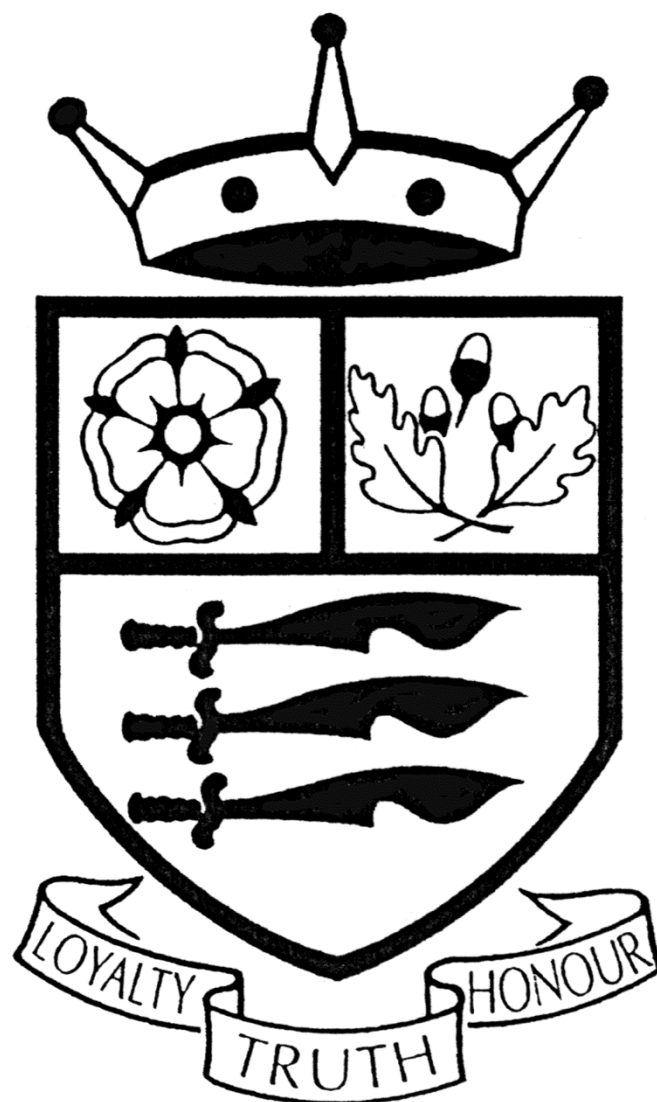


West Lodge Primary School



English Policy

WEST LODGE PRIMARY SCHOOL

English Policy

Date Written: July 2021

Review Date: July 2024

RRSA Links:

Article 12 – Children have the right to their own opinion.

Article 23 – Children with additional needs have the right to have their needs met.

Article 28 - Children have a right to an education. Discipline in schools should respect children's human dignity.

Article 29 – Education should develop children's talents, ability and personality. It should help them develop respect for others.

Article 30 – Children have the right to practise their own culture, language and religion.

"There's no greater agony than bearing an untold story inside you." - Maya Angelou

Vision

English at West Lodge aspires to ignite every child's passion for reading and writing. The learning journey begins through meaningful mark making in the Early Years and ends with the children moving on to secondary school having successfully mastered fluency of the English language. Exposing the children to a diverse and inspiring range of authors takes them on imaginary journeys into new worlds, enriching their lives and helping them to form their own identity. From the captivating stories of Julia Donaldson and Michael Morpurgo, to the powerful poetry of Michael Rosen and Benjamin Zephaniah, children develop a love of the written word which in turn enhances their vocabulary and creative writing. Exposure to different languages in KS2 enables children to explore their own cultural identities and those of others to promote a lifetime of effective communication. All children leave West Lodge with the skills to contribute to the world around them with confidence and clarity.

Aims:

- To foster an enthusiasm for and love of reading for life.
- To develop readers who are fluent, expressive and who demonstrate a good understanding.
- To provide a rich and stimulating language environment, where speaking and listening, reading and writing are integrated and learners are given opportunities to apply language that they learn competently and expressively.
- To acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- To encourage pupils to have fluent and legible, joined handwriting.

Organisation

We follow the English Programme of Study as laid out in the National Curriculum for English (Key Stages 1&2) 2014. An appropriate balance of word, sentence and text level work, and a high level of direct and interactive teaching are maintained. A specific, systematic and explicit sequence of skills and knowledge in English has been created by subject leaders through a progression map, informed by the National Curriculum Programme of Study, and is used by year groups to plan units of work in English.

Reception

Reception children will experience Literacy (reading and writing) as a specific area of learning in the Early Years curriculum. The development of their literacy skills is encouraged primarily through Communication and Language (listening and attention, understanding and speaking). Literacy skills are taught explicitly through daily RWI phonic sessions and implicitly through a holistic Early Years curriculum. The Early Years team provide parents with the opportunity to develop a greater understanding of the developmental skills in Literacy, through a number of workshops: Early Reading, Read Write Inc. and Early Writing. This develops a shared understanding of each child's next step in the learning process.

RWI is discreetly delivered four times per week. Children may also work with a teacher or teaching assistant to complete group or independent work. The children also practise and apply literacy skills in areas of provision around

the classroom when working more freely; this may or may not be with an adult. Children have a 'Literacy Book' in which all guided and supported writing is evidenced. Where children write independently, such evidence is gathered in a child's 'Learning Journal'.

Key Stage 1

The children in Year 1 follow the Read, Write Inc. phonics programme which incorporates phonics, reading and writing for 3 days a week. In addition to this, the children also have English lessons following a range of different texts or 'Igniting Writing' which gives the children opportunity to orally rehearse prior to writing. When children have completed the Read Write Inc. programme, they study a range of diverse and challenging whole class texts, focusing on grammar, spelling, punctuation and different genres of writing. Once children become more fluent readers, they begin to participate in small group guided reading sessions.

Key Stage 2

Throughout Key Stage 2, English lessons occur daily. These are split into English lessons and Guided Reading lessons. The teaching of spelling, grammar, punctuation and handwriting is delivered through specific lessons as well as being integrated into the teaching of reading and writing. A range of diverse and challenging texts are used to inspire and engage children, as well as develop their understanding of the world around them. These texts are used to inspire writing. Reading skills are developed through shared, guided and individual reading tasks. Children in KS2 take part in whole class Guided Reading sessions which focus on teaching comprehension skills through a range of challenging fiction and non-fiction texts.

Inclusion and Differentiation

The English curriculum is available to all children and takes into account personal, cultural, educational and social needs. Children learning English as an additional language, are encouraged to speak, read and write in English as soon as they feel confident enough to do so. They are given access to a variety of visual resources, to support their development in English and receive pre-teaching from a specialist EAL teacher, of specific vocabulary and texts before lessons. Key objectives will be adapted when necessary, to enable children to access them at their own level. Learning will be appropriately differentiated to enable all pupils to access the curriculum and to be suitably challenged. Children with Special Educational Needs are supported through carefully scaffolded and differentiated tasks to ensure that they are able to access reading and writing activities at their level. Children in Key Stage 2 follow the Read, Write Inc. programme, Fresh Start, Reading Ladders or Talisman as an intervention if needed. Teachers liaise with teachers from Kaleidoscope to tailor learning for all learners. Challenge is provided for children working above age related expectations through small group sessions led by teachers.

SMSC Opportunities

In English, a range of texts are explored that develop spiritual, moral, social and cultural development through discussion and debate. For example, the study of novels like Michael Morpurgo's 'Friend or Foe', amongst others, encourages the discussion of the difference between good and evil. The study of texts like this gives students the opportunity to think about the consequences of right and wrong, applying this to their own lives. Texts used to drive our curriculum reflect a culturally diverse world, celebrating authors' works from all walks of life.

Writing and the study of poetry gives students the opportunity to reflect on their own beliefs and helps them to establish their own relationship with language. Writing is expressive and allows for a reflective process and the freedom to be creative and experiment.

Sustainable Development Goals

Our English curriculum actively enables children to explore the UN Sustainable Development Goals within each year group and key stage, through meaningful texts and writing opportunities. Year groups have each been assigned one specific goal to focus on and across the year, this goal is woven into different curriculum areas within that year group, including within the English curriculum.

Speaking and Listening

- Pupils are given opportunities to speak in pairs, small groups, and in front of their class, including orally retelling traditional stories from memory and annual public speaking activities. The use of learning partners are regularly planned for in all curriculum areas.
- Through the same range of activities, children are encouraged to listen to others, respect, take turns in conversations and ask appropriate questions.
- Pupils are encouraged to appreciate and use a range of dramatic forms to express feelings and ideas both verbally and non-verbally.
- Pupils are involved in larger performances in class assemblies throughout the year and year group productions.

Reading

- At West Lodge we place a strong emphasis on the value of real books. We use a range of different real books, banded books, and online learning platforms, such as 'Bug Club' and 'Reading Planet' for both guided reading and independent reading.
- Pupils begin their reading journey in Reception and Year 1 systematically following the synthetic phonic programme 'Read, Write, Inc.'. They continue to follow this programme through the school until they can read fluently. For many children they will complete the programme in Year 1 but for others they will continue to follow 'Read, Write, Inc' in Year 2 and beyond where needed.
- Reception and Year 1 children begin by taking home 'decodable' books which are carefully structured and match the GPCs being taught in 'Read, Write, Inc' and the books used in school.
- Once children have been systematically been taught all phonemes and children can apply this knowledge in their reading then they will begin to take home a wider range of book banded books as the focus begins to shift more from developing fluency to developing comprehension. Pupils can regularly choose book banded independent reading books to take home or access online through 'Bug Club' or 'Reading Planet', allocated by the class teacher.
- A range of age appropriate banded and online books are available for children in Key Stage 2 who are still at the initial stages of reading.
- Pupils are encouraged to make free choices of books based on their own interests from either the school library or class libraries.
- Pupils are taught to recognise common exception words which are displayed on word walls. Children take these words home to practise with their parents.
- Guided reading takes in a range of formats across the school, including in small attainment groups, reading banded books matched to their level of attainment, and whole-class guided reading sessions.
- Reading is tracked in home reading diaries so that children can keep a log of the books they've read, parents can follow up and consolidate work from the classroom and the class teacher can monitor the child's reading diet.
- The value of reading is promoted in the school through class book corners, our libraries and outdoor reading area, parent workshops, author of the month, book bingo, yearly book weeks, author and illustrator visits, and class visits to the local library, workshops and theatre visits linked to key authors such as Shakespeare, Michael Rosen and Roald Dahl.

Writing

- Speaking and listening lies at the heart of the writing curriculum. At West Lodge we believe that it is only when a child can verbalise their ideas, that they will be able to write their ideas. Through the use of well modelled texts, children are inspired to articulate their own ideas for writing across the curriculum.
- A whole school, tiered approach is embedded and used for the teaching of new and unfamiliar vocabulary, to enrich children's writing.
- Weekly grammar and punctuation lessons feed into writing tasks to improve the structure of children's writing.

- Extended writing sessions take place across Key Stage 1 and 2. Interactive learning walls incorporate steps to success, key vocabulary, and other elements to support learning.
- Learning partners, drama, role-play, real life experiences, improvisation, hot seating, carefully selected texts and props are tools used to help teach writing.
- It is of vital importance that teachers model writing of all genres through shared writing activities.
- Pupils are given opportunities to plan, draft, revise and edit their own writing. The emphasis on this grows as the children move through the school. As pupils move from Key Stage 1 to Key Stage 2, there is an increase of the emphasis of writing back-to-back within the same genre. This allows the opportunity for up levelling to happen between the two pieces of writing, so pupils learn how to further improve writing in a particular style.

Spelling

- Spelling skills, including editing, are introduced through direct teaching, investigations, studies of spelling patterns and conventions and homework.
- Early Years/ Key Stage 1 pupils are introduced to spelling through the 'Read, Write, Inc.' programme where children will practice segmenting spoken words into their individual sounds and choose which letter or letters to represent each sound. From Year 2 onwards children follow the 'No Nonsense Spelling' Programme.
- When writing, it is advocated that children attempt words for themselves using a range of strategies previously modelled by the teacher and using classroom resources such as word banks, learning walls and dictionaries and thesauruses.
- Children in KS2 take a range of differentiated spellings home to learn bi-weekly. These spellings are comprised of common exception words, spelling patterns, and vocabulary linked to curriculum areas.

Handwriting and Presentation

- The physicality of writing is a key focus in Reception, with carefully planned provision for fine and gross motor skills to be developed.
- Pupils are taught and encouraged to form lower- and upper-case letters correctly from their first days in school. Children are taught the correct start and exit points for each letter using the rhymes from 'Read, Write, Inc'.
- Cursive Nelson script is introduced from the Spring term in Year 1 onwards through discrete 30-minute lessons each week.
- All pupils use pencil when writing.
- Good presentation of written work is expected across the curriculum, which is made clear through class handwriting, teacher modelling and presentation charters.

Role of the Subject Leader

Subject Leaders play an active role in inspiring all pupils and staff to ensure they share an appreciation and enjoyment of English. The curriculum has been designed to engage and motivate all children by reflecting their interests and backgrounds; it has been sequenced effectively to ensure components are embedded and built upon throughout a child's journey in the school. Subject Leaders have developed clear composites for end of year expectations to ensure pupils have the fundamental foundations to build upon. As leaders, we strive to provide the best opportunities for all pupils and always reflect and amend where required. We collaborate with other schools to moderate and share best practice. We are committed to driving high standards in English across the school and do this through learning walks and monitoring activities. Leaders at West Lodge are committed to imparting and sharing their knowledge with colleagues through discussions and CPD.

Marking & Feedback

Throughout the English curriculum at West Lodge, children experience a variety of forms of feedback to move learning on from Reception, through to the end of KS2. This includes pictorial and oral feedback in Reception, in addition to forms of written feedback, as they move through KS1 and KS2 where appropriate and purposeful. Self and peer

assessment are important and valued forms of feedback at West Lodge Primary School and this has been embedded across the school to enable children to identify areas for improvement and better edit their work. Through the use of the steps to success, children are able to identify next steps for learning and provide structured and meaningful feedback, appropriate to their year group. Teachers understand the value of conferencing with pupils and this has been timetabled in various formats (1:1 and small groups) to improve the quality of children's writing.

Assessment

Assessment forms an integral part of the teaching and learning process in English. Teachers continually use formative and summative assessment to ensure planning is based on prior attainment and to ensure that next steps in planning are relevant and sufficiently challenging. Assessment is used to identify any pupils who are underachieving or have gaps in their understanding and enables intervention to be built into teaching time.

Reading (Year 1 – 6)

Reading is assessed continually as children complete reading activities through observation and questioning. Reading books in school are book banded and link to national curriculum expectations. Teachers assess reading through book banding assessment activities (pink – grey levels) and through reading assessment tasks. Reading judgements are made against criteria from the national curriculum, in a range of statements. Attainment judgements are recorded on Insight at the end of each term for reading.

Writing (Year 1 – 6)

Writing judgements are made using statements containing criteria from the national curriculum documents. In Year 1, three pieces of independent writing are assessed over a term and a best fit judgement is made based on those three pieces. Writing is assessed on a half termly basis in Year 2 to Year 6. Each half term, teachers assess the range of writing over that period for each child, using an against banded statements on Insight. Teachers are encouraged to use a variety of genres of writing. The best fit judgement is then recorded on Insight at the end of the term. Moderation of writing assessments is vital within year groups, across the whole school and through working with cluster schools. Whole school writing tasks and CPD focus on consistency of judgements.

Assessment in the Early Years Foundation Stage

As in all Areas of Learning and Development, observations are conducted regularly and progress in English is monitored as part of an ongoing assessment programme. Information is recorded in individual Learning Journals.

Formal Assessment

- At the end of Year 1 all children take the Phonic Screening test. Those that do not pass the test at the end of Year 1 or who did not take the test in Year 1 will take the test in Year 2.
- Children are formally tested in Reading, Grammar, Punctuation and Spelling in Year 2 and Year 6 using SATs tests.
- We use termly Rising Stars assessments in Reading, Grammar, Spelling and Punctuation from Year 1 to Year 6 to help track pupil progress and attainment and quickly analyse gaps in learning to inform targeted teaching and intervention.

Home Learning

Home Learning always reflects what is happening within our classrooms at West Lodge in terms of coverage and expectations. Across the school, children regularly take books home that are matched to their reading level, as well as books that they can pick according to their interests. We continuously encourage a love for reading through regular library visits, reading challenges and the exploration of different genres and authors. We understand the importance of informing parents of the value and importance of nurturing young readers. We encourage children to write for purpose through various homework challenges that link to different year groups expectations and curriculum topics. Parents are made aware of words that children should be aiming to spelling accurately, as well as

the different spelling rules they should apply. Teachers encourage children to follow the school's presentation and handwriting policy when completing activities at home.

Governance

The named link governor for English is responsible for meeting with the subject leader and members of the curriculum team in order to examine the effectiveness of this policy and any actions/impact of the English school improvement plan. Governors are invited annually into the school to take part in English learning walks, observing the teaching of reading, writing and speaking and listening from Reception through to Year 6.