

## English Policy

### **Key Stage One and Two**

Language in all its forms - speaking and listening, reading and writing - is integral to a child's ability to access the whole curriculum and wider life-skills beyond school and as such is given high priority. At Wilberforce Primary we intend to provide a wide range of learning experiences, giving children the opportunity to develop reading strategies and to read for a variety of purposes, including enjoyment; write in a range of styles and read for a variety of purposes; speak confidently in a range of contexts and develop focused listening skills. We will help our pupils to express themselves creatively and imaginatively and to understand how language works by looking at its patterns, structures and origins.

This policy gives guidance to staff and for other interested parties into agreed ways of developing children's language. All who work in school should be familiar with the contents of this policy and teachers should use it to plan and inform their practice and to ensure continuity, progression and success for pupils.

### **CORE AIMS**

- To provide high-quality teaching appropriate to the needs of all children.
- To encourage a whole school approach to English.
- To encourage a love of reading and writing.
- To give children the opportunities to develop skills, confidence and enthusiasm for reading and writing.
- To develop pupils ability to communicate effectively in speech and writing.
- To ensure all children are literate.
- To encourage children to respond to language in a thoughtful and imaginative way.
- To develop language skills in all curriculum areas.
- To enable children to listen with understanding.
- To monitor and assess the language development of each individual child.

## **PLANNING**

Our teaching of English throughout the curriculum draws from a variety of sources and opportunities whilst ensuring that statutory elements of the 2014 National Curriculum are the foundation of all English teaching.

The National Curriculum is used to provide a flexible structure to the teaching of English throughout the school. The strands of spoken language, listening skills, reading words, reading comprehension, transcription (specifically spelling and handwriting), composition (including planning, drafting, revising and editing), vocabulary, grammar and punctuation are all taught across the school. The strands are structured to form a long term plan with an appropriate balance of fiction and non-fiction elements which are broken down in to medium term and short term plans.

Planning covers skills required to successfully complete an extended piece of writing on a regular basis within English lessons and across the curriculum. It should also encompass objectives and misconceptions informed by the evaluation and marking of the children's previous work.

## **TEACHING AND LEARNING**

The curriculum is delivered by class teachers. Where appropriate, groups or individuals are supported by Teaching Assistants. Collaborative learning styles and mixed ability activities are also used. All teaching and learning, in every year group, should be in line with the statutory requirements set out in the 2014 National Curriculum and in line with the school's teaching structures as outlined further below. In addition, all lessons should challenge and stretch children of all abilities; work provided should also be suitably differentiated to enable access and excellence for all.

In KS1 and KS2 teachers deliver a daily English lesson and a reading lesson at least 3 times a week. This is in addition to KS1 teaching a daily phonics lesson. The literacy skills taught are then applied across the curriculum, for example in foundation lessons or in an explanation of methods in Science, Mathematics or foundation topics.

## **SPEAKING AND LISTENING**

At Wilberforce Primary, we aim to develop every child's competence, confidence and enjoyment in speaking and listening. We believe that speaking and listening underpins the development of reading and writing; speaking and listening activities are therefore embedded throughout the curriculum. The statutory requirements for spoken language are outlined for each year group and are taken account of in planning.

To develop our pupils as speakers and listeners we give all children opportunities to express their ideas to a range of audiences by taking part in individual presentations, group discussions, debates and drama activities. Children are encouraged to listen and respond appropriately and respectfully to others, using vocabulary and grammar of standard English whenever appropriate. Through the use of Drama we provide our pupils with the opportunities to create, adapt and sustain different roles individually and in groups when participating in spoken performances and dramatic improvisations.

In addition to the above, there are class discussions and debates, class assemblies, weekly show-and-tell sessions and school events which provide opportunities for public speaking. Roles of responsibility for pupils such as school councillors and, in Year 6, Head Team and House Captains, help with the promotion of confidence in speaking and listening.

## **READING**

At Wilberforce Primary, children are encouraged to acquire a love of reading. We passionately believe that all children should learn to read before they read to learn. As such, we encourage them to read independently and with enjoyment whilst teaching them to read accurately and fluently using a range of strategies.

