

Wingate Primary School

Policy for English

July 2021

WINGATE PRIMARY SCHOOL

The rights and dignity of our children are at the heart of everything we do, every decision we and they make and every driver for making progress and helping our children to develop as responsible, valued global citizens who want to make a positive contribution to their and our world.

In our school it is our intent that we help children to develop resilience, perseverance, autonomy and focus. Our children learn that they are valued and valuable, they are independent people in their own right and they have the power to do wonderful, amazing things at every stage of every day.

Every one of our children is a unique individual with their own strengths, aptitudes, interests and dreams. As a school community we will endeavour to support each child to make the most of every opportunity we offer.

We provide enriching experiences to engage learners and in designing and developing our curriculum we have taken into consideration

- how children learn and remember; progress means knowing more and remembering more
- what our children need to succeed in life; the cultural capital they need to make aspirational choices and succeed beyond their time at Wingate Primary School.

The key drivers for our curriculum are:

Ambition and aspiration

Resilience and courage

Autonomy and independence

Perseverance and solution finding

English Policy and Guidelines

Respecting Rights

This policy is written with consideration to our school commitment to the Rights of the Child and our achievement of becoming a Rights Respecting School and it complies with Article 28 of the UNCRC 'Every child has the right to an education' as well as Article 29 'Education must develop every child's personality, talents and abilities to the full.' Although direct reference to this is not continuously made, the policy has been written with full awareness of our responsibility and commitment to children's Rights.

Introduction

English has a pre-eminent place in education and in society. A high-quality education in English will teach 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. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised (DfE 2014).

School Purpose and the New National Curriculum (2014)

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum in England: English Programmes of Study – Key Stages 1 and 2 and in the Communication and Language, Physical Development and Literacy sections of the Statutory Framework for the Early Years Foundation Stage. Our curriculum is drawn from these documents. The National Curriculum provides a framework for English but our school is aware of the need for flexibility and creativity in teaching and learning styles in response to the needs of individual children.

Intent

At Wingate Primary School we believe that a quality English curriculum should develop children's love of reading, writing and discussion. It is our intent to provide pupils with a high-quality education in English that will teach pupils to speak, read and write fluently so that they can communicate their ideas and emotions to others effectively.

At Wingate Primary School we believe that language and English is fundamental to the overall development of the child and their access to the curriculum in all its aspects. We recognise that the acquisition of English, both spoken and written, will empower our pupils and provide the foundation for all future learning. We believe that reading is a vital life skill that supports children's learning across the whole curriculum. We strive to ensure that our children are taught to read with fluency, accuracy and understanding and intend to immerse children in quality texts with the aim to instill a love of reading and promote lifelong learning. We aim to encourage our children to become independent and creative writers who are motivated to write.

Implementation

The overarching aim for English at Wingate Primary School as stated in the National Curriculum (2014) is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

Additionally, our school aims for English include those stated in the National Curriculum (2014):

- To read easily, fluently and with good understanding
- To develop the habit of reading widely and often, for both pleasure and information
- To acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- To appreciate our rich and varied literary heritage
- To 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
- To be competent in the art of speaking and listening, making formal presentations, demonstrating to others and participating in debate. (DfE 2014)

In our school, we strive:

- To provide the vital transition from home to the outside world.
- To provide a cross-curricular thematic approach.
- To provide a stimulating environment where children are motivated to think about their experiences and to express themselves as fully as possible in speech and writing.
- To provide an environment where all modes of language are used for genuine purposes.
- To provide experiences in English that promote the personal, social and moral development of every child

Objectives

Individually and collaboratively children should be seen to:

- Use language to receive and communicate meaning in purposeful contexts.
- Employ a variety of forms with a clear awareness of audience.
- Work on tasks which have been directed and tasks which children initiate themselves.
- Work with teachers and support staff and other adults who are themselves involved in the processes – as talkers, listeners, readers and writers.
- Read literature, both fiction and non-fiction, for enjoyment, responding to it critically and using that reading for learning i.e. to support their own writing and speaking.
- To develop vocabulary and spelling skills through systematic and challenging teaching.
- To write imaginative, interesting and thoughtful texts appropriate to the task, reader and purpose – organising and sequencing information, ideas and events effectively.

