



Belswains Primary School

English Guidelines

Intent

At Belswains Primary School, we believe English is at the core of many curriculum areas. Our teachers know that developing pupils' spoken language, reading, writing and vocabulary is essential to them making progress in all curriculum areas. At Belswains Primary School, we aim to inspire children to adopt a life-long love of writing and reading. We encourage children to write using a wide variety of genres, both fiction, non-fiction and poetry in order to develop knowledge of themselves and the world in which they live. By the end of their time at Belswains Primary School, we aim for all children, regardless of their background, to be confident speakers, writers and readers, in all areas of the curriculum, in preparation for their forthcoming secondary education.

Implementation

English is a core subject of the National Curriculum. Typically, children will undertake an English lesson everyday in Key Stage 1 and 2. We follow the Ready, Steady, Write planning which enables the children to meet the requirements of The National Curriculum. Teachers make adaptations to suit the needs and development of their classes and individual pupils.

Each year group has a set of 6/12 units per year, which outlines their suggested journey through the resources. The program provides lessons that are sequenced and progressive in order to enable the children to focus on key writing skills for the end of year expectations. These units are based on engaging texts that allow the children opportunities to develop their skills in reading, writing and spoken language. There is a clear sequence of lessons for each unit of work which follows the pattern of immerse, analyse, plan and write.

In EYFS, this sequence has been adapted to jump in, look and plan and write. Example texts are provided for each unit of work in order to demonstrate high quality outcomes for the end of the unit of work.

Each unit lasts for 6 weeks with there being two main writing outcomes for each (one in the case of EYFS). Alternatively, teachers may choose to adopt the 3 week units and would therefore plan two three week units, with separate writing outcomes, per half term. Ready, Steady, Write plans should be annotated and adapted by the class teacher in order to meet the needs of their cohort of children. These annotated plans are to be kept in one folder per

year group. Each teacher has been given the access code. All plans and resources are accessible through the Ready, Steady Write online platform. Lessons are carefully planned to ensure that they have stretch and challenge for all pupils. Grammar is taught through these units in a daily sentence accuracy task. Some teachers may wish to teach these skills in discreet lessons if they feel that this is appropriate (always taking care to ensure there is a good coverage of the grammar skills needed for their year group).

Planning is structured in three phases:

- Long-term – outlines coverage across the year
- Medium-term – maps progression across units
- Short-term – provides detailed daily lesson planning

The aims of Writing

We aim to:

- Foster a lifelong love of reading and literature.
- Develop confident, fluent readers and effective communicators.
- Equip pupils with the skills to write accurately, creatively and purposefully.
- Build rich vocabulary and strong grammar, punctuation and spelling skills.
- Promote confident speaking, attentive listening and purposeful discussion.
- Ensure all pupils achieve their potential through an inclusive and ambitious curriculum.
- Encourage independence, resilience and a pride in learning.
- Enable pupils to apply their English skills across the wider curriculum and beyond.

Teaching and Learning Styles

We use a wide range of teaching approaches to develop pupils' speaking, listening, reading and writing skills, as well as their understanding and enjoyment of language and literature.

Children may:

- Work independently, collaboratively, or in guided groups
- Read, discuss, perform and respond to a variety of high-quality texts
- Record their ideas and written work in books, on whiteboards, digitally, or using structured resources where appropriate
- Engage in exploratory talk, drama, storytelling and oral rehearsal to develop language and understanding
- Access learning through modelling, shared writing, guided practice and independent application

We ensure that all pupils are appropriately supported and challenged through:

- Open-ended and purposeful writing opportunities
- Carefully planned progression in reading, writing and spoken language skills
- High-quality texts and ambitious vocabulary
- Differentiated tasks, resources and scaffolds where needed
- Targeted adult support and timely feedback
- Opportunities for pupils to deepen their thinking, justify opinions and refine their responses

This approach enables all pupils to become confident communicators, fluent readers and effective writers.

Presentation

Teachers teach pupils to follow the agreed EPOW presentation policy for English. Pupil's take pride in their books. Teachers model expectations in their teaching and marking. Teachers use flipchart paper with handwriting lines in order to model presentation expectations.

Pupils work in red English books which contain handwriting lines, on the rare occasion that sheets are required, they are trimmed and glued in straight and neatly.

Handwriting is taught through the RWI program and once the children have completed this program, it is taught in discrete weekly sessions using the Nelson Handwriting online scheme.

Formative Feedback

From the Summer Term in Year 2, each child has an individual writing target. This is written on an index card and kept in an envelope that has been stuck to the back page of the child's English book. Each time the teacher sees evidence that the child has met this target, a date is written next to the target. Once the child has three separate dates next to their target, this target is marked as achieved (with a tick) and the child is given a new target. Children should be encouraged to use target cards for all writing activities including when children are required to complete a piece of cross-curricular writing.

From Key Stage 1, all children have access to purple polishing pens. Children should be encouraged to use a purple polishing pen to edit their work before handing it in to their teacher. Once their work has been marked, pupils should use a green pen to respond to any codes or next steps indicated by their teacher (see the Marking and Feedback policy for more information).