Lessons at Wilberforce Primary provide a range of reading experiences, including individual reading, paired reading, shared reading, class stories and use of the school and class libraries whilst also providing stimulating texts which are age related with appropriate graduated vocabulary. In addition, we use a variety of reading sources to stimulate children's enthusiasm for reading, with staff encouraging pupils to read a wide range of fiction and non-fiction books, including media and ICT texts and texts from a variety of cultures and traditions. A full and broad range of texts are available to all children from our stimulating Key Stage 1 and Key Stage 2 fiction library and a non-fiction library, with classes visiting on a weekly basis.

Every day, every child in KS1 takes home a reading-scheme book and a reading record while children in KS2 take home a book of their choice and a reading record. The children share their books with an adult in school on a regular basis. When reading with a child, adults ask questions relevant to the interest of the child and encourage predictions. In addition to independent take-home books,

teachers also read regularly to and with pupils in order to foster and encourage children's love of reading. Opportunities to free read (DEAR sessions) and reading aloud to adults also promote this. Reading enrichment activities are also enjoyed by the whole school such as World Book Day, Roald Dahl day etc. Throughout school holidays, reading is encouraged by promoting reading challenges in association with the local public library.

### **Phonics:**

Daily phonics lessons focus upon phoneme/grapheme recognition and the strategies of blending to read and segmenting to spell. Children are grouped according to ability; regular assessment ensures children who are not working at an appropriate level have access to interventions groups (the groups focus upon the wider aspects of reading as well as the direct teaching of phonics). Whilst following the RWI programme for phonics, children also make use of the Oxford Reading Tree scheme. We place high importance on teaching children how to decode through daily phonics lessons (including in KS2 where required) before they are tested at the end of Year 1.

### **Whole Class Reading:**

From Year 1, as children progress in their reading, they are taught to widen their use of books for reading for information, developing the skills of looking up/locating information, skimming, scanning, note taking etc. Reading comprehension is not just through reading lessons but includes cross curricular links in Topic and Science lessons. Reading at Wilberforce in KS1 and KS2 focuses on the content domains such as retrieving information from the text; inference and deduction; commenting upon the structure and organisational features of a text; author's use/ choice of language; commenting upon author's intent and viewpoint; identifying themes and conventions; summarising main events and providing reasoned judgments about texts read etc.

### **Lesson Structure:**

- Lessons are all planned using the reading domains with a focus on skill progression
- RICS starter activity: This ensures that key domain skills are constantly being utilised and reinforced.
- Teacher reading: Modelling expression and intonation, confronting tricky words and providing context using think-out-loud
- Paired reading: Children are labelled A & B (and C if unequal number), one uses a 'pointer of power' to follow the words in the text whilst the other reads. The children then swap.
- Teacher re-reading of the text to promote and encourage expression.
- Comprehension activities: Activities are focussed on the domain content or a range of domains once all have been explicitly taught.

With time-tabling, it may be that one reading lesson focuses on extended RICS tasks and then the next focuses on a text and domain, or that one focuses on reading and vocabulary and the following is used to answer extended questions relating to that text. This is at the discretion of the teacher in conversation with the subject leader.

## **WRITING**

We believe that writing should be taught across the curriculum, not just in English lessons. Effective transcription (spelling and handwriting) and composition (articulation of ideas and structuring them in speech and writing) are essential skills as the ability to write ideas fluently relies upon effective transcription. Successful composition relies upon forming, articulating and communicating ideas and organising them coherently for a reader. This requires clarity, awareness of audience, purpose, structure and context as well as an increasingly wide knowledge of vocabulary, grammar and punctuation. Children are given opportunities to plan, draft, revise and evaluate their own writing.

