

Weston Turville CE School

Mission Statement – TO PURSUE WISDOM WITHIN A CHRISTIAN ETHOS

English Policy

Co-ordinator	D. Mckay
Policy reviewed by	D. Mckay
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Vision Statement for English

English 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. It 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.

Through the English curriculum we will help children develop the skills and knowledge that will enable them to gain knowledge through reading and listening and to communicate effectively and creatively through spoken and written language, equipping them with the skills to become lifelong learners.

Teaching will be inclusive to all children, inspiring them through an outstanding learning experience which will enable them to make good progress and leave us as responsible, happy citizens with a love of reading.

We therefore aim to:

- Enable children to express themselves correctly and appropriately
- Enable children to read accurately with understanding and enjoyment
- Enable children to recognise the relationship between reading and writing
- Provide children with learning opportunities, which integrate reading, writing, speaking and listening
- Encourage children to have an interest in words, their meaning and a growing vocabulary
- Develop the thinking skills of children to help them become reflective, independent learners
- Provide opportunities for children to use ICT to facilitate and extend their learning in speaking, listening, reading and writing

Teaching and Learning Styles

Children are taught as individuals, pairs, in groups and as a class. We recognise that children have a wide range of preferred learning styles and that, in line with the 2014 National Curriculum requirements, we provide teaching which is challenging for all, interactive, differentiated and which develops thinking skills in all pupils. The teachers work towards the child's independent learning, employing a range of teaching and learning strategies including:

- Instructing/ directing
- Modelling/ demonstrating/ scribing
- Explaining
- Questioning
- Discussing/ talk time
- Role play/ drama/ hot-seating
- Consolidating
- Evaluating
- Assessing

As children progress through the school we encourage them to also take part in some of these teaching and learning strategies, taking on a greater role of responsibility for their learning.

Equal Opportunities/ Inclusion

All children, regardless of gender, race, ability or background, will have equal access to the teaching of English. They will cover the content made statutory within the 2014 National Curriculum and will access the curriculum at the appropriate level, thus ensuring progress for all pupils.

In line with the school policy on SEND (Special Educational Needs and Disabilities), the SEND co-ordinator, English Coordinator and the class teacher will ensure that children have work planned to meet their individual needs. Teaching assistants provide valuable support to individuals and small groups through adapting and providing the whole class teaching and learning. Where identified pupils are considered to require targeted support, a variety of interventions are available. These include the use of individual and class provision maps, and support programmes. Specific teaching strategies are used to maximise access to the curriculum for pupils with English as an Additional Language (EAL).

Multicultural Issues

Work in English should involve exploring language from other cultures. The evolution of the English language from a variety of cultures should be recognised and celebrated. Children should have experience of texts which feature a variety of cultures, family set-ups and abilities to reflect the school and wider community as a matter of course. Reading resources found to contain race, class, gender or ability stereotypes in terms of illustration or text should be brought to the attention of the English Coordinator.

Parental/ Community Involvement

We value parental involvement in children's development of English and promote a home school partnership in the following ways:

- Sharing information – newsletters, parents' leaflets, reading diaries, in-school workshops/ meetings
- Encouraging reading for pleasure through initiatives throughout the year
- Homework – in line with our homework policy and home/ school agreement
- Providing home reading books in line with children's reading and comprehension skills
- Parents and CRB checked community volunteers are welcomed into the school to support children in English

Links With The Local And Wider Community

Every opportunity is given to raising children's awareness of the rich human and physical resources that are available to them locally, nationally and internationally.

- A number of agencies and external bodies are used to provide children with richer and more varied learning opportunities, both for individual year groups and the whole school.
- Links with the Aylesbury Grammar Schools and John Colet Secondary School are embraced and developed to ensure a smooth transition from Year 6 to Year 7.

Organisation and Planning

Early Years Foundation Stage (EYFS)

Children entering school in reception/nursery will have already had a wide range of experiences in English and we value and build upon these individual experiences using role play, writing areas, the outdoor area and book corners to develop these skills. The early learning goals for Communication, Language and Literacy underpin all work in this area. Reception children work according to the Early Years Foundation Stage (EYFS) Framework using the Foundation Stage Curriculum.

