

# West Exmoor Federation



## English Policy

November 201

## West Exmoor Federation - English Policy

At the West Exmoor Federation, we are proud to offer our pupils a rich environment where imagination and creativity can be fuelled. We believe that literacy and communication are key life skills. Through the English curriculum, we help pupils develop the skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language and equip them with the skills to become lifelong learners. Because literacy is central to the pupils' intellectual, emotional and social development it has an essential role across the curriculum and helps pupils' learning to be coherent and progressive.

Across the federation we aim to:

- ensure that work in 'Spoken Language', 'Reading' and 'Writing' is integrated across the federation;
- facilitate independent learning and progress across the curriculum;
- give pupils the opportunity to learn in ways that maximise the chances of success;
- teach pupils to speak confidently with intonation, clear diction and accurate grammar;
- develop cognitive skills, imagination and personal expression through a range of writing tasks, using clear, concise language with accurate spelling, punctuation and grammar, in a style appropriate for purpose.

### Planning

Following a 'Talk 4 Writing' approach to teaching and learning across the federation helps pupils to develop, use and apply their skills in spoken language, reading and writing. Throughout the federation, pupils explore a wide range of quality stories, non-fiction texts and poems which they then use to develop their writing skills. Ultimately, they create their own writing, through the stages of Imitation, Innovation and Invention.

### Differentiation

We aim to encourage all pupils to reach their full potential through the provision of varied opportunities to access English. We recognise that our planning for English activities must allow pupils to gain a progressively deeper understanding as they move through the federation to ensure all pupils are provided with the key tools needed to become confident within the English language. Careful thought is given to the provision of appropriately structured work for pupils with SEND, often through intervention groups, or those exceeding age related expectations, often through enrichment.

### Assessment and Reporting

During each English session, pupils are assessed and planning is adapted to suit the needs of the groups, which are always flexible. Key reading and writing skills are planned and taught weekly in order to help move learning forward. Through rigorous assessment, the class teacher decides whether further English intervention or activities are required to enhance further development such as: FFT, handwriting interventions, Phonics, Speech and Language, grammar interventions and fine/gross motor skills interventions such as Fun Fit.

### Talk4Writing

The federation has adopted, although not exclusively, the Talk4Writing approach which contains the following three stages:

- Imitation - Pupils familiarise themselves with a text by analysing it and retelling;
- Innovation – Pupils adapt a well-known text by either making substitutions, additions, alterations;
- Invention – Pupils create their own new text by following the original text structure.

Throughout the stages of Talk4Writing, modelled, shared and guided writing are vital. This teaching approach occurs across the federation from Reception to Year 6 and is differentiated to suit the needs of the pupils:

- Modelled Writing – The teacher models and highlights the strategies used by successful writers;
- Shared Writing – A teacher-led, whole-class or group activity which draws pupils into the writing process;
- Guided Writing – Pupils use their new skills to complete an activity in pairs or a group, focusing on particular targets and analysing their progress through teacher guidance.

### Handwriting

Across the federation, pupils are taught a continuous cursive script, following the programme Letterjoin. Pupils in Reception are encouraged to develop a pre-cursive script, using lead in lines and ascenders and descenders correctly.

### Spelling

The approach to teaching this skill is coordinated throughout the curriculum in order to reinforce techniques and demonstrate the importance that spelling should be given in the presentation of all work. Pupils follow Letters and Sounds in Reception and Key Stage One before progressing onto No Nonsense Spelling in Key Stage 2.

### Grammar, Punctuation and Vocabulary

Teachers understand, teach and demonstrate in their everyday practice the formal conventions of Standard English language. They emphasise their importance to meaning and effect. Teaching in all areas forms part of everyday English lessons, whether discrete or in active context and is developed across all areas of the wider curriculum. No Nonsense Grammar is implemented across the federation.

### Spoken Language

Across the federation, we believe that speaking and listening forms the foundation of all learning in English. In formal and informal situations we create and facilitate opportunities for conversation, discussion and talk around learning. Questioning forms the basis of teaching and we strongly encourage pupils to be inquisitive and to share their thoughts confidently in a supportive environment.