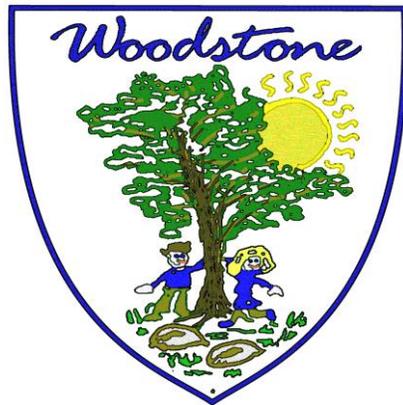


Achieving Together, Learning Forever



Woodstone Community Primary School

English Policy

Date for Review : September 2022

Achieving Together, Learning Forever

English Policy
September 2019-September 2022

Aims

'Growing Together, Learning Forever'.

At Woodstone Community Primary School, we believe that literacy and communication are key life skills. Through the English curriculum, we will help children 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. We want children to enjoy and appreciate literature and its rich variety.

Literacy is at the heart of all children's learning. Literacy enables children both to communicate with others effectively for a variety of purposes and to examine their own and others' experiences, feelings and ideas, giving these order and meaning. Because literacy is central to children's intellectual, emotional and social development it has an essential role across the curriculum and helps pupils' learning to be coherent and progressive.

Purpose of the Policy

- to promote a shared love and understanding of literacy;
- to ensure consistency of approach throughout the school;
- to ensure progression towards independence and individual responsibility;
- to ensure the needs of the individual pupil are taken into account;
- to improve the quality of the learning experience offered to pupils;
- to establish high expectations for teachers and pupils.

Overview

This policy consists of key paragraphs that explain how English is taught and appendices that give further guidance about:

- Reading – appendix 1
- Writing – appendix 2
- Speaking and listening – appendix 3
- Spelling and Phonics – appendix 4
- Characteristics of effective teaching and learning – appendix 5.

Aims of Policy

To encourage children to:

- be effective, competent communicators and good listeners;
- express opinions, articulate feelings and formulate responses to a range of texts both fiction and non-fiction using appropriate technical vocabulary;
- foster an interest in words and their meanings, and to develop a growing vocabulary in both spoken and written form;

- enjoy and engage with and understand a range of text types and genres;
- be able to write in a variety of styles and forms showing awareness of audience and purpose;
- develop powers of imagination, inventiveness and critical awareness in all areas of literacy;
- use grammar and punctuation accurately;
- understand spelling conventions;
- produce effective, well-presented written work.

Expectations

By the time children leave our school, we expect them to communicate through speaking and listening, reading and writing, with confidence, fluency and understanding and in a range of situations. We want every child to take pleasure in reading across a range of genres and have a strong motivation to read for a variety of purposes.

By the end of each year we expect children to be working at age related expectations as set out in the National Curriculum 2014. Those children who have reached the age related expectations earlier in the year, we expect to deepen their knowledge and understanding.

Planning

The new National Curriculum 2014 forms the basis of teaching and learning.

Teachers work towards independent learning and employ a range of generic teaching strategies.

Teachers use the developmental and essential skills in the Cornerstones Curriculum (based on the National Curriculum expectations) as a starting point for creating their medium term literacy plans.

Planning in English follows the five key aspects of Literacy teaching: familiarisation with the genre and text type; capturing ideas; teacher demonstration; teacher scribing through supported and guided writing and finally, independent writing to create a teaching sequence.

Further extended writing opportunities are developed within the Cornerstones Imaginative Learning Projects (ILP)

The length of a unit may vary.

Clear objectives are set for each session and are shared with pupils. Teachers differentiate according to the needs of the pupils and use intervention programmes and pre and post teaching for targeted support.

Literacy is encouraged and developed across our curriculum and links are made where appropriate.

ICT is used where it enhances, extends and complements literacy teaching and learning.

Additional adults are used to support the teaching of Literacy. They work under the guidance of the teacher with small groups of children or individuals.

Inclusion

All children receive quality first teaching on a daily basis and activities are differentiated accordingly. In addition, where identified pupils are considered to require targeted support to enable them to work towards age appropriate objectives, this is planned for. Each class has the support of at least one teaching assistant each morning and each phase has an experienced teaching assistant working with them each afternoon to support pre and post teaching and intervention work. Each term teachers, teaching assistants, the SEND coordinator and the assessment lead meet to discuss those children who are not making expected progress (4 months per term) in any area of our curriculum and in particular those children on our SEND and PP registers who are not making accelerated progress (4 months plus) in order to narrow the gap between them and their peers. The quality of our teaching and intervention provision is reviewed at this time and adjusted accordingly.

