

English Policy

Wolds Federation

Version 0.1



Our Christian Vision is that our children will be agents for change in their own lives, in their local community and in their global community.



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Introduction

At Middleton on the Wolds CE Primary School we recognise the crucial importance of studying the English language. Improved performance at reading, writing and spoken language will enable our pupils to express their thoughts and ideas more fluently, accurately and, ultimately, to their greater satisfaction; ultimately enabling them to live out their ambitions of being an agent of change for themselves, the local community, and the global community.

A mastery of the English language will also help them to deal more successfully with other curriculum subjects, while enriching their lives beyond school. [The value of the English language cannot be underestimated in relation to the cultural impact of great writers and speakers; and developing cultural capital for the benefit of our pupils' spirituality is key.](#) The teaching and learning of language skills are, therefore, given a high priority in our school and where possible the creative curriculum and ICT will be used as tools.

Intent for English Curriculum

Our overarching aim for English is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. We aim for our pupils to:

- 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 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
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

At Middleton on the Wolds CE Primary School we encourage all children to become independent learners and be confident in all strands of learning. The children will be given opportunities to speak in a variety of contexts and learn to listen to and value the views of others.

Statutory Requirements

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum in England: Framework Document (2014).



Implementation of English Curriculum

In reception through to Year 6, children are taught English within their classes. The Wolds Federation provides an ambitious English curriculum which provides opportunities for all, and is inclusive of the most disadvantaged pupils and those with special education needs and/or disabilities. The curriculum is designed to extend beyond the academic, enabling children to develop a love of reading and writing. Through differentiation and the support of Teaching Assistants, all children will receive high quality teaching and appropriate support in order for every child to reach their full potential. Children may receive additional support if necessary outside of the English lessons. Children that have an 'intervention plan' or Education Healthcare Plan may also be withdrawn in order to receive intervention that focuses on the child's more specific individual needs.

Learning in English is coherently planned and sequences towards cumulatively sufficient knowledge and skills. Staff set high expectations for all children and develop a cross curricular approach to the teaching of reading and writing using their deep level of subject knowledge.

Staff present matter clearly and include regular discussion tasks as part of reading and writing tasks, including a 'Talk For Writing' approach. Throughout the teaching and learning, teachers check learners' understanding systematically to identify misconceptions and provide effective feedback. Teaching is adapted to suit the needs of all learners. A clear lesson objective and success criteria are a feature of all English lessons. In addition to this, the school's 'non-negotiables' are used to set differentiated but high expectations of basic compositional and transcriptional skills whilst encouraging independence in checking. Working walls may support learning in the classrooms.

Teachers assess the children's understanding against the National Curriculum to ensure appropriate progression. Children's learning is measured against the statutory requirements of the curriculum as well as an understanding of the necessity of children being ready for the next phase of their education. Where appropriate, national data is used to help measure success. In addition to this, children are aware of their own learning and measure their progress within each lesson as well as across a series of lessons.

In all classrooms, ambitious intentions are clear from the provided resources which have been carefully selected to inspire and assist children in their learning. Teaching of writing centres around high-quality model texts.



Implementation of Reading

Pupils have opportunities to undertake guided, shared and independent reading throughout the schools. A diverse range of group reading books and a staged reading scheme are available. We do not use any one published scheme to teach reading, instead we believe that it is important to provide pupils with a selection of reading books and experiences from different genres and subject matter. Therefore, in Key Stage One, we operate using 'book bands' in line with Oxford reading tree complemented by thematic books. Within Key Stage Two, when children have shown appropriate competence with the mechanics of reading, they choose books based on interests and delve deeper into the meaning, more readily considering skills such as inference and author intent.

Constant use of teacher assessment is used by all staff to identify children who require extra support with their reading. Staff are deployed throughout the school to work with children in order to improve their fluency, intonation, decoding skills and comprehension. Home reading is encouraged and is an integral part of the child's development. In order to have strong communication between teachers and parents/carers, each child has a school planner where both the staff and parents can write comments about how the child is progressing with his/her reading. Reading challenges are offered within school and pupils are encouraged to undertake these.

