



We are two inclusive schools, where individuals are welcome and celebrated.

English Policy

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Aims and objectives

English 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 confidently with the world at large, through spoken and written language, and to make sense of the world around them. We will foster an enthusiasm for, and love of, literature in all of its forms.

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum in England: English Programmes of Study – Key Stages 1 and 2 and in the Communication and Language and Literacy sections of the Statutory Framework for the Early Years Foundation Stage. Our curriculum is based on these.

Pupils will:

- Participate in a conversations, listening to others, responding appropriately and taking turns to speak.
- Develop the confidence and ability to speak appropriately in a range of contexts.
- Be able to sustain concentration when listening.
- To encourage all children to foster a love of books and literature.
- Know, understand and be able to write in a range of genres, structuring texts appropriately.
- Use grammar and punctuation accurately.
- Have an interest in words and their meanings and a growing vocabulary.
- Plan, draft, revise and edit their own writing.
- Spell accurately, using their phonic knowledge (and, later, knowledge of spelling patterns) to spell regular words (with common exception words taught in a pedagogically appropriate manner).
- Develop a broad range of strategies for reading (phonic, graphic, syntactic and contextual) and be encouraged to self-correct.
- Have a suitable technical vocabulary through which to understand and discuss their reading and writing.
- Express opinions, articulate feelings and formulate responses to a range of texts.
- Develop an effective and fluent handwriting style.

Time Allocation

Within Key Stage 1 and Key Stage 2, children are taught English for a minimum of 5 hours per week. Meaningful links are made with other subjects, so that children are given opportunities to develop their speaking and listening, reading and writing across the curriculum. Within the Foundation Stage, the development of communication and language skills are given priority and this is in evidence across the curriculum. Reading and writing are taught daily.

Speaking and Listening

Pupils are given opportunities to speak in pairs, small groups, to a larger group at assemblies and are encouraged to speak in front of their peers. They share their news, feedback information from reading and research, and give opinions in across the curriculum.

Through the same range of activities, children are encouraged to listen to others, respect turn taking within conversations and ask appropriate questions.

Role play and drama activities may be used in English to encourage imagination and plot

development. Pupils will be encouraged to use a range of dramatic forms to express feelings and ideas both verbally and non-verbally. Pupils will be encouraged to appreciate drama, both as participants and observers.

Pupils will be involved in presentations and performances throughout the year.

Reading

Foundation Stage and Year 1 children are taught Phonics daily using the Little Wandle program. They learn to recognise graphemes and to say the sound they make. Children are taught to blend orally when reading and to segment for spelling. As a result, children quickly see themselves as confident and competent readers, with the ability to access a growing range of texts.

In Foundation Stage and KS1, children take home books as soon as they start school so that they develop skills in telling stories. They begin to take reading books home once they are able to recognise all the phonemes in the book and are able to blend simple words. The books are matched according to the children's blending and reading ability using the Big Cat scheme. Each week, the children take part in three practise reading sessions; and daily individual or group 'Keep up' sessions if needed.

Parents are encouraged to hear their children read daily and the importance of this is stressed.

In Key Stage 2, as children become more independent readers, they are able to choose freely from our well stocked libraries. Children read daily, either independently or in a guided reading sessions where fluency and comprehension skills are developed using VIPERS as question stems. The children use Accelerated Reader as a record of their reading and are encouraged to complete a comprehension quiz for each book. Every term they complete a STAR assessment that allocates them a range from which they can choose their books. Teachers can use the Accelerated Reader data to track children's progress and plan next steps/targets for individual children

In the Early Years Foundation Stage, children's progress in reading is tracked using 'Development Matters in the Early Years Foundation Stage' and through the Little Wandle tracker. From Year 1, children are tested termly using NTS tests and progress is recorded on our school assessment system, which is assessed against the National Curriculum expectations. Phonics is assessed using Little Wandle every six weeks and those children on 'Keep up' are assessed every three weeks.

Writing

We use The Write Stuff as our English structure. Using this, teachers create half termly medium-term plans ensuring that a range of writing activities across different genres are covered. Children learn to write for different purposes and audiences. Children are shown a model text, complete various sentence stacking lessons that focus on the style and grammar of the particular piece and then produce their own independent piece of writing. Children are involved in shared writing as a class and are given time to edit and improve their work using feedback from adults and peers.

In Reception, children are supported in writing independently from the beginning of their time at school. During play, the children enjoy mark making in a variety of situations and using their gross and fine motor skills, all of which develop their ability to ultimately use a pencil effectively. Role play and speaking and listening activities take place, and children are given a range of visual, kinaesthetic and auditory learning experiences to enhance their writing. The teaching of phonics, spelling and handwriting runs alongside this to support the development of writing. Activities are appropriately matched to individual abilities in the classroom, with realistic targets identified and planned for.

