

Jesse Gray Primary English Policy



January 2023

Head Teacher Signature:	
Date Adopted:	
Review Date:	January 2024

ENGLISH POLICY

English is defined as the *“united skills and knowledge of reading, writing and oral language.”*

MISSION STATEMENT

At Jesse Gray we believe that language and English is fundamental to the overall development of the child and is crucial to their access to the whole curriculum. Our aim is to deliver high quality English lessons that inspire and challenge our pupils, promote enjoyment and lead them to achieve their very best.

AIMS

We aim to develop pupils' abilities within an integrated programme of Speaking & Listening, Reading & Writing.

By the time the children complete their education with us, we aim for a child to be able to:

- read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct;
- have an interest in books and read for enjoyment;
- be able to orchestrate a full range of reading cues (phonic, graphic, syntactic, contextual) to monitor their reading and correct their mistakes;
- have an interest in words, their meanings; developing a growing vocabulary in spoken and written forms;
- know, understand and be able to write in a range of genres in fiction and poetry, and understand and be familiar with some of the ways in which narratives are structures through basic literary ideas of setting, character and plot;
- plan, draft, revise and edit their own writing;
- write purposefully for a range of real audiences;
- be developing the powers of imagination, inventiveness and critical awareness;
- have a suitable technical vocabulary to articulate their responses;
- Provide an environment which is safe and secure and which provides encouragement for the development of all aspects of English;
- Ensure that there is equality of access and opportunity for all children to develop their English skills.

STATUTORY REQUIREMENTS

Foundation Stage follow the Early Years Statutory Framework (2021), Development Matters (2021) new curriculum and Birth to Five Matters (2021)

Key Stage One and Two follow the guidance and objectives of the National Curriculum.

PLANNING

Weekly plans are required for English and should include: grammar, reading and writing objectives. All lessons Are scaffolded appropriately to ensure every child achieves the objective.

SPEAKING AND LISTENING

Speaking and listening is fundamental to children's development and that confidence in this area is essential to be successful in all areas of English. Teachers plan in lessons to include speaking and listening opportunities e.g drama, debates, talking partners and group discussions.

These oral skills are directly taught, modelled and sensitively encouraged in whole class and small group settings. Opportunities across the whole curriculum are planned for and develop these skills.

READING

Reading is taught through:

- **Independent reading in school and at home:**
Books are sent home with a reading record for communication with parents. In Foundation Stage and KS1, children take home a phonics book linked to the phase that they are on. They are also able to take home a reading for pleasure book of their choice from the library. In KS2 children are regularly assessed on Star Reader which gives them a ZPD score. This score is linked to our accelerated reader library and allows children to independently choose a book at their exact level. Once they have finished it, they complete an accelerated reader quiz which gives them a comprehension score. Once they have completed this, they change their book in the library. To accommodate this, our library is open every break and lunch time and is run by Y6 librarians.
- **Guided reading that targets children's reading skills:**
Guided reading takes place in small groups with teacher input using either a phonics book or an accelerated reader text.. Guided Reading is used to support whole class reading and completed with children in the lowest 20%. Guided Reading is our main teaching methodology for reading in FS2.
- **Whole class reading:**
Whole class reading sessions (Appendix 1) are taught from Year 1 to year 6.
- **Shared reading:**
This immerses children in the pattern of story and features of text types. This happens in English sessions and WCR lessons when introducing text and prior to writing. The teacher models as an expert reader and draws out the key elements of the content.
- **Reading for Pleasure**
We pride ourselves on valuing reading for pleasure. Each class has a class book which is read for at least 15 minutes per day. Books are chosen by the teacher from the Jesse Gray Reading Spine (Appendix 2) which ensures progression and variety.
- **The school library:**
Our library has two sections. An accelerated reader section, where fiction and non fiction texts are ordered by their ZPD and a reading for pleasure section that is grouped by genre. It is open every break and lunch time and run by our year 6 librarians. We use the educational library service to further enhance our Reading for pleasure book stock. Every term, each teacher selects a child from their class who has made progress on accelerated reader. They are taken to the ELS library and choose new books for their class.
- **Assessment**

Children are assessed formatively through our Sonarsystem. We assess them summatively termly based on Sonar and an end of term Star Reading Assessment. This is moderated within year groups.

