

West Haddon Endowed C of E School

English Policy

‘Where Happiness Promotes Success’

OUR SCHOOL VISION

To ensure every child in our school has an outstanding education and develops the values and character to live life in its fullness contributing to society.

Jesus said: I have come in order that you might have life-and life in all its fullness. John 10:10

Our current Mission Statement

We are proud of the Christian love and care which we extend to all our children, staff, parents and the local community. Standards of teaching and learning reflect our high expectations of achievement. Christian values are at the core of our school family.

Prepared by:	J Brinklow	First Issued:	
Approved by:	Headteacher	Last reviewed:	September 24
Page 1 of 15		Next review due:	September 27

1. Purpose of the policy

This policy reflects the aims and values of West Haddon Primary School. It ensures all stakeholders, including staff, governors, parents and pupils, are working towards the same goals.

The purpose of this policy is to:

- Set out a framework for all teaching and non-teaching staff, giving guidance on planning, teaching and assessment
- Demonstrate adherence to the National Curriculum objectives and guidelines (if appropriate)
- Provide clear information to parents and carers about what their children will be taught
- Allow the governing board to monitor the curriculum
- Provide Ofsted inspectors with evidence of curriculum planning and implementation
- make sure our provision for the teaching of English, literacy and reading is of consistently high quality

This policy will be available on our school website.

2. Subject vision

At West Haddon Primary School, we believe that English develops children's abilities to listen, speak, read and write for a wide range of purposes, so using language to learn and communicate ideas, views and feelings. It enables children to express themselves creatively and imaginatively, as they become enthusiastic and critical readers of all genres of text. We believe that children gain an understanding of how language works by looking at its patterns, structures and origins and we encourage the use of knowledge, skills and understanding in speaking, listening, reading and writing across a range of different situations.

3. Intent

Our school aims to develop pupils' skills in reading, writing, speaking and listening. By the time that pupils move on from our school, our aim is for them to:

- Be fluent readers and writers
- Have a positive attitude towards books and reading, reading widely for pleasure and information
- Enjoy writing in different contexts and for different purposes and audiences
- Write clearly, accurately and coherently, adapting language and style accordingly
- Be curious and creative when it comes to reading and writing – for example, by being interested in learning the meaning of new words
- Have a wide vocabulary and understanding of grammar

- Feel confident speaking in class and be able to clearly explain their understanding and ideas.
- Listen carefully and sensitively to adults and their peers

4. Implementation

We teach English and literacy best when:

- All staff feel they have the knowledge, skills, understanding and professional support they need to teach English and literacy effectively
- There's sufficiently detailed and frequent ongoing assessment of pupil progress
- We expose pupils to different types of reading material, such as through stimulating, high-quality and curiosity-inspiring classroom displays
- We involve families in supporting their child's reading and writing
- The English curriculum is coherently planned and sequenced
- We identify where pupils have learning gaps or aren't making the expected progress, and put in place interventions to target these
- Teaching resources are available, up to date, varied and diverse, and match pupil and curriculum needs
- We engage pupils in high-quality back-and-forth interactions
- We model new language and accurate grammar to pupils
- We support pupils with speech, language and communication needs – for example, by putting on extra small-group story time.

We will further break down our ten common characteristics of good quality teaching and learning in English by:

- regularly reviewing previous learning through starters that connect the new to the existing
- content is planned/ delivered in small steps ... followed by opportunities to consolidate learning
- questioning to promote thinking to check understanding
- thinking aloud and modelling the process of learning
- providing feedback and meaningful time to respond
- providing scaffolds and worked examples
- setting independent learning that embeds and consolidates understanding and knowledge
- differentiation to provide for all learners in all areas
- ample opportunities to discuss, reflect and explain their current thinking
- using opportunities to develop character through developing the whole child and equipping them to thrive and make the most of opportunities, embracing challenges and flourish

English expectations for Year 1-6

- 5 sessions a week of English
- 1 of the 5 sessions to be taught comprehension with spelling starter
- 4 of the 5 sessions to be the teaching sequence – including SPAG emphasis on spellings
- An additional session a week (20 minutes) taught handwriting – linked to spellings for the week
- KS1 daily phonics plus KS2 children who need support
- Daily Guided Reading
- Daily adult read
- Class books for small term (+ writing activity for homework)
- Independent reading time
- Shared reading time

