

Westleigh St Paul's CE School



English Policy
September 2020

AIMS:

At Westleigh St Paul's CE School we believe that language and English is fundamental to the overall development of the child and their access to all aspects of the wider curriculum. We, as practitioners, aim to deliver quality teaching of basic and higher order reading, writing, listening and understanding skills, enabling children to become confident and successful in their English. We want quality teaching and learning to take place. By the time pupils leave in Year 6 we want them to be able to:

- Read and write with confidence, understanding and fluency.
- Understand the sound and spelling system and use this to accurately read and spell.
- Be able to orchestrate a full range of reading strategies (phonic, graphic, syntactic and contextual) to monitor their reading and self-correct when necessary.
- Use grammar and punctuation accurately.
- Have legible and consistent handwriting.
- Have an interest in words and their meaning and add to a growing vocabulary.
- To know, understand and be able to write in a range of genres: narrative, non-narrative and poetry.
- Have an interest in learning new words and their meanings and rapidly develop a growing vocabulary that can become evident in their writing.
- Have an interest in books and different genres of writing, read for enjoyment and evaluate and explain their preferences.
- Through reading and writing, develop their imagination, invention and critical awareness.

STATUTORY REQUIREMENTS

We believe that communication and language with opportunities to explore reading and writing underpins children's future learning. The practice in Foundation Stage will follow the DfE curriculum guidance and will work towards the early Learning Goals aiming to meet the statement of the goals by the end of reception.

In reception class the daily routine will include planned and spontaneous activities that include:

- A wealth of opportunities to experience and develop speaking and listening.
- Experiences that develop gross and fine motor skills through play and mark making / handwriting activities.
- Sharing and enjoying a range of rhymes, songs, stories and books.
- Immersion in a print-rich environment with constant opportunities for oral language and written communication.
- Speaking and listening in a variety of contexts and group sizes and represent ideas in their activities.
- A dedicated phonics area with planned current and differentiated phonics activities.
- Focus activities that teach children early communication language and English skills.
- Role play and small world activities to encourage communication and collaborative learning.
- Differentiated small reading groups.

- Big book activities with a shared reading and writing focus each week.
- Floor book activities to encourage and empower the children to be able to improve their cognitive thinking, questioning and oral debate skills and raise standards in writing. (Spring & Summer term)

At the end of the Foundation stage, there will be opportunities for a smooth transition into Year 1. The children will spend time with their new teacher and in their new classroom. Parents/ carers will have opportunities to discuss transition issues so they feel reassured and confident of a smooth transition for their children.

KS1 - At the start of the Autumn term all teachers will hold an informal 'Meet the Teacher' session where parents / carers will be invited in so that they can see their child's new learning environment and address and ask any questions they have.

The teaching of English in KS1 will include:

- Explicitly taught and planned sessions following the guidance and objectives of the New English Framework.
- Planned speaking and listening activities, e.g. role-play, talk partners, drama and hot seating in order to prepare pupils for the writing process.
- Word level work with explicit teaching of phonics using 'Letters and Sounds'.
- Sentence level work led by quality texts to develop grammatical awareness and punctuation skills.
- Text level work using a range of genres to develop comprehension and composition skills and the understanding of print.
- Letter formation and handwriting taught in a discrete lesson following the ISHA (Achieving Excellence in Handwriting) scheme.
- Immersion in a print rich environment that promotes a reading culture and develops children's oral and written communication.

Provision for children to consolidate learning.

- Role play area (Reception & Year 1)
- Small world activities (all)
- Reading corner (all)
- Writing area (Reception & Year 1)
- Phonics station (Reception & Year 1)
- Whole school library (timetabled for each class)

KS2

At Key Stage Two, children should learn to change the way they speak and write to suit different situations, purposes and audiences. They should have access to, and read a range of texts and respond to different layers of meaning in them. They should explore the use of language in texts and learn how the structure of language works.

The teaching of English in KS2 will include:

- Explicitly taught and planned sessions following the guidance and objectives of the New English framework.
- Sentence level work led by quality texts to develop grammatical awareness and punctuation skills. 'Support for Spelling' and 'Letters and Sounds' and 'Grammar for Writing' to be used when required.
- Pupils will learn to spell the words from the appendices in the National Curriculum as well as supplementary spellings applicable to that year group.
- Text level work involving reading a range of genres to develop comprehension skills and scaffold writing.
- A range of text types, including cross curricular writing, modelled to promote sustained composition.
- Handwriting and presentation skills to be taught using the ISHA materials and resources. All classes should aim for at least 10 minutes per day for discrete handwriting teaching and practice.
- Immersion in a print-rich environment that promotes a reading culture and develops speaking and listening skills.
- Access to and use of school library with planned visits to Leigh Library for some classes.

Other provision to consolidate learning.

Each class will have:

- A reading corner / area.
- Use of iPads and laptops.
- Timetabled school library time.

