



Headteacher	Autumn 2021
Review	Autumn 2024

Woore Primary School English Policy

Introduction

Woore Primary and Nursery School aims to provide a safe, secure and stimulating environment where all children have the opportunity to read, write and speak with confidence, fluency and understanding. We ensure that there is equality of access and opportunity for all children to develop their English skills in order that they achieve their full potential.

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.

Aims

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 group the majority of children will be working at the expected level for their year group. Higher achieving pupils will exceed the expected levels and will have mastered the content of their year group objectives.

Teaching and Learning

Pupils within Key Stage 1 and 2 follow the programmes of study as set out in the National Curriculum (2014). Within this curriculum, English is developed through four key areas:

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

In addition to this, pupils in Y2 and Y6 follow the Interim Frameworks for Teacher Assessment (ITAFs).

Foundation Stage pupils follow the Early Years Foundation Stage Development Matters. Within this curriculum, English is developed through the areas of:

- Communication and Language
- Literacy (Reading & Writing)

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.

Timetabling

All classes at Woore receive either daily or blocked English lessons across the week which equate to approximately 5 hours. In addition to this, pupils in Class 1 (EYFS and Y1) receive phonics lessons (25mins daily) and reading practice lessons 3 times weekly. Pupils in Class 2 receive reading practice lessons and spelling lessons daily. Pupils in Class 3 receive reading practice sessions 4 times per week in addition to English lessons.

At various other intervals throughout the timetable, provision is made for 1:1 reading with a teacher, TA or volunteer and independent reading for the older children. The lowest 20% of readers receive additional reading practice time.

Planning

Teachers use the National Curriculum 2014 as a starting point for creating their medium term English plans from which more detailed planning is developed into short term plans. Planning is adapted according to the needs and interests of the children and the lengths of units may vary. Clear objectives and success criteria are set for each session and are shared with pupils. Teachers differentiate according to the needs of the pupils and use intervention programmes for targeted support.

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

Assessment, Recording and Reporting

Assessments are made in line with the school assessment policy.

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

Analysis of assessment data is used to set individual targets. Where applicable, school issues are addressed through targets linked to Teachers' Appraisal.

Through marking and feedback, children are informed of their own targets for learning and supported to make progress towards them. Staff and pupils may use Marking Ladders to assess work and set future targets.

The teacher keeps records that enable them to deliver an effective, creative and relevant curriculum that builds on prior attainment and meets the needs of pupils.

The Reception Baseline Assessment (RBA) is carried out within the first 6 weeks of entry into the reception year. Assessments for children in Reception are on-going and are collated in the Early Years Foundation Stage Profile (EYFSP) in June. In Reception and Y1 children complete half termly Phonics assessments. In Y1, children complete a phonics screening check in June. Children in years 2 and 6 sit the statutory SATs tests in May. Results for all these assessments are sent to the Local Authority which are then used by the DFE.

At Woore, pupils receive termly written feedback detailing their progress in English through mini-reports and full reports. Parents are invited to discuss their child's work each term at parent's evening.

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.

Monitoring and Evaluation

The Headteacher, English Co-ordinator, Assessment Co-ordinator and teachers monitor English. Having identified priorities, the Headteacher and English Co-ordinator construct an action plan that may form part of 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.

Resources and Accommodation

A comprehensive range of resources is available in school. Every class has a selection of reference books e.g. dictionaries, thesaurus etc. and a book area.

Teacher resources and Reading Practice books are located in classrooms. To supplement our Little Wandle practice reading books, we also use a range of book sets and individual reading books for KS1 which are banded according to 'KS1 Book bands'. A range of reading practice materials are available in the KS2 classes. The school library contains a range of fiction and non-fiction books.

We subscribe to an annual service level agreement with the local authority for library books. Each class receives a box of books each term to borrow to supplement class and library collections.

Parental Involvement in English

Parental involvement is vitally important in all areas of language development.

- Children in Class 1 take home books from The Little Wandle Scheme that tie in directly with phonics learning for each week. This may be supplemented with a 'sharing' book.
- Children in Class 2 and 3 take home reading books from a variety of sources. Progress and enjoyment are recorded by parents in the children's individual reading diaries.
- Reading Rockets: Every time that a child reads at home they are awarded a star towards their reading rocket. Upon completion they can claim a prize. Regular readers are also entered into a half termly book prize draw.
- Library books are always available for pupils to borrow and read at home with their parents.
- Children are encouraged to celebrate World Book Day and come to school dressed as fictional book characters.
- Each class in the school has weekly spelling lists set on Spelling Shed and parents can support their children as they play interactive games to practise these.
- Parents are invited to take an active interest in the homework tasks set, and are asked to record involvement in the pupils' Seesaw online accounts.

