Wincanton Primary School

English Policy April 2022

Signed:- Graeme Wilson.

Date: April 2022

Review Date: April 2024

Rationale
Competence in English enables children to communicate effectively at home, at school and in the wider world and leads to improved life opportunities. The skills of listening, speaking, reading and writing enable children to organise and express their own thoughts and to access the knowledge and ideas of others. These skills, together with confidence in the use of ICT, are increasingly necessary in today's world. In addition to this, the ability to respond to literature at a personal and aesthetic level enriches our children's lives.
The National Curriculum (2014) clearly states that teaching the English language is an essential, if not the most essential role of a primary school. We know that we have a duty to ensure that English teaching is a priority and we recognise that this is necessarily cross-curricular and a constant throughout school life and beyond. It is part of the 'essential knowledge' (p6 National Curriculum) that is needed in society:

'Teachers should develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. 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.* '(*P10 National Curriculum)'*

Aims
At Wincanton Primary School, we aim:

- To recognise, value and build on the language skills that children have already acquired, including the foreign language skills of children for whom English is an additional language
- To develop children's understanding of both spoken and written English so that they can become enthusiastic, responsive and knowledgeable readers
- To develop children's ability to communicate freely, effectively and imaginatively in spoken and written English
- To encourage children to understand the importance of Standard English

SPEAKING, LISTENING, GROUP DISCUSSION AND DRAMA

Aims
At Wincanton Primary School, we aim to enable our children:

- To communicate effectively
- To speak confidently and to express themselves clearly in a variety of situations
- To listen attentively and respond to others, having respect for the different opinions of others
- To develop the skills needed for group discussion
- To participate in and respond to drama

Approaches:

Speaking, listening, group discussion and drama activities are integrated into our teaching across the curriculum and are seen as fundamental to teaching and learning.

READING

Aims
At Wincanton Primary School we aim to enable our children:

- To read independently, fluently and expressively and with understanding
- To read a wide range of texts, including fiction, non-fiction and poetry
- To develop their own reading for pleasure whilst being able to recommend books and authors to others
- To engage with and respond to what they read

Approaches

We encourage a love of books and of reading by providing a rich reading environment in our classrooms and in our library (refurbished May 2022). Wehave a reward scheme for regular reading and encourage children to try different genres and authors.

Throughout the school, teachers read aloud to children on a regular basis. We reada wide range of good quality fiction, non-fiction and poetry. Teachers provide time for children to talk about the books they are enjoying and to make recommendations to others.

In line with the Simple View of Reading (see Appendix), we teach the word recognition skills needed to decode text and the language comprehension skillsneeded to understand what they read.

Word recognition skills are developed systematically in the early years through the teaching of phonics. We use the National Strategy Letters and Sounds materials and teach phonics daily in Early Years Foundation Stage (EYFS) and Key Stage 1.

Language comprehension skills are developed and deepened through individual,shared and guided reading and in reading across the curriculum.

We assess children's reading skills in phonic knowledge, single word testing and comprehension tests as well as end of Key Stage statutory testing. The results of this are recorded on Educater and feed into our intervention teaching.

WRITING

Aims
At Wincanton Primary School, we aim to enable our children:

- To write clearly, accurately and confidently for a variety of purposes and audiences, including word processing with ICT

- To develop a consistent, clear, fluent and joined handwriting style and to be aware of the importance of the presentation in order to communicate meaning effectively
- To understand the conventions of writing, including grammar, punctuation and spelling
- To plan, draft and edit their writing
- To feel valued as writers and to appreciate the writing of others

Approaches
We provide a wide variety of reasons and purposes for writing and in the early years provide many opportunities for child initiated and role-play writing.

As soon as children are able to form most letters correctly and have a good pencil grip, we teach a fully cursive handwriting style. We also teach children the keyboard skills necessary for word processing.

We encourage children to 'have a go' at writing as soon as possible and to use their phonic skills and knowledge to spell.

We teach writing following our work with Leah Crawford, providing high quality textsfor children to engage with, using slow reveal, making links to other texts and authors, writing effectively and coherently for different purposes and drawing on reading skills to inform writing. The teaching of reading and writing are linked closely, using high quality texts to analyse the different language features and ambitious vocabulary used by different writers.

