



# Primary English Policy

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## The Parkgate Intent

Sound English skills are essential for progress across the curriculum and to prepare pupils effectively for tasks of adult life.

All teachers have a responsibility to develop pupils' competence in reading, writing, speaking and listening in their own subjects and to ensure that pupils become competent users of language, and can access the curriculum effectively and achieve their potential.

### **Parkgate Primary School:**

- Recognises the effect that a confident, fluent and coherent understanding of English will have on a pupil's progress, both inside and outside of the school environment.
- Understands how a strong grounding in English will impact the future learning and development of a pupil in all aspects of their life
- Provides a balanced and broad curriculum which encompasses writing practice, including handwriting, spelling, widening vocabulary, and writing for different styles, purposes, and audiences, as well as focussing on spoken English, reading, grammar and pronunciation.
- Ensures that all staff members are aware of planning, assessment, teaching and learning requirements for the English curriculum.
- Ensures that all pupils know how to plan, practise and evaluate their work.
- Ensures that all pupils understand all elements of English, as per the national curriculum.
- We want all pupils at Parkgate Primary School to read easily, fluently, with good understanding and develop a love of reading.
- We want all of our pupils to read widely and regularly both in school and outside for both pleasure and information.
- We want our pupils to develop an appreciation of the breadth of literature written by English authors so that they develop an appreciation of our rich literary heritage.
- We strive to ensure that all children acquire a wide and rich vocabulary, an understanding of grammar and an awareness of linguistic conventions for reading, writing and spoken language.
- We wish our pupils to write clearly and accurately across a range of genres for a variety of purposes and for different audiences.
- We want our pupils to be able to discuss their learning and explain clearly their understanding and ideas.
- We want to inspire children to be confident in the art of speaking and listening and who can use discussion to communicate and further their learning.
- We want our children to take pride in their writing, can write clearly and accurately and adapt their language and style for a range of contexts.

- We want to inspire children to be confident in the art of speaking and listening and who can use discussion to communicate and further their learning.
- We believe that children need to develop a secure knowledge-base in Literacy, which follows a clear pathway of progression as they advance through the primary curriculum. We believe that a secure basis in literacy skills is crucial to a high quality education and will give our children the tools they need to participate fully as a member of society.

## **The Parkgate Implementation**

### Writing:

At Parkgate Primary School we absolutely love the teaching of writing and believe it is vital that children are fully engaged and invested by the writing opportunities that are presented to them. For that reason, we plan our English topics through rich and varied texts adopting a text based approach.

Our aim is to equip all children, regardless of background or ability, with the skills and fluency necessary to become confident and adept readers and writers. We engage every pupil through extensive planning and appropriate challenges providing opportunities for every child to strive and reach their full potential through building on their knowledge, understanding and skills and then applying these skills across the curriculum.

At Parkgate we strive towards an engaging and real-life curriculum which enables us to link subjects through topics and themes. This supports our aim of encouraging our children to apply their English skills across the curriculum and one way we successfully do this, is to organise and plan day trips, speakers, authors and workshops which will help our children to fully immerse in the topic and draw out skills and experiences which they can use in their writing. The teachers and I have worked hard to plan suggested writing opportunities across the curriculum for each half term that relate specifically to the topics being taught.

We also strive to enhance vocabulary across the curriculum. Within English, this is done through an integrated approach to reading and writing within all units of work. Vocabulary acquisition and understanding holds a very high profile in all of our classrooms, and staff model and present new vocabulary to children in all subjects and ensure new vocabulary is on display for each of the topics taught.

### Reading:

At Parkgate, we value reading as a key life skill, and are dedicated to enabling our pupils to become lifelong readers. We believe reading is key for academic success and so to ensure we have a holistic approach to the teaching of reading, we implement the following.

- Children take part in Guided Reading lessons at least 4 times a week, where children are exposed to a range of different texts and can demonstrate their understanding and thinking behind these. We use a scheme called 'Reading Vipers' which provides key questions that focus on each reading skill: Vocabulary, Inference, Prediction, Explain, Retrieval and Summary.
- We are very lucky to have a wide range of reading books in our school. Children in EYFS and KS1 are given books that are linked to the sounds that they have been taught (RWI home books). KS2 children are assessed using PM benchmarking and then given an Oxford Owl levelled book. Books are changed weekly. We encourage children to keep their books for at least a week to build fluency and comprehension.

