



# ELMS FARM PRIMARY SCHOOL ENGLISH POLICY

**THIS DOCUMENT IS** a statement of the aims, principles and procedures for English at Elms Farm Primary School.

**IT WAS DEVELOPED in** 2024 through a process of consultation with subject leaders, staff and governors.

**IT WAS APPROVED** by the governing body in July 2024

**REVIEW:** Annually in consultation with the Local Authority format.

## 1. Curriculum Intent

At Elms Farm Primary School, we believe that English has an important role as a distinct subject, as well as being a medium for teaching and serving other subjects. The development of strong English skills is essential for progressing across the curriculum and preparing for adult life. All staff have a responsibility to develop pupils' competence in reading, writing, speaking and listening and to ensure that pupils build the language skills necessary to fully access the curriculum.

Elms Farm School aims to develop a love of learning through an engaging and child-centred curriculum. The school values of Ambition, Community and Equality are reflected throughout the curriculum and pedagogical approaches undertaken.

This policy will ensure the school complies with the national curriculum and help pupils have a solid grounding in English, a positive attitude towards literature and a strong understanding of language.

## 2. Legislation and Guidance

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE (2014) 'National Curriculum in England: English programmes of study'
- DfE (2013) 'English programmes of study: key stages 1 and 2'
- DfE (2020) 'Headteachers' standards 2020'
- DfE (2023) 'Statutory framework for the early years foundation stage'

It considers guidance from:

Ofsted (2024) Telling the story: the English education subject report

DfE (2012) Research evidence on reading for pleasure

EEF (2021) Improving Literacy in Key Stage 1

EEF (2021) Improving Literacy in Key Stage 2

This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct
- Wider Curriculum Policy
- Teaching and Learning Policy
- Assessment Policy



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- Early Years Teaching and Learning Policy
- Early Years Assessment Policy

## 3. Roles and Responsibilities

### 3.1 The governing body

The governing board is responsible for:

- Ensuring a broad and balanced English curriculum is implemented in the school.
- Ensuring the school's English curriculum is accessible to all pupils.

### 3.2 The headteacher

The headteacher is responsible for:

- Appointing an appropriate subject leader.
- Establishing and sustaining high-quality, expert English teaching across all phases, built on an evidence-informed understanding of effective teaching and how pupils learn.
- Ensuring English teaching is underpinned by high levels of expertise in English and approaches which respect the distinct nature of English as a discipline.
- Ensuring effective use is made of formative assessment.
- Ensuring a broad, structured and coherent English curriculum entitlement which sets out the knowledge, skills and values that will be taught.
- Establishing effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities.
- Ensuring that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading.
- Ensuring valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the English curriculum.
- Establishing and sustaining culture and practices that enable all pupils, including pupils with SEND, to access the curriculum and learn effectively.

### 3.3 The Subject Leader

The subject leader is responsible for:

- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to expand on colleagues' areas of expertise in English.
- Organising the deployment of resources and carrying out regular audits.
- Liaising with teachers across all phases.
- Communicating developments in English to teachers and the SLT, as appropriate.
- Leading staff meetings and providing staff with the appropriate training.



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- Organising, providing and monitoring CPD opportunities regarding English skills.
- Ensuring common standards are met for recording and assessing pupils' performance.
- Advising on the contribution of English in other curriculum areas, including cross-curricular and extracurricular activities.
- Collating assessment data and setting new priorities for the development of English in subsequent years.

### **3.4 Teachers**

Teachers are responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' English skills, with due regard to the national curriculum.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the curriculum.
- Liaising with the subject leader about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this on a termly basis.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the SLT.
- Undertaking any training that is necessary in order to effectively teach English.

### **3.5 The SENCO**

The SENCO is responsible for:

- Liaising with the subject leader in order to implement and develop specialist English-based learning throughout the school.
- Organising and providing training for staff regarding the English curriculum for pupils with SEND.
- Advising staff on how best to support pupils' needs.
- Advising staff on the inclusion of English objectives in pupils' individual education plans.
- Advising staff on the use of TAs in order to meet pupils' needs.

### **3.6 Pupils**

Pupils are responsible for:

- Ensuring they complete work on time and to the best of their ability.
- Ensuring they behave in accordance with the Pupil Code of Conduct.



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## 4. The National Curriculum

The national curriculum will be followed for all English teaching.

### 4.1 The Early Years Foundation Stage

During Reception, in accordance with the 'Statutory framework for the early years foundation stage', focus will be put on the seven early learning goals (ELGs), with the English aspect of pupils' work relating to the objectives set out within the framework. The ELGs cover:

1. Communication and language: listening, attention and understanding; and speaking.
2. Personal, social and emotional development: self-regulation, managing self, and building relationships.
3. Physical development: gross motor skills and fine motor skills.
4. Literacy: comprehension, word reading and writing.
5. Mathematics: number and numerical patterns.
6. Understanding the world: past and present; people, culture and communities; and the natural world.
7. Expressive arts and design: creating with materials; and being imaginative and expressive.

### 4.2 Spoken language and Oracy

From Years 1 to 6, pupils will be taught to:

- Listen and respond appropriately to adults and their peers.
- Ask relevant questions to extend their understanding and knowledge.
- Use relevant strategies to build their vocabulary.
- Articulate and justify answers, arguments and opinions.
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- Speak audibly and fluently with an increasing command of Standard English.
- Participate in discussions, presentations, performances, role play, improvisations and debates.



