TOLWORTH SCHOOL
Happy children, successful learners

Tolworth School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

English Policy

Governors' Committee / Responsible Member of Staff	Literacy Leaders / Senior Leadership Team
Status	Voluntary
Review Cycle	Annual
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Tolworth School English Policy

English is a core subject in the National Curriculum. This policy outlines the intent of English at Tolworth School; implementation is the responsibility of all teaching staff, overseen by the English Subject leader.

The study of English develops children's abilities to listen, speak, read and write for a wide range of purposes. They use language to learn and communicate ideas, views and feelings. It enables children to express themselves creatively and imaginatively, as they become enthusiastic readers and writers.

Our principal aim at Tolworth School is to develop children's knowledge, skills, and understanding in English. Our English curriculum is designed to expose children to a wide range of challenging, age appropriate texts. These texts often form the basis of other learning across the curriculum (through Power of Reading). Through Guided Reading we aim to expose our pupils to quality texts and rich language which they can then use in their writing. Phonics is taught systematically across the school and a range of text decoding skills are taught from the early years and reinforced throughout the school. Through quality shared writing children understand that writing is a continuous process and redrafting is often necessary. There are children of differing abilities in all classes at Tolworth School. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

The aims for English at Tolworth School are to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- write clearly, accurately and coherently, adapting their language and style for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the art of speaking and listening

We use the National Curriculum and the EYFS Framework as the basis for implementing the statutory requirements of the programmes of study for English. Our medium-term plans give details of the main teaching objectives for each term. These plans define what we teach and ensure an appropriate balance and distribution of work across each term. Class teachers complete a weekly plan for the teaching of English. This lists the specific learning objectives and differentiated success criteria for each lesson and also gives details of how the lessons are to be taught.

Speaking and Listening

At Tolworth School we recognise that language is an integral part of most learning and that oral language has a key role in teaching and learning. Talk is fundamental to children's development and learning, it has an important part to play in developing their knowledge and understanding. Therefore, we aim to provide an environment in which a child can experience a wide range of situations, audiences and activities to promote talk. So that children can:

- Build on the language they have already acquired to develop competence and confidence in expressing themselves through speaking and listening in individual and group situations

- Speak out and communicate their thoughts, ideas and feelings
- Consistently hear use of accurate standard English across the school
- Develop the confidence to exchange ideas with other children and adults and to respect another person's viewpoint
- Develop confident, articulate and sensitive interaction
- Develop collaborative skills through speaking and listening
- Learn to think aloud and organise and clarify their ideas and learning through discussion.
- Understand sequence, cause and effect, prediction and recall
- Adapt their language to suit their audience, purpose and context using clear diction.
- Ask questions, explain ideas and give and receive instructions

For children to achieve these aims we need to:
- Provide a variety of situations – individual, group, class and whole school where children can learn to adjust their talk to suit the audience
- Encourage children to ask questions, predict, discuss, hold conversations and draw conclusions in all areas of the curriculum
- Give children the time to download information and formulate responses
- Model the correct use of grammar and vocabulary in standard English

Activities

Given the importance of speaking and listening, it is essential to allow adequate curriculum time for it to be explicitly taught and to make time for the children to revisit, apply and extend the skills which they have been taught. We want children to learn in an environment in which they should encounter a range of situations and activities that will develop their competence, accuracy and confidence in speaking and listening.