English expectations for EYFS

- Daily English input
- Daily phonics
- Daily story time
- Weekly individual read
- English activities in the continuous provision

5. Curriculum overview

In the National Curriculum for 5 - 11 year olds, English is developed through four key areas:

- Spoken Language
- Reading – Word Reading & Comprehension
- Writing – Transcription & Composition
- Spelling, Vocabulary, Grammar & Punctuation

It is important to note that each is closely interrelated with the next, so it becomes increasingly difficult to consider one without the other(s).

Speaking and Listening

Children have opportunities to express their ideas in speech, describe their own ideas, make plans and to participate in discussions. In parallel with this, they have to learn to listen to others and to absorb what they hear. They have to learn the conventions of conversation, taking turns, allowing others to speak, responding appropriately to what has been said and valuing the opinions of others. All members of staff have the responsibility to ensure that all children are empowered to speak and express their ideas. Children should be encouraged to speak in a range of contexts and, as they grow older, adapt their style of speech appropriately. Speaking and listening is contained within all areas of the curriculum. The children learn from early on, to plan their work, listen to the plans of others, recall and assess their work and to listen while others recall. It is only when speaking and listening skills have been developed that children can effectively work co-operatively and collaboratively.

Informal Activities to Promote Speaking and Listening

- Involvement in extracurricular clubs
- Shared play
- Reading, English and maths games
- Shared reading of information texts, atlases, etc.
- Interactive displays
- Structured Activities to Promote Speaking and Listening
- Drama activities
- Circle time
- Oral dictations
- Shared and guided reading
- Telling or reading a story to/with a class
- Class debates
- Speeches and persuasive arguments/discussions
- Play scripts
- School productions and assemblies
- Partner talk

Many of these activities will be delivered as part of their English lesson. However, other opportunities are given throughout the day to encourage and facilitate speaking and listening.

Reading

Children in Reception and KS1 follow the RWI programme of learning to support their reading. Children are given books from the RWI scheme of learning which are matched to their phonic ability. Phonics is tested each half term and the books children take home are adjusted as they phonic awareness grows. In addition to reading phonics based books, pupils need to hear, share and discuss a wide range of high- quality books to develop a love of reading and broaden their vocabulary. Children have the opportunity to choose a book from their class library each week to take home to share with their family. Books are changed once a week and children read regularly with adults in school. Children in KS2 who still need to access the RWI programme of learning continue to take home phonic texts which are matched to their level of understanding. Once children have reached the end of the RWI programme, they move to a stage book appropriate to their reading level. The children are assessed regularly. When children are assessed as a 'free reader' they choose their own books to take home which are at an age appropriate level. These children are regularly assessed to ensure they are reading at an appropriate level and are challenged. Children continue to read regularly to adults in school both individually and as part of Guided Reading sessions.

Early Years Foundation Stage Expectations

At the end of the Reception year, pupils reaching the expected level of development will be able to:

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Year Group Expectations According to the National Curriculum Key Stage 1 – Years 1 and 2

During Year 1, pupils should build on their learning from the Early Years Foundation Stage and should now be able to sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learned. Pupils continue to learn new grapheme-phoneme correspondences and revise and consolidate those learned earlier. Pupils should understand that the letter(s) on the page represent the sounds in spoken words and this should underpin pupils' reading and spelling of all words. Alongside this knowledge, pupils need to develop the skill of blending the sounds into words for reading and establish the habit of applying this skill whenever they encounter new words.

Lower KS2 - Years 3 and 4

By the beginning of year 3, pupils should be able to read books written at an age appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. As their decoding skills become increasingly secure, teaching should be directed more towards developing the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently. They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be learning to justify their views about what they have read: with support at the start of year 3 and increasingly independently by the end of year 4.

