Westmoor Primary School

English Policy

Autumn 2019

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Agreed by Governors:

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WESTMOOR PRIMARY SCHOOL

POLICY FOR ENGLISH

Introduction

This policy is written for teachers, parents, governors and all persons with an interest in the delivery of the English curriculum at Westmoor Primary School. The purpose of this policy is to describe the philosophy that underpins the teaching of English in this school and to describe how that is planned, delivered and assessed.

Rationale

In this school, all aspects of English are taught because every pupil has a statutory entitlement to be taught with the Programmes of Study for English in the National Curriculum. Also, the staff believe the development of knowledge, skills and the concepts across the whole spectrum of English to be essential because of their:

- crucial importance in the child's social, emotional and intellectual development
- unique position as the essential learning tools both in and out of school
- status as communication skills for life
- potential for personal enrichment through facilitating access to texts, providing pleasure or information
- worth of study and critical analysis in their own right.

At Westmoor Primary School we aim for children to become literate pupils.

Literate Primary children should:

- communicate appropriately in written and spoken forms
- read and write with confidence, fluency and understanding
- be able to use a full range of reading cues (phonic, graphic, syntactic, contextual) to monitor their own reading and correct their own mistakes
- understand the sound and spelling system and use this to read and spell accurately
- have fluent and legible handwriting

- have an interest in words and their meanings and a growing vocabulary

- know, understand and be able to write in a range of genres in fiction and poetry and understand and be familiar with some of the ways in which narratives are structured through basic literary ideas of setting character and plot

- understand, use and be able to write a range of non- fiction texts

- plan, revise and edit their own writing

- have a suitable technical vocabulary through which to understand and discuss their reading and writing

- be interested in books, read with enjoyment and evaluate and justify their preferences

- through reading and writing, develop their powers of imagination, inventiveness and critical awareness

- express themselves creatively through the study and critical appreciation of literature and poetry

- explore/emphasise with others and develop relationships

- study and produce media texts, manipulating texts/language for effect

- understand and value other cultures through literature

- explore situations and issues through educational drama

- use information technology to enhance/improve their English skills

Aims for Speaking and Listening

The staff acknowledge that speaking and listening provides the foundation for all further language development. We believe that a pupil's spoken language is crucial to his/her identity. This therefore should be valued and built upon. It is important that pupils gain knowledge, competence, confidence and pleasure in the use of the more universal dialect of Standard English and to use whichever of these is appropriate to audience, purpose and situation.

We therefore aim to provide pupils with opportunities to:

- speak in a variety of forms for different audiences, purposes and situations both formal and informal
- to develop the conventions of conversation, debate and discussion
- reflect upon their speech as used in different circumstances and help them to make appropriate choices.

Aims for Reading

We believe that reading is the most powerful tool of learning both in and out of school. It facilitates independence in the quest for knowledge. It allows the reader to share experiences. It engages readers with language models from which they can gain pleasure and an understanding of how their language works.

Therefore we aim to help pupils to:

- master the basic mechanical skills of reading
- develop and use appropriately the higher order reading skills, styles and strategies which contribute to overall comprehension of a variety of texts
- read with accuracy, fluency and use of expression
- develop a love of literature, appreciating and critically evaluating language, and meanings.
- understand the value of information texts as an aid to learning.

Expectations for all children

Children are given extensive opportunities to enjoy and explore books from entry into Nursery.

All children have access to our school library which is located in the centre of the building– see separate Library Policy.

Home reading books are provided from Nursery onwards and are levelled according to the Book Banding system. Children move through the book banded levels in accordance with on-going teacher assessment.

Guided (Inference) Reading Groups

Groupings are informed through RWI assessments, Hodder, YARC, Phonic Screeners, Running Records, as well as a range of other teacher assessments.
Each group reads weekly. Agreed proformas are used for recording evidence.
NTAGs are used to track progress.

Individual Reading

Reception children read weekly with either the teacher or an additional adult/volunteer.
KS1 and KS2 children read for pleasure and practise daily.
Teachers, additional adults and TAs read with individuals depending on timetabled support.

Teachers monitor home reading weekly.