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- Gain, maintain and monitor the interest of the listeners.
- Consider and evaluate different viewpoints, attending to and building on the contributions of others.
- Select and use appropriate registers for effective communication.

### 4.3 Year 1 Reading

During Year 1, pupils will be taught to:

#### Word reading

- Apply phonic knowledge and skills as the route to decode words.
- Respond quickly with the correct sound to graphemes for all phonemes, including alternative sounds for graphemes where applicable.
- Read accurately by blending sounds in unfamiliar words containing grapheme-phoneme correspondences (GPCs) that have been taught.
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.
- Read other words of more than one syllable that contain taught GPCs.
- Read words with contractions and understand that apostrophes represent omitted letters.
- Accurately read books aloud that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.
- Reread books to build up their fluency and confidence in word reading.

#### Comprehension

- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.
  - Being encouraged to link what they read or hear read to their own experiences.
  - Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.
  - Recognising and joining in with predictable phrases.
  - Learning to appreciate rhymes and poems, and to recite some by heart.



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- Discussing word meanings, linking new meanings to those already known.
- Understand both the books they can already read accurately and fluently and those they listen to by:
  - Drawing on what they already know or on background information and vocabulary provided by the teacher.
  - Checking that the text makes sense to them as they read and correcting inaccurate reading.
  - Discussing the significance of the title and events.
  - Making inferences on the basis of what is being said and done.
  - Predicting what might happen on the basis of what has been read so far.
  - Participate in discussion about what is read to them, taking turns and listening to what others say.
  - Clearly explain their understanding of what is read to them.

### 4.4 Year 1 Writing

During Year 1, pupils will be taught to:

Transcription

Spelling

- Spell words containing each of the phonemes already taught, common exception words and the days of the week.
- Name the letters of the alphabet in order and use letter names to distinguish between alternative spellings of the same sound.
- Add prefixes and suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs; using the prefix un-; using -ing, -ed, -er and -est where no change is needed in the spelling of the root word.
- Apply simple spelling rules and guidance.
- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Handwriting

- Sit correctly at a table, holding a pencil comfortably and correctly.
- Begin to form lowercase letters in the correct direction, starting and finishing in the right place.
- Form capital letters and digits 0-9.



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- Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

### Composition

- Write sentences by:
  - Saying out loud what they are going to write about.
  - Composing a sentence orally before writing it.
  - Sequencing sentences to form short narratives.
  - Rereading what they have written to check that it makes sense.
- Discuss what they have written with the teacher or other pupils.
- Read aloud their writing clearly enough to be heard by their peers and the teacher.

### Vocabulary, grammar and punctuation

- Develop their understanding of the concepts set out in the national curriculum by:
  - Leaving spaces between words.
  - Writing compound sentences using the conjunction 'and'
  - Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.
  - Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.
  - Learning the appropriate grammar for Year 1.
- Use the grammatical terminology for Year 1 in discussing their writing.

### 4.5 Year 2 Reading

During Year 2, pupils will be taught to:

### Word reading

- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.
- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.



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- Read accurately words of two or more syllables that contain the graphemes taught so far.
- Read words containing common suffixes.
- Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- Develop fluency by listening to expert readers and imitating intonation and expression.

### Comprehension

- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.
  - Discussing the sequence of events in books and how items of information are related.
  - Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.
  - Being introduced to non-fiction books that are structured in different ways.
  - Recognising simple recurring literary language in stories and poetry.
  - Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.
  - Discussing their favourite words and phrases.
  - Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.
- Understand both the books that they can already read accurately and fluently and those that they listen to by:
  - Drawing on what they already know or on background information and vocabulary provided by the teacher.
  - Checking that the text makes sense to them as they read and correcting inaccurate reading.
  - Making inferences on the basis of what is being said and done.
  - Answering and asking questions.
  - Predicting what might happen on the basis of what has been read so far.
- Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.





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- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

### 4.6 Year 2 Writing

During Year 2, pupils will be taught to:

#### Transcription

#### Spelling

- Spell by:
  - Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.
  - Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.
  - Learning to spell common exception words.
  - Learning to spell more words with contracted forms.
  - Learning the singular possessive apostrophe.
  - Distinguishing between homophones and near-homophones.
  - Using a range of strategies to check unknown spellings.
- Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly.
- Apply age-appropriate spelling rules and guidance.
- Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

#### Handwriting

- Form lowercase letters of the correct size relative to one another.
- Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lowercase letters.
- Use spacing between words that reflects the size of the letters.

#### Composition

- Develop positive attitudes towards and stamina for writing by:



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- Writing narratives, both real and fictional, about personal experiences and those of others.
- Writing about real events.
- Writing poetry.
- Writing for different purposes.
- Consider what they are going to write before beginning by:
  - Planning or saying out loud what they are going to write about.
  - Writing down ideas and/or key words, including new vocabulary.
  - Encapsulating what they want to say, sentence by sentence.
- Make simple additions, revisions and corrections to their own writing by:
  - Evaluating their writing with the teacher and other pupils.
  - Rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.
  - Proofreading to check for errors in spelling, grammar and punctuation.
- Read aloud what they have written with appropriate intonation to make the meaning clear.

