



## Chad Vale Primary English (Writing) Policy

At Chad Vale Primary School we follow:

- The policies and procedures from Birmingham City Council and Birmingham Safeguarding Children Board (BSCB) which includes the Government's Prevent strategy.

<b>Policy Written by:</b>	Naomi Burnett (English Subject Leader – Writing) June 2019
<b>School adoption date:</b>	
<b>School's review date:</b>	

### CHAD VALE RESPECTING RIGHTS

This policy is written with consideration to our schools commitment to the Rights of the Child (UNRC) and our achievement of becoming a Rights Respecting School. Although direct reference to this is not continuously made, the policy has been written with full awareness of our responsibility and commitment to this purpose. As a school we have decided that the following rights link to this policy:

**Article 2 (non-discrimination)** The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

**Article 13: (freedom of expression)** Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

**Article 28: (right to education)** Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child.

**Article 29: (goals of education)** Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

### ENGLISH POLICY STATEMENT

**This policy outlines Chad Vale's approach to teaching, in relation to the English curriculum. The policy should be read in conjunction with the Early Years Foundation Stage Framework and the 2014 National Curriculum for English.**

At Chad Vale Primary School, our principal aim is to develop children's knowledge, skills, understanding and enjoyment in English. We do this through daily English lessons, regular SPAG (Spelling, Punctuation & Grammar) sessions and Reading lessons with a mixture of whole-class and small group teaching. Wherever possible, we encourage children to use and apply their learning in other areas of the curriculum. This supports the new curriculum (2014) focus on linking work across topics and subjects. Children are often reminded that every lesson involves English!

### AIMS

- Chad Vale believes that the development of key skills in reading, writing, speaking and listening are central to improving a child's life chances.
- Teachers have high expectations for all children to achieve and enjoy English, model good



written and spoken English and provide opportunities for children to use the skills they have acquired in a range of contexts.

- We strive to ensure all children can communicate clearly in spoken and written form and become masters of language.
- Rich texts are at the heart of our teaching and a love for reading is promoted throughout the school.
- Teachers use inspirational ideas to engage children in work; providing memorable experiences and bringing topics to life. A creative approach to planning units of work using drama, film, trips and hands-on activities is actively encouraged as is a clear purpose and audience, either real or imagined, to launch a unit of work.
- We value and celebrate diversity in culture and language, providing rich and relevant texts and topics to include and engage all learners.
- Curriculum coverage is regularly monitored and evaluated by the Subject leaders and Leadership Team to ensure all staff are delivering a quality creative English curriculum in line with our ethos and expectations.

## THE NATIONAL CURRICULUM 2014

*'Teachers should develop pupil's spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.'* (**National Curriculum English, 2014, Pg. 10**)

The National Curriculum (2014), clearly states that teaching the English language is essential, if not the most essential role of a Primary School. At Chad Vale, we believe in a high quality, creative and engaging English curriculum that gives children the best possible opportunities to become confident, literate, successful members of society with a deep love and understanding of English language and literature.

In Reception, the curriculum is guided by the Early Years Outcomes which identifies the Early Learning Goals in 'Reading and Writing.'

## PLANNING

The National Curriculum for English explains what must be taught in each year group and includes age-related expectations. These form the basis of teacher planning in conjunction with our online planning and assessment tool, School Pupil Tracker (SPTO), which may also be supplemented by other schemes of work or resources. Teachers use SPTO to plan knowledge-rich lessons, support the transfer of skills and inspire children to reach their full potential during their learning journey at Chad Vale.

Teachers use the National Curriculum objectives as the basis of their planning linked to 'Talk For Writing' (see *Teaching Methods and Approaches*, pg 3). The subject leader has mapped out a programme of text types for each year group to ensure an appropriate balance of narrative and non-fiction. The English subject leader (Writing) is also responsible for reviewing these plans on a termly basis.



When planning, teachers consider the children's ranges of ability and experiences. We recognise that there are children of differing ability in all classes at Chad Vale Primary School and provide suitable learning opportunities for all children by offering tasks appropriate to the ability of the child. Each English lesson provides 'Steps to Success' to enable children to clearly track their own progress and aim for learning at a 'Greater Depth' for all children. We use classroom assistants to support some children in small groups or on a 1-2-1 basis, enabling work to match the needs of individuals.

