



Liden Academy
English Policy

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Intent

We will teach pupils to speak and write fluently so that they can efficiently and effectively communicate their ideas and emotions to others. Our children will master a range of genres / types of writing that can be used in other areas of the curriculum. Through the development of skills and understanding in all areas of English, as well as the nurturing of imagination and creativity, our children will become competent writers, able to appreciate, and enjoy, writing.

Implementation

Our curriculum is based on the National Curriculum and the Statutory Framework for the Early Years Foundation Stage, 2021.

EYFS

Through exploration, play and teacher led activities, our pupils engage in role play and explore their environment. Curriculum planning is based on child-initiated learning, rather than subject specific areas; learning is experiential and holistic. Our curriculum is based on the Statutory Framework for the Early Years Foundation Stage document, Department for Education, 2021, and the supporting guidance: Birth to 5 Matters. Children learn to make sense of the world in their own way through play and first-hand experiences. Some aspects of the Key Stage One (Y1-2) and Key Stage Two (Y3-Y6) curriculum have their roots in the EYFS learning experiences and are reflected in a range of goals across this interrelated curriculum, but most notably in 'Writing'.

Curriculum planning is largely based on child-initiated learning. In Nursery and Reception, children have daily writing opportunities as part of their continuous provision. As part of this they are encouraged to mark make, representing their own ideas, thoughts and feelings.

Writing also forms a part of the Read, Write Inc phonics programme. In addition, during reception, our children are supported by increased, teacher led focused writing activities. Our pupils write, in teacher led groups, as part of their daily routine.

Y1-Y6

Key skills and knowledge are revisited and embedded to secure a mastery of skills, concepts and understanding. There also opportunities for pupils to apply these skills to other subject areas to embed and master their learning.

Writing is taught daily throughout the year in Y1 – Y6. Punctuation and grammar are taught through a writing unit. Writing (including composition and the use of language) is then taught over the course of a unit so that the transcription learning can be applied to the writing.

In Y1 to Y6, the children learn and write a story using the Write Stuff approach. This enables children to imitate the language and structures they need, before writing their own version.

Our children are taught a range of genres. However, genres underlined in the curriculum (see below) are given greater focus, so that writing in these genres is mastered and pupils are confidently able to use these genres in other areas of the curriculum.

Each classroom has a working wall for English that displays models of writing, learning points, vocabulary and language stems – support for the children to use when working.

In composition work, our vulnerable learners, including SEND, are supported through additional resources such as word mats, pictorial resources, the use of scribes, shared writing and alternative ways of recording their thoughts. Teachers and teaching assistants provide additional support, as needed, to help them learn to become independent writers. This includes pre-teach work, as needed. Extension work is provided as part of the teaching activities.

However, compositional writing, by its open-ended nature, also provides natural opportunities for children to extend themselves.

Impact

The impact and measure of our curriculum is the extent our children acquire the skills, knowledge, vocabulary and enthusiasm for writing. We aim for our pupils to show high aspirations and a lifelong engagement with literature and writing.

Each unit of compositional writing will result in a final outcome. This can be a supported piece of work, if the learner is still at the emerging start of writing, or it can be an independent task, if this learning is at the point of being mastered.

Through our progressive curriculum the pupils will master specific genres of writing and apply these to their work in other aspects of the curriculum. They will also master a range of language techniques that they will be able to use in both their reading and writing work.

Teachers record evidence of mastered learning on formative tracking sheets. This is then used to inform the teacher assessments which take place three times a year.

The English Subject Leader reviews the impact of the English curriculum, reporting findings and any recommendations to Senior leaders.

EYFS

Role play and continuous provision activities are used to stimulate the children's interest in mark making, drawing and the early forms of writing. We teach children to link sounds and letters to begin to read and write. Children are given access to a wide range of stimuli and activities to ignite their interest and engage them in writing.

The following are some of the stages of development that form the roots for the development of the composition curriculum in Key Stage One and Key Stage Two.

Teachers consider each child's stage of development, observing what he / she can do and then consider ways to support the child to strengthen and deepen their current learning and development. In general terms, this can be seen to be the basis of the curriculum in Nursery (2 to 4 years) and Reception– but as children develop at different rates and times, in practice, the curriculum and teaching is adapted to suit individuals.