The English curriculum is broad and encompasses the following: -

- Language use
- Language study
- Literature
- Drama

It includes the teaching of knowledge and skills including reading, writing, spelling, punctuation, composition, grammar and handwriting as well as the development of imagination and competence in speaking and listening, and all of the above.

Pupil's English Experiences

The needs of the learner are as follows: -

- Expectation of success.
- The confidence to take risks and make mistakes.
- A willingness to share and to engage.
- The confidence to ask for help.
- An acceptance of the need to re-adjust.

This should be reflected in the teacher providing the following: -

- respect for and interest in the learner’s language, culture, thought and intentions.
- the ability to recognise growth points, strengths and potential. The confidence to maintain breadth, richness and variety, and to match these to the learner’s interest and direction (i.e. to stimulate and challenge).
- a sensitive awareness of when to intervene and when to leave alone.

English

English is taught within a framework of lessons (may be through cross curricular provision). When planning for teaching and learning, coverage is ensured by making reference to objectives from the Statutory framework for the early years foundation Stage and National Curriculum on medium term planning. This is used in conjunction with the Durham Progression Document for English to ensure coverage and planning for skills progression. Weekly planning details the most appropriate objectives for teaching and learning. Teachers will begin planning by acknowledging prior learning to determine whether children have the necessary knowledge and skills they need to access the proposed learning.

English lessons contain a balance of whole class teaching and group or individual work. The learning objective for each lesson that the children undertake will be discussed with them and displayed on the white board for the children to refer to throughout the lesson before they proceed with the task so that they know exactly what is expected of them.

The structure of the lesson could include:

1. Whole class work: Big Books, fiction, non-fiction, poetry, rhymes, drama...
2. Group work/ Individual work
3. Whole class plenaries.

At times it may be appropriate to spend longer on a particular strand to ensure quality teaching and learning e.g. a drama lesson may take up the whole of one session in the week. Within the drama lesson, many quality learning experiences would be happening e.g. quality development of vocabulary, expressing views and ideas, developing imagination and creative thought. At Wingate Primary School, we regard speaking and listening activities such as drama as a highly important pre-requisite for quality writing development.

Reception children will take part in sections of Literacy learning throughout the day. Some of their work is cross curricular to ensure appropriate meaningful experiences are delivered to the children. The children in Reception use communication and language skills primarily to develop their reading and writing ability. Literacy is taught throughout the day in phonics sessions, whole class teaching and during children’s play. When the children are accessing the provision, adults interact with the children using forms of Literacy to extend their play when appropriate. In order for the children to be engaged and motivated the Literacy work is predominantly based on real life or meaningful experiences. Open ended resources and enhancements based on the children’s interests further support the development of their Literacy skills.

Speaking and Listening

Speaking and Listening skills are essential to the development of all areas of the curriculum and therefore of paramount importance to the development of our children. At Wingate Primary School we aim to engage children in stimulating conversations that increase their vocabulary and encourage them to become active listeners. Speaking using standard English and careful listening are promoted across all areas of the curriculum and across all aspects of the school day. This is promoted in Reception through role play and continues throughout school in many different forms including; performances and presentations, engaging in discussion and debate

and understanding the importance of effective communication. The school has an SLA with Speech and Language services to support this area.

Examples of teaching and learning strategies used to support speaking and listening

- Use of talk partners
- Class/ group discussions and debates
- Retelling stories
- Performing poetry
- Talk for Writing
- Role play and drama
- Listening to a range of texts read aloud
- Listening, responding to and evaluating their own and others' contributions.