PHONICS

We use the **Monster phonics** approach (Appendix 3) to deliver phonics at FS2 and KS1. The children have daily phonics sessions which last between 15 and 20 minutes and follow the phases set out. This is both teacher and teacher assistant led in FS2.

In Year 1, classes are organised into ability groups to ensure each child is effectively challenged. Children that do not pass the Y1 phonics assessment are targeted in Year 2, heard reading regularly and are given phonics intervention. This is continued in KS2 when appropriate.

SPELLING

Spelling is taught explicitly from Year 2. In KS1 we follow Monster Phonics and spelling lessons take place daily. In KS2, we follow No Nonsense Spelling and spelling lessons take place 2 times per week, every Tuesday and Thursday morning. Spelling tests are given on a weekly basis and are linked to the rules children have been learning about or the statutory spelling lists.. Spellings are focussed on during shared writes, whole class feedback and during editing lessons.

WRITING

Writing is taught as cross curricular as possible (Please see the cross curricular Map for Writing, Appendix 4). Each year group follows the progression document as set out by the literacy co-ordinator which ensures progression through grammar, transcription, composition and text types taught.

Writing is taught through:

- **Shared writing:**
Modelled by the teacher as the expert writer with contributions from the children. This is teacher-led writing with children watching and contributing ideas.
- **Guided writing:**
Targets children at the point of writing. Guided writing takes place in small groups with a teaching focus using targets and writing already modelled. The main part of the session is spent by the child writing with the adult intervening as appropriate.
- **Slow Writing**
The teacher gives children explicit grammar based instructions for each sentence and children follow this structure.
- **Independent writing:**
Throughout the school, children have opportunities to develop their confidence and practise their writing skills through creating extended pieces of writing. These are planned, written, edited and published. Independent writing is supported through the use of dictionaries and word banks. Final published pieces are put into a moderation book.
- **Editing**

Children are given opportunities to edit their own work, both correcting mistakes and making more general improvements. Purple polishing pens are used for this.

- **Assessment**

Children are assessed formatively through our Sonar system. We assess them summatively on a termly basis based on Sonar and their independent writes. This is further supported by a yearly 'no more marking' piece that is judged by all teachers within the school. Writing is routinely moderated within year groups and with other schools when appropriate.

HANDWRITING

We use the Letterjoin scheme of handwriting to ensure a consistent approach is used across the whole school. From FS2, the focus is on letter formation and size. From Year 1 children use the pre cursive style before learning how to join in Year 2.

In KS1, children use handwriting guidelines in their English books. This continues in year 3 during the Autumn term. Handwriting books are also offered to children in KS2 who need further practice. Handwriting is modelled by the teacher and taught on a weekly basis. Pens are introduced in year 3 and used in the publishing phase of writing. By the time the children reach year 6 they are using pen rather than pencil for all forms of work except maths.

We value high quality presentation across the curriculum.

INCLUSION

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment.

SEND Children

The SEN Co-ordinator liaises with the English Co-ordinator and class teachers to ensure that the individual needs of pupils with special needs are met and that appropriate targets are set and are regularly reviewed. Where resources permit, it is the school's policy for Teaching Assistants to provide extra support for the SEN English children.

We use a variety of intervention programmes to SEN children. *Please also refer to the SEN Policy.*

ROLE OF SUBJECT LEADER

The English Lead works in conjunction with the S.L.T. The role of the subject leader involves:

- modelling good practice;
- being responsible for the upgrading and ordering of resources and arranging for their storage;
- keeping informed about developments and new initiatives to support the teaching of language and English and ensure staff are informed;
- auditing needs and organise staff training;
- training staff in teaching and learning of English;
- monitoring planning on a regular basis through book and planning scrutiny and learning walks.
- supporting teachers in planning and using resources;
- updating the school policy when necessary.

