



Weston Village Primary School

English Policy

Aims

- To develop pupils' abilities within an integrated programme of Speaking and Listening, Reading and Writing;
- To give pupils opportunities to interrelate the requirements of English within a broad and rich approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught English skills;
- To deliver the statutory National English Curriculum 2014 in a fun and engaging way which enables all children from whatever background and of whatever ability;
- To provide children with the necessary skills to become competent, creative and efficient users of the English Language to prepare them for secondary school and to enable them to become successful in their later lives;
- To provide children with successful English role models to increase aspiration;
- To provide children with meaningful, engaging contexts for reading and writing.

Monitoring and review

The English Leader regularly performs book scrutinies, drop ins, formal observations and planning scrutinies both within English and across other curriculum subjects to ensure consistency of teaching and learning throughout school in accordance with our Monitoring Timetable. The SLT meet regularly to discuss the progress of the subject within school. Regular reports are made to the governors on the progress of English provision. A named member of the school's governing body is briefed to oversee the teaching of English. Governors meet with the English Leader to review progress termly and receive a commentary which reports on:

- recent development work
- performance analysis in relation to the School Development Plan
- pupil outcomes in relation to development priorities and their impact upon teaching and learning
- future developments in accordance with the School Development Plan

Governors are also invited to monitor the effectiveness of the school through a variety of other activities including learning walks, participation during work scrutinies and classroom observation.

Organisation

The English Curriculum is delivered according to our long term plan which fulfils the National Curriculum and which details coverage through English units across the academic year for each class and throughout school. This ensures appropriate coverage and the development of skills throughout school, building upon work from class to class, year on year. The Early Learning Goals are followed to ensure continuity and progression from EYFS through to the National Curriculum.

Short term planning, based upon our long term plan, is planned in response to the needs of the children within each class on a weekly basis. At Weston we teach English in daily lessons across the school, with discrete phonics lessons being taught in EYFS and Key Stage 1, and discrete spellings lessons, using the scheme No Nonsense Spelling, beginning in Year 2 and continuing across Key Stage 2. (see Spellings policy).

All children are taught appropriate grammar and punctuation content derived from the scheme, No Nonsense Grammar. This is taught discretely but within the context of English lessons and is heavily linked to our use of the 'sentence toolkit' (see Grammar

policy). Work is differentiated in all year groups and targeted support provided to all children. Some Year 3 children receive extra 'Top Up' sessions to support them with the transition between Phonics and Spellings.

Children work in flexible target groups according to need and identified by each class teacher. Phonics lessons in EYFS and KS1 are also taught in fluid target groups. Within the target groups, children work in a variety of ways; either in ability groups, mixed groups, pairs or individually depending on the task given and the skill being taught. Work is differentiated according to the children's needs within each class. Three-way differentiation is identified in teachers' weekly planning and any support given is identified.

Speaking and Listening

Our approach to Speaking and Listening has been revised in light of the new National Curriculum 2014. Activities that promote pupils' confidence and competence in these skills are firmly embedded within lessons across the curriculum and are designed to enhance both reading and writing. The aim is for children to, for example, explain their understanding of books and other reading and to prepare their ideas before they write. They should also be able to adopt, create and sustain a range of roles; improvise, devise and script drama for a range of audiences and respond thoughtfully to drama and theatre performances. Some of the specific approaches to developing these skills include: The following techniques are used throughout the school as a means for creating positive and inclusive speaking and listening environments:

- Think-Pair-Share
- Envoys
- Jigsaw
- Rainbowing
- Freeze frames
- Conscience alley
- Paired improvisation
- Hot-seating

We recognise that teachers must always reflect the high expectations of spoken language that we have of children. This includes clear diction, reasoned argument, using imaginative and challenging language and use of Standard English.

Reading

At Weston, we strive to create a text-rich environment for all of our children which appeals to their interests. All children in EYFS read to an adult regularly and children throughout KS1 and the vast majority of KS2 will be given the opportunity to read to an adult in school at least once a week. Children are read to daily by the class teacher. Our pupils are encouraged to read books from home as well as different text types: fiction, non-fiction, poetry, comics and magazines.

All children are encouraged to regularly borrow two school books - one which is colour banded at the appropriate level, and one which is a book of their choice. Key Stage 2 children can browse our Library's book shelves at other times too with the permission of their class teacher. The library contains sets of fiction books as well as a selection of reference books which can be independently accessed by the children. Every class library is well stocked with school stock, which is supplemented by books from the Cheshire East Library Service library van, which visits once per term.

We devote a significant proportion of our school budget to replenishing our bookshelves so that reading material is current, new and exciting, and geared towards the interests of our children.

Children are taught to read using a range of reading scheme books including Collins, PM and Pearson and books are colour banded according to difficulty throughout school so that children are familiar with the level at which they are working and can independently choose an appropriate book for them. We subscribe to Pearson's Bug Club, which provides all children with access to a virtual book bag containing a carefully selected allocation of appropriately banded e-books, which can be accessed at home on laptops and tablets via a personal login. When they become fluent readers children choose books themselves by browsing independently.

From EYFS all children follow the Read, Write Inc phonics programme to support reading and spelling, through phoneme/grapheme correspondence. This continues throughout Key Stage 1, with the majority of children progressing to sight vocabulary reading and spelling phonetically irregular words by the start of Year 2.