In KS1 and KS2 writing can be factual, imaginative or based upon children's own experiences. Writing will be cross curricular, taking account of trips, visitors to school, investigations and real-life experiences. Children's work is discussed and used to draw attention to purpose, style, presentation, grammar, punctuation and spellings. We believe that by providing children with a coherent writing process, children will be able to access a range of text types, obtaining an interest and pleasure for, and from, writing and become skilled independent writers. Writing in KS1 and KS2 encourages independence and confidence through the development of skills and experiences as all children gain and develop a strong understanding of age related grammar, vocabulary and punctuation, teaching this within English lessons or in GPS lessons in UKS2. In addition, we celebrate writing and foster a sense of pride in the work children produce, as seen in the 'Proud Cloud' displays of children's work around school.

Every genre in KS1 and KS2 is taught in three phases:

- Phase 1: Introduce a WMG, discuss features, analyse the WMG, discuss audience and purpose
- Phase 2: The writing process: shared writing/slow writing – drafting their piece of writing
- Phase 3: Final draft, editing and publishing

### **Phase 1: Introducing a genre**

The genre must start with a What Makes Good (WMG), which the class read through together and which provides an example of the high quality outcome that children are expected to create. This will demonstrate how to include focus writing assessment statements/KPIs as well as enabling a strong focus on specific and ambitious vocabulary. Within this writing phase, children must be taught to identify the features of the genre as well as the audience and purpose of the text. All teachers will include an annotated copy of the WMG with features, key vocabulary, audience and purpose etc on their working walls. Children must also have a copy of the

WMG in their books, upon which they annotate the features. This phase is fundamental to enabling children to have full comprehension of the text type before they compose their own version.

### Phase 2: The Writing Process

The second phase of a scheme of work can be completed in a variety of ways – the most prominent being shared writing, boxing-up or slow writing. This enables the teacher to verbalise the writing process for children. Throughout the thinking and writing process, the teacher should discuss, model and think-out-loud. This enables children to experience the processes of authors when they are writing. All teachers should know the grammar foci and KPI targets for each stage of the writing process and these should be listed on the teacher's English MTP.

As children write they should be encouraged to edit their work, interrogating each word choice and considering whether there might be a better option. Phase 2 is structured, supported and includes the teaching of specific skills. This is not a phase for external moderators or for teacher assessment; this phase is to allow children to practise and hone their skills which they will then use in their independent writing of Phase 3.

### Phase 3: Independent Writing, Editing and Publishing

The final phase of the scheme of work and thus their final piece of writing, is a culmination of the child's learning process across Phase 2. It must be written in the child's purple assessment book – this is independent. Work should be edited in green pencil – children should check their writing to see if they have included the KPIs/writing foci that they have learnt over the course of the sequence of lessons.

Publishing of the writing is the final version written up on bordered paper for display. Children should not view their assessment book as a "neat book" or "best work" book – all work in all books should be neat and a reflection of their "best" efforts.

### **Spelling:**

Initially, children are taught to write individual letters and attempt to spell phonetically. From Year 1 children are taught the rules of spelling patterns, as outlined in the 2014 National Curriculum. Children are given spellings to learn as homework and are tested in class regularly. Dictionaries and thesauruses are used in class and children taught how to use them effectively, including as a tool to aid their ability to self-correct and revise work. In spelling lessons and within English lessons, children may continue to learn about the rule or pattern set as homework or may move on to other patterns, rules, topic words or common errors made by children. Resources such as 'Treasure House' should be utilised to support the learning of rules and patterns.

### **Handwriting:**

We have high expectations of the presentation of work in all areas of the curriculum. We aim to ensure children produce well formed, legible, cursive writing that is consistent and neat in appearance. Support is provided for those who require it. Teachers should model and demonstrate correct letter formation. Children should begin to join in Year 1. As children master joining and correct formation, the focus should then be on writing neatly, consistently and at a reasonable speed; joined handwriting should then be used in every piece of work. Pen licenses will be given out by the English Leader when a consistent style, which follows the cursive writing requirements, is achieved. These pens should be used consistently in all curriculum areas except in Maths and for scientific diagrams.

### **FEEDBACK**

English work and all cross curricular writing should be marked in accordance with the school's Feedback Policy. This ensures consistency across the curriculum and throughout the school.

