



English Policy

Philosophy/Rationale

At Newfield Park Primary School, we believe that language and English is fundamental to the overall development of children and their access to the curriculum in all its aspects. We recognise that the acquisition of English, both spoken and written, will empower our pupils and provide the foundation for all their future learning.

Aims:

We promote a culture of reading, not simply as a life skill, but to also develop in pupils a love of books and literature that will not only support their learning across the curriculum, but also enrich their lives. We believe that the understanding and intelligent use of English is the cornerstone of a child's education; we strive to engage pupils through an ever increasing amount of 'reading for pleasure' initiatives, working with parents to ensure children are reading high-quality texts on a daily basis. Our range of Reading for Pleasure initiatives can be found on our website here: <https://www.newfieldpark.co.uk/reading-2/> As children move through the school, they will improve their comprehension ability through direct teaching of VIPERS which are linked to the KS1 and KS2 content domains. These are built into lessons weekly and increase in difficulty as children move through the school.

We provide children with a range of real-life purposes to write for, making use of visual literacy when possible and ensure that children experience a range of purposeful genres before they leave Primary Education.

We believe that all children should have regular opportunities for speaking and listening and our bespoke "Six Strands" help us to achieve this in a simple, child-friendly way which builds progressively from Early Years to Year 6. Children will have various ways of learning and utilising these crucial life-skills, from Class Assemblies to whole-class performances such as Newfield's Got Talent.

At Newfield, we believe that high quality, discreet systematic synthetic phonics lessons are essential to the development of early reading and spelling. We base our phonics lessons on the Little Wandle Phonics programme but have adapted it to suit our needs at Newfield. We assess the children's phonic knowledge at least termly and this assessment is used to identify children who need a 'catch up' intervention. Home and guided reading books for Reception and Year One children will be phonic based texts, based upon the child's phonic ability. Children will not access book banded books until Year Two. Children who have not passed the Phonics Screening Check in Year 2 will also take home phonics banded books to ensure they are continuing to improve on their phonics understanding.

Our early, rigorous work on Phonics blends into our work on Spelling which is underpinned by our use of an adapted version of the Rising Stars Spelling scheme. We believe all pupils should learn (and overlearn) spelling patterns as they progress through Primary Education, focusing on weekly spellings which are taught through lessons, games and fun quizzes. There is a specific focus on High-Frequency and Common Exception Words. For pupils who find spelling a challenge, various 'Wave 1' interventions are put into place throughout the year, with teachers working with the SENDCo to determine the best course of action. Additional 'apps' supplement our spelling approach e.g. Nessy, Spelling Shed

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum in England: English Programmes of Study – Key Stages 1 and 2 and in the Communication and Language and Literacy sections of the Statutory Framework for the Early Years Foundation Stage. Our curriculum is drawn from these documents but is bespoke to Newfield Park Primary School.

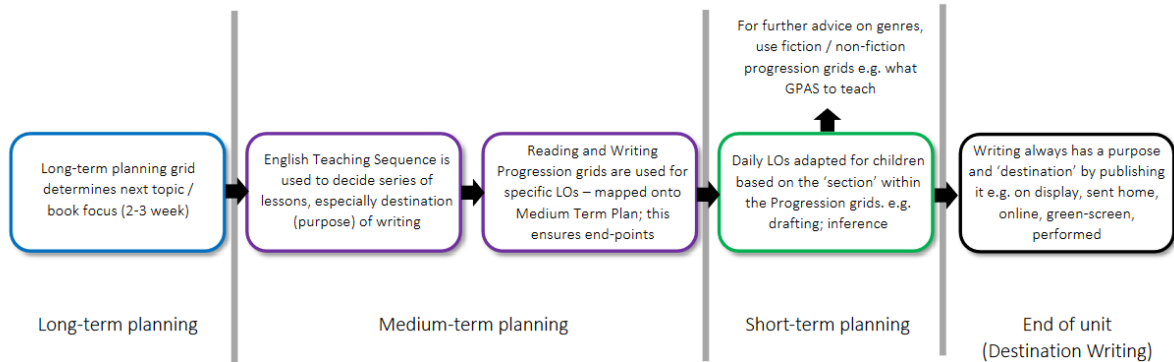
Key Points

In English, our aims for all pupils at Newfield Park Primary School are that children will:

- Learn how to read and write with fluency, understanding and confidence, developing a range of independent strategies to begin to take responsibility for their own learning
- Have access to high quality, discreet systematic synthetic phonics lessons, as we recognise that this is essential for the development of early reading and spelling.
- Have access to books based upon their phonic acquisition to read at home and at school.
- Be encouraged to develop a love of reading, independently choosing to read widely and often both in school and at home
- Develop an ever-growing bank of vocabulary, through an interest in words, their etymology and their meanings
- Experience a wide range of texts and genres, across a range of contexts (where appropriate linked to their current curriculum topic) to develop their understanding of a wide range of authors
- Learn to write in a variety of styles and be able to apply characteristic and linguistic features of texts to their own writing
- Listen to a variety of authors speak about their own experiences of writing, through regular Author Events at the school
- Develop strong and accurate use of technical vocabulary with understanding of grammatical terminology
- Learn how to apply grammatical structures in their writing
- Be confident when punctuating sentences to ensure clarity in their writing
- Learn, understand and apply their knowledge of "Tier 2" vocabulary across English and foundation lessons, ensuring links between topics are vertical and horizontal through often-repeated vocabulary
- Have the opportunity to write for pleasure; to explore and develop their own ideas in a real setting
- Take part in regular peer-moderation of the work
- Become keen and confident editors of their own writing, confidently drafting and re-drafting with the aim that work can always be amended and improved
- Listen to other children's opinions on their work or during debates and discussions, taking time to consider what each person has said
- To speak clearly, passionately and confidently when taking part in debates, discussions and presentations as they progress through school.

Planning for English

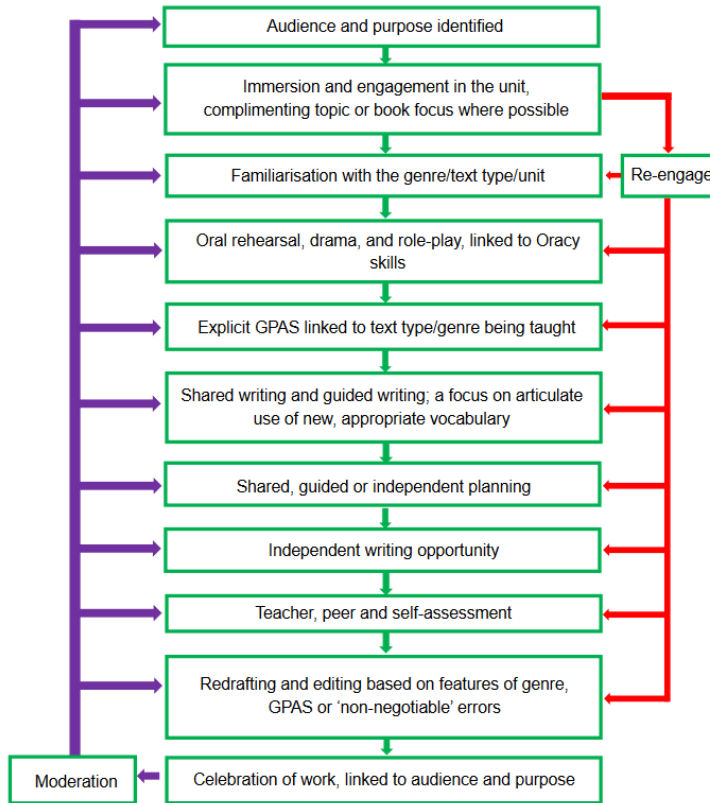
The different stages to the planning and delivery of English are outlined on a separate document entitled English Curriculum Overview. A screenshot of this document is below, broadly outlining the process of planning in English:



- They will first begin by using our Long-Term Planning document. This document has been developed to ensure that children revisit genres and topics year-on-year and help teachers to scaffold their teaching around curriculum topics – where possible. For example, a Year 6 topic of Volcanoes may be partnered with 'Explanation Texts' as there is a relevant link. These documents split learning into a book focus, narrative focus, non-fiction focus and poetry focus each term. This document is reviewed with staff and amended on a yearly basis to ensure it is bespoke to Newfield Park Primary School, fitting the individual needs of the school. This document also includes progression for Grammar and Punctuation to aid teachers' planning. Teachers are free to move genres and book foci around as necessary. An example screenshot of the Year 5 planning document:

English Modules – Year 5						
	Autumn term		Spring term		Summer term	
Book focus	Book 1 (3 weeks)	Picture-book week (1 week)	Book 2 (3 weeks)	Poetry week (1 week)	Book 3 (3 weeks)	Comic-book week (1 week)
Suggested outcomes	Various writing activities based on class book, linked to National Curriculum objectives. <i>Christmas / Winter focus (December)</i>		Various writing activities based on class book, linked to National Curriculum objectives. <i>World Book Day (5th March)</i>		Various writing activities based on class book, linked to National Curriculum objectives. <i>World Comic Day (2nd May)</i>	
Narrative focus	Traditional Tales - legends (quests) (4 weeks)		Suspense and mystery (4 weeks)		Fiction from our literary heritage (4 weeks)	
Suggested outcomes	Reflect on the main character of the legend from different viewpoints. Re-tell the story from several different perspectives. Focus on engaging story openers and paragraph links. Link to visual literacy.		Develop skills of building up atmosphere in writing e.g. passages building up tension; show not tell. Focus on <i>cliffhanger</i> and ellipses ending. Focus on shared writing and redrafting. Link to visual literacy.		Explore a text in detail. Write in the style of the author to complete sections of the stories. Take the plot and theme from the text to plan and write their own contemporary version. E.g. Shakespeare focus.	
Non-fiction focus	Recount (2 weeks)	Explanation (2 weeks)	Persuasion (3 weeks)	Instructions (1 week)	Report (2 weeks)	Discussion (2 weeks)
Suggested outcomes	Compose a biographical account based on research. Focus on formality of text type an accurate use of paragraphs / topic sentences. Children should be using subordinate clauses to add detail.	Full explanation text written about a chosen topic which should link to Science or current topic. Formal language with accurate punctuation.	Show through a range of writing an understanding of how persuasive writing can be adapted for different audiences and purposes. GDS pupils to be given more challenging audience. Children could use colons for lists and bullet points. Semi-colons might be used to separate linked, independent clauses.	Detailed instructions with clear introduction and conclusion. Focus on modal verbs and prepositions.	Write a report, in the form of an information leaflet, in which two or more subjects are compared. Link to Science, History or Geography if possible. F	Write up a balanced discussion presenting two sides of an argument, following a debate. Focus on <i>oracy</i> and use of contrasting/comparative conjunctions.
Poetry / GPAS	GPAS activities (See VGP) (1 week)	Structure – <i>cinquain</i> (1 week)	GPAS activities (See VGP) (1 week)	Structure – Spoken word / rap (2 weeks)	GPAS consolidation (1 / 2 weeks) (see VGP)	
Suggested 'writing for purpose' opportunity	Biography of a living famous local person – send to person directly	Explanation text – put on website for parents to read	500 Words competition – enter competition	Record a rap about a topic in PSHE – record and send to parents	Debate – invite parents / other year groups in to watch	Create their own comic – tweet / allow others to take it home

- Secondly, teachers will then use the English Teaching Sequence document to plan their series of lessons, normally between 12 and 15 sessions. This is shown below:



A more detailed version of the teaching sequence, which explains all the separate sections, can be found here: <https://primarysite-prod-sorted.s3.amazonaws.com/newfield-park-primary/UploadedDocument/cd0205e6-1b7d-4c85-b51c-3da21d928508/english-teaching-sequence-2023.pdf>

- Finally, teachers then use our Reading and Writing Progression Grids to ensure full coverage of all National Curriculum objectives throughout the year. This is colour-coded so teachers ensure full, broad coverage. A snapshot of the Year 5 Writing progression grid is shown below:

Year 5
<ul style="list-style-type: none"> To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed. To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details. To consistently link ideas across paragraphs. To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements. To understand, through being shown, the skills and processes essential for writing: that is, thinking aloud to generate ideas,

Approach to Reading

Reading at Newfield follows the three strands below:

Whole-class reading

- Class books used throughout the year. Between 3 and 6 texts a year, dependent on year group, linked to topic where possible.
- Age-appropriate texts used, linked either to expected book bands, reading spine suggestions e.g. Pie Corbett or by Lexille Count. Our Whole-Class book list can be found [here](#).
- Books are used for class reading as well as English work.
- A range of authors to ensure coverage of different writing styles.
- Grammar, punctuation and spelling tasks taken from class book when appropriate.
- All children will visit the local library each year and are encouraged to read books from there.
- Children will have the opportunity to read, or be read to, every day.
- Longer novels are combined with shorted text "extracts" to ensure variety of literature in length, genre and level of challenge.

Shared reading

- Guided reading is used in Key Stage 1 and Year 3. Texts are age appropriate and deliberately from a range of genres.
- Read Aloud Think Aloud (RATA) is a research-based approach to shared reading and is used in Years 4 to 6. It offers children the chance to study a text in detail as part of shared sessions, guided by the teacher. The RATA teaching sequence can be found [here](#).
- VIPERS are used for comprehension, based on the KS1 and KS2 content domains. Age appropriate texts are used with questions scaffolded and differentiated accordingly.
- Work evidenced in reading records, guided reading folders (KS1) and via use of VIPERS tasks in books.
- Age-appropriate, published texts are used for 'tests' to ensure rigor in assesment. QLA of tests is done and subsequent lessons are used to remedy any misconceptions or areas for development.

Individual reading

- EYFS and Year 1 individual reading primarily based on phonics (in-line with Bold Beginnings advice) but are also exposed to other literature, to ensure children are using other strategies to decode words other than phonics.
- For children in Year 2 who passed the PSC, individual reading is normally based on book bands.
- Reading for pleasure encouraged via a successful rewards system (Galactic Readers) Drop Everything and Read (DEAR) and various class/phase based systems. Staff also share what they are reading.
- Individual reading is evidenced both in reading records and on the Junior Librarian system.
- Author visits to school are organised as regularly as possible and children are also offered the opportunity to visit the local secondary school to hear authors speak on a regular basis - around three per year. Where possible, these author visits then link to the curriculum.

Reading for Pleasure

The school places reading at the heart of everything we do as a school. In line with this, we offer a variety of Reading for Pleasure opportunities and initiatives to children throughout school and we are always analysing how successful these are. A full list of the Reading for Pleasure initiatives can be found in a separate document here: <https://primarysite-produced.s3.amazonaws.com/newfield-park-primary/UploadedDocument/29134534-0140-41bc-bf0e-45493acb1b0/reading-for-pleasure-offer.pdf>

Approach to Phonics

At Newfield Park Primary School, we follow the *Little Wandle Letters and Sounds Revised* principles and practice of high quality phonics. This follows:

- Short daily phonics sessions for Nursery looking at the foundations for phonics focussing on:
 - Phonemic awareness
 - Tuning into sounds
 - Oral blending
 - Learning new rhymes and action rhymes
 - Sharing high quality stories and poems
- A sequence of 30 minute planned daily sessions for all children from the second week of Reception and throughout Key Stage 1.
- Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.
- Children in Year 1 review Phase 3 and 4 and are taught to read and spell words using GPCs with fluency and accuracy.