Phonics

Phonics begins in Reception and follows the carefully planned and structured Phonics Bug programme. At Wingate Primary School phonics is taught as a discrete lesson, daily, across Early Years and Key Stage One. The skills learnt in these sessions are explicitly modelled and applied across the curriculum. Our children are streamed into groups that match their stage of learning enabling them to develop phonic knowledge and skills. These groups are fluid and children can move from one group to another to cater for their needs and the rate of progress they make. In year one children build upon the phonic knowledge acquired in Early Years and further develop their segmenting and blending of more complex words based on their reading ability. In year two, when they are competent as decided by the class teacher, children will move their focus away from phonics and onto developing their fluency and word reading skills in order to develop a deeper understanding and comprehension of a text. This includes asking and answering questions about what they have read as well as making predictions and inferences drawing on what they have read. Throughout Key Stage Two the teaching of phonics will continue as deemed necessary and in line with each child's stage of development with the expectation that all children will become fluent readers secure in word building and recognition skills.

Reading

Reading is a vital life skill that supports children's learning across the whole curriculum. At Wingate Primary School we strive to ensure that our children are taught to read with fluency, accuracy and understanding. We intend to immerse children in quality texts with the aim of instilling a love of reading and promote lifelong learning.

'Reading is the gateway skill that makes all other learning possible' Barack Obama.

Teaching and Learning

- Reading is taught from the day children start school through phonics and shared reading. In Reception, children share books matched to their phonic level and are immersed in a text rich environment. Guided reading sessions are focused on becoming familiar with books, decoding, fluency and comprehension.
- Children from year 1 to 6 take part in mixed ability English lessons. The long term planning assigns high quality texts to each year group every term throughout the year as well as

identifying a range of genres to be covered throughout the year. The long term planning also identifies the experience of poetry across the year.

- English lessons contain a balance of whole class teaching followed by group or individual work.
- Children from year 1 to 4 take part in weekly guided reading sessions led by teachers and teaching assistants with a book matched to their reading ability. Guided reading, may continue in other year groups if it is more appropriate according to the development of the children.
- Across school our main reading scheme is Bug Club and this is supplemented by Oxford Reading Tree, Alpha Kids and Project X.
- Reciprocal reading happens regularly with pupils as deemed appropriate by the class teacher. In years 5 and 6 reciprocal reading replaces guided reading sessions.
- Children in years 5 and 6 take part in Reading Plus sessions three times a week.
- In addition to daily English and guided reading lessons, reading skills are developed across the curriculum through a wide variety of subjects.
- Alongside these lessons, children read 1-1 with a trained adult on a regular basis.
- All pupils are encouraged to read at home with an adult on a regular basis. They take books home matched to their phonic/reading ability until children become fluent readers (ORT 9), and then children are encouraged to select books that they choose to read. Children can also access allocated, levelled Bug Club eBooks online to read both at school and at home. To promote a love of reading, children can take a free choice book home to read or be read to. Children in KS2 are encouraged to bring books from home if they wish and opportunities are given daily to read. Children also have access to Fiction Express, an online reading platform, to further promote reading for pleasure.
- Reception children take Phonics homework home each week linked to the sounds they have learned in class to practise the recognition and writing of the letter and its sound. Phonic homework will continue throughout the year according to the needs of each individual child.
- Every classroom is expected to have a dedicated 'Book Corner'. This area should be made as attractive and inviting as possible with books appropriately organised. Displays around in classrooms and around the school contribute to a culture of reading. Classrooms have highlighted core books and have copies of these for children to enjoy and revisit across the year.

Practice Should Promote:

- Consideration at all times for the Rights of the Child in terms of all children's entitlements as stated in the United Nations Convention.
- The successful language learning which children have already accomplished in the context of their own homes and communities and
- Provision for children which allows for 'the best possible learning opportunities matched to their individual needs'.
- Time which enables children to reflect upon and organise their thinking about activities which are provided for them.
- Opportunities for children to interact with each other/teachers in oral language and through this to gain confidence in their own ability as speakers.