The range of activities should include:
- Listening and responding to stories, rhymes, poems and songs
- Telling stories and reciting poems
- Responding to visual and aural stimuli e.g. pictures, television, radio
- Planning and discussing their work/activity with another child or adult
- Discussing activities that took place in or out of school
- Imaginative role-play or small world situations
- Drama
- Asking and answering questions, giving and receiving information and instructions
- Explicit teaching of speaking and listening skills

These activities should cover:
- Listening to their opinions and views and when necessary adapting their own ideas
- Developing their listening skills in non-reciprocal situations e.g. radio programmes or audio tapes
- Using ICT to record activities they have undertaken
- Development of speaking and listening skills during role-play, when expressing opinions, describing experiences or responding to questions and instructions
- Development of pupils' concentration, their understanding of turn-taking in conversation and their ability to hold the attention of their listeners

The teacher's role should be:
- Helping to sustain what children are trying to say by showing interest
- Supporting and encouraging to children in their use of language
- Intervening when it is appropriate
- Accommodating the special needs of speech/hearing impaired children

- Showing sensitivity to the shy child or one lacking in confidence
- Facilitating sessions to encourage the participation of all children and ensuring all children contribute effectively
- Considering the needs of bilingual children
- Preparing, monitoring and evaluating the child's use of spoken language
- Modelling standard English consistently and supporting with grammatical errors

Resources

- Attractive home corner/role play area – linked to topic (Nursery, Reception, Year One and Two when possible)
- Listening corner – with headphones and a range of taped stories with story books to read
- Picture/story books – for whole class and group situations
- Film and television clips for listening and responding
- All staff as 'interested and active listeners'

Progression of Knowledge, understanding and Skills in Speaking and Listening.	
In Nursery, a typical pupil will:	• Children can listen to others for a short time; they can speak clearly to someone they know • Children can listen to adults, follow instructions and tell an adult what they have heard; they can speak clearly to a small group of people they know
In Reception a typical pupil will:	• Children can listen to others and ask questions about what they have heard; they can speak clearly and explain their ideas to a group of people • Children can follow a conversation and tell somebody else what it was about; they can make points in an order that makes sense when they are speaking **Early Learning Goals** **Listening and attention - ELG01:** Children listen attentively in a range of situations. They listen to stories accurately anticipating key events and respond to what they hear with relevant comments, questions, or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. **Understanding - ELG02:** Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events. **Speaking - ELG03:** Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas of events.
In Year 1 a typical pupil will:	• Children can explain that there are different purposes to speech and how to identify them; they can choose an order for their points so that the audience can best understand them
In Year 2 a typical pupil will:	• Children can listen to extended speaking/talking and identify the key information they need; they can use formal language, tone and expression when they are presenting • • Children can take part in and respond to a group discussion; they can change their language depending on the purpose and audience
In Year 3 a typical pupil will:	• Children can present and read aloud varying their tone, expression and include actions • Children can listen and respond to a range of fiction, non-fiction, poetry

	and plays • Children can ask questions to improve their understanding of texts they have read and discuss words and phrases they come across
In Year 4 a typical pupil will:	• Children can present and read aloud varying their tone, expression and include actions • Children can listen and respond to a wide range of fiction, non-fiction, poetry and plays • Children can take part in considered discussion to improve their understanding of texts they have read and take turns to give their views whilst listening to others
In Year 5 a typical pupil will:	• Children can present and read aloud increasingly complex texts including their own writing- varying their tone, expression, volume and include actions • Children can discuss the ways authors use language including figurative language. • Children can identify and discuss themes and conventions across a wide range of writing • Children can take part in considered discussion to improve their understanding of texts building on their own and others' views while challenging views courteously
In Year 6 a typical pupil will:	• Children can perform their own compositions to a range of audiences - varying their tone, expression, volume and include actions so that the meaning of their performance is clear to the audience • Children can discuss the ways authors use language including complex figurative language including its impact on the reader • Children can take part in considered discussion to improve their understanding of texts building on their own and others' views while challenging views courteously and with clear reasoning • Children can explain and discuss their understanding of what they have read through formal presentations and debates in pairs, groups and whole class

Reading
Please see separate reading policy

Writing

At Tolworth School we aim to provide children with frequent opportunities to write in different contexts and for a variety of purposes and audiences. They should record their language clearly and fluently by developing a comfortable and legible handwriting style and by paying attention to spelling as fluency increases ***(see handwriting policy)***. We aim to provide a learning environment in which children will write with increasing confidence, accuracy and fluency.