For more information regarding the teaching of phonics, our Phonics Policy and Phonics Progression Grid are on the website here: <https://newfield-park-primary.secure-primariesite.net/phonics/>

Approach to Writing (including Grammar and Punctuation)

Children have the opportunity to experience a wide range of genres and texts in every year; they support their work with a variety of resources, such as dictionaries, thesauruses, word banks and various 'Wave 1' interventions for specific pupils. Children use ICT in lessons where it enhances their learning and understanding, especially when used for editing and redrafting purposes. When it is possible, children's writing is linked to the curriculum or their class book to increase engagement and ensure children have content-rich knowledge to draw ideas from. Teachers are encouraged to use Visual Literacy throughout the year to aid engagement and to ensure children have a content-rich understanding in order to write about the topic/genre they are studying. A specific example of this includes a whole-school focus on 'Picture Books' during the Autumn term.

We believe that pupils should be given the opportunity to write for purpose throughout the year. Teachers will plan up to six different texts that will have some form of real purpose or audience to engage pupils and make them see why Writing is important; we call this Destination Writing. An example is shown below:

Suggested 'writing for purpose' opportunity	Newspaper report about a current event – send to First News / Halesowen News editor	Riddles linked to topic – children in other year groups to figure out – handed out to parents	500 Words competition – enter competition	A 'play' linked to Narrative focus – recorded and send to parents	Add a chapter to story – Tweet author (related to book focus)	Create their own comic – tweet / allow others to take it home
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Approach to Spelling

For some children in Year 2 and for the majority of pupils in Year 3 onwards, we follow an adapted version of the Rising Stars Spelling scheme to ensure that the teaching of spelling is rigorous and progresses year on year. Spellings are then woven into handwriting at the beginning of lessons to ensure that children are 'using' the spellings they are learning.

Rising Stars Spelling uses the statutory word lists with lively teaching sessions for each week to ensure children are learning spelling patterns, not simply being 'given' weekly spellings. It aims to make spelling teaching fun and enjoyable using the lively activities which explore spellings in context for pupils.

Importantly, our Rising Stars scheme has been adapted to ensure that we support children as they progress from phonics to a rigorous learning pathway that builds knowledge year on year. Our Spelling scheme has been modified by the English Subject Leader and a specialist Phonics teacher (who leads Spelling in the school) to ensure that the progression from phonics into other spelling techniques/strategies is seamless and identifies issues quickly.

As noted, we also give children further opportunities in Key Stage 2 to "catch-up" on their phonics. This is first done by identifying pupils who still have gaps in their phonics understanding by use of the program Phonics Tracker. Various interventions are then put in place in Years 3 and 4 to help these children who still find phonics challenging. "Wave 1" interventions are used further up the school, in coordination with the SENDCo, to put specialised provision in for those pupils who still have gaps in their phonetic understanding as they progress up the school.

Approach to Grammar and Punctuation

As part of our long-term planning documents (which can be found on the website) grammar and punctuation are taught as part of the English teaching sequence, building on knowledge learnt in previous year groups. Grammar and Punctuation is taught as part of Writing lessons, Reading lessons and VIPERS reading tasks on a weekly basis. The requirements are split down into year group specific objectives (as seen below) and coverage and understanding is checked on a regular basis. As part of ongoing Writing Moderation (phase and SLT level) it is then checked to ensure that the skills taught have been applied independently in longer writing pieces. Teachers check recollection and understanding of grammar and punctuation through standard Assessment for Learning during the lesson but also in the administration of termly NFER tests which are then analysed to assess gaps in understanding. Below is an example of the Year 2 Grammar and Punctuation framework (which also included key, subject-specific vocabulary to be taught)