## **CROSS-CURRICULAR LINKS**

### **Contribution of English to teaching in other curriculum areas**

The skills that children develop in English are linked to, and applied in, every subject of our curriculum. The children's skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their work in school. Drama and role-play is often used in topic-based lessons and to deepen their knowledge in an interactive, meaningful way.

#### **Mathematics**

English contributes significantly to the teaching of mathematics in our school. Children in the Foundation Stage develop their understanding of number, pattern, shape and space by talking about these areas with adults and other children. Children in Key Stage 1 meet stories and rhymes that rely on counting and sequencing. Children in Key Stage 2 are taught skills in reading and interpreting worded problems in order to identify the mathematics involved. They explain and present their work to others during plenary sessions and they communicate mathematically through the developing use of precise mathematical vocabulary. Verbal and written explanation of ideas and methods is a key component of the 'Mastery' objectives taught in every year-group.

#### **Computing**

The use of ICT enables children to use and apply their developing skills in English in a variety of ways. Younger children use ICT (in the form of laptops and iPads) as a source of information and a way of enabling them to present their completed work effectively. Older children use the Internet when searching for information about a different part of the world, or when using desktop publishing to design a class newspaper, PowerPoint or Prezi for example. We encourage all children to use ICT as a resource for learning, whenever they feel it is appropriate.

#### **PATHS & RRSA**

English contributes directly to the teaching of personal, social and health education and citizenship. We encourage all children to take part in class and group discussions on topical issues. They discuss lifestyle choices, meet, and talk with many visitors who work within the school community. Drama and role-play activities within the classroom encourage children to work together and respect each other's views.

#### **Spiritual, moral, social and cultural development**

The teaching of English develops skills through which our children can give critical responses to the moral questions they meet in their work. Their understanding and appreciation of a wide range of texts brings them into contact with their own literary heritage and texts from other cultures. The organisation of lessons allows children to work together and gives them the chance to discuss their ideas and results.

## TEACHING METHODS AND APPROACHES

### *Writing*

#### **Aims**

By the end of Key Stage 2 we aim for a child to be able to:

- Write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.
- Have an interest in words and their meanings, developing a growing vocabulary in spoken and written forms.
- Understand a range of text types and genres and to be able to write in a variety of styles and forms appropriate to the situation.
- Develop the powers of imagination, inventiveness and critical awareness.
- Have developed key skills in planning, drafting and editing longer pieces of writing.
- Write legibly with joined, cursive handwriting.

Our approach to writing is based on **Talk for Writing** (*Pie Corbett/Julia Strong*) - a methodology that encourages children to explore, through talk and roleplay, the thinking and creative processes involved in being a writer. It is embedded at every phase of the teaching sequence which includes teacher talk, supported pupil talk and finally independent pupil talk and written application.

We believe that Talk for Writing is an approach that goes beyond the development of children's general speaking and listening skills – this approach spreads across the curriculum and provides opportunities for children to use and apply their English skills in a range of curriculum-linked activities. All teachers are required to use the Talk for Writing materials to support their planning and delivery of English.

The main principles of Talk for Writing are:

1. Reading as Writers - the opportunity to use talk to explore children's personal and collective responses to a text as readers looking at how real writers work.
2. Writing as Readers - the articulation of the thinking and creative processes involved in all stages of the act of writing; talk that helps children to think and behave like a writer including planning, drafting and editing their work.
3. Storytellers and Text Makers – The approach involves the learning of oral stories or texts, building children's confidence to develop them through retelling and developing them into writing; then later applying their new skills independently with 'new' stories or text.
4. Word and Language games - Talk games and activities to develop vocabulary, punctuation, spelling and grammar, as well as looking at writing structures.
5. Role-play and drama are used- 'hot seating' 'conscience alley' etc. to engage, develop and explore ideas and language.

#### **Spelling at Chad Vale:**

YR/Y1 – we teach using phonics using a Letters and Sounds approach. Any child that has not passed the



Phonics Screening Check in Y2 will continue to receive daily phonics sessions.