Inclusion

All children receive quality first literacy 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, intervention programmes will be implemented. Teachers and teaching assistants plan programmes together and monitor progress of these pupils.

Pupils that are more able are encouraged to achieve a mastery level through consolidation and depth of study.

Appendix 1 - Reading

Aims

To enable children to:

- develop positive attitudes towards reading so that it is a pleasurable 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:

- reading practice
- shared reading
- regular independent reading
- Phonics lessons (Little Wandle Letters and Sounds)
- home/school reading
- hearing books read aloud on a daily basis
- selecting own choice of texts including ICT texts
- reading in other subjects including ICT texts

Much of the Programme of Study will be taught through English lessons. Additional time is provided on a regular basis for reading at other times. There is time set aside for independent reading, using the library, listening to whole class stories and research linked to other subjects.

Teaching and Learning

Teachers promote and value reading as an enjoyable activity and a life skill. Teachers plan for a range of comprehension strategies that allow pupils to engage with text in a variety of ways to suit different learning styles.

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. Texts are rich and challenging, beyond the current reading ability of the majority of the class.

In Reading Practice, texts are chosen to match the ability of the group but still provide an element of challenge. Reading Practice provides a forum for pupils to demonstrate what they have learned about reading; the focus for the reading is concerned with extending strategies/objectives taught in shared reading. Following the recent introduction of The Little Wandle scheme Class 1 take part in Reading Practice session 3 times a week. Each session having a different focus: decoding, prosody and comprehension.

Teachers plan for independent reading activities during sessions of Literacy teaching. Texts are selected so that pupils can access them without support. The focus for the reading is to provide practice and develop personal response to text.

Many other opportunities are provided for pupils to practice and extend reading in other subjects. Pupils select texts under the guidance of the teacher for independent and home/school reading. Teachers monitor independent reading and discuss progress with individual pupils on a regular basis.

All teachers are responsible for providing a stimulating reading environment, promoting book ownership and recommending books to pupils. Classroom and central displays are language rich and special displays should promote authors and books.

Reading is also encouraged outside with our reading picnic baskets for each class and our outdoor storytelling area.

Reading at home is regarded as an important part of reading development. Parents are encouraged to hear their children read regularly and respond to their child's reading through their reading record books.

Reading Frequency

All classes are responsible for hearing children read 1:1 at least once per week. This may be led by the teacher, teaching assistant or volunteer helpers. Some pupils may be heard more frequently, depending on need.

Resources

All classrooms have a well-stocked book area with a range of fiction and non-fiction. Pupils also have opportunities to read magazines, information leaflets and ICT texts. The school library is an important resource which the pupils have the opportunity to access at particular times.

Teaching resources are stored within each classroom and are relevant to the age-range of the pupils in the class.

Appendix 2 - Writing

Aims

Children should learn to:

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

Entitlement

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

Focus texts

- shared writing
- guided writing
- independent writing
- writing different text types and narrative styles
- writing in different curriculum areas
- handwriting practice
- collaborative writing
- writing related to own experiences and enjoyment
- writing from a variety of stimuli
- planning, drafting, editing and presenting
- using ICT

Teaching and Learning

Teachers promote writing and look for ways to inspire and motivate pupils so that they see themselves as 'writers'. 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 kind of writing activities they need to undertake and what the expected outcome will be.

Subject-specific texts that link to work being undertaken in other areas should also be used in literacy lessons to support the wider curriculum. Teachers use shared writing to model the writing process. Shared reading and writing provide a context for discussion and demonstration of grammatical features at word level, sentence level and text level. Activities are differentiated through the use of writing frames, spelling banks, collaborative work and peer or adult support. Teachers encourage 'talk for writing' as an integral part of the process.

Handwriting

It is paramount that children are rigorously taught correct letter formation from the very beginning of their time in school. As soon as the children are ready, they should be taught to sit properly in order to have the correct posture for writing, hold a pencil in the correct tripod grip and develop a legible cursive, joined handwriting style. A mixture of whole class, small group and individual teaching is planned for and delivered.

It is expected that all members of staff, class teachers and teaching assistants, model the school handwriting style at all times i.e. when writing on the board or in children's books.

By the end of key stage 2, all children should be displaying an efficient, quick, neat and legible, cursive handwriting style that is effective in recording their ideas.

Resources

Each class has a range of materials to support the writing process. Writing materials are kept accessible and organised and pupils are encouraged to take care of the equipment and return it to where it belongs. Each class also has a set of age appropriate dictionaries, thesaurus and word banks. Teachers use National Curriculum 2014 and related documents to support writing.

Appendix 3 - Spoken Language

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 in school
- Listening to ideas and opinions of adults and peers
- Role-play and other drama activities across the curriculum.
- Use dramatic techniques, including work in role to explore ideas and texts
- Create, share and evaluate ideas and understanding through drama

Teaching and Learning

Teachers provide a wide range of contexts for spoken language throughout the school day. Teachers and other adults in school 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.

Spoken Language outcomes are planned for in all areas of the curriculum. Roles are shared amongst pupils: sometimes a pupil will be the questioner, presenter, etc.

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, acting as a guide for a visitor to school or responding to a text in shared or guided reading.

Spoken Language will be a focus across the curriculum and across the school day in a variety of settings.

Resources:

Teachers have access to a range of resources for Spoken Language activities. These are kept in classrooms.

Appendix 4 - Spelling and Phonics

Aims

Children should be able to:

- Blend and segment sounds easily
- Learn that segmenting words into their constituent phonemes for spelling is the reverse of blending phonemes into words for reading
- Spell words accurately by combining the use of grapheme-phoneme correspondence knowledge as the prime approach, and also morphological knowledge and etymological information
- Use a range of approaches to learn and spell irregular words.

Entitlement

Pupils have access to a range of phonics opportunities that include at FS and KS1:

- Whole class teaching of specific spelling patterns
- Daily discrete phonics teaching
- Using phonics knowledge in real life contexts
- Applying skills in cross curricular contexts

Pupils have access to a range of phonics opportunities that include at KS2:

- Whole class teaching of specific spelling conventions and rules
- Discrete phonics teaching as part of an intervention group where gaps in phonological knowledge have been identified
- Using phonological knowledge in real life contexts
- Applying skills in cross curricular contexts

Teaching and Learning

Teachers provide a wide range of contexts for reinforcing spelling patterns and tricky words throughout the school day. All teachers use phonics materials provided with the Little Wandle Letters and Sounds programme. The school subscribes to Spelling Shed, an online programme which allows pupils to play a range of games at varying levels of difficulty to practice the words that are set each week, Year 1, Class 2 and 3 then test the children each week on the words that have been practiced in the preceding week.

Learning takes place in a variety of situations and group settings. For example, these could include working independently to practice tricky words, possibly using ICT; working collaboratively on an investigation and participating in short, focused whole class activities.

Children are expected to spell high frequency words correctly and the word lists for their particular year group.

Spelling Homework

Class 1 - 10 spellings per week taken from Spelling Shed Schemes.

Class 2 - 10 spellings per week taken from Spelling Shed Schemes.

Class 3 - 10 spellings per week taken from Spelling Shed Schemes.

Spellings may be taken from the Letters and Sounds Document, the national curriculum or based on spelling patterns being learnt in class. It must be stressed that spellings should be based on prior attainment and phonological need and children's learning should be tested regularly to ensure that spellings are fit for purpose.

Resources

Little Wandle Letters and Sounds

National Curriculum

Appendix 5 - Some Characteristics of Effective Teaching and Learning

Spoken Language

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:

- Are motivated to read a variety of genres for a range of purposes
- Have access to a range of stimulating books
- Enjoy reading at their level
- Talk about reading and reading material
- Use a range of comprehension strategies to engage with text

Teachers:

- Offer a range of reading opportunities
- Encourage independence
- Read to children daily
- Teach the full range of reading strategies
- Understand the progression of skills in reading development
- Plan for shared and guided reading
- Monitor independent 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 (mentally rehearse)
- Are confident to share ideas with others
- Write for different audiences and purposes
- Use a variety of sentence types and structures
- 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
- Identify and use cross curricular links
- Plan to use ICT in writing activities
- Provide prompts and scaffolds to support independence