PHONICS

Discrete synthetic phonics is taught in Foundation and KS1 and where necessary in KS2. The phonics lesson takes place every day. (11.30 - 12.00). School follows the 'Letters and Sounds' scheme of work and after completion of Phase 5 will move onto Support for Spelling. Letters and Sounds is a powerful teaching tool which ensures that young children will be well-placed to read and spell words with fluency and confidence by the time they reach the end of KS1. Phonics is taught daily and is aimed to be fun and well-paced. Foundation children are assessed on entry and the teaching of Letters and Sounds begins almost immediately. Children in KS1 and Year 3 are streamed according to ability and these groups (usually 8 groups) are assessed at the end of every half term (although children may move from group to group during a half term as a result of formative teacher assessment) Children in Year 4 and above who are still not working at the required level are given extra support using whichever phonics scheme their class teacher/SENDCo thinks is best suited. The children's guided reading books and home readers are compatible with the sounds they are learning.

In the Autumn term the Reception, Year 1 teacher and English Lead will provide parent workshops to explain how the children will be learning to read and write using 'Letters and Sounds'. There is a modelled lesson showing each Phase and parents are encouraged to join in as much as possible. The workshop ends with a Q&A session. The Year 1 teacher will also hold a meeting prior to the Year 1 Screening test (June) to explain what this is and answer any questions.

SENTENCE LEVEL WORK

This includes grammatical awareness, sentence construction, punctuation and the higher skills of grammar. This is taught directly through quality texts, modelled examples and investigation. Sentence level work is taught; through the main English session, guided read and write sessions and the wider curriculum.

SPEAKING AND LISTENING

We believe that speaking and listening is fundamental to the children's development and that confidence in this area is essential in all areas of English. The four strands to speaking and listening are:

1. Speaking
2. Listening and responding
3. Group discussion and interaction
4. Drama

These oral skills are directly taught, modelled and encouraged in whole class and small group settings. Opportunities across the whole curriculum are planned for and developed. Children play an active part in presentation, topic talks, group discussions, debates and drama activities.

READING

Reading is a skill essential for life and at St Paul's we want our children to leave school with a love of reading. We strongly believe that teaching pupils to read is not sufficient to enable children to become enthusiastic and lifelong readers. Along with teaching children the skills to decode texts we also strive to encourage them to foster a love of books and reading.

High priority is given to reading in Foundation and KS1. Children are placed in ability groups and each group is given the opportunity to read with the teacher/teaching assistant at least twice a week. This method of guided reading ensures children are taught a range of reading skills which they practice at school and home. Children are able to take home at least one (usually two) reading book to read to their parent/ carer every week. Parents are encouraged to sign and make a comment in their child's diary on how their child read.

The programmes of study for reading at KS1 and KS2 consists of two strands:

- Word reading
- Comprehension

Reading is taught in various ways:

1. Whole class reading that develops listening skills, a love of story and reading for pleasure. Teacher led reading with children listening and responding to questions, predication and vocabulary choices as appropriate to the levels of the children
2. Shared reading that immerses children in the pattern of story and features of text types. This happened in English lessons when introducing text and prior to writing. The teacher models as an expert reader and draws out the key elements of the content.
3. Guided reading is taught in every class. All children are given the opportunity to read a variety of levelled fiction, non-fiction and poetry books in a small group. They are encouraged to ask and answer questions to aid comprehension. For comprehension, we use school 'reading **VIPERS**' which is an anagram to aid the recall of the 6 reading domains as part of the UK's reading curriculum. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts.
4. Other teacher-led comprehension sessions, focussing on the high quality texts, or other stimulus (such as newspaper articles, film clips, song lyrics or music) are used to assess the understanding of comprehension, language, inference and meaning of a book or text using the content domains for each key stage.
5. 1:1 reading with the teacher / TA / Reading Buddy / Other adult
6. Independent reading in school and at home. Books are sent home with a diary or reading record for communication with parents / carers. In Foundation Stage and KS1 (Year 3 when necessary) children take home two books per week (primarily Oxford Reading Tree, Oxford Project X or Dandelion Readers). The books used are compatible with the children's phonic ability and therefore children are moved through the stages as they are able to read the key words. Children are assessed by the class teacher every half term to check that home reading books are suitable for each child.

In school sets of guided reading books are banded and stored together in each key stage. Progress records are completed against the assessment focus and each group reads with an adult at least twice weekly.

Free readers are categorised into genres or authors and these are available to children at teacher's discretion.

THE READING ENVIRONMENT & READING INCENTIVES

A positive reading environment in school encourages children to interact with displays, to follow instructions and signs, promoting functional language. Within classrooms and communal areas the reading area are attractive and welcoming and books easily accessible. Books are also displayed and promoted around all classrooms and the whole learning environment of the school. Books and audio cd's, along with story props and puppets enhance the reading environment and process.

The school library provides reference and reading materials for children and teachers. Each class from Reception to Year 6 have timetabled visits to the school library and children are able to

spend time choosing and reading a book and taking one home to share with parents / carers. Teachers should give the children time to explore and discuss the books they have chosen.

School runs a 'Reading Champions' programme. Every 4-6 weeks a reading champion is chosen from each class. This is a child who is demonstrating a love and enthusiasm for reading, wither in school or at home. Teachers buy a new book chosen specifically for that child. The book is wrapped and presented in a special assembly. The child takes the book home to read and is then given the opportunity to feedback at a 'Champions Meeting' and to decide whether to buy more copies of each book for the school library or class reading corners.

