

Warren Wood Primary School

English Policy



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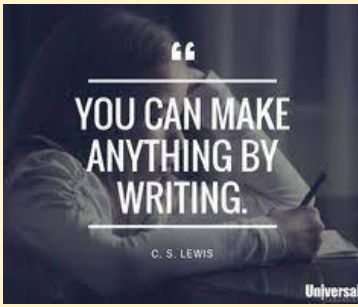
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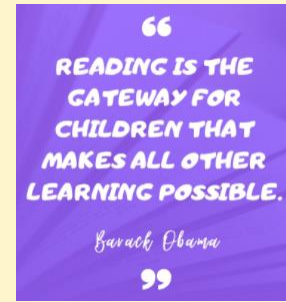
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Intent Statement

English



At Warren Wood we believe that a quality English curriculum should nurture, grow and develop our children's love of reading, writing and discussion. Our English curriculum provides many purposeful and creative opportunities for reading, writing and discussion. Using our range of exciting topics and skills of enquiry linked to engaging 'hook' approaches, we aim to stimulate imaginations and provide collaborative learning opportunities that ensure our Woodies become confident speakers, readers and writers.

Our curriculum closely follows the aims of the National Curriculum for English 2014 to enable all children to:

- read easily, fluently and with good understanding and independence
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of phonics 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 working collaboratively and respectfully
- are confident in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in assemblies, productions and whole school events

These aims are embedded through our cross curricular topics and skills presented in clear teaching sequences, as our 'Woodies' grow through the school.

Assessment and review will ensure that we are able to provide targeted support so that all children experience success in English; 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 valued and respected member of an ever changing society.

Rationale

The teaching of English is central to helping children to progress and fulfil their potential. It is also necessary to provide a framework to ensure that learning objectives can be set and used to inform lesson planning, resources, and support.

Assessment should be integrated into teaching strategies, so that progress can be monitored and barriers to learning can be identified at child, group, class or whole school level.

Our chosen systems are free from bias, stereotyping and generalisation in relation to gender, class and race.

Our procedures are compliant with the Special Educational Needs and Disabilities (SEND) code of practice; however, we do analyse the progress of different cohorts of pupils, to ensure that we meet the needs of individuals and specific groups.

Key roles and responsibilities

- a. The Governing Body has overall responsibility for the implementation of the English Policy and procedures of Warren Wood.
- b. The Governing Body has overall responsibility for ensuring that the English Policy, as written, does not discriminate on any grounds, including but not limited to ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- c. The Head Teacher has responsibility for handling complaints regarding this policy as outlined in the school's Complaints Policy.
- d. Teachers should provide regular opportunities for children to assess their own work and the learning of their peers. This supports children to be actively involved in their learning and to be able to identify their own targets for improvement.

Signed by:

_____ Head Teacher Date: _____

_____ Chair of Governors Date: _____

1. AIMS

At Warren Wood we aim to develop pupils' abilities in English through speaking and listening, reading and writing. Children will be given opportunities to develop their use, knowledge and understanding of spoken and written English within a broad and balanced curriculum, with opportunities to consolidate and reinforce taught literacy skills.

Children at Warren Wood Primary School will leave Year 6:

- reading and writing with **confidence**, fluency and understanding, using a range of independent strategies to take **responsibility** for their own learning including self-monitoring and correcting their own errors;
 - with a love of reading and a desire to read for enjoyment;
 - developing a growing ambitious vocabulary
 - understanding a range of text types, media types and genres;
 - able to write in a variety of styles and forms appropriate to the situation;
 - using their developing **creativity**, imagination, inventiveness and critical awareness
- Children will show **resilience** and be **proud** of their achievements.

2. STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum in England: English Programme of Study – Key Stages 1 and 2 and in the Statutory Framework for the Early Years Foundation Stage.

In the EYFS children are given opportunities to:

- speak and listen and represent ideas in their activities;
- use communication, language and literacy in every part of the curriculum;
- be immersed in an environment rich in print and opportunities to communicate.

At Key Stage 1 (Years 1 and 2) children learn to speak confidently and listen to what others have to say. They learn to read and write independently and with enthusiasm. They learn to use language to explore their own experiences and imaginary worlds.

At Key Stage 2 (Years 3-6) children learn to change the way they speak and write to suit different situations, purposes and audiences. They read a range of fiction, non-fiction and poetic texts and respond to different layers of meaning in them. They explore the use of language in literary and non-literary texts and learn how the structure of language works (using grammatical terminology).

3. SUBJECT ORGANISATION

Our creative curriculum has clear long and medium year group term plans linked to thematic approaches and the writing resource 'Ready Steady Write'. This has key hooks and texts that provide full coverage, purpose, engagement and progress with all aspects of the English curriculum.

Curriculum mapping and 'sticky knowledge' show links to prior learning and the next steps for learners.

EYFS

Children have daily phonics lessons. Children have opportunities to develop their communication, language and literacy skills on a daily basis in both adult led and child initiated activities.

Key Stage 1

In Key Stage 1 regular phonics lessons continue to take place. Children take part in guided and individual reading sessions and have regular story times to develop a love of reading. Literacy skills are developed using a creative curriculum based around high quality texts. Provision is made for children who require extra support through interventions and adaptive teaching.

Key Stage 2

In Key Stage 2 children have regular English lessons. Spelling and grammar skills are taught and embedded within English lessons. Additional English sessions include guided reading, spelling, handwriting and regular reading aloud of a class novel. Literacy skills are developed using a creative curriculum based around high quality texts. Provision is made for children who require extra support through targeted teaching; interventions (e.g. Toe By Toe) and adaptive teaching.

