



## Woodside Primary School ENGLISH POLICY

### **Agreed Vision**

At Woodside Primary School we believe that literacy transforms lives. Children's developing use of language not only underpins their achievement across the curriculum, but it lays the foundations for active involvement in cultural life, society, work and lifelong learning. Communication and language lie at the heart of our capacity to imagine, think critically and creatively, problem solve, express thoughts and emotions, and make a crucial contribution to development as successful learners. Secure and confident use in languages opens many possibilities. Literary skills, including reading, writing and speaking and listening, ensure everyone can succeed in life equally, and enthusiasm and enjoyment for reading and writing is generated.

### **General Statement**

The four main aspects of English are identified as speaking, listening, reading and writing; they are interdependent and of equal importance and should be taught in an integrated way to ensure constant interaction between them.

### **Speaking and Listening (Oracy)**

#### **Aims**

The children will be able to:

- Become effective listeners, who can focus, concentrate on, and respond to the spoken word.
- Identify key points in a discussion and recall and evaluate what they have heard.
- Recognise characteristics of various types of language e.g., to persuade, entertain etc.
- Speak with confidence, adapting their speech to suit the purpose and audience.
- Gain and hold the attention of audiences by being clear, confident, and expressive speakers, using formal English where appropriate.

#### **Methods of achieving these aims include:**

- Listening to and responding to stories, rhymes, poems, singing games and songs from various cultures.
- Clapping names, rhymes, pulse, repeating sounds and rhythms.
- Responding to visual and aural stimuli – e.g. pictures, paintings, sculpture, television, radio, recordings of children's voices and sounds from the environment.
- Discussing, expressing opinions, reflecting with other pupils and teachers.
- Giving and receiving simple instructions, information or explanations.
- Question and answer sessions.
- Talk partners.
- Responding appropriately to a range of complex instructions given by an adult.
- Co-operative work, planning and investigating.
- Describing events – e.g., family outings, TV programmes, school visits.
- Telling stories and reading aloud.
- Reciting poems learnt by heart.
- Imaginative play – e.g., role-play, use of puppets, improvised drama.

- Speaking and listening to different people – e.g., visitors to school.
- Predicting and anticipating outcomes.
- Circle time.
- Assemblies and other performances.
- School performances and Church services
- Planning and undertaking work in other curriculum areas.
- Specific tasks designed to teach children how to be an effective speaker or listener.
- Specific tasks designed to develop the role of speaker or listener.
- Participating in drama activities, both improvised and scripted.
- Oral work leading to writing activities.
- Participating in weekly Oracy lessons.
- Talk Boost interventions
- Woodside Talk aims

## **Reading**

### **Aims**

The children will be able to:

- Become enthusiastic, competent readers who can read with fluency, accuracy and understanding.
- Develop an understanding and appreciation of literature.
- Develop research skills using non-fiction texts.
- Be able to use a full range of reading strategies e.g., phonics, word recognition, graphic knowledge, picture and context clues.
- Have an interest in books and read for enjoyment and provide them with a wealth of texts and story patterns for their own writing.
- Develop the skill of silent reading.
- Develop imagination and critical awareness through reading experiences of the best examples of traditional and modern literature.
- Become proficient in the use of more advanced reading skills such as inference and deduction.
- Have experience of group, shared and individual reading.

### **Methods of achieving these aims are as follows:**

- Daily phonic sessions at Foundation Stage, KS1 and KS2 as necessary for the progress of individual children.
- Each child to take part in shared reading sessions to be led by the class teacher or TA under the guidance of the class teacher.
- Each child in KS1 will also be heard read individually by the class teacher or TA once a week during a timetabled session.
- Lower KS2 children to be heard weekly by class teacher or TA (under the guidance of the class teacher) as necessary.
- Upper KS2 SEN children to be heard as often as possible (at least twice weekly) by class teacher or TA. More able children to be heard as and when necessary by parent helper, TA or class teacher.
- Identified children across the school to be targeted with daily one-to-one reading.

- Regular reading at home monitored by class teacher/TAs. Child's reading record to be used by parents in conjunction with class teacher to ensure communication between home and school.
- Reward system in place for weekly reading.
- Use of reading targets to enable children to work towards improving their own reading to the next stage for development.
- Regular class story sessions at FS, KS1 and KS2 used to share short stories or a class novel.
- Comprehension skills to be formally taught so that strategies are in place to enable the children to develop and use higher order skills such as inference, deduction and criticism of texts.
- Weekly Spelling Punctuation and Grammar sessions across Key Stage 1 and 2
- An Author Focus per year.
- Classes have an ongoing novel which is read to them by the class teacher for enjoyment (sometimes book studies come from this). Often this is referred to as 'story-time' in KS1 and the EYFS.
- Visits to the local library to have 'book talks' and choose books.
- Reading Buddies between year groups.
- Literacy based Early Morning Activities, including use of Reading Journals/ Reciprocal Reading Mats.
- Balance of reading material is available (including a range of genres) e.g., fiction, non-fiction, poetry and newspapers (e.g., First News), on-line and paper based.
- Individual reading for extended periods of time.
- World Book Day is celebrated.
- Children encouraged to enter reading competitions e.g., Summer Reading Challenge.
- Reading workshops are held for the parents of Foundation Stage children each year.
- Children see staff and other adults reading and hear them talking about their favourite books and authors.
- Reading across the curriculum is promoted.
- Spontaneous 'Drop everything and read' times.