CONCLUSION

This policy should be read in conjunction with the following school policies and documents:

Teaching and Learning Policy
Assessment policy
Marking policy
Special Educational Needs Policy
ICT Policy
Equal Opportunities Policy
Health and Safety Policy
Writing Key Skills and Cross Curricular Progression Map
Reading and Phonics Progression Map

APPENDICES

Appendix 1

Whole Class Reading Expectations

Reading lessons will take place once a week for 45minutes-1 Hour.

Reading lessons will have a clear WALT linked to the skills or your year group objectives.

Reading lessons will include explicit modelling of inference and comprehension.

Reading lessons in Y5/6 will include specific lessons and clear modelling of written comprehension.

Reading lessons will be differentiated and challenging for all children.

Guided reading sessions will still take place with lowest 20% children during

Any written work is completed in a Whole Class Reading book. The work will be marked to assist the teacher in class track assessment and to acknowledge which children do not understand the objective and therefore need an intervention.

Assessment will be formative through Sonar and summative through Star Reading tests at the end of each term.

Appendix 2

Our reading spine has been collaboratively compiled by the teachers of Jesse Gray, pulling on all of our expertise of the year groups we teach as well as our subject knowledge of texts. It is based on Pie Corbett's reading spine, which has been carefully assessed by each year group alongside the subject leader, who has ensured that there is variety and progression in the texts that have been assigned to each year group.

Within each year group are a range of texts intended to inspire and provide thought provoking discussion whilst ensuring they are well matched to the year group's topics and of an appropriate level and theme. Each year group includes traditional texts, picture books and newly published texts. This Reading Spine is a starting point and highlights a range of texts that should be covered in each year groups guided reading, whole class reading and class books. This is by no means an exhaustive list and teachers should make sure they keep the subject leader up to date with any changes they make to ensure that there is no cross over between year groups so that our progression is clear. It will change annually based on new texts that have been published to ensure that it is continually up to date and full of the best texts that are on offer to our children.

A full copy of the Reading Spine can be found on the school's google drive under Subjects, English, Reading Spine.

Appendix 3

Monster Phonics:

The Monster Phonics programme provides complete lessons and resources to teach the Letters and Sounds programme in Reception and the Spelling Curriculum in KS1. Monster Phonics uses scientific linguistic research to colour-code for sounds. This helps children to understand and recall complex phonics and spellings more easily. Find out more about [how Monster Phonics works](#).

Monster Phonics makes phonics teaching as logical and easy to follow as possible. Accordingly, the programme aligns the Letters and Sounds and the KS1 Spelling Curriculum to provide a seamless curriculum for all schools to follow.

Appendix 4

Cross Curricular Map for Writing

Literacy skills are fundamental to being successful across the curriculum. Therefore, high quality writing is expected in every single subject. Every subject gives children the opportunity to practice and embed their skills to help them become successful writers and orators. In the grid below I have set out recommendations for cross curricular links, linked to your History and Geography and the genres you need to cover in your year groups. These are by no means exhaustive, but a starting point. I have linked the Alan Peat sentences to topics where I think they should be introduced; they must then be embedded in future topics. For more text recommendations, see The JG Reading Spine.