### Vocabulary, grammar and punctuation

- Develop their understanding of the concepts set out in the national curriculum by learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists, and apostrophes for contracted forms and the singular possessive.
- Learn how to use:
  - Sentences with different forms, i.e. statement, question, exclamation, command.
  - Expanded noun phrases to describe and specify.
  - The present and past tenses correctly and consistently including the progressive form.
  - Subordination using 'when', 'if', 'that', or 'because' and coordination using 'or', 'and', or 'but'.
  - The grammar for Year 2.
  - Some features of written Standard English.
- Use and understand the grammatical terminology for Year 2 in discussing their writing.

### **4.7 Year 3 and 4 Reading**



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During Years 3 and 4, pupils will be taught to:

### Word reading

- Apply their growing knowledge of root words, prefixes and suffixes, and etymology and morphology, both to read aloud and to understand the meaning of new words they encounter.
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
- Demonstrate fluency by reading aloud in manner that reflects the meaning of the text, using intonation where appropriate to support the reader's understanding.

### Comprehension

- Develop positive attitudes to reading and understanding of what they read by:
  - Listening to and discussing a wide range of fiction, poetry, plays, non-fiction, and reference books or textbooks.
  - Reading books that are structured in different ways and reading for a range of purposes.
  - Using dictionaries to check the meaning of words that they have read.
  - Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.
  - Identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.
  - Discussing words and phrases that capture the reader's interest and imagination.
  - Recognising some different forms of poetry.
- Understand what they read, in books they can read independently, by:
  - Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
  - Asking questions to improve their understanding of a text.
  - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
  - Predicting what might happen from details stated and implied.
  - Identifying main ideas drawn from more than one paragraph and summarising these.
  - Identifying how language, structure, and presentation contribute to meaning.



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- Retrieve and record information from non-fiction.
- Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

### 4.8 Year 3 and 4 Writing

During Years 3 and 4, pupils will be taught to:

#### Transcription

#### Spelling

- Use further prefixes and suffixes and understand how to add them.
- Spell further homophones.
- Spell words that are often misspelt.
- Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals.
- Use the first two or three letters of a word to check its spelling in a dictionary.
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
- Use a range of strategies to check unknown spellings.

#### Handwriting

- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
- Increase the legibility, consistency and quality of their handwriting.

#### Composition

- Plan their writing by:
  - Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
  - Discussing and recording ideas.
- Draft and write by:



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- Composing and rehearsing sentences orally, including dialogue, progressively building a varied and rich vocabulary and an increasing range of sentence structures.
- Organising paragraphs around a theme.
- Creating settings, characters and plot in narratives.
- Using simple organisational devices, e.g. headings and sub-headings, in non-narrative material.
- Evaluate and edit by:
  - Assessing the effectiveness of their own and others' writing and suggesting improvements.
  - Proposing changes to grammar and vocabulary to improve cohesion, including the accurate use of pronouns in sentences.
- Proofread for spelling and punctuation errors.
- Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

### Vocabulary, grammar and punctuation

- Develop their understanding of the concepts set out in the national curriculum by:
  - Extending the range of sentences with more than one clause by using a wider range of conjunctions, including 'when', 'if', 'because' and 'although'.
  - Using the present perfect form of verbs in contrast to the past tense.
  - Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
  - Using conjunctions, adverbs and prepositions to express time and cause.
  - Using fronted adverbials.
  - Learning the grammar for Years 3 and 4.
- Indicate grammatical and other features by:
  - Using commas after fronted adverbials.
  - Indicating possession by using the possessive apostrophe with plural nouns.
  - Using and punctuating direct speech.
- Use and understand the grammatical terminology for Years 3 and 4 accurately and appropriately when discussing their writing and reading.

### 4.9 Year 5 and 6 Reading

During Years 5 and 6, pupils will be taught to:



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## Word reading

- Apply their growing knowledge of root words, prefixes and suffixes, and morphology and etymology, both to read aloud and to understand the meaning of new words that they meet.
- Read texts confidently with emotion, stressing words to convey meaning where required.

## Comprehension

- Maintain positive attitudes to reading and understanding of what they read by:
  - Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, and reference books or textbooks.
  - Reading books that are structured in different ways and reading for a range of purposes.
  - Increasing their familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, fiction from British literary heritage, and books from other cultures and traditions.
  - Recommending books that they have read to their peers, giving reasons for their choices.
  - Identifying and discussing themes and conventions in and across a wide range of writing.
  - Making comparisons within and across books.
  - Learning a wider range of poetry by heart.
  - Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.
- Understand what they read by:
  - Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.
  - Asking questions to improve their understanding.
  - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
  - Predicting what might happen from details stated and implied.
  - Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
  - Identifying how language, structure and presentation contribute to meaning.
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.



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- Distinguish between statements of fact and opinion.
- Retrieve, record and present information from non-fiction.
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.
- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
- Provide reasoned justifications for their views.

### 4.9.1 Year 5 and 6 Writing

During Years 5 and 6, pupils will be taught to:

#### Transcription

#### Spelling

- Use further prefixes and suffixes and understand the guidance for adding them.
- Spell some words with 'silent' letters.
- Continue to distinguish between homophones and other words which are often confused.
- Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.
- Use dictionaries to check the spelling and meaning of words.
- Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
- Use a thesaurus.

#### Handwriting and presentation

- Write legibly, fluently and with increasing speed by:
  - Choosing which shape of a letter to use when given choices and deciding whether to join specific letters.
  - Choosing the writing implement that is best suited for a task.

