

# FELSTED PRIMARY SCHOOL

ENGLISH – February 24



Nurturing today's minds for tomorrow's challenges

- Be Respectful
- Be positive
- Be the best you can be
- Save our world!

*This document is not a definitive guide to everything one should need to effectively teach English at Felsted Primary School. This policy document outlines our educational aims and further explains the nature of literacy teaching and learning across the school.*

## We draw our English content from:

English National Curriculum 2014,  
 Felsted Primary School's English Curriculum,  
 Monster Phonics Policy  
 Writing for Pleasure curriculum  
 EdShed – Spelling Shed.  
 Fred's Teaching Guided Reading Scheme

## What Reading Looks Like in Our School

All children have access to a book corner in their classroom; these have a range of fiction, non-fiction and poetry available to explore.

All children have regular access to the school library.

Some children identified as 'daily readers' and given the opportunity to be heard reading every day.

Each class is assigned at **least one** community reader to give some children the opportunity to be heard reading.

All children take part in a weekly celebration of reading and have the opportunity to be picked as 'reading champions'.

<b>EYFS</b>	Individual readers heard at least twice a week
	Teacher to hear reader at least once per fortnight
	Reading recorded on Tapestry
	Group reading weekly
	Children to be exposed to a wide range of text types, including information texts
	Daily story time with engaging texts
	Daily Phonics for all children

<b>KS1</b>	Children to be heard read by teacher weekly
	Children to be heard read by an LSA weekly
	Reading recorded on Tapestry
	Children to be exposed to a wide range of high-quality text types
	Daily story time with engaging texts – this can be across subjects
	English, cross-curricular included, taught daily
	Daily phonics for all children

<b>KS2</b>	Children to be heard read weekly
	SEND and others identified to be heard read daily
	Reading recorded on Tapestry
	Children to be exposed to a wide range of high-quality text types
	Class novels read as a minimum 3 times throughout the week
	English, cross-curricular included, taught daily
	Regular DEAR time sessions

## What Writing Looks Like in our School

All children are given the opportunities to explore writing across all subjects and genres.

<b>EYFS</b>	Emergent writing to be encouraged as part of a continuous provision
	A writing area provided
	Use of half lined writing books
	Teacher to indicate level of support using school's marking code
	Children to use Monster Phonics charts to help writing when appropriate

<b>KS1</b>	The use of lined books
	Children encouraged to respond to pupil conferencing and edit if appropriate
	All children to have a access to Monster Phonics charts/alphabet strips and word banks available when writing
	High standards of writing maintained across all subjects, evidenced and marked using the school's marking code

<b>KS2</b>	The use of lined books
	Children to record their learning objectives and comment on any learning, if appropriate
	Children expected to respond to teachers' marking and pupil conferencing and edit if appropriate
	Teacher to indicate level of support using the school's marking scheme
	All children should be accessing dictionaries, thesaurus and online spell checkers
	High standards of writing maintained across all subjects, evidenced and marked using the school's marking code



## Grammar and Punctuation

This should be taught as an integral part of English lessons – both discretely, through teacher modelling, or as part of a sequence of lessons and should adhere to Felsted's English Curriculum for objectives, terminology and progression.

Grammar terminology, as well as punctuation marks, relevant to each year group, should be displayed in classrooms.

## Spelling and Phonics

We follow the Monster Phonics scheme for Phonics and Spelling in EYFS and KS1. KS2 follow the spelling scheme on Spelling Shed.

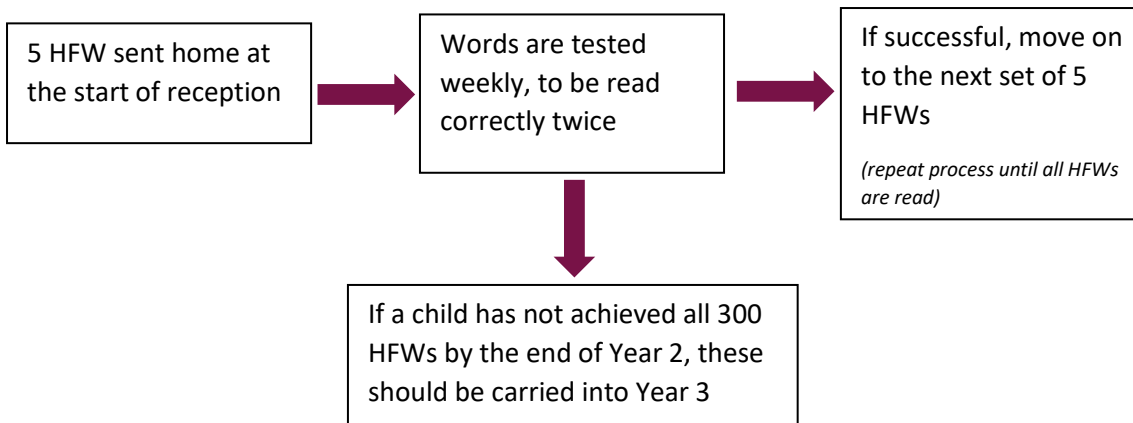
<b>EYFS</b>	Parents are offered a session to engage and explain to them how our teaching of phonics works and helps the children to read and spell
	Parents are given the opportunity to observe phonics lessons in class to enable them to better support their child's reading and spelling at home
	Daily phonics sessions
	Children learn the 44 phonemes through daily sessions and their phoneme book
	Children's individual targets may involve the spelling of CVC and HFWs
	Children to learn to read the HFWs in Phase 2 of Letters and Sounds
Children tested on the spelling of Phase 2 words at the end of reception	

