



Weaverthorpe C of E Primary School

English Policy

Psalm 23

‘The Lord is my shepherd. He guides me in the right paths as he has promised.’

Adopted by: Full Governing Board

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Contents

Vision and values	3
Our aims for the children	3
Intent	4
Cross Curricular themes.....	4
Feedback	4
Tracking Pupils Progress	4
Monitoring	5
Inclusion and Equal Opportunities.....	5
1) Reading.....	5
Introduction.....	5
Teaching and Learning	6
Reading in school.....	6
Guided Reading	6
Reading at home	6
Class Story	7
Assessment of Reading.....	7
2) Phonics and Spelling	8
Introduction.....	8
Teaching and Learning	8
Assessment of Phonics.....	8
Spelling KS2	8
Spelling at Home.....	9
Spelling resources	9
Assessment of Spelling.....	9
3) Writing.....	9
Introduction.....	9
Teaching and Learning	9
Writing composition	10
Cross Curricular Writing.....	10
Assessment of Writing.....	10
4) Handwriting	10
Introduction.....	10
Teaching and Learning	11
Resources	11
5) Speaking & Listening.....	11

Introduction.....	11
Teaching and Learning	11
Homework.....	12
Role of the subject leader.....	12
Appendix – project reading books	13

Vision and values

At Weaverthorpe School we are on a lifelong journey together. We look out for one another with love, kindness and friendship at the heart of what we do. We are creative in our teaching and learning and value our own community, whilst learning and experiencing the world beyond.

We foster courage and resilience in all we do and are committed to developing a love of learning. We ensure all are valued as we live and work together in our Christian family.

At Weaverthorpe Primary School, we strive for excellence in English achievement throughout the school by developing abilities in Reading, Writing and Speaking & Listening.

Our aims for the children

- To be confident effective communicators and listeners
- To be able to express opinions, articulate feelings and respond to a range of text using appropriate vocabulary
- To foster an interest in words and their meaning, develop a wide vocabulary that will help them to express themselves more clearly in written and spoken form
- To have the opportunity to read a wide variety of genres and text types to develop their understanding
- To have the opportunity to write in a variety of styles and text types with a growing awareness of the audience and purpose
- To learn in a planned and sequenced way that builds on prior skills and knowledge to achieve their goals

Intent

We want children to have:

- A vivid imagination and enjoy all aspects of English.
- Highly developed vocabulary and knowledge of grammar, phonics and spelling.
- Excellent knowledge of techniques involved in reading, writing and communicating.
- An appreciation of the entertainment reading and written work can bring.
- A varied and rich reading experience across a range of contexts and genre that develops a love of reading.
- Fluency and accuracy in reading and comprehension.
- An exceptional talent for listening and responding.
- Highly developed ability to tell stories that capture the interests and imagination of self and others.
- Confidence to share their ideas and a respect for others opinions.
- Pride in their work and strive for excellence in presentation.
- A fluent and efficient handwriting style.

Cross Curricular themes

All the components of the English curriculum are also developed during other lessons and through our cross curricular projects. Children are encouraged to continuously develop their knowledge and skills and all teaching staff help the children make links to understand when they are learning in specific subjects.

Feedback

To ensure that each child is clear about the next steps in their learning, teachers will give the children regular verbal feedback, in all aspects of English, where they can learn to talk about what they can do well and what they need to do to improve their work. Teachers will also mark the children's books and demonstrate improvements that can be made where necessary.

Tracking Pupils Progress

- These sheets are photocopied and put in new English exercise books.
- The teacher tracker for each pupil is part of the Cornerstones programme.
- The teachers will complete the teacher tracker at the end of each term.
- When a child has demonstrated competence in a particular skill, it is marked off on the tracker with the date.
- At the end of each term a copy of pupil progress can be seen online or printed off.

- This evidence is used to help the teacher give each child a score on the 9 point scale at the end of each data collection point.
- The information is used to inform future planning to meet pupil needs.

Monitoring

The English lead, headteacher and link governor monitor and evaluate the work achieved through lesson observations, learning walks, reviewing children’s books, pupil progress meetings and pupil discussions. Through this staff CPD and resource needs are improved.

Inclusion and Equal Opportunities

The ability to achieve a good standard in all areas of English is fundamental to children’s development as independent learners. We believe that all children are entitled to high quality teaching and learning, and we embrace the philosophy of inclusion and equality. All children at Weaverthorpe Primary School are provided with opportunities to develop their skills in English, through carefully planned teaching in small ability groups. Interventions are in place to further support children with additional needs in a particular area. The needs of children on the SEN register are planned for and are detailed on individual provision maps.