4. APPROACHES TO SPEAKING AND LISTENING

We recognise the importance of spoken language in children's development across the whole curriculum - spoken language underpins the development of reading and writing. Children are encouraged to develop effective communication skills in readiness for later life. Opportunities to develop these skills include: class assemblies, talk partners, drama and shows.

As the National Curriculum says:

'All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role.'

All of these speaking and listening skills are taught in English, across the curriculum and during extra-curricular activities too.

5. APPROACHES TO READING

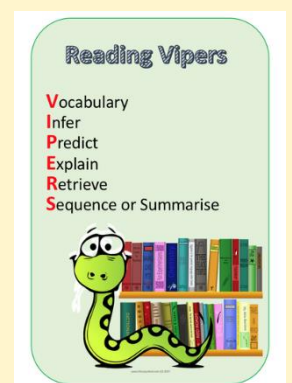
We deliver regular phonics lessons in EYFS and KS1, enabling children to decode efficiently. Children start learning to read through decodable phonic reading books. When these skills are secure, they progress on to the school colour banded scheme where they continue to build their vocabulary and comprehension skills by accessing a variety of genres by a range of authors.

During guided reading sessions, 'VIPERS' are taught supporting comprehension skills and discussions around high quality texts, also using techniques such as echo reading. Reading is taught through a range of whole class texts and /or ability matched carousel reading approaches.

As the children move through the school, they are expected to read independently for a sustained period of time developing fluency and automaticity.

Teaching assistants support reading activities to ensure that children have more frequent opportunities to read with adults.

Throughout school, each child has a reading book bag and a home school reading record which teachers, parents and children can use to share information about a child's reading. Parents are encouraged to read with their child daily. Information is given on how to support their child. We encourage all readers to share books at home with their parents/carers. We believe that this not only helps to develop inferential skills, but also supports a lifelong love of reading. We recognise the value of adults (both in school and at home) reading aloud to children, in order to improve their grasp of story language, enthuse them with a love of books and inspire them as writers.



6. APPROACHES TO WRITING

We strive to develop the children's ability to produce well structured, detailed writing in which the meaning is made clear and which engages the interest of the reader. Our approach to teaching writing covers the requirements of The National Curriculum including punctuation and grammar, composition, spelling and handwriting.

Approaches to Writing

This will include where appropriate;

- **'Ready Steady Write' scheme linked to high quality books using the immerse, analyse, plan and write process**
- **Collecting and using ambitious vocabulary**
- **Modelling and developing sentence accuracy**
- **Applying writer's knowledge**
- **Proofreading and editing**
- **Self/peer assessment**

WAGOLL

'What a good one looks like' runs through the planning, teaching and learning

Across the school, teachers model, scaffold and share writing. This practical approach is adapted to suit the individual needs of the children.

The children are given frequent opportunities to write throughout the curriculum and quality texts are provided to engage and challenge children in a range of subjects. This ensures that there is a breadth of coverage of the skills taught.

We use the Penpals Handwriting Scheme in school to help children develop fluent, clear and legible joined up writing.

7. APPROACHES TO GRAMMAR AND SPELLING

The teaching of grammar and spelling is in line with the requirements of The National Curriculum. The expectations for the teaching of grammar and the agreed terminology (from the NC glossary) are used by each year group integrated in the English lessons. Grammar skills are embedded within all lessons where appropriate.

The teaching of phonics is delivered daily in Reception and KS1, moving on to spelling rules in KS2 in accordance with the National Curriculum requirements.

Regular phonics teaching using Rocket Phonics in EYFS and KS1, is the key to the children's learning of spelling. Children are taught to blend sounds to read and segment to spell. At the same time they learn words which are not phonetically regular (common exception words).

From Year Two and into KS2 the children move towards using their phonic knowledge to help them

to understand spelling rules and patterns. Helping the children to understand how to use and apply known spelling patterns (and to develop strategies to tackle tricky words) is the key to helping them to become successful spellers.

When marking children's work, we do not correct all spelling errors; instead we focus on high frequency words, topic words and those studied in spelling sessions.

8. ASSESSMENT AND TARGET SETTING

Work will be assessed in line with the Assessment Policy.

9. INCLUSION

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups of children are under-achieving and take steps to improve their attainment in liaison with the SENDCo. Gifted children will be identified and suitable learning challenges will be provided.

10. EQUAL OPPORTUNITIES

Warren Wood has universal ambitions for every child, whatever their background or circumstances. Children learn and thrive when they are healthy, safe and engaged.

In order to engage all children, cultural diversity, home languages, gender and religious beliefs are all celebrated. Our curriculum includes a wide range of texts and other resources which represent the diversity and backgrounds of all our children.

We believe in 'valuing what the child brings to school' and recognise the importance of supporting a child's first language, not only to foster self-esteem, but to assist in the learning of English.

11. ROLE OF SUBJECT LEADER

The Subject Leader is responsible for improving the standards of teaching and learning in English through:

- monitoring and evaluating English by
 - pupil progress analysis
 - marking and planning
 - curriculum coverage (national curriculum expectations)
 - book scrutiny
 - the quality of the learning environment

- taking the lead in policy development,
- auditing and supporting colleagues in their CPD,
- purchasing and organising resources,
- keeping up to date with recent English developments.

12. PARENTAL INVOLVEMENT

We aim to involve parents directly in the life of the school, and thus in the development of children's skills, knowledge and understanding in English. Parents are encouraged to listen to their child read, and discuss books with them.

There are opportunities each term when parents can discuss their children's progress with their teacher.

SATs results are published in accordance with Government legislation.

This policy should be read in conjunction with the following school policies:

- Teaching and Learning Policy
- Assessment and Record Keeping
- Marking Policy
- Special Educational Needs Policy
- ICT Policy
- Equal Opportunities Policy
- Health and Safety Policy

This policy will be reviewed every three years or if changes are required.

February 2025 Alison Cowie