It is an important part of our vision and values at Woodstone that all children have access to the whole curriculum and that all our children leave school with a good standard of literacy skill. This is a delicate

balance, but with carefully timetabling, ensuring that no child misses more than 20 minutes of a foundation subject and the rotation of intervention slots, we feel we have the balance right. The needs of children with English as an additional language will be met through planning and support from the Multicultural Support Agency where appropriate. This is supported by our equal opportunities policy.

Equality Statement

At Woodstone Community Primary School we actively seek to encourage equity and equality through our teaching. As such, we seek to advance the equality of opportunity between people who share any of the following characteristic:

- gender;
- ethnicity;
- disability;
- religion or belief;
- sexual orientation;
- gender reassignment;
- pregnancy or maternity.

The use of stereotypes under any of the above headings will always be challenged.

Assessment, Recording and Reporting

Assessments are made in line with the school assessment policy.

Teachers use effective assessment for learning and feedback in line with the school feedback policy to ensure planning is based on prior attainment and that pupils know what they need to do to achieve the next steps. Marking is in line with the school feedback policy.

Analysis of assessment data is used to identify those children who are not making the required progress and to plan an effective strategy accordingly. Where applicable, school issues are addressed through the English development plan and SEF.

In KS2 children are aware of what they are doing well in English and also what they need to do next to get better. In the early years and KS1 regular conversations with children around what they are doing well and what they can do to get better, lays the groundwork for the children to be able to articulate their strengths and weaknesses.

Staff Development

Teachers are expected to keep up to date with subject knowledge and use current materials that are available in school or online.

Training needs are identified as a result of whole school monitoring and evaluation, performance management and through induction programmes. These will be reflected in the School Development Plan. The English co-ordinator will arrange for relevant advice and information, such as feedback from courses or newsletters, to be disseminated. Where necessary, the English co-ordinator leads or organises school based training.

Additional adults who are involved with intervention programmes will receive appropriate training that may be school based or part of central training.

Resources and Accommodation

A comprehensive range of resources is available in school. Every phase has a selection of reference books e.g. dictionaries, thesaurus etc. and each phase has either a dedicated reading area, or a pop up

reading area for children to access, as well as motivational reading displays. The school subscribe to Leicestershire Schools Library Services who provide a range of books and resources to support the Imaginative Learning Projects and the curriculum. Staff and children may request specific books to develop their reading.

The school is well resourced, with the Early years and KS1 having a large selection of book banded reading books, which are also sorted according to phonic phase and KS2 having a large selection of good quality reading texts which are sorted into ZPD's in line with accelerated reader. We also have a variety of other reading matter available for children to read, including a well-stocked library, First News, Magazines and poetry books. Kindles are available for use in class and the school ipads all have the Kindle app for use in small groups and reading clubs.

Monitoring and Evaluation

The Head teacher, Deputy Headteacher/ English Co-ordinator and teachers monitor English. Having identified priorities, the SLT and English Co-ordinator construct an action plan that will feed into the School Development Plan. This forms the basis for any monitoring activities and will clearly identify when, who and what is to be monitored and how this will take place e.g. classroom observation, planning scrutiny, work sampling etc.

Review

This policy will be reviewed September 2022

Appendix 1 – Phonics

Phonics is a way of teaching children how to read and write. It helps children hear, identify and use different sounds that distinguish one word from another in the English language.

Written language can be compared to a code, so knowing the sounds of individual letters and how those letters sound when they're combined will help children decode words as they read.

Understanding phonics will also help children know which letters to use when they are writing words.

Phonics involves matching the sounds of spoken English with individual letters or groups of letters. For example, the sound *k* can be spelled as *c*, *k*, *ck* or *ch*.

Teaching children to blend the sounds of letters together helps them decode unfamiliar or unknown words by sounding them out. For example, when a child is taught the sounds for the letters *t*, *p*, *a* and *s*, they can start to build up the words: “tap”, “taps”, “pat”, “pats” and “sat”.

Here at Woodstone School we take a synthetic approach to the teaching of phonics. This involves teaching our children to read phonemes (sounds) associated with particular graphemes (letters) in isolation and then teaching them to blend these sounds together to form words. For example, children are taught to take a single-syllable word such as *cat* apart into its three letters, pronounce a phoneme for each letter in turn /*k*, *æ*, *t*/, and blend the phonemes together to form a word.

Our planning for phonics is based on the DfE document letters and sounds, supported by LCP planning and phonics play. In Reception we also use the jolly phonics pictures and rhymes, as we feel this supports our early readers at this early stage.