Children at Weaverthorpe Primary School will learn through a rigorous approach to teaching each area of the English curriculum in the following ways:

- 1) Reading
- 2) Phonics and Spelling
- 3) Writing
- 4) Handwriting
- 5) Speaking and Listening

1) Reading

Introduction

The 2014 National Curriculum emphasises the importance of reading across the curriculum and that *“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, and reading also enables pupils both to acquire knowledge and to build on what they already know.”*

The 2021 Reading Framework said, *“Reading is fundamental to education. Proficiency in reading, writing and spoken language is vital for pupils’ success. Through these, they develop communication skills for education and for working with others: in school, in training and at work.”*

Teaching and Learning

At Weaverthorpe we are committed to develop a love of reading and to follow a systematic approach to the teaching of synthetic phonics via the Little Wandle revised letters and sounds programme and to teach comprehensive strategies discreetly through quality whole class teaching and guided group work.

Reading in school

Children first learn the basic phonics building blocks by following the Little Wandle revised Letters and Sounds programme. This teaches them the phonemes and graphemes for each letter; to decode, segment and blend words, enabling them to progress to read easily and fluently. Reading and re-reading texts helps to build confidence and competence as recommended by Ofsted.

Building on the basic skills continues through shared and guided reading. Particular attention is paid towards vocabulary extension and teaching comprehension strategies. Reading is taught in its own right, and as a tool across the wider curriculum. Children read outside of English lessons for information gathering, research and for pleasure. All classes have regular opportunities to listen to and enjoy texts that are beyond their own reading ability. Recommended texts are linked to each project covered in our curriculum, linking learning across the different subjects.

Guided Reading

- Children read in ability groups a minimum of twice a week and through a wide variety of opportunities including whole class shared interactive reading, independent and individually targeted reading
- Reading in class is planned in different forms ie: reading with the teacher; engaging in independent reading activities including comprehension work; book reviews, magazines and papers; preparing questions about their book.
- Reading is a daily activity for all pupils.

Reading at home

Children take home reading books that are phonetically decodable and are at a level appropriate to their phonetical ability matching their phonics and reading activities in school. This is a deliberate methodology which allows pupils to celebrate their growing reading competency with their parents, ensuring that the first home reading experiences are positive and motivating. At each level children can enjoy a range of vocabulary and styles in fiction, non-fiction and poetry texts.

Teachers monitor pupils' progression through the reading books and respond to individuals' needs. Pupils are further encouraged to read widely and for pleasure using the class libraries and communication in children's planners, allows parents to communicate the kind of texts that children are reading at home. Reading forms part of the essential homework. It is expected that all children read their reading book at home at least three times each week or ideally-daily! Parents are encouraged to

listen to their child reading at home to support decoding and fluency and to check understanding.

Class Story

All classes share a class story/novel, which is linked to the cross curricular project they are studying that term and shared and enjoyed at different times of the week.

Assessment of Reading

Assessment is an integral part of the teaching and learning process and is used to:

- Provide the children with clear and regular feedback to motivate and to develop.
- Assist the children and teachers to plan their next steps.
- Evaluate the effectiveness of teaching.

Teachers continuously assess the children's reading to ensure their teaching is at the correct level and challenging. Ongoing assessment of reading informs the teachers understanding of the ability of each child to enable them to both support and stretch the learning. Through regular assessment and recording all teaching staff fully understand the individual needs of each child.

In order to track and record progress:

- A signed and dated stamp is made in each pupil's personal reading record every time they read in a group by the member of staff reading with them.
- A comment is written in each child's personal reading record, each week, after reading to an adult.
- Reading assessment are completed each term.
- Evidence is collected from each pupil's individual reading records, guided reading records and Tapestry (EYFS/KS1) in addition to the Rising Stars Assessments.

Rising Star Assessment Timetable

Rising Star Assessment	
1. Baseline test	First 2 weeks of September (Summer 2 of their previous year group)
2. Second test	End of Autumn term (Autumn 2)
3. Third test	End of the Spring Term (Spring 2)
4. Fourth test	During the assessment weeks in June (Summer 1)

Additional as required by the teacher	Optional SATs for each year group at the end of the autumn and during the summer term.
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2) Phonics and Spelling

Introduction

The 2014 National Curriculum recognises phonics as a key element in helping children to become successful readers.