2–3 year old toddlers and young children will be learning to:

- Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. For example: "That says mummy."
- Make marks on their picture to stand for their name.
- Write some letters accurately.
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.
- Write some or all of their name.

Children in reception will be learning to:

- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.

Early Learning Goal

- Children use their phonic knowledge to write words in ways which match their spoken sounds.
- They also write some irregular common words.
- They write simple sentences which can be read by themselves and others.
- Some words are spelt correctly and others are phonetically plausible.

Speaking and listening

Spoken language underpins the development of reading and writing and so the quality of language pupils are exposed to is vital in developing reading and writing skills. At Liden Academy, speaking and listening is taught discreetly through our English lessons and through the wider curriculum. Pupils are taught to explain their understanding of books and other reading, discuss and share ideas before writing and justify their thoughts and opinions regularly. Opportunities for classroom dialogue are planned by teachers to promote discussion through higher order thinking questions, group work and plenaries. Pupils are able participate in discussions, presentations, performances, role play/improvisations and debates.

Good oral and written grammar are modelled when teaching and pupils receive constructive feedback on their spoken language in order improve their knowledge and skills and ensure correct standard spoken and written English. In Reception, pupils are encouraged to be 'word collectors' to expand their knowledge and use of vocabulary throughout the setting.

Inclusion

All pupils receive quality first teaching on a daily basis and activities are differentiated accordingly. In addition, where pupils are considered to require targeted support to enable them to work towards age appropriate objectives intervention programmes will be implemented. Teachers and teaching Assistants plan programmes together and monitor the progress of these pupils.

The needs of pupils with English as an additional language will be met through planning and outside agencies where appropriate. This is supported by our equal opportunities policy.

Assessment, Recording, and Reporting.

Assessment is crucial to the learning process. Children's work is regularly assessed through observation, discussion, scrutiny of work and evaluating outcomes.

- End of year targets are set for each year group and each individual child.
- Pupil Progress Meetings are used 6 times a year to track the progress of each child in reading and writing over time.

Formative Assessment

Teacher assessment is an integral part of good practice. Assessment is carried out on a daily and weekly basis. It involves identifying children's progress against teaching objectives and targets, determining which ones' children have achieved and moving them on to the next stage of learning. Where appropriate, additional support and interventions are identified for children not making the expected progress. Teachers annotate the weekly plans and record the progress of groups.

Summative Assessment

This includes:

- Baseline in the Reception year
- End of year screening in Reception year
- Phonics screen in Year 1
- Year 2 NC tests
- NFER Reading Tests in Terms 2,4,6 for years 3, 4, 5 and 6(Year 1 from term 4)
- Year 6 NC tests
- Independent writing tasks.

Record Keeping

- Writing is tracked using Trust Writing assessment grids and internal and external moderation.
- Termly Read, Write Inc phonics assessments (Reception – Y3)
- Reading records
- Progression against grammar skills
- Overview of reading objectives
- Overview of writing objectives

Marking

Marking in English is part of the assessment process. Please refer to the Marking and Feedback Policy.

The Role of the Subject Leader

The role of the English Subject Leader is defined in the job description.

Resourcing

The English Subject Leaders, with the Head Teacher, are responsible for the ordering, costing and allocation of resources to support the teaching of English. A review of resources is carried out periodically which leads to a prioritised list of requirements. This is funded within the school's budget plan for the financial year.

Reporting to Parents

Parents receive regular informal or verbal feedback as to their children's progress in English. Each child has a reading record book to monitor progress in reading at home and school. Spelling lists are also given in accordance with the Homework Policy. In addition, parents also have the opportunity in terms 1, 4 and 6 to meet with the staff to discuss progress and to see work.

Parents receive a written final report at the end of the year to state where their child is at in relation to the age-related expectations of their year group. Where appropriate, the national test results are reported.

