



English Policy

January 2023

Policy prepared by:	S. Hawes/J. Whitehill
Adopted by Governing Body:	February 2023
Review date:	January 2025

CONTENTS

Policy Statement

Intent

Roles and Responsibilities

Implementation

Resources

Impact

Monitoring and Evaluation

Health and Safety

Equal Opportunities

Disability Equality Impact

Assessment

Policy Monitoring and Review

Policy Statement

At Wolviston Primary School we believe that a quality English curriculum should develop a child's love of reading, writing and discussion. We aim to inspire an appreciation of our rich and varied literary heritage and form a habit of reading widely and often. We recognise the importance of nurturing a culture where children take pride in their writing and can write clearly, accurately and coherently, adapting their language and style for a range of contexts, purposes and audiences. We want to inspire children to be confident in the art of speaking and listening - using discussion in order to learn and competently making formal presentations and participating in debate.

We believe that children need to develop a secure knowledge base in English, which follows a clear pathway of progression as they advance through the primary curriculum. We believe that a secure basis in literacy skills is crucial to a high-quality education and will give our children the tools they need to participate fully as a member of society.

We are a Rights Respecting school and plan opportunities for children to understand and reflect on the 'UN convention on the rights of the child' (UNICEF). Teacher's planning includes articles which relate to English.

Intent

Roles and Responsibilities

The Head Teacher and the subject leader are responsible for monitoring the standards of teaching and learning in school. The subject leader is responsible for supporting colleagues and informing them about current developments and resources.

The subject leader will:

- Review and update the policy when appropriate
- Ensure staff are aware of the policy's content and that it matches classroom practice as far as possible
- Assist in the development and review of the progressive curriculum map – long term scheme of learning and the medium-term scheme plans
- Monitor and evaluating the implementation and impact of the English curriculum
- Ensure appropriate resources are available and regularly updating them within the limits of the school budget and according to needs
- Keep up to date with new developments in English and attend relevant CPD, including half termly Trust Working Party meetings
- Disseminate information, as it is received from any external source, to staff and children
- Encourage other members of staff in their ENGLISH teaching and give support where appropriate
- Ensure that English maintains a high profile within the school, through displays etc.
- Use Seesaw to gather a whole school overview of the teaching and learning of English
- Keep evidence of curriculum walk reports, examples of planning and examples of children's work.

Teachers are;

- Responsible for planning and delivering the English curriculum in line with the school long-term and medium-term schemes of work
- Deliver high quality and interactive teaching which facilitates progress
- Share examples of children at work and performances via our online learning platform
- Accurately assessing pupil progress and attainment in line with school expectations

Implementation

Our curriculum is delivered in accordance with the National Curriculum for English 2014. We use a wide variety of quality texts and resources to motivate and inspire our children. We also provide a wealth of enrichment opportunities, eg, World Book Day, author visits, library events. This ensures that children benefit from access to positive role models from the local and wider community.

Speaking and Listening

- A variety of speaking and listening activities are planned, giving children opportunities to communicate their ideas to a variety of audiences.
- Within the Early Years Foundation Stage adults model speaking and listening in the continuous provision.
- Drama activities such as 'hot seating' are used to promote discussion about characters and story events.
- Various events are organised throughout the year where children are given the opportunity to speak in front of a larger audience e.g. assemblies for parents and performances in school and Saint Peter's church.

Reading

- Children across school have access to a free choice library book.
- All children have school book bags in which to take home their reading books, bookmarks and reading records.
- The core reading schemes are Floppy's Phonics and Oxford Reading Tree. We also have a wide range of reading material from a selection of other authors in school and class libraries.
- As early readers, children progress through early reading decodable texts which are closely linked to their phonic knowledge. They read each book several times until they are fluent – should be able to read 95% of the book independently.
- As their reading becomes increasingly fluent there are a wealth of free choice books that can extend and challenge the more able reader.
- Each child has a home/school reading record in which teachers and parents write comments. This acts as a home/school dialogue to support a child's reading progress. It also highlights any child who needs to become a 'regular reader' getting extra support in school.
- Phonics is taught daily (5x20 minute sessions per week) in Early Years Foundation Stage, Key Stage 1 and some children in Key Stage 2 where appropriate, through the Floppy's Phonics scheme.
- In Key Stage 2 a reading focussed lesson occurs on a daily basis using the John Murray (Reading Explorers) layered approach. During this lesson teachers/teaching assistants will challenge children of all abilities to improve their prediction, clarification, inference, analysis and

summarising skills. Children will orientate themselves with a text, before focussing on vocabulary, higher order reading skills, question types and academic language.

