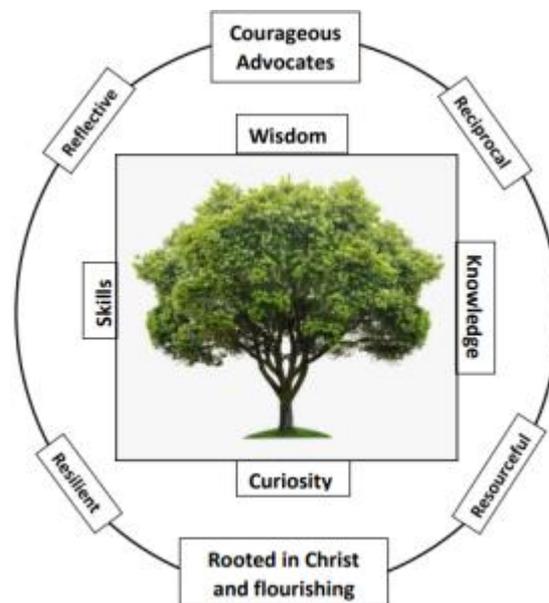




# English Policy



*'I have come so that they may have life and have it to the full.'* John  
10:10

*Our Christian family leads and encourages everyone to:*

- *Flourish; soar in faith and talents*
- *Serve others courageously*
- *Be excited and curious to learn*

*We do this within our safe, happy, diverse and nurturing Christ centred environment ensuring 'all have life and have it to the full' John 10:10*

*We are God's children doing God's work.*

## ENGLISH POLICY



### (Understanding English, Communication & Languages)

*I have come so that they may have life and have it to the full. John 10:10*

This policy reflects the school's values and philosophy in relation to the teaching and learning of English at Whittle-le-Woods C.E. Primary School. It is important that all members of staff are fully aware of and understand the way in which English is taught, so that our approach is implemented consistently to ensure continuity and progression in children's learning. Although guidelines for the teaching of English are outlined in this policy, it is essential that these are adapted to meet the needs of individual pupils, taking into account the ways in which they learn best and ensuring they are treated with dignity.

#### PHILOSOPHY

Children develop the ability to communicate effectively and use language in order to make meaning explicit for themselves and others. In its richness it offers access to the world of knowledge and can generate lifelong enthusiasm and enjoyment. English is a major world language, and its secure and confident use opens many possibilities. Children's developing use of language underpins success across the curriculum and lays the foundations for active involvement in society. The development of literacy skills is a basic human right – an entitlement for all pupils and therefore the responsibility of all teachers, the whole school – in partnership with parents, governors and other support agencies. Our understanding of literacy incorporates communication, speaking, listening, reading and writing. English, in its widest context, is all the uses to which language can be put; all the ways meaning can be made through language, ranging from everyday transactions of life, through the expression of personal experiences, to cultural forms in literature, the media and the arts. These elements of language are interdependent and integral to all learning. Literacy should therefore be promoted holistically. Children come to school with a background of language and this needs to be built upon and celebrated. Opportunities need to be provided for children to extend and develop their use of English. All staff share the responsibility for pupil literacy.

#### AIMS

We aim to develop pupils' abilities within an integrated programme of Speaking & Listening, Reading & Writing. Pupils will be given opportunities to interrelate the requirements of English within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught literacy skills. At Whittle-le-Woods C.E. Primary School we strive for children to be a 'Primary Literate Pupil'

We hope children leave our school with the following tools, skills and attitudes in English:-

- read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct
- have the foundations of a life-long interest in books and reading for enjoyment
- have a natural curiosity and interest in words, their meanings; developing a growing vocabulary in spoken and written forms
- understand a range of text types and genres – be able to write in a variety of styles and forms appropriate to the situation

- be developing the powers of imagination, inventiveness and critical awareness
- have a suitable technical vocabulary to articulate their responses

## **MISSION STATEMENT**

Our school mission statement underpins all we do.

Our Christian family leads and encourages everyone to:

- Flourish; soar in faith and talents
  - Serve others courageously
  - Be excited and curious to learn

Within the English curriculum children will be encouraged to use their God-given talents to benefit others. Examples could include:

- Writing persuasively to the appropriate bodies to raise awareness and make changes
- Writing emotionally to spread joy
- Writing factually to support learning in others
- Speaking and listening to encourage discussion and debate to raise awareness of issues
- Reading to others to bring joy, knowledge and understanding

## **STATUTORY REQUIREMENTS**

The Foundation Stage

In Foundation we use the Early Years Foundation Stage Statutory Framework, where reading consists of two dimensions, language comprehension and word reading. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing. On entry, children take part in the statutory reception baseline assessment (RBA). Teachers then use their own baselines and assessment judgements to identify each child's starting point and ensure teaching and learning meets the needs of all. We follow the Development Matters non-statutory framework from nursery to reception.

A mixture of child interest initiated planning and accurate AFL ensures an exciting and hands on cross curricular approach to enable children to make good progress. Phonics is taught daily to the whole class. Children with gaps in learning are quickly identified and receive extra support on top of daily whole class phonics teaching.

Teaching and learning combines reading, spelling, handwriting and spoken language. Shared and modelled reading, library time, plus regular story time, fosters a love of books. Children are actively encouraged to access online reading resources (Bug Club) and practise keywords at home. Writing is promoted across the curriculum using both the inside and outside learning environments. Children learn to 'lead in' precursive handwriting in Reception. Children's progress is evidenced through literacy books in reception, photos, observations and self-initiated activities and is formally evidenced through the Lancashire pupil tracker for EYFS.

## **SUBJECT ORGANISATION**

## **Planning**

We follow the National Curriculum 2014 English document for KS1 & KS2. The programmes of study and outcomes are fully integrated in to our school based planning systems, phonics is planned across Key Stage One and into Key Stage Two where the need arises. Teaching and learning combines reading, spelling, handwriting and spoken language. It is taught daily, based on the needs of the children. Across the school we use teaching sequences to develop the children's literacy, exposing them to a variety of genres and text types. Through ongoing AfL we alter medium term plans in the light of children's needs, selecting quality texts which exemplify the area of learning to be developed. Sequences include the development of composition, transcription, grammar, vocabulary and punctuation. Reading is also developed within sequences but also given further focus in dedicated daily reading sessions – both whole class and small group - sessions. Across the school our daily reading sessions aim to develop discussion, decoding and comprehension. We use a variety of texts designed to evoke enthusiasm and interest, as well as to develop understanding. Forging a connection with the text culturally, emotionally, intellectually, socially and spiritually is also promoted. Teachers plan their daily reading sessions using the content domains. This guides their questioning and focus areas.

## **APPROACHES TO SPEAKING AND LISTENING**

Speaking; listening; group discussion and interaction permeate the whole curriculum. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life. The first stages of each English unit involves many opportunities for pupils to interact with each other as they gather ideas, build techniques, skills, understanding and vocabulary. Children are encouraged to engage in activities such as improvisation, role play and the performance of scripted drama. Techniques such as hot-seating and freeze-framing are used to develop thinking. Teachers sometimes use 'Talk for Writing', based upon the work of Pie Corbett, to enable children to be able to retell and then write a story.

## **APPROACHES TO DEVELOP LANGUAGE**

Storytelling, rhymes, poems and class novels are used to engage pupils both within the English lesson and beyond. These provide children with quality examples, language and inspiration to support their learning. Each term children learn a poem to recite off by heart. Pupils will build on the oral language skills that have been taught in preceding years. Opportunities will be made for children to work in groups of different sizes including pairs, small groups, large groups and whole class. They will be taught to take turns, listen to others and know when and how to participate constructively in conversations and debates. Teachers will support the development of a broad, rich and varied vocabulary in order to discuss a wide range of topics and concepts. Pupils will receive constructive feedback on their spoken language and listening skills in order to help them improve their overall language knowledge, skills and understanding.

## **Spelling/Phonics Lesson Guide**

### **Format**

- Spelling and Phonics are taught as a whole class sessions.

- Our phonics lessons follow Bug Club.
- Each class (Reception and Y1 will have a daily phonics session). 20-30 mins.
- Nursery have a daily (whole class) phonics session in Spring and Summer. In Autumn, a whole phonics is taught twice per week so that all children get one or both of the sessions.
- Teachers follow the format of Bug Club but can use their own teaching (informed by AfL) to tailor teaching to the needs of the children.
- Sessions should be pacy but give the children enough thinking time to think of their own sentences and for building in paired/discussion work.
- Provision will be built in for SEND children or lower ability so that they focus on phonemes and words whilst others might be applying them to sentences.
- TAs should sit facing the children (not the board) so that they can discretely support the children and assess learning.

The phonics taught in these sessions may be taken home to learn as part of their spelling programme. High-frequency words and Common Exception words are included in the home-school learning diary so these can be practised at home, as individuals progress. These words are also built into the spelling tests and phonics sessions. Phonological understanding is consolidated in year 2 and key stage 2. A five session over 2 weeks spelling programme is taught in year 2 and key stage 2, which may include spelling lists. Children may take home spellings to learn which may be focused on the phonics for that week, high frequency words, words linked to a particular topic or words from the 5 session spelling programme. The online resource Spelling Shed is also available for staff and children to use.

The whole school format for spelling and phonics lesson is as follows:

1. Revisit and review
2. Teach
3. Practise
4. Apply

## **Year 2**

- Phonics in year 2 will be more similar to spelling, punctuation and grammar time in KS2.
- Children who have not passed the phonics screening check will be supported by a teacher in a small group and will not access the whole class session until the point that they are on track to pass. This session must be taught by a teacher and they will use Bug Club to close gaps.
- Children will be supported 1-2-1 with phonics flash cards as necessary when they read 1-2-1 with the TA.

## **APPROACHES TO READING**

Children will be encouraged to read widely for pleasure and learn to become increasingly critical readers of a range of texts from different times, genres and cultures, fiction, non-fiction and media texts are all explored across the primary phase, in addition to exploring

the works of writers, playwrights and poets. Children use a combination of real and on-line books at home and at school. Reading is taught both within the English lesson and beyond. Shared reading forms an integral part of many curriculum areas, but the focus of the teaching of reading skills will be apparent in English lessons and in the daily, dedicated reading sessions.

Children are encouraged to read independently – their own choice of books, or books chosen to support their learning which they read independently. Children have a home learning diary to support their progress in this area. Children use the library independently to choose from a wide range of books. The main reading scheme for Foundation Stage and Key Stage 1 pupils is purely phonics based (Bug Club) in which all words can be decoded until the children get to the end of phonics phase 5. The books that children bring home will closely match the phonics phase that the children are learning in school.

Each class will have a daily, dedicated reading session in their timetable (approx 20 mins). This will consist of whole class teaching with some small group, guided reading sessions with an adult (Y1-Y6)

Reading Journals are to be used by all pupils from Year 1 to 6. The sessions will use the content domains (VIPERS) to guide the objective of each session. Teachers will continue to assess against KLIPs/LAPs – this will be concise and based on AFL.

### **Whole Class Reading Lesson**

Children will NOT write an LO but simply either a V or any other VIPER letter.

- Each session should last for approximately 20 minutes.
- The session will involve whole class teaching of reading using the content domains (VIPERS to be used to support).
- The teaching assistant (or teacher on occasions) may take a group of children out for a guided reading session during this time.
- Teachers can use any text that they think will get their class excited about reading and engage them in their learning e.g. class novel, books linked to curriculum area, core texts for curriculum.
- Year 1 and 2 might use some of the texts from the Herts Fluency Model for Reading.
- A guide for the structure of the session is:  
8-10 mins teacher models quality reading focusing on fluency. CT reads a short piece (so chn can retain the intonation 2-3 lines/sentences). Children read back chorally as a whole class. Progress to group read in chorus of the next piece of the text which **has not been modelled** by CT. CT will choose different groups at random so all children have to follow the text. Can use a ruler (finger for younger) to show they are following text.
- 5 mins teacher questions. Some talking partners, but this should not detract from or take over the session. Focus on specific Learning Objective. One VIPER but to include some vocabulary. Vocabulary should not be main objective.
- 5 mins independent/written work in books. Question (s) linked to main VIPER. Sometimes some responses will take longer than 5 mins and that is OK. Lessons will re-adjust.

Sessions are very text-dependent. A poem can be difficult but can be used if it will illustrate the main LO. Poetry is studied in depth within writing lessons. Majority of texts should be fiction and non-fiction.

- Teachers will cover all VIPERS areas over a 2 week period but with emphasis on specific areas of weakness that have been identified.
- More written work will be evident for older children, however, there should be evidence of at least 3 written (not pictorial) responses each week for all year groups.
- Marking will follow our school policy eg this might be verbal, self-assessed/marked or short written responses. All written responses must be marked in some form.
- The structure of Y6, Y5 and Y4 session might change slightly to incorporate maximum access to Reading Plus. Reading Plus will be accessed at home three times per week (minimum) and twice in school.

### **APPROACHES TO WRITING**

Children are given the tools to write independently and creatively by employing a balanced approach to teaching sentence structure and punctuation while inspiring children to write creatively and imaginatively. Children will learn to write for a variety of purposes and audiences. There will be opportunities for independent writing and further opportunities for supported and guided tasks. Children, from foundation, are encouraged to use writing as part of other curriculum areas and may, for example, use labels, lists and letters in role play areas. Emergent writing is nurtured and valued.

### **How we teach writing**

We use a variety of teaching approaches to develop children's writing. These include:

- Interactive approaches (e.g. involve children / using whiteboards / use interactive whiteboards/use of ICT)
- Shared sessions where a teacher will be working with the whole class demonstrating, sharing ideas and giving examples. These sessions include both modelling and shared writing
- At the end of each non-fiction unit, teachers plan an extra dimension which allows the children to embrace not only the key features of the genre but also their own creativity
- Guided Writing sessions where the teacher works with small groups. The teacher focuses on the group's or individual's writing needs
- Shared sessions when the teacher works with the whole class, inputs information, mini plenaries and reminders during whole class writing sessions.
- Opportunities for children to practice their skills and knowledge learnt or demonstrated. (e.g. through written work in other curriculum areas)
- Homework and the co-operation of parents.
- Focused writing outcomes where children are required to use a range of skills in producing a longer piece of writing
- Encouraging the drafting, editing and publishing process.
- Ensuring that the children write every day
- Children become effective independent writers

### **CROSS-CURRICULAR LITERACY OPPORTUNITIES**

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum.

### **THE USE OF ICT**

Opportunities to use ICT to support teaching and learning in English will be planned for and used as appropriate. Teachers access a range of ICT applications to stimulate and inspire the teaching of literacy. The use of ICT will be chosen when it enhances the teaching and learning within the lesson. The school reading scheme provides pupils with access to texts on-line for reading at home and in school. Children will have personal login details.

### **ASSESSMENT AND TARGET SETTING**

Next step, focused marking is key to ensuring children know their targets and have the opportunity of moving their learning on. KLIPS are used as a tool to assess and plan next steps. Data analysis of internal and external data may also direct the setting of targets. It is important that if children are to make progress, they are clear about the next steps they need to take.

### **INCLUSION & EQUALITY**

We aim to provide for **all** children so that they achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Gifted children will be identified and suitable learning challenges provided. Children with English as a second language will be both celebrated and supported, so their knowledge of language (English and Mother Tongue) progresses. Literature is chosen carefully so as not to send out misleading messages but to embrace a range of cultures, abilities and beliefs. All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

### **INTERVENTION PROGRAMMES**

Intervention Programmes are used as and when needs are identified. Intervention takes place across the whole of the primary phase and is carefully monitored and evaluated. Intervention programmes include one to one, IDL, toe by toe, precision teaching, phonics interventions, booster sessions, support for spelling and Reading Plus.

### **MONITORING & EVALUATION**

The subject leader for English is responsible for monitoring the quality of teaching and learning in this subject. Also, our English Governor is welcomed into classes to experience the teaching at Whittle-le-Woods C.E. School.

Classroom observations or a walk through may be undertaken as part of the monitoring and coaching process. This may be a general observation or focus on a specific aspect of teaching or learning. OFSTED criteria and/or school improvement foci/ performance management foci are used as a guide for the focus of the observations. An observation schedule is completed and discussed with the class teacher. Any areas for development are discussed as appropriate and noted on written feedback.

Scrutiny of pupils' work is undertaken on a regular basis; sometimes a general overview of the work is carried out, but more often work is looked at with a specific focus in mind. Displays

of children's work in classrooms and around the school are monitored. Pupil interviews are a regular feature to enable where the pupil's experiences; understanding of targets and feelings can inform whole school monitoring.

A portfolio of evidence of children's work in English has been collated and is evaluated and updated on a regular basis. A portfolio of literacy work in other subjects is also maintained, so the quality of literacy experience in other areas of the curriculum can be monitored. In addition a year group portfolio of English genres has been implemented this year. The purpose of this is to assess the progress of English genres throughout the school. The focus will be on a specific child across the year and across their time at Whittle.

### **ASSESSMENT**

Assessment for learning takes place continually as pupils are encouraged to reflect on their learning, work with peers to improve their work and assess their own understanding. Success criteria is at the heart of planning and will be conveyed to the children. Much of the assessment is carried out by teachers informally in the course of their teaching. Formal summative assessment for English are used. We use SATs papers in year 2 and year 6. In the other classes, NFER test papers are used for reading assessments. Writing moderation is conducted both internally and externally for each year group as part of the school cluster remit.

### **ROLE OF SUBJECT LEADER**

- To support colleagues in their development of the planning and implementation of the English curriculum and in assessment and record keeping procedures
- To formulate a subject development plan and action plan for English, in line with the overall school development plan
- To monitor progress in English and advise on action needed
- To take responsibility for the purchase and organisation of English resources in accordance with the school budget
- To keep up to date with developments in English and cascade relevant information to staff
- To moderate reading and writing assessments with the staff team
- To work with the teaching team to address teaching to meet the needs identified in data analysis

### **PARENTAL INVOLVEMENT**

Parents are important partners in the learning process and are encouraged to play an active role in supporting all the language activities at school. They are invited to support the home reading scheme, sharing and enjoying books with their child at the earliest stages of reading and supporting and encouraging as the child's confidence as a reader grows. Independent readers still need encouragement as they move through Key Stage 2 so a continued involvement by parents in this process is vital. Home-school diaries are passed between home and school so the two-way communication between teacher and parent is maintained. Parents are also asked to help their child with other activities such as learning spellings and completing homework. Parents are welcomed into the classroom to help with a range of language activities, such as listening to readers, acting as scribe, playing games, etc. under the guidance of the teacher.

**THE GOVERNING BODY**

Regular reports are made to the governors on the progress of English provision and to our English Governor. This policy will be reviewed every three years or in the light of changes to legal requirements.

Reviewed April 2022 by Rebecca Ruffley