FS2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic: In FS2 topics are chosen depending on the children's interest, therefore these are subject to change.	All About Me/ People Who Help Us	Wild About Autumn Winter Wonderland	Traditional Tales and Rhymes	Up! Up and Away	All Creatures Great and Small	Oh I do like to be beside the seaside!
Potential Texts (See Reading Spine for more suggested texts)	We are Going on a Bear Hunt The Tiger Who Came to Tea Peace at Last Gruffalo Stickman Good King Wenceslas The Night Before Christmas The Happy Prince The Snow Queen	Owl Babies Percy the Parkkeeper The Owl Who Was Afraid of the Dark The Squirrels Who Squabbled Eardie and the Falling Leaves Wow! Said the Owl Little Red Hen The Night Before Christmas The Happy Prince The Snow Queen	A focus on traditional tales: The Three Little Pigs Little Red Riding Hood Chicken Licken Little Red Hen The Ugly Duckling The Frog Prince The Town Mouse and the Country Mouse Puss in Boots Hansel and Gretel The Elves and the Shoemaker Enormous Turnip Rapunzel	Mr Gumpy's Outing Where the Wild Things Are Rabbit's Surprise	The Hungry Caterpillar Mr Gumpy's Outing Where the Wild Things Are Rabbit's Surprise Brown Bear, Brown Bear, What Do You See?	Commotion in the Ocean Rainbow Fish Shant! the Wandering Dog of Seaton The Mousebale Cat Seaside Poems The Snail and the Whale
Potential Cross Curricular Links:	A focus on speaking and listening based on the topic. Oral retelling of well known tales	Sentence level work based on discussions about the current seasons and the stories they have learnt in class. Repetition of core texts.	Well known classic traditional tales with alternatives and stories from other cultures. To support narrative writing styles. To support children writing their own stories changing key features e.g. setting, plot and/or characters. Supported with a trip to the theatre.	Sentence level work based on the topic-Geography and History	Non-fiction sentences based on animals. Sentence level work to support topic	Children to create own simple sentences based on the setting of the seaside. Some children will order sentences to create a short narrative.
Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Local Geography / Oliver Jeffers author of the week	Explorers / Animals	How the weather affects us / Little Red Riding Hood	How do we know so much about Sappho?	Growing	The Seaside / Julia Donaldson Author focus
Genres	Story (Fairy tales, retelling familiar tales, stories with predictable patterns) Recount	Recount Instruction	Information Story (familiar stories adapted) Traditional Tales	Information texts Story	Information Story Description	Story narratives, familiar tales, stories with patterns) Recount
Alan Peat Sentence Types		All the Ws				
Potential Texts (See Reading Spine for more suggested texts)	Oliver Jeffers Local maps and local historical information texts	Nonfiction texts about animals around the world-various	The little cloud-Eric Carle After the storm-Nick Butterworth Little Red Riding Hood-Traditional		The Everything Seed Tree: Seasons Come, Seasons Go Patricia Hegarty The Little Gardener Emily Hughes The Last Wolf Mini Grey (Link to little red RH)	Snail and the Whale-Julia Donaldson Sharing a Shell - Julia Donaldson Flotsam David Wisniewski Katie Morag's Island Stories Somebody swallowed Stanley-Sarah Roberts
Potential Cross Curricular Links:	Writing stories based on Oliver Jeffers- Geography/PSHE Local area recount-visit to Sharp Hill- Geography	Sentences based on Explorers and Animals-Geography	Information texts on weather- Geography/Science Own version of LRRH-English	History Geography	Creating own growing story- Science/PSHE	Recount on seaside visit- Geography/PSHE Own stories based on Julia Donaldson
Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Food Farming	WW1	Penguins Antarctic	1960s Toys	Kampong Ayer	Greatest History Makers
Genres	Recount Instruction	Description Letter Poetry	Story Letter-postcards	Story (Stories written by the same author)	Description Poetry	information text