A vital element of children learning to read and write fluently is the early and successful teaching of phonics. Understanding that the letters on the page represent the sounds in spoken words underpins successful word reading. Children’s knowledge of the English alphabetic code – how letters or groups of letters represent the sounds of the language – supports their reading and spelling. (The Reading Framework, 2021)

Teaching and Learning

Phonics EYFS & KS1

At Weaverthorpe Primary in EYFS and in Key Stage 1, phonics is taught daily with importance placed upon playing with words, sounds, rhythm and rhyme. The children are taught, phonemes, graphemes, common exception (tricky) words and spelling patterns. There is a balance of hearing, reading and spelling the phonemes they are being taught. The children learn phonics by following the Little Wandle revised Letters and Sounds programme. There are five phases to complete and each child works at their own pace ideally reaching phase 5 by the end of year 1. Any children below this phase will be provided with additional phonics teaching.

Assessment of Phonics

Regular phonics screening checks and on-going assessment ensures that teachers understand which children need extra help with phonic decoding. At the end of year one all children participate in the National phonics screening check, which is repeated at the end of year two if required.

Spelling KS2

Spelling is an essential component of all language development.

Staff use the National Curriculum guidance and year group schemes of work to help differentiate the different abilities within their class. Spellings are closely linked to the pupil’s phonetical stage in the initial years.

Spelling is taught through stimulating activities to develop the children’s curiosity in words and their origins. To appeal to different methods of learning a variety of techniques are used in teaching including:

- Visual, Auditory and Kinaesthetic

- Analysis – looking for similarities, differences, word roots and patterns.
- Use of Mnemonics and other memory joggers
- Syllables
- Use of phoneme frames
- Use of rhyme and analogy
- Use of prefixes and suffixes
- Dictionary and Thesaurus

Spelling at Home

Children are regularly given word spelling to learn as homework. Support at home to complete spelling and put the words into context adds real value to the children's learning and development of their written and verbal communication skills.

Spelling resources

Dictionaries, personal spelling logs, visual displays, words of the day, whiteboards, interactive spelling games, board games.

Assessment of Spelling

Children take home spellings linked to the particular spelling pattern that they are learning every week, or for older pupils, linked to vocabulary within the project being taught. These spellings are tested in class by the teacher each week and any difficulties are noted and revisited.

3) Writing

Introduction

The National Curriculum identifies two key components for writing:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing).

Teaching and Learning

At Weaverthorpe School we develop pupil's confidence in writing by developing speed and accuracy in use of vocabulary, spelling and grammar and to effectively plan, revise and evaluate their writing.

Different genres for writing will be taught through the Cornerstone's projects and linked to texts for each class. Staff will ensure narrative, non- narrative and poetry are taught each term. A suggested model of a long term plan showing coverage of genres for each year group is provided Curriculum map, on the website. There is a progression of skills and knowledge from reception to year 6 in each genre.

Writing composition

Through the Cornerstones projects and linked texts the following skills in writing composition will be taught:

- Planning
- Drafting
- Structure
- Range and Devices
- Edit and proof-read
- Evaluate own writing
- Oral presentation of writing

Staff will use the curriculum plans to help differentiate for the different abilities within their class.

Cross Curricular Writing

The different genres that the children have learnt will be practised across the curriculum. Evidence of this will be included in topic/ science or R.E. books where appropriate.

Assessment of Writing

Selected pieces of writing from each child are used to assess pupils as they progress through school. This work is independently completed. The first piece is completed in September and typically is about their summer holidays. It may take the form of a story, recount, letter or whichever genre the teacher would like them to practise. The second piece is completed during the June assessments and must practise a different writing genre.

4) Handwriting

Introduction

The national Curriculum sets out clear guidelines for attainment for each year group to develop fluent, legible and, eventually, speedy handwriting.

The NC states pupils should be taught to:

- form lower-case letters of the correct size relative to one another.
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters

Non-statutory guidelines state;

- Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.

Teaching and Learning

Weaverthorpe Primary School follows the Little Wandle Handwriting guidance from Reception and throughout Key Stage 1. We aim to teach children the skills of handwriting early in their development to enable this to become an automatic process, freeing up their focus on the content of the writing. The children continue to have direct teaching and regular practice of handwriting throughout the school. We aim for them to develop a clear, fluent style and by the end of year six be able to adapt their handwriting for different purposes such as a neat, legible hand for finished, presented work; a faster script for note making and the ability to print for labelling diagrams. Handwriting starters are practised every week to encourage a personal style which is clear, neat, eventually joined, fluent and consistent. These provide opportunities to practise punctuation, grammar and creativity. At the start of an English lesson children practise any grapheme/letter string/join needed in response to their feedback.

