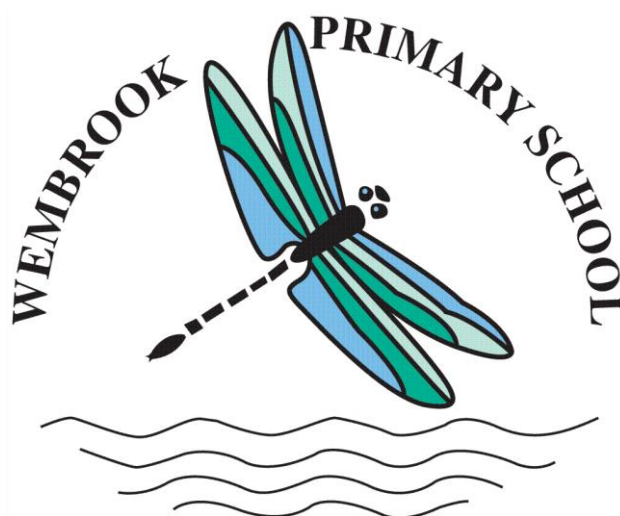


English Policy



Signed:

Headteacher

Chair of Governors

1. Introduction

This policy has been reviewed in light of the National Curriculum 2014. It is intended to support English throughout the school. It is intended to inform staff, governors, parents and inspectors.

2. How Our School Views Language

The teaching of English has a crucial role to play in equipping our children with the language skills they need in all areas of the curriculum, the future world of work and of society in general. We believe in the importance of inter-relating speaking and listening, reading, writing and drama. Through a rich English curriculum, pupils are given the chance to develop culturally, emotionally, intellectually, socially and spiritually. We have high expectations as we continue to improve standards of English through setting specific targets, which assist in the evaluation of the school's teaching and individual pupil progress.

3. Entitlement

“A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually.”

National Curriculum 2014

At Wembrook we aim to cover the full range of reading and writing required by the National Curriculum 2014 and the Early Years Foundation Stage, which provide each child with a wide experience of English, and supports his/her development. All our pupils, irrespective of age, ability, gender and ethnic origin are entitled to participate fully in, and benefit from, a broad range of appropriate English activities, at each stage of their education. English teaching is developed from the Foundation Stage throughout the school using skills as stated in the National Curriculum. All pupils' lessons may be adapted, if a longer period is needed for revision of specific reading and extended writing skills.

4. The Aims of our English Curriculum are to:-

- Follow the objectives and aims from within the Early Years Foundation Stage Curriculum.
- Follow the National Curriculum 2014, developing skills and implementing a cross curricular approach if appropriate.
- develop pupils' abilities to communicate effectively in speaking and writing, and to listen with understanding;
- enable children to speak clearly and audibly in ways which take account of their listeners;
- provide pupils with the best possible learning opportunities, to enable our children to develop their full ability to use and understand English;
- provide a sense of continuity for pupils as they move from nursery, through the school and on to secondary education;
- broaden children's knowledge by giving access to a wide range of genre in the school libraries;
- develop literate primary children, which means they should:-
 - read and write with confidence, fluency and understanding;
 - be interested in books, read with enjoyment and evaluate and justify preferences;
 - know and understand a range of genres in fiction and poetry, and understand and be familiar with some of the ways that narratives are structured through basic English
 - have ideas of setting, character and plot;
 - understand and be able to use a range of non-fiction texts;
 - be able to use a full range of reading cues (phonic, graphic, syntactic, contextual) to monitor and self-correct their own reading;
 - plan, draft, revise and edit their own writing;
 - have an interest in words, word meanings, their origins and increase their personal vocabulary;
 - understand the sound and spelling system and use these to read and spell correctly;
 - Understand and use spelling rules taking notice of rules associated with prefixes and suffixes.
 - have fluent and legible handwriting;
 - create a good, stimulating English environment throughout the school.
 - Develop their spelling, punctuation and grammar which will enable the children to speak and write in a grammatically accurate way.