In Key Stage 1 and 2, children are exposed to a range of text types (e.g. traditional tales and reports), in a range of media forms. These may be provided by the teacher or may be suggested by pupils. The teacher then differentiates these for the different abilities, and the children and teacher

both tick off when they think each target area has been achieved. Children take part in regular self and peer evaluation of their writing. Editing and improving work is an important skill for the children to master. Children take on board verbal feedback from the adults, and make any necessary changes to improve their work using a green pen. From Year 2 onwards, the children read written feedback from their teacher, and edit and redraft where necessary.

Spelling

Our approaches to phonics and spelling follow the Little Wandle and the Rising Star schemes, and the spelling requirements in the National Curriculum. At Waldringfield Primary School, we recognise the difficulties that some children experience in becoming competent in spelling. Our aim is to offer a range of experiences and approaches that are appropriate to each individual and will support them in developing confidence in spelling. It is important that children progress at the speed and level that is appropriate to them and some areas may need more reinforcement than others.

Teaching of phonics in Reception and Year 1 is based on the Little Wandle scheme. During Reception, children are taught the most common sounds made by the 26 letters of the alphabet alongside their letter names. The sounds created by these letters are used when blending and segmenting. They also learn the 24 most common digraphs and trigraphs used in the English language (for example 'sh' as in shut, and 'igh' as in high). Year 1 sees further consolidation of these initial sounds. Children will also learn different ways to make the same sound (for example 'ay' and 'a-e' both make the 'ai' sound). Alternative pronunciations of the same sound may also be introduced (such as 'ea' in tea, head and break). Children are able to progress at their own speed in this and if needed 'Keep Up' sessions provide extra support.

In Year 2, children continue with daily Phonics lessons and then move onto the National Curriculum spelling programme when they are ready.

In Years 3, 4, 5 and 6, spellings are taught each week using the Rising Star scheme. Weekly spellings are sent home each week and are practised in class. These spellings are differentiated and may include topic words or frequently misspelt words.

Handwriting and Presentation

Please refer to the separate policy document.

Assessment, Recording and Reporting

Marking is in line with the school's policy. With each piece of work, pupils are assessed against success criteria which have been shared with them. Pupils are assessed regularly through teacher assessment and the NTS Reading test. Progress is recorded on Pupil Asset, and professional dialogues take place so that children who are not making sufficient progress can be supported. Pupils are assessed with KPI (Key Performance Indicators) for Reading and Writing. Children are expected to **embed** or **master** the English skills necessary for their year group in these areas.

Parents are invited to parent's evenings/target setting meetings twice a year.

The class teacher will keep individual records. These include any information that enables the teacher to deliver an effective, relevant curriculum which builds on prior attainment and meets the needs of pupils including phonic knowledge and the reading/spelling of common exception words.

Inclusion

All children receive quality English teaching on a daily basis and activities are differentiated accordingly. Where identified pupils are considered to require targeted support, to enable them to work to age-appropriate objectives, a variety of interventions are available. These include the use of IEPs, LSA support and support programmes.

- Nessy programme for phonics, spelling and reading
- Apples and Pears
- Toe by Toe
- Ace dictionaries

In addition, laptops and/or Clicker are used for writing where necessary.

Equal Opportunities

It will be ensured that equal opportunities in English are addressed as follows:

- Pupils with special needs have equal access to the English curriculum through the use of differentiated learning strategies and tasks. These are based on individual needs.
- Specific teaching strategies are used to maximize access to the curriculum for all pupils.
- Respect for cultural and linguistic diversity is promoted through the use of resources on multi-cultural, traditional and contemporary themes.
- An awareness of other dialects and standard English encouraged through a range of texts.
- Gender equality is promoted by ensuring that both boys and girls have access to all aspects of the English curriculum.
- Opportunities to address issues of gender, race etc, are provided through discussion, texts and resources.

Parental/Community Involvement

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

- Sharing information – newsletters, parents' leaflets, reading diaries, topic/homework newsletters.
- Homework – in line with our homework policy and home/school agreement.
- We ask parents to encourage and monitor home reading and discuss books and preferences with their children.
- Little Wandle training for Parents

Professional Development

Training needs are identified as a result of whole school monitoring and evaluation, performance management and needs of children. These will be reflected in the School Development Plan which includes the English Action Plan.

The English co-ordinator will arrange for relevant advice and information, such as feedback from courses and newsletters, to be disseminated. Where necessary the English co-ordinator organises or leads school-based training.

Additional adults who are involved with intervention programmes will receive appropriate training, which may be part of LA central or school-based training.

Resources

Each class has easy access to basic resources for English such as dictionaries, thesauri and reading scheme books.

The school library contains a range of non-fiction and fiction books that are labelled using the Accelerated reading range system . All classrooms also have a reading corner/bookshelf.

Sets of guided reading books are stored centrally.

Enrichment events may be organised including visiting storytellers, authors, poets, visiting drama specialists and theatre groups.

Monitoring and Evaluation

English is monitored by the head teacher, English Lead and English Governor.

Having identified priorities, the English Lead constructs an action plan which forms part of the School Development Plan. This will form the basis for monitoring and will identify how this is to be implemented.