

English Policy

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1.0 Aims

We aim to develop pupils' abilities within an integrated programme of Speaking and listening, reading and writing.

We believe that every child should have a love of reading and writing.

By the end of their time at Woodmancote School, we aim for a child to be able to:

- Read and write with confidence, fluency and understanding.
- Have an interest in books and read for pleasure and with enjoyment.
- Understand a range of text types and genres.
- Write in a variety of styles that is grammatically correct.
- Have a suitable technical vocabulary to articulate their responses.

2.0 Roles and Responsibilities

2.1 Governors – Regular reports are made to governors on progress in English. This is done through pupil progress meetings, English team report to governors and regular meetings with English link governor. The governors have overall responsibility for the quality of provision.

2.2 SLT – Have responsibility to monitor and evaluate the impact of the policy, enhance the quality of teaching and to review the teaching of English in light of new developments and initiatives. They deploy staff to ensure the quality of provision is secured.

2.3 Subject Leader - Subject leaders are responsible for improving standards of teaching and learning in English and improving pupil progress through:

- Taking the lead in policy development
- Supporting colleagues in CPD
- Purchasing and organising resources
- Keeping up to date with recent literacy developments
- Undertaking work scrutiny, lesson observations and pupil conferencing
- Reporting to Governors
- Raising the profile of English through a range of themed events, trips and enrichment activities.

2.4 Class Teacher

Class teachers implement the English curriculum according to the policy document. They ensure high standards of teaching and learning within their classroom. Regular assessment allows them to report on progress to SLT, subject leaders and Governors. They ensure the English curriculum is accessible to all pupils through differentiated activities and appropriate intervention.

2.5 Parents and Guardians

Parents support their children by ensuring all homework is completed, including reading regularly with their children in order for them to practise skills taught at school, learning spellings and practising key words.

3.0 Statutory Requirements

These are set out in the national curriculum document for English (2014) and the Communication and language and Literacy sections of the Curriculum guidance for Foundation Stage (April, 2017)

In the Foundation Stage children should be given opportunities to:

- Experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations
- Link sounds and letters and to begin to read and write.
- To access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest
- Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.
- Express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.
- Develop their own narratives and explanations by connecting ideas or events.

At Key Stage One (Years 1 and 2) children learn to:

- Speak confidently and listen to what others have to say.
- Begin to read and write independently and with enthusiasm.
- Use language to explore their own experiences and imaginary worlds
- Appreciate our rich and varied literary heritage

At Key Stage Two (Years 3 - 6) children learn to:

- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Change the way they speak and write to suit different situations, purposes and audiences.
- Read a range of texts and respond to different layers of meaning in them.
- Explore the use of language in literary and non-literary texts and learn how the structure of language works.
- Appreciate our rich and varied literary heritage

4.0 Approaches to Reading

At Woodmancote we aim to develop pupils who:

- Read with confidence, fluency and accuracy.
- Use a range of independent strategies, evaluate and reflect.
- Enjoy a wide range of texts and have enthusiasm for reading.
- Develop imagination and critical awareness through reading experiences of the best examples of traditional and modern literature.

4.1 Guided Reading

This gives a chance for the teacher to teach decoding and comprehension skills to a small group of pupils at their level. From year 2 onwards, children will be involved in guided reading, depending on maturity of the children. In KS2, daily guided reading

sessions take place with a range of reading activities offered, including a teacher led comprehension session. Lessons may be slightly longer in KS2 to allow for more in depth discussion of the text. Teachers use a variety of recording methods, including Target Tracker.

4.2 Independent Reading

Each child has a reading book matched to their ability which they take home. Their home and school reading is recorded in their Reading Record.

In the Infants, books are changed 3 times a week by an adult. They will read these books in school with the class teacher or teaching assistant once a week. Children begin by reading simple picture books and once blending move on to phonics books. These go from Phase 2-5. Once completed, children move on to colour banded books.

In the Juniors, children read colour banded books until they are confident to be on 'free readers'. Books are changed as required by an adult or the child where appropriate. Children read where possible and as appropriate with the class teacher in Years 3-6. If a child is making poor progress in reading, they will be heard read by an adult 3 times per week with one of these sessions being their class teacher.

4.3 Phonics teaching

In the foundation stage, the first phonemes are taught using 'Jolly Phonics' sounds, actions and songs. We then use 'Letters and Sounds' where the children are grouped according to ability. This continues in KS1 where a daily 15 min Letters and Sounds session takes place with children grouped by ability. Pupils still needing phonics in KS2 will continue to be taught in small groups where appropriate.

We assess and track phonics progress systematically through the Infants to ensure children remain on track. The statutory Phonics Screening Check takes place in June for Year 1 children. If a child does not meet the expected level, extra provision is given in Year 2.

4.4 Library use

Each class uses the library as and when needed, particularly during topic research sessions. The library has a range of non-fiction books with fiction books kept in classrooms.

4.5 Assessing reading

An individual reading record is kept for each child by the class teacher with notes about that child's reading ability. In Foundation Stage, we use Jolly Phonics reading assessment twice a year and track progress on EYFS Target Tracker to identify gaps and next steps. In KS1 and 2, we use PIRA to assess children's reading ages twice a year. This, along with guided reading assessments, is used to inform judgements of children's attainment on Target Tracker.

4.6 Intervention in reading

- Parent/volunteer readers are welcomed to hear children read within school. Some parents are assigned a child that they read with daily and others help on a class based rota.
- Star Readers – A group of Year 6 children are selected and assigned an infant reading buddy who they read with at lunchtimes.

5.0 Approaches to Writing

At Woodmancote we aim to engage children by writing for a range different purposes and audiences to develop their skills.

5.1 Talk For Writing

Talk For Writing is our 'vehicle' which underpins our writing approach. It supports children through their exploration of spoken story structure as well as the creative processes involved in being a writer. There are three phases to the teaching sequence: Immersion, where the story is learned and explored; Innovation, where the structure of the story is used and changed in some way; and Invention where a new story is written with the structure as a guide.

5.2 Toolkits

For every unit, a toolkit is devised providing the children with a series of 'steps'. These steps are directly taken from the Target Tracker statements for that year group, including composition, transcription, vocabulary, grammar and punctuation. Each child writes a 'cold task' at the beginning of the unit, and a 'hot task' at the end. These should show progression following focused skills sessions and teaching provided in the unit.

5.3 Spelling

We aim to promote a positive attitude towards spelling by developing a keen interest in words and by integrating spelling into the overall teaching of English.

In the Infants, this teaching is primarily through Letters and Sounds and based on the phonemes they have learnt.

In the Juniors, Spelling, Punctuation and Grammar lessons are taught daily. Class teaching is focussed on new curriculum spelling patterns or rules. Lists are made and added to each week and teachers test children regularly, including intervention where appropriate.

5.4 Handwriting and presentation

In Foundation Stage, letter formation is taught in movement groups e.g. curly caterpillars, long ladders etc. The emphasis is placed on the correct movement and not the neatness of the letter. This is consolidated in Year 1, where size, neatness and use of lines is focussed upon within these letter families. In Year 2, the children are introduced to using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. In KS2, children increase the legibility, consistency and quality of their handwriting. For example, ensuring that the downstrokes of letters are parallel and equidistant and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.

Children are expected to take pride in their work and present their writing neatly. From Year 2, children are encouraged to follow the school 'DUMTUM' rule (Date, underline, miss a line, title, underline, miss a line). From Year 3, children can achieve a pen licence. This will be given when their teachers feel appropriate.

5.5 Cross curricular writing opportunities

We ensure that children can write across the curriculum, applying skills they have learnt in their English lessons in a range of writing opportunities, for example writing a historical biography.

5.6 Assessing writing

Teachers will assess children's writing according to the success criteria using the school's policy for marking (tickled pink and green for growth). The 'green for growth' enables children to be informed of their 'next step' to improve their writing. Children will be given time to respond to their teacher's marking and use a 'polishing pen' to edit and improve their work where appropriate. Verbal feedback will be given where necessary and this will be marked with a V. Teachers will regularly assess children's writing progress using Target Tracker. During each assessment window, children will be given a writing task to complete independently. This will be consistent throughout the school, and moderated at staff meetings. Feedback from this will inform teachers of next teaching steps.

6.0 Use of ICT

Opportunities to use ICT to support teaching and learning in English will be planned and used as appropriate.

7.0 Inclusion

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We identify pupils or groups of pupils who are underachieving through Target Tracker and put interventions in place where necessary. Gifted children will be identified and suitable enrichment challenges will be provided. For children with Special Needs, please refer to SEN policy.

8.0 Equal Opportunities

All children are provided equal access to the English Curriculum. We provide suitable learning opportunities regardless of gender, ethnicity, disability or home background.

9.0 Appendices

Guided Reading Record
English Overview
Handwriting agreed style of letters
Standardised phonics assessment

Policy written March 2017

Policy to be reviewed