5. Key Experiences

We will provide all the pupils of our school with the following key experiences:-

- in early years the provision of an attractive class reading / writing area with a wide range of materials for self-motivated reading and writing where the teacher scaffolds the learning;
- the use of well organised role play in early years to develop speaking and listening and to develop imagination and creativity;
- the use of a well resourced library holding a wide range of non-fiction texts;
- the opportunity to visit the library before and after school Monday-Thursday;
- the taking home of books for sharing with parent/s – parent and child both reading;
- the opportunity to purchase books from the school book fair or club;
- the opportunity to regularly engage in shared and guided group reading;
- a wide range of writing opportunities;

- each year in The Foundation Stage, Key Stage 1 and Year 6 to take part in a performance for a wider audience of parents and members of the community in each phase's annual production. Every child will be encouraged to participate in a class assembly to which parents are invited;
- IT opportunities to enrich the English curriculum including the use of iPads in Key Stage Two;
- enjoyment of a live theatrical performance;
- full phonics programme in Foundation stage and KS1, which is further developed in KS2;
- individual reading, writing or speaking and listening targets to be identified and then used as a base to continue to develop skills in English;
- develop a range of speaking and listening activities through drama;
- 'Moderated Writing' sessions are used regularly to assess attainment in writing;
- daily SPaG sessions and speaking and listening opportunities to improve pupils vocabulary, use of openers and conjunctions and punctuation;
- short sessions at the start of a lesson to implement the program of study of SPaG.
- Exposure to a wide range of varied vocabulary implemented through the '**Word Aware**' programme.

6. Handwriting

Handwriting has been given a high priority to improve overall presentation in books. To enable this to be a success, children use books with handwriting guidelines (different guidelines used in Key Stage One and Two.) School follows the 'letter join' scheme so that children at the beginning of Year One are expected to use pre-cursive writing. From Year Two to Year Six, children are expected to write in a cursive style. Handwriting should be taught in regular discrete sessions and opportunity for intervention should be given for children who need extra support. Children from Year Two and Three are expected to write in pen during these handwriting sessions and progress onto using pens in all writing where appropriate.

7. Standard English

The expectation at Wembrook Primary School is that all staff and children should use Standard English within the school environment. The continued modelling of Standard English by staff will enable children to speak correctly with confidence.

8. Pupils with Special Educational Needs - Inclusion

We provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child, so that the more able children are challenged and less able supported. In some lessons we do this through differentiated group work, while in others, children have the same starting point before they develop their own ideas and assessment is carried out through the outcome of the children's work. Teaching assistants support some children to enable them to complete tasks effectively.

Once identified, pupils with special educational needs in reading, writing and / or speaking and listening will have their needs assessed and the appropriate action taken in line with our Special Educational Needs Policy. The special needs co-ordinator and learning support staff will aid this work. Standards are improved through intervention for targeted children, direct teaching in small groups for phonics, handwriting and spelling, social use of language programmes and / or support in class. A speech therapist visits the school regularly. Extra English support may be given via the appropriate outside agencies, through intervention programmes led by a senior teacher or work in English that takes into account the targets set for English in the Personalised Learning Plans (PLP's).

9. English as an Additional Language

We recognise that some children may need support in both speaking, reading and writing activities to reach their full potential.

In this case the EAL lead will provide support and advice.

10. In the Foundation Stage

The English curriculum for the Foundation Stage underpins all future learning at Wembrook. There are opportunities for all children to talk and improve their communication skills in a wide range of situations with adults and other children. Children explore, enjoy, learn about and use words and texts in a wide range of contexts using a rich variety of books in English. This is developed during play, both in the indoor and outdoor classrooms. Children also work 1 to 1 with an adult, in small groups or as part of a large group or class to develop their language skills. A Welcomm screening (TIME 2 TALK) takes place in autumn term in Nursery and Reception. All children are assessed based on speech, language and understanding skills. Children who score below their age expected band receive intervention support from teachers, teaching assistants and SEN support staff.

Communication and Language is an area of learning and development that takes priority in the Foundation Stage. The children then begin to focus on English developing their reading and writing skills.

The Curriculum Guidance for the Foundation Stage provides the basis for work in English.

11. Teaching Methods in KS1 and KS2

There is a careful balance between direct teaching, careful observation and assessment. The different teaching strategies used include giving explanations, demonstrating / especially modelling, questioning, exploring ideas, discussing etc. We keep in mind the need to cater for the variety of children's learning styles within each class.

Pupils are given the opportunities to work in a variety of ways - as a whole class, in groups of different sizes and composition, in pairs in the English grouped work, independently or on a one to one basis.

English targets are set each half term and reviewed with the children. Stickers are given to indicate their level of achievement.

We build pupil's confidence by usually sharing learning objectives with them and through constructive marking, verbal praise and the use of the merit system. Plenary sessions are used to provide opportunities for pupils to present and discuss their work in order to share good ideas, improve understanding and the ability to verbalise their knowledge and self-assess against a set of success criteria, which has either been given to the child or generated by the child themselves.