Phonics sessions are taught 5 times a week and children move at pace, in line with Letters and Sounds recommendations, with the majority of children reaching the end of phase 4 by the end of their Reception year and Year 1 children reaching the end of year 5. Where necessary some children may need to move at a slower pace than others in order to achieve success, but it is our aim that all children will have been taught phase 1-5 (completing the phonics programme) by the time they reach the end of Year 1.

At the end of Year 1 all of the children will take the government phonics test. We pride ourselves on a high pass rate and on supporting those children who do not pass the phonics first time to learn to read fluently, whether that be with more phonics teaching or using a different method, which is more suitable for the individual.

Appendix 2 - Reading

Aims

To enable children to:

- develop positive attitudes towards reading so that it is an enjoyable and meaningful activity
- use reading skills as an integral part of learning throughout the curriculum
- read and respond to a variety of texts whilst gaining increased level of fluency, accuracy, independence and understanding
- develop different strategies for approaching reading and be able to orchestrate the full range of strategies

Entitlement

Pupils have access to a wide range of reading opportunities that include:

- shared reading
- guided reading in the Early years and KS1 and Whole Class Reading in KS2
- regular independent reading
- regular individual reading, especially at Foundation Stage and Key Stage 1 but also in KS2 for children who still need this level of support
- re reading familiar texts
- hearing books read aloud
- selecting own choice of texts including on the Kindle app
- reading whole texts
- reading in other areas of learning including on the computer
- regular phonic sessions in Foundation Stage and Key Stage 1 (and targeted intervention for those children in KS2 who are working below the expected standard for reading)

The 'English Programmes of Study for Key Stage 1 and 2' provide a detailed basis for implementing the statutory requirements for reading. Much of the Programmes of Study will be taught in English lessons, particularly during guided and whole class reading sessions. It is expected that children in Key Stage 1 will take part in at least one guided reading session each week. Children in Foundation Stage will take part in regular shared reading sessions, moving on to guided reading sessions when the teacher feels this is appropriate for their level of development and maturity, with the expectation that the majority of children will be participating in guided reading by the summer term. In order to achieve a good level of development in EYFS it is expected that children will be reading at a yellow book band by the end of the summer term and of completed phase 4 of letters and sounds. At the end of Year 1 the expectation is that in order to reach the expected standard children will be reading at a purple book band. At the end of Year 2 children should be reading at a gold book band level to reach the expected standard. All children who are not yet reaching the expected standard at any point, will take part in regular one to one reading sessions. It is the aim that children in Key Stage 2 will take part in whole class reading sessions for the equivalent of 90 minutes per week, with those children who are working below the expected standard receiving regular one to one reading sessions. Each class has a daily reading session as a class and opportunities for independent reading and trips to the library are timetabled in.

Teaching and Learning

Teachers promote and value reading as an enjoyable activity and also as a life skill. 'Letters and Sounds'/'English Programmes of Study for Key Stage 1 and 2'/'the Foundation Stage curriculum. The Cornerstones curriculum and the Literacy Shed reading Vipers, which are closely linked to the National curriculum reading domains provide the foundation for the teaching of reading. Teachers plan reading sessions to incorporate each of the National Curriculum reading domains allowing pupils to engage with text and a variety of engaging multimedia resources.

In **shared reading** the teacher models the reading process to the whole class as an expert reader providing a high level of support. Teaching objectives are pre-planned and sessions are characterised by explicit teaching of specific reading strategies, oral response and collaboration.

In **guided reading** resources are chosen to match the ability of the group but still provide an element of challenge. Guided reading provides a forum for pupils to work on specific objectives/assessment focus as planned by the teacher.

In **Whole Class Reading** resources are chosen to match the year group expectations and provide an element of challenge. The sessions provide a forum for pupils to work on specific objectives and are structures, so that all children regardless of their reading ability can access the lesson. Those children who are not yet able to fully decode the WCR text without support will receive either a pre teach session with a teaching assistant or support during the lesson to access the text. They will also receive extra reading input at other times, in order to develop their decoding skills.

Many opportunities are provided for pupils to practise and extend reading in other areas of learning. Pupils select texts under the guidance of the teacher for independent and individual reading. Teachers monitor independent reading and discuss progress with individual pupils on a regular basis. Where pupils are working below age appropriate objectives a reading programme will identify opportunities to read with an adult on a regular basis.