Shared Reading is carried out in English lessons. Guided and independent reading takes place outside of English lessons. Guided reading takes place in Year 2 and with more able Year 1 readers. In Key Stage 2 reading education takes place throughout the curriculum and during specific Guided Reading lessons (see Guided Reading policy). We have sets of six colour-banded guided reading books in every class. This allows us to use carefully targeted books for children of all ages, including those reading at a Key Stage 3 level. Guided Reading may be carried out by the class teacher or teaching assistant and is based on the reading targets for that group of children. Over the course of the year Guided Reading covers all the reading assessment foci so that children are prepared to answer a variety of question types - such as inference and deduction, information retrieval and those related to language and layout choices.

Children are encouraged to share books as well as to read quietly by themselves. All children have reading diaries which parents are encouraged to use at home. It is our intention at Weston to actively promote children reading aloud to an adult regularly in order to improve their reading skills and understanding. Older pupils may record their own reading activities. Comprehension is taught weekly and may be across the curriculum, to support reading comprehension assessments and target setting.

Parents are encouraged to support the development of reading comprehension by asking their child questions when reading at home. Examples of the most appropriate questions are sent home to parents in order to support this vital task.

Where children are struggling to progress at the rate we would expect, extra support is given to children via Wellington Square, Toe by Toe and other bespoke reading support sessions where children work 1:1 or in small groups with a member of staff, and they may receive additional support in the form of interventions recommended by our Special Educational Needs Coordinator (SENCO) where appropriate. We have a selection of books that support struggling children beginning to read, which follow a phonics approach, and appropriate books are provided for low ability older readers.

Writing: Spelling, Handwriting, Grammar and Composition

Spelling is taught through phonics and 'No Nonsense Spelling' throughout school and adheres to the statutory National Curriculum requirements. Children have regular short lessons which encourage them to investigate patterns, follow morphological rules and familiarise themselves with common exceptions (see Spelling Policy).

We use the No Nonsense Grammar scheme as a basis for teaching the increasingly complex grammar content from the National Curriculum, which is engaging and offers a clear model for teachers. This scheme uses a kinaesthetic 'sentence toolkit' approach to teaching content that can otherwise be fairly abstract. The scheme covers the National

Curriculum from Year 1 to Year 6 and whilst it is taught discretely, grammar teaching is always embedded within the wider context of an English lesson (see Grammar policy).

We use 'high five hands' in all KS1 classes and in KS2 as appropriate to remind children of basic presentation and punctuation when they have finished a written task.

In writing lessons, children develop the vocabulary necessary to talk about their writing and appreciate the authorial choices made within the writing they're reading, understand different ways that sentences can be structured to achieve a desired impact and are able to make intelligent choices when composing their own work based upon this learning.

Children are encouraged to write from EYFS using an appropriate posture and pencil grip. From Year 1 onwards, there are regular handwriting sessions with children being taught correct letter formation and to join their handwriting as soon as they are able. We follow the Nelson handwriting scheme (see Handwriting policy). Children are expected to use their handwriting skills across the curriculum and class teachers ensure that children maintain their very best handwriting across the curriculum.

Modelled, shared, guided and independent writing takes place in English lessons, with skills learnt being practiced across the curriculum. Opportunities are given for extended writing where possible and at least once per week. This helps children to develop writing stamina, confidence, independence and helps them to apply their learning from their spelling and grammar lessons throughout the week. Each child receives specific individual feedback and precise targets as a result of this to help to move their writing forward.

Assessment and target setting

Reading and writing is assessed in line with the Assessment and Marking Policies. All pupils are given regular written feedback and specific targets. When marking, teachers regularly offer children the opportunity to improve their work immediately through providing follow-on tasks. This may involve children rewriting a sentence or two, adding missing punctuation or correcting spellings. This work is completed in purple 'polishing' pens.

Children are assessed against the National Curriculum in reading and writing three times a year with the results recorded on itrack (see assessment policy). We use Pearson Activelearn reading assessments and use recently produced, highly independent writing from across the curriculum in conjunction with Pearson's writing assessment grids to establish writing attainment and progress. Each cohort's achievement data is discussed by key members of SLT and class teachers in termly Pupil Progress Meetings.

Inclusion

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Gifted children will be identified and suitable learning challenges provided.

Under-achieving pupils are identified and provided with SFPs where needed. Work is further differentiated, where possible, to reflect the targets given on the individual SFP. A record of children with SFPs and a register of gifted and talented children is kept by the Special Educational Needs Coordinator (SENCO).

Role of the English Leader

The English Leader is responsible for improving the standards of teaching and learning in English through:

- Monitoring and evaluating English:
 1. Pupil progress
 2. Provision of English
 3. The quality of the Learning Environment
- Taking the lead in policy development
- Auditing and supporting colleagues in their CPD
- Purchasing and organising resources
- Keeping up to date with recent English developments

Parental Involvement

Parents support the teaching of English in school by reading with their children at home regularly and completing their reading diaries. They also support children with spelling and other English homework given weekly. Some parents volunteer to come in to school to hear children read aloud.

Thomas Cutts, September 2018