- Reading Plus is used to deliver a personalised approach to reading in Y5 and Y6. Reading Plus is an online reading system that allows children to develop word reading speed, vocabulary, inference and comprehension skills. The system challenges and assesses the children at their own level and is able to challenge the more able up to GCSE level.
- Each classroom promotes reading through a class reading area. Children have a range of books to choose from that will promote reading for pleasure. Topic books are also displayed and can be freely accessed by children.

Writing

- Children are encouraged to write from entry into the Early Years Foundation Stage. Children are provided with lots of opportunities to learn about the written word and to understand that symbols carry meaning. Mark making is encouraged. We use 'Squiggle whilst you wiggle' and funky fingers to develop these pre-writing motor skills.
- Writing in reception class mostly takes place in Floppy's Phonics lessons. Writing opportunities involve transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)
- As part of writing development, children are expected to develop a clear, fluent and legible joined handwriting style. Cursive writing is taught from Y2 using the Letter-join scheme. In Key Stage 2 children are given a Pen Licence when they can evidence consistent use of a cursive handwriting style across the curriculum.
- Spellings are sent home weekly from Y1-Y6. Spellings in KS1 are based on the phonics knowledge of the children. Spelling Shed is used in Key Stage 2. Children can access spelling games from home to support their school learning.
- The composition of writing is taught through a range of resources such as Hamilton Trust, The Literacy Shed, Alan Peat and Adam Bushnell.
- Key Stages 1 and 2 promote the use of ambitious vocabulary by focussing on vocabulary in class texts and through shared reading.
- Marking writing is an integral part of the teaching process, linked to objectives and targets. In Key Stages 1 and 2 a longer piece of work is written every fortnight in the creative writing book. This piece of writing is marked using the 2 stars and a wish method. Children use a red pen to respond to marking by correcting and adapting their writing.

Early Years Foundation Stage

Key Stage 1

Pupils are taught to:

Key Stage 2

Resources

We have a range of English equipment and resources that are accessible for all and can be easily moved around school. These include

Impact

Our English Curriculum is high quality, well thought out and planned to demonstrate progression. We measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes
- A celebration of learning which demonstrates progression across the school
- Tracking of knowledge in pre and post learning activities
- Pupil discussions about their learning

Monitoring and Evaluation

To monitor and evaluate the teaching and learning of ENGLISH the subject lead will:

- Provide support to teachers by explaining the progressive curriculum map, discuss the key concepts in English, co-planning, team teaching, observing and giving feedback
- Monitor the delivery of medium-term planning against the curriculum map.
- Engage in monitoring strategies such as work sampling, pupil voice review and lesson observation.
- Review and advise the SLT on English resource provision.
- Works co-operatively with the SENDCo to provide support for children with SEND.
- Discuss regularly with the Head Teacher the progress with implementing this policy in the school.

Assessment

Assessment forms an integral part of the teaching and learning of English. Teachers assess children's progress in several ways, through feedback, by observing their working, listening to their responses and by making informed professional judgements in relation to the expectations set out in our curriculum maps.

Teachers record and track progress by making formative assessment throughout the year. At the end of the year assessment information is collated and a summative judgement, measured against specific end points for each year group, is made. We track pupil progress using an internal data system.

Statutory assessment takes place in Reception, Year 1, Year 2 and Year 6. Early Reading development is assessed using Floppy's Phonics assessments, Salford Reading tests and NTS tests. Writing progress is assessed termly using written pieces from across the curriculum. Staff keep ongoing records for reading and spelling. Spelling tests are used to assess weekly progress.

As a result, we have a community of enthusiastic readers and writers who enjoy showcasing their developing literacy knowledge and skills. They are confident to take risks in their reading and writing, and love to discuss and share their ideas.

Health and Safety

Children are taught how to use equipment and resources in accordance with the health and safety guidelines.

Equal Opportunities

All children, regardless of gender, race or learning needs will be given equal access to our English curriculum. The English curriculum will be differentiated according to the needs of the children. If a child needs specialist equipment to access the curriculum, the school will source the appropriate resource.

If a child has an EHC plan and is unable to access the curriculum at the same level as their peers,

then provision will be made for the child to access the curriculum at their own level. If a child is identified as being more able, in this curriculum area, they will be challenged in their learning.

Disability Equality Impact Assessment

This policy has been written with reference to, and in consideration of, the school's Equality Policy. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents.

Policy Monitoring and Review

The subject lead reports to the Head Teacher upon the progress of their subject across school, the Head Teacher in turn, discusses this with school governors and the Trust.

Any questions or concerns regarding this policy should be made to the Head Teacher