Reading at home regularly is regarded as an important part of reading development. Parents are encouraged to respond to books and reading using individual pupil reading diaries. The minimum expectation is that children will read a minimum of 3 X a week at home, with the aim being 5 X. This is carefully monitored and those children who are not able to fit this in are given an opportunity to catch up during the week. We work closely with parents to facilitate reading at home and provide workshops for parents, to share strategies for making the reading sessions enjoyable and purposeful.

Resources

All classrooms have topic books which complement the work going on in class. These are changed regularly using the Library Services for Education. Pupils also have opportunities to read magazines, information leaflets, newspapers and texts on the computer. The school subscribes to The Literacy Shed, which provides a variety of mixed media to inspire quality English sessions. The school library is an important resource and pupils are taught how to use it appropriately. Sessions are run at lunchtimes for children to change their books in the library.

Appendix 3 - Writing

Aims

Children learn to:

- write in different contexts and for different purposes and audiences;
- form letters correctly, leading to a fluent joined and legible handwriting style, giving regard to presentation;
- be increasingly aware of the conventions of writing, including grammar, punctuation and spelling
- plan draft and edit their writing to suit the purpose
- use computers as a literacy medium for presenting work and manipulating text

Entitlement

Pupils have access to a wide range of writing opportunities that include:

- shared writing
- guided writing
- independent writing
- writing different text types and narrative styles
- writing in different areas of learning, especially linked to the class topic
- handwriting practice
- collaborative writing
- writing related to own experiences and enjoyment
- writing from a variety of stimuli
- planning, drafting, editing, proofreading and presenting
- using ICT
- Writing for competitions

Teaching and Learning

Teachers promote writing and look for ways to inspire and motivate pupils so that they see themselves as 'authors and poets'. Teachers establish the purpose and audience for writing and make teaching objectives explicit to pupils so they know why they are studying a particular text type, the success criteria and what the expected outcome will be. Usually, though not always, the teaching sequence for reading and writing will be used as a framework:

⇒ Reading and responding	Introduction to reading; enjoyment; teach reading strategies; response
⇒ Analysing	Analysis of texts for structural and language features; teacher demonstration of usage of sentence and word level features; further consolidation of key features
⇒ Planning and writing	Talk for writing; planning, drafting, revising, editing and proofreading

Teachers use shared writing to model the writing process. Shared reading and writing provide a context for discussion and demonstration of grammatical features. Activities are differentiated through the use of writing frames, spelling banks, task, collaborative work and peer or adult support. Teachers encourage 'talk for writing' as an integral part of the process.

Teachers provide opportunities to practise and improve handwriting and encourage pupils to develop a fluent legible continuous cursive style using the 'Penpals for Handwriting' scheme in year 5 and 6 (2019 only) and Twinkl continuous cursive across Key stage one and lower Key Stage 2. In EYFS the children are taught to form their letters using the correct sequence of movements.

Resources

Each class has a wide range of materials to support the writing process. Writing materials are kept accessible and pupils are encouraged to take care of the equipment and return it to where it belongs. Children in the early years are encouraged to write in the outdoor areas as well as inside. Each class also has a set of age appropriate dictionaries, thesaurus and word banks.

Resources for teachers include:

'English Programmes of Study for Key Stage 1 and 2'

'Developing Early Writing'

Department for Education website

'Penpals for Handwriting' scheme (Year 5 and 6)

'Twinkl Continuous Cursive Handwriting Scheme' (Reception to Year 4)

'Letters and Sounds' phonics, with phonics play and jolly phonics resources to support. 'Talk for Writing' teachers handbooks

Appendix 4- Speaking and Listening

Aims

Children need to be able to:

- Communicate effectively, speaking with increasing confidence, clarity and fluency
- Participate in discussions and debate in a variety of contexts
- Listen to the views, opinions and ideas of others with increased interest
- Articulate ideas and thoughts clearly with appropriate tone and vocabulary recognising audience
- Respond to questions and opinions appropriately
- Retell stories and poems which are known by heart
- Ask questions with increasing relevance and insight

Entitlement

Pupils have access to a wide range of speaking and listening opportunities that include:

- Talking about their own experiences, recounting events
- Participating in discussion and debate
- Talk for writing
- Retelling stories and poems
- Expressing opinions and justifying ideas
- Listening to stories read aloud
- Presenting ideas to different audiences
- Taking part in school performances
- Responding to different kinds of texts
- Talking to visitors
- Listening to visiting speakers, authors, poets etc
- Talking/listening during Inspiration Day visits and trips
- Listening to ideas and opinions of adults and peers
- Role-play and other drama activities across the curriculum.
- Working on the school radio

Teaching and Learning

Teachers provide a wide range of contexts for speaking and listening throughout the school day. Teachers model speaking clearly. This includes clear diction, reasoned argument; using imaginative and challenging language and use of Standard English. Listening is modelled as is the appropriate use of non-verbal communication, respecting the views of others. Teachers are also sensitive in encouraging the participation of retiring or reticent children.