12. English Curriculum Planning in KS1 and KS2

English is a core subject in the National Curriculum. We use the National Curriculum Statutory Requirements as a basis for its implementation

We carry out the curriculum planning in English in three phases (long term, medium term and short term). Our long-term plan details coverage over the year. Our medium-term plans state the statutory requirements for each year group and the key objectives to be taught. These plans define what we teach and ensure an appropriate balance and distribution of work across each term. The English subject leaders are responsible for keeping and reviewing these plans.

13. Phonics Teaching in Foundation and KS1

Wembrook follows the **Little Wandle Letters and Sounds Revised** as our systematic, synthetic phonics (SSP) programme to teach early reading and spelling.

We ensure that all children in our Foundation Stage and year 1 classes are taught phonic skills through a daily 20 minute discrete phonic lesson. This develops the child's ability to tackle unknown words within a text by blending the phonemes (sounds) within the word. These phonic skills also enable a child to work out the phonemes they will need to use when they are writing words. Year 2 will continue with daily phonics sessions for those groups or individuals which require more support.

Children are assessed on GPC recognition and blending every 6 weeks and any children who require additional support receive additional keep up phonics sessions.

14. Guided Reading

We value reading as a crucial life skill. By the time children leave us, they read confidently for meaning and regularly enjoy reading for pleasure. Our readers are equipped with the tools to tackle unfamiliar vocabulary. We encourage our children to see themselves as readers for both pleasure and purpose.

In Reception and KS1, children are read with 3 times a week in a group with an adult who is trained on the Little Wandle Scheme. The first read focuses on the focuses on decoding and skills, where children break down words. The second read focuses on prosody: reading the words with expression, and the third focuses on comprehension, to ensure that children have a deeper understanding of what they are reading and moving beyond simply decoding words.

In Key Stage Two, Guided Reading sessions take place during the week with children reading a variety of fiction and non fiction decodable books aligned to the child's reading level. Children also complete a variety of tasks to support their understanding and application of reading based skills such as information retrieval, comprehension, understanding of syntax and vocabulary, comparison, inference and summarising texts.

15. Vocabulary – Word Aware

Wembrook is a 'Word Aware' school. We encourage children to be excited about words and foster a love of vocabulary throughout the school. Word Aware follows a 3 step approach:

1. Get excited about words: this is about building a language-rich environment and having fun with words. This step creates opportunities for engagement in word learning.
2. Teach words: teaching important words right across the curriculum. This step involves selecting the most important words and then teaching them using a quick, engaging method. This structured approach is applied to literacy, but also in maths, science etc.
3. Independent word learning: most words are learnt independently, and so by specifically teaching word learning strategies we ensure all students have the skills to learn words on their own.

16. Parental Input and Homework

Parents are asked to share home reading books with their child(ren) and are encouraged to write appropriate comments in the home-school link book. They are involved in helping their children learn words and make sentences. Curriculum workshops and coffee mornings are used from nursery to inform and encourage parents to develop their child's communication and English skills in partnership with the school. English homework is given regularly; this may include reading, learning spellings and writing activities.

17. Assessment

Assessment is part of the teaching and learning process and is part of everyday classroom practice. Staff are encouraged to assess children's writing against the Teaching Assessment Framework (TAFs). Year 2 and Year 6 must use the statutory TAFs for reading **and** writing. These TAFs should be displayed in the classroom and used for self-assessment in upper Key Stage Two. Reading and writing assessments are completed on 'ittrack' in accordance with the school's assessment policy. Statutory English tests are undertaken in Year 2 and Year 6. Foundation Stage assess against the Early Learning Goals. Year 1 are screened for their phonic knowledge.

18. Contribution of English to Teaching in other Curriculum Areas

The Wembrook Curriculum has been created to give teachers the opportunity to widen the experience of the children. For example: whole class text reading, focus on an author e.g. Roald Dahl, Cracking Comprehension and texts linked to specific topics.

19. Monitoring and Review

Monitoring of the standards of the children's work and of the quality of teaching in English is the responsibility of the English subject leaders and the senior leadership team. The work of the subject leaders also involves supporting colleagues in the teaching of English, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The subject leaders meet the headteacher regularly to evaluate the strengths and weaknesses in the subject, and indicate areas for further improvement. The named governor responsible for English meets with the subject leaders in order to review progress.