Key Stages 1 and 2

Children in Key Stages 1 and 2 are taught English every day, either as a distinct lesson or through cross curricular lessons, in accordance with the National Curriculum. This includes phonics, extended writing,

whole class guided and one-to-one reading, handwriting, SPaG (spelling, punctuation and grammar) and drama. Throughout the school English is also carried out in a cross-curricular way through all other primary based subjects.

Class teachers are responsible for the planning in full for every child in their class (including the role of the classroom assistant), organisation, teaching and assessment of English. The National Curriculum is used as a basis for planning.

Medium term plans should show opportunities for writing, reading, performance etc; teachers put medium term plans on the Google Drive. Weekly plans will be requested for lesson observations. These weekly plans take the new 2014 National Curriculum into consideration, focusing on its new elements:

- Spoken language
- Comprehension
- Word Reading/ Transcription (phonics, spelling and handwriting)
- Grammar
- Composition (planning, drafting and editing)

Each medium term plan shows the units to be taught, how long they are taught for, the main aims for the unit, assessment opportunities and cross-curricular links. Units which accommodate writing for a purpose and drama are also highlighted.

The Reception, Year 1 and 2 classes have adopted the Letters and Sounds programme from the Primary National Strategy which focuses on teaching high quality phonics work using the six-phase Teaching Programme. Spelling, reading and writing are integrated gradually through the six phases equipping the children with the knowledge and skills needed to become fluent readers by the age of six. Where needed, the later phases of the programme are taught and continued in Key Stage 2.

Assessment and Recording

In the Nursery and Reception classes (Foundation 1 and Foundation 2), assessments are carried out through observation of child initiated play and adult led activities. This is done on entry into the school and then continues regularly throughout the Foundation Stage using the Foundation Stage Profile.

In Key Stages 1 and 2 children are assessed on reading, writing and spelling formally and informally. Formal assessments are undertaken approximately once a term, using the NFER assessment papers, so that children become familiar with their style and layout in preparation for SATs assessments in Years 2 and 6. As with all teaching and learning, assessments are adapted where necessary to allow them to be accessed by all children.

Informal assessments are carried out by the teacher using children's class based work and smaller independent tasks created by the teacher. These assessments are carried out every half term. They often relate to topics that the children are currently being taught to make them more relevant to the children.

Reading and writing targets for each child are recorded on a tick sheet in the back of their English books. Children take an active part in their own self-assessment and evaluation, often creating personal targets from the information. Parents are also given versions of this information to help in supporting their children at home.

The teacher uses formal assessments as an aid to levelling work to put on Target Tracker, a computer based system which tracks children's progress, once per term.

Monitoring, Evaluation and Development

We believe that school self-evaluation is a necessary prerequisite for school improvement and we place high importance on our monitoring and evaluation procedures. Teachers keep their own running records which are kept in line with the assessment policy. School reading diaries or other recording sheets show the frequency of each child's reading and its context, with any relevant notes relating to the child's progress towards targets. Work undertaken in lessons is recorded as appropriate (eg in English books, posters, video, photos) and, where relevant, marked in relation to the day's learning objectives and steps to success.

The class teacher, English co-ordinator and head teacher monitor the approaches outlined in this document, in line with school policy. Monitoring includes lesson observations and work sampling (carried out annually, over the year for a variety of key stage 1 and 2 classes), pupil interviews and data analysis of the SATs, and teacher assessment data. The English co-ordinator, together with the English governor, will provide a termly report outlining how English in school is placed currently and their intentions over the year for governors and the other learning teams.

Progress is discussed twice a year at parents' evenings and a written report is provided annually at the end of the year in line with the Department for Education (DfE) statutory requirements. The reports include the children's English standards achieved through teacher assessments. Foundation Stage Profile information will be shared with parents at the end of the Foundation stage.

In-service training and staff meeting time is provided for staff to inform them of any English developments or changes, to discuss any queries or concerns, and to moderate English based work.

Resources

The Resources Committee of the Governing Body controls the budget for resourcing English. The amount allocated to each subject is decided on a yearly basis and is dependent on the priorities in the school improvement plan, and on any funding allocated to the school. The English Coordinator meets with staff and the whole school needs are decided upon.

The library contains a stock of fiction and non-fiction texts suitable for a wide range of ages and abilities and is used by all classes in the school. Children have a free choice of reading material when choosing library books and should not be constrained by reading ability. Some books are donated by parents from a wish list. New books are ordered through consultation with the English Co-ordinator and assistants who can give recommendations according to children's comments, teacher recommendations and book reviews from newspapers and magazines. Books which are beyond repair and those which are no longer suitable (for example old 'out-of-date' atlases) are taken off the computer system and recycled. The library is run by parent helpers on a rota basis. Library club is run some lunchtimes by Class 6 children and teachers for children to access story based activities and to change books,

Speaking and listening: to develop the skills to listen and share ideas effectively.

Vision: We believe that the ability to both speak and listen well is essential for children to be able to articulate, discuss and justify their feelings, opinions and ideas. They will develop the ability to value the thoughts and views of others, treating them with respect, as a vital part of their lifelong learning. Spoken language underpins the development of reading and writing so we will ensure that they are able to access high level language and vocabulary; a rich vocabulary will deepen their understanding of the power of speech and language, making them better equipped to articulate what they truly want to say.

Pupils should receive constructive feedback on their spoken language and listening, not only to improve their knowledge and skills but also to establish secure foundations for effective spoken language in their studies at primary school, helping them to achieve in secondary education and beyond.

Children's ability to speak and listen is fundamental to their language development, social development and learning within school. Talking and listening underpins thinking and learning. Richness and variety of talk is important for all children. Direct teaching of oracy skills needs to be fostered to enable children to develop confidence and a repertoire of talk for different purposes and audiences. Links between oral and written language need to be encouraged and built on.

At Weston Turville we aim to enable pupils to:

- Communicate effectively by speaking and listening with increasing confidence, clarity and fluency
- Speak appropriately in a variety of settings and for a range of audiences
- Think carefully and organise their thoughts before speaking
- Respond sensitively and reflectively to what has been heard
- Reflect on their talk

Organisation

At Weston Turville we follow the 2014 National Curriculum; the Foundation Stage follow the Early Years Foundation Stage Profile.

Over the two key stages, children are taught knowledge, skills and understanding through a range of activities and experiences. These may include:

- Speaking for different audiences which includes peers in small groups and as a class, Key stage and whole school assemblies, teachers and other adults in the school
- Listening and responding, both in face-to-face situations and in broadcast or recorded materials
- Discussion and group interaction, in settings with different numbers of participants and different levels of formality
- Drama activities, including improvisation and working in role, as well as writing and performing scripted drama
- Curricular areas other than English may be organised to help children reinforce oracy skills e.g. investigating, evaluating and reporting work.
- Children for whom English is their second language need to have opportunities to work with good language models.

Reading: to develop a passion for reading and discussing a wide range of texts.

Vision: We believe that reading is at the centre of learning; reading expands minds, knowledge and opportunities. We intend that our pupils will be both independent and reflective when reading a range of texts fluently and for meaning. We teach children to apply the reading skills of inference, inquiry and interpretation across a range of fiction and non-fiction texts. We want not only to inspire children through books but also to promote a love of reading to empower our children to become life long readers. Books should be seen as a gateway to other worlds, the opening of our imaginations and a source to widen our knowledge.

Reading is a life-long continuous process which requires the development of both word reading and comprehension skills. It is a complex accomplishment, dependent on a range of different factors to do with reader readiness, cultural attitudes, and a variety of teaching methods. A reader deploys previous knowledge of other texts to enable the effective reading and comprehension of the text being read, Readers need to be taught to interact appropriately with a variety of text types for particular purposes.

At Weston Turville we aim to enable children to:

- Develop confidence and make progress as readers
- Develop key skills focusing on the use of phonics as a primary skill followed by *semantic* [the meaning of the whole sentence or phrase], *syntactic* [the grammatical arrangement of words] and *grapho-phonetic* [combinations of letters that make a spoken sound]) skills in order to read with fluency, accuracy, understanding and enjoyment
- Develop an understanding and appreciation of a wide range of texts at a variety of levels
- Respond to texts in a thoughtful and imaginative way, using all forms of language
- Develop the ability to use information texts to locate, extract and use relevant information
- Become increasingly reflective about their reading development
- Choose books which will embed their skills during independent and whole class reading
- Develop a life long love for reading

Organisation

The teaching of reading is a continuous process, which takes place throughout the curriculum. Reading is taught formally through shared and guided reading activities. Opportunities are timetabled for individual reading, which may be independent or supported, throughout the school. Children will have access to a wide range of reading experiences including:

- Being read to by others
- Whole class guided reading
- Paired reading
- Independent reading
- Performance reading

The English co-ordinator will monitor and share the class texts being used for whole class guided reading to ensure progression and coverage, and to avoid duplication throughout the school.

Each classroom has an identified reading area from which children can choose books freely to read at allocated times during the school day. These books should be presented for ease of choice and cover a wide selection of genres and interests. Library club is run twice weekly, in addition to weekly library visits.

Writing: to provide children with the tools required to fluently communicate their knowledge and ideas.

Vision: Children will use writing to express themselves and communicate with others across the curriculum. We will work towards each child having excellent transcription and composition skills; they will write independently for a range of purposes, learning to plan and revise their work. Every child will learn to write by being given real, inspiring texts and varied opportunities. We will share excellent writing to inspire children to emulate styles and they will reflect on their own and others' writing. We want children to have an understanding that writing has a real purpose and that word choice and style can bring about change.

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing)

It is essential that teaching develops pupils' competence in these 2 dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

Writing

Fluent writing comes as a result of developing the skills of transcription (handwriting and spelling) and composition. This school believes that:

- Writing is closely linked to reading; pupils draw upon their range of reading experiences and use them as models for writing
- Talk is a necessary prerequisite for all pupils who need to put into words what they are thinking of writing
- The process of planning, interaction, collaboration, mutual support and feedback helps a writer to move forward through the process of writing
- An extensive range of purposes, forms and audiences for writing need to be created so that pupils understand the choices facing a writer and how to make appropriate choices
- The teacher plays a crucial role in the development of writing through modelling the writing process and teaching at the point of writing (e.g. guided writing)

At Weston Turville we aim to enable children to:

- Know, understand and be able to write in a range of genres and text types, for real or imagined purposes and audiences

- Plan, draft, discuss, revise and edit their own writing and develop into reflective writers
- To recognise that writing should have a clear purpose and audience
- Develop an understanding that writing is both essential to thinking, investigating, organising and learning, and enjoyable in its own right
- Make connections between their reading and writing so that they have clear models for writing
- Through reading and writing, develop their powers of imagination, inventiveness and critical awareness
- Achieve a high standard of presentation, have fluent and legible handwriting and use punctuation and grammar correctly

Organisation

Writing is taught in a variety of ways: formally through shared and guided writing activities during English lessons, as part of extended writing time and as an integral part of other curricular areas. Children may write individually or as part of a group or class. We recognise the importance of talk and preparatory work such as drama or visits in order to encourage imagination, empathy and structure of thoughts. Written work may be completed by hand, word-processed or dictated to a scribe where appropriate. Writing frames are used to focus children's thinking, often in preparation for a longer piece of writing. Whole class feedback will be used after long writes so pupils can evaluate and improve their own piece of writing, with adult assistance where necessary (see feedback policy). When it is appropriate to do so a Big Write session is planned into the timetable so that children can carry out an unprepared writing task (consisting of about one hour depending on the age of the children) in order to revise key writing features and skills. During the course of the year children across the whole school will be presented with a writing activity based on the same stimulus (eg picture, opening sentence, visit). This work will then be levelled across the school, allowing staff from each year group to see the expected progression in writing.

Spelling, punctuation and grammar

Spelling skills are introduced through direct teaching, investigations, studies of spelling patterns and conventions and homework. EYFS and Key Stage 1 children are introduced to phonics and spelling, including tricky and high frequency words, through the Letters and Sounds programme. Older pupils learn about spelling patterns using the 2014 National Curriculum spelling sections. Weekly spelling tests are carried out throughout Key Stages 1 and 2 to monitor progress. All pupils are encouraged to:

- Attempt words for themselves using a range of strategies (a high emphasis is placed on using phonics strategies initially)
- Write an increasingly wide range of words from memory
- Use a variety of resources to help with spellings e.g. dictionaries, word banks, classroom environment, computer spell-check

Information on the content to be taught can be found in the accompanying knowledge organisers.

Handwriting

Pencils are used until Year 4 when handwriting/ cartridge pens may be used if handwriting has reached a satisfactory level. (see handwriting policy)