Whole Class story
On-going class novel /picture books/poetry and non- fiction are shared and enjoyed daily.

Reading Journals
A range of reading tasks, including the teaching of specific knowledge and skills inc visualisation, prediction, summarising, as well as, formal reading comprehension, are generated by the class teacher and completed during reading lessons.

Expectations for those children making less than good progress
Target Readers -approx 3/4 chn per class.
Informed by **teacher assessment and a range of published reading assessments,** either not making expected progress or well below **ARE** read with the teacher or TA 1x per week individually and access intervention programmes as appropriate.

Intervention—1-1 or small group work, based on a range of assessments, individualised programmes eg dyslexia, EHCs
Follow intensive reading programme with TA eg Read Write Inc, Fresh Start, BRP

Aims for Writing
We believe that confidence and competence in use and control of the written word is essential to the creation, exploration and clear communication of meaning: an individual's ability to use this form effectively affects performance in all areas of living and learning. Teachers understand that writing is a developmental process and try to promote it as an enjoyable experience. In the Early Years the focus of teaching will be on developing knowledge and confidence in the young writer and, as this becomes established, the focus will be to develop competence, and confidence ensuring growth of knowledge about all aspects of writing and its application to written work in a planned, organised, stylistic and accurate manner. The use of engaging texts where writing activities are a product of the children's imagination and exploration of the texts, alongside some of the Talk For Writing principles, are our primary approaches to the teaching of writing.

We therefore aim to provide opportunities for pupils to:

- explore and develop knowledge of the wide variety of functions and formats of the written form
- express themselves and communicate meaning effectively, making appropriate language choices in vocabulary and style according to their intended purpose and audience
- understand, value and use the process approach to writing in order to improve

the content and presentation of their writing through planning, drafting and re-drafting, using a variety of techniques

- writing individually and collaboratively, experience praise, constructive criticism and support to develop independence in their writing

- experience the pleasure of publishing their writing and sharing with a wider audience.

Aims for Spelling

We believe that conventional spelling is necessary to accurately convey meaning to the reader. We therefore aim to help our children to develop a variety of strategies that will enable them to become independent, conventional spellers. The staff recognise that learning to spell is a developmental process therefore, we use the National Curriculum word lists alongside Read Write Inc in a multi sensory approach as our primary programme for the teaching of spelling.

We therefore aim to develop pupils' knowledge of:

- sound/symbol relationships

- regular patterns in words and non-standard forms

- the structure of words

- compound/complex words, prefixes, suffixes, roots and origins

- high interest words associated with topic and specific curricular areas
- a variety of strategies to enable independence in spelling; wordbooks word banks, dictionaries, displays, other writers, mnemonics etc

- spelling rules and exceptions.

Expectations

Foundation Stage
Pupils will be taught to:

Recognise all 40+ phonemes
Write own name
Spell some tricky words
Apply phonics when writing words

Year 1
Pupils will be taught to spell:

Words containing each of the 40+ phonemes already taught
Common exception words
The days of the week
Name the letters of the alphabet
Add suffixes and prefixes
Apply simple spelling rules
Write simple sentences dictated by the teacher and independently.

Approx 6 spellings will be given as homework as appropriate and in line with phonic groups.

Year 2
Pupils will be taught to :

Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.
Learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.
Learn to spell common exception words
Learn to spell more words with contracted forms
Learn the possessive apostrophe (singular) [for example, the girl's book]
Distinguish between homophones and near-homophones
Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly

Approx 8 spellings will be given as homework as appropriate, in line with phonic groups and assessment of HF words.

Years 3 and 4
Pupils will be taught to:

Use further prefixes and suffixes and understand how to add them (English Appendix 1) spell further homophones
Spell words that are often misspelt (National Curriculum word lists)
Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
Use the first two or three letters of a word to check its spelling in a dictionary
Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Approx 10 spellings will be given as homework in Year 3, and 12 in Year 4 as and when appropriate. This will be based on teacher assessment of phonics, HF words etc.

Years 5 and 6
Pupils will be taught to:

Use further prefixes and suffixes and understand the guidance for adding them
Spell some words with 'silent' letters [for example, knight, psalm, solemn]
Continue to distinguish between homophones and other words which are often

confused.
Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix1
Use dictionaries to check the spelling and meaning of words.
Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
Use a thesaurus.