Upper KS2 – Years 5 and 6

By the beginning of year 5, pupils should be able to read aloud a wider range of poetry and books written at an age appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly. They should be able to prepare readings, with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their own words. They should be reading widely and frequently, outside as well as in school, for pleasure and information. They should be able to read silently, and then discuss what they have read. By the end of year 6, pupils' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English, but there will continue to be a need for pupils to learn subject-specific vocabulary.

Phonics EYFS and Key Stage 1

Our pupils learn to read and write effectively and quickly using the Read Write Inc. Phonics programme. In Read Write Inc. Phonics pupils:

- Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- Read common exception words on sight

- Understand what they read
- Read aloud with fluency and expression
- Write confidently,
- Spell quickly and easily by segmenting the sounds in words
- Acquire good handwriting.

Our aim is for pupils to complete the phonics programme as quickly as possible. The children move from the phonic books to stage books as well as choose books to read of their own interest and comprehension level. Key Stage 2 Pupils who require further support with their phonics continue to follow the RWI programme of learning, delivered by class teachers and TA's.

Phonics sessions take place daily. These comprise of learning different graphemes, focusing on oral and aural phonological skills and sight vocabulary. All children are grouped in accordance to their individual needs and phonic level.

Guided Reading

From Year 1 to 6 guided reading lessons take place for at least half an hour daily. Guided reading lessons consist of a focused reading skill. All children are grouped according to their reading level. There are opportunities for pupils to apply their skills and knowledge to comprehension questions. Guiding reading texts are chosen based on the current cohort, considering children's interests and age appropriate text. They also are chosen based on academic needs such as providing pupils with opportunities to extend their vocabulary and explore different authors, analysing what makes them effective/successful.

Non-Guided Reading Activities:

- Buddy reading (across year groups)
- Comprehension activities e.g. First News, stile, iPad
- Word games e.g. scrabble, bananagrams, iPad etc...
- Newspaper activities e.g. quiz, crosswords
- Independent reading
- Topic book research
- Dictionary detectives
- Audio books
- Reading reviews

Reading for pleasure

As well as guided reading sessions, teachers should ensure children take home books they have borrowed from the classroom and/or the school library. Teachers should play a key role in advising children on books to take out to make sure the level of challenge is appropriate. However, each child should have the opportunity to choose a book for themselves to coincide with this guidance. Advice is also given to parents on how to support their child with their reading at home. Teachers are also expected to read class novels to the children so they are able to access books above their current reading level. This modelling of reading should help to teach children to add vocal expression, punctuation and dramatic affect to their own reading. Therefore, this should take place

in all classes. Children can borrow books from the school library during the school day and after school.

Writing In EYFS

Early writing is taught through early mark making, then when the children begin Read, Write Inc phonics they are taught the letter formations. This begins with writing CV and CVC words, moving onto short sentences using the sounds they have been taught. Early writing is based primarily around oral composition – recounts, storytelling and instructions. Adults are vital in this process as they support and model the use of vocabulary and language structure. The children are encouraged to write independently in continuous provision. This process continues into Year 1, where children are encouraged to use the sounds they have been taught. They have access to phonic sound mats when they are writing.

Children have access to mark making resources both inside and outside the environment. In nursery children engaged in ‘Squiggle while we Wiggle’ and ‘Squiggle me into a Writer’ depending on their literacy development. In reception, children have a daily carpet input focusing on a literacy skill usually linked to a book. They then respond during ‘codebreaker’ time or focus adult time as well as during continuous provision. Children are encouraged to hold a pencil correctly, form letters and use their phonic knowledge to write. All writing activities are differentiated. Children should be given opportunities to write and the links between reading and writing should be made explicit.

Writing in Key Stage 1 and 2

In Key Stage 1 and 2 writing is taught through English lessons, which take place daily for all children. During each English writing teaching sequence the children follow a set writing journey. Each year group has a range of high quality texts, appropriate to the year group that the children are in, covering poetry, description, non-fiction and link to topics throughout the year, which engages and innovates all learners. In order for our children to grasp a good understanding of a range of writing genres, we ensure that for each writing genre, we follow this journey:

- Immersion of the genre
- planning
- Draft
- Share
- Evaluate
- Revise
- Editing
- Publishing

Handwriting

We use a progressive programme throughout the whole school called 'Letterjoin'. Children in the EYFS learn to form letters correctly in preparation for joining. Children from Year 1 to 6 join their handwriting across all areas of learning.