### **ASSESSMENT**

Continuous assessments of reading and writing take place throughout the year. Reading is assessed frequently through individual reading, class reading and comprehension activities which are used to inform planning. Extended writing is assessed and informs teacher assessment of pupil progress and next steps for learning. Leaders and SLT also triangulate teaching and learning, books and assessment data on a regular basis.

Summative assessments for Years 1 - 6 take place 6 times a year through formal testing. These tests are a combination of United Learning written tests and Rising Stars tests. Results from these tests are recorded on electronic assessment tools which provide gap analysis. On-going assessment is made online with classroom monitor according to the framework statements or Key Performance Indicators (KPIs). These forms of assessment help teachers to make secure judgements as to the level of the child's attainment:

- Working at Pre Key-Stage (PKS)
- Working Towards the Expected Standard (WTS)
- Working At the Expected Standard (EXS)
- Working at Greater Depth in the Expected Standard (GDS)

In Reception, children are assessed against using the EYFS Profile. Children in Year 1 are tested in June on their Phonics skills whilst those in Years 2 and 6 are tested at the end of the Key Stage in-line with Government requirements. All class teachers ensure differentiation for every child across the spectrum of learning, including extension of English expertise in all areas of the curriculum.

## **INCLUSION AND EQUAL OPPORTUNITIES**

All children are provided with equal access to the English Curriculum. We aim to provide all children with interesting, engaging and varied learning opportunities regardless of gender, ethnicity, cultural background, religion, ability, family or social circumstances.

Texts showing people and written and illustrated by authors of both sexes and from various cultures will be used. Children of all abilities have access to quality fiction, non-fiction and poetry texts.

## **SPECIAL EDUCATIONAL NEEDS**

Children with SEN will be supported in all aspects of English in line with the school Special Educational Needs Policy. Where barriers to learning are identified, the class teacher will work closely with the SENCO and the English Leader, to ensure difficulties are addressed and a programme of learning is put in place to remove barriers to learning. Where necessary, targeted children may access intervention groups including: phonics, spelling, handwriting, oracy groups and grammar. The SENCO/English Leader will liaise with the class teachers and children will be moved in and out of intervention groups on a regular basis and as necessary. Resources such as *Communicate In Print* will be utilised where needed to support children with SEND requirements.

## **EAL – English As An Additional Language**

A high proportion of our children have particular requirements with regard to learning and assessment which are linked to their progress in learning English as an additional language (EAL). Wilberforce aims to meet all the needs of those children who are learning English as an additional language.

Children who are learning English as an additional language have linguistic skills similar to those of monolingual English-speaking children. Their ability to participate in the full curriculum may well be in advance of their current ability to communicate in English. Being a speaker of more than one language is no disadvantage to educational achievement; indeed, multilingualism is associated with success. Wilberforce Primary school recognises the importance of community languages in their own right, and the ability of their speakers to acquire other languages.

Teachers use various methods to help children who are learning English as an additional language such as:

- Ensuring that vocabulary work covers the technical as well as the everyday meanings.
- Explaining how spoken and written English have different usages for different purposes.
- Providing them with a range of reading materials, to exemplify the different ways in which English is used.
- Giving them appropriate opportunities for talking, and using talking to support writing.
- Encouraging them to relate one language to another.
- Ensuring their access to the curriculum and to assessment by using texts and materials that suit their ages and learning stages, providing support through visual timetables, ICT, video visual and audio materials, dictionaries and translators (where applicable) using the home or first language where appropriate.

### **HOME/SCHOOL LINKS**

We value our relationship with parents and carers in supporting their children's literacy skills. We recognise that the role of the family is central in supporting the child's language development as a speaker, reader and writer. We aim to keep parents involved in their child's learning by providing regular parents' evenings which give them verbal information on their child's progress and their targets (both short term and for the future); sending reading books and reading records home to monitor progress at home and at school; providing curriculum meetings and subject-specific coffee mornings to inform parents and to explain how they can help.