Approx 15-20 spellings will be given as and when appropriate.

Aims for Handwriting

We believe that the presentation of written work is important in terms of the audience needs. We aim for our children to develop a fast flowing, attractive, legible, personal hand. To achieve this there will be a consistent approach to the teaching of handwriting across the whole curriculum and key stages using tram lined books where possible.

We therefore aim to provide a structured teaching programme which ensures:

- correct orientation and formation of letters
- consistency and appropriateness in size and spacing
- a pride in presentation
- a smooth transition from printing to a joined up style.
- See separate Handwriting Policy.

Aims for Drama

The staff recognise the power of educational drama as:

- a learning tool across the curriculum
- an effective contributory factor in the development of oral/aural skills,empathy with others and an understanding of self
- a means of encouraging interaction with texts

Aims for Media Education

The staff believe strongly that the English curriculum can be enhanced by the use of media texts. Opportunities are therefore provided for pupils to:

- critically analyse the ways in which language is used for effect and appropriateness to audience and purpose.

Aims for Computing

The staff believe that the use of information technology should be promoted to assist and enhance pupils English skills and therefore provide opportunities for pupils to:

- use the computers, laptops and Ipads to compose, revise and edit written texts, individually or collaboratively
- use ICT facilities to enhance presentation materials
- use software to develop specific English skills e.g. spelling, interactive reading
- develop/use databases to retrieve and collate various types of information.
- use the internet and websites to enhance, support and extend the learning of Literacy.
- have access to the classroom IWB, IPads, tablets, laptops and visual resources.

Planning

Literacy units of work are planned around a quality text using some of the Talk for Writing principles and fully aligned to National Curriculum Programmes of Study.

In Years 1-6 the children are set according to their ability.

- We carry out the curriculum planning in English in three phases (long-term, medium-term and short-term). The National Curriculum details what we teach in the long-term.
- Our medium-term plans, give details of the main teaching objectives for each term. These plans define what we teach, and ensure an appropriate balance and distribution of work across each term. The subject leader is responsible for monitoring and reviewing these plans.
- Class teachers complete a weekly (short-term) plan for the teaching of Literacy. This lists the specific learning objectives and expected outcomes for each lesson, and gives details of how the lessons are to be taught. It also includes details of what each group of children will be learning. The class teacher keeps these individual plans, and the class teacher and subject leader may discuss them on an informal basis.
- We plan the activities in English so that they build on the children's prior learning. We give children of all abilities the opportunity to develop their skills, knowledge and understanding by using an A4L teaching approach in all lessons.

Homework is set in accordance with whole school guidance as outlined in Homework Policy.

The Teaching and Learning of English

The English curriculum is delivered within a stimulating, language rich environment where Assessment for Learning techniques are used as the primary approaches to differentiation, assessment and teaching. Live marking/feedback is incorporated into lessons to promote quality learning through which children are motivated to achieve success.

English is taught in a variety of ways including:

- Direction
- Demonstration
- Modelling
- Scaffolding
- Explanation
- Targeted questioning
- Initiating and guiding exploration
- Discussing and challenging ideas generated by the children
- Listening and responding to children in a sensitive and supporting manner, discussing and evaluating children's successes.

In addition, with specific reference to English, teachers will:

- have a clear understanding of the objectives being taught, openly sharing these and, when appropriate, Success Criteria with the children at the beginning of lessons and reflecting upon them within the lesson and again at the end
- plan for well-paced lessons which drive learning forward, using quality texts for teaching as their basis
- consider the opportunities for developing English skills across the curriculum
- be mindful of the literacy needs of the child in all subject areas, and differentiate questions and activities to allow all children access.

All children in our school will have full access to English on a daily basis. Any Additional support or intervention that is required will take place either during the

independent session of the hour, allowing the child to benefit from the rich literacy environment, or at other times during the school day as appropriate.

Any intervention or other individual programmes will be linked, where appropriate, to the suitable objectives from the National Curriculum and targets set out on individual EHC plans.