Vocabulary, grammar and punctuation – Year 2			
	Autumn term	Spring term	Summer term
Word level	Formation of nouns using suffixes such as -ness and -er by compounding. E.g. whiteboard, superman Formation of adjectives using suffixes such as -ful , -less . E.g. successful	Use of suffixes -er and -est in adjectives e.g. bigger, smallest	Use of the -ly Standard English to turn adjective into adverbs. E.g. sharply
Sentence level	Expanded noun phrases for description e.g. the red, huge castle, the man in the large house.	Subordination of sentences e.g. when, if, that, because. Continue throughout Spring and Summer term	Understanding of what sentences have specific functions and how to tell what these are. E.g. statement, question, exclamation or command. Introduce imperative (bossy) verbs as commands to MA.
Text level	Use of progressive form of verbs in present and past tense to mark actions in progress e.g. she is running, the dog was barking. Introduce future tense to MA	Correct choice and consistent use of present tense and past tense throughout writing	Specific emphasis on moderation to check understanding of verb tenses.
Punctuation	Embedding of capital letters, full stops, question marks and exclamation marks. Commas as part of a list	Introduce apostrophes for omission and possession	Embedding of apostrophes for omission and possession. Accurate use of capital letters and full stops across all areas of English (Learning Journey)
Key Vocabulary (shared with children where appropriate)	noun, question, suffix, adjective, adverb, verb, tense (past, present) apostrophe, comma	noun, question, compound, suffix, adjective, adverb, verb, tense (past, present) apostrophe, comma	noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present) apostrophe, comma

The diagram below shows the progression throughout year groups in the teaching of grammar and punctuation:

Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology for Pupils
Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun	How words can combine to make sentences	Sequencing sentences to form short narratives	Separation of words with spaces	letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark
Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)	Joining words and joining clauses using and	Correct choice and consistent use of present tense and past tense throughout writing	Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences	noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma
How the prefix un- changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]	Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]	Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]	Capital letters for names and for the personal pronoun I	preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')
Formation of nouns using suffixes such as -ness , -er and by compounding [for example, whiteboard, superman]	How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command	Introduction to paragraphs as a way to group related material	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]
Formation of adjectives using suffixes such as -ful , -less (A fuller list of suffixes can be found in the spelling appendix.)	Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore] or prepositions [for example, before, after, during, in, because of]	Headings and sub-headings to aid presentation	Commas to separate items in a list	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]
Use of the suffixes -er , -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to the strict maths teacher with curly hair)	Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]	Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]
Formation of nouns using a range of prefixes [for example super-, anti-, auto-]	Fronted adverbials [for example, Later that day, I heard the bad news.]	Use of paragraphs to organise ideas around a theme	Introduction to inverted commas to punctuate direct speech	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]
Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]	Relative clauses beginning with who , which , where , when , that , or an omitted relative pronoun	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	Apostrophes to mark plural possession [for example, the girls' name, the girls' names]	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]
Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]	Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]	Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly)	Use of commas after fronted adverbials	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]
The grammatical difference between plural and possessive -s	Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].	Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices	Brackets, dashes or commas to indicate parenthesis	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]
Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)	The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, find out – discover, ask for – request, go in – enter]	Linking ideas across paragraphs using a wider range of cohesive devices : repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis	Use of commas to clarify meaning or avoid ambiguity	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]
Converting nouns or adjectives into verbs using suffixes [for example, -ate, -ise, -ify]	How words are related by meaning as synonyms and antonyms [for example, big, large, little].	Layout devices, such as headings, sub-headings, columns, bullets, or tables, to	Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining, I'm fed up]	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]
Verb prefixes (e.g. dis-, de-, mis-, over- and re-)			Use of the colon to introduce a list and use of semi-colons within lists	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]
			Punctuation of bullet points to list information	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]
			How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]

Key:

Year 1	
Year 2	
Year 3	
Year 4	
Year 5	
Year 6	

Approach to Handwriting

Newfield Park uses Kinetic Letters to ensure good handwriting progression across school. Kinetic Letters is a handwriting programme for use in primary and secondary schools. Using four main threads of Making bodies stronger, Holding the pencil, Learning the letters, and Flow and fluency, it enables children to develop legible handwriting that is produced quickly and automatically. With the development of automaticity, handwriting becomes a valuable tool and not a hindrance to learning. For more information, please see this link: <https://newfield-park-primary.secure-primariesite.net/writing/>

Approach to Speaking and Listening (Oracy)

Our approach to speaking and listening is directed by both our English learning objectives (found in the Assessment Grids) and our "Six Strands" of Presentational skills. Our learning objectives are taken directly from the English Programme of Study and form the basis of planning for teachers. After objectives and series' of lessons have been planned, our "Six Strands" allow progression of presentational skills throughout both key stages, empowering pupils to be confident speakers and respectful listeners by the time they leave Year 6. These "Six Strands" are written in "Child-speak" and deliberately keep the same six strands throughout school; the progression comes within the strands. Teachers use the Six Steps to help frame which areas of speaking and listening they wish to focus on during that topic with the skills becoming increasingly challenging. A copy of the full "Six Strands" for Early Years, Year 1/2, Year 3/4 and Year 5/6 can be found on the website. Below is the "Six Strands" wheel which shows the skills:



Assessment, Moderation, Recording and Reporting

Teachers submit the assessment for a child in their class once every half term. Work is primarily assessed via work done in books but might also be through observation or use of tests. Teachers moderate their judgements at staff meetings, during PPA and with the English Subject Leader. Judgements are also moderated by SLT on a termly basis. Year 2 and Year 6 English work is also moderated at an inter-school level during the year, through various face-to-face sessions.

Teachers make their assessment of a child's learning using the assessment grids which can be found on the website. They will revisit some objectives throughout the year, ensuring that children are able to *apply* their understanding of a concept.

The English Subject Leader attends governors' meetings and ensures that all stakeholders are aware of the current English Action Plan and the assessment throughout school. Additionally, a specific link-governor works with the English Subject Leader to ensure they fully understand how English is taught and assessed at Newfield Park; they visit the school termly in addition to their governors' meetings.

Cross-Curricular Links

Where possible, English is linked to the Curriculum; we offer regular opportunities to write at length in most areas of the curriculum, throughout the year. This can be through tasks set to ensure children have a content-rich understanding of the topic they are writing/reading about, but might also be done through actual texts linked to their current History / Geography topic. However, where this is not possible, teachers are not expected to 'force' a topic to fit the learning objectives and strands they need to teach in English.

Additionally, vocabulary progression in English is linked to our Curriculum areas in a vertical manner. Therefore, Curriculum areas in one-year group (e.g. Year 2 - World War 2) will have vocabulary that deliberately repeats itself in other year groups (e.g. Year 6 - Politics) to ensure that children have a deep understanding of vocabulary choices and that they 'overlearn' words they wish to use.

Additional resources

Teachers make use of a variety of resources at Newfield Park to engage pupils, increase challenge and vary learning. Some of these resources are listed below:

- ✓ Literacy Shed - specific use of DADWAVERS and VIPERS (All of school)
- ✓ Spelling Shed (Key Stage 2)
- ✓ Cracking Comprehension (Year 2 onwards)
- ✓ Rising Stars Spelling (Year 3 onwards)
- ✓ Teach your Monster to Read (Year 1)
- ✓ Phonics Tracker (Early Years, KSI)
- ✓ Phonics Play (Early Years, KSI)
- ✓ SPAG.com (Year 6)
- ✓ Nessy (Intervention Year 2, 3)
- ✓ Discovery Education - Espresso (GPAS)
- ✓ Reading Eggs (Years 3 and 4)
- ✓ NFER Assessments (Year 2 onwards)

Inclusion in English

At Newfield Park we believe every child has an equal right to a rounded education that allows them to achieve their full potential. All pupils, regardless of ability or background, should have the opportunity to fully develop their capabilities. We recognise that some of our children may have more than one area of significant need and that teaching and learning will need to be skilfully adapted to meet those needs. This may be accomplished by:

- Planning lessons to ensure that all tasks can be appropriately scaffolded or differentiated to accommodate children with SEND, ensuring that children with SEND can access the same, or similar, tasks as the rest of the class, in line with the curriculum.
- Using a wide range of Wave 1 teaching strategies – this may involve the use of additional equipment, thinking time, pre-teaching, using a study buddy, providing writing frames, using coloured overlays/print, breaking instructions down into chunks, visual timetables, setting clear goals or building relationships.
- Making reasonable adjustments so that pupils with physical difficulties can access any outdoor learning activities.
- Translating instructions and tasks as appropriate to accommodate children who have English as an additional language.
- Accounting for the needs of more-able and gifted children by making tasks more challenging, appealing to their problem solving, reasoning and critical thinking skills and creating appropriate extension activities.

Pupil Premium

Newfield Park is committed to addressing the additional needs of children who may come from disadvantaged backgrounds or who receive additional Pupil Premium funding. Staff understand the importance of quality teaching for all, identifying potential barriers for learning and exploring varied teaching methods and interventions to achieve the best outcomes.

Staff regularly use data to track and monitor progress and seek to engage parents in all areas of their child's learning. Strategies at the core of our practice include collaborative learning, high quality feedback, metacognition techniques, raising aspiration and the use of digital technologies.

Parental Involvement

The partnership between home and school is vital and we therefore encourage communication whenever realistically possible. The Handwriting Policy is sent home to parents and all documents are on the website for parents to access as they wish. In our three parents evening meetings a year, we always dedicate a significant amount of time to discussing with parents their child's English progress. Throughout the year, we engage parents in a number of events linked with English such as our main reading-at-home scheme: Galactic Readers. As well as this, things such as class assemblies, the Book Trust top 100 books and 500 Word Challenge but to name a few are used to forge links between school and home. In Key Stage One, all parents will have the opportunity to visit the school and sit-in on a Phonics lesson to ensure they understand how the subject is taught at Newfield. Useful documents for parents can be found [here](#).

Safeguarding

Newfield Park is committed to providing an environment where all stakeholders feel safe. Children are encouraged at all times to share any worries and concerns that they may have and know who to approach if they feel unsafe. Through varied teaching and learning experiences children learn how to keep themselves safe as part of our broad and balanced curriculum. Any field work, trips or residentials undergo thorough Risk Assessments to ensure that all experiences are safe for our children.

If, during the course of a lesson, the teacher becomes aware of any child protection concern, or a child makes a disclosure of such a concern, they will immediately log this on the CPOMS system and follow the school's wider safeguarding policy.

Health and Safety

All fieldwork will be planned with reference to the School's Health and Safety Policy. Risk assessments will be made of trips and activities as necessary. Staff are advised to visit any new sites for trips. When using ICT in English staff will ensure children adhere to the rules and expectations as outlined in the Acceptable Use Policy and Child Protection Policy.

Monitoring and Review

The English action plan, English Policy, English long-term planning documents, English Handwriting Policy and English assessment grids are amended and edited every year by the English subject leader, in coordination with all staff via staff meetings. English is monitored half-termly by two members of Senior Leadership and at least one lesson of English will be formally observed in the year. Informal drop-ins occur on a weekly basis; these are used to suggest improvements and pose questions to class teachers.

Roles of the Subject Leader

The Subject Leader is responsible for monitoring the planning, teaching and assessing of English across the whole school. In conjunction with teachers, they ensure all resources are up to date and relevant for the topics being taught. They help colleagues to develop their own subject expertise, knowledge and understanding. Action plans and policies for English are the responsibility of the subject leader.

Mr. T. Roddison
English Subject Leader

Draft 1: July 2019x
Draft 2: September 2020
Draft 3: January 2021
Draft 4: October 2021
Draft 5: November 2023

Review Date: May 2024

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