Monitoring and Evaluation

In order to monitor standards and progress the following systems are in place:

- Each teacher meets with their phase leader/ senior leader 3 times a year to discuss progress in writing. Particular attention is paid to children working below age related expectations, children with SEN and children eligible for Pupil Premium.
- The English Subject Leader is given time to monitor English through a range of activities which includes: analysis of tracking data for reading and writing, lesson observations, scrutiny of work, review of planning and interviews with stakeholders;
- Staff meet 3x per year to moderate teachers' judgements of writing.
- SEN pupils will be assessed regularly by the class teacher and the SENCO. Steps are taken to provide additional support where appropriate. The SENCO and English Subject Leader meet regularly to discuss identified pupils;
- The school's English action plan is part of the whole school development plan and is updated annually by the English Subject Leader and principal.
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The Vice Principal and English subject leads monitor English. Having identified priorities, the SLT and English Lead construct an action plan that forms part of the School Improvement Plan. This forms the basis for any monitoring activities and clearly identifies when, who and what is to be monitored, and how this will take place e.g. classroom observation, planning scrutiny, book scrutiny and pupil conferencing etc.

Appendix I: Handwriting

Planning to teach handwriting

Handwriting is a basic skill that influences the quality of work throughout the curriculum. At the end of Key Stage 2 all pupils should have the ability to produce fluent, legible and, eventually, speedy joined-up handwriting, and to understand the different forms of handwriting used for different purposes.

Handwriting is taught using the cursive style from Read Write Inc (RWI) from Year 2. From Key Stage 2 all staff and children should be modelling cursive writing. Early years (EYFS) and Key Stage 1 (KS1) should teach basic letter formation initially and then progress onto the lead outs for joining in a cursive styles.

When to teach handwriting

In EYFS and Year 1, handwriting and letter formation is part of teaching phonics and modelling writing. In Reception and Year 1 children will learn correct formation of letters but not joins.

Teaching letter formation and joined cursive writing is part of the overall weekly Literacy provision and will vary according to year group. For instance,

How handwriting is taught

At Liden Academy we use the Read Write Inc. model to teach handwriting. Please see the stages of teaching handwriting below.

Children are reminded in KS1 and KS2, if they are using handwriting lined books, where to start their letters and where an ascender/descender goes/the capital letter goes to the red line.

Children are also taught the correct seated position for writing and the correct pencil/pen grip (tripod).

Assessment of handwriting

Handwriting is assessed as part of writing assessments.

Progression of Teacher style of modelled handwriting including marking:

EYFS	Model correct formation of letters not joined.
Y 1	Model correct formation of letters not joined.
Y 2	Transition period: teach joins as appropriate and model. Encourage children to join when teacher deems it appropriate.
Y3-6	Cursive writing at all times both 1 st and final draft.

The 3 Stages of Teaching Handwriting

Handwriting

There are regular timetabled slots for handwriting to ensure that children build up their handwriting skills every day.

We make the *physical* process of writing – handwriting – enjoyable from the start, so children see themselves as 'writers'. We use mnemonics – memory pictures – to help children visualise the letter or join before they write it down. Children need to practise handwriting under the guidance of a teacher so they do not develop habits that will be difficult to undo later.

Please don't ask children to copy letters or words. We need their attention to be focused on their own formation of letters and joins.

Please ensure you allow 5 to 10 minutes for every handwriting session marked on the timetable.

There are three handwriting stages.

Stage 1

These lessons are taught while children read the Red, Green, Purple, Pink and Orange Storybooks. The online 'checklists' for each letter are in the Handwriting files in *Read Write Inc. Phonics Online*.

Stage 1a: Children practise correct letter formation.

Stage 1b: Children learn where to place the letters on the writing line.

Stage 2

These lessons are taught while children read the Yellow, Blue and Grey Storybooks. The online 'checklists' for each letter are in the Handwriting files in *Read Write Inc. Phonics Online*.

Children learn a mature style of writing that will lead to joined-up writing.

Stage 3

These lessons are also taught while children read the Yellow, Blue and Grey Storybooks. The online 'checklists' for each letter are in the Handwriting files in *Read Write Inc. Phonics Online*.

Children learn the two basic joins: the arm join (diagonal) and the washing line join (horizontal) and the two variables for each join.

Handwriting position

Teach children that when you use the handwriting signal they automatically go into the perfect handwriting position:

- feet flat on the floor
- bottom at the back of the chair
- body one fist from the table
- shoulders down and relaxed
- back leaning forward slightly
- left/right hand holding the page
- left/right hand ready in a tripod grip.

Handwriting Stage 1a: Letter formation

Children learn correct letter formation using the same picture mnemonics they have already learnt in the Speed Sounds Set 1 Lessons.