The Foundation Stage

We teach English in Reception classes as an integral part of the school's work. The format for the daily lesson is similar to that used in the rest of the school. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the English aspects of the children's work to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. We give all children the opportunity to talk and communicate in a widening range of situations, to respond to adults and to each other, to listen carefully, and to practise and extend their vocabulary and communication skills. They have the opportunity to explore words and texts, to enjoy them, to learn about them, and to use them in various situations.

Classroom/Outdoor Learning

The teachers will ensure that:

- the classroom layout and outdoor environment is stimulating
- there is continuous free flow to the outdoor areas
- a Learning Wall provides relevant prompts for the chn for the current unit of work. E.g. relevant vocabulary { see Raising Standards document for more detail}.
- displays reflect the whole curriculum, but all maximise potential for language development
- the tables in the classroom are usually arranged to facilitate; an individual quiet study, group work, whole class work.

Each classroom has its own book area with easy access to a computer.

Live Feedback/Marking

The staff acknowledge that responses should be supportive to promote self esteem and encourage development. Therefore we:

- respond in open dialogue about pupils' work and progress
- use some Marking Codes and coloured highlighting to provide the children with relevant feedback –see Feedback Policy

- display children's work in a manner demonstrating teacher's valuing of pupils efforts

- encourage children to present their 'offerings' to a wider audience, e.g. other staff, children, parents and visitors to the school.

Cross curricular Links

The skills that children develop in English are linked to, and applied in, every subject of our curriculum. The children's skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their work at school.

Mathematics

The teaching of English contributes significantly to children's mathematical understanding, in a variety of ways. Children in the Foundation Stage develop their understanding of number, pattern, shape and space by talking about these matters with adults and other children. Children in Key Stage 1 meet stories and rhymes that involve counting and sequencing. Children in Key Stage 2 are encouraged to read and interpret problems, in order to identify the mathematics involved. They explain and present their work to others during plenary sessions, and they communicate mathematically through the developing use of precise mathematical language.

Personal, social and health education (PSHCE) and citizenship

English contributes to the teaching of PSHE and citizenship by encouraging children to take part in class and group discussions on topical issues. Older children also research and debate topical problems and events. They discuss lifestyle choices, and meet and talk with visitors who work within the school community. Planned activities within the classroom also encourage children to work together and to respect each other's views.

Spiritual, moral, social and cultural development

The teaching of English develops skills through which our children can offer critical responses to the moral questions they meet in their work. Their understanding and appreciation of a range of texts bring them into contact with their own literary heritage and with texts from a diverse range of cultures. The organisation of our lessons allows children to work together, and gives them the chance to discuss their ideas and results.

Computing

The use of ICT, with clear learning objectives, will promote, enhance and support the teaching of English at word, sentence and text levels. It also offers ways of impacting on learning which are not possible with conventional methods, e.g. interactive stories.ICT is used at whole-class, group and independent levels. The screen projection of text enables it to be read and shared. The projection of a word

processor permits the writing process to be modelled effectively. A wide variety of text types are available through the Internet to encourage the framing of explicit questions. Software is used to support independent reading (text to speech) and writing (predictive word processors, word banks and spell checkers). A range of software is used to develop specific grammatical and spelling skills. Lessons can focus on what pupils have achieved using ICT, or ICT can provide the means of presenting their outcomes (via multimedia presentation or the school website).

Assessment

At Westmoor Primary School, assessment of children's work is used to inform planning for the future and thus ensure pupils' progress. All children are assessed in both reading and writing using a range of formal and informal methods. The school keeps a sample of assessed and moderated work to ensure standards are maintained.

Assessment is in line with the whole school policy (see assessment policy for processes and proformas).

Monitoring

The English curriculum, planning, delivery and attainment is monitored by the Co-ordinator through:

- Regular planning scrutinies.
- Half termly work scrutinies.
- Literacy Walks
- Lesson observations
- Auditing and updating resources.
- Compiling a Literacy file noting courses attended, training delivered, staff meetings etc.
- Analysis of SAT papers to identify key issues.

