

West Ashton Church of England Primary School



English Policy

Dated: March 2023

Date of review: March 2024

You will shine among them like stars in the sky
Philippians 2:15

The statutory guidance of the National Curriculum in England 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 to 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.

Implementation:

Reading

Reading enables pupils to acquire knowledge and to build on what they already know, while being exposed to high quality vocabulary. We believe access to a rich and varied library of literature will ensure the children receive an all-round immersion in literature.

What the teaching of reading looks like

In KS1 and 2, the children will have a high-quality text. They will look at new vocabulary, genre features and use of grammar and punctuation. The children will use book talk to share their thoughts and ideas about the story or extract.

Children in each year group will also learn the common exception words for their specific year group.

Please also see Phonics and Early Reading policy under the English Curriculum tab on the website.

EYFS and Year 1

The children have daily phonics lessons using the 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 group reading session 3 days a week, reading a Little Wandle book. This will be from Term 2 in EYFS. They learn to decode words by blending sounds together and learn tricky words by sight. They will explore comprehension skills and reading using prosody.

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

- a Little Wandle reading book linked to previously learnt sounds and one that has been read with an adult in class that week.
- a reading for pleasure 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 have access to a book area which allows them to select they are interested in. These may include, poetry books, picture books, basic non-fiction books and books that follow the children's interests.

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

Year 2

The children will have group reading sessions. If they are still receiving daily phonics they will read Little Wandle books, that are matched to their phonics level. They will then move onto using VIPERS to develop their comprehension, using texts that are linked to their reading level.

The children will use VIPERS

V - Vocabulary

I - Inference

P - Prediction
E - Explanation
R - Retrieval
S - Sequence.

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

- a banded reading book from the reading scheme
- a reading for pleasure book

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

KS2 Children

The children will have whole class reading lesson, linked to a text. The extracts will be taken from a range of genres and texts, linked to the children's reading level. The children will have the opportunity to read aloud during reading lessons, improving their use of prosody and giving the opportunity for the teacher to assess reading. They will be asked comprehension questions using 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 a 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's responses, which allows for further targeted questioning to take place.

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 book from the reading scheme until they are free readers or
- an age appropriate reading book if free readers

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

Assessment of reading

In EYFS and Year 1 the children are assessed every six weeks, using the Little Wandle assessments. Children receiving Little Wandle Rapid Catch-Up in Year 2 and above will also be regularly assessed using the Little Wandle assessments. In years 1,3,4,5, NFER Reading Tests – Autumn, Spring & Summer SATs Tests in Y2 and Y6

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

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, have a good understanding of grammar and knowledge of linguistic conventions for reading, writing and speaking.

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

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

In Early Years, children 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.

KS1

Children are beginning to develop a writing culture that gives them opportunities to produce structured and detailed writing in which they can engage 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 final outcome, which showcases the skills learnt from the writing block.

Children will develop their knowledge of writing skills through shared, modelled, guided and independent writing teaching practices as appropriate to their ages. They will develop strategies to orally compose their sentences before writing them down.

KS2

Children are embedding 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 and 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.

Assessment

In EYFS, the children's writing is assessed against the EYFS curriculum and the Early Learning Goals at the end of the year.

In Key Stage 1 and 2, children's independent writing is assessed at the end of Terms 2, 4 and 6 against the writing objectives for their year group. Teachers then judge the children as working towards, expected or greater depth within writing. Work is moderated across the school.

Spelling

From Year 2 to Year 6 we follow a structured spelling programme, based on the needs of the year group. This follows the statutory spelling lists and spelling rules for each year group.

Assessment

Spelling ages are assessed at the end of Terms 2, 4 and 6. Spelling assessment is also 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.

Grammar

KS1	Grammar Works Y1/2 Classroom Secrets SPAG Sessions Reinforced through teaching input in English writing lessons and all foundation subjects where writing is included. Focus on English working wall of skills taught in the lesson. Identification of grammar in key English texts. References made to the application of grammatical rules in Little Wandle Phonics sessions, during the reading/writing section of lessons.
KS2	Classroom Secrets SPaG Y3/4 Grammar Works Y5/6 Reinforced through teaching input in English writing lessons and all foundation subjects where writing is included. Focus on English working wall of skills taught in the lesson. Identification of grammar in key English texts and guided reading extracts.

Assessment

Grammar is assessed through NFER tests for Y3, 4 and 5 and SATs papers for Y2 and Y6 alongside continuous assessment through writing.

Handwriting

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. Print handwriting is taught throughout the year so children focus on correct letter formation.

KS1

Year 1 - Pupils are taught to begin forming lower-case letters in the correct direction, starting and finishing in the right place and to form capital letters. When ready they will begin to be taught and encouraged to write using cursive handwriting.

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.

KS2

All of the children are expected to use cursive handwriting. The children will write legibly, fluently and with increasing speed.

For those children that are struggling with their fine motor control interventions will be put in place. Pens will be given to those children who demonstrate neat and legible cursive handwriting to use during their writing.

Impact

The impact of the English 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 2 the children are very familiar with a variety of different genres and then accurate grammar and punctuation skills can become the primary focus.

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