- Each year group will have a selection of books in their classroom which are directly linked with the class topic. This offers opportunities for the children to apply their reading skills across the curriculum.
- Children are read to each day by their class teacher. This could be a book that the teacher recommends to the class or a recommendation from a child.
- Each classroom has a reading area that is filled with books suitable for their age and interests. This is a comfortable place for children to read throughout the day.
- Children have the opportunity to take part in 'Reading Buddies', in which children mix with other children from different year groups and share a book together in our Reading Dens during break times.
- Each year group has a reading and poetry spine which includes a range of classic and modern texts. The children are encouraged to discuss their reading with peers and class teachers.
- Children who are not yet 'free readers', will work through our school reading scheme: these are levelled books which match the children's current reading age. We expect families at home to read these books with their child daily and make comments in their child's reading record. By the time children leave Parkgate they are competent readers who can recommend books to their peers, have a thirst for reading a range of genres including poetry, and participate in discussions about books, including evaluating an author's use of language and the impact this can have on the reader.
- Each KS2 class has a reading file where children's running record and assessments are kept along with individual targets. The children are assessed using PM Benchmarking twice a year to track progress through the levels.
- EYFS and KS1 have a reading assessment file containing their RWI assessments which take place half termly.

#### Read Write Inc:

#### [RWI school policy](#)

At Parkgate, we use a synthetic phonics programme called 'Read Write Inc' produced by Ruth Miskin. Read Write Inc is a method of learning letter sounds and blending them together to read and write words. As part of this, children have daily phonics sessions in small groups where they participate in speaking, listening and spelling activities that are matched to their developing needs. The teachers draw upon observations and continuous assessment to ensure children are stretched and challenged and to identify children who may need additional support. Children work through the different phases, learning and developing their phonics sounds and knowledge. Teachers also complete regular Read Write Inc. assessments and plot children onto a tracking grid, which ensures children are grouped appropriately in phonics. RWI sessions are carried out from Reception up to year 2 five days a week for one hour a day. Depending on assessments, most children in year 2 are off the programme by the end of Autumn 2. In Spring 1, Year 2 start RWI comprehension modules. Year 2 start the RWI spelling programme when the children are ready. Please see instructions for starting spellings in year 2: [When to start RWI spellings in Year 2](#).

RWI Homework:

Children in EYFS and KS1 are given RWI home reading books which match the sounds they are taught in school. Parents/carers are given advice on how to support their children at home through video links from Ruth Miskin and supporting documents.

RWI Spellings:

RWI spellings are taught at least 4 times a week for 15 minutes in KS2.

In KS2 classes, the RWI spelling unit (appropriate to the year group) is taught for one week. The following week the class teacher will focus on orange words (National Curriculum words).

Unit words are assessed weekly through speed spells in pupil books. Orange words are assessed throughout the year and tracked on our spelling assessment tracker. Our slowest progress spellers are identified and then put on interventions.

Signed by:

\_\_\_\_\_ Headteacher

Date: \_\_\_\_\_

\_\_\_\_\_ Chair of governors

Date: \_\_\_\_\_

Review date: \_\_\_\_\_

## 1. Legal framework

1.1. This policy has been created with regard to the following statutory guidance:

- DfE (2013) 'English programmes of study: key stages 1 and 2'
- DfE (2017) 'Statutory framework for the early years foundation stage'

## 2. Roles and responsibilities

2.1. The **headteacher** is responsible for:

- Appointing an appropriate **subject leader**.

2.2. The **subject leader** is responsible for:

- Encouraging staff to provide effective learning opportunities for pupils.
- Help to expand on colleagues' areas of expertise in English.
- Organising the deployment of resources and carrying out an annual audit of all related resources.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff and the senior leadership team (SLT), as appropriate.
- Leading staff meetings and providing staff members with the appropriate training.
- 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 extra-curricular activities.
- Collating assessment data and setting new priorities for the development of English in subsequent years.

2.3. The classroom teacher(s) is/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 content of the national 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 half 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.

2.4. The special educational needs coordinator (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 special educational needs and disabilities (SEND).
- Advising staff on how best to support pupils' needs.
- Advising staff on the inclusion of English objectives in pupils' individual educational plans.
- Advising staff on the use of teaching assistants (TAs) in order to meet pupils' needs.

2.5. The pupil is 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**.

### **3. Early years foundation stage (EYFS)**

- 3.1. All pupils within the EYFS are taught to develop their English skills as an integral part of the topic work covered during the academic year.
- 3.2. All English objectives are underpinned by the areas of learning and development that are required to shape educational programmes in early years settings.
- 3.3. In accordance with the English area of the early learning goals (ELG) outlined in the 'Statutory framework for the Early Years Foundation Stage' (2023), pupils will be taught to:

#### **Listening Attention and Understanding**

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

#### **Speaking**

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.



- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.

### **Physical Development -Fine Motor skill**

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

### **Comprehension**

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate – where appropriate – key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

### **Word Reading**

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

### **Writing**

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

## **4. Teaching and learning**

- 4.1. The English curriculum is delivered five times a week for KS1, and five times a week for KS2.
- 4.2. Grammatical errors are corrected on written work by classroom teachers, and discussed orally with pupils where necessary.
- 4.3. Classroom teachers will use high-quality resources which effectively model English skills and demonstrate good practice.
- 4.4. Pupils will be encouraged, by their classroom teachers, to discuss their English skills with their peers and with the whole class before beginning their written work.
- 4.5. Pupils will be given sufficient time to discuss, plan and edit their work.
- 4.6. In regards to handwriting, writing frames and scaffolds will be provided for pupils who are less confident, in order to develop their handwriting skills.

- 4.7. To broaden pupils' vocabulary and improve understanding, the following teaching methods will be implemented by classroom teachers:
- Spelling lists and key words to take home and practise.
  - Using displays of key words linked to topics and subjects.
  - Practising using the correct vocabulary orally.
  - Dedicating lessons focussed on word patterns and choices.
  - Encouraging the use of dictionaries and thesauruses.
  - Reading a variety of examples of texts to explore new vocabulary.
  - Providing one-to-one support, where necessary.
- 4.8. Classroom teachers will encourage the development of speaking and listening through activities within each English lesson.
- 4.9. Systems such as 'collaborative group work' structures are to be used to ensure active participation in group and class discussions.
- 4.10. Pupils will be provided with checklists to self-assess their work and the work of peers, so they can share ideas and evaluate work effectively.
- 4.11. The classroom teacher, in collaboration with the **subject leader**, will ensure that every pupils' needs are met by:
- Setting tasks which can have a variety of responses.
  - Providing resources of differing complexity, according to the ability of the pupils.
  - Utilising TAs to ensure that all pupils are satisfactorily supported.

## 5. Planning

- 5.1. Planning of the English curriculum is focussed on five core areas:
- Teaching pupils to read easily, fluently and with good understanding.
  - Developing the habit of reading widely and often, for both pleasure and information, which in turn will develop an appreciation for our literary heritage.
  - Pupils will acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
  - Pupils will write clearly, accurately and coherently, adapting language and style in and for a range of contexts, purposes and audiences.
  - Ensuring pupils feel confident with discussion; pupils should be able to elaborate and explain clearly their understanding and ideas, in order to learn.

- 5.2. The school creates long-term, medium-term, and short-term plans for delivery of the writing curriculum – these are as follows:
  - Long-term: includes the topics/genres of writing studied in each half term as well as the mastery focus objectives.
  - Medium-term: includes the details of work studied during each half **term**.
  - Short-term: includes the details of work studied during each **lesson**.
- 5.3. Teachers are responsible for reviewing and updating long term, medium term and short-term plans, taking into account pupils' needs and identifying the methods in which topics could be taught.
- 5.4. All relevant staff members are briefed on the school's planning procedures as part of their staff training.
- 5.5. In the school, English is taught both as a singular lesson and as part of cross-cultural themes where appropriate.
- 5.6. Teachers will use the key learning content in the DfE's statutory guidance 'English programmes of study: key stages 1 and 2', published in 2013.
- 5.7. Lesson plans will demonstrate a balance of interactive and independent elements used in teaching, ensuring that all pupils engage with their learning.
- 5.8. There will be a clear focus on direct, instructional teaching and interactive oral work with the whole class and targeted groups.
- 5.9. Long-term planning will be used to outline the units to be taught within each year group.
- 5.10. Medium-term planning will be used to outline the vocabulary and skills that will be taught in each unit of work, as well as highlight the opportunities for assessment.
- 5.11. Medium-term plans will identify learning objectives, main learning activities and differentiation between units of work.
- 5.12. Medium-term plans will be shared with the **subject leader** to ensure there is a progression between years.
- 5.13. Short-term planning will be used flexibly to reflect the objectives of the lesson, the success criteria and the aims of the next lesson.
- 5.14. Schemes of works for phonics, grammar and spelling are used when developing lesson plans to ensure developmental learning, building on pupils' prior knowledge.
- 5.15. All English activities are built so that they build upon a pupil's prior knowledge. All pupils of all abilities are provided with the opportunity to develop their skills, knowledge and confidence, ensuring progression through increasing class challenges.

5.16. All lessons will have clear learning objectives, which are shared and reviewed with pupils.

5.17. Teachers will plan homework that will take a variety of formats, including reading, writing, speaking, and comprehension tasks, which will ensure positive learning for pupils through different teaching techniques.

## 6. Homework

6.1. Homework will be set on a weekly basis and will follow and build upon the week's lesson objectives.

6.2. Homework will be varied according to the different abilities of the pupil – this includes difficulty and the time required to complete work.

6.3. Homework will focus on numerous aspects of English, for example, handwriting practice, reading, expanding vocabulary etc.

6.4. Spelling homework is set on a weekly or fortnightly basis depending on the cohort.

6.5. Reading comprehension homework is set fortnightly.

6.6. Reading books is encouraged 5 out of 7 days.

6.7. Writing tasks; including story writing, handwriting practice, and writing to improve stamina etc., will be set fortnightly.