Promoting British Values

The staff will ensure that through the teaching of English they will actively promote the fundamental British values of:

Democracy– respect for and participation in the democratic process
Rule of Law- respect for the laws of England
Equality– equality of opportunity for all
Liberty– respect for the liberties of all
Tolerance– respect for ad tolerance of different faiths and religious beliefs.

Continuity and Progression

The school is aware of the need to ensure continuity and progression in the development of knowledge and skills for individual pupils. However, it is also essential that basic skills are revisited and practised in order to ensure a deep understanding, which will provide an excellent grounding for the more complex skills and knowledge. Continuity and progression will be achieved through careful planning, differentiation and assessment and structured liaison between and across key stages.

Equal Opportunities

This school believes that every pupil is of equal value and has the right to equal education opportunities, irrespective of age, ability, race, creed and gender; therefore we help all our children to:

- access the whole curriculum with respect to English/Language skills in reading,
- writing, speaking/listening through the provision of appropriate texts and
- additional outside support being requested as necessary

Find out about different cultures and groups as well as challenge prejudices and stereotypes.

Cultural Recognition

The staff recognises that the diversity of cultural contributions influences current planning and practise, therefore ethnic minority interests and issues are addressed throughout Literacy. Steps are taken to promote cultural diversity and celebrate difference and the school takes steps to ensure that resources in all areas of Literacy are inclusive.

Special Educational Needs and Disability

Learning difficulties are assessed by the class teacher and SENCO where appropriate. Where possible, targeted children work in smaller groups with the support of the classroom assistant and with appropriate learning prompts and resources as identified on individual EHCs.

Parental Involvement and Community Relations

The staff believe that it is beneficial to promote links between the school and the wider community. We therefore encourage:

- parents to take an active partnership role in education through e.g. the development of home school reading programmes
- appropriate parental assistance and sharing of expertise in classroom/on visits and in promoting extra- curricular activities

- good relationships between the young and old people of the community through joint activities; school fairs, invitations to concerts etc

- visits from authors, poets and drama companies to perform for/work with pupils

- special activities e.g. Book Week, World Book Day, Shakespeare's birthday.

Use of Local/Global Environment

The staff take every opportunity to develop children's knowledge and concern regarding environmental issues through the whole school curriculum.

Such experiences are used to stimulate children to write, speak and read. New experiences, which visits may offer, can generate a sense of awe and wonder.

Spiritual Development

At Westmoor Primary School, we aim to deliver the whole curriculum in a way which provides our children with opportunities for exploration, questioning and reflection. In particular, English provides many opportunities to develop open ended and thought provoking situations to enable children to develop the skills of thinking beyond the literal, nurturing sound relations and principles.

Resources

- Well stocked library, including policy documentation situated in the library cupboard.

- IWB in every classroom.

- Children access
    - Timetabled class sessions for withdrawal and enjoyment.
    - Individual/group access for project research/borrowing.

- Class library

    - Teacher's own stock, which can be extended from the main library, or CYPL Service.

- Staff Resources
    - Sited upstairs.

- Children's Books
    - Core reading scheme sited in individual classrooms.
    - Core schemes, fictional and non-fiction materials, magazines, in individual classrooms.

- Photocopiable Resources
    - Upstairs or in individual classrooms.

Human Resources

English and Library Co-ordinator
Teaching Assistants x 8
Intervention Strategy Assistants (Number is needs driven and reviewed annually)
Parent Helpers x 14

Time

Financial

A significant contribution is devolved to English each year from the School Budget Share. Decisions made in devolving the budget are made in collaboration with the Governors, Deputy Head teacher and Staff. This budget is supplemented with money raised by parents to purchase books and other resources, e.g. computer software.

Developing and Monitoring of the English Curriculum

To ensure the coherence and progress of the development of English in this school the monitoring of the curriculum is recognised as an essential element.

Time is allocated to allow the English Co-ordinator to do this as well as assisting with planning, updating the school's policy , SDP, SEF and the literacy action plan.

The co-ordinator also assists teachers by leading staff meetings, planning and leading Inset activities, providing consultancy and advice, also by supporting them in the classroom. This is all done in collaboration with the Head teacher.

In addition, as a result of monitoring, the Co-ordinator will make appropriate arrangements for staff development.

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