



West Pennard C of E Primary School

English Policy

February 2021

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West Pennard CE VC School English Policy 2019

Our school vision...

***'Since God so loved us, so we must love one another'
(1 John 4 v11)***

Valuing our Christian foundation, we care for each other and our world.

We develop resilience, confidence, creativity and independence through our innovative and diverse curriculum; inspiring and motivating everyone to thrive.

Our motto, 'To Try is to Triumph' and growing Christian Values, are central to all that we do.

Reading, Writing, Grammar, Spelling, Phonics and Handwriting

Rationale

'Teachers should develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject' (National Curriculum 2014). English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum.

Fluency in the English language is an essential foundation for success in all subjects and has a pre-eminent place in education and in society. A high-quality education in English teaches 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. Effective communication, both spoken and written, is a priority at our school for all pupils.

Aims

Statutory requirements for the teaching and learning of English are set out in the National Curriculum in England (2014) and in the Communication and Language and Literacy sections of the Statutory Framework for Early Years Foundation Stage (2012). The aim for English in the National Curriculum is to promote high standards of language and literacy by allowing children to develop a strong command of the spoken and written word, and to develop their love of literature.

From Year 1 to Year 6, the National Curriculum for English (2014) in conjunction with the Early Years Foundation Stage Statutory Framework (2012) aims to ensure that all children:

- Read easily, fluently and with good understanding;
- Develop the habit of reading widely and often, for both pleasure and information;
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language;
- Appreciate our rich and varied literary heritage;
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences;
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas and are competent in speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Equal Opportunities and Additional Needs

We understand that the children have different backgrounds in terms of knowledge, experience, ability and capability. We therefore aim to ensure that English throughout the school is accessible by all pupils, regardless of ability, gender, race or belief. The teaching and learning is to be made relevant to the pupils' own experience and abilities, including meeting the needs of children with EAL so that they can access the curriculum. We recognise that some children may need some

additional support and they will receive additional support in English. Children who have been identified as being more able will have their work differentiated to provide suitable challenge.

Special Educational Needs and Disabilities

Children who have been identified as having Special Educational Needs or Disabilities (SEND) will have appropriate provision to support their needs. These children's needs will be assessed and identified to enable school to put in place the appropriate provision to support them. Support may include: additional booster groups, 1:1 support, how work is presented, appropriate differentiation, individual timetable or/and use of resources (including any ICT). In school we have a fully inclusive ethos. For children with SEND, their support will be documented in a plan - this may be through their IEP (Individual Educational Plan). Targets and support will be made clear and also will include the child's views. The IEPs are reviewed termly with the SENCo, class teacher and parents. The school has a SEND Policy and School Information Report which are published on the school website for further information. There is also a link to the Local Offer.

Job Description and Responsibilities

English Subject leader

It is the responsibility of the English subject leader to:

- Inspire and motivate colleagues to use the most up-to-date quality texts, teach exciting and innovative lessons
- Write and update the curriculum policy for English
- Produce and monitor the long-term curriculum map to ensure coverage of the scheme of work for English
- Monitor and review medium-term plans for English to ensure progression;
- Aid colleagues with the planning and delivery of lessons when required;
- Plan and deliver professional development for teachers;
- Monitor and review standards of English teaching through e.g. lesson observations, team teaching, samples of work, book scrutiny;
- Produce an annual report reflecting on the standards of provision for English and to set targets accordingly;
- Audit English resources to ensure that they are deployed appropriately and order resources to enable the delivery of the English curriculum;
- Analyse a range of data to identify strengths and areas of development of the children, classes and school.

Class teachers

All class teachers will plan, teach and assess English daily following the National Curriculum programmes of study in line with West Pennard's English and Assessment policies.

Approach to Teaching and Curriculum

Curriculum delivery:

At West Pennard, pupils are taught English within their classes. Through well-planned, differentiated and well-resourced lessons, all pupils receive high quality teaching and appropriate support in order for them to reach their full potential. All lessons have a clear learning objective (LO) and success criteria that make it explicit to the pupils what the new knowledge or skill is that they are learning about. Working walls are a developing feature in every classroom; they are used as an effective resource to support the learning during lessons. Children also have the opportunity to share their work in a variety of ways including through 'Pride and Progress' boards.