Implementation of Speaking and Listening

The four strands of speaking and listening: speaking, listening, group discussion and drama permeate the whole curriculum. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life. We aim for children to be able to speak clearly, fluently and coherently, to be able to listen attentively with understanding, pleasure and empathy and contribute to group discussions effectively. We achieve this by:

- by providing a range of experiences where children can work collaboratively and participate in opportunities to reflect on talk and explore real and imagined situations through role play, hot-seating, drama and discussions. This is especially so in the early steps during a Talk for Writing.
- giving our children confidence in themselves as speakers and listeners by showing them that we value their conversations and opinions. We also encourage a respect for the views of others.
- being aware that as adults, we provide a model of speakers and listeners in our day-to-day interactions with them and with other adults in our school.
- helping them to articulate their ideas and provide purposes and audiences for talk within a range of formal and informal situations and in individual, partner, group and class contexts.
- by providing opportunities to perform to a larger audience, in assemblies and productions, where children's efforts and skills are acknowledged by staff, parents, carers, visitors and peers.
- by developing the children's ability to listen with attention and understanding in all areas of the curriculum and where necessary, asking and responding to questions appropriately.



Implementation of Writing

The Wolds Federation schools use the Talk for Writing approach, where there are three clear stages of writing. In stage one, or the 'Imitation Stage' children firstly complete an independent piece of writing. Following this, the emphasis is placed on talking, sharing vocabulary, and learning the story. Stage two, or the 'Innovation Stage', sees the model text's structure being used effectively whilst the children adapt it with their own ideas. It is in this stage that much of the grammatical and structural elements of a text are learned. In the 'Independent Stage', or stage three, children then use everything they have learned and apply this to a piece of writing on their own. This may take the form of a piece written over many lessons, including redrafting.

To develop our children as writers we:

- treat children as writers, from the earliest stage, who have ideas that they will want to communicate, building on writing skills they have acquired and their knowledge of print from their environment.
- provide experiences where the children can acquire confidence and a positive attitude to writing.
- develop and sustain writing skills by providing opportunities for children to write for a range of purposes and audiences.
- use guided writing and shared writing to model writing skills, teaching children how to compose, amend and revise their writing.
- teach children to become critical readers of their own writing by using self-evaluation and checking their work independently for sense, accuracy and meaning, including the use of the school 'non-negotiables'.
- teach grammar and punctuation in the context of author's writing and children's own writing, as well as through discrete lessons.
- teach children to develop their ability to organise and present imaginative and/or factual writing and poetry in different ways.
- teach strategies for spelling to enable children to become confident and competent spellers.

Implementation of Phonics

The teaching of phonic skills is embedded within English teaching in each class. Additional provision is made each day in discrete Letters and Sounds sessions. These comprise of learning different graphemes, focussing on oral and aural phonological skills and sight vocabulary. Alongside Letters and Sounds, the use of Jolly Phonics actions ensures a multi-sensory approach. During these sessions children are also explicitly shown how to apply their developing skills to their writing. All children are grouped in accordance to their individual needs and are in phase appropriate groups