These letters are now taught in handwriting groups:

- 'Around' letters: **c a o d g q**
- 'Down' letters: **l t b p k h i j m n r u y**
- 'Curly' letters: **e f s**
- 'Zig-zag' letters: **v w z x**.

Children write on plain paper.

See the file named 'Handwriting Stage 1a' in the Handwriting files in *Read Write Inc. Phonics Online*.

The lesson plan

Practise the letters in the handwriting order. (See 'Handwriting Stage 1a' in the Handwriting files in *Read Write Inc. Phonics Online*).

Use the following routine for every lesson. (This is an example lesson for the letter g.)

Demonstrate

1. TOL as you use your mental checklist to write the letter g.

- ✓ start at her hair bobble on top of her head
- ✓ round face
- ✓ back to bobble
- ✓ very straight hair
- ✓ round curl to finish.

Repeat a few times using MTYT.

2. Ask the children to TTYP to say the mental checklist.
3. Take feedback.
4. Ask two partners to tell you how to write the letter g.

Repeat a couple more times until the children can say the mental checklist to each other.

Practice

1. Check that the children are still sitting in the perfect handwriting position.
2. Rub out the picture and any letters from the board – the children must not copy.
3. Ask the children to write one letter, slowly and carefully. (Do not ask them to draw the handwriting picture.)
4. Model again how you repeat writing the letter, getting a bit quicker each time.
5. Go round the room praising what you see so others can hear. Don't sit with one child. For example: *"Nice round chin there! Love the long straight hair. What a great curl."*

Review

1. Write the letter on the board and make one error, drawing on children's common errors.
2. Ask the children to TTYP to find your 'two best bits', for example, you remembered to start at the bobble. Then ask children to TTYP to find 'one to fix'.
3. Rewrite the letter perfectly, correcting using children's feedback.
4. Ask children to practise again.

On the next day, choose a new focus letter, and review one or two previously taught letters.

Note: Help children learn to visualise the letter as a picture and not the written checklist. Do not write the list on the board, though you may need a sticky note to help you remember to start with.

Handwriting Stage 1b: Relative size of letters

Once children can form the letters correctly, they learn how to place the letters on the line. Picture mnemonics help children to visualise the size and placement.

- Some small letters are called 'boat letters': **a c e i m n o r s u v w x z**.
- Letters that are written below the line are called 'water letters': **g j p q y**.
- Tall letters are called 'sun letters': **b d h k l t f**.

Children should write on wide-lined paper.

See 'Handwriting Stage 1b' in the Handwriting files in *Read Write Inc. Phonics Online*.

You will need wide-lined paper or books for the children to practise.

Explain that:

- Some letters are the same size as the boat and are called 'boat letters': **a c e i m n o r s u v w x z**.
- Some letters go below the water line and are called 'water letters': **g j p q y**.
- Some letters are as tall as the sun and are called 'sun letters': **b d h k l** (f and t are just a little bit smaller).

The lesson plan

Use the following routine for every lesson. (This is a sample lesson for the word *and*.)

See 'Handwriting Stage 1b' in the Handwriting files in *Read Write Inc. Phonics Online* for the other words to practise.

Demonstrate

1. Draw the sun, boat and water pictures in the correct position on the line.



- Show children where to start **a** – level with the top of the boat. Recall the Checklist for **a** as you write the letter.
 - Show children where to start **n** – level with the top of the boat. Use the Checklist for **n** as you write the letter.
 - Show children where to start **d** – level with the top of the boat. Use the Checklist for **d** as you write the letter.
2. Ask children to TTYP: What size is each letter? (Choose from boat, water or sun.)
 3. Take feedback.

Practice

1. Check that the children are still sitting in the perfect handwriting position.
2. Rub out the word from the board – the children must not copy.
3. Ask the children to write each letter, slowly and carefully.
4. Model again how you repeat writing the word, getting a bit quicker each time.
5. Go round the room praising what you see so others can hear. Don't sit with one child. For example: "a is sitting on the line – good. You've made n into a boat letter."

Review

1. Write the word on the board and make one error, drawing on children's common errors.
2. Ask the children to TTYP to find your 'two best bits'. Then ask them to TTYP to find 'one to fix'.
3. Rewrite the word perfectly, correcting using children's feedback.
4. Ask the children to practise again.
5. Now ask them to find 'two best bits' and 'one to fix' in each other's work.