HANDWRITING

Handwriting and letter formation is explicitly taught throughout school. In Foundation Stage (and Year 1 when necessary) children are taught to write their names through tracing, copying and writing from memory. Support is given to those with poor pencil grip through triangular pencils and pencil grips. School uses the ISHA scheme (Achieving Excellence in Handwriting). This programme of daily handwriting lessons is delivered discretely and systematically (minimum 10 mins per day). School promotes the necessity of good tools and correct body posture to enable children to achieve good presentation. The handwriting style is based on a simple semi-cursive style with a joining lift but no 'loops' or 'lead ins'.

THE USE OF ICT

Information and Communication technology is used to enhance the learning experience and support effective teaching. All classes have an interactive whiteboard or iBoardTouch and computer. Both key stages have access to laptops and iPads which are timetabled for each class. Reception and Year 1 have 3 laptops in each class which are used to support English in continuous provision (Phonics Play and ICT Games phonics). There is a range of writing and teaching programs on all computers to support the teaching and acquisition of English skills and for presentation of work. A whiteboard is used for teacher modelling of writing for handwriting and Shared Writing sessions.

ASSESSMENT AND TARGET SETTING

Throughout the year children are continually assessed using the National Curriculum objectives for both reading and writing. In Years 2 and 6 National Standards are used to assess and measure progress and attainment. Teachers Target Tracker to track and measure progress. These formative and summative assessments are then used to support teachers' assessments at the end of each term. Each half term, individual targets are set and discussed with the children so that they are clear how they can make progress over the next half term. Progress and levels in reading are recorded during guided reading sessions and VIPERS sessions against the relevant assessment focus.

All assessments are used to inform planning and to target teaching to the needs of individual children as well as to track progress. The English coordinator reviews assessment data every

term and liaises with teachers, SEND coordinator and SLT regarding any issues, as part of the monitoring and evaluation of English throughout school.

INCLUSION

English forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our English teaching we provide learning opportunities that enable all pupils to make good progress. We strive to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language.

After consultation with SENDCO, (Mrs D Hill) interventions for English take place throughout. Individual Education Plans (IEP's) for children with special educational needs are drawn up with specific targets relating to reading, writing, phonics or CLLD.

Class teachers support pupils within the classroom by using:

- texts that children can more easily read and understand
- visual and written materials in different formats
- ICT, other technological; aids and tapes materials
- alternative communication, such as signs and symbols
- writing frames
- word banks, word mats
- alphabet arcs

We use the Targeted Education Support Service (TESS) to support us with English assessments and targets.

INTERVENTION PROGRAMMES

The school uses several intervention programmes to help progress in English, including: Time to talk, talking partners, Fischer Family Trust, Precision Teaching, Writeaway, Story Sparkers, On the Right Track, Sentence to Narrative, SRB4, Write about the Picture, Reading for Meaning and Sounds Write.

EQUAL OPPORTUNITIES

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background. The Ethnic Minority Achievement service (EMAS) are called upon to carry out assessments, set targets and offer support for children with English as their second language.

ROLE OF SUBJECT LEADER(S)

1. To ensure a scheme of work is maintained and implemented for age groups and to co-ordinate this within the school.
2. To develop continuity in English throughout the school.

3. To be available to help and inform staff, providing advice, information and guidance as required.
4. To ensure the requirements of the National Curriculum are fully implemented.
5. To ensure materials and resources meet the requirements of the scheme of work and manage relevant budgets.
6. To lead innovation (if required), maintaining up-to-date knowledge of the subject and attending relevant courses and to circulate relevant information.
7. To liaise with the secondary school and co-ordinators from other schools as and when required.
8. To meet with SLT and Curriculum co-ordinators to ensure positive communication.
9. To ensure an efficient planning/assessment/recording system is in place and is understood and used by all staff.
10. To monitor standards in English via a variety of means and to report findings back to staff, SLT and governors. To use these findings in developing the subject further and raising standards.
11. To ensure that high standards of English are used across all subjects in the curriculum.
12. To ensure balanced development between all areas of English, i.e. Speaking/Listening, Reading, Comprehension, Grammar, Spelling, Handwriting and Independent Writing.
13. To recognise and monitor areas for staff CPD and arrange training where necessary.
14. To lead training as and when necessary.

PARENTAL INVOLVEMENT

English homework is given to children every week and parents are encouraged to support children in their work at home.

Reading books are sent home every week with a diary/reading record for parents and teachers to communicate on a child's progress.

Parents have a formal parents evening twice a year where the teacher will inform parents of their child's progress and target and answer any questions parents may have. Parents also have an end-of-year written report with targets for the following year.

Teachers are available to speak to parents regarding their child's progress by making a mutually convenient appointment.

Parental workshops are offered on a variety of English related topics.

Foundation and Key Stage 1 offers a parental workshop for the learning of the 'Letters and Sounds' programme which is held in the Autumn term.

THE GOVERNING BODY

Regular reports are made to the governors on the teaching and progress of English provision. The policy will be reviewed every year or in light of changes to legal requirements.