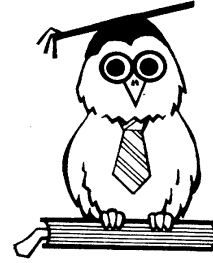


West End Primary School

Policy for English



Policy completed: July 2022

Next review March 2023

Subject Leader responsible: RB

INTENT

We want everyone to achieve their West End Best. To help our children to do this, we aim to deliver a broad and balanced curriculum, which challenges them to think creatively and equips them with the skills, experience and knowledge they need to be resilient and well-prepared for an ever-changing world.

As a school and in accordance with the National Curriculum's expectations, we aim to ensure that, through our English curriculum, all pupils develop their ability to:

- enjoy reading.
- read accurately, independently and fluently with understanding and confidence both aloud and silently with increasing stamina.
- read a range of fiction and non-fiction including literature and poetry.
- think analytically about texts.
- use their reading skills across the curriculum.
- communicate with confidence, clarity, fluency using appropriate forms of speech.
- listen, follow, understand and respond appropriately to others in a wide range of situations.
- enhance their communication and speaking and listening skills through participation in drama activities.
- write for a range of audiences for different purposes and in a variety of formats.
- write neatly, starting with print and progressing to joined up styles.
- use punctuation and grammar accurately to convey their meaning clearly.
- spell accurately drawing on a range of strategies.
- use ICT to communicate.

IMPLEMENTATION

In the Foundation Stage the aim is to achieve the Early Learning Goals through the EYFS statutory framework. See separate EYFS Curriculum policy for more information. From Y1 to Y6 reading and writing are taught in a daily timetabled slot.

Each class receives at least one hour of English focus per day. In addition, over 2 hours of English teaching also take place at other times within the week and cross curricular links will be made with other subjects wherever possible. This ensures teachers are making best use of their history and geography curriculum to provide purposeful opportunities for writing, including opportunities to use drama and speaking and listening.

Literacy skills are also taught through the use of ICT both in the suite and in the classroom. Word processing packages are available on all computers in addition to other, objective specific packages. Interactive whiteboard resources for literacy are in the ICT suite and available in classrooms on IWBs.

Within English lessons and at other points in the day, Learning Support Assistants are timetabled to carry out intervention programmes working towards specific targets with individuals or small groups.

Whole school planning

We follow a text-based approach; using quality texts as the inspiration for our English teaching. Class texts are outlined on our long term plans and have been selected to best link with our wider curriculum alongside teachers. If teachers want to use alternative or supplementary texts, they first discuss these with our English leader to ensure we avoid duplication across year groups. Our reading progression document shows the progression of reading across school. These skills are mapped out across the year on each year group's long term plan.

Our writing progression document ensures genres are progressing across school. All teachers use this to ensure they are developing the genres as well as teaching their year group's punctuation and grammar. These are mapped out across the year on each year group's long term plan.

Early Reading

We teach early reading through *Little Wandle Letters and Sounds Revised*, which is a systematic and synthetic phonics programme. For more information, please see our separate phonics policy.

Reading

Class reading sessions provide the opportunity to read, respond to and analyse texts in detail. Shared reading also provides an opportunity for the teacher to model fluent, expressive reading for the whole class. For younger children, the focus will also be on the application of early reading skills. The role of the teacher is crucial in explicitly encouraging children to start to unpick the writer's craft and to begin to gather ideas for writing, and ensure they are secure in their knowledge and understanding of structure and language features of each text type. The stimulus used during reading could be a text or a film trailer; a photograph or sculpture for example. Shared reading is an ideal opportunity to help children to develop a wider vocabulary, understand why words are spelled in a particular way, and to use talk as a vehicle to explore their own responses to text.

We use VIPERS to break down reading skills and help children to understand the different areas that make up a good reader. We also model the links we are making when reading using our reading skills posters (text to text links/text to self links etc. on our reading walls).

Regular individual reading is vital for building reading stamina and fluency. Teachers or TAs will regularly hear KS1 children read individually. The frequency of these sessions will be determined by the needs of the child. Through KS2, these individual reading sessions will gradually become less frequent for the majority of children.

All classes have timetabled weekly sessions in our school library to browse and select books for themselves. This is an important way of instilling a love of reading. KS2 pupils also have access to Wheelers online library to further build their independence in selecting texts.

Reading books go home weekly. Pupils in EYFS and KS1 are set appropriate online reading material using Reading Planet. This continues for some pupils in KS2.

In Years 2 through to 6, reading response activities undertaken following reading sessions are recorded in a reading journal.

Teachers' planning, monitoring and record keeping files show further evidence of reading progress and targets against the National Curriculum objectives.

Writing

We use a range of modelled writing, shared writing, guided writing, supported composition and independent writing (Appendix A).