- Children feeling at home in the world of books and literature as attentive listeners and reflective readers who find pleasure in books.
- Time which allows children to behave like real writers and to develop confidence in themselves as writers.
- And maintain a close connection between reading and writing.

Assessment

To assess and monitor reading progress, teachers and trained adults annotate reading records and cross reference these with each child's Individual Assessment Booklet on a regular basis (at least half-termly). Where pupils are deemed to not be making adequate progress, relevant intervention strategies are put in place such as 1:1 reading with a TA or more focused activities with the class teacher.

Writing

At Wingate Primary School we aim to encourage our children to become independent and creative writers who are motivated to write. Across school we teach children to write effectively and coherently for different purposes and audiences. In order for children to be able to do this we immerse them in a text rich environment providing models of different genres to ignite their imagination.

Teaching and Learning

- Teaching writing is carefully planned and structured. Children are initially introduced to the type of writing and will explore examples of this style looking closely at structure and vocabulary.
- Exploration leads to modelling and planning ensuring children get a firm grasp on the style and features before composing their own piece.
- Teachers explicitly model writing strategies and the use of phonics and spelling strategies in shared writing sessions.
- Guided writing sessions are used to target specific needs of both groups and individuals.
- The children are given frequent opportunities in school to write in different contexts using quality texts as a model and for a variety of purposes and audiences. The text types which are required to be covered by the National Curriculum are outlined in our long term plans for each year group to ensure that there is a breadth of coverage.
- We recognise that children write best when it is made meaningful to them. Therefore, they should be given regular opportunities for: talk for writing; to explore the writing task through drama and role play; to write from experience etc.
- Opportunities for proof-reading and editing their work are encouraged from the youngest children and throughout school.
- Writing charters are created and displayed in each classroom which promotes independent writers who are able to draft and edit their work to a high standard.

Assessment

Opportunities for children to write independently at length, at an age appropriate level, will be provided at least once every half term. These will focus on genres from the long term planning ensuring coverage and progression across school. Children will be provided with their own assessment criteria from the Durham progression document to allow them to have ownership of their progress. Half termly pieces of writing will inform ongoing teacher assessment and provide opportunities for self-evaluation, editing and improving of work.

Spelling, Punctuation and Grammar

Spelling

The teaching of spelling has been developed with reference to the 'Letters and Sounds' scheme. Segmentation of words to spell them is taught from Reception as soon as children begin to blend sounds to read words. The spelling of tricky words is also taught from Reception through 'Letters and Sounds'.

In key stages 1 and 2, spellings are sent home each week linked to the age appropriate National Curriculum word list and/or the spelling rule taught following the Durham progression document, Appendix 1 of the National Curriculum

In our school we acknowledge that although children can learn spellings by rote, the correct spelling of words is often not reflected in their writing outside a spelling test. For that reason, our school does not do formal spelling tests. In our school, teachers have very high expectations of spelling in all lessons, especially words and spelling patterns that have already been covered in taught sessions. We aim to develop skills and confidence in spelling within phonics sessions over the week in Reception and within SPAG (spelling, punctuation and grammar) lessons in Years 1-6. Spellings are taught following the National Curriculum guidance for spelling rules and patterns to teach and revisit regularly to consolidate learning.

In accordance with the curriculum guidelines, pupils are taught specific spelling patterns and relationships, including the role of morphology and etymology in spelling words. Lessons include the teaching of specific spelling patterns and rules (e.g. adding prefixes and suffixes) using various spelling games from FFT Literacy as well as placing words in context.

Grammar and Punctuation

These two aspects of the English curriculum have an elevated focus in the new curriculum, and continue to be embedded in the teaching of English at Wingate Primary School. There is more emphasis now on the terminology to be used as well as the function of different parts of speech and this has been incorporated into explicit lessons which teach the rules and conventions of English. These are then reinforced throughout the week in different activities, as well as in cross curricular tasks. Using guidance from Durham which is closely linked to the National Curriculum, each Year group introduces the terminology and aspect of grammar and punctuation progressively, building upon what has been taught in previous years.