Children need to use writing:
- As a means of communication.
- As a way of organising thoughts.
- To make a permanent record.
- For pleasure, as a means of expressing creative thought.

For children to achieve this we can:
- Provide opportunities for the children to experiment with, and practise new skills.

- Provide an adult model for writing and encouraging careful presentation of their work.
- Expose them to as many types of writing as possible e.g. Lists, stories, captions etc…
- Teach correct letter formation following the school's handwriting style (see handwriting policy)
- Support children with strategies to develop their spelling skills

Children should:

- Be taught correct letter formation, lower case and capitals, leading to a fluent and joined hand.
- Work individually and collaboratively on writing tasks.
- Have experience of a wide range of writing activities, chronological and non-chronological, fiction, non-fiction, poetry and prose.
- Write in response to a wide range of stimuli.
- Become increasingly aware of the correct forms of punctuation, spelling and grammar.
- Be taught the names of the letters of the alphabet.
- Know the 44 phonemes and the different representations of these through phonic phases 1 - 6
- Become increasingly aware of spelling patterns and of common irregularly spelt words.
- Be taught to use dictionaries and word banks to check the spelling and meaning of words.
- Develop the ability to plan and redraft their writing.

The teacher should:

- Organise adults other than the teacher to work alongside children scribing or using the computer to enable them to compose at greater length than they could do on their own
- Praise achievement
- Set an example of adult writing behaviour, modelling writing in class lessons
- Set expectations and standards
- Record the children's progress
- Monitor learning development
- Provide exciting and imaginative ways to stimulate children to want to write

Writing Corner

All KS1 classrooms should have a writing corner stocked with a supply of writing materials:
Book making equipment
Pens, pencils, crayons, scissors, rulers
Small ready made books with a few pages – different shapes and sizes
Pieces of paper – a variety of size and colour – suitable for making lists, cards, invitations etc…

Progression of Knowledge, understanding and Skills in Writing.	
In Nursery, a typical pupil will:	• Sometimes give meaning to marks they draw and paint • * Ascribe meaning to marks they see in different places
In Reception a typical pupil will:	• Give meaning to the marks they draw, write and paint • Begin to break the flow of speech into words • Hear and say the initial sound in words • Segment the sounds in simple words and blend them together • Link sounds to letters, naming and sounding the letters of the alphabet • Use some clearly identifiable letters to communicate meaning • Write his or her own name and other things such as labels and captions • Attempt to write short sentences in meaningful contexts **Writing 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.
In Year 1 a typical pupil will:	**Transcription** • Spell words containing each of the 40+ phonemes already taught (a phoneme is the smallest unit of sound eg: /k/, which occurs in words such as cat, kit, scat, skit; common exception words; the days of the week • Add prefixes and suffixes; use the spelling rule for adding –s or –es as the plural for nouns and the third person singular for verbs (he, she, it); use the prefix un–; uses –ing, –ed, –er and –est where no change is needed in the spelling of root words (eg; helping, helped, helper, eating, quicker, quickest) • Apply simple spelling rules and guidance, as listed in the National Curriculum English appendix 1(Teacher's reference Scholastic Handbook for Primary Teachers, p42-44) • Write from memory simple sentences dictated by the teacher that include words using the phonics sounds and common exception words taught so far **Handwriting** • sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • form digits 0-9 • understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these **Composition** • write sentences by saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils • read their writing aloud, clearly enough to be heard by their peers and the teacher **Vocabulary, grammar and punctuation** • Leave spaces between words • Join words and join clauses using 'and' • Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' • * Learn the grammar and terminology for year 1 in National Curriculum English •
In Year 2 a typical pupil will:	**Transcription** • Spell by segmenting spoken words into phonemes (sounds) and representing these by graphemes (the letter or letters that represent sounds), spelling many correctly; learning new ways of spelling phonemes, including a few common homophones (eg pair and pear); learn to spell common exception words; learn to spell more words with contracted forms (eg wouldn't); learn the singular possessive apostrophe (eg the girl's book); distinguish between homophones and near-homophones • Add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly

	• Apply spelling rules and guidance, as listed in the National Curriculum English • Write from memory simple sentences dictated by the teacher that include words using the sounds, common exception words and punctuation taught so far **Handwriting** • Form lower-case letters of the correct size relative to one another • Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined • Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • Use spacing between words that reflects the size of the letters **Composition** • Develop positive attitudes towards writing and stamina for doing so by: writing narratives about personal experiences and those of others (real and fictional); writing about real events; writing poetry; writing for different purposes • Consider what they are going to write before beginning by: planning or saying out loud what they are going to write about; writing down ideas and/or key words, including new vocabulary; encapsulating what they want to say, sentence by sentence • Make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils; rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly), read aloud what they have written with appropriate intonation to make the meaning clear **Vocabulary, grammar and punctuation** • Learn how to use both familiar and new punctuation correctly - including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) • Learn how to use sentences with different forms: statement, question, exclamation, command; expanded noun phrases (eg the blue butterfly); the present and past tenses correctly and consistently, including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • * Learn the grammar and terminology for year 2 in National Curriculum English
In Year 3 a typical pupil will:	**Transcription** • Add suffixes to spell longer words including – ly, ing and ed and revision of the Year 2 suffixes • Add prefixes including 'un, dis, mis, re, pre'. • Spell words with words ending in the sounds 'zh' and 'ch' e.g. 'treasure' • Spell words ending in 'sion' • Spell common homophones • Spell words containing the 'i' sound spelt 'y' • Spell words containg the 'u' sounds spelt 'ou' • Spell words containing with the 'sh' sound spelt 'ch' • Spell words with the 'ai' sound spelt 'ai' 'ei' 'eigh' and 'ey' • Use a dictionary to check spellings • Write sentences from dictation including words and punctuation that they already know

	Handwriting • Use diagonal and horizontal strokes to join most of my letters where appropriate • Most letters are easy to read and the size is becoming more consistent • Letters are spaced properly and don't overlap **Composition** • Plan their writing by discussing similar examples from other writers to learn from its structure and vocabulary • Plan their writing by discussing and recording ideas • Draft and write by composing sentences orally • Plan their writing by discussing and recording ideas • Build and develop a rich and varied vocabulary • Begin to organise writing into paragraphs • Draft and write narratives creating settings, characters and plots • Draft and write non-narrative material using headings and sub-headings • Evaluate and edit the effectiveness of their own work • Edit their work to improve conjunctions, adverbs and prepositions • Proof read for punctuation and spelling errors including capital letters, full stops, commas for lists and apostrophes • Read their writing aloud using appropriate tone, intonation and volume to ensure that the meaning is clear **Vocabulary, grammar and punctuation** • To use 'a' or 'an' correctly • To include adverbials to express time, place and cause • Learn the grammar and terminology for year 3 in National Curriculum English • Use the present perfect form of verbs • Begin to use inverted commas correctly for direct speech • Use coordinating and subordinating conjunctions to express time, place and cause
In Year 4 a typical pupil will:	**Transcription** • Add suffixes to spell longer words including –ation, ous, tion, sion, ssion, cian, gue, que, • Add prefixes to spell longer words including – in, im, il, ir, sub, inter, super, anti, auto • Spell common homophones • Spell words including the 's' sound spelt 'sc' • Use possessive apostrophe correctly • Write accurate sentences from dictation **Handwriting** • Use diagonal and horizontal strokes to join most of my letters where appropriate • Most letters are easy to read and the size is becoming more consistent • Letters are spaced properly and don't overlap **Composition** • Plan and improve my writing by discussing examples for other writers. • Plan their writing by talking about the important parts • Re-draft their writing several times • Read their work aloud and make changes to improve it • Use paragraphs to organise their writing • Draft and write by composing sentences orally • Plan their writing by discussing and recording ideas • Build and develop a rich and varied vocabulary • Organise paragraphs around a theme • Draft and write narratives creating settings, characters and plots while