Alan Peat Sentence Types	BOYS	2A	List			
Potential Texts (See Reading Spine for more suggested texts)	Giant jam sandwich Dirty Bertie	Little hen and the great wan-Jennifer Beck Fly Cher Ami Fly-Robert Burleigh Where the poppies now grow-Hilary Robinson War Game-Michael Foreman	The Ice Trap-Meredith Hooper Polar Express https://www.youtube.com/watch?v=k2Gg13ahDc Where is home little Pip? Don't be afraid little Pip?- Kama Wilson Lort and found Shackletons Journey-William Grill	Emily Brown stories Dogger Traction Man	Multi-cultural traditional tales: The Rough faced Girl-Sage Martin Mufaro's beautiful daughters-an African retelling of Cinderella-John Steptoe Lon Po Po-illustrated, red riding hood-Ed Young The Talking Eggs-Robert D Sang Tonga Tales	Goodnight stories for rebel girls. Stories for boys who dare to be different Women who changed the world Inside out+ back Right to learn -Rebecca Langston-George.
Potential Cross Curricular Links:	Instructions linked to the giant jam sandwich-DT and Geography Dirty Bertie Narratives-Hygiene- PSHE, DT and Geography Recounts written based on Brackenburst visit	Secret messages-History Letters home-History Description of a poppy field Poems about Poppies	Postcard -Geography Narrative-Geography	Narrative - Create own toy adventure based on Emily Brown (bring in toys)-History Narrative- Create own picture books based on Traction Man-use these to create own narratives.	Compare and contrast description-Geography Description: Could they write a traditional tale into a new setting- country or modernise?	Creating Fact Books-History Biography on their chosen history maker How will I be a history maker?-History
Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Stone Age	Bronze/Iron Age	Earthquakes	Disney/Magic Kingdom	Romans	Mega Cities
Genres	Narrative -Stories with familiar settings, Biography : :	Description Recount Poetry	Description Narrative-Stories with familiar settings	Advert Narrative	Newspaper report Non-fiction-grammar focus	Fact File Non Fiction Description
Alan Peat Sentence Types	Emotion Word, Comma Verb, Person	Paired Conjunction	Double Ly 3 Ed			
Potential Texts (See Reading Spine for more suggested texts)	Stone Age Boy-Satoshi Kitamura The First Drawing by Mordicai Gerstein The Boy With The Bronze Axe by Kathleen Edgell Ug: Boy Genius Of The Stone Age And His Search For Soft Trousers by Raymond Briggs	Lost Happy Endings (WCR) Twisted fairy tales to support LHE: Mixed up fairy tales-Hilary Robinson The true story of the three little pigs- Jon Scieszka Jack and the baked bean stalk-Colin Salmon	Escape from Pompeii-Christina Ballet Earthquake-Milly Lee I survived the San Francisco Earthquake-Laura Tjebk The firework makers daughter	Leon and the space between-Angela McAllister	Romulus and Remus	The Lost Thing-Shaun Tan Home sweet home film clip City Atlas-Martin Sklar
Potential Cross Curricular Links:	Biography-Mary Anning-Science Narrative-The Stone Age Boy- upleveling-History	Description based on LHE-WCR Recount of trip to Cresswell Crater- Science Christmas poetry-sent out to local area-PSHE/RE	Description of Earthquake site Narrative-Story based on an escape from an earthquake-Drama focussed on visualising being part of the San Fran Earthquake, lead to writing narratives.	Adverts for Disney/toys Narratives based on Leon and the Space Between	Newspaper article about the roman invasion-History	Description of mega cities based on pictures in The Lost Thing Narrative based on home sweet home film clip - Geography Fact files on cities/chosen city
Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Romans (This will move to Y3 in 2020)	Local Area	Anglo Saxons	Sustainability	Vikings	Jungles and Deserts
Genres	Description Narrative-Stories from other cultures	Newspaper Recount Explanation	Description Narrative-Archaic Texts	Advert Persuasive Letter	Description Information Text	Poetry Narrative-Stories which raise issues/dilemmas
Alan Peat Sentence Types	Idiom Two adjective pairs		Simile Sentences Adjective, same adjective		Personification of weather	

