings they are learning to read and write in HSD on a weekly basis.
- Children's book bands are recorded in their HSD with a reward stamp to celebrate when they move up.
- Home-school readers are kept in reading areas (KS1 and KS2) so they are accessible for all children to choose their own books.
- All children are heard read or worked with as part of a reading comprehension session at least once a week by adult (recorded in HSD).
- Evidence from guided reading sessions is recorded in HSDs, on guided reading objective sheets or in learning journeys as appropriate for the session.
- Five focused reading sessions must be taught over two-week period, in addition to English lessons.
- All assessed writing outcomes begin with reading of the genre.

Writing:

- Children should experience writing in a range of fiction and non-fiction genres during each year group.
- Writing opportunities are frequent to develop stamina and technique.
- Three pieces of assessed (independent) writing are completed per half term.
- Assessed writes will have a sticker of learning objectives at the top, evidence of which will be highlighted in the writing.
- Successfully shown assessed write criteria should be recorded on objective sheets in the front of learning journeys.
- At least one piece of assessed writing per term will be story writing.
- Children in Years 2-4 are given half-termly opportunities to complete spellings as dictation sentences.
- One piece of English work per week should have a lightbulb stamp for children to consolidate or extend their learning.
- Handwriting appropriate to the year group of the child (outlined in the National Curriculum) is encouraged in all written work.
- Handwriting practice is completed in handwriting books.
- No-Nonsense spelling practice is completed in No-Nonsense spelling books (Years 2-4)
- Spelling tests are completed weekly in KS2, in spelling test books.
- Have-a-go spelling sheets are stuck in the back of all learning journeys (Year 2 – 4)
- All classes have an English working wall showing the journey of skill progression to a piece of assessed writing.

Impact

The intent and implementation of our English curriculum aims to have a clear impact on children's understanding and learning in order to develop confident and eloquent readers and writers by the time pupils leave Tenacres.

In particular, we nurture and cultivate:

- Confident and fluent readers who have resilience and skills they can draw upon when decoding unfamiliar words.
- Pupils who discuss books and authors with excitement and interest.
- Pupils who can write for different purposes within a range of genres.
- Pupils who are proud of their writing
- Skills progression that is clear through learning sequences in books.
- Writing across the curriculum that is the same standard as that expected in English lessons.
- Pride in presentation that is evident in all written work across the curriculum.

Resources:

- Reading – range of reading books banded from pink to double red
Phonicsplay subscription
Guided reading sets located in Year 2 and Year 4
Support materials - Project x, Rapid Reading, Rapid phonics
- Handwriting – letterjoin subscription
Nelson handwriting text books
- Spelling – No-nonsense spelling scheme