	considering audience and purpose • Draft and write non-narrative material using simple organisational devices • Evaluate and edit the effectiveness of their own work and that of others suggesting improvements • Include the accurate use of apostrophes for possession, expanded noun phrases and fronted adverbials • Proof read for punctuation and spelling errors • Use speech punctuation • Use commas to mark fronted adverbials • Read their writing aloud confidently using appropriate tone, intonation and volume to ensure that the meaning is clear **Handwriting** • Write with increasing legibility, fluency and increasing speed. • Use accurate letter shape **Vocabulary, grammar and punctuation** • Use adjectives and other descriptive methods • Use correct verb inflection • Use fronted adverbials marked with commas • Use paragraphs to organise ideas around a theme • Use a mixture of pronouns and nouns to avoid bad repetition • Punctuate direct speech accurately • Use apostrophes to mark plural possession • Learn the grammar and terminology for year 4 in National Curriculum English
In Year 5 a typical pupil will:	**Transcription** • Spell words with ending that sound like 'shus' e.g.'cious' • Spell words with ending that sound like 'shil' e.g. 'cial' • Spell words end in 'ance/ancy, ent/ence/ency' • Spell words ending in 'able/ably or ible/ibly' • Spell words including the letter string 'ough' • Spell words with silent letters • Use their knowledge of root words, suffixes and prefixes to spell words accurately. • Use the first 3 or 4 letters of a words to check their meaning or spelling in a dictionary • Use a thesaurus **Composition** • Plan their writing by planning for the purpose and audience by using similar models • Plan their writing by noting down initial points and developing these • Plan their writing of narratives by using their class study on particular authors, characters and settings • Draft and write by selecting the correct grammar • Write pieces that describe characters, settings and atmosphere that help the reader to imagine the detail • Draft and write by summarising longer passages • Draft and write by using time adverbials or tense choices to link ideas • Set out writing using correct features according to purpose • Use different verb forms when considering different audiences and purpose • Give feedback on their own writing and their peers with relation to composition, grammar, punctuation and vocabulary • Mark and edit their work to ensure that it is written in the correct tense throughout • Mark and edit work to ensure subject and verb agreement

	• Read work and spot spelling mistakes and use a dictionary to correct • Proof read for punctuation errors including the use of brackets, commas and hyphens. • Perform their own work with confidence to change the volume and tone to add meaning to the text **Handwriting** • Write with increasing legibility, fluency and increasing speed. • Use accurate letter shape **Vocabulary, grammar and punctuation** • Change nouns or adjectives into verbs by adding suffixes • Understand verb prefixes • Add information to sentences using relative clauses • Indicate degrees of possibility using adverbs • Use time adverbials to build cohesion within a paragraph • Link ideas across paragraphs using time adverbials • Use dashes, brackets or commas for parenthesis • Use commas to avoid ambiguity • Learn the grammar and terminology for year 5 in National Curriculum English
In Year 6 a typical pupil will:	**Transcription** • Add suffixes to words ending in 'fer' • Use prefixes involving the use of a hyphen • Distinguish between words which have the same sound but have different meanings • Use dictionaries to check the meaning and spelling of words. • Spell most words correctly • Use their knowledge of root words, suffixes and prefixes to spell words accurately. • Use a thesaurus with confidence **Handwriting** • Write with increasing legibility, fluency and increasing speed. • Use accurate letter shape **Composition** • Change their writing to fit the audience • Change their language and sentence length to fit the purpose • Plan their writing by planning for the purpose and audience building on their ideas throughout the process • Plan a detailed character or setting to have an effect on the reader based on texts and models shared in class • Write effectively for a range of purposes and audience using ideas from their own reading • Use grammar and vocabulary that fits the purpose of the text • Include dialogue that conveys characters or advances the action • Draft and write longer passages accurately • Use different techniques to make writing flow and link paragraphs • Set out writing using appropriate layout and structure • Give reasoned feedback on their own writing and their peers to improve the overall writing • Give reasoned feedback on a text suggesting changes to vocabulary, grammar and punctuation to clarify meaning • Mark and edit their work to ensure that it is written in the correct tense throughout • Mark and edit work to ensure subject and verb agreement • Recognise the difference between the language of speech and written language and choose between them accurately