Handwriting

On entry to Reception children are taught to form letters at the same time as they are introduced to the sound and name of each letter of the alphabet. Letters are introduced to the children in the order that is suggested in the Letters and Sounds document. Children are taught the correct formation through a variety of activities including chalking, phonics activities and

producing letters in the environment. Reception use a Sassoon Infant font in order to understand the shape of each letter and to enable children to become familiar with seeing letters in the environment and in books.

In Year One children continue to practise their handwriting in the handwriting family groups across the Autumn and Spring terms. In summer children will be taught to form each letter with an entrance and exit stroke to promote readiness for joining with each letter starting and ending on a line.

Daily practise will continue throughout Key Stage one with the intention of handwriting becoming increasingly neat and legible.

In Key Stage 2, the children continue to be encouraged to use the cursive style at all times and in all books. This is closely monitored by the class teacher to allow for immediate feedback where necessary.

Children write in pencil up to Year 4. When they are confident and fluent hand writers, children can start to write in pen.

Presentation of Written Work

In order to develop presentation skills, we envisage that children at different stages of development will have different needs and requirements i.e. books without lines, books with wide lines, books with narrow lines. Children in Reception will write their name at the top of each piece of work. When the children are competent at writing their name, they will write the title with the aim that by the end of key stage one children will write the date and title at the top of every piece of work. To develop high standards of presentation, key stage 2 children will also underline their date and title. From the summer term in Year 2 we follow DUMTUMS (date, underline, miss a line, title, underline, miss a line, start).

Homework

Homework is given to children to support and extend the work taught in school.

In reception and year 1 children take a 'free choice' ORT book home to share with an adult through the week to encourage their love of reading. On a Friday they are provided with a book which reflects their phonic and reading ability.

In all other classes, children have the opportunity to choose a book appropriate to their reading level each day and a free choice book to take home every Friday. This book can be any level, regardless of simplicity or complexity – whatever holds a child's interest. The book may need to be read to the child.

Reception children take 'Letters and Sounds' sheets home each week in the first term with the sounds they have learned in class to practise the recognition and writing of the letter and its sound. Every Friday, English homework is given to each child, which reinforces or extends work covered in the classroom for that week.

In Key stages 1 and 2 homework is provided to reinforce skills and learning at an appropriate level for each child as determined by the class teacher.

Assessment

Assessment of a child's development will continually provide both 'feedback' and 'target setting'. It will reflect the overall Assessment Policy.

Aspects of English: Speaking and Listening, Reading, Writing, Spelling and Handwriting will be assessed throughout each term in conjunction with the whole school assessment timetable. The Individual Assessment book for every child focuses on progression in the basic skills of: speaking and listening, key words, phonic progression, reading skill development, writing skill

development and spelling. In addition, year 6 complete a practise SAT paper in reading, and SPAG half termly to monitor progress.

Whole school targets and priorities for improvement are formulated from ongoing assessments which the English coordinator feeds into the annual school self-review process and audits. Areas for improvement are highlighted and appropriate action is taken to address areas for development. We acknowledge of course, that assessment is a continuous and integral part of planning for the teaching and learning of English and as such any attainment judgements made will be informed by a range of evidence.

Cross Curricular

Children will be given the opportunity to apply their learned skills and knowledge across the curriculum. Opportunities to use and learn about language do not only arise in areas designated for reading, writing, talking and listening. Every learning experience is a language experience and it is largely through talking with others that children come to understand and internalise new ideas.

Each curricular area has its own specialised language. Investigations of a scientific or mathematical kind give opportunities for discussion, planning, making suggestions, asking questions and reporting on results. Cross curricular skills need to be reflected in planning and integrated within topic work.

Cross Curricular writing is of paramount importance as it not only allows pupils to practise and use key knowledge and skills taught but extends the idea that writing – composing texts using the grammar and punctuation that has been taught – is not solely employed in English lessons.

