

West Ashton Church of England Primary School



English Policy

'You will shine among them like stars in the sky.'

Philippians 2:15 (NIVUK)

The statutory guidance of the National Curriculum in England: English Programmes of study, states that:

“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.”

Here the importance of the teaching of English is clearly shown and cannot be understated. At West Ashton, our rigorous and engaging English curriculum, promotes high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for pleasure. This ensures our children meet the aims from the National Curriculum for English 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.
- 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 clearly explain their understanding and ideas.
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Intent:

At West Ashton, English and the teaching of English is the foundation of our whole curriculum. We plan and deliver high quality lessons to ensure that all children can reach their full potential and become primary literate. Our aim is to ensure every child develops a strong command of the spoken and written word and is given the opportunity to develop their love of literature through the many reading for pleasure opportunities that are provided for them.

Our use of high-quality texts, vocabulary-rich learning environments and a varied and engaging curriculum ensure the English progression of skills are met whilst developing a love of reading, creative writing and purposeful speaking and listening. This, alongside carefully selected texts appropriate to our contexts, develops the cultural capital needed to succeed in life.

We ensure all children progress in speaking and listening, reading and writing. We have high expectations and ambition for all our children, We recognise that each child has a different starting point in each year group on their journey in English, and therefore celebrate effort and individual progress as well as attainment to ensure every child can celebrate success.

Reading :

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 and are exposed to high quality vocabulary. We believe access to a rich and varied library of literature, including time sequenced stories, complex narratives, texts that look at British Heritage, people that have made a difference in history, Black Asian and other ethnic minorities will ensure the children receive an all-round immersion in to literature.

What the teaching of reading looks like:

EYFS - FS1 / FS2:

Nursery children receive communication and language small group activities on a daily basis.

Reception children are assessed for the NELI program to continue the speech and language work. This supports their progress in speaking and listening and identifies any gaps.

The Reception children have daily phonics lessons using the Little Wandle scheme. From Term 2 the children are put into small groups and a 20 minute group reading session takes place 3 times a week. They learn to decode words by blending sounds together and learn tricky words by sight. They begin to explore comprehension skills and reading using prosody. There are keep up sessions for those children that require them.

The children have access to a book area which allows them to use books of their own choice as part of the continuous provision. These may include, poetry books, picture books, basic non-fiction books and books that follow the children's interests.

To support their reading, each week the pupils will take home

- A Big cat reading book linked to previously learnt sounds and to celebrate their reading success
- The children have the opportunity to take a library book each week to share with an adult, they will not be expected to read this book independently, the emphasis is on sharing.

The children enjoy a daily story time where the teacher models reading.

Explorers class – Year 1 / 2

Year 1 – the children continue to have daily 40 min phonic lessons using Little Wandle scheme.

There is a keep up session on the same day for any child that has not retained the information taught.

The children have a 30 min group reading session for 3 days a week . The children will have an in depth look at a class book , which may be a topic book, poetry book or a non-fiction text. They will look at new vocabulary. The children may also have 1-1 session with another adult in the room.

To support their reading, each week the pupils will take home

- A Big Cat reading book linked to previously learnt sounds
- A library book to share with an adult

The children will learn to read Y1 common exception words.

Year 2- If any child has not passed the Y1 phonic screening they will continue to access the phonic lessons.

The children will have a 30 min group reading session for 4 days a week. The children will have an in depth look at a class book , which may be a topic book, poetry book or a non-fiction text. They will look at new vocabulary. Individual children will be asked to read aloud so the teacher can assess their reading . They will be asked comprehension questions. Which are based on a planned progression.

The children will learn Y2 common exception words

To support their reading, each week the pupils will take home

- A banded reading book from the reading scheme
- A voluntary reading for pleasure text from our library

Any child that is not making the required progress will have reading interventions including those for comprehension skills.

The whole class will have a daily story time where the teacher models reading.

Discoverers Class – Year 3 / 4

The children will have a 40 min group reading session for 5 days a week. The children will have an in depth look at a class book , which may be a topic book, poetry book or a non-fiction text. Depending on the class text the teacher may use the class text or extracts from other texts or chapters from a text. They will explore new vocabulary. Individual children will be asked to read aloud so the teacher can assess their reading. They use extracts to refine dictionary skills. They will be asked comprehension questions, they are based on a planned progression.

The children will use VIPERS

V- vocabulary

I-Inference

P- prediction

E-explanation

R-retrieval

S- Sequence or summary.

This supports their knowledge and understanding to improve their comprehension of text. It also supports the skills they have been previously taught – decoding, fluency and prosody. This method allows the teacher to track the types of questions asked and the children responses which allows for further targeted questioning to take place.

Children will learn Y3/4 common exception words

Those not making the require progress will receive reading interventions.