6.8. Homework will be structured as followed:

### Homework Expectations

Year Group	Reading Books	Reading Comprehension	Writing	Spellings	Maths
<b>Reception</b> <b>Friday - Thursday</b>	Changed every week by an adult Oxford reading tree picture books at the start of the year. Move on to Lilac sound blending books.  Electronic books on Oxford Owl and RWI book when children start reading Red and Green Books	Parents are encouraged to read with their children and ask them questions about the story/pictures.	Including fine motor skills e.g. cutting and mark making  Written task to reflect current weeks learning e.g writing your name  To be set on google classroom	When the children start taking Lilac sound blending books - spell 3 CVC words from the book.  When children start learning Set 1 and special friends - spell one word from each of the week's 3 focus sounds. (3 words)  To be set on google classroom	Consolidation of the current week's skill      To be set on google classroom.
<b>Year 1</b> <b>Friday - Thursday</b>	Read repeatedly over a week. Changed on a Friday. One paper and one electric book sent every week.	Every other week from twinkl.	This is not every week. Depends what we are doing in class. Sometimes sentences to describe characters/ settings using focus objectives. Sometimes letter formation/handwriting	Weekly - Words containing this week's focus sounds. Red words included when children start reading yellow books.	Every week - activities and games (topmarks) to practise learning from the week.
<b>Year 2</b>	Read repeatedly over a week. Changed on a	Reading comprehension from Literacy Shed plus set	Written task set on the alternate week to	Spelling set weekly on a Friday - combination of Year	Set on MyMaths linked to the unit

<b>Friday - Thursday</b>	Friday. One paper and one electronic book sent every week.	every other week via Google Classroom	comprehension linked to the learning that has taken place through the week leading up to it or in preparation for the week ahead (usually in English but sometimes another subject). Sometimes research based.	1 and 2 NC words, Red words and sounds learnt through week. (Three groups with some different words for each based on reading group that they are in)	being taught at that time.  Online games are sent as optional/ challenge sometimes.
<b>Year 3 Wednesday - Tuesday</b>	Children are expected to read 5 times a week and this should be recorded in reading records Books are changed weekly. Children are encouraged to take a book from the class library or from the reading spine too.	Reading comprehension from Literacy Shed plus set every other week via Google Classroom	Written task or SPAG linked to topic work or English work set on the weeks that comprehension is not set via Google Classroom.	Spellings are set weekly via Google Classroom.  The focus is on unit spellings from RWI which will follow onto orange words (national curriculum words)  Extra spellings and dictation sentences are sent home for the lowest 20% of the class via spelling logs and email to parents.	My Maths task usually supports a recently learnt concept in class.
<b>Year 4 Wednesday - Tuesday</b>				Spellings are set fortnightly via Google Classroom.  The focus is on unit spellings from RWI which will follow onto orange words (national curriculum words)  Extra spellings sent home for the lowest 20% of the class via spelling logs and e-mail to parents.	Times tables are set weekly with extra Maths for the lowest 20% of the class. Set via My Maths
<b>Year 5 Wednesday - Tuesday</b>		Reading comprehension set every other week, either Twinkl or Literacy shed, or Comprehension book 3 by Liz Ross Elsdon		Spellings are set weekly via Google Classroom.  The focus is on unit spellings from RWI which will follow onto orange words (national curriculum words)  Extra spellings and dictation sentences are sent home for the lowest 20% of the class via spelling logs and email to parents.	My Maths task usually supports a recently learnt concept in class.
<b>Year 6 Wednesday - Tuesday</b>		Reading comprehension from Literacy Shed plus set every other week via Google Classroom		Spellings are set weekly via Google Classroom.  The focus is on unit spellings from RWI which will follow onto orange words (national curriculum words)  Extra spellings and dictation sentences are sent home for the lowest 20% of the class via spelling logs and email to parents.	My Maths task usually supports a recently learnt concept in class.

## 7. Assessment and reporting

- 7.1. Pupils will be assessed and their progression recorded in line with the school's **Primary Assessment Policy**.
- 7.2. An EYFS Profile will be completed for each pupil in the final term of the year in which they reach age five.
- 7.3. The progress and development of pupils within the EYFS is assessed against the early learning goals outlined in the 'Statutory framework for the early years foundation stage'.
- 7.4. Throughout the year, teachers will plan on-going creative assessment opportunities in order to gauge whether pupils have achieved the key learning objectives.
- 7.5. Assessments will be undertaken in various forms, including the following:
  - Talking to pupils and asking questions.
  - Discussing pupils' work with them.
  - Marking work against the learning objectives.
  - Pupils' self-evaluation of their work and their peers' work.
  - Classroom tests and formal exams.
- 7.6. Teachers attend half termly meetings to discuss the progress of pupils, and regularly monitor the progress of pupils during lessons. When doing so, they consider, but are not limited to, the following questions:
- 7.7. Writing moderation : we look at:
  - Is the writing legible?
  - Are letters in the correct shape?
  - Is the space between words, lines and letters appropriate?
  - Is the size of the writing appropriate?
  - How many pupils are achieving the standards set out in the national curriculum?
  - Is there undue hesitation when reading?
  - Can the pupil decipher an unknown word?
  - Is the pupil confident with reading aloud?
  - Can the pupil speak with confidence?
  - Is the pupil making the expected progress set out in the national curriculum?

- 7.8. Formative assessment, which is carried out informally throughout the year, enables teachers to identify pupils' understanding of subjects and inform their immediate lesson planning.
- 7.9. In terms of summative assessments, the result of end-of-year assessments will be passed to the relevant members of staff, such as pupils' future teachers, in order to demonstrate where pupils are at a given point.
- 7.10. Standardised tests will be used twice a year, towards the end of the academic year, to measure each pupil's attainment in all areas of English. These results will be compared with an 'average' for all pupils of that age.
- 7.11. Parents will be provided with a written report about their child's progress during the **Summer** term every year. These will include information on pupils' attitudes towards English and their progress. An opportunity will be provided for parents to discuss this report with the relevant teachers.
- 7.12. Verbal reports will be provided at parents evenings during the **Autumn** and **Spring** terms.
- 7.13. The progress of pupils with SEND will be monitored by the **SENCO**.

## 8. Cross-curricular links

- 8.1. The English skills that are developed in English lessons are applied to and in every lesson that is conducted in accordance with the national curriculum. English skills make up the basis for all other future skills.

### **Mathematics:**

- In regards to mathematics, English skills contribute greatly. EYFS students encounter patterns, spaces and shapes in English lessons.
- Further on in their development, pupils will learn a new and wider vocabulary which will include mathematic-specialist terms.
- Children in KS1 come across stories that involve rhymes that include counting and sequencing.

### **Science:**

- Pupils are expected to engage in research during science lessons. English skills are used here for writing a range of reports, and for verbally explaining their findings to the class and to a teacher.

### **Humanities subjects:**

- Humanities subjects include history, geography and religious studies. These subjects require technical and subject-specific jargon. English skills will be utilised here when learning the new jargon.

- Researching is also required for these subjects, meaning that the register in which any work is written often needs to be adapted depending upon the task set.

**Drama:**

- English skills are fundamental for oral expression. Effective English skills will ensure a pupil feels confident taking part in group tasks and class discussion/performance.

**ICT:**

- Using computer software, such as Word, develops a pupil's understanding of jargon, lexicon, sentence structure and many grammatical rules.

## **9. Equal opportunities**

- 9.1. All pupils will have equal access to the English curriculum.
- 9.2. Gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede pupils from accessing English lessons.
- 9.3. If English is an additional language (EAL), a TA will be allocated to the pupil to provide extra help where needed. Additionally, outside support can be offered to the pupil.
- 9.4. Where it is inappropriate for a pupil to participate in a lesson due to reasons related to any of the factors outlined above, the lesson will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary.
- 9.5. Cultural and gender differences are positively reflected in lessons and teaching materials used.

## **10. Monitoring and review**

- 10.1. This policy will be reviewed **every three years** by the **subject leader**.
- 10.2. The **subject leader** will monitor teaching and learning in English at **Parkgate Primary School**, ensuring that the content of the national curriculum is covered across all phases of pupils' education.
- 10.3. A named **member of the governing board** will be briefed to oversee the teaching of English, and meets regularly with the **subject leader** to review progress.
- 10.4. Any changes made to this policy will be communicated to all teaching staff.



## Appendix:

### Spelling Overview - Year 2-6 Spelling Overview

#### Year 2A

<u>Unit</u>	<u>Lesson</u>
1	The or sound spelt a before l and ll
2	Soft c
Special focus 1	Red words
3	Adding the suffix –y (1)
4	Adding the suffix –y (2)
Special focus 2	Homophones
5	Adding the suffix -ly
6	The n sound spelt kn and gn
Special focus 3	Red words
7	The igh sound spelt y
8	Adding the suffix -ing
Special focus 4	Homophones
9	Adding the suffix –ing (2)
10	The j sound
Special focus 5	Contractions and apostrophes
11	The o sound spelt a after w and qu
12	Adding the suffix -ed
Special focus 6	The u sound spelt o, and the or sound spelt ar after w
13	Adding the suffix ed
14	Adding the suffix ed
Special focus 7	Possessive apostrophes

#### Year 2B

<u>Unit</u>	<u>Lesson</u>
1	The r sound spelt wr
2	Adding the suffixes – er or –est (1)
Special focus 1	Red words
3	Adding the suffix –er or –est (2)
4	Adding the suffix –er or –est (3)
Special focus 2	Homophones
5	The ee sound spelt ey
6	Adding the suffix – ness (1)
Special focus 3	Words ending in –ill and words where s makes the zh sound
7	Adding the suffix – ness (2)
8	Words ending in –le
Special focus 4	Homophones
9	Words ending in –el
10	Words ending in –al
Special focus 5	The ir sound spelt or after w
11	Adding the suffix -ful

12	Adding the suffix - less
<b>Special focus 6</b>	<b>Contractions and apostrophes</b>
13	Adding the suffix ment
14	Adding the suffix tion
15	Adding the suffix es
<b>Special focus 7</b>	<b>Possessive apostrophes</b>

