



Model Village Primary School  
Part of the TEAM Education Trust

# English Policy

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Model Village Primary School

## Intent

At Model At Model Village Primary School we believe that all our children can become fluent readers and writers. That is why we follow a bespoke curriculum, specifically designed to expose our children to a broad and diverse range of high-quality texts, whilst meeting the requirements of the National Curriculum for English (2014).

As stated in the English Programme of Study for KS1-2 (National Curriculum 2014):

The overarching aim for English in the National Curriculum is to promote high standards of Literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The National Curriculum for English aims 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, and understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and 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 arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

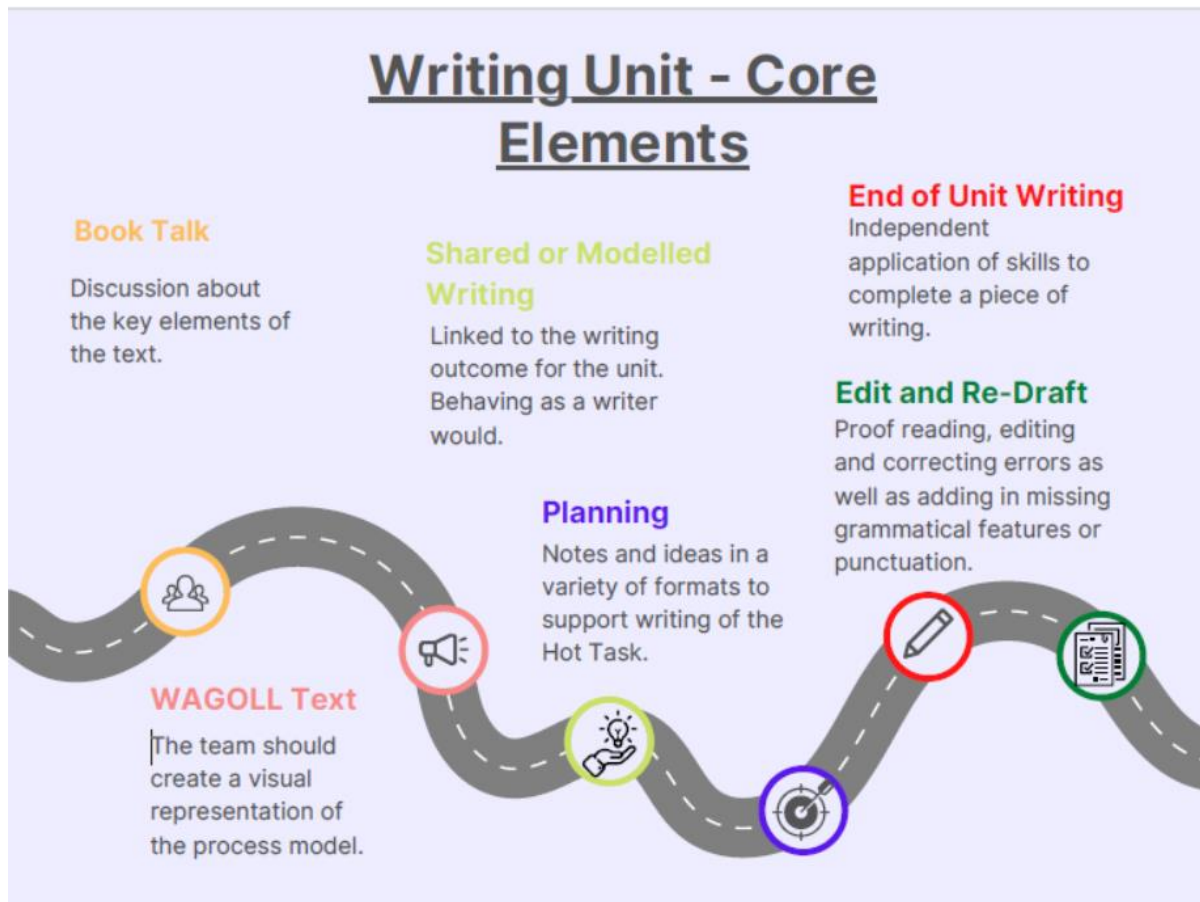
At Model Village Primary School, our English curriculum is underpinned by a carefully selected spine of books which are studied both in writing and also Whole Class Reading lessons. These books cover a range of genres and includes a mixture of classic and new texts. The spine of books will be reviewed regularly to ensure that they continue to offer ambitious vocabulary and cover a range of themes.

