



## Wootton-by-Woodstock CE Primary School

Policy Agreed: October 2020  
Person Responsible: Valerie Lucas  
To be reviewed: October 2021

### Policy for English 2020

#### DEFINITION

English is a core subject of the National Curriculum and Foundation Stage curriculum. English encompasses the key skills of reading, writing and spoken language.

The planning of the curriculum takes into account the following aims, which integrate the requirements of the National Curriculum for English 2014 and the EYFS curriculum.

#### INTENT

For children:

- To read, write and speak with confidence, fluency, accuracy and understanding in all curriculum areas for a range of purposes.
- To develop listening skills.
- To take part in a variety of language-based activities including role-play, drama, debates, discussions, play readings.
- To have the opportunity to take part in school-based productions or performances, which are performed to their parents and/or others.
- To explore how language is used in events such as theatre visits, live drama, a whole school project, a visiting author or storyteller.

#### IMPLEMENTATION

##### THE CURRICULUM

The school follows the EYFS curriculum for reception children and the National Curriculum for English 2014 for KS1 and 2.

The EYFS Prime Area covered is Language and Communication encompassing listening and attention, understanding and speaking. The Specific Areas covered are Literacy, encompassing reading and writing and Physical Development for handwriting.

The National Curriculum for English encompasses the statutory Programmes of Study for Spoken Language, Reading and Writing. The Programme of Study for reading consists of two dimensions - word reading and comprehension (both listening and reading). The Programme of Study for writing also consists of two dimensions - transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing, through accurate, appropriate use of grammar, vocabulary and punctuation.)

##### TEACHING AND LEARNING



## READING

### INTENT

Reading is a purpose in itself and books can be a source of information and can be enjoyed in their own right. We hope to offer the world of literacy to children as a key to the wider world of knowledge, adventure and inspiration.

For children:

- To develop a love of reading through accessing books, magazines, online material and other reading resources.
- To see reading as an enjoyable and worthwhile experience.
- To become fluent readers who are able to read a wide range of texts confidently.
- To be able to choose appropriate reading material.
- To develop as discriminating readers and make a critical response to what they read.
- To read for information in other curriculum areas and use reading for other purposes.
- To read with increasingly deeper understanding of meaning beyond the actual text.
- To gain an increasingly developed vocabulary.
- To learn techniques which they can apply in their own written work.

### IMPLEMENTATION

Reading is taught through the Programmes of Study in the National Curriculum 2014, consisting of two dimensions: word reading and comprehension and, the Communication and Language and Literacy strands of the Foundation Stage curriculum. Reading skills may be taught discretely in English lessons or through other curriculum subjects such as instruction texts in Design and Technology.

In addition, children have weekly guided reading sessions, opportunities for sustained independent reading, share a class story, and take home reading books for formal and informal reading homework. Individuals read to the teacher, TA or parent helper as a means of monitoring progress and for extra 'practice'. This happens more frequently for less experienced readers and for children who are identified as SEN. Both key stages have a range of fiction and non-fiction books available in class. Picture books at varying levels are also available.

It is important that children receive effective questioning in all aspects of teaching and learning.

The different elements of reading are taught through:

#### Early reading

We teach early reading skills through a wide range of strategies: regular use is made of phonic work (using the 'Jolly phonics' and letters and sounds' synthetic phonics strategies) and sight word recognition; words are read individually and in context. Words are also learnt by using them directly in sentence composition. A range of books graded using the 'book bands' scheme is used, including books with no words to develop storytelling and early comprehension skills.

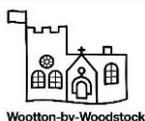
#### Shared Reading:

The texts are chosen to be an integral part of the cross curricular topic each class is covering. A Shared Reading text may be more challenging than texts the children can tackle independently. It is the teacher's role to demonstrate strategies a reader uses to decode and explore a text.

#### Guided Reading:

The children sometimes work in ability groups and teaching is matched to the needs of the group. In KS2 guided sessions may be writing based if that is where the focussed teaching is needed. Children may also take part in guided reading as a class-based activity using class readers, topic readers or support resources such as Reading Between the Lines.

#### Independent Reading:



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All children are expected to take reading books home to encourage independent reading. Every child has a reading record, which provides a link between home and school and may contain entries written by children, teachers, parents and TAs. Children may be asked to read as their quick ten task and are given other time outside the English lesson in which to pursue sustained reading, such as the first half hour of the afternoon.

### Reading to the children

Children experience how books can be read aloud expressively, how punctuation works in practice, and have the opportunity to enjoy a whole story focussing on meaning rather than decoding. They can access literature beyond their years or literary ability.

### Other opportunities:

We welcome community volunteers who come in and work with individual readers.

We work with writers, poets, storytellers, the local library service and bookshop to enrich the English curriculum. Texts are linked with theatre visits and digital adaptations in order to enhance analytical reading skills and interpretation of texts.