Foundation stage:

In Reception, pupils have opportunities to develop their communication, language and literacy skills on a daily basis in both adult led and child initiated activities. A range of texts are used in the daily Literacy activities/lessons. Children have daily discrete Phonics lessons. Individuals develop their library skills by selecting their own books (within their book band) to read with an adult.

Key Stage one:

In Key Stage 1, daily discrete phonics lessons continue and are taught in mixed ability groups, while children have daily mixed ability English lessons with an emphasis on real texts. Children take part in both guided and individual reading sessions and have regular story times and library visits to develop a love for reading. Literacy skills are developed across the curriculum. Provision is made for children who require extra support.

Key Stage two:

In Key Stage 2, children have daily English lessons. Spelling and Grammar skills are taught both discretely and embedded within English lessons. Additional English sessions include guided reading, spelling practice, grammar, handwriting and daily reading aloud of class novel, which is a text linked to their current topic learning. Literacy skills are developed across the curriculum.

Reading**Reading Foundation / Key Stage:**

Children in Early Years Foundation Stage (EYFS) have the opportunity to read a wide variety of books both individually and in groups. Guided reading is given a high focus across the school with children being exposed to a variety of reading strategies. Care is taken to make reading an enjoyable activity. Guided Reading is taught weekly to develop reading fluency and understanding. From EYFS onwards, children have access to a wide range of banded books which they can self-select and control what they are reading. Children also have access to Bug Club at home, which allows teachers to select texts for children to read in-addition to their school reading book.

Year 1:

Year 1 read a range of phased reading books according to an individual's phonic ability. Guided reading takes place with a focus on the Key Stage 1 Reading Content Domains and the Year One National Curriculum objectives. Children's reading is listened to regularly by an adult to ensure decoding, fluency and reading for pleasure. They are targeted according to their needs; having exposure to a range of higher order questioning through role play, familiar stories and traditional tales. Reading is modelled by adults and pupils through reading a class story/text.

Year 2:

Year 2 continue to read phased levelled reading books. Those children who have reached an appropriately level of fluency are introduced to Accelerated Reader. Whole class and group guided reading is taught weekly to develop reading fluency and understanding. All sessions are focused on the Key Stage One Reading Content Domains and the Year 2 National Curriculum. Skills are worked on discretely to ensure that children have a deeper understanding of a text. This is achieved through Rising Stars Cracking Comprehension as well as extracts from well-known books. Guided Reading sessions are structured to target all key areas: decoding, fluency, understanding and reading for pleasure. It is recognised that reading is not restricted to Guided Reading and English lessons. Many opportunities are provided for children to practise and extend their reading in other subjects. Teachers read a class story to the children during the day to model and immerse the children into a text and develop vocabulary as well as a love for reading.

Years 3-6:

Throughout Key Stage 2, children have access to a range of Guided Reading texts through Resources for Learning. This is supplemented by Rapid Readers, Risings Stars Cracking Comprehension and teachers are encouraged to use extracts from a wide range of classic and contemporary texts. Whole class Guided Reading is taught regularly to develop reading fluency and understanding. All sessions are focused on the Reading Content Domains. Skills are worked on discretely to ensure that children have a deeper understanding of a text. There is access to a wide range of fiction and non-fiction books including comics and graphic novels in our school library. Reading for pleasure is given high priority in Key stage 2 through the use of Accelerated Reader. All children are encouraged to read widely and utilise fully the school library for self-selection of their reading books. Teachers regularly read challenging books to children, to maintain their enthusiasm for reading and to extend their comprehension and writing skills. A modelled text and a class novel is used in English lessons to provide good quality shared reading. Rapid Readers (online and paper-based) provides motivational support for children who find decoding more of a challenge in Key Stage 2.