Implementation of Handwriting



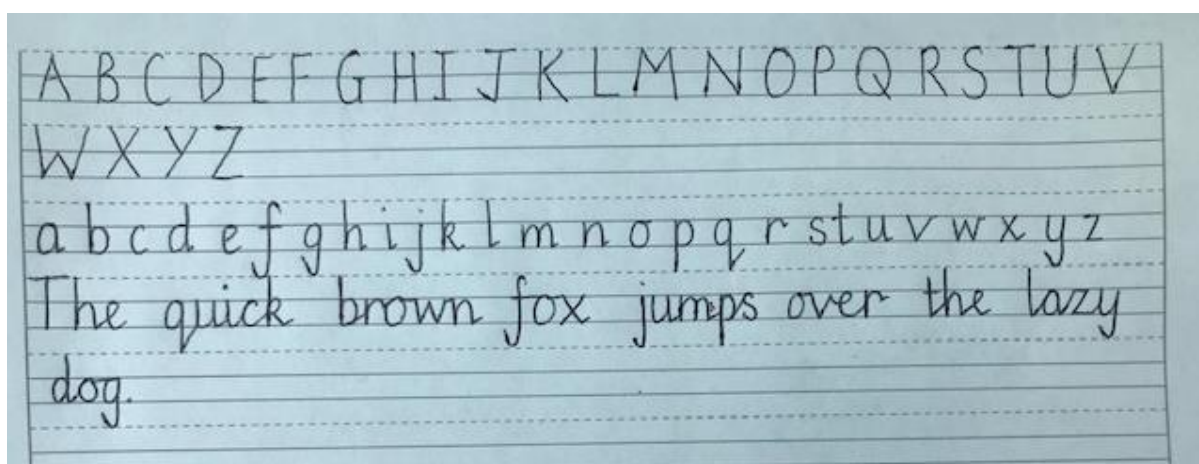
Handwriting begins in the E.Y.F.S with mark-making and patterns. All pupils are given access to a wide range of writing tools and mediums to practise the development of early fine motor skills. The needs of left handed children, or those with physical difficulties are also taken into consideration and where necessary accommodated with resources or specific intervention.

Pupils are encouraged to develop fluent lines of correctly orientated letters from an early age and emergent writing is actively encouraged through the use of planned activities as well as independent opportunities as part of EYFS provision.

We believe that discrete handwriting sessions where children's formation and pencil grip can be readily overseen should take place more frequently at the beginning of the academic year, and as needed throughout the year. Correct posture and positioning of paper or books are also emphasised during these sessions. Letter formation and handwriting is taught and modelled using a range of resources.

The national expectation at the end of year 6 is that children will join their handwriting. Staff use resources from 'Achieving Excellence In Handwriting'. This begins from within EYFS with discrete lessons following a clear series of progression. As the children move up through the school they are encouraged to think carefully about the presentation of their work and to develop clear, legible and fluent hand-writing.

All marking and feedback, modelling, and other times adults within the school show their writing to children, are completed using the same consistent style.



Work is assessed in line with the Assessment Policy and marked in line with the marking and feedback policy.

- Teachers use developmental feedback in order to identify where children have included elements of the success criteria (which are highlighted green), set next steps targets (which are highlighted in yellow) and to give children the opportunity to revisit their work in order to make improvements.
- Internal moderation of writing is completed at least three times a year, and up to once half-termly, to ensure assessment is accurate.
- Reading ages will be assessed continuously using teacher assessment, enabling intervention when needed.
- Year 6 pupils undertake SATs in May.
- Teachers may make use of summative assessment tools (such as past SATs papers or standardised reading / spelling tests).

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 identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. More able children are identified and suitable learning challenges provided.

- Children with identified SEND in English receive tailored support from SEND TAs.
- Children who are identified as having additional needs with reading, receive extra support from TAs and teachers within classrooms, where possible.
- More able children in English are identified and challenged appropriately.

Challenges for these gifted pupils are provided within English lessons or in addition through a range of wider opportunities.

Equal Opportunities

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

The Role of Curriculum Team

The English curriculum team are responsible for improving the standards of teaching and learning in English through the monitoring and evaluation of the subject. This will involve:

- monitoring of pupil progress
- conference with pupils regarding all areas of English
- analysing data
- monitoring the provision of English in line with the subject monitoring policy
- taking the lead in policy development
- auditing and supporting colleagues in their CPD
- purchasing and organising English-specific resources
- keeping up to date with recent English developments
- analysis of SATs results to identify areas for development
- checking that assessment for English is carried out in line with the school's assessment policy