Potential Texts (See Reading Spine for more suggested texts)	Iron Man Romulus and Remus	The Week First News	King Arthur stories-various Beowulf-various modern translations	World Without Fish-Mark Sutcliffe One Plastic Bag-Miranda Paul The adventures of a plastic bottle- Alison Inches A planet full of plastic-Neil Layton Warmints	The Explorer The Lost Words	
Potential Cross Curricular Links:	Narratives of Iron Man Narratives on Romulus and Remus - History	Newspaper on Storm Desmond- Geography Explanation on Water Cycle- Geography/ Science	Narrative King Arthur-History Poetry Beowulf-History	Adverts to persuade people to go to Battersea-Geography and ICT Persuasive letter to governors about planting more trees-Geography	Description of Lindisfarne attack- History Narratives based on The Explorer- Geography Poetry based on The Lost Words- Science and Geography	
Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Volcanoes	Mayans	Mountains	Battle of Britain	Rivers	Nottingham Castle
Genres	Narrative (Myths and Legends, Imaginary Worlds) Description Information Book	Information Text Narrative Poetry	Narrative-Adventure Story Description Biographies	Biographies Newspaper Poetry	Persuasive argument Description Poetry	Persuasion Narrative- Historical/Mystery/Detective,
Alan Peat Sentence Types	Noun, who, which, where, Outside (inside)		Short Inf. ed	The more, the more,		
Potential Texts (See Reading Spine for more suggested texts)	Survivors-David Long The Viewer-Gary Crew	The Nowhere Emporium	Survivors-David Long Wonder- RJ Palacio (WCR)	'When we were warriors'-Emma Carroll Audio: https://www.youtube.com/watch?v=1j1kx1p10t8	The Somerset Tsunami-Emma Carroll	Harry Potter- Extracts on description of Hogwarts
Potential Cross Curricular Links:	Description of volcanoes-Geography Narrative with a volcano setting- Geography Create the text for picture book 'The Viewer' Information text on Volcanoes	Space Poetry- Science Information Text on chosen planets/space-Science Narratives based on imaginary worlds- This could be based on space/not related to topic but based on potential texts Narratives based on Mayans-Create a quest story based on class knowledge of the Mayans-History	Character description based on Wonder-WCR Narrative-Adventure Story about Mount Everest-Geography-Purpose- SDO words competition Biographies based on mountaineers they have studied	Verbal biographies on RAF Fighter (podcasts)-History/ICT Newspaper report on the Bob-History War Poetry-study, analyse in WCR and write own	Persuasive argument to keep the local area clean-avoid climate change as this is covered in Y6 Poems on Rivers Description of rivers	Leaflet to persuade people to visit Nottingham Castle-Purpose- Nottingham castle have asked for local chb to do this as a competition. - History Mystery story set in a castle-History
Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Shang Dynasty	Climate Change	Trojan Horse	Fair Trade	British Empire	National Parks
Genres	Narrative Ghost/suspense Description	Persuasive Speech Discussion Narrative	Description Narrative-different structure- perspectives	Essay Formal Letter	Information Text Essay	Narrative Flashbacks/different structure
Alan Peat Sentence Types	Deeds Some, Others	3 bad -dash question irony Imagine, 3 Examples		Many Questions		
Potential Texts (See Reading Spine for more suggested texts)	Francis-Dave Eggers Water Tower-Gary Crew Link to the theme of Power-Lord of the flies	Under the weather---stories about climate change-Tony Bradman No One is Too Small To Make a Difference-Greta Thunberg-Her speeches	BBC Short stories		Texts link to the idea of invasion and the impact of this on the people: The Island-Amin Sissani The Mediterranean-Armin Greder The Journey-Francesca Sanna	The Piano-Video
Potential Cross Curricular Links:	Ghost stories on Frands-Purpose to be performed at Kingswood campfire	Narrative - Short stories on weather and climate change-Geography Balanced argument- Climate change- reducing JG's carbon footprint- audience- governors- Geography Persuasive speech- Climate change- Geography	Narratives based on Trojan Horse from different perspectives.	Essay on fair trade Formal letter of complaint about SATs to the DFE-PSHE Formal letter to government about the need to increase fair trade-Geography	Information text about the British End of unit essay-why did Britain once rule the largest empire the world has ever seen Essay on the impact of invasion on refugees- History and PSHE	Writing their own narratives using the flashback structure -Link to powerful texts rather than topic.