Learning takes place in a variety of situations and group settings. For example these could include reading aloud as an individual, working collaboratively on an investigation, reporting findings as a newscaster, interviewing people as part of a research project, working on the school radio, acting as a guide for a visitor to school, responding to a text in shared or guided reading. PHSE sessions are times when children learn about how to respect the views of others and the importance of speaking and listening with regard to others.

Appendix 5 - Spelling

Aims

To enable children to

- use a range of strategies in order to develop their confidence and independence when spelling
- become effective spellers
- understand and use spelling principles and rules
- discover rules and definitions for themselves through problem solving

Rationale

Spelling is an integral part of the writing process. Pupils who spell with ease are able to concentrate on the content of their writing and the making of meaning. While it is vital to remember that spelling is not the most important aspect of writing, confidence in spelling often has a profound effect on the writer's self image.

Entitlement

Pupils have an access to a wide range of spelling opportunities that include:

- shared writing
- guided writing
- independent writing
- handwriting practise linked to spelling
- Regular spelling and/ or phonics sessions (5 x a week – Reception and KS1, 3 x a week KS2)
- Spelling Shed spelling intervention for those who need it.
- spelling investigations

Spelling is taught as a part of a planned programme following the requirements of the “English Programmes of Study for Key Stage 1 and 2’ / ‘Letters and Sounds’.

Teaching and Learning

Teachers promote spelling and encourage children to develop an interest in words. Teachers plan for a range of strategies. These include:

- using phonic knowledge
- focus on high and medium frequency words
- look, cover, write, check
- highlight the difficult part of a word
- ‘tricky’ words
- syllabification
- refer to word families
- mnemonics
- looking for words within words

Resources

Each class has a range of appropriate dictionaries, thesaurus and word banks/lists. These are accessible and organised and children are encouraged to take care of resources and return them to where they belong.

Teachers use the following resources to support spelling:

‘English Programmes of Study for Key Stage 1 and 2’, Letters and Sounds, Developing Early Writing

Some Characteristics of Effective Teaching and Learning

Speaking and Listening

Children:

- Feel their ideas and opinions are valued
- Listen to verbal instructions which are clear
- Offer ideas and opinions which may differ from others
- Verbalise ideas in a variety of situations
- Ask and answer questions appropriately
- Think before they speak – plan out
- Appreciate opinions of others
- Speak aloud with confidence for the appropriate audience
- Communicate collaboratively

Teachers:

- Plan for speaking and listening
- Speak clearly
- Listen
- Consider oral outcomes
- Encourage discussion, debate and role play
- Value and build on pupils' contributions
- Understand how to develop skills progressively
- Use resources effectively
- Set realistic goals
- Use different approaches

Reading

Children:

- Have access to a wide range of books and reading materials
- Enjoy reading at their level
- Talk about reading and reading materials
- Use a range of comprehension strategies to engage with text

Teachers:

- Offer a range of reading opportunities
- Encourage independence
- Read to children
- Teach the full range of reading strategies
- Understand the progression of skills in reading development
- Plan for shared and guided reading

- Monitor independent reading
- Monitor individual reading
- Promote reading for enjoyment and as a life skill
- Use reading in other subjects to consolidate skills
- Maintain home/school links

Writing

Children:

- Take pride in their writing and know when different writing styles are appropriate
- Understand why they are writing
- Experiment and draft ideas
- Talk about what they are going to write
- Are confident to share ideas with others
- Write for different audiences and purposes
- Plan effectively
- Use support materials effectively
- Use ICT as a tool

Teachers:

- Make clear links between reading and writing
- Offer a wide variety of writing opportunities, including handwriting practice
- Are confident in modelling the writing process
- Know key features of different text types and narrative styles
- Use modelling/scribing and supported composition
- Plan outcomes and clarify audience and purpose
- Provide equipment to allow children to achieve their best results
- Clearly outline objectives and targets
- Encourage children to self correct and redraft work
- Plan to use ICT in writing activities
- Provide prompts and scaffolds to support independence

Principles underpinning good literacy teaching

- Objectives - led teaching from the programmes of study

- Reading and writing linked

- Range of generic teaching strategies

- Whole class interactive teaching

- Promoting independence

- Shared → guided → independent

- Inclusion

- Daily entitlement for children

- Cross - curricular links

- Pupil involvement in the assessment process

- **TALK**