Handwriting Stage 2

Explain to children that they are going to use new characters to help them develop a grown-up style of writing that will lead to joined-up writing. New pictures will help them to visualise the new shapes.

See 'Handwriting Stage 2' in the Handwriting files in *Read Write Inc. Phonics Online*.

Introduce the formation family: six sisters, two uncles and their two pets.

The six sisters – Annie, Dina, Gabi, Olivia, Carina and Queenie – all look the same. Their mother tells them that they must all have a different haircut so people can tell them apart!

The uncles – Uncle Umberto and Uncle Yaseen – look just like the sisters, except they are bald on the top of their heads.

The family have a dog and a bunny whose faces are very similar too, but they have long ears.

The lesson plan

Practise the letters in the handwriting order. (See 'Handwriting Stage 2' in the Handwriting files in *Read Write Inc. Phonics Online*.)

Use the following routine for every lesson. (This is an example lesson for the letter **d**.)

Demonstrate

1. TOL as you use your mental checklist to write the letter **d**.

- ✓ start at her hair bobble on top of her head
- ✓ all the way over the top of her head
- ✓ curve down her face
- ✓ round chin
- ✓ join the chin by her ear
- ✓ up to the bobble
- ✓ straight tall spiky hair – up and down
- ✓ curve at the line and draw small flick (not curvy)

Repeat a few times using MTTYT.

2. Ask the children to TTYP to say the mental checklist.

3. Take feedback.

4. Ask two partners to tell you how to write the letter **d**.

Repeat a couple more times until the children can say the mental checklist to each other.

Practice

1. Use the handwriting signal to check that the children are still sitting in the perfect handwriting position.

2. Rub out the picture and any letters from the board – the children must not copy.

3. Ask the children to write one letter, slowly and carefully. (Do not ask them to draw the handwriting picture.)

4. Model again how you repeat writing the letter, getting a bit quicker each time.

5. Go round the room praising what you see so others can hear. Don't sit with one child. For example: *"Nice round chin there! Love the long straight hair. What a great curl."*

Review

1. Write the letter on the board and make one error, drawing on children's common errors.

2. Ask the children to TTYP to find your 'two best bits', for example, you remembered to start at the bobble. Then ask children to TTYP to find 'one to fix'.

3. Rewrite the letter perfectly, correcting using children's feedback.

4. Ask children to practise again.

5. Ask children to find 'two best bits' and 'one to fix' in each other's work.


On the next day, choose a new focus letter, and review one or two previously taught letters.

Handwriting Stage 3


Explain to children that there are two basic joins:

- the arm join (diagonal)
- the washing line join (horizontal).


The arm join has three variations:


- arm to boat 

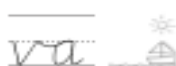
- arm to sun 

- arm to sister. 

The washing line join has three variations:

- washing line to boat 

- washing line to sun 

- washing line to sister. 

The lesson plan

Use the following routine for every lesson. (This is a sample lesson for joining a to i.)

See 'Handwriting Stage 3' in the Handwriting files in *Read Write Inc. Phonics Online* for the joins to practise.

Demonstrate

1. Demonstrate how to write the letters.



- TOL about where to start a – level with the top of the boat. Recall the checklist for Annie as you write the letter.
 - TOL as you write the join – not too spiky, not too round, not too squeezed, not too spaced.
 - TOL as you write i. Recall the checklist for i.
2. Ask children to TTYP: What size is each letter? (*Boat, sun or water.*) What is good about your join?
 3. Take feedback.

Practice

1. Use the handwriting signal to check that the children are still sitting in the perfect handwriting position.
2. Rub out the joined letters from the board – the children must not copy.
3. Ask the children to write each letter and the join, slowly and carefully.
4. Model again how you repeat writing the letters and join, getting a bit quicker each time.
5. Go round the room praising what you see so others can hear. Don't sit with one child. For example: *"I love the spacing of your join and the join is not too spiky or too round."*

Review

1. Write the letters and join on the board and make one error, drawing on children's common errors.
2. Ask the children to TTYP to find your 'two best bits'. Then ask them to TTYP to find 'one to fix'.
3. Rewrite the letters and join perfectly, correcting using children's feedback.
4. Ask the children to practise again.
5. Now ask them to find 'two best bits' and 'one to fix' in each other's work.