To support their reading, Staff will monitor the books children choose to read to check they are sufficiently challenging and appropriate. The pupils will take home

- Reading book from the reading scheme
- A voluntary reading for Pleasure Book from our library

The class will have a daily story time so the teacher can model reading.

Voyagers class – Year 5 / 6

The children will have a 40 min group reading session for 5 days a week. The children will have an in depth look at a class book , which may be a topic book, poetry book or a non-fiction text. They will look at new vocabulary. Individual children will be asked to read aloud so the teacher can assess their reading . They will be asked comprehension questions. Which are based on a planned progression.

In Term 1 and 2 non-fiction is a focus followed by poetry. During these two terms the class is taught as a whole. In terms 3-6, the class is split into year groups.

The children will use VIPERS

V- vocabulary

I-Inference

P- prediction

E-explanation

R-retrieval

S- Sequence or summary.

This supports their knowledge and understanding to improve their comprehension of text. It also supports the skills they have been previously taught – decoding, fluency and prosody. This method allows the teacher to track the types of questions asked and the children responses which allows for further targeted questioning to take place.

Children will learn Y5/6 common exception words

Those not making the require progress will receive reading interventions.

To support their reading, Staff will monitor the books children choose to read to check they are sufficiently challenging and appropriate. The pupils will take home

- A reading for Pleasure Book from our library

The class will have a daily story time so the teacher can model reading.

Assessment of reading

In EYFS the children are continuously being assessed through the knowledge of the children by the adults who work with them . At the end of the year the children will be assessed by using the ELG for word reading and comprehension.

In years 1,3,4,5, NFER Reading Tests – Autumn, Spring & Summer

SATs Tests in Y2 and Y6

Spelling:

We do not follow a spelling scheme, therefore the teachers plan and teach spelling matched to the needs of the class. They teach spelling in the following ways:

EYFS	Linked to Phonics & Little Wandle
Explorers	Linked to Phonics & Little Wandle Mnemonics Spelling strategies Explicit teaching of spelling rules linked to grammar & phonics lessons (e.g adding suffixes etc) Daily completion of Look, Say, Cover, Write Activity in the mornings. Spelling lists sent home weekly (T2 onwards) Children complete spelling tasks and spelling tests
Discoverers	Daily completion of Look, Say, Cover, Write Activity in the mornings. Spelling lists sent home weekly Use of New Curriculum Spelling lists for Y3/4 & Statutory Spelling word lists Children complete spelling tasks and spelling tests. Dictionary Challenges & Dictionaries
Voyagers	Spelling of exception words Spellings by rule Use of New Curriculum Spelling lists for Y5/6 Use of Statutory Spelling & two tier word lists Children complete spelling tasks and spelling tests.

Assessment

Spelling assessment is achieved through ongoing records of spelling tests, spelling through independent writing and SATS papers for Years 2 and 6.

Spelling assessment is part of SPaG in the NFER tests for Years 3,4,and 5.

Writing :

At West Ashton, writing is a crucial part of our curriculum, we intend for the children to leave our school able to use a fluent and legible handwriting style, have a good knowledge of spelling rules, understand the relationships between words, a have a good understanding of grammar and knowledge of linguistic conventions for reading , writing and speaking.

Speaking and listening:

The development of speech and language is identified as one of the most important parts of the EYFS curriculum. Staff work closely with parents/ carers to ensure their curriculum is extending and building on the language acquisition necessary.

We teach writing through genres linked to our topics. The Genres are mapped to ensure coverage and consistency across a 2 year cycle.

What the teaching of Writing looks like:

EYFS- FS1 /FS2

In Early Years, children will start to learn how to form letters correctly. They will be encouraged to use their knowledge of phonics to support their writing – segmenting words to match their spoken sounds. By the end of the year, they will be expected to write simple sentences, which can be read by themselves and others.

The children will have opportunities to write during teacher-led and child-initiated activities. Writing will be planned following the EYFS Curriculum Guidance.

There will be access to a variety of mark making activities during continuous provision.

Explorers class Y- 1 /2

Children will develop their knowledge of writing skills through Shared, Modelled, Guided and Independent writing teaching practices as appropriate to their ages.

We use the Pie Corbett approach (Talk4writing)

Teachers model, Orally composing sentences and Think it, Say it, Count the words, Write it, Check it strategies.

“Say it till you love it so you know it makes sense” strategy.

I do, we do, you do” approach is used to encourage independence.

Discoverers class- Y3 / 4

In Year 3/4 children are developing a writing culture that gives them the opportunities to produce well-structured, detailed writing in which the meaning is made clear and engages the interest of the audience/reader.

This is done through writing units that are based around a suitable and engaging text. Each text takes children on a journey of learning and applying writing and grammar skills, identifying key features of the text style and concluding with a planned and edited final outcome which showcases the skills learnt from the writing block.

