

ENGLISH POLICY

September 2022



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Reviewed and approved by: Exec Team

Date of approval: September 2022

Date of next review: June 2023

Linked Policies

This policy is the umbrella policy for Somerville Primary School's curriculum. Each individual subject area has its own policy document or subject statement to add extra detail and clarification. It should be read in conjunction with the Curriculum, Teaching and Learning, Assessment, SEND, Marking and Feedback and Homework documents.

ENGLISH INTENT AT SOMERVILLE

Our vision is for every child to become a competent communicator through spoken language and writing. Our pupils will speak and write purposefully and effectively to engage the reader, using a widening range of vocabulary. *No child left behind.*

The Somerville ENGLISH Curriculum is designed to:

- Opportunities for pupils to **speak for a range of purposes**.
- Ensure pupils are **using and understanding standard English**.
- Expose pupils to a variety of **high-quality texts**, genres and authors.
- Ensure pupils **acquire a wide vocabulary**.
- Give children the opportunity to **write for a variety of purposes and audiences**; clearly, accurately and coherently, adapting their language and style as required.
- Encourage children to **take pride in their writing** and present their work to a high standard.
- Help pupils to **develop an understanding of spelling, punctuation and grammar** and to use these appropriately.
- Support children to write in a way that engages the reader
- Provide children with models for writing through the use of high quality texts

CURRICULUM IMPLEMENTATION AT SOMERVILLE

Approach to Teaching and Learning and Pedagogy

Read to Write – Literacy Counts

This scheme is followed across school, from FS2 to year 6, enabling teachers to provide high-quality teaching of writing through high quality literature. This scheme is split into sequential episodes of learning, covering four main teaching elements: immersion, analysis, planning and writing. These episodes of learning are in every unit, in every year group – ensuring a consistent, whole school approach to teaching and coverage.

Immerse

- The unit of lessons begins with a ‘hook’ to engage and immerse the children.
- This stage has a big focus on vocabulary – exploring words and phrases in the model text – to help the children determine purpose, audience and form.
- Children also have opportunities to ‘book talk’ which allows them to respond to the text.

Analyse

- By analysing the model text and WAGOLLS, children can familiarise themselves with text structure and language features.
- The writer hints and effect on the reader elements of the scheme help the children to secure their knowledge in what is needed for effective writing.





Plan

- Children then use their knowledge to gather their own ideas and plan their own piece of writing.

Write

Teaching Sequence Counts



Skills Practise for Sentence Accuracy		Immerse 3-4 days	<ul style="list-style-type: none"> • Immersion in Vehicle Text • Enjoy, explore and respond • Determine purpose, audience and form • Share Example Text
		Analyse 3 days	<ul style="list-style-type: none"> • Familiarisation with text structures • Familiarisation with language features • Knowledge for the writer
		Plan 1-2 days	<ul style="list-style-type: none"> • Gather ideas • Plan
		Write 7 days	<ul style="list-style-type: none"> • Modelled and Guided writing • Application of writers' skills and knowledge • Independent writing & draft, revise, edit

- Children then apply their knowledge and planning to their final piece of writing.
- Editing skills are modelled to the children and ample opportunities to edit (self and peer assessment) are incorporated into this stage of the unit.

Literacy Shed

- Each year group will complete three Literacy Shed units per year.

Enrichment Experiences

- Hook
- Curriculum links
- Pride in their work

Reading and Vocabulary

- High quality texts are used to expose children to a range of authors and genres
- Authors are celebrated in English lessons and their work is used as WAGOLs for the children
- Children read a range of extracts to help familiarise themselves with high quality models
- Children read aloud their work to their peers
- Opportunities are given to read work of their peers
- Pupils are immersed in vocabulary rich learning environments. New vocabulary is displayed, alongside images and sentence examples in context to support children in their understanding of new vocabulary.
- We explore ambitious vocabulary across the wider curriculum to ensure we acquire an understanding of tricky language.

Special Educational Needs in English

- Teachers adapt planning to suit the needs of all children
- Children are supported through scaffolds, word mats and working walls where necessary.
- All children are involved in whole class discussions
- When editing, children work in mixed ability pairs
- All children are exposed to the same high quality texts so that all children have high expectations

CURRICULUM IMPACT AT SOMERVILLE

Assessment

- At the end of each writing unit (approximately every 3 weeks) children produce a published piece of writing
- Published writing is assessed using the Somerville assessment tick sheet
- Teachers then adapt their planning to meet gaps identified in the assessment
- Termly, class teachers moderate the writing of the children in their class.
- Year bands then assess writing together to ensure consistency
- The writing team then moderate a sample of English books

Every child to become a competent writer: writing purposefully and effectively to engage the reader, using a widening range of vocabulary. *No child left behind.*

EQUALITY IN ENGLISH EDUCATION

Somerville Primary School is committed to valuing diversity and to equality of opportunity. We aim to create and promote an environment in which pupils, parents and staff are treated fairly and with respect, and feel able to contribute to the best of their abilities. The Governing Body recognises that it is unlawful to take into account anyone's gender, marital status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age or sexual orientation. Full consideration has been given to this during the formulation of this policy as it is the governors' aim that no-one at Somerville Primary School should suffer discrimination, either directly or indirectly, or harassment on any of these grounds.

SMSC

When writing this policy and planning for lessons we have planned in opportunities that allow discussion and learning around pupils social, moral, spiritual and cultural development. Teachers will raise questions in a range of topics and children will also be encouraged to raise their own questions. The high quality texts used in English focus on a range of social, moral, spiritual and cultural issues. Topical issues are explored and discussed through book talk, group discussion, drama and role play.