



English Policy  
Martlesham Primary Academy  
2019

Teachers should develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils; understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects. (National Curriculum 2014)

## **Key Principles of English at MPA**

- English will be embedded in all curriculum areas
- Children will be given opportunities to develop and explore language through speaking, listening and drama activities
- Reading and writing skills will be modelled and exemplifications will be displayed
- Writing, phonic/spelling and shared reading sessions take place daily
- Quality resources are available to support English and cross curricular learning
- Teachers plan English activities that support, challenge and inspire children
- Planning builds on teachers most recent assessments
- Topics/themes provide children with the opportunities to contextualise and apply English skills in a wide range of purposes
- English learning walls are displayed in every classroom
- English learning is differentiated for all abilities
- Long term planning covers the full range of writing purposes
- Children's prior skills, experiences and knowledge are valued and incorporated into English learning
- Learning objectives are derived from the National Curriculum
- Short term planning is flexible and reflects teacher assessment
- Reading and writing is moderated across the school and the region termly

Please see the following policies –

- Writing policy
- Reading policy
- Handwriting policy
- Speaking and Listening policy

"Education is the most powerful  
weapon which you can use to  
change the world."

- Nelson Mandela



## English in the Foundation Stage

Teachers in the Foundation Stage follow the Communication and Language strand and Literacy strand of the Early Years Foundation Stage (EYFS) Framework April 2017.

By the end of the Foundation Stage children should: -

- Listen attentively in a range of situations.
- Listen to stories, anticipate key events and respond with relevant comments, questions or actions.
- Give attention to what other say and respond appropriately, while engaged in another activity.
- Follow instructions involving several ideas or actions.
- Answer 'how' and 'why' questions about their experiences and in response to stories or events.
- Express themselves effectively, showing awareness of the listeners' needs.
- Use past, present and future forms accurately when talking about events.
- Develop their own narratives and explanations by connecting ideas or events.
- Read and understand simple sentences.
- Use phonic knowledge to decode regular words and read them aloud accurately.
- Read some common irregular words.
- Demonstrate understanding when talking with others about what they have read.
- Use phonic knowledge to write words in ways which match their spoken sounds.
- Write some irregular common words.
- Write simple sentences which can be read by themselves and others.
- Spell some words correctly and other in a phonetically plausible way. (EYFS profile 2017)

Examples of what we do;

- We have a language rich environment both inside and out.
- Children have the opportunity to read, write and engage in other literacy activities every day.
- Teachers plan literacy opportunities linked to the children's interest.
- Fine and gross motor activities are available to children daily to help support physical development.
- Children take part in story time daily.
- Children have opportunities to develop communication and language skills through, small world, role play and other practical activities

- Children take part in daily phonics, these sessions are differentiated to meet the needs of all children

*Also see our EYFS Policy for examples of what we do.*





Reading Policy  
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“The more you **read**  
the more **things** you know.  
The more that you **learn**  
the more **places** you’ll go.”  
-Dr. Seuss

## Reading

The National Curriculum states that ‘all pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum.’

The Curriculum divides reading skills into two dimensions:

- Word reading
- Comprehension

We recognise that both these elements are essential to success and we support these in a variety of ways.

Our aims at MPA:

- To enable our children to learn to read easily and fluently through the use of phonological awareness to decode and encode words
- To help them to be able to read with fluency, accuracy, understanding and enjoyment so that they become independent and reflective readers
- To provide a well-resourced, attractive school library and class reading areas which support and extend teaching and learning across the curriculum

Examples of what we do:

- Daily phonic and spelling sessions across the school
- Daily shared reading sessions using an age appropriate whole class text
- We use VIPERS (Vocabulary, Inference, Prediction, Explain, Retrieval and Summarise) to teach comprehension skills
- Children complete speed reads to develop their fluency and reading stamina
- Every classroom has a themed reading area which is changed termly
- Children are given opportunities to read to a reading ambassador each week
- Pupils are encouraged to read widely, through our use of differing class texts, reading areas and high quality attractive books in classrooms
- Pupils are encouraged to read for pleasure using reading partners, quiet reading time and listening to an adult read
- Ensuring that every class has story time each day

- Using a home-school reading diary and rewarding regular reading at home through Reading for Gold
- Encouraging discussion about favourite stories, books and other texts
- Teachers use Pie Corbett's 'Reading Spine' to select engaging and motivating texts to use in the classroom
- We hold parent phonic sessions aimed at EYFS and key stage one, to teach families how they can support their child with early reading skills
- The library provides a quiet environment for children to develop their enjoyment of a range of reading materials and to promote care and respect for books