We recognise the importance of oracy skills and want our children to have a positive attitude towards communication and to be able to independently express their emotions and their ideas. Through our English Curriculum, we strive to teach the children how important their reading, writing, speaking and listening skills will be in the real world and in their future careers by putting communication at the heart of the curriculum. By giving this context to their learning, the children understand, the value of English to them now, and in their futures, so that they can be the best they can be.

## Implementation

### Writing

Writing is taught daily at Model Village. Each unit of writing follows a journey of 'Core Elements' to ensure consistency within the writing process across the school. The map depicts these Core Elements.



When teaching writing, we follow a set of Key Principles (below) that ensure that all children see themselves and the teacher as the writer, have the opportunity to see explicit modelling of writing, have the opportunity to plan for writing, and ensure that we think aloud and re-read our work to check for understanding.

<b>Key Principles</b>	
<b>1</b>	<p><b>Being the Writer</b></p> <p>The children see the adult take on the role of the writer. The teacher is modelling writing behaviors</p>
<b>2</b>	<p><b>Modelled Writing</b></p> <p>The children are passive, watching the adult write an extract on the board. This is an opportunity to focus on presentation and handwriting.</p>
<b>3</b>	<p><b>Shared Writing</b></p> <p>Composing a collaborative passage, eliciting ideas from the children to support it's construction.</p>
<b>4</b>	<p><b>Being Live</b></p> <p>Pre-preparing is essential, so you have to have an idea of the direction you are heading but remember spontaneity.</p>
<b>5</b>	<p><b>Model Mistakes</b></p> <p>You will make mistakes as you write! Embrace that, show the children how to edit as they are writing.</p>
<b>6</b>	<p><b>Think Aloud</b></p> <p>The internal process you are going through as you write – speak it! There is no more effective model for the children.</p>
<b>7</b>	<p><b>Re-read Constantly</b></p> <p>Keep reading the piece aloud to check that you are happy, the flow is good and you have included everything you need.</p>

Each writing lesson follows a carefully planned structure to ensure progression and consistency across the school. The structure ensures that the children are exposed to the key elements of writing and they have opportunities to develop and put into practice the skills they have learned, through the use of short burst writing. The structure is designed to be adaptable. It is expected that teachers will vary the order of the lessons to best suit the children and the genre they are teaching.

## Agreed Writing Structure 2024/25

This is an example of a unit of writing over two weeks. The number and order of each element can be changed to meet the needs of the children.

Week 1	Week 2
<b>Book Talk</b> (likes, dislikes comments, sounds like)	GPaS lesson linked to text or gaps with an opportunity to put the skill into practice through <b>short burst writing</b>
<b>WAGOLL matched to Independent Writing</b>	<b>Shared or Modelled Writing</b>
Immersion Lesson e.g. drama, debate, hot seating, character conversations	<b>Planning of Independent Writing</b>
GPaS lesson linked to text or gaps with an opportunity to put the skill into practice through <b>short burst writing</b>	<b>Independent Writing</b>
<b>Shared or Modelled Writing</b>	<b>Editing and Re-drafting</b>

This is an example of a unit of writing over three weeks. The number and order of each element can be changed to meet the needs of the children.

Week 1	Week 2	Week 3
<b>Book Talk</b> (likes, dislikes comments, sounds like)	GPaS lesson linked to text or gaps with an opportunity to put the skill into practice through <b>short burst writing</b>	GPaS lesson linked to text or gaps with an opportunity to put the skill into practice through <b>short burst writing</b>
Analysis and discussion of events from the text	<b>Shared or Modelled Writing</b>	Planning of Independent Writing – Research
<b>WAGOLL matched to Independent Writing</b>	GPaS lesson linked to text or gaps with an opportunity to put the skill into practice through <b>short burst writing</b>	<b>Planning of Independent Writing</b>
Immersion Lesson e.g. drama, debate, hot seating, character conversations	<b>Shared or Modelled Writing</b>	<b>Independent Writing</b>
GPaS lesson linked to text or gaps with an opportunity to put the skill into practice through <b>short burst writing</b>	GPaS lesson linked to text or gaps with an opportunity to put the skill into practice through <b>short burst writing</b>	<b>Editing and Re-drafting</b>

Oracy	GPaS	Planning	Writing	Editing
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## Reading

We currently use the Little Wandle scheme for our phonics teaching. This scheme is accredited by the DfE. There is a separate policy that concerns the use of the Little Wandle scheme.

Reading in KS1 and KS2 follows the VIPERS format. Lessons are taught on four days per week for 30 minutes. Again, the school uses a bespoke reading spine that links the teaching of reading and writing by using the same high-quality texts.