Writing

We aim to:

- Nurture the children's sense of themselves as writers;
- Create an ethos of achievement in writing;
- Encourage children to become enthusiastic, confident and reflective writers;
- Provide purposeful writing opportunities where children write for a variety of audiences;
- Enable children to independently produce high quality writing across all curriculum areas;
- Ensure children know, understand and apply their next steps in all writing tasks;
- Encourage children to play with language and write for pleasure;
- Ensure children can write using a legible, joined script.

In particular our teaching of writing will increase children's abilities to:

- Write imaginative, interesting and thoughtful texts;
- Produce texts which are appropriate to task, reader and purpose;
- Organise and present whole texts effectively, sequencing and structuring information, ideas and events;
- Construct paragraphs and use cohesion within and between paragraphs;
- Vary sentences for clarity, purpose and effect;
- Write with grammatical accuracy;
- Experiment with adventurous and effective vocabulary which are appropriate;
- Apply their understanding of phonics and spelling rules to all forms of writing;
- Edit effectively to ensure their writing is accurate.

Developing Writing Skills in the Early Years Foundation Stage (EYFS)

In the Foundation Stage, children are encouraged to attempt their own emergent writing and their efforts are valued and celebrated. As their phonic knowledge increases, so does their ability to write independently. At the same time, their knowledge of key words is supported through reading and writing activities, including shared reading and writing. Legible letter formation is explicitly taught and modelled on a daily basis. A wide variety of opportunities are provided for children to engage in writing activities and independently apply their phonic skills through role play, creative activities, computing and the outdoor area.

Developing Writing Skills in Key Stages 1 and 2

Modelled Writing

This happens during English lessons and within guided writing groups. During this style of teaching, the teacher thinks aloud while writing and models strategies in front of the children, communicating the strategies being used. Teachers may model writing skills such as punctuating, rehearsing, proof reading, editing, word selection, sentence construction and paragraphing.

Shared Writing

This can take place in any curriculum lesson but most frequently during English lessons. This strategy can also be used in guided writing groups and has far greater input from the children than modelled writing. The teacher invites contributions from the children and teaches writing skills such as rehearsal, proof reading and editing, and production of a final draft. Teachers may also demonstrate how to create learning ladders to self or peer assess. This may be the starting point for independent or guided writing.

Guided Writing

Guided writing is an important step in making the link between shared writing and independent writing. During guided writing the teacher guides learners at an appropriate level by:

1. Providing focussed feedback to a group of learners with a similar identified need and then teaching skills to address it;
2. Working with a group to model group or individual targets;
3. Developing or reinforcing skills taught in shared writing;
4. Orally composing a group text;
5. Focussing on the oral composition of sentences prior to writing;
6. Demonstrating a specific stage in the writing process;
7. Encouraging children to extend their writing further by writing effective questions on their work for the children to respond to.

It can be seen that guided writing is a powerful teaching approach and provides a good opportunity for teacher assessment. Teachers will plan guided writing sessions flexibly and will often plan to work with a particular group of children as a result of their teacher assessment of a previous writing task, where children with similar needs are identified. At other times, teachers may identify a group of children with similar learning needs during a lesson and decide to pull these children together immediately.

Paired Writing

Pupils write with another pupil to:

1. Share ideas and gain immediate feedback through peer assessment;
2. Orally rehearse ideas prior to writing.

Pupils often write with a partner when working on laptops, annotating texts or using whiteboards.

Independent Writing

We want children to enjoy writing from an early age. Our ultimate intention is to enable children to independently and effectively communicate in writing for a wide range of audiences. In the EYFS children are encouraged to write independently using their own emergent writing from the time

they come into school. Throughout Key Stages 1 and 2 children have the opportunity to write independently and at length.

Editing and redrafting

Throughout the writing process, children are encouraged to look at their learning ladders as well as responding to verbal and written feedback (see marking policy) to continually make improvements and work towards their targets as part of the editing and redrafting process. Children use purple pens to edit and improve their work. Self and peer assessment is also used to support children with identifying and meeting targets.