Writing Policy  
Martlesham Primary Academy  
2019



# READING IS LIKE BREATHING IN, WRITING IS LIKE BREATHING OUT

## Writing

The National Curriculum states that pupils should:

- Develop the stamina and skills to write at length
- Use accurate spelling and punctuation
- Be grammatically correct
- Write in a range of ways and purposes including narratives, explanations, descriptions, comparisons, summaries and evaluations
- Write to support their understanding and consolidation of what they have heard or read

The 2014 Curriculum divides writing skills into two dimensions:

- Transcription (spelling and handwriting)
- Composition (articulating ideas in speech and writing)

We recognise that both these elements are essential to success and we support these in a variety of ways.

Our aims:

- To help our children develop an understanding that writing is both essential to thinking and learning and enjoyable in its own right.
- For children to be able to write sentences using a range of different structures
- For children to articulate and communicate their ideas, and organise them coherently for a reader
- For children to be able to spell and punctuate accurately and create grammatically correct sentences
- To enable them to improve their planning, drafting and editing skills

Examples of what we do:

- Teach the structure of a sentence
- Teach specific grammatical skills discretely
- Valuing children's writing at all stages thus encouraging children to see themselves as writers from early on
- Providing real purposes for writing, enabling children to become increasingly aware of their intended audience

- Providing children, the opportunity to write at length every two weeks – Do the Write Thing, increasing their writing stamina and giving them opportunities to meet writing targets
- Celebrate children’s progress in writing, displaying children’s writing on clipboards in the hall
- A multi-sensory approach providing a range of contexts and stimuli
- The use of drama skills, e.g. hot seating, re-enacting, use of the theatre
- Providing a role model through the teacher sharing their own writing processes
- Opportunities for collaborative writing and use of writing frames where appropriate
- Giving children experience of a range of ways to plan so they can choose which is appropriate for their needs as they progress through the school
- Provide time for planning, editing and revising
- Mark extended pieces of work (Do the ‘Write’ Thing) in-depth and set targets with the pupil
- Opportunities for self and peer assessment
- Encourage children to develop their own legible, fluent style of handwriting
- Support pupils with learning and motor difficulties
- Every classroom has an English learning wall which provides key vocabulary, a WAGOLL, examples of children’s writing and other writing prompts

#### Guidance for Vocabulary –

The National Curriculum states that ‘opportunities for teachers to enhance pupils’ vocabulary arise naturally from their reading and writing. Teachers should show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language.’

At MPA, we believe vocabulary teaching needs to be:

- Ongoing
- Progressive and systematic
- Making links from known words
- Develop understanding of shades of meaning
- Subject specific - accurate mathematical and scientific words

Our aim:

For all children to develop a wide and varied vocabulary and be able to use these words in context

Examples of what we do:

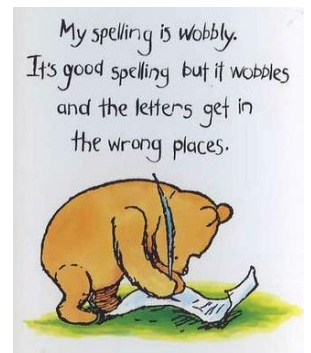
- Spelling lists/key words to take home and learn – each year group sends these home
- Display of key words linked to topics and subjects
- Using the correct vocabulary orally
- In-depth word based lessons looking at patterns
- Using dictionaries and thesauruses
- Using high quality texts to explore vocabulary choices and the effect they have
- Learning wall displaying the new and interesting words that have been explored in class

### **MPA's approach to writing**

At MPA we teach writing through a constant approach which enables children to engage, develop, apply and then reflect and edit their writing through a range of genres and subjects. Below outlines the different techniques and strategies we use to ensure our children not only become confident writers but also develop a love of writing that grows throughout their educational journey.

<b>Stage of writing</b>	<b>Techniques and strategies</b>
Engage	<ul style="list-style-type: none"><li>• Use of high quality texts.</li><li>• Thematic approach linked to the curriculum.</li><li>• Use of role play and drama.</li><li>• Use of Pie Corbett – talk for writing.</li><li>• Hot seating.</li><li>• Exciting stimulus – videos, pictures etc.</li></ul>
Model	<ul style="list-style-type: none"><li>• Teacher and child modelling writing during shared sessions.</li><li>• Use of WAGOLL on the working wall.</li><li>• Linking shared reading to writing.</li><li>• Use of dictogloss in year 5/6.</li><li>• Upskilling writing.</li><li>• Peer assessment and improvement – modelling improvements</li></ul>
Develop	<ul style="list-style-type: none"><li>• Opportunities to develop new vocabulary using the word wall.</li><li>• Teaching explicit key skills for writing</li><li>• Spelling sessions that take place daily.</li></ul>