### Year 3

<b>Unit</b>	<b>Lesson</b>
1	Adding the prefix dis- and in-
2	Adding im- to root words beginning with m or p
<b>Special focus 1</b>	<b>Orange words</b>
3	Adding the suffix -ous
4	Adding the suffix -ly
5	Words ending -ture
<b>Special focus 2</b>	<b>Homophones</b>
6	Adding -ation to verbs to form nouns
7	Words with the c sound spelt ch
8	Words with the sh sound spelt ch
<b>Special focus 3</b>	<b>The short i sound spelt y</b>
9	Adding the suffix -ion
10	Adding the suffix -ian
11	Adding the prefix re-
<b>Special focus 4</b>	<b>Homophones</b>
12	Adding the prefix anti -
13	Adding the prefix super -
14	Adding the prefix sub -

### Year 4

<b>Unit</b>	<b>Lesson</b>
1	Adding the prefix mis- and revising un- in- dis-
2	Words ending in -sure
<b>Special focus 1</b>	<b>The short u sound spelt ou</b>
3	Adding the prefix auto-
4	Adding the suffix ly
5	Adding the prefix inter -
<b>Special focus 2</b>	<b>Homophones</b>
6	Words with the ay sound spelt eigh, ei, ey
7	Words ending in ous
8	Words with the s sound spelt sc
<b>Special focus 3</b>	<b>Possessive apostrophes with plural words</b>
9	Words ending in sion
10	Adding il- and revising un-, in- mis- dis-
11	The c sound spelt - que and the g sound spelt -gue
<b>Special focus 4</b>	<b>Homophones</b>
12	Adding ir- to words beginning with r

13	Adding the suffix –ion (1)
14	Adding the suffix –ion (2)

### **Year 5**

<b>Unit</b>	<b>Lesson</b>
1	Words with silent letter b
Special focus 1	Words containing the letter string ough
2	Words ending in –ible
Special focus 2	Homophones
3	Words ending in – able
Special focus 3	Orange words
4	Words with silent letter t
Special focus 4	Orange words
5	Words ending in –ibly and -ably
Special focus 5	Homophones
6	Words ending in –ent
Special focus 6	Orange words
7	The ee sound spelt ei
Special focus 7	Homophones
8	Words ending in –ant, -ance and –ancy
Special focus 8	Orange words
9	Words ending in –cious
Special focus 9	Orange words
10	Words ending in –cious
Special focus 10	Orange words
11	Words ending in –tious
Special focus 11	Orange words
12	Words ending in –cial or –tial
Special focus 12	Orange words

### **Year 6**

<b>Unit</b>	<b>Lesson</b>
1	Suffixes (1)
Special focus 1	Words containing the letter string ough
2	Suffixes (2)
Special focus 2	Orange words
3	Suffixes (3)
Special focus 3	Homophones
4	Suffixes (4)
Special focus 4	Orange words
5	Suffixes (5)
Special focus 5	Orange words
6	The sh sound spelt ti or ci
Special focus 6	Homophones
7	The sh sound spelt si or ssi
Special focus 7	Orange words
8	Silent letters
Special focus 8	Orange words

9	The spellings ei and ie
Special focus 9	hyphens
10	Words ending in -ible and -able
Special focus 10	Common mistakes
11	Plural nouns (1)
Special focus 11	Orange words
12	Plural nouns (2)
Special focus 12	Homophones

### **Spelling Expectations - Teaching Sequence**

<b><u>Year Group</u></b>	<b><u>Spelling Unit</u></b>	<b><u>Time of Year</u></b>
Year 2	Set 3 spellings	Autumn 1
	Set 3 multisyllabic spellings	Autumn 2
		Spring 1
	Unit 2A - depending on when the children have come off Read Write Inc	Spring 2
		Summer 1
		Summer 2

<b><u>Year Group</u></b>	<b><u>Spelling Unit</u></b>	<b><u>Time of Year</u></b>
Year 3	Unit 2A	Autumn 1
	Unit 2A/B	Autumn 2
	Unit 2B	Spring 1
	Unit 3	Spring 2
	Unit 3	Summer 1
	Secure Gaps	Summer 2

<b><u>Year Group</u></b>	<b><u>Spelling Unit</u></b>	<b><u>Time of Year</u></b>
Year 4	Unit 1 - 3	Autumn 1
	Unit 4 - 7	Autumn 2
	Unit 8 - 11	Spring 1
	Unit 12 - 14	Spring 2
	Use summer term to secure the gaps.	Summer 1
		Summer 2

<u>Year Group</u>	<u>Spelling Unit</u>	<u>Time of Year</u>
Year 5	Unit 1 - 3	Autumn 1
	Unit 4 - 6	Autumn 2
	Unit 7 - 9	Spring 1
	Unit 10 - 12	Spring 2
	Use summer term to secure the gaps.	Summer 1
		Summer 2