Each focused text allows children to develop their fiction and non-fiction writing skills. Shared, Modelled Writes are used to support the learning journey as well as guided writing opportunities being used to target specific needs of both groups and individuals. Working Walls help to document the learning journey and allow children to continuously link their learning.

Voyagers class -Y 5/ 6

In Year 5/6 children build on their ability to produce well-structured, detailed writing in which the meaning is made clear and engages the interest of the audience/reader.

This is done through writing units that are based around a suitable and engaging text. Each text takes children on a continued journey of applying writing and grammar skills, identifying key features of the text style and concluding with a planned and edited final outcome which showcases the skills learnt from the writing block.

Each focused text allows children to develop their fiction and non-fiction writing skills. Shared, Modelled Writes are used to support the learning journey as well as guided writing opportunities being used to target specific needs of both groups and individuals.

Assessment

In EYFS, the children 's writing is assessed against the EYFS curriculum and the Early learning goals at the end of the year, It is expected that all the children will achieve expected within the Early learning goal in writing.

In Key Stages 1 and 2, children's independent writing is assessed at the end of Terms 2, 4 ,6 against the writing objectives. Teachers then judge the children as Working Towards, Expected or Greater Depth within writing.

Grammar:

Explorers Y1/2	Grammar Works Y1/ 2 Reinforced through teaching input in English writing lessons and all FS subjects where writing is included. References made to the application of grammatical rules daily in Little Wandle Phonics lessons during the reading/ writing section of lessons.
Discoverers Y3/4	Grammar Works Y3/4 Reinforced through teaching input in English writing lessons and all FS subjects where writing is included. Focus on Working Wall of skills taught in the lesson
Voyagers Y5/6	Grammar Works Y5/6 Reinforced through teaching input in English writing lessons and all FS subjects where writing is included.

Assessment

Grammar is assessed through NFER tests for Y3,4,5
SATs papers for Y2 and 6
Continuous assessment through writing

Handwriting

Handwriting is taught following the National Curriculum guidance.

What the teaching of handwriting looks like:

EYFS -FS1 / FS2

In Early Years, children work on the development of fine and gross motor skills to support their pencil grip and handwriting'. Cursive handwriting is taught from the end of EYFS if the children are ready. Children are taught handwriting in at least one specific session each week. Children in EYFS will use a variety of tools and techniques to practice patterns to support letter shapes and formation.

Explorers -Class Y 1/2

Year 1 - Pupils should be taught to: begin to form lower-case letters in the correct direction, starting and finishing in the right place and form capital letters.

Handwriting is taught discreetly at least three times a week and the children continue developing a controlled cursive print. Pens will used by the children for No-more marking writing and one independent piece of writing each term.

Year 2 The children will be taught to form lower-case letters of the correct size relative to one another.

Most children will be joining by the end of Year 2. The children will write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters and use spacing between words that reflects the size of the letters.

Pens will be used by the children for No-more marking writing and any independent piece of writing each term.

Discoverers Class -Y 3 /4

The children will increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Handwriting will be taught alongside spelling 3 times a week. For those children that do not reach the required standard interventions will be put in place. For their general writing a pencil will be used and a (P) in marking will represent good handwriting , once a child receives 5 of these the a pen license will be awarded.

Pens will be used by the children in Year 3 for No-more marking writing and any independent piece of writing each term. Pens will be used for all writing in transition week to Year 4 and then onwards

Voyagers class -Y 5/6

The children will write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters and choosing the writing implement that is best suited for a task.

Handwriting will not be specifically taught unless it is identified as an area that needs supporting

Impact:

The impact of the Literacy curriculum on our children is clear: progress, sustained learning and transferrable skills which will enable pupils to access the whole curriculum. The writing skills will allow all pupils to communicate well, accurately and creatively.

By the end of Key Stage Two the children are very familiar with a variety of different genres and creativity with accurate grammar and punctuation skills can become the primary focus.

We aim for children to leave West Ashton secondary with a love of reading and writing and high aspirations to continue this love of our language into the next phase of their academic journey.

Home School Links:

West Ashton values the relationship with parents in supporting their children's English skills. Parents are involved in their children's learning by having a good relationship with the staff and all of us engaging with the following:

- The school providing regular parent's evenings, which give them verbal information on their child's progress on Reading and Writing and their targets for the future.
- Reading books, reading record books (EYFS to end of book bands) are sent home to support, develop and monitor progress of reading at home and school.
- Providing meetings when appropriate to inform parents on how we teach reading/writing/phonics and how they can help.
- The class Dojo's are used to share and celebrate children's work and achievement within English and cross curriculum areas. Work is also shared and celebrated during the Whole School Assembly and Class assemblies which parents are invited to.

Links to other policies

For information relating to SEN (Special Educational Needs), Feedback policy.

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