	<ul style="list-style-type: none"> <li>• Opportunities for children to experience different types/versions of texts</li> </ul>
Apply	<ul style="list-style-type: none"> <li>• Do the Write thing – every 2 weeks.</li> <li>• Opportunities for true independent writing</li> <li>• Writing using ICT.</li> <li>• Year 1 and EYFS use writing area in classroom daily.</li> <li>• Writing across the curriculum</li> </ul>
Reflect and edit	<ul style="list-style-type: none"> <li>• Editing session planned every two weeks.</li> <li>• Peer and self-editing.</li> <li>• Use of one to one feedback with an adult.</li> </ul>



## Spelling

At MPA, we believe that the ability to spell enables our pupils to become more effective writers. When spelling becomes automatic, more thought and creativity can be put into the exact content of what is written. Pupils can channel their time and energy into the skills of composition, sentence structure and precise word choice. Learning to spell is a process of learning and then applying patterns to new words. It is important that all members of staff are fully aware of, and understand, the way in which spelling is taught, so that our approach is implemented consistently to ensure continuity and progression in children's learning. Although guidelines for the teaching of spelling are outlined in this policy, it is essential that these are adapted to meet the needs of individual pupils, taking into account the ways in which they learn best.

Our aims:

- Raise the profile of the teaching of spelling and to raise the overall standard of spelling across the school.
- Encourage children to look carefully at the words.
- Provide opportunities to review and recall their learning- teachers must provide opportunities to consolidate learning throughout each week.
- Teach spelling in context- links to the oral use of the word and the formation of the word as a whole (handwriting).
- Ensure that letter orientation and direction is accurate so that children can concentrate on the order of the letters, rather than the formation of them- accurate spelling and accurate letter formation go hand-in-hand.
- Help and encourage children; developing their confidence as competent spellers, because the ability to spell words correctly is often closely associated with good self-esteem.
- Develop and extend the children's vocabulary through shared, guided and independent spelling activities.
- Help children enjoy spelling and recognise its value.

Examples of what we do:

### Foundation Stage and Year 1

- The emphasis within the Foundation stage is on systematic, multi-sensory, high quality phonics work, which is embedded within a rich language experience.
- Spelling is taught within the Letters and Sounds phonic sessions.
- The alphabet

- We teach children to realise the written symbols represent the words they see and hear.
- We teach children to understand that there is a direct link between phonemes (the smallest unit of sound in spoken words) and graphemes (the letter/number of letters which represent the sound).
- Children are taught the grapheme- phoneme correspondence in a clearly defined sequence and the skill of segmenting words into their basic phonemes to spell. Children are taught that blending and segmenting are reversible processes.
- Children in EYFS and KS1 may be taught in smaller key groups led by both teachers and/or teaching assistants. It is essential that children apply their knowledge of spellings, and practise the skill of segmenting through a variety of writing opportunities across a range of curriculum areas - for example: topic activities, and child initiated play.
- Rhyme and Alliteration
- High Frequency Words
- Throughout each phase, children will be taught to read on sight and spell high frequency words (for the phase they are at). These words will be a mixture of decodable and tricky.
- Tricky Words - These are words which cannot be spelt using phonic knowledge alone at the phase they are introduced. (Words with unusual spelling for sounds).

### Transition from Year 1 to Year 2

By the end of Year 1, the expectation is that most children will be secure at phase 5 of Letters and Sounds, though sometimes further work will be required to ensure they have the knowledge and understanding of alternative spellings for each phoneme. Once children are in Year 2 and secure at phase 5 of Letters and Sounds they will be taught using spelling rules.

### Year 2 and KS2

- The children will be taught 5 x 15 minutes spelling sessions a week, these happen daily.
- Children will be taught a spelling rule each week using the guidance from the National Curriculum.
- Children will apply this rule to words at the end of each week.
- Children will be taught root words with prefixes and suffixes.
- Mnemonics and strategies for learning irregular words.

- How to identify quickly their own frequently misspelt words.
- The children are helped to embed new knowledge by articulating their learning at every step.
- Building on the approaches introduced in Key Stage 1, there is an emphasis on developing confidence and independence.
- Each child has a spelling tool kit which they independently use
- At the beginning of the year, children will be tested on the 100 High Frequency words and any mistakes will go into their spelling tool kit



Handwriting Policy  
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## Handwriting

At MPA, children in the early years and KS1 are taught to form their letters using the following style –



We understand that for children to be able to form legible letters, they need to be developmentally ready. Children in EYFS and KS1 have opportunities to develop fine and gross motor skills through hand gym. Cursive handwriting is taught from key stage 2. If appropriate pre-cursive/cursive can be taught in KS1 to children that are developmentally ready. All adults are expected to model the correct handwriting style for their class.

Handwriting is a taught skill and it is important that teachers are seen to put a high value on teaching and sustaining neat handwriting. We believe that children's self-esteem and pride in their work can be raised by high quality presentation.

Our aim in this policy is to teach children correct letter formation, joining and good handwriting habits, so that they can write fluently and legibly and begin to develop a personal and distinctive style.

Our aims;

- To teach correct letter formation.
- To teach children to write with a flowing hand which is legible and to the best of their ability.
- To support the development of correct spelling and to aid in the elimination of letter reversals by the learning of word patterns and the correct joining of letters.
- To ensure that children of differing abilities are provided with appropriate and achievable goals.
- To assist children in taking pride with the presentation of their work.
- To instil in children the importance of clear and neat presentation in order to communicate meaning effectively.
- To enable children to develop their own style of handwriting as they progress through their later primary years.

The following formations should be adhered to in KS2 -

puff traffic offer  
after loft raft often

In the case of `ff` the cross stroke is drawn immediately after the ff.  
In the case of `ft` the cross stroke is drawn when the word is written -  
the next letter is joined from the `t`

eg. oflen often  
but lraff lraffi traffic

Year Group	Recommendations
<b>Reception</b>	Letter formation, mainly of lower case (may start looking at capitals towards end of year). Model good handwriting and use correct formation as an adult in the class. Handwriting opportunities should be integrated every day and through play and sensory opportunities.
<b>Year 1</b>	Letter formations – revise lower case and move on to capitals. Handwriting opportunities should be integrated in play and sensory opportunities. Handwriting taught every day in a 20 min session
<b>Year 2</b>	Revise letter formations – capitals and lower case. Begin to teach joins ready for KS2. Handwriting opportunities may still be integrated in play and sensory opportunities. Handwriting taught every day in a 20 min session
<b>Year 3</b>	Cursive without loop writing taught. Reinforce good practice of letter formations and joins. One half hour slot per week of taught handwriting.

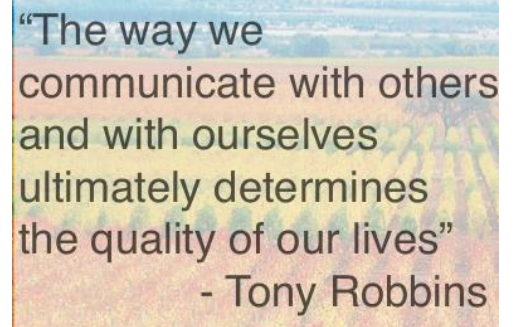
	Expectation for joined writing to be transferred to all curricular areas. Handwriting taught every day in a 20 min session
<b>Year 4</b>	Cursive Reinforce good practice of letter formations and joins. Expectation for joined writing to be transferred to all curricular areas.
<b>Year 5</b>	Cursive Maintain consistent fluency and legibility in handwriting across a range of tasks.
<b>Year 6</b>	Continue to develop personal writing style. Writing for a variety of purposes. Handwriting lessons to correct common errors.

### Expectations

- It is essential for teachers to set a good example to children by modelling good handwriting when writing on the board, IWB or when providing written feedback.
- All pupils should have opportunities to watch adults writing and have opportunities to write for themselves.
- All pupils should be encouraged to attempt writing for various purposes using features of different forms such as lists, stories and instructions.



Speaking and Listening Policy  
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## **Speaking and Listening**

The ability to speak and listen is fundamental to pupils' language and social development. It is an essential tool for all areas of the curriculum, as talk underpins learning and thinking. It is vital that its significance is recognised by pupils, parents and teachers. Pupils need to be provided with many and varied contexts for talk, but they also need direct teaching in the skills of speaking and listening. At the beginning of a teaching sequence there are opportunities for 'Talk for Writing'.

Our aims;

- To establish an entitlement for all pupils;
- To establish expectations for teachers of this subject;
- To promote continuity and coherence across the school;
- To state the school's approaches to this subject in order to promote public, and particularly parents' and carers', understanding of the curriculum.

Examples of what we do;

- modelling dialogue, e.g. turn taking, offering opinions and inviting response;
- modelling listening, e.g. the use of non-verbal communication, respecting, even if disagreeing with, the views of others;
- modelling values, e.g. encouraging the participation of retiring or reticent pupils, praising boys who display sensitivity;
- modelling participation, e.g. recognising the value of being seen as a learner alongside the pupils;
- providing a wide range of contexts for speaking and listening;
- supporting the pupils by providing clear structures for tasks which require the pupils to learn through talk;
- sharing roles with the pupils, e.g. as questioner, the 'expert' on a particular topic.

Pupils have a variety of opportunities to use talk for learning. These will not

occur in every lesson but teachers are expected to incorporate them over a period of time (across each week).

These are:

- playing an active role in directing their own learning, e.g. making decisions about how to approach a task, selecting appropriate resources;
- engaging in speaking and listening in a variety of groupings and settings, e.g. reading out loud as an individual and a larger group during shared reading, working collaboratively on an investigation during group work, reporting findings as a newscaster during a plenary session, interviewing people as part of a research project, acting as a guide for a visitor to the school;
- using language creatively and imaginatively, e.g. through role-play, hotseating, storytelling;

Foundation Stage -

Speaking and listening is at the core of the programme for developing language and literacy as detailed in “Early Learning Goals” Pupils have opportunities to develop and practise their talk through play, to listen attentively and with increasing stamina and discrimination, to respond appropriately and confidently, and to inter-act with others. This provides a sound foundation for the programme of study for KS1.

Key Stage 1 -

At Key Stage 1 pupils have opportunities to speak to a range of audiences: describing incidents from their own experience, retelling and telling real and imagined stories, reading stories and poems aloud, and giving presentations to explain a process or impart information. They listen to stories and poems, sustaining concentration and participating appropriately, follow teachers’ instructions and express their views about versions of stories on tape and video. They ask relevant questions of adults and peers, and express their opinion of others’ plays and presentations. They are taught how to operate in groups, e.g. taking turns to speak, listening to others’ suggestions, allocating tasks and reporting group views to the rest of the class. While engaged in speaking and listening activities, pupils are introduced to some of the main features of spoken standard English and they are taught how speech varies according to circumstance and audience. In drama the emphasis is on the use of improvisation through role-play as the pupils play inventively and with concentration. They perform traditional stories and those devised by themselves to peers, and they are involved in the presentation of work from different areas of the curriculum. When reflecting on their own dramatic activities and the performances of others, e.g. visiting theatre groups, the pupils consider motives, story development and their personal response to the drama.

## Key Stage 2 (Years 3 & 4) –

In Years 3 and 4 pupils continue to read stories and poems aloud, both individually and as a larger group, with an increasing emphasis on the use of voice for effect. There are opportunities to listen to, and participate in, storytelling, and pupils develop their use of talk to explain a model, process or impart information. Pupils talk in a variety of contexts and reflect on talk, e.g. how it varies for purpose and audience. When listening to a talk by an adult, an audio/video broadcast or a class discussion, pupils identify main points, ask relevant questions and offer their own opinions. Group interaction is developed, e.g. agreeing a plan for investigation, identifying and using resources effectively, accommodating different views and looking for consensus. In drama pupils write and perform drama for a range of audiences using scripts, sometimes based on improvisations, to develop events and characters. Drama is used to explore texts, both fiction and non-fiction, and to focus on key elements of narrative development. Pupils have many opportunities to act in role, using language appropriate to context, and recognising how the roles in situations can be approached from different viewpoints. When responding to live and recorded performances, pupils focus on particular themes, characters and ideas, and have the opportunity to compare different types of performance.

## Key Stage 2 (Years 5 & 6) -

In Years 5 and 6 pupils have opportunities to give individual talks, conduct interviews, both individually and in groups, and, having presented arguments on matters of concern, participate in whole-class debates. They consider language variation, standard English and dialect, and identify the features of language used in formal and informal contexts. They focus on the language of persuasion and identify how words, sounds and images relate to each other in audio and video broadcasts. Group work is further developed, e.g. identifying next steps for action, modifying plans, achieving compromise, taking on a variety of roles and evaluating the work of the group. In drama the pupils develop scripts based on incidents from novels and poems. They write for a specific audience and redraft their own scripts created for performance in the light of feedback. Improvisation and working in role are used to explore ways of life in different cultures or historical periods, and themes relating to personal, social and moral development. In their response to a variety of performances, pupils comment critically on the overall impact, their response to the underlying themes and the use of specific theatrical effects, e.g. gesture, movement, sound and silence. Pupils have the opportunity to take part in a production, learning the aspects of reading a script, costumes, stage direction and how they all come together.