## **Fluency**

Children are taught to read with expression, automatic word recognition, rhythm, phrasing and flow. They are encouraged to read with speed and accuracy to free their minds to focus on meaning. Strategies include:

- Building word accuracy
- Modelled reading
- Assisted reading
- Performance reading
- Practising rhythm and phrasing
- Being selective about texts
- Choral reading
- Repeated reading
- Conveying meaning explorative activities

## **Vocabulary**

Children are taught to grow their vocabulary explicitly through carefully selected reading material, being book detectives, learning dictionary and thesaurus skills, building word banks, using zones of relevance, word clouds, and tasks based on texts e.g. re-constructing sentences and exploring how meaning changes. Children build vocabulary implicitly through discussing texts in reading sessions. To help children retrieve and recall vocabulary they may use or experience from:

- Word banks
- Spelling lists
- Zones of relevance
- Pre-teaching
- Over teaching
- Use words in different contexts
- Teacher modelling throughout the day
- Grammar, punctuation and spelling tasks
- Displays and learning walls

## **Comprehension**

Understanding of texts is taught through effective questioning and thorough discussion closely linked to the objectives. Tasks may be written or verbal and focus children on the skills necessary to move on their learning. Tasks may be part of discrete reading lessons or embedded in written/topic work. Children are taught strategies to extract meaning from text. They are taught explicitly to:

- Predict
- Identify misunderstandings
- Question



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- Make connections
- Visualise
- Draw on background knowledge
- Infer
- Summarise
- Identify themes and purpose
- Build vocabulary
- Evaluate

## **Inspiration**

We promote the love of books by:

Sending books home

Book discussion and review

Author visits/ visits to authors

Book weeks, book clubs, and book fairs

Book display

Information for parents

Use of public libraries

Reading time allocation

Involving children in the book selection process

Promoting reading in different places

Taking part in the Greenaway Awards shadowing scheme

Providing a range of reading material

Visits for example, to the story museum

Taking part in online/video readings, talks by authors

Providing books with a diversity of authors

## **WRITING**

### **INTENT**

For children:

- To see writing as an enjoyable activity and understand the importance of writing.
- To be able to write fluently and accurately as well as creatively and meaningfully.
- To write for a range of purposes and understand that writing forms may vary according to the purpose or audience.
- To compose on paper and on computer screen and use redrafting to improve and develop the content, style and accuracy.
- To use punctuation, grammar and spelling accurately.
- To present work neatly and clearly, forming letters correctly and developing a fluent, cursive style.

### **IMPLEMENTATION**

Writing teaching encompasses the Programmes of Study in the National Curriculum 2014, consisting of two dimensions transcription: spelling and handwriting and, composition, writing in different genres using appropriate vocabulary, grammar and punctuation. The Literacy and Physical Development strands of the Foundation Stage curriculum are followed for the Foundation stage children. Links between reading and writing are made explicit: the structure and language features of different text types are first explored through exposure in reading and then used as a model for writing.

#### Early writing:

Foundation stage children are encouraged to write using developmental writing. They are encouraged to sound out words and write the initial phonemes using the “Letters and sounds” synthetic phonics strategies.



A 'magic line' can be used to show that there are more phonemes in the word. Activities such as using chalks and painting with water support the youngest children in their mark-making and pre-writing skills. The "Phonics Play" website and Jolly Phonics resources also used to support and teach phonic strategies.

#### Modelled writing:

The teacher speaks aloud the thought processes as a writer, making explicit the structure, language features, spelling and punctuation of the text type while writing and modelling letter formation.

#### Shared writing

This is a collaborative approach where pupils contribute their thoughts for the teacher to select the most appropriate and give reasons for choices made.

#### Guided writing

The teacher or another adult works with a group during a writing activity. The adult will focus on a particular aspect of the writing process linked to individual or group targets to provide an appropriate level of challenge.

#### Independent writing

Children are given the opportunity to apply their understanding of different text types and develop writing stamina, during independent writing sessions. They may work alone, with a peer or in guided groups to assess and redraft work. Children are encouraged to independently edit and proof read their writing, using green editing pens, to improve vocabulary choices and correct spelling, punctuation and grammar errors. Time is given to respond to the teacher's marking to take their learning forward.

#### **Handwriting**

Handwriting is taught following the school's chosen style based on "Handwriting for windows". It is taught both in discrete sessions and reinforced in shared, guided and independent writing sessions. It is expected that the majority of children will have mastered correct letter formation by the end of Year 1 and will have developed a fluent, cursive style by the end of KS2.

#### **Spelling**

Reception and Year 1 children progress through the Letters and Sounds Phonics scheme, learning initial sounds, consonant digraphs, vowel digraphs, spelling rules and alternative pronunciations. Children learn to read and write phonemes and to apply them independently. Jolly Phonics and Phonics Play are used for supplementary materials and games to reinforce phonics teaching.

In Reception the children learn two or three sounds per week. A picture with an action, and a song, story or jingle helps children learn each different sound. Each child is provided with a 'Sound book' which they take home to practise and consolidate the sounds taught in school. A range of active learning and interactive strategies to enable the children to become confident with phonics and letter formation.

In Year 2 and Key Stage 2 children learn spelling conventions and patterns through structured teaching in discrete lessons or as investigations using the National Curriculum lists as a guide.

#### **Grammar**

Grammar is taught both in discrete sessions and as an integral part of writing teaching, reinforcing learning in context. The National Curriculum lists are used as a guide to content.

Grammar and spelling are linked with texts so that pupils can see and learn from the interconnectedness between reading and writing.

## **SPOKEN LANGUAGE**

### **INTENT**

For children:

- To speak confidently, clearly and audibly in a wide range of contexts.
- To listen with concentration in a wide range of real contexts, such as talks, radio, digital presentations
- To participate in class and group discussion, debates and individual presentations.
- To communicate independent views and opinions, respond imaginatively and



express feelings through spoken language.

## **IMPLEMENTATION**

The programme of study for years 1-6 in the National Curriculum 2014 and the Communication and Language and Literacy strands of the Foundation stage curriculum are used as a basis for teaching and learning.

### Drama

Drama is of central importance in developing language use, we aim for pupils to:

- Create, adapt and sustain different roles individually and in groups.
- Explore meaning of texts e.g. characters, actions, emotions.

### Presentations

Children are taught to prepare and present information based on class topic work. This can be in different forms e.g. a recount of an event that they have attended, an information text or explanation. Work may be shared with parents in Sharing assemblies or class open afternoons or with other classes.

### Debates

Children are taught how to construct an argument for debate and how to present this argument within a large group.

### Other opportunities

These include expressing feelings and opinions during PSHE and other curriculum subjects, and in incidental situations. Children may also take part in a school council or Eco Schools group. We also place importance on teaching children to speak politely and appropriately to all persons in any circumstances.

## **PROGRESSION, DIFFERENTIATION AND PERSONALISATION**

A variety of differentiation and personalisation strategies are incorporated into English lessons, for example:

- Stepped Activities which become more difficult and demanding but cater for the less able in the early sections.
- Common Tasks which are open-ended activities where differentiation is by outcome.
- Resourcing which provides a variety of resources depending on abilities e.g. writing frames, word lists, differentiated reading texts.
- Grouping according to ability so that the groups can be given different tasks when appropriate. Activities are based on the same theme but at different levels.
- Precision learning is provided for those pupils whose progress is causing concern in addition to the class's English sessions.

## **SEND**

It is part of the school curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities and support that are matched to the needs of children with learning difficulties.

Children with SEND are normally taught within the daily English lesson. Small groups working with a class teacher or TA are frequently used to provide extra targeted help where needed. English is frequently a focus for Precision Learning activities. The ECW programmes are used to support writing development for target groups of children in Years 3-6.

Within the daily English lesson teachers not only provide activities to support children who find English difficult, but also activities that provide appropriate challenges for children who are high achievers in English. (See SEND and More Able policies.)

## **IT**



IT is an important means of developing language use in the context of the modern world and is used to support pupil learning by using opportunities to compose directly on screen. Pupils use their iPads to research information, read texts and construct a variety of digital texts e.g. using book creator. Spoken ideas may be recorded to aid later writing or presentations recorded to develop speaking and listening skills. Word processing may be used to support children with SEN and as a means of encouraging reluctant writers. (See Computing policy.)

## **ASSESSMENT**

Target Tracker statements are used for summative assessments and the EYFS development matters statements are used for children working on the Foundation Stage curriculum. Formative assessments are on-going, with teachers' marking of writing providing next steps for the child to respond to. Guided reading sessions are assessed weekly using the school planning and assessment sheet. Phonics progress is assessed after each phase of the Letters and Sounds programme.

Children are formally assessed using the Statutory Assessment Tests in years 2 and 6 and the Foundation stage profile for Reception children. Phonics testing for the Y1 children takes place in the Summer term.

Parents are given the opportunity to formally discuss their child's progress in the Autumn and Spring terms. An interim report is sent home at the end of the Autumn and Spring terms indicating current progress and effort in reading and writing. Additional comments are added where needed.

Annual written reports are sent home and include statements on reading and writing and guidance for next steps.

## **RESOURCES**

Reading is a purpose in its own right and books can be a source of information and can be enjoyed in their own right. We hope to offer the world of literacy to children as a key to the wider world of knowledge, adventure and inspiration.

