

Woodthorpe
Community Primary
School.

**English
Policy**



Woodthorpe Community Primary School

English Policy

(Refer also to Learning and Teaching Policy, Marking Policy, Assessment Policy, Foundation Stage Policy and curriculum policies)

Our School Aims:

Learning together we will...

Understand and accept the rights and responsibilities of being citizens of the future

Be able to adapt to new challenges and offer **enterprising** solutions

Be **active** contributors to the wider community

Be **ambitious** and take **pride** in our achievements

Achieve high standards in all areas of the curriculum

Develop ourselves as **courageous**, **self-motivated**, **independent** and **collaborative** learners

Value and care for others in the local community and the wider world

Achieve our full potential as well rounded individuals

We will discover, value and enjoy our diverse society

...Learning together

In the spirit of inclusion we will work with our children to:

- Achieve their full potential as well rounded individuals
- Achieve high standards in all areas of the curriculum
- Develop themselves as confident, self-motivated, independent and collaborative learners
- Be able to adapt to new challenges and opportunities
- Be active contributors to the school and to the wider community
- Value themselves
- Value and care for others in the local community and the wider world
- Understand and accept the rights and responsibilities of being citizens of the future
- Learn about, value and enjoy our diverse society

Our School Aims:

- To provide an **inspirational** curriculum which is **relevant** to **Woodthorpe Learners** in the 21st Century
- It will be responsive to the needs of the children
- It will be reflective of the interest of the community, both local, national and global
- To provide a curriculum that meets the requirements of The National Curriculum and locally agreed syllabus for Religious Education
- To ensure continuity and progression, through rigorous assessment
- **In line with the new National Curriculum, the overarching aim for English teaching at Woodthorpe School is to promote high standards of literacy by equipping pupils with a strong command of the written and spoken word, and develop a love of literature through widespread reading for enjoyment.**

Delivery and Organisation

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum for English Document the DfES and the prime area of Communication and Language and the specific area of Literacy in the revised Curriculum Guidance for the Foundation Stage.

The English Curriculum is delivered using the Assessment Focuses from the National Curriculum for English. The Early learning Goals are followed to ensure

continuity and progression from the Foundation Stage through to the National Curriculum. Pupil provision is related to attainment, not age.

Practitioners should demonstrate an understanding of and take responsibility for promoting high standards of literacy and the correct use of Standard English.

In the Foundation Stage children should

- Experience a rich language environment.
- Develop their confidence and skills in expressing themselves
- Speak and listen in a range of situations
- Link sounds and letters to begin to read and write
- Have access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest

At Key Stage One children should

- learn to speak confidently and listen to what others have to say.
- begin to read and write independently and with enthusiasm
- use language to explore their own experiences and imaginary worlds.

At Key Stage Two children should

- learn to change the way they speak and write to suit different situations, purposes and audiences.
- read a range of texts and respond to different layers of meaning in them
- explore the use of language in literary and non-literary texts and learn how the structure of language works.

Planning

- Planning is based on the National Curriculum for English Programmes of Study and will be recorded on agreed formats available on the school network (Refer to Learning and Teaching Policy).
- The teaching of English is placed in meaningful contexts as part of whole school Curriculum Journeys, through which pupils are given the opportunity to develop and apply their literacy skills.
- Planning is monitored to ensure robust coverage of text types and genres of writing and ensure year on year progression
- 'Letters and Sounds' is used to for the teaching of Phonics following the Rose Review. (2006)
- Spelling and Grammar are taught both in context and in discrete lessons.

English should underpin planning in other curriculum areas.

Reading / Home Reading

- Books are organised into Book Bands that link to National Curriculum sub levels.
- Below National Curriculum Level Three these bands are further broken down into Reading Recovery levels.
- Once children are secure at level three or above, their reading is assessed by means of Running Records, Guided Reading observations and individual reading conference observations which inform judgments recorded and evidenced on APP grids.

Guided Reading

- Teachers organise pupils into groups according to Reading Recovery level, book band level and national curriculum level.
- At least one group per day works with an adult in a guided reading session. Record keeping forms are provided and guided reading records are maintained.
- There is a central store of guided reading texts, leveled according to Reading Recovery evaluations, to support the development of reading strategies for the different groups in each class.
- Teachers must decide if more than one session per day is required in order to meet pupils' targets and needs and must adapt the timetable as necessary to do this.
- Guided reading texts must fulfill the broad range of texts covered by curriculum journey plans and teachers should endeavour to link guided reading books to areas of the curriculum being studied wherever possible.

Handwriting

See separate policy

Writing

- Should be a meaningful outcome of the current curriculum journey
- A Big writing' session should be planned once every two weeks as a minimum. It should be directly linked to the current curriculum journey (it is also good practice to revise text types covered earlier in the year or in earlier year groups)
- Scaffolding for children's writing is provided both at the planning stage in the form of planning maps/frames and at the point of writing, with checklists that support the organization of writing.

Phonics and Spelling

- The Letters and Sounds phonics programme (using the LCP phonics scheme available on the network) is used in its entirety throughout Foundation Stage and KS1 and where appropriate into Key Stage Two
- Teachers adapt the timetable and units of work to give a necessarily high priority to this work. Children may move between classes, and indeed year groups and phases, in order to ensure that phonics learning is kept within their zone of proximal development.
- A phonics record sheet is regularly updