

WORTHINGTON PRIMARY SCHOOL English Policy

REVISION HISTORY

Document version	Date of release	Changes made
Version 2	January 2014	Complete rewrite for the 2014 National Curriculum
V2.1	January 2017	Reviewed – no changes made
V 2.2	Sept 2023	Reviewed- appropriate changes made

Introduction

English has a pre-eminent place in education and 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. 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.

We aim to promote high standards in English and to develop an enjoyment and love of literature.

Intent

- ❖ 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 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

We use a variety of teaching and learning styles within our English lessons and our teaching in all areas of the curriculum reflects the importance of spoken language, listening skills, reading and writing.

Statutory Requirements

The teaching of writing at Worthington conforms to statutory requirements.

For Foundation Stage, statutory requirements for the development of communication and language skills are laid out in the *statutory framework for the early years' foundation stage*. It states that:

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Statutory requirements for the teaching and learning of English in key stages 1 and 2 are laid out in The national curriculum in England Key stages 1 and 2 framework document. It states that:

Pupils should develop the stamina and skills to write at length, with accurate spelling and punctuation. They should be taught the correct use of grammar. They should build on what they have been taught to expand the range of their writing and the variety of the grammar they use. The writing they do should include narratives, explanations, descriptions, comparisons, summaries and evaluations: such writing supports them in rehearsing, understanding and consolidating what they have heard or read.

The Foundation Stage

In the Foundation stage English is studied as part of the Prime area, Communication and Language (CL) and more specifically Literacy (L). Children are taught to listen attentively, ask and answer questions about their experiences and to follow instructions. Children are encouraged to express themselves effectively, showing some awareness of the listeners needs and begin to use past, present and future tense correctly, when talking about familiar events.

Reading

We use a systematic phonics programme in our early years teaching of reading called Essential Letters and sounds. The children will work through the programme through Reception and Year 1 which will then enable them to decode regular words. They will also learn to read some irregular words and then simple sentences.

Children will be encouraged to discuss with others about what they have read and so begin to share an enjoyment of books.

Writing

Children will be taught to use their phonic knowledge to write words in ways to match their spoken sounds and to write some irregular common words. Eventually they will be taught to write some simple sentences which can be read by themselves and others, some words being spelt correctly and others phonetically plausible.

Foundation Stage children are included in the sharing of text, exploration of books and word play during an English lesson as soon as they are able. Texts can range from fiction to non-fiction and rhymes.

Key Stage 1 and 2

Spoken language

Spoken language underpins the development of reading and writing. The quality and variety of language that children hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing.

We therefore aim to develop children's confidence and competence in spoken language and listening skills. Children are encouraged to explain their understanding, to prepare their ideas for writing, organise their thinking and understand the conventions for discussion and debate.

Reading

We teach our reading in two dimensions:

- ❖ word reading
- ❖ comprehension (both listening and reading)

Skilled word reading involves the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that letters on the page represent the sounds in spoken words.

We aim to develop good comprehension skills alongside our phonics programme by encouraging the

reading of a wide range of stories, poems and non-fiction texts and through high quality discussions.

In Key Stage 2 the children are introduced to VIPERS (vocabulary, inference, prediction, explanation and summarise) style questions related to the book the class are currently reading.

Writing

The ability to communicate well through the written word is central to teaching and learning at Worthington. We develop children's writing skills through an integrated programme of explicit skills teaching, exposure to high quality literature, vocabulary development and the ability to articulate thoughts and ideas. Pupils are given the opportunity, within a broad and balanced curriculum, to practise and consolidate taught English skills. We aim to make writing meaningful; we encourage all children to see themselves as writers, whether it is informing, entertaining, persuading or discussing.

By the time children leave our school we want them to:

- *write with confidence, fluency and understanding, using a range of independent strategies to self-monitor and correct.*
- *have an interest in writing and an understanding of its purpose.*
- *have an interest in words and their meanings; be developing an increasingly wide vocabulary in spoken and written forms.*
- *satisfy the spelling requirements of the National Curriculum*
- *understand a range of text types and genres – be able to write in a variety of styles and forms appropriate to the situation.*
- *be developing the powers of imagination, inventiveness and critical awareness.*
- *have suitable technical skills to structure their responses.*

Approaches to writing

Writing is taught through a progressive build-up of skills and knowledge and allows for lots of opportunity to practise and consolidate previous learning. Cross-curricular writing opportunities are key and teachers seek to take advantage of opportunities to make cross-curricular links. They plan for pupils to practise and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum.

In English lessons, specific teaching strategies are used to develop children's skills: phonics; encouragement of emergent writing; modelled writing; shared writing; guided writing.

Handwriting

Great emphasis is placed on achieving fluent handwriting. When handwriting becomes second nature, it allows children to focus on higher order composition skills. Worthington uses the letter-join scheme for the teaching and practice of handwriting.

Grammar and Punctuation

All year groups are taught in accordance with the requirements of the National Curriculum. Wherever possible, grammar and punctuation are contextualised within the context of the reading and writing lessons.

Pupils are taught to spell firstly through phonics. Throughout EYFS and KS1, all pupils have regular phonics lessons. This knowledge is built upon in their independent writing. As part of this process and beyond it into KS2, pupils are taught to think critically about words, their sound patterns, meanings and origins. They observe words, discuss them and reason about them in Word Study lessons. Pupils compare and contrast words and, through their investigations, formulate rules about spelling patterns. Word Study lessons are taught in mixed ability groups. Pupils are tested on their understanding of spelling rules rather than on their ability to spell words from a list. Pupils who have specific difficulties may have additional teaching as part of an intervention. Worthington uses the spelling shed for these sessions.

Curriculum Planning

The school uses the 2014 National Curriculum as a basis for its curriculum planning. We follow the programmes of study in the document for each year group adapting our teaching for those who are more or less able.

Our curriculum is adapted to suit our thematic-style and topic-based work. Texts used in English lessons have relevance to current topics.

We carry out our planning in English in three phases - long term, medium term and short term.

The long-term plan maps out our thematic topics, encapsulating all areas of the National Curriculum. The teaching of English can be found in all subject areas.

Due to our mixed aged classes we rotate texts used so as not to recap them to the same children.

Older children study a book for several weeks ending in a piece of writing in a particular genre suited to that book.

The contribution of English to other areas of the curriculum

Elements of English can be taught in all areas of the curriculum.

Mathematics

In Mathematics speaking and listening is paramount. Children are taught to listen to new ideas and ways of working. They are encouraged to talk about their work, what they found out and any common patterns they explored. They need to explain their understanding and how to solve problems set in a Mathematical context.

Science

Science contributes significantly to the teaching of English by actively promoting the skills of reading, writing speaking and listening. The children develop oral skills through discussion and recounting their observations of scientific experiments. They develop their writing skills through writing reports and projects and by recording information

Computing

Children use computers in all areas of the curriculum where appropriate. In English they are encouraged to use computers for phonics and reading programs and word processing skills

Personal, social and health education (PSHE).

English makes a significant contribution to the teaching of these subjects.

Discussion and debate are key to the issues being explored. On some occasions written work is essential to organise their thinking and determine their understanding of the issues being taught.

Spiritual, moral, social and cultural development.

Through wider reading and research children will develop culturally, emotionally, intellectually and spiritually. Literature, especially, plays a key role in such development.

Equal opportunities statement

All children have equal access and inclusive rights to the curriculum regardless of their age, gender, race, religion, belief, disability or ability. We plan work that is differentiated for the performance of all groups and individuals. Worthington Primary School is committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment and to achieve their full potential. Policies are available on each of these that expand on this further.

Impact

At Worthington Primary School Assessment for Learning is an integral part of teaching and learning in each class.

Assessment that is *for* learning, as opposed to *of* learning, looks forward as well as back. Our teachers use assessment for learning not just to confirm and verify what their children have learnt, but also to help their pupils and themselves understand what the next steps in learning should be and how they might be attempted. This kind of assessment has a 'formative' purpose: it helps to shape what lies ahead rather than simply to gauge and record past achievements.

The strategies we consider important for Assessment for Learning are:

- Sharing learning objectives.
- Formative feedback, either written or verbal.
- Peer and self-assessment.
- Formative use of summative tests.

Formative Assessment

Class Teachers review the learning and progression of each lesson, and adapt their planning for the next day to ensure that all objectives are achieved before progressing on to the next step. This can be completed in discussion with the Subject Leader, the support staff who were involved in the lesson and the children.

Summative Assessment

National Curriculum tests are used at the end of KS1 and 2 in Reading and Spelling, Punctuation and Grammar, teachers use past and sample papers to inform their assessments as they prepare pupils for these assessments.

Additionally, we use single entry Termly Assessments, which are produced by NFER and are aligned with our planning resources. Pupils are assessed against their year group objectives every term. This assessment data is analysed by the Class Teacher and the Subject Leader, before being presented to the Senior Leadership Team.

Writing Moderation

At Worthington we are passionate about ensuring that the assessment of all children is robust, accurate and consistent across the whole school community. Therefore, to ensure a continuity of progression we conduct Internal Moderation and a Collaborative External Moderation once a term.

Resources

We have sufficient resources for all English teaching. Each class teacher has the appropriate resources for their classes, with the majority of phonics resources being in class 1. Reading books are all stored in a central location so all children and adults can access them, including free readers.

Roles and responsibilities

Head teacher and Governing Body

- ❖ support the use of appropriate teaching strategies by allocating resources effectively
- ❖ ensure that the school buildings and premises are best used to support successful teaching and learning
- ❖ monitor teaching strategies in the light of health and safety regulations
- ❖ monitor how effective teaching and learning strategies are in terms of raising pupil attainment
- ❖ ensure that staff development and performance management policies promote good quality teaching.

Subject leader

- ❖ To have an impact on raising standards of attainment for Literacy across the whole school.
- ❖ Ensure the effective implementation of the National Curriculum for Literacy so that it meets the needs of our children.
- ❖ To monitor the whole school and individual needs to be able to assess individual professional development opportunities and needs.
- ❖ To maintain the availability of high-quality resources.
- ❖ To maintain an overview of current trends and developments within the subject.
- ❖ To ensure, together with the Head Teacher, a rigorous and effective programme of monitoring.
- ❖ To effectively manage any funding designated to Literacy.

Class teacher and teaching assistants

- ❖ Ensure the effective implementation of the National Curriculum for Literacy, adapting it to meet the needs of our children
- ❖ Make effective use of Assessment for learning within Literacy.
- ❖ To ensure work is differentiated to enable all children to reach their full potential.

Parents and carers

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- ❖ holding parents' evenings to discuss children's progress
- ❖ sending an annual report to parents in which we explain the progress made by each child and indicate how the child can develop their learning
- ❖ explaining to parents how they can support their children with homework

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:

- ❖ Do their best to keep their child healthy and fit to attend school and ensure that their child has the best attendance record possible.
- ❖ Inform us if there are matters outside school that are likely to affect a child's performance or behaviour at school.
- ❖ Promote a positive attitude towards school and learning in general.

Review

This policy will be reviewed every three years.