<u>Year Group</u>	<u>Spelling Unit</u>	<u>Time of Year</u>
Year 6	Unit 1 - 3	Autumn 1
	Unit 4 - 6	Autumn 2
	Unit 7 - 9	Spring 1
	Unit 10 - 12	Spring 2
	Use summer term to secure the gaps.	Summer 1
		Summer 2

### **Spelling Assessment Timetable**

#### **Assessment Timetable Year 2**

Year 2 Practice Test 1	Use this for ongoing assessment after completing <b>Y2A Units 1-5.</b>
Year 2 Practice Test 2	Use this for ongoing assessment after completing <b>Y2A Units 6-10.</b>
Year 2 Practice Test 3	Use this for ongoing assessment after completing <b>Y2A Units 11-14.</b>
Year 2 Practice Test 4	Use this for ongoing assessment after completing <b>Y2B Units 1-5.</b>
Year 2 Practice Test 5	Use this for ongoing assessment after completing <b>Y2B Units 6-10.</b>
Year 2 Practice Test 6	Use this for ongoing assessment after completing <b>Y2B Units 11-15.</b>
Year 2A End of Year Practice Test	Use this as a placement assessment or to check progress at the end of the year's work.

Year 2B End of Year Practice Test	Use this as a placement assessment or to check progress at the end of the year's work.
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### **Assessment Timetable Year 3**

Year 3 Practice Test 1	Use this for ongoing assessment after completing <b>Y3 Units 1-3.</b>
Year 3 Practice Test 2	Use this for ongoing assessment after completing <b>Y3 Units 4-6 .</b>
Year 3 Practice Test 3	Use this for ongoing assessment after completing <b>Y3 Units 7-8.</b>
Year 3 Practice Test 4	Use this for ongoing assessment after completing <b>Y3 Units 9-10</b>
Year 3 Practice Test 5	Use this for ongoing assessment after completing <b>Y3 Units 11-12.</b>
Year 3 Practice Test 6	Use this for ongoing assessment after completing <b>Y3 Units 13-14.</b>
Year 3 End of Year Practice Test	Use this as a placement assessment or to check progress at the end of the year's work.

### **Assessment Timetable Year 4**

Year 4 Practice Test 1	Use this for ongoing assessment after completing <b>Y4 Units 1-3.</b>
Year 4 Practice Test 2	Use this for ongoing assessment after completing <b>Y4 Units 4-6 .</b>
Year 4 Practice Test 3	Use this for ongoing assessment after completing <b>Y4 Units 7-8.</b>
Year 4 Practice Test 4	Use this for ongoing assessment after completing <b>Y4 Units 9-10</b>
Year 4 Practice Test 5	Use this for ongoing assessment after completing <b>Y4 Units 11-12.</b>
Year 4 Practice Test 6	Use this for ongoing assessment after completing <b>Y4 Units 13-14.</b>

Year 4 End of Year Practice Test	Use this as a placement assessment or to check progress at the end of the year's work.
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### **Assessment Timetable Year 5**

Year 5 Practice Test 1	Use this for ongoing assessment after completing <b>Y5 Units 1-2.</b>
Year 5 Practice Test 2	Use this for ongoing assessment after completing <b>Y5 Units 3-4.</b>
Year 5 Practice Test 3	Use this for ongoing assessment after completing <b>Y5 Units 5-6.</b>
Year 5 Practice Test 4	Use this for ongoing assessment after completing <b>Y5 Units 7-8.</b>
Year 5 Practice Test 5	Use this for ongoing assessment after completing <b>Y5 Units 9-10.</b>
Year 5 Practice Test 6	Use this for ongoing assessment after completing <b>Y5 Units 11-12.</b>
Year 5 End of Year Practice Test	Use this as a placement assessment or to check progress at the end of the year's work.

### **Assessment Timetable Year 6**

Year 6 Practice Test 1	Use this for ongoing assessment after completing <b>Y6 Units 1-2.</b>
Year 6 Practice Test 2	Use this for ongoing assessment after completing <b>Y6 Units 3-4.</b>
Year 6 Practice Test 3	Use this for ongoing assessment after completing <b>Y6 Units 5-6.</b>
Year 6 Practice Test 4	Use this for ongoing assessment after completing <b>Y6 Units 7-8.</b>
Year 6 Practice Test 5	Use this for ongoing assessment after completing <b>Y6 Units 9-10.</b>
Year 6 Practice Test 6	Use this for ongoing assessment after completing <b>Y6 Units 11-12.</b>

Year 6 End of Year Practice Test	Use this as a placement assessment or to check progress at the end of the year's work.
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### **English Working Walls - Non Negotiables:**

Your **English working wall** should reflect your current unit:

- Learning objective for that week should be displayed on this wall as well as the front cover of the unit you are teaching for the half term.
- Half termly focus objectives should be displayed so the children understand what they must include in their writing. Write your focus objectives on pink handwriting strips.
- Choose at least 3/4 ongoing objectives you also want the children to be focusing on - these could be handwriting, editing skills etc. Write your ongoing objectives on green handwriting strips.
- Have specific vocabulary displayed, which the children will be using in their writing throughout the half term. Think about your genre and what type of language is used.
- Identifying features/success criteria, planning or boxing up from the children, shared writing, up-levelling and vocabulary work.
- Examples of children's writing/sentences.
- Spag/punctuation focus should be appropriate to your year group.
- Have definitions of spag for the current half term - for e.g. in Autumn 1 the focus may be expanded noun phrases so have an explanation of an expanded noun phrase up on display.
- For EYFS, each area (inside and out) should have opportunities for children to freely write and link in with the half terms topic.

#### **Spellings working wall:**

- Spellings/common exception words you're working on currently.
- Read write inc simple sounds and complex sounds chart should be displayed (appropriate to year group)

#### **Phonics working wall:**

- Phonics display should be current to what you're teaching/reading and it should support reading and writing.
- The Phonic sounds chart from Read Write Inc should be on display.
- The book that you are focusing on for that week should be on display with relevant sounds, speedy green and story green words on display as well as red words for the week. Pictures from the book should also be on display to support the teaching of new words.

#### **Reading Corners and Reading/Poetry Spine:**

- Reading corners should have the reading vipers display to mimic what we are teaching throughout our guided reading sessions. This will help the children to understand the types of reading questions they will come across.



- (KS2 only, year 2 - when appropriate in the year)
- Reading corners should have books appropriate to your year group.
  - There should be books in your classroom that are relevant to the topics you are teaching throughout the current half term for e.g. if you are teaching about electricity- have a range of books for this topic available for the children to read.
  - You should have your Reading Spine on display and this should be changed each half term. Encourage and reward the children to read from your reading spine.

#### Vocabulary:

- Ensure you have vocabulary on display for each of your subjects.
- Ensure you have tiered vocabulary on display for your English unit.
- Have appropriate word mats and other vocabulary support materials readily available for the children to use.

#### SMSC:

- Ensure you have your SMSC objectives up for the half term on your English display wall.

#### Feedback policy

At Parkgate Primary School we consider marking to be an important and integral aspect of our assessment process.

The purposes of marking at Parkgate Primary School are to:

- a) respond to children's recorded work;
- b) inform the teacher, the pupil and the parent about what has been achieved and next steps;
- c) inform future planning for the whole class, groups or individual children as appropriate;
- d) foster a positive exchange between the pupil and the teacher;
- e) **ensure pupil reflect** upon and evaluate their own work and to respond to development points;
- f) impact positively upon pupils progress and attainment;

Implementation of marking:

- The agreed school marking policy should be adhered to **consistently throughout** the school and this should be understood by pupils.
- Marking and feedback is to focus on the skills based objective.
- Verbal feedback for all pupils is the most effective. In EYFS and for some YR1 pupils learning conversations may replace written comments.
- The LO **does not** need to be ticked to show it has been achieved.
- Children will respond to marking and edit their work in a blue pen.
- Written comments should encourage pupils' to reflect upon their work and pupils must be given time to respond to marking.
- Supply teachers and students must initial any pupils' work that they mark.
- English work is to be marked in pink and green highlighters.

- ❖ 'Tickled Pink' is to be used where the learning objective has been achieved.
  - ❖ 'Green for growth' is to be used to highlight misconceptions, errors and where further work is needed.
  - ❖ Green pen will be used to write comments referring to the learning objective. This includes Grammar, Punctuation and Spelling (GPS).
- Marking spelling in English will be on phonics/high frequency words and/or spelling objectives. In other subjects the focus will be on subject related vocabulary. Basic literacy skills (as stated in the curriculum) should be corrected across all subjects.
  - In KS1 up to 3 spellings will be picked out. In KS2 up to 5 spellings will be picked out. (see appendix for spelling progression)
  - In Maths 'Green for growth' is to be used to highlight misconceptions, errors and where further work is needed. Green pen will be used to write comments referring to the learning objective.
  - In Science, History and Geography work will be marked with a question relative to the learning objective in KS2. In KS1 work will be marked with a question if appropriate and the response can be scribed by an adult.
  - In English and Maths a **green highlighted dash** will indicate next steps when appropriate.
  - In year 6, independent editing will be completed in a purple pen
  - Level of intervention will be indicated using T for teacher support and TA for teaching assistant support. A stamp can be used. Verbal feedback will be indicated using VF.

#### Spelling Progression Marking

Spelling will be corrected depending on stage, not age.

Stage 1 – Give the word and write out 3 times.

Stage 2 – Give a choice of word / phoneme.

Stage 3 – Circle the part of the word that is incorrect.

Stage 4 – Underline the word in green pen and the child self corrects.

Stage 5 – The teacher puts 'sp' in the margin and the child identifies the incorrect word and self corrects.