6. Cross-curricular links

Teachers seek to take advantage of opportunities to make cross-curricular links. They plan for pupils to practise and apply the skills, knowledge and understanding acquired through English lessons and other areas of the curriculum. Whenever children write in all areas of the curriculum the high expectations demanded in English remain the same. We will facilitate cross-curricular learning of English and literacy skills, making sure that the links with other curriculums are natural and not forced. This will be achieved through activities in other subjects such as:

- Annotating sources in history
- Group discussions across all subjects
- Writing for a purpose
- Topic research
- Use of the internet for research
- Public speaking across all subjects

7. Assessment and recording

7.1 Assessment

West Haddon Primary School uses assessment to enable staff to understand what pupils have learnt before, what they need to learn now and what they will learn next. We will track pupils' progress using a combination of formative and summative assessment

Formative assessment

Formative English assessment is ongoing and will be used to inform teachers in relation to their planning, lesson activities and differentiation.

Summative assessment

Summative assessment is completed termly

At the end of each school term, pupils in EYFS will be assessed within 1 of the following bands:

- Emerging
- Expected

At the end of each school term, pupils in KS1 and KS2 will be assessed within 1 of the following bands:

- Pre-Key Stage (PKS)
- Working Towards the curriculum (WT)
- Working at Expected (EXP)
- Working at Greater depth (GDS)

Our pupils will sit the following formal assessments:

- The phonics screening check at the end of year 1
- National Curriculum tests in the summer terms at the end of KS1 and KS2
- KS1 and KS2 grammar, punctuation and spelling (GPS) tests

We will provide regular targets for pupils, and provide termly verbal reports against these at parents' evenings. Pupils will receive a written report annually.

Impact:

As we believe that English skills are vital to the development of pupils so they are prepared for their future life. The impact of our English curriculum goes beyond the result of statutory assessments. Children make good progress from their own personal starting points.

By the end of Year Six:

- Children make at least good progress in Reading, Writing and Speaking and Listening from their starting point of statutory assessment.
- Children have a knowledge of different genres and confidently select appropriate reading material.
- Children are able to produce written work in all areas of the curriculum of a similar standard.
- Children spell confidently in all situations using their knowledge of spelling rules and patterns appropriate to their year group expectations.
- Children write in a legible cursive style which can be clearly read by themselves and others.
- Children use an accurate and rich vocabulary across all learning areas that is grammatically correct enabling them to be confident speakers in arrange of different situations.

Marking

Children receive regular feedback and marking follows the school's marking policy.

7.2 Recording

In English, pupils will record their learning in the following ways:

- EYFS-Individual Learning Journal, mark making folders and floor books
- KS1 and KS2 learning journal

This may take the form of photographs, pictures, notes and written work, and may be worksheet-based or fully independent.

8. Resources

8.1 Textbooks and other equipment

The books selected are of high quality and age appropriate and will:

- Cover a wide range of subjects and vocabulary
- Have a strong narrative
- Have illustrations that are engaging and reflect children from all backgrounds and cultures
- Include fiction, non-fiction, modern and traditional stories
- Once we have chosen our books, we will:
- Identify a core set of stories for each year group
- Regularly review the list of books as new books are purchased
- Share the list with parents, and explain its purpose, so they can buy or borrow the books

Dictionaries and thesauruses

To support with writing and spelling, we will make sure that pupils have access to dictionaries and thesauruses.

Book boxes

When visiting their book corner, children will be able to:

- Browse the books
- Revisit the ones the teacher has read to them
- Borrow books to read

8.2 External speakers, local museums, trips

To support the children's development of English skills we welcome visitors and speakers into school as well as planned trips to theatres, museums and locations in the locality.

We participate in World book day annually to promote reading for pleasure.

9. Roles and responsibilities

9.1 Headteacher

The headteacher at our school will:

- Building a team of expert teachers who know and understand the processes that underpin learning to read and write
- Providing teachers with the appropriate training and resources so that they can competently deliver the English curriculum
- Creating a stimulating school environment where pupils are exposed to different types of reading material, such as through displays, books and other classroom resources
- Promoting a culture of reading for pleasure at the core of the curriculum
- Involving parents and families in supporting their children's reading
- Support the subject leader but also hold them to account for the effectiveness of the subject
- Support staff through the provision of training and resources
- Monitor the planning and delivery of the subject
- Ensure the requirements of the National Curriculum are met
- Ensure this policy is reviewed according to the timescales set out

9.2 Subject leader

The subject leaders at our school will:

- Prepare and review subject policy and curriculum plans
- High-quality teaching and subject knowledge of staff
- A coherently planned and sequenced English curriculum where pupils are taught to read from the beginning in reception
- A rigorous programme that includes well-conceived and structured resources for teaching phonics
- A programme of reading aloud to all pupils from reception to year 6
- Consistent assessment and accurate teacher judgements within English and literacy
- Effective use of resources
- Promote the study of the subject throughout the school
- Monitor the teaching and assessment of the subject
- Attend appropriate CPD
- Stay informed regarding developments in the study and teaching of the subject
- Evaluate resources
- Provide training and CPD to staff on the subject curriculum and its delivery, and keep them informed about subject developments nationally
- Assess the impact of the subject curriculum on pupils' learning and development
- Make presentations to governors on the subject and how it is being taught

9.3 Link governor

The link governor responsible for English at our school will:

- Monitor the impact of the subject across the school and on pupils
- Monitor teacher workload and professional development
- Ensure subject action plans are suitable
- Monitor the quality of resources
- Keep track of pupil and parent engagement with the subject
- Keep up to date with the curriculum (what's taught, why it's taught, and how it's taught)

9.4 Classroom teacher

Classroom teachers at our school will:

- Teach and assess the subject according to the principles laid out in this policy
- Planning effective English and literacy lessons
- Providing opportunities for pupils to apply their English and literacy skills in a variety of ways
- Completing the relevant marking and assessment
- Report to the subject leader
- Maintain subject knowledge and appropriate CPD
- Making sure that support staff have:
 - Access to planning materials and resources
 - The knowledge and skills they need to support and challenge pupils

9.5 Parents

Parents support their child's English development by: reading with their child at home and commenting in their reading record; supporting their child with homework tasks and being involved in any reading/writing activities within school.

10. Inclusion

Our aim as a school is to ensure that all children have equal access to a rich, challenging and rewarding curriculum for English, and that they experience this curriculum in ways that are appropriate for their needs, regardless of gender, ethnicity, or any other determining factors. This school is actively promoting equal opportunities by tracking groups causing concern.

Consequently, we make use of a range of interventions, teaching strategies, educational materials and ICT aids to meet the needs of every individual learner along with seeking advice and support from external professionals. Children for whom English is an additional language are supported in their use of English and will be given opportunities to make use of their home language to assist their learning and to add to the resources of the classroom.

Teachers set high expectations for all pupils in English. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with special educational needs (SEN)
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so pupils with SEN and/or disabilities can study English wherever possible, and ensure that there are no barriers to every pupil achieving. Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in English.

We will provide suitable differentiation to make sure that every pupil makes maximum progress in English by:

- Recognising where some pupils need specific help with their English skills – for example, if they have dyslexia
- Providing resources such as phonics mats and writing frames to scaffold pupils' learning
- Identifying pupils who would benefit from more support in an area of their English learning, and running small intervention groups for targeted support each week to aid their progress and attainment.
- We will monitor these closely to move pupils in and out of these groups as needed making sure pupils who need it are extended through the use of additional, more demanding and open-ended tasks and planned challenges within each lesson

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

11. Subject Risk Assessment

Any trips will be risk assessed prior to the visit.

12. Links to other Policies

Marking policy
Curriculum Map
Teaching and Learning Policy
Behaviour Policy
Early Years Foundation Stage Policy
SEND policy
Reading policy
Spelling policy
Writing policy
Phonic policy

13. Monitoring and review

This policy will be reviewed by staff and governors every 3 years