## **INTENT**

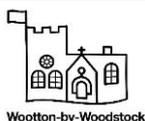
- To:
- Provide a broad and balanced range of literature
  - Foster a love of books and an enthusiasm for reading for its own sake
  - Encourage respect and care for books
  - Provide suitable environments for reading, sharing and exploring books for a variety of purposes, both for pleasure and for learning
  - Provide opportunities to share books with authors, parents, peers, teaching staff and each other
  - Provide opportunities for exploring books through a multi-media approach.

## **IMPLEMENTATION**

### Class areas

Each class holds a stock of fiction books and other reading material such as 'First News' newspapers and poetry books readily accessible by teachers, parents and children. Dictionaries and thesauruses are also available at appropriate levels in all classes. It is the teachers' responsibility to ensure that these are displayed attractively and that children are encouraged to take care of and respect books. Each class provides a book area in which children can choose and read books independently. Books for guided reading are provided in multiple copies and are stored by genre/author in the Forest

Each child has access to an iPad to aid research, for reading digital texts and for writing digital texts in a variety of ways.



### Stock

Book stock is monitored by all teaching staff. Old, tatty and out of date books are replaced. Books are purchased in staff consultation as reading material, as literacy resources and for library reference books. The Friends of the School aim to donate a drip- feed budget of £200 per term for the purchase of library books. Teachers should purchase reference books as needed for topic work in class and the costs reclaimed from the school office.

Catalogues are kept in the school office but staff may choose to purchase from bookstores or online as appropriate.

### Library

The Forest Room houses the school library of non-fiction books organised using the Dewey system. All children and teachers have access to library books and selections may be made from here regularly to supplement class reading stock or topic research. Books may be borrowed and these loans are recorded in a central file kept in the Forest Room. Library times are allocated by the class teachers as appropriate. Room and classrooms. When appropriate, pupils will be encouraged to independently select resources suitable for the task.

Some guided reading books are kept in classrooms, with additional sets in the Forest Room.

The school is building a collection of set texts to be used for teaching specific areas of English e.g. The Lost Words or as topic-linked texts e.g. The Bacteria Book

### Selecting texts

When selecting texts teaching staff need to be aware of the following criteria.

Fiction:

Is the book multi-layered?

Do the illustrations enhance the text?

Does the text arouse curiosity, suspicion, anticipation etc?

Does the text use a range of literacy devices?

Does the text encourage a critical or reflective response?

Does the text provide opportunities for language enrichment?

Does the text portray positive images and avoid stereotypes?

Does the text offer opportunities to extend experience and knowledge of the wider world, cultures etc?

Does the text offer opportunities to learn and consolidate knowledge in grammar, spelling and punctuation?

Is the text suitable for teaching comprehension, inference and deduction?

Does the text enhance the topic being taught?

### Non-fiction

Is the content up to date and accurate?

Do the illustrations support the text?

Are organisational and structural devices used?

Is the page layout clear?

Is the language clear and informative?

## **MONITORING AND EVALUATION**

The school monitors and evaluates on a continuous basis by the following:

- Lesson observations and the quality of teaching
- Work scrutiny
- Considering the quality, consistency and effectiveness of long, medium and short term planning



- Considering the quality, consistency and effectiveness of assessing and learning
- Considering the quality and deployment of resources to support learning
- Conducting a Deep Dive

## CONTINUING PROFESSIONAL DEVELOPMENT

All adults are given the opportunity to attend INSET and take part in other relevant projects that allow professional development to take place.

## EQUALITY AND ACCESS

Teaching and learning opportunities are available to all irrespective of religion or belief, race, nationality, ethnicity, sexual orientation, age, ability or disability, opinion or family background.

Texts are provided to represent a range of cultures and access to learning is provided at an individual level through differentiated teaching and learning strategies. We recognise potential differing language experiences of pupils at home and in the wider community and make use of additional support such as EAL and speech therapy when appropriate.

See Equality and Access Policy

## HEALTH AND SAFETY

See Health and Safety Policy.

## SMSC

The teaching of English enables children to gain a deeper understanding of times, places and cultures other than their own. It provides opportunities to develop the whole child:

**Socially:** To work in groups or pairs co-operatively, communicating effectively and sharing expertise and ideas, for example peer assessment, evaluating each other's work and suggesting ways to improve.

**Morally:** Encouraging a sense of personal responsibility for their own learning in class and through homework. Encouraging honesty. Opportunities are provided to explore moral issues through the expression of authors, as well as themselves, and explore reasoned views about moral and ethical issues.

**Spiritually:** To use language to explore and share concepts such as the beauty of the world and differing viewpoints and opinions. To reflect on and explore the beauty of language, for example in poetry. To use imagination and creativity in their learning. To develop the ability to confidently express their 'inner selves' and how they relate and respond to the world.

**Culturally:** To develop an understanding of multicultural awareness, sensitivity and respect for those from cultures different to their own, through the reading of stories and information texts relating to and originating from different cultures.

