

Whittington CE (VA) Primary School

Policy and Procedure: English Policy



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At Whittington CE (A) Primary School we believe in making children world-class learners, developing in them a confidence and thirst for knowledge that enables them to realise their talents and create their own futures. Good literacy skills empower children to become the confident learners we strive for. Through the English curriculum, pupils experience the integral aspects of speaking, listening, reading and writing through a variety of purposeful work enabling effective communication and creative thinking.

Aims

For teachers, this policy aims to:

- provide continuity across school
- establish high expectations

For pupils, we encourage and support them to:

- express their feelings and opinions
- become effective and competent communicators both with spoken and written language
- enjoy and engage with a wide variety of text types and genres
- enhance their imagination
- develop a wide and varied vocabulary
- use and understand different writing styles
- produce clear and presentable work

Reading

The National Curriculum 2014 reading programme of study consists of two dimensions;

- Word reading
- Comprehension (both listening and reading)

It is important that both of these skills are taught alongside each other for children to become competent readers who both enjoy reading and are able to read for study. To achieve this we also promote reading for pleasure.

To support word reading we:

- Follow the *ReadWriteInc. Phonics* programme in EYFS and KSI (taught daily)
- Have one-to-one reading sessions (daily for SEN and PP chn and weekly for all other pupils)
- Match children's reading books to their ability to provide a productive level of challenge. In EYFS and KSI children take home reading books matched to their phonological knowledge.
- Integrate word reading into English lessons to develop further understanding of word structures for reading.

To support comprehension of texts we:

- We follow text based English planning primarily based on the style set out by The Centre for Literacy in Primary Education using enriching texts.
- Use a range of texts to support the teaching of all curriculum subjects.
- Build on the phonics used in *ReadWriteInc.* to read the supporting texts.
- Encourage pupils to read widely by providing a range of texts.

To promote a love of reading we:

- Choose class books to spark children's imagination
- Subscribe to the Shropshire Schools Library service to provide a varied and changing selection of books.

- Constantly improve the school library stock. We have a monthly book subscription from Booka who select an up to date range of fiction and non-fiction books each month.
- Have Reading Leaders who plan ways to encourage children to choose a variety of books.

Writing

The National Curriculum 2014 programme of study for writing is divided into:

- Transcription
- Composition
- Vocabulary, Grammar and Punctuation
- Handwriting

We build units of work around planning in the style of CLPE, which encourages a range of writing opportunities throughout the units. In order to support and develop the composition of writing for all our pupils we encourage the read, analyse, plan, write and review process. Vocabulary, Grammar and Punctuation are taught in context where possible to support understanding.

Handwriting

We teach a cursive handwriting style based on the letter formation set out in the Pen Pals handwriting program. Children are taught correct grip, posture and individual letter formation before joining and becoming more fluent. Our aim is that children will write in pen by the end of year 2 or as soon as possible afterwards.

Spelling

In EYFS and Key Stage 1 spellings are linked to spelling patterns learnt from the *ReadWriteInc.* programme and then National Curriculum spelling patterns. In Key Stage 2, children learn spelling patterns and rules for their year group, taken from the new National Curriculum. Different activities are used for variety and include: word finding games, word reading games, dictation of a passage, (to encourage transcription for writing) of a particular sound.

Speaking and listening

Teachers plan for speaking and listening as well as encouraging many incidental opportunities through the school day. Pupils are encouraged to:

- Share their opinions, even if different from others
- Listen and respond to the ideas of others
- Listen to verbal instructions which are clear
- Have opportunities to ask and answer questions
- Speak aloud to different sized audiences

For further information please refer to the Teaching and Learning Policy.

Assessment

Writing is assessment formally six times per year (except for EYFS who assess in an ongoing way) against Working Towards, Expected and Greater Depth statements linked to the curriculum for each year group. At the end of the year, teachers use a 'best fit' approach to determine a judgement.

Twice a year chn are assessed in Spelling, Punctuation and Grammar using GaPS (Hodder).

Teachers' assessment of reading is on-going day to day and formal assessments of all children take place twice per year using PIRA (Hodder) assessments.

ReadWriteInc. phonics assessments take place every 8 weeks.