	• Read work and spot spelling mistakes and use a dictionary to correct • Proof read for punctuation errors including the use of semi-colons, colons, dashes and hyphens • Confidently perform their own work ensuring it is interesting and the volume and tone add meaning to the text **Vocabulary, grammar and punctuation** • Change vocabulary to suit the purpose and text type • Understand synonyms and antonyms • Use the passive tense • Understand the difference between formal speech and informal speech • Manage shifts in formality by varying vocabulary and grammar structure to suit the audience and purpose of the text. • Link ideas within and across paragraphs using a wide range of cohesive devices • Use layout devices to structure texts • Use semi colons, colons and dashes for lists and in place of conjunctions • Use colons to introduce lists and semi colons within a list • Use bullet points to list information • Use hyphens to clarify information • Use the perfect form of verbs • Use the full range of punctution • Learn the grammar and terminology for year 6 in National Curriculum English

Parental involvement

We welcome and encourage parental involvement in our English teaching at Tolworth School. We especially value the importance of parents supporting children's interest in books and stories, hearing children read at home, playing sound, listening and matching games and engaging children in discussions and conversations that develop their oracy. We regularly invite parents into school to become more involved in their child's learning e.g. Reading café, phonics workshops.

Independent Learning Skills

At Tolworth School we strongly believe in the importance of developing children's independent skills in all contexts from an early age. We actively encourage the children to be independent in their own learning and we aim to create a supportive environment which is conducive to the children feeling confident at attempting reading and writing by themselves. We encourage children to start taking responsibility for their own book bags, to choose and change their own reading book. Similarly we expect the children to be able to find their own resources e.g. Pencils, books, name cards.

Inclusion and Equal Opportunities

At Tolworth School we believe that all children, regardless of ability, should have equal access to all aspects of the English curriculum. We believe that all children are entitled to develop as learners in an environment where diversity is valued, respected and celebrated. Teachers expect all children to achieve well. They plan differentiated and varied activities to take account of the gender, learning styles, range of developmental stages, different abilities and cultural experiences of all the children in the class. This ensures that all children, including those with physical difficulties or impairments, can access the curriculum and make progress.

Planning and Assessment

Teachers assess children's work in English in different phases. Short-term assessments that teachers make as part of every lesson help teachers to adjust their daily plans. Teachers match

these short-term assessments closely to the teaching objectives. They use medium-term assessments every half term to measure progress against the key objectives and to help them plan towards future teaching and learning. Teachers make longer term assessments at the end of each academic year; these assessments are a reflection of teacher assessment and testing. These assessments assess progress against school and national targets. These assessments are reflected in the end of year reports. At the end of Early Years, Key Stage 1 (year 2) and Key Stage 2 (year 6) the children are assessed against national expectations. Teachers meet regularly both in school and in borough to moderate work.

Monitoring

Monitoring the standards of the children's work, teacher's planning and the quality of teaching and learning in English is the responsibility of the English Subject leader and SLT. We monitor English on a regular basis through book looks, planning and learning walks/observations. Through looking at books, we check that writing is being marked for progress and gives clear, next steps for children to focus on. Looking at planning allows us to see how differentiation is incorporated in each lesson and how various groups are supported. Learning walks allow us to observe the Literacy rich classroom environments and the environment and teaching is engaging the children in their learning.