<b>KS1</b>	Children to be given the opportunity to practice weekly spellings at home linked to the phonics scheme of work on Spelling Shed
	Phonics taught daily for at least 20 minutes
	Children to regularly practise HFW spellings
	Children who do not recognise all 44 phonemes continue to learn them in Year 1 and Year 2
	Assessment of phonics to take place each term
	Year 1 parents offered a phonics session to demonstrate how it works in the classroom

<b>KS2</b>	Children to be given the opportunity to practice weekly spellings at home linked to the phonics scheme of work on Spelling Shed
	Where appropriate, children will be extended and challenged
	Children who have not learnt all HFW spellings to continue to do so
	Children who have not passed phonics screening to continue with phonics into Year 3

## High Frequency Words

Children are celebrated for their reading of HFWs through certificates having completed each set



## Handwriting

EYFS s will also follow Write Dance and Letterjoin schemes. Both KS1 and KS2 use our Letterjoin scheme for handwriting and will develop their skills weekly.

KS1 have regular (minimum three times a week) handwriting practise.

Children will be taught to initially print letters, joining from Year 2, Term 1 (or when appropriate).

KS2 should have handwriting practise at least twice a week.

Children are able to use pens as a whole class when deemed appropriate by the class teacher. From Year 6 children should all be using pens consistently, unless support plans advise otherwise.

UKS2 should write joined, legibly and at speed.



## Marking

Felsted's Marking Code should be adhered to.

All recorded learning in books should be marked using the school's marking code – this may not require a written comment and can include verbal feedback.

Marking to be positive and include next steps where appropriate: summative comments, codes or stampers are sufficient in certain contexts.

Children given sufficient time to respond to markings and purple polish where appropriate.

Spellings should be corrected as appropriate and children given regular opportunities to correct these.

i/s a little support given

s fully supported

+ this work exceeds the learning objective

- working towards the learning objective

= this work meets the learning objective

## Assessment

	Autumn	Spring	Summer
<b>EYFS</b>	<ul style="list-style-type: none"> <li>Baseline completed in first 6 weeks.</li> <li>Predictions made on Insight: 1<sup>st</sup> half term.</li> <li>Basic Literacy and Numeracy tests by Oct half term</li> </ul>	<ul style="list-style-type: none"> <li>Development Matters updated half termly (to look into being put on insight)</li> <li>Basic Literacy and Numeracy tests by end of January.</li> </ul>	<ul style="list-style-type: none"> <li>DMs updated at beginning of term</li> <li>EYFSP – June</li> <li>Basic Literacy and Numeracy tests by end of May.</li> </ul>
<b>KS1</b>	<ul style="list-style-type: none"> <li>Basic Literacy and Numeracy tests by end of September.</li> <li>Phonics screening practice - November</li> </ul>	<ul style="list-style-type: none"> <li>Basic Literacy and Numeracy tests end of January.</li> <li>Phonics screening practice – February</li> </ul>	<ul style="list-style-type: none"> <li>Basic Literacy and Numeracy tests end of April (Mid May).</li> <li>Phonics screening practice – April</li> <li>Phonics Screening check wk beg 10.06.24</li> </ul>
<b>KS2</b>	<ul style="list-style-type: none"> <li>Basic Literacy and Numeracy tests for SEND children that require Lit/Num support by end of September</li> <li>Year 3/4 times table check: October and November recorded on Insight</li> </ul>	<ul style="list-style-type: none"> <li>Basic Literacy and Numeracy tests for SEND children that require Lit/Num support by end of January</li> <li>Year 3/4 times table check: February recorded on Insight</li> <li>Y6 – Mock SATs week – March</li> </ul>	<ul style="list-style-type: none"> <li>Basic Literacy and Numeracy tests for SEND children that require Lit/Num support by end of April (mid May)</li> <li>Year 3/4 times table check practice: April recorded on Insight</li> <li>Y4 Multiplication check wk beg 03.06.24</li> <li>Y6 SATS wk beg 13.05.24</li> </ul>



<b>ALL</b>	<ul style="list-style-type: none"> <li>• Predictions made on Insight by end of September.</li> <li>• SEND assessments (BL &amp; EC) and one plan week – October</li> <li>• YARC completed after October ½ term.</li> </ul>	<ul style="list-style-type: none"> <li>• Review progress towards predictions and highlight those not on track - Jan</li> <li>• SEND assessment (BL &amp; EC) and one plan week - February</li> </ul>	<ul style="list-style-type: none"> <li>• Review progress towards predictions and highlight those not on track – April</li> <li>• SEND assessment (BL &amp; EC) and one plan week - May. Reviewed end of July</li> <li>• YARC completed in May.</li> </ul>
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<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
Assessments on Insight: Reading Writing Maths Science PSHRE RE PE Computing  Art History	Assessments on Insight: Reading Writing Maths Science PSHRE RE PE Computing  DT Geography Music (EC)	Assessments on Insight: Reading Writing Maths Science PSHRE RE PE Computing  Art History	Assessments on Insight: Reading Writing Maths Science PSHRE RE PE Computing  DT Geography Music (EC)	Assessments on Insight: Reading Writing Maths Science PSHRE RE PE Computing  Art History	Assessments on Insight: Reading Writing Maths Science PSHRE RE PE Computing  DT Geography Music (EC)

## Raising Standards

Interventions included:

- Catch-up
- Visual Coding/colourful semantics
- Paper Chains
- YARC Assessments
- Clicker 8
- Phonological Awareness
- Toe by Toe
- Accessible decodable Reading Books