Writing is planned with skills in mind, following the National Curriculum grammar objectives and taking into consideration the needs, abilities and interests of the children. Units are planned to link with class texts, curriculum topics and school events to ensure writing is purposeful. The National Curriculum grammar objectives are mapped out across the year on our long term plans. We do not follow a specific grammar scheme to ensure teachers have autonomy but teachers are supported by access to Literacy Shed Plus, Classroom Secrets, Twinkl and other resources to ensure grammar is taught clearly and is embedded in children's writing. Moving into KS2, teachers start to deliver more discrete SPAG lessons but always ensure the teaching of grammar starts with its purpose (ie. why it is useful in writing).

In EYFS and Year 1, spelling is taught through our phonics scheme, Little Wandle. For more detail about this, please see our separate phonics policy. In Years 2 - 6, we use No Nonsense spelling. Spelling is taught discretely but is a constant focus in writing lessons. Pupils have access to word banks, statutory spelling lists and dictionaries to support with their spelling. Spelling is assessed within whole pieces of writing using year group assessment criteria.

Letter formation and handwriting is taught from Reception. In EYFS, children are given lots of opportunities to work on their fine and gross motor skills to support in developing a neat writing style. A tripod pencil grip is taught from EYFS. We teach children print in reception and begin teaching cursive script (including lead-ins) from Year 1. In Year 2, we start to teach children to join their letters and expect that most children will be using a joined cursive script throughout KS2. Handwriting practice is timetabled for all children to build and increase fluency.

Presentation is given high priority across school with high expectations, which are the same in all subjects. All children sign a book contract which is stuck onto the inside cover of their books. Cursive script is used for worksheets and displays as much as is feasible.

Children in KS2 who 'prove' that they can use consistently neat and appropriate handwriting across a range of settings will receive pen privileges. These will be blue pens that will be labelled with children's names. They will receive a licence to write in pen. This is not to be used in their maths books.

SEN and Equal Opportunities

We believe that all children should have equality of opportunity in English (see Equal Opportunities Policy). Children with SEND are integrated into whole class English sessions, with appropriate support as necessary. Children with specific literacy problems will receive individual, or group planned work (*detailed and reviewed on IPPs as appropriate with the SENDCO*), to meet their needs and extend their skills. A variety of differentiated teaching strategies are used to deliver a high-quality English curriculum to the whole class. This might include children having tailored learning objectives to support or extend their learning. It might also, at times, include working with an adult to support or extend learning. Teachers use their professional judgement to decide when this is appropriate and ensure all children are being challenged appropriately.

IMPACT

Monitoring and Evaluation

This is led by the English co-ordinator and the management team. It is achieved through regular, planned and focused monitoring visits, work sampling and planning sampling to ensure continuity and progression.

Assessment and Moderation

Reading and writing is assessed continually and recorded systematically. In line with whole school assessment deadlines (outlined to teachers at the start of each year), summative data is periodically updated on PiXL. All teachers, as part of the programme of staff meetings, carry out moderation to increase the security of our judgements. Teachers in Y2 and Y6 routinely attend additional cluster moderation meetings with parallel teachers from local schools for this purpose. We have a number of LA trained moderators on staff who support the teaching team with their judgements.

We assess against the National end of key stage teacher assessment frameworks in Years 2 and 6 and use our adopted teacher assessment framework documents in Years 1, 3, 4 and 5. These documents have been agreed upon by all staff and ensure consistency in assessment from year to year.

Marking is performed in line with the school marking policy.

Achievement in English is reported to parents regularly as part of the Records of Achievement and parents' evenings.

Appendix A – Different types of writing support

Modelled writing involves teachers showing children how writers work e.g. thinking aloud, stopping and starting, 'having a go', making mistakes, changing things, reading and re-reading, editing and checking for full stops and capital letters.

Shared writing is the joint construction of the text between teacher and children, either in the whole class session or in small group work. As the teacher acts as scribe, the children are freed to concentrate on the compositional aspects of the work and to contribute a wide range of ideas.

Supported composition gives children an opportunity to compose and write in pairs or groups and to share their ideas as part of a whole class situation. This strategy can be used after modelled or shared writing, to give children an opportunity to write in a very structured context before they 'have a go' independently.

Guided writing is an interim step before the children write independently. Aspects of the writing process will be targeted according to ability and need. The role of the teacher is to guide, support and encourage the children to try out ideas and skills they have seen demonstrated. Guided writing sessions should include some guided talk time, discussion of targets and a mini plenary. Guided writing provides an ideal opportunity for children to review their progress towards their group targets.

Independent writing is the end goal of our writing curriculum. Children need many opportunities for independent writing in a variety of forms based on teacher guidance and their own choice of topic. The purpose of independent writing is to put into practice the ideas, structures and skills they have seen demonstrated in modelled and shared writing and tried with support in guided writing.