We believe that reading is the most important skill a child can learn and that this will set them up for life. Our curriculum aims to encourage children to become lifelong readers.

Each reading lesson focuses on one of the VIPERS, with children first being instructed in tackling a shared questions, modelled by the teacher. It is here that the children will be explicitly shown how to tackle questions of this type, with specific modelling of the thought process necessary to give a full answer. The children then have the opportunity to practice the skills they have just observed through a series of independent questions.

Another important part of the lesson is to specifically teach the use of a dictionary and thesaurus. This is done during reading, as understanding of words and developing a wide vocabulary are clearly aligned with reading. Also, using dictionaries and thesauruses while writing can interrupt the flow of the writing. This is an activity that is best kept for editing and so the use of dictionaries and thesauruses are taught outside of the writing lessons.

Below is an example of the question format for each reading lesson. This makes it clear to the children which of the VIPERS skills they are working on and shows the shared, independent and dictionary/thesaurus tasks.

Today I have worked:

Independently	In a group	With an adult
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**Dictionary Task** – circle one of the words below, find it in the dictionary and copy down its meaning

brandished	spurs	shrieked
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**VIPERS Task** - answer the following questions. Remember to add as much detail as you can.

<b>Explain</b>	<ol style="list-style-type: none"><li><b>Shared Question</b> Which event do you think is the most significant in leading to the death of the highwayman? Explain your answer.</li><li><b>Independent Questions</b></li><li>What do you think might have happened if the soldiers had not come to the inn that night? Give reasons for your answer.</li><li>What do you think will happen to the soldiers at the inn? Give reasons for your answer.</li></ol>
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**Agreed Reading Structure 2024/25**

Session	Week 1		Week 2	
1	<p align="center"><b>Dictionary Task</b> Look up a word and write the meaning</p>	<p align="center"><b>VIPERS</b> <b>Shared Question</b> Modelled by the adult under the visualiser <b>Further Questions</b> Similar to shared questions for guided/independent practise</p>	<p align="center"><b>Dictionary Task</b> Look up a word and write the meaning</p>	<p align="center"><b>VIPERS</b> <b>Independent Questions</b> Children answer questions independently and review their answers with an adult using the visualiser</p>
2	<p align="center"><b>Thesaurus Task</b> Look up a work and write an appropriate <i>synonym</i></p>	<p align="center"><b>VIPERS</b> <b>Shared Question</b> Modelled by the adult under the visualiser <b>Further Questions</b> Similar to shared questions for guided/independent practise</p>	<p align="center"><b>Thesaurus Task</b> Look up a work and write an appropriate <i>synonym</i></p>	<p align="center"><b>VIPERS</b> <b>Independent Questions</b> Children answer questions independently and review their answers with an adult using the visualiser</p>
3	<p align="center"><b>Thesaurus Task</b> Look up a work and write an appropriate <i>antonym</i></p>	<p align="center"><b>VIPERS</b> <b>Shared Question</b> Modelled by the adult under the visualiser <b>Further Questions</b> Similar to shared questions for guided/independent practise</p>	<p align="center"><b>Thesaurus Task</b> Look up a work and write an appropriate <i>antonym</i></p>	<p align="center"><b>VIPERS</b> <b>Independent Questions</b> Children answer questions independently and review their answers with an adult using the visualiser</p>
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Dictionary/Thesaurus Skills	Comprehension Skills	Comprehension Assessment
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## Impact

As a result of our curriculum, we expect the following outcomes:

- Pupils are confident to take risks in their reading and writing, and love to discuss and share their ideas.
- Pupils enjoy writing across a range of genres.
- Pupils of all abilities are able to succeed in all English lessons because work will be appropriately scaffolded.
- Pupils will have a wide vocabulary that they use within their writing.
- Pupils will have a good knowledge of how to adapt their writing based on the context and audience.
- Pupils will leave primary school being able to effectively apply spelling rules and patterns they have been taught.
- Parents and carers will have a good understanding of how they can support spelling, grammar and composition at home, and contribute regularly to homework.

The impact of our curriculum is measured through assessments of independent writing, carried out at the end of each unit of writing. The information gathered is used to identify gaps in knowledge and to inform the teaching and learning of subsequent units.

Grammar, Punctuation and Spelling assessments take place on a termly basis, using nationally produced standardised tests from NFER.

Reading assessments take place on a termly basis, using nationally produced standardised tests from NFER.

Phonics assessments take place regularly as prescribed by the Little Wandle scheme.