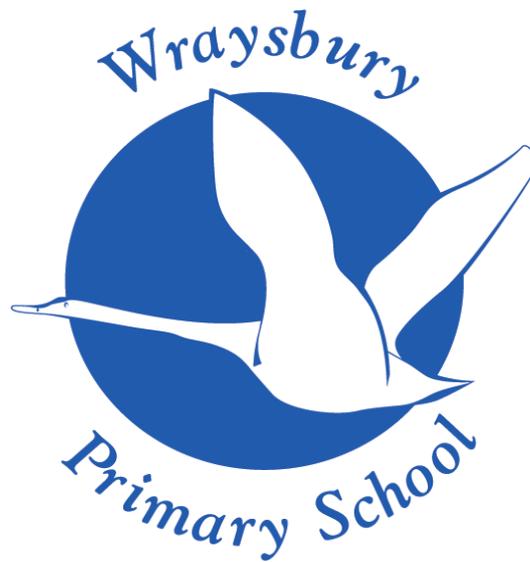


# English Policy



Welley Road  
Wraysbury, Staines  
TW19 5DJ

Headteacher: Mrs A Fox

Produced by: **Emma Wise and Melody Woodhart**

Approved by: **Teaching and Learning Committee**

**For approval Spring 2 2023**

Review date:

## English

**‘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, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.’ (National Curriculum 2014)**

### **INTENT:**

The overarching aim for English in the National Curriculum 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. The national curriculum for English aims to ensure that all pupils:

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

### **IMPLEMENTATION:**

At Wraysbury Primary School we use a variety of teaching and learning styles in English lessons. Our principal aim is to develop children’s knowledge, skills and understanding of English. English is taught through a variety of approaches including; whole class, group work, investigations, individual tasks and continuous provision. Children have the opportunity to experience a wide range of texts and use a range of resources to support their learning. ICT is used where it enhances, extends and complements English teaching and learning.

Wherever possible, we encourage children to use and apply their learning in other areas of the curriculum. There are children of differing ability in all classes at Wraysbury Primary School. Teachers have high expectations of all pupils and provide suitable learning opportunities by matching the challenge of the task to the ability of the child.

### **Planning:**

English is a core subject in the National Curriculum. We use the National Curriculum in England as the basis for implementing the statutory requirements of the programmes of study for English.

We carry out the curriculum planning in English in two phases: a long-term overview across the year and detailed weekly plans.

English lessons and focused reading sessions are delivered from Year 1 to Year 6 each week. In addition, children from Foundation Stage to Year 2 receive focused phonics lessons daily.

Foundation Stage plans are based on the Early Learning Goals as set out in the Early Years Foundation Stage Profile.

Opportunities for cross curricular writing are planned for regularly within each topic, allowing children the chance to transfer and apply their writing skills.

### **Inclusion:**

All children receive quality first teaching and activities are differentiated accordingly. In addition, where identified pupils are considered to require targeted support to enable them to work towards age appropriate objectives, intervention programmes will be implemented. Teachers and teaching assistants plan programmes together and monitor progress of these pupils.

The provision of intervention strategies are reviewed each year according to the needs of the school. These currently include Little Wandle Catch Up, Rapid Catch up 7+ for those over 7 years old and others planned for by teachers. Resources and training are regularly reviewed and updated for use by teachers and support staff.

Gifted and Talented children are tracked through assessment procedures. Teachers will ensure that the most able children are challenged. Differentiated activities for independent work will be provided to broaden their skills.

### **IMPACT:**

Assessments are made in line with the school assessment policy.

Teachers use effective assessment for learning to ensure planning is based on prior attainment and that pupils know what they need to do to achieve the next steps. Group or individual targets are set accordingly. Children are informed of their own targets for learning and supported to make progress towards them. Children are also involved in setting their own steps to success and encouraged to review their progress towards these through self, peer and teacher assessment.

Marking is in line with the school marking and feedback policy.

### **Staff Development:**

Teachers are expected to keep up to date with subject knowledge and use current materials that are available in school or online.

Training needs are identified as a result of whole school monitoring, evaluation and performance management. The English Leaders will arrange for relevant advice and information, such as feedback from courses or newsletters, to be disseminated. Where necessary, the English Leaders will lead or organise school based training.

Additional adults who are involved with intervention programmes will receive appropriate training that may be school based or part of central training.

### **Library:**

The school library has an ever increasing stock of fiction and non-fiction books. All classes are allocated a time to read, change books and develop research skills. The Library has an adult librarian to work alongside a team of pupil librarians. (See separate Library Policy)

### **ICT:**

All classrooms have interactive whiteboards and all teachers have been fully trained in their use. They continue to be an essential tool for the teaching of English, giving enormous opportunities to create multimedia based lessons in visual English. The English Subject Leaders will support teaching with an interactive whiteboard and ensure that all teachers will have access to suitable programs and lessons. Further tools for enhancing the teaching of English include visualisers, CD players, video and sound recorders.

All classes also have timetabled access to individual computers in the ICT room, including time for cross-curricular lessons. ICT skills are taught and practised as appropriate to promote English skills, both during the English lesson and at other times.

### **Resources:**

Resources for English are located within phases. Teachers make specific requests for resources to the English Subject Leaders, who organises the placement of orders. The school does not follow a set scheme for English but use a variety of schemes to support planning.

### **Spoken Language**

#### **Aims:**

Children need to be able to:

- Communicate effectively, speaking with increasing confidence, clarity and fluency
- Participate in discussions and debate in a variety of contexts
- Listen to the views, opinions and ideas of others with increased interest
- Articulate ideas and thoughts clearly with appropriate tone and vocabulary recognising audience
- Respond to questions and opinions appropriately
- Retell stories and poems which are known by heart
- Ask questions with increasing relevance and insight

**Entitlement:**

Pupils have access to a wide range of speaking and listening opportunities that include:

- Talking about their own experiences, recounting events
- Participating in discussion and debate
- 'Show and Tell'
- Retelling stories and poems
- Expressing opinions and justifying ideas
- Listening to stories read aloud
- Presenting ideas to different audiences
- Taking part in school performances
- Responding to different kinds of texts
- Talking to visitors in school
- Listening to ideas and opinions of adults and peers
- Role-play and other drama activities across the curriculum.
- Use dramatic techniques, including work in role to explore ideas and texts
- Create, share and evaluate ideas and understanding through drama

**IMPLEMENTATION:**

Teachers provide a wide range of contexts for spoken language throughout the school day. Teachers and other adults in school model speaking clearly. This includes clear diction, reasoned argument, using imaginative and challenging language and use of Standard English.

Listening is modelled, as is the appropriate use of non-verbal communication, respecting the views of others. Teachers are also sensitive in encouraging the participation of retiring or reticent children.

Spoken Language outcomes are planned for in all areas of the curriculum.

Learning takes place in a variety of situations and group settings. For example, these could include reading aloud as an individual, working collaboratively on an investigation, reporting findings as a newscaster, interviewing people as part of a research project, acting as a guide for a visitor to school or responding to a text in shared or guided reading.

Spoken Language will be a focus across the curriculum and across the school day in a variety of settings.

**Reading****INTENT:**

Reading is an essential life skill which enables children to access the wider curriculum to its full potential while at school, and take full advantage of their life opportunities as they enter the adult world. We want our children to be able to read easily, fluently and with good understanding while developing the habit of reading widely and often, for both pleasure and information.

Our children will have the ability to read and understand a range of texts allowing them to become independent learners. Furthermore, developing an ability to engage with and respond to literature gives children the opportunity to enrich their lives at a personal level, now and in the future.

To ensure a common understanding of how reading is taught and to ensure that there is consistency in creating a wide range of reading opportunities for children across the school.

**IMPLEMENTATION:**

Teachers promote and value reading as an enjoyable activity and a life skill. Reading is taught on a daily basis throughout the school. This can take the form of guided, shared or independent reading. Shared reading techniques are used to teach reading in all year groups. In addition, reading skills are taught and practised throughout the curriculum in all subject areas; for example, children may learn comprehension skills when finding information using secondary sources in a History lesson.

All teachers are responsible for providing a stimulating reading environment, promoting book ownership and recommending books to pupils. Classroom and central displays are language rich and special displays should promote authors and books.

**Teaching Approaches****Shared reading:**

Teachers use shared reading to model the process of reading to the children, including how to read fluently and with expression, how to decipher meaning from texts and how to express a personal

response to text. Shared reading can take place across the curriculum. Texts are chosen carefully to provide challenge for the children at a level higher than the children's independent reading ability.

### **Guided reading:**

Guided reading texts are carefully selected so that children have access to a range of genres and by a range of authors. Initially, teachers may listen to children read independently to assess their decoding ability, fluency and expression. Questions will then be asked to assess and develop understanding and a personal response to the text. Guided reading activities may also be cross-curricular linking to the current topic or theme.

### **Independent reading:**

All children from Reception to Year 6 choose an independent reading book from the appropriate stage for their ability to read both at home and at school. Independent reading opportunities at school are provided regularly. Teachers monitor independent reading and discuss progress with individual pupils on a regular basis.

### **Home-School Reading:**

Reading at home is regarded as an important part of reading development. Parents are encouraged to hear their children read regularly and respond to their child's reading through Reading Record Books

### **Reading for Pleasure:**

Children are expected to read a wide range of texts for both pleasure and information and events throughout the year are planned to promote this. Such events may include, author visits, sponsored reads, whole school reading challenges, visits from the 'Travelling Books' fair, celebrations marking World Book/Poetry day, author visits and much more. Children should be provided with as many opportunities both inside and outside of school to engage in reading for pleasure.

## **Writing**

### **INTENT:**

Children should learn to:

- write in different contexts and for different purposes and audiences
- be increasingly aware of the conventions of writing, including grammar, punctuation and spelling
- plan draft and edit their writing to suit the purpose
- use ICT as a literacy medium for presenting work and manipulating text
- form letters correctly, leading to a fluent joined and legible handwriting style, giving increasing regard to presentation

### **Entitlement**

Pupils have access to a wide range of writing opportunities that include:

- shared writing
- guided writing
- independent writing
- writing different text types and narrative styles
- writing in different curriculum areas
- handwriting practice
- collaborative writing
- writing related to own experiences and enjoyment
- writing from a variety of stimuli
- planning, drafting, editing and presenting
- using ICT

### **IMPLEMENTATION:**

Teachers promote writing and look for ways to inspire and motivate pupils so that they see themselves as 'writers'. Teachers establish the purpose and audience for writing and make teaching objectives explicit to

pupils so they know why they are studying a particular text type, the kind of writing activities they need to undertake and what the expected outcome will be.

The writing process breaks down into a number of steps that will need to be taught and practised regularly:

1. Planning
2. Drafting and Writing
3. Evaluating and Editing
4. Proof-Reading
5. Reading Aloud and Sharing

Subject-specific texts that link to work being undertaken in other areas should also be used in English lessons to support the wider curriculum.

Teachers use shared writing to model the writing process. Shared reading and writing also provide a context for discussion and demonstration of grammatical, spelling and punctuation features. Activities are differentiated through the use of writing frames, spelling banks, collaborative work and peer or adult support.

### **Handwriting:**

Handwriting is taught in class. The school follows the Continuous Cursive Handwriting style (see Handwriting Policy).

## **Spelling and Phonics**

### **INTENT:**

Children should be able to:

- Blend and segment sounds easily
- Learn that segmenting words into their constituent phonemes for spelling is the reverse of blending phonemes into words for reading
- Spell words accurately by combining the use of grapheme-phoneme correspondence knowledge as the prime approach, and also morphological knowledge and etymological information
- Use a range of approaches to learn and spell irregular words.

### **Entitlement:**

Pupils have access to a range of phonics opportunities that include at FS and KS1:

- Whole class teaching of specific spelling patterns
- Daily discrete phonics teaching
- Using phonics knowledge in real life contexts
- Applying skills in cross curricular contexts
- Pupils have access to a range of phonics opportunities that include at KS2:
- Whole class teaching of specific spelling conventions and rules
- Discrete phonics teaching as part of an intervention group where gaps in phonological knowledge have been identified
- Using phonological knowledge in real life contexts
- Applying skills in cross curricular contexts

### **IMPLEMENTATION:**

Teachers provide a wide range of contexts for reinforcing spelling patterns and tricky words throughout the school day. All teachers use multi-sensory phonics materials based on Letters and Sounds as a basis for their planning for the teaching of spelling.

Learning takes place in a variety of situations and group settings. For example, these could include working independently to practise tricky words, possibly using ICT; working collaboratively on an investigation and participating in short, focused whole class activities.

Children are expected to spell high frequency words correctly and the word lists for their particular year group.

During English lessons, teachers will introduce, model and reinforce spelling strategies taken from appendix 1 of the 2014 English Programmes of Study.

**Spelling Homework:**

Children will receive a weekly spelling list according to their ability. It will cover new patterns covered in class, words from the previous year, common exception words and high frequency words.

**Role of the Subject Leader:**

- To support and guide staff to carry out the National Curriculum Programmes of Study
- In consultation with the Headteacher, to organise and deliver training and lead or arrange INSET.
- To report to the School Governors' Teaching and Learning Committee.
- To ensure coverage, continuity and progression in planning.
- To monitor termly plans and arrange classroom observations.
- To establish liaison and consultation with the Education Authority's English Consultant, other schools and outside agencies.
- In consultation with the class teachers, to select, evaluate and order necessary resources.
- To maintain, update and replace resources where required.
- To keep up to date with current developments and initiatives and to share knowledge with staff.
- To co-ordinate the formation and review of policy documents.