Year 2/Key Stage Two follow the Babcock No Nonsense Spelling Programme supported by Twinkl Spelling resources. Children are taught x2 short spelling lessons a week following the planning. Children are encouraged to learn spellings for homework, improve and check their spellings when editing their written work and take part in engaging spelling activities, such as daily word activities in the classroom and the schoolwide 'Spelling Bee' competition to continually develop a wide, varied vocabulary. Key vocabulary for each year group should be displayed in each classroom.

### **Handwriting**

Progression in handwriting is set out in the National Curriculum 2014. Children are taught to use Cursive Handwriting scheme in regular (x3 minimum) sessions weekly. Children should then have the opportunity to apply new letters/ joins independently. Reception/all Key Stages must use their phonics/spelling programme, to support handwriting. (See Handwriting and Presentation Policy for additional guidance)

### **ASSESSMENT AND RECORD – KEEPING**

Teachers match short-term assessments closely to the teaching objectives on the school tracking system. Long-term assessments are made at the end of each term, and they are used these to assess progress against school and national targets.

Children undertake the national Statutory Tests in reading comprehension and SPAG at the end of Year 2 and Year 6. Y1 children also complete the national Phonics Screening assessment in Y1. Teachers in all year groups make annual assessments of children's progress using the objectives stated in each year group as '*Working Towards*' the National Expectation / '*At*' *age-related expectation (ARE)* or '*Working at Greater Depth*' for age-related expectation.

The subject leader (Writing) keeps samples of children's work in a portfolio. This demonstrates what the expected level of achievement is in English in each year of the school as well as samples collected from other schools. The subject leader, as well as teachers from each year group, attends annual moderation meetings with school consortiums in order to regulate teacher judgements against national expectation.

Teachers across all year groups are expected to meet regularly (half termly as a minimum) with year-group partners as well as colleagues across the school to review individual examples of work and across their year-group to ensure consistency and that high expectations are maintained. Exemplification materials from the DfE are used in Y2 and Y6. Further exemplification texts demonstrating 'Greater Depth' are available for every year group.

Half-termly 'Rising Stars' assessments or termly 'Headstart' tests take place across these year groups and data is collected in order to track progress and identify trends or gaps.

Monitoring of writing samples from each year-group are analysed by the Subject Leader (Writing) on a termly basis during Monitoring Fortnight.

### **REPORTING**



Progress in English is monitored through ongoing teacher assessment. Teachers should judge progress using a range of evidence such as cold tasks and 'hot' independent writes and classwork. The English Writing Leader analyses data and provides a school 'snapshot' report to SLT / Governors on a termly basis.

Foundation Stage - children are assessed against the Early Learning Goals for Communication, language and literacy. That forms part of the Foundation Stage Profile. Progress in phonics is assessed on an ongoing basis.

Parent meetings are held twice per year and a written report is provided to inform parents of their child's progress. Next steps for reading, writing, speaking and listening are indicated on children's end of year reports. Teachers provide regular feedback in class with children to discuss their targets and progress via written marking or verbal feedback.

### **MONITORING/ EVALUATION**

The subject leader will monitor the policy, planning and teaching and provide support where necessary. Changes to the planning of work, training resources and assessment will be made after discussion with staff and the S.L.T. Continuous monitoring of provision takes place throughout the year.

Lesson observations, book scrutinies, team-teaching and termly data analysis are all ways in which the subject leader monitors and evaluates provision in their curriculum area providing regular feedback and support where necessary.

### **INCLUSION AND EQUAL OPPORTUNITIES**

As a staff we endeavour to maintain an awareness of, and to provide for equal opportunities for all our pupils in English. We aim to take into account cultural background, gender and Special Needs, both in our teaching attitudes and in the published materials we use with our pupils.

Wherever possible we aim to fully include SEN and EAL pupils in the daily English lesson so that they benefit from the emphasis on oral and mental work and by listening and participating with other children.

Where necessary, teachers draw up targets in relation to a child's needs. If a child's needs are particularly severe they will work on an individualised programme written in consultation with the appropriate staff. When planning teachers will try to address the child's needs through simplified or modified tasks or the use of support staff.

Policy agreed on: .....

Chair of Governors: .....