Equal Opportunities

It is important to recognise that language is never neutral. The individual's knowledge of language will be rooted in their social, cultural and linguistic experience. The study of language must recognise differences and remain non-judgemental. It must be descriptive rather than prescriptive.

The English Curriculum will reflect the Equality Policy Statement and our commitment to being a Rights Respecting school.

Special Educational Needs

Children of all ages and abilities are catered for. Those with special English needs will be provided for with appropriate work at their own level of ability which will facilitate an extended learning process. Having determined the child's needs, appropriate learning steps will be presented and achievement of these will ensure steady progress is made. Liaison will take place with the SEN Coordinator if particular provision is required in an Individual Education Plan under the Code of Practice (SEN). Particular reference should be made to the School SEN Policy. The early detection of reading difficulties is important. Certainly by the end of Reception concerns about certain children should have been raised by staff with the SENCO For more in depth tests and suggested recovery strategies see Special Needs File.

Additional Support

- Children who require additional support with phonics are identified by class teachers. In addition to quality first teaching in class, they receive targeted support through phonics interventions delivered by trained teaching assistants.

- Year 6 booster classes and tuition sessions are used to ensure children meet the age related expectations (ARE's) in the KS2 SATs.
- We expect children to have their needs primarily met through quality first teaching in class. Additional support may be given to children in writing through a wide range of resources such as word banks, writing frames, talk for writing, visual cues etc.
- Children who require additional support with reading are identified by class teachers. In addition to quality first teaching in class, they receive targeted support through Lexia interventions and guided reading using the Code X scheme by trained teaching assistants. These children are also heard read 1-1 regularly by trained Lunchtime supervisors in addition to their guided and individual reading sessions.

Parents/Carers and Language Development

Wingate Primary School aims to foster a close partnership with parents/carers in their child's language development. This is promoted through the following:

- Children should take home a book to share with parents/carers on a regular basis.
- The school promotes the importance of Literacy through a range of events:
 - e.g. Reading Trails, visits from poets, authors and story tellers. Theatre productions regularly visit the school. Visitors work with the children and parents/carers in various workshops etc.
- Parents/carers are consulted on a regular basis with regard to their child's progress in English.
- Phonics meeting for Reception and Year One parents.

The Role of the English Subject Leader

English is involved in many aspects of the learning which takes place in school. The coordinator needs to ensure close liaison with other coordinators to ensure that children are provided with appropriate opportunities and resources to enable them to engage in literacy activities in a cross curricular way.

The role of the English Coordinator is to:

- Organise in-service training for staff in English
- Ensure that appropriate resources are available
- Provide advice to assist staff in the delivery of the curriculum
- Provide support for NQT's in English
- Ensure continuity and progression from Reception to Year 6
- Know and understand how children become literate
- Evaluate on a regular basis the policy and planning and ensure they form the basis of practice of English within the school
- Keep updated in English developments through appropriate in-service training
- Keep a Coordinator's file informative and regularly updated
- Audit provision for English across the school in terms of teaching and learning, resources, standards on a regular basis
- Prioritise improvements for the teaching and learning of English across the school and contribute to the school improvement plan
- Liaise with Head Teacher to manage funding on a yearly basis for English and qualify how newly purchased resources has had an impact on teaching and learning
- With the Head Teacher, Assessment Coordinator track the progress of identified groups of children and be involved in a thorough evaluation of English looking at trends over time, value added from baseline predictions to end of Key Stage SAT's results.
- Be involved with intervention programmes to support and boost the learning of children who are not reaching expected standard for the termly/half termly assessments.

Evaluation

Evaluation of this policy will be ongoing and will be carried out through – team meetings, team planning meetings, observations of lessons from planning to teaching and learning, discussion.

Resources will be audited on a regular basis and proposals for new resources will be discussed with the Head teacher and the English Co-coordinator.

New members of staff will have access to this policy and planning support for English. It is the responsibility of the English Co-coordinator to ensure staff have necessary help and support.

Policy to be reviewed May 2022.