Cross Curricular Links

Writing has obvious links to many subjects in school and teachers aim to make the most of those links to create exciting and purposeful writing opportunities. School trips and visitors are an integral part of our creative curriculum and often foster inspiration to write. Children practise and develop their writing skills in other subjects such as science, history or geography and use knowledge from other subjects to inform and inspire writing in English lessons. Writing from all subject areas is recorded in the children's writing books.

Grammar

Grammar is concerned with the way in which sentences are used in spoken language, in reading and in writing. Sentences are the construct which help give words their sense. The purpose of grammar teaching is to enable pupils to become conscious of patterns of language which they can apply in their own work to enhance meaning. The purpose of punctuation is to clarify the meaning of texts. Readers use punctuation to help make sense of written texts while writers use punctuation to help communicate intended meaning to the reader.

At West Pennard, teachers include the following to support grammatical understanding:

- To provide resources and an environment which promotes a developing understanding of grammar and punctuation;
- To monitor pupil's progress and determine targets via marking and group working and intervene with specific targets as required;
- The teaching of correct grammatical terminology is vital to the children's understanding and use of the English language and as such all teachers must use the terminology set by the National Curriculum (2014) grammar and punctuation appendices. This will enable pupils to discuss, use and recognise their grammatical knowledge into independent reading and writing;
- Within the planning of English the grammar or punctuation feature to be taught must be explicitly referred to;
- Teachers must demonstrate the use of grammatical features at word level (morphology), sentence level (syntax) and text level (conventions of style and organisation). Guided writing, during the English lesson, provides opportunities for the pupils to focus on specific aspects of grammar and punctuation, while the group/independent sessions provide helpful contexts for investigations and application of grammatical knowledge in pupils' own writing;
- Specific grammar, punctuation and spelling will be taught and then teachers will assess application in writing tasks.

Phonics/Spelling

By adopting a consistent approach to the teaching of spelling we aim for the children to develop confidence and accuracy when spelling across the curriculum. In doing so we aim to:

- Develop and teach the children to use a range of effective spelling strategies;

- Encourage creativity and the use of more ambitious vocabulary in their writing;
- Enable children to write independently;
- Enhance proof reading and editing skills;
- Encourage children to identify patterns in words and spellings;
- Promote a positive and confident attitude towards spelling;
- Help children to use a range of dictionaries and spell checks effectively;
- Help children recognise that spelling is a lifelong skill;
- Provide equal opportunities for all pupils to achieve success in spelling.

Specific sessions following the Bug Club (Pearson) programme are taught at least three times a week in EYFS and Key Stage 1. In KS2 spelling is taught based upon the New 2014 National Curriculum framework using Westover Green resources and Doodle Spell as an online activity method for tasks. Throughout Key Stage 2 small groups of children may work with TAs continuing with the appropriate phase of Letters and Sounds, or interventions such as Toe by Toe, where phonic knowledge is not yet embedded.

Handwriting

Principles

- Handwriting is taught explicitly, in short, frequent sessions. It is modelled by the teacher then supervised;
- Where possible, handwriting will be linked to phonic and spelling patterns. This will help with handwriting and with the 'muscle memory' of spellings;
- When ready, pupils will begin practising on the lines they are going to use in their writing books;
- Teachers model good handwriting at all times, e.g. when writing on the whiteboard and when marking books.

Handwriting in the Foundation Stage

Good handwriting relies on gross and fine motor control. Children in the Foundation Stage learn handwriting through movement with the actual writing of letters as the ultimate aim. Children will only use printed script in Early Years.

Children will:

- Engage in activities requiring to develop their gross and fine motor skills;
- Use one-handed tools and equipment;
- Draw lines and circles using gross motor movement;
- Manipulate objects with increasing control;
- Begin to use anticlockwise movement and retrace vertical lines;
- Begin to form recognisable letters;
- Use a pencil and hold it with a developing tripod grip to form recognisable letters, most of which are correctly formed.

Throughout the Foundation Stage, children will be given opportunities to develop:

- Physical control through large-scale movement;
- Manipulative skills such as using tools, cooking utensils and scissors;
- Fine motor control and hand-eye coordination through activities such as threading.