#### Composition

- Plan their writing by:



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- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
- Noting and developing initial ideas, drawing on reading and research where necessary.
- Considering how authors have developed characters and settings in writing narratives that pupils have read, listened to or seen performed.
- Draft and write by:
  - Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
  - Describing settings, characters and atmosphere and integrating
  - dialogue to convey character and advance the action in narratives.
  - Précising longer passages.
  - Using a wide range of devices to build cohesion within and across paragraphs.
  - Using further organisational and presentational devices to structure text and to guide the reader, e.g. with headings, bullet points, and underlining.
- Evaluate and edit by:
  - Assessing the effectiveness of their own and others' writing.
  - Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
  - Ensuring the consistent and correct use of tense throughout a piece of writing.
  - Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing, and choosing the appropriate register.
- Proofread for spelling and punctuation errors.
- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

### Vocabulary, grammar and punctuation

- Develop their understanding of the concepts set out in the national curriculum by:
  - Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.
  - Using passive verbs to affect the presentation of information in a sentence.
  - Using the perfect form of verbs to mark relationships of time and cause.
  - Using expanded noun phrases to convey complicated information concisely.





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- Using modal verbs or adverbs to indicate degrees of possibility.
- Using relative clauses beginning with 'who', 'which', 'where', 'when', 'whose', 'that' or with an implied relative pronoun.
- Learning the grammar for Years 5 and 6.
- Indicate grammatical and other features by:
  - Using commas to clarify meaning or avoid ambiguity in writing.
  - Using hyphens to avoid ambiguity.
  - Using brackets, dashes or commas to indicate parenthesis.
  - Using semi-colons, colons or dashes to mark boundaries between independent clauses.
  - Using a colon to introduce a list.
  - Punctuating bullet points consistently.
- Use and understand the grammatical terminology for Years 5 and 6 accurately and appropriately in discussing their writing and reading.

### 5. Cross curricular links

Where possible, the English curriculum will provide opportunities to establish links with other curriculum areas.

#### Maths

- Children are taught a wide range of mathematical vocabulary to develop mathematical talk.
- Voice 21 Talk Tactics and sentence stems are used to engage all children in talk to deepen understanding.
- In written answers to reasoning, a high standard of written English is modelled and expected.

#### Science

- Children are given lots of opportunities for exploratory talk. They use the Voice 21 Talk Tactics to ask questions, clarify and deepen their understanding.
- Writing opportunities are interspersed throughout the academic year ensuring that children can communicate scientific ideas confidently through a range of text types.

#### Wider Curriculum

- Writing has an important role to play in the Wider Curriculum. Each term, there is a writing opportunity for children to demonstrate what they have learned (see Appendix E). This ensure that children are writing for a range of purposes outside of English lessons.
- Children are taught key vocabulary with the expectation that they learn the meaning and spelling of new words linked to their learning.



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- Oracy is weaved into the fabric of the curriculum ensuring children develop their questioning, debating and reasoning skills throughout the school day.

### 6. Teaching

Elms Farm staff will model a high-standard of spoken and written English at all times. Lessons will help pupils develop a wide vocabulary through a variety of means, including the following:

- Modelling a broad range of vocabulary
- Exploring and introducing new and relevant key vocabulary in all lessons
- Having high expectations of children's spelling
- Practising using the correct vocabulary orally
- Encouraging the use of dictionaries and thesauruses
- Reading a variety of texts to explore new vocabulary
- Providing one-to-one support where necessary

Classroom teachers will provide high-quality resources which effectively model English skills and demonstrate good practice.

Teachers will adapt work to ensure that all children's needs are met. They may use Continuums to ensure progress for children with additional needs. They will support these children by scaffolding learning. Additionally, they will provide any resources required including but not limited to; word banks, reading pens, reading rulers, sensory equipment etc.

Teachers should plan and deliver five English lessons per week. They have the flexibility to timetable teaching to suit the needs of their class. Pupils benefit from regular, timely and well- paced lessons.

#### 6.1 Lesson planning

All relevant staff will be briefed on the school's lesson planning procedures as part of staff training.

Throughout the school, English will be taught as a discrete lesson and as part of cross-curricular teaching when appropriate. The statutory national curriculum content from the DfE's 'English programmes of study: key stages 1 and 2', as outlined above, will be used as the starting point for lesson planning.

Teachers are expected to work in year group teams to plan, adjusting lessons to meet the requirements of the children in their individual classes. Lesson planning is completed using PowerPoint slides or on Notebook. The lesson sequence should be clear and supported with high quality resources (differentiated where necessary).

#### 6.2 Writing

Long-term plans are provided for each year group and are linked to the wider curriculum question journey where appropriate. In Years 1-6, the teaching sequence for each half term is as follows; three weeks of narrative focus, two weeks of non-narrative focus and, finally, one week of poetry (see Appendix A). This approach ensures a broad coverage over the year. For each half term, the long-term



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plan details the texts that are to be used, the text type the children will practise and the writing toolkit (from the T4W programme) to be used to deliver.

Medium term planning is developed with the needs of the children in mind. Teachers use their latest assessment insights to create a 'Knowledge Organiser' (Appendix B) for the teaching sequence. They select objectives from the National Curriculum to give children opportunities to embed learned skills and practise new ones.

Planning for writing is delivered through the Talk4Writing approach (see Appendix D). The children begin with a 'Hook' to capture interest and follow up with a well-written model text. Each model text is written by the teachers specifically to demonstrate the objectives identified in the Knowledge Organiser. The text is then internalised through imitation before developing the skills needed to recreate the text in the Innovation stage. During the Innovation stage, teachers must ensure that key components are secured before moving on to develop independence. Children are supported to explore ways to alter the text further in planning. It is expected that, as children reach Key Stage Two, they will develop more confidence to move away from the model text using their own knowledge and experiences to write more broadly. After another period of skill development involving short-burst writing opportunities and grammar support, most children then write independently in a 'Hot Write'. In EYFS and Year 1, to avoid introducing complex tasks too early, children do not complete independent 'Hot Write' pieces but are given the appropriate support to write with increasing independence over the year.

Children are at the centre of lesson planning. All planning takes account of children's prior learning with the intention of strengthening schemas. Teachers consider carefully where there is potential for misconceptions to arise and plan accordingly. When misconceptions do occur, teachers adapt planning to address these.

### 6.3 Reading

Long-term plans for reading are in place for Years 2-6. EYFS and Year One reading is detailed in the Phonics Policy. As with writing, the teaching sequence for each half term is as follows; three weeks of narrative focus, two weeks of non-narrative focus and, finally, one week of poetry each half term. This approach ensures a broad coverage over the year (see Appendix C).

Medium term planning is developed with the needs of the children in mind. Teachers use their latest assessment insights to create focussed lesson sequences using the reading domains. Over the course of a week, Elms Farm children will have repeated opportunities to read the text. Teachers encourage children to read in unison, read with peers or listen to the story so that they can develop their reading skill.

Children will be asked to answer questions to assess their comprehension. Using the Voice 21 Talk Tactics, teachers develop and then deepen understanding through discussion and debate between peers. Comprehension is assessed through exam-style questions, longer form answers (the big question), skill-focussed questioning and discussion.

It is important that children develop a love of reading at Elms Farm. To inspire this, teachers plan a 'Book Talk' session daily. During book talk, teachers can plan to share books they love, get children to use their democratic rights to vote for a book or share books that they are enjoying. Teachers schedule Library visits every two weeks and model how to select a book to read. This is also a time to support fluency development as children can hear books being read with appropriate intonation and



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emphasis. It is imperative that children view their teachers as readers. Teachers are encouraged to talk about books they are reading and to recommend age appropriate books.

### 6.4 Spelling

Teachers have high expectations of children's spelling and plan opportunities for children to demonstrate their understanding of spelling rules. Using the No-nonsense Spelling Scheme, teachers support children to identify patterns in spelling. They use a range of strategies including: phonics, chunking, word families and mnemonics. Spellings are sent home as homework and are assessed weekly through dictation in English books. Dictation is also an opportunity for teachers to assess use of punctuation and recap spellings from previous weeks.

### 6.5 Handwriting

Teachers model excellent handwriting at all times. In EYFS and Year One, children are shown how to sit and how to hold their pencil. Writing on the line is modelled and all lowercase letters are written with sweep-ups. Children from Year Two onwards are expected to join with increasing accuracy. Teachers model specific joins using AfL to determine what needs to be re-covered. Elms Farm provide books with handwriting lines to support children to differentiate upper- and lower-case letters. Handwriting practise should take place in English books. Teachers have high expectations of handwriting and provide the necessary support to enable all children to transcribe legibly and at pace. Teachers recognise that building handwriting automaticity will lighten the cognitive load when composing.

### 6.6 Oracy

Opportunities for Oracy should be planned into each lesson where appropriate. Teachers should use the Talk Tactics alongside well considered groupings to establish a culture through which all children learn from and, crucially, through talk.

## 7. Assessment

Pupils will be assessed and their progression recorded in line with the school's Assessment Policy. Assessment in English will be based upon knowledge and understanding of reading comprehension, reading fluency, writing, spelling, punctuation and grammar.

Pupils will be assessed continually throughout the year and will undertake a summative assessment termly. Formative assessment will be carried out informally throughout the year. This will enable teachers to identify pupils' needs and inform their immediate lesson planning. The results of end-of-year summative assessments will be passed to relevant members of staff, such as the pupil's future teacher.

Assessment will take various forms, including the following:

- Talking to pupils and asking questions
- Discussing pupils' work with them
- Live marking
- Observing oral and performative tasks and activities



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- Independent writing opportunities
- NfER Reading Tests
- NfER Spelling and Grammar Tests

Teachers will use the Writing and Reading Assessment criteria grids to make secure judgements about children. The grids can be used for groups or individuals as teachers see fit.

The school will act as an exam centre for the SATs statutory assessments in English grammar, punctuation and spelling and English reading. Lessons for Year 6 pupils will be adequately tailored to prepare them for their assessments, including revision time.

Parents will be provided with a written report about their child's progress during the Summer term every year. Reports will include information on the pupil's attitude towards English, progress in reading, ability to write clearly and coherently and the grammatical knowledge levels they have achieved. Verbal reports will be provided at parent-teacher meetings during the Autumn and Spring terms.

Data will be used alongside teacher judgement to create interventions to boost progress where needed.  
Interventions

### 8. Inclusion Statement

- We strive to achieve maximum inclusion of all children at Elms Farm Primary School, whilst meeting their individual needs
- All teachers provide differentiated learning opportunities for all children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the school curriculum
- A special educational need might be the cause of delayed or slower progress but is not an excuse. We make every effort to narrow the gap in attainment between vulnerable groups of learners and their peers
- English as an Additional Language (EAL) is **NOT** considered a Special Education Need
- We focus on individual progress as the main indicator of success
- We strive to make a clear distinction between "underachievement" – often caused by a poor early experience of learning or other factors - and special educational needs
- Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to identify this quickly and ensure that appropriate interventions are put in place to help these pupils close gaps in learning
- Pupils who have special educational needs may have lower-attainment (though not necessarily due to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the school budget.



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- All pupils will be given equal access to the entire English curriculum, including a variety of reading materials.
- Where it is inappropriate for a pupil to participate in a lesson because of reasons related to any protected characteristics, the lesson will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary.
- The school aims to provide more academically able pupils with the opportunity to extend their English skills and knowledge through extension activities such as further reading material and additional writing tasks.

### 9. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Curriculum governing body meetings
- Meetings with the lead governor for curriculum and the curriculum lead

The curriculum leader and subject leaders monitor the way their subject is taught throughout the school by:

- Book scrutinies
- Discussions with children
- Discussions with staff
- Learning walks



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## Appendix A: English Writing Overview example



Curriculum Overview Subject: English						
	Autumn	Autumn	Spring	Spring	Summer	Summer
<b>Y3</b>	<b>How do I use a map?</b>	<b>Stone Age to Iron Age: How did Britain change?</b>	<b>What did the Greeks do for us?</b>	<b>Why is Greece popular?</b>	<b>How do natural disasters affect the world?</b>	<b>Who has helped to change our world?</b>
<b>Fiction Unit</b>	<b>Text:</b> Window, J. Baker <b>Text Type:</b> Wishing tale <b>Toolkit:</b> Dialogue	<b>Text:</b> Stone age boy, S Kitamura <b>Text Type:</b> Journey <b>Toolkit:</b> openings and endings	<b>Text:</b> The Minotaur <b>Text Type:</b> Quest <b>Toolkit:</b> Suspense	<b>Text:</b> Where the Ocean meets the sky, Eric Fan <b>Text Type:</b> Journey <b>Toolkit:</b> setting	<b>Text:</b> When the Giant Stirred, Celia Godkin <b>Text Type:</b> Suspense <b>Toolkit:</b> Description	<b>Text:</b> Extracts from class book: Matilda, Roald Dahl <b>Text Type:</b> Beat the monster <b>Toolkit:</b> characterisation
<b>Class texts</b>	<b>Class Book:</b> Charlotte's Web, E.B White -The Queen's Nose, Dick-King Smith -Traditional Stories: English origin	<b>Class Book:</b> <del>Stig</del> of the dump, Clive King -Ug, Raymond Briggs	<b>Class Book:</b> Helping Hercules, Francesca Simon -Jason and the Argonauts -Percy Jackson and the lightning thief, Rick Riordan -Atticus the Storyteller: 100 Stories from Greece by Lucy Coats: Perseus and Medusa, Pandora's box	<b>Class Book:</b> Treasure Island, Henry Brook The <del>Stormkeeper's</del> Island Catherine Doyle -Aesop's Fables	<b>Class Book:</b> Journey to the Centre of the Earth, Sarah <del>Courtauld</del> -An Island Grows, Lola <del>McShaefer</del>	<b>Class Book:</b> Matilda, Roald Dahl -Each Kindness, Jacqueline Woodson -Brave Girl, Michelle Markell -A Child of Books by Oliver Jeffers and Sam Winston. -The Fantastic Flying Books of Mr Morris <del>Lessmore</del> by WE Joyce. -Going Somewhere Special by Patricia <del>McKissack</del> -The Incredible Book Eating Boy by Oliver Jeffers.
<b>Non-fiction Unit</b>	<b>Persuasion – letter</b> Window, Jeanine Baker: Letter to the developers to complain-	<b>Instruction</b> How to catch a Dragon, Pie Corbett How to catch a woolly mammoth	<b>Discussion</b> Pandora's Box Should she have opened the box?	<b>Information</b> Visitor's guide to Greece	<b>Explanation – How a Volcano Erupts</b> The Pebble in my Pocket, Meredith Hooper & Chris <del>Coady</del>	<b>Explanation</b> The Iron Man by Ted Hughes or Magnificent Machines, Pie Corbett
<b>Poetry Unit</b>	<b>Free Verse</b> Birmingham Jack of all trade (A World of Poetry)	<b>Nonsense poem</b> On the Ning, Nang, <del>Nong</del> Spike Milligan	<b>List poem</b> The Magic Box Kit Wright The Works KS2 p. 257	<b>Narrative</b> Greece – Oscar Wilde (Rhyming couplets)	<b>Onomatopoeia/calligram</b>	<b>Free verse</b> I know Why the Cage Bird Sings Maya Angelou



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## Appendix B:

### Knowledge Organiser example

Informed by:  
Where the Ocean meets the sky,  
Eric Fan

Leads into:  
Touching the Void  
(Scholastic)

#### English – Journey story (Flotsam)

Technical words	
openers	Sentence starters. For example: At that moment, Just then, A little while later, Suddenly, Out of nowhere.
expanded noun phrase	Words added before or after a noun to add further detail and description.
Subordinating conjunctions	Words that introduce a subordinate clause (e.g. because, if, when).
suspense	Something that is used in stories to scare the reader and to keep them wanting to find out what will happen.

**What I will know by the end of this unit:**

- I can isolate my character in dark, cold or derelict settings.
- I can expand noun phrases in different ways to describe and add suspense.
- I can use show not tell to add suspense.
- I can open sentences in different ways.
- I can use subordinating conjunctions.

**Challenge**

- I can extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- I can edit my writing (read it, write it, make it better!)

**Description toolkit**

Show 'not 'tell' - describe a character's emotions using senses or a setting to create an atmosphere.

Select powerful, precise and well-chosen nouns, adjectives, verbs, adverbs that really match e.g. *rusted, overgrown, smeared, smothered.*

**Words to magpie from the text:**

Frigid  
Coughing and spluttering, soaked and dazed  
Mountain of water

Journey Story	
Opening	MC & friend given task MC prepares for journey
Build-up	MC sets off on journey
Problem/Dilemma	On the way, something small goes wrong This is overcome Something worse happens in another place, but is overcome Something even worse happens further on, but is overcome
Resolution	MC gets there in the end
Ending	MC shows his/her feelings This indicates how his/her character has changed MC reflects on events and shows what has learned





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## Appendix C: English Reading Overview example



Ambition - Community - Equality

Curriculum Overview Subject: English						
	Autumn	Autumn	Spring	Spring	Summer	Summer
<b>Y5</b>	<b>What is a river's journey?</b>		<b>What were the achievements of the Ancient Egyptians?</b>	<b>What did Henry VIII's reign mean for Britain?</b>	<b>Why does the USA have different climate zones?</b>	<b>What's beyond the sky?</b>
Fiction Unit	<b>Text:</b> Touching the Void (Scholastic) <b>Text Type:</b> Journey <b>Toolkit:</b> Suspense	<b>Text:</b> The Promise, Nicola Davies <b>Text Type:</b> Change story <b>Toolkit:</b> Dialogue	<b>Text:</b> Isis and Osiris <b>Text Type:</b> Warning Tale <b>Toolkit:</b> Character	<b>Text:</b> The Prince and the Pauper <b>Text Type:</b> Wishing tale <b>Toolkit:</b> Openings & endings	<b>Text:</b> Fox , Margaret Wild <b>Text Type:</b> Settings (biomes) <b>Toolkit:</b> Settings	<b>Text:</b> Alien Landings <b>Text Type:</b> Fantasy <b>Toolkit:</b> Description
Class texts	-Class Book: King of the Cloud Forests, Michael Morpurgo -Survivors, David Long & Kerry Hyndman -Mountains of the World, Deiter Braun -Fantastic Female Adventurers, Lily Dux	-Class Book: Where the river meets the sea, Eva <del>ibottson</del> -A River, Marc Martin (picture book)	-Class Book: Secrets of a Sun King, Emma Carroll -The Egyptian Cinderella, Shirley <del>Climo</del> -Sacarab's Secret, Nick Would & Christina <del>Balit</del> -Secrets Treasures of Ancient Egypt, Esther <del>Aarts</del>	-Class Book: Diver's Daughter, Patrice Lawrence -King Henry VII's Shoes, Karen Wallace -Tudor Tales The actor, The Rebel and the Wrinkled Queen Terry Dearie -My Story: Anne Boleyn and me, Alison Prince	-Class Book: Wonder, R.J <del>Palicio</del> -The Arrival – Shaun Tan -The Dress and the Girl, Camille Andros ( <i>Greek immigration to US</i> )	-Class Book: Cosmic, Frank Cottrell Boyce -Hidden Figures, Margot Shetterly -Laika: Astronaut Dog by Owen Davey. -Moon Man by Tomi <del>Ungerer</del> -Mae Among The Stars by Rada <del>Ahmed</del> -Here We Are by Oliver Jefferies
Non-fiction Unit	<b>Instructions</b> Everest, Alexandra Stewart- How to climb a mountain	<b>Information</b> Once upon a raindrop, James Carter The water Cycle- leaflet/book	<b>Explanation</b> Mummification -The Truth	<b>Persuasion</b> Henry VII was not a good king.	<b>Discussion</b> -We've Got a Job: The 1963 Birmingham Children's March, Cynthia Leveson: equality	<b>Recount</b> One Giant Leap: A Historical Account of the First Moon Landing, Robert <del>Burleigh</del> : Moon landing newspaper report
Poetry Unit	<b>Personification</b> Mountain poetry	<b>List poem</b> The Sound Collector, Roger McGough Once upon a raindrop, James Carter	<b>Calligrams</b>	<b>Nursery rhymes</b> linked to the Tudors Sing a song of Sixpence	<b>Performance poetry</b> Swing Low (The Works KS2 p.173)	<b>List poem</b> An alphabet for the Planet (The Works 4 p.345)



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## Appendix D: English Writing Curriculum Structure

### Writing Curriculum Structure

The Talk for Writing model of teaching (below), should be used throughout the school from Nursery to Year 5. Year 6 planning will use the tools of Talk for Writing, such as internalising the text, but will use a text-based focus for writing in a variety of genres in preparation for Key Stage 3.

Prior to unit planning: Cold Task completed to inform planning	
<b>Phase 1 Imitation</b>	
↓	<p><b>Creative hook and context</b>  <i>Set up an engaging, creative context.            Consider the real or imagined audience.            Plan activities, gather resources, design role-play area, select pictures, films, animations, objects, props, etc.            Possibly link to a shared experience e.g., visitor, class visit or 'event'.</i></p>
	<p><b>Shortburst Writing – Warm up the grammar and teach in context</b>  <i>Plan daily word, sentence and text level game and short-burst writes, related to the text type and focus.            Consider one or two big ideas at word, sentence and text level that will ensure good progress.            Teach the relevant grammar and vocabulary through short-burst writes.</i></p>
	<p><b>Internalise the Model Text</b>  <i>Use map, actions, props and role-play, to retell the text, emphasising the key language features.            Overlearn the model as a class, in groups and pairs/individuals. Use drama to act out the text, hot seat characters etc.            How might your more confident children begin to retell the text in their own words?</i></p>
	<p><b>Reading as a Writer-</b>  <i>Through co-construction, identify the underlying pattern of the text for innovation.</i>            - EYFS/KS1: Identify key scenes/settings/events?            - KS2: 'Box-Up', generalise so that it can be applied to other contexts.  <i>Co-construct a toolkit focussing on how writers create an effect e.g., suspense, character, setting, dialogue, action, openings/endings, hook the reader, persuade, inform, explain, instruct, etc.            Use other examples or 'snippets' from class novel(s) reading to broaden the frame of reference</i></p>
<b>Phase 2 Innovation</b>	
↓	<p><b>Introduce New Stimulus</b>  <i>Consider the level of innovation for class/groups.            Use text map or boxed-up planner to plan new version.            Tell and retell new class version before groups/ pairs/ individuals work on their own changes.            Ensure more confident/higher attainers use the toolkit(s), underlying structure and their reading to innovate in increasingly more sophisticated levels.</i></p>
	<p><b>Shared Writing into Guided and Independent Writing</b>  <i>Co-construct class innovation section by section (each day/lesson), using the model text, toolkit, boxed-up plan or map.            Choose language for effect and bank other ideas.            Model editing and improving the class version.            Vary levels of innovation for more confident writers/higher attainers.            Feedback, where possible, throughout the lesson.</i></p>
	<p><b>Feedback and Feed Forward</b>  <i>Daily oral and written feedback using well understood routines and procedures. E.g., two colour hi-lighting, dots in margin, etc            Consider whole class, group and, where appropriate, individual feedback.            Children respond to any improvement suggestion(s) at start of each lesson.            Use peer and self-assessment.            Use visualiser to edit, redraft and discuss success with the toolkit            Plan additional mini- lessons for whole class and/or groups to tackle misconceptions and reinforce key learning, linked to the unit.</i></p>



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Phase 3 Independent Application	
↓	<p><b>'Hot' Task</b>  <b>Set up new context to plan new text (could be cross curricular)</b>  <i>Compare with pre-unit 'cold' write.</i>  <i>Use writing samples as part of evidence for summative assessment of progress over time.</i>  <i>Assess individual's progress towards and beyond National Curriculum expectations.</i></p>
	<p><b>Display, Publish or Perform</b>  <i>Perform retellings/writing in class assemblies.</i>  <i>Publish writing for class books, classroom displays and blogs.</i>  <i>Non-Fiction- Plan cross-curricular application opportunities.</i></p>
Invention Unit	
↓	<p><b>Creative Context or Stimulus</b>  <i>Create new stimulus/creative context to inspire children to write based on their own choices.</i>  <i>Or Children choose topic/ theme/ genre to plan, draft, edit and write, drawing on own interests and prior learning.</i>  <i>Consider whether there needs to be any teaching/modelling.</i>  <i>Teacher writes alongside and share their outcomes.</i></p>
	<p><b>Display, Publish or Perform</b>  <i>Publish writing for class books, classroom displays and blogs.</i>  <i>Non-Fiction-</i>  <i>Plan cross-curricular application opportunities where children choose how they want to respond to a topic/theme in writing, drawing on growing knowledge of text types, style and structure.</i></p>

## Appendix E: Writing opportunities across the curriculum

<b>Topic: Why Should I Go To Sheldon?</b>		<b>Year Group: 2</b>		<b>Term: Autumn 1 and 2</b>	
Ambition:					
To know about jobs in our local community					
Community:					
To know the local community has changed over time (The Radleys and Elms Farm Primary School)					
Learn about local landmarks and visit them					
To know that Sheldon is a diverse community					
Equality:					
To know that all members of our community should be treated equally					
Links to Prior Learning					
Y1 – human and physical features of a city	Y1 – sorting items into past and present	Y1 – taking pictures of Birmingham	Y1 – making pictures with moving parts		
Writing Opportunities					
Write a leaflet about the local area landmarks. Why should you visit Sheldon?	Read extracts from The Children's History of Birmingham by Mandy Ross to learn about the history of Birmingham	Write a report about landmarks and historically significant people in the city of Birmingham	Write a letter to invite a guest to speak about the local area		
List of landmarks in the local area (map key)	Write a report: Sheldon past and present	Lowry: How did he become an artist? (information writing)	RE: Recount story of Cain and Abel		