ADDITIONAL SUPPORT AND INTERVENTION

The needs of children requiring additional support for their Literacy will be discussed by the Team Leader, SENCO, class teacher and the subject leader where appropriate.

EQUAL OPPORTUNITIES

All children have an entitlement to participate fully in English, regardless of gender,race, age or ability, in accordance with the school's Equal Opportunities Policy.
Children whose second language is English receive appropriate support as necessary.

PLANNING

Long term and medium term planning follows the National Curriculum for English. Teachers are encouraged to plan their work in a way that supports our creative curriculum, referring to units of work by Leah Crawford and Opening Doors where possible. A yearly overview is produced to encourage breadth and balance of poetry, fiction and non- fiction developing a progression of skills.

Short term planning is produced on weekly/daily plans that show learning objectives for the week taken from the National Curriculum and ensuring a progression for skills as seen in our Wincanton's Wonderful Curriculum document.

These plans are expected to show differentiation where appropriate and progression over the week in specific areas. Teachers plan to include a range of teaching strategies ensuring a balance between audio, visual, and kinaesthetic techniques. Plans are shared with teaching assistants and are annotated and adapted inresponse to on-going assessments as benefits the children.

The plans may be monitored by the Head teacher, the Team Leader and the curriculum leaders. Feedback is shared and discussed with action points identified to improve teaching and learning.

ASSESSMENT AND RECORDING

Assessment is at the heart of the teaching and learning process. In the EYFS, teachers assess children's learning using the Early Years Foundation Stage Profile. Most of the observations for assessment are based on those activities that children initiate and engage with independently across the range of provision. Observations are recorded on Tapestry and shared with parents, feeding into the overall picture of the child and final judgements.

As children move on through the school, teachers continue to observe and note children's progress. At the end of each half term, assessments of Reading and Writing are recorded on Educater, drawing on a range of consistent evidence to inform their level judgements. This gives a target for each child to work towards.

In addition, EYFS and Key Stage 1 teachers track children's phonic progress at least termly using Phonic Assessments where appropriate to confirm the phase in Letters and Sounds that children are working at.

FEEDBACK ON WRITING

Feedback is an essential to help children move forward as writers. With younger children, feedback on writing will usually be verbal and immediate. With older children, feedback may be verbal or written. All the staff use symbols to support feedback as well as written comments with time during the week given for the children to respond to this feedback. Children are also encouraged to evaluate their own work and older children develop peer working.

Staff mark writing regularly in accordance with our marking policy.

REPORTING TO PARENTS

Parents receive regular informal or verbal feedback as to their children's progress in Literacy. Each child has a reading record book to record progress in reading at home and school. The practising of spellings and other written work may be set in accordance with the Homework Policy. In addition, parents also have a termly opportunity, to meet with the staff to discuss progress and to see work.

EYFS reports are sent at the end of the summer term. Parents in KS1 and 2 receive an interim written report in the Spring Term and a written report at the end of the school year. This includes details of their children's progress, their targets, their levels and areas for development. Where appropriate the SAT results are reported.

MONITORING AND EVALUATION

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

- At Pupil Progress Meetings (PPMs) three times a year the class teacher and Team leader /Head teacher monitor and evaluate the progress of children in Literacy with the curriculum leader being involved where appropriate.
- The Team Leader/Subject leader is given time to observe lessons and give oral and written feedback, and also to see children's work
- Staff meet regularly to engage in whole school moderation, as do SLT.
- The progress of pupils with Special Educational Needs (SEN) is reviewed with the Special Needs Coordinator (SENCO) each half term
- The school's Literacy Action Plan is part of the School Improvement Plan - this is reviewed and updated annually by the Team Leader and Senior Management Team

Spiritual Development
Pupils are given opportunities to:

- Express personal thoughts, feelings and ideas through discussion, responding to texts
- Understand human feelings (e.g. hopes and fears) through stories and drama.
- Reflect on issues raised in text (.e.g. relationships and moral dilemmas).
- Experience and share a sense of wonder through the beauty of language used in poetry, literature and the spoken word.

REVIEW

This policy will be reviewed every two years.

Date – April 2022
To be reviewed – April 2024