To accommodate left handed children, teachers ensure left handed pupils have sufficient space to their left and support is given to positioning their paper.

Resources

Little Wandle provide a range of resources to practise initial letter formation. Reception use a range of mark making tools as their fine motor skills develop and pencil grips are given to children who experience problems with the tripod grip. Friction pens are used, throughout KS1 and 2, for final drafts of writing and for work to be displayed. Line guides are used throughout school when needed.

5) Speaking & Listening.

Introduction

The ability to speak and listen is fundamental to pupils' language and social development. It is essential for all areas of the curriculum, as speaking underpins learning and thinking.

Teaching and Learning

Weaverthorpe Primary School provides varied contexts for speaking through conversation, discussion, performance and feedback. The use of questions is a critical element for teachers to encourage pupils to share their thoughts and ideas confidently in a supportive environment. Asking questions is equally encouraged by pupils to develop curiosity, debate and learning. Pupils are given many opportunities

to speak in front of audiences and to develop listening skills. We also recognise the importance of drama as a platform for speaking and listening, and the ways in which it can be used to stimulate writing and to explore characters and situations in pupils' reading.

Homework

At Weaverthorpe Primary School reading homework is encouraged daily from Reception to Year 6. All teachers make sure each child has a selection of books to read at their level, as part of the reading scheme, from the class library or as e-books.

Every week each class teacher gives differentiated spelling homework to the pupils in their class in preparation for a weekly spelling test.

English forms part of a four weekly homework cycle from Reception to Year 4. The cycle is Maths, English and then a two-week project based project. The English homework set, practises skills taught during class.

Role of the subject leader

At Weaverthorpe Primary School the English subject leader provides support and advice to other members of staff, monitors the quality of teaching and is responsible for evaluating and reviewing the long- and medium-term planning and provision for English across the school. The subject leader attends any training and primary English network meetings and then disseminates the information to staff to extend their knowledge and expertise. The English leader, headteacher and English link governor work closely to track the progress in reading and writing across the school. They identify achievement gaps and think of suitable ways to try and narrow these. The evidence gathered is used to form part of the school development plan.

Project linked texts

Reading Plan Overview – Cycle A (2021)

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 & Year 2	Wilfrid Gordon McDonald Partridge. Autobiographies, Non-chronological reports; Riddles		Where the Wild Things Are by Maurice Sendak. Fact files; Poetry and riddles; Non-chronological reports; Narratives.		Whiffy Wilson, the wolf who wouldn't go to school by Caryl Hart. List poems; Diaries; Letters	
Year 3, Year 4, Year 5 & Year 6	Stig of the Dump by Clive King. Narratives; Instructions; Cinquains; Chronological reports.		The Iron Man by Ted Hughes Non-chronological reports; Explanations; Instructions; Poetry; Recounts.	The boy who swam with piranhas by David Almond Poetry; Narratives with dialogue; Signage and emails; Adverts; Non-fiction texts.	Roman Tales: The Goose Guards by Terry Deary. Biography, Letters, Myths and Poetry.	

Reading Plan Overview – Cycle B (2022)

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 & Year 2	Rosa Parks by Lisbeth Kaiser. Biographies, Newspaper reports; Persuasive posters; Speeches.		Katie Morag and the new pier by Mairi Hedderwick. Descriptions, Adventure narratives; Non-chronological reports; Persuasive writing.		Queen Victoria’s bathing machine by Gloria Whelan. Information leaflets; Kennings poems; Comic strips.	
Year 3, Year 4, Year 5 & Year 6	The Saga of Eric the Viking by Terry Jones. Anglo-Saxon poetry; Playscripts, Norse myths; Non-chronological reports.		King of the Cloud Forests by Michael Morpurgo. Diaries, Information leaflets; Explanations’ Narrative poetry.		Emil and the Detectives by Erich Kashner; The Family from One End Street by Eve Garnett; Boy by Roald Dahl. Leaflets, Autobiography, Signs and slogans.	Stormbreaker by Anthony Horowitz. Newspaper reports; Emails; Thriller narratives.