## **Writing**

### **Aims**

- To help the children to become confident and competent writers.
- To develop the children's ability to write in a variety of styles and for different purposes and audiences.
- To broaden the children's vocabulary and use of language.
- To assist the children to communicate thoughts, ideas, imaginary and real events effectively through their writing.
- To teach children to plan, draft and revise their writing, using response partners, where appropriate, to assist the process of improving and refining their writing.
- To develop use of correct punctuation.
- To improve accuracy of spelling across the school.

### **Methods of achieving these aims are as follows:**

- Daily writing opportunities.
- Quality topic based texts to teach different writing genres.
- Weekly Spelling Punctuation and Grammar sessions across Key Stage 1 and 2.

- Use of writing targets to enable children to work towards improving their own writing to the next stage for development.
- Weekly spelling lists to be learned across all KS1 and 2 classes. Spellings to be taught to be linked to what children need to know as outlined in the New English Curriculum 2014. Words to be differentiated according to ability.
- Use of writing partners to promote talk about writing and to highlight ways to improve.
- Guided writing to be used with target groups during writing lessons to focus on specific areas groups of children need to work on.
- Cross Curricular writing activities outside the English lessons
- Early morning registration writing activities.
- Annual Writing Week with shared theme to promote writing for a purpose.
- Purple Pens of Power to support children in editing and re-drafting work.
- Use of Next Step Marking – pink for positive, blue for better if- next steps.

### **Planning**

Medium term planning is undertaken by year groups and is stored on the Teacher Share. Medium Term Planning outlines when objectives are being covered in each year group. The medium-term Plan also identifies which inspirational texts are being used within each term. These inspirational texts drive the delivery of the objectives.

Literacy Team meetings and staff meetings are used for moderation and to discuss the English curriculum, to ensure consistency of approach and standards and expectations are being met.

All class teachers are responsible for weekly planning, based on the agreed medium-term plans.

They will:

- Identify individual session objectives.
- Identify the appropriate teaching and learning strategies required.
- Provide a balance and variety within the classroom- of context and organisational learning opportunities for children.
- Assess and plan for the specific needs of children within their own class whilst adhering to the progression laid down in the New English Curriculum for 2014.

### **Assessment**

Assessment involves:

- Y2 and Y6 statutory tests
- Marking of work in accordance with Marking Policy and to point to next steps in children's learning.
- Completion of Guided/ Reciprocal Reading Record sheets, linked to Content Domains.
- Video evidence saved on the shared (top/middle/bottom)
- Weekly spelling tests, linked to the New Curriculum 2014.
- Undertaking of various spelling tests during four assessment periods.
- Statutory Y1 Phonics Test.
- Observation of the children's developing Literacy skills, knowledge and understanding.

What is Assessed?	How?	When	Where is it Recorded?
<b>READING</b>	Guided/ Reciprocal Reading	Weekly	Guided/ Reciprocal Reading File
	Phonic Assessment	Termly (or earlier if necessary)	Assessment File
	Reading Running Records	Half Termly or more often as necessary	Reading File
	Reading Comprehension Tests (Y2 and KS2).	Termly	Assessment File
	End of Key Stage Reading Task/ Test	Annually	SIMS Assessment Manager
	Individual Reading	Weekly	Reading Diary
<b>WRITING</b>	Marking of Children's work	Ongoing	Child's Literacy Book
	Marking of Extended Writing (Years 1-6)*  *Year 1 from Autumn Half Term 2	Weekly/ two weeks	Child's Extended Writing
	Formal Assessment Period pieces of writing from which targets can be set (this includes a variety of set tasks for some stages)	Half termly	English books.
<b>SPELLING</b>	Spelling Test	Weekly	Assessment File
	Phonic Assessments	Termly (or more frequently as necessary)	Assessment File
	Assessment of common exception words outlined in New English Curriculum	Ongoing	Assessment File
	Y1 Phonics Test	Annually	Assessment File

### **Entitlement / Equal Opportunities**

All children have equal access to the English curriculum, irrespective of race or gender. All children cover the content made statutory by the Programmes of Study within the National Curriculum 2014. Children access the curriculum at the appropriate level, thus ensuring progression and differentiation. Suitable resources and learning environments will be made available to enable children to access the learning required.

### **Special Educational Needs**

Differentiated activities are given to support less able and to extend more able pupils. Children with learning difficulties are diagnosed and have provision made for their particular needs. Teaching Assistants are used to give support to children with a Provision Map in place in all year groups. Pupils may be withdrawn to work in small groups or individually. They follow a structured but stimulating programme within the guidelines of the National Curriculum 2014. Parents are kept informed through meetings with the class teacher and SENCO when appropriate.

## **Intervention Strategies Currently Being Used**

Children identified as making inadequate progress are identified for intervention. Children who have been identified as not making enough progress within any one lesson, may be withdrawn during the afternoon or the next day by a Teaching Assistant to revisit what was taught in the English session earlier that day in order to address their misconceptions or lack of understanding. Children who are identified in KS1 as having language delays participate in a talk boost intervention.

## **Monitoring**

- Planning monitored by English co-ordinator and senior staff.
- Lesson observations by head-teacher, English co-ordinator and senior staff.
- Work scrutiny by English co-ordinator and senior staff.
- Data analysis (attainment and progress of all pupil groups).
- Analysis of staff, pupil and governor questionnaires and interviews.
- Moderation of end of Key Stage 1 and 2 by LEA.

## **Review**

Review Date – September 2022

To be reviewed - September 2025

**Headteacher:** Richard Collings



**English Lead:** Hannah Scott



**Chair of Governors:** Mike Nelson