Vocabulary

Displayed in each classroom, is a word of the week template. Each week, each class will choose a "word of the week". This is a high quality piece of vocabulary that is chosen by the children and guided by the teacher. The children are encouraged to use this word in their writing and receive a house point if they have used the word in the correct context. Once the

word has been displayed on the “word of the week” template for that week, it is then written onto a piece of card and displayed in the classroom thus providing a bank of high quality words that the children can continue to use in their writing. Teachers are encouraged to display other pieces of high-level vocabulary that are discovered during English and Reading sessions using the English working wall. Children are continuously encouraged to “magpie” good vocabulary and writing examples from the texts that they are reading.

Oracy

At Belswains Primary School, we recognise that spoken language underpins the development of reading, writing and learning across the curriculum. We are committed to providing a language-rich environment where all pupils develop the confidence, vocabulary and communication skills needed to express their ideas effectively, listen attentively to others and participate successfully in a range of social and academic contexts.

Oracy is explicitly taught and embedded throughout the curriculum. High-quality talk opportunities are planned within lessons to enable pupils to rehearse ideas, deepen understanding and develop their ability to articulate their thinking. Staff model effective communication and provide structured opportunities for discussion, questioning, reasoning and presentation.

Our approach to oracy includes:

- Explicit teaching of speaking and listening skills.
- Planned opportunities for exploratory and presentational talk.
- Use of talk partners, listening trios and collaborative learning strategies.
- Sentence stems and discussion prompts to support high-quality dialogue.
- Explicit vocabulary instruction and opportunities to use new vocabulary in context.
- Encouraging active listening, turn-taking and respectful challenge.
- Opportunities for pupils to present, debate, perform and share their learning with different audiences.

Through our oracy curriculum, pupils will:

- Speak confidently and appropriately for a range of audiences and purposes.
- Listen attentively and respond thoughtfully to others.
- Build on and challenge ideas respectfully.
- Use increasingly sophisticated vocabulary and subject-specific language.
- Explain, justify, discuss and debate their opinions.
- Communicate effectively across the curriculum and beyond the classroom.

Oracy is developed across all subjects and is an integral part of our curriculum design. By prioritising high-quality classroom talk, we aim to develop confident, articulate learners who are equipped to succeed both academically and socially.

Inclusion

We are committed to ensuring that all pupils can access the full English curriculum.

- Planning takes into account the needs and interests of all learners
- Pupils with SEND are supported through appropriate scaffolding and adaptation
- Teacher assessment informs the level of challenge for individuals and groups

Assessment and Pupil Attainment

Using the planning tool (Ready Steady Write) teachers plan and deliver appropriately pitched lessons for their classes. Teachers are constantly using formative assessment to assess whether pupils are working below age-related expectations, at age-related expectations or at greater depth. Teachers scaffold tasks as necessary for their individual children.

Adults give feedback to pupils for every recorded lesson. This may be immediate, verbal feedback in a lesson or by marking books after a lesson. Teachers mark in red pen giving instant feedback during a lesson or when marking after a lesson. A tick is used to indicate a correct answer, a dot is used to indicate an incorrect answer. Teacher may also give additional feedback e.g. to model a sentence where grammar has been used accurately. Where appropriate, children have chance to make corrections to their work (in green pen) once marked by a teacher. If necessary, a teacher or teaching assistant will go through the work with a child or group of children if they cannot correct it themselves.

Summative assessment is carried out termly when teachers assess whether their pupils are pre-year group, working towards, meeting age-related expectations or greater depth and record this data on Sonar.

Display

Working Walls and washing lines are an integral part of teaching and learning. They are regularly updated to include key vocabulary, mind maps, modelled writing and vocabulary generated throughout the teaching sequence.

Impact

It is the responsibility of the English Subject Leader, supported by the Leadership Team, to monitor teaching and learning in English. The Subject Leader produces an annual Action Plan linked to the School Improvement Plan and informed by evidence gathered through monitoring activities.

The Subject Leader will undertake a range of monitoring activities, including lesson visits, work scrutiny, and pupil voice, to evaluate the quality of teaching and learning across the school.

Staff voice and questionnaires will be used to identify professional development needs, which can then be addressed through appropriate training and support.

Following the collection of assessment data in the summer term, the Subject Leader will analyse outcomes alongside other evidence gathered throughout the year. This information will be used to identify strengths, areas for development, and priorities for the next English Action Plan.

Spelling

Once children have completed the RWI programme, they follow the *No Nonsense Spelling* programme in Year 2. Throughout Key Stage 2, each year group continues to follow the *No Nonsense Spelling* programme.

Spelling is taught in discrete 15-minute lessons two to three times per week. Based on these lessons, teachers provide weekly spelling lists for children to learn. These are assessed on a weekly basis. Weekly class spellings are uploaded to Google Classroom, and paper copies are made available for children who require them.

When correcting spellings in a child's book, the teacher places an "Sp" code in the margin. Depending on the child's ability, the teacher may either underline the incorrect word with a small red line or leave it unidentified for the child to locate independently. In Key Stage 1, the incorrect word is highlighted in yellow.

The child then writes the correct spelling above the word using a green pen. If the child is unable to identify the correct spelling, the teacher will provide it and ask the child to copy it three times, for example:

The

- 1.
- 2.
- 3.

Teachers may choose to provide the correct spelling immediately if they feel that the child would be unable to identify it independently.