Progression

Reception

- Pre-writing stage- patterning;
- Individual letter formation;
- Word formation based on letter groups.

The National Curriculum English Programmes of Study provide guidance on teaching handwriting:

Year 1 pupils will be taught to:

- Sit correctly at a table, holding a pencil comfortably and correctly;
- Begin to form lower-case letters in the correct direction, starting and finishing in the right place;
- Form capital letters;
- Form digits 0-9;
- Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these;
- Make links with phonics and spelling.

Year 2 pupils will be taught to:

- Form lower-case letters of the correct size relative to one another;
- Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left not joined;
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters;
- Use spacing between words that reflects the size of the letters.

Year 3-4 pupils will be taught to:

- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left not joined and increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that the down strokes 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.

Year 5-6 pupils will be taught to:

Write legibly, fluently, with increasing speed and personal style by:

- Choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters;
- Choosing the writing implement that is best suited for a task.

For those children who find the process of handwriting demanding (for a variety of reasons) the use of a chromebook for typing may be used - particularly for extended pieces of writing.

Assessment

Assessment and Recording

Assessment is crucial to the learning process. Children's work is regularly assessed through observation, discussion, scrutiny of work and evaluating outcomes.

- End of year targets data targets set for each year group on our data tracking tool;
- Twice termly Pupil Progress Meetings are used to track the progress of individual child in reading and writing across the year.

Formative Assessment and Marking

Teacher assessment is an integral part of good practice. Assessment is carried out on a daily and weekly basis too. It involves identifying children's progress against teaching objectives and targets, determining which children have achieved and moving them on to the next stage of learning. Where appropriate, additional support and interventions are identified for children not making the expected progress.

Marking in English is part of the assessment process. At West Pennard, we use Marking and Feedback books which allow a continuous feedback process which allows for effective and almost immediate impact. Please refer to the Marking Policy for more details.

Summative Assessment

This includes:

- Baseline in the Foundation year;
- Half-termly screening in Foundation year and Year 1 (phonics);
- Phonics screen in Year 1;
- Year 2 National Curriculum tests;
- Years 1-6 Rising Star progress tests (grammar);
- Single Word Spelling Test Years 2 – 6;
- STAR Reader end of half-term assessments;
- Year 6 National Curriculum tests;
- The use of data tracking tool.

Resourcing

The Literacy Subject Leader, with the Headteacher, is responsible for the ordering, costing and allocation of resources to support the teaching of English. A review of resources is carried out periodically which leads to a prioritised list of requirements. This is funded within the school's budget plan for the financial year.

Reporting to Parents

We aim to involve parents in the development of children's skills, knowledge and understanding in English. Parents are involved in hearing children read, and are encouraged to discuss books with them.

There are opportunities each term when parents can discuss their children's progress with the class teacher through parent conferencing and through written reports. The weekly school newsletter also provides information about the English curriculum and how parents can support their children. At West Pennard, we provide a variety of opportunities for parents to access support and information on how to support their child with English including workshops on reading and writing.

Phonics Assessments (Year 1) and SATs results (Year 2 and Year 6) are published in accordance with government legislation and reported to parents.

Monitoring and Evaluation

In order to monitor standards and progress the following systems are in place:

- Each teacher meets with the Head teacher twice termly to discuss progress in reading and writing. Particular attention is paid to children working below age related expectations, children with SEND and children eligible for Pupil Premium;
- The English Subject Leader is given time to monitor English through a range of activities which includes: analysis of tracking data for reading and writing, lesson observations, scrutiny of work, review of planning and interviews with stakeholders;
- Staff meet at least three times a year to scrutinise and level writing across the school (moderation);
- Moderation across schools also takes place regularly as part of the CLP;
- SEND pupils will be assessed regularly by the class teacher and the SENDCo. Steps are taken to provide additional support where appropriate. The SENDCo and Literacy Subject Leader meet regularly to discuss identified pupils;
- The school's English action plan is part of the whole school development plan and is updated annually by the English Subject Leader and Headteacher.

Review

This policy will be reviewed every year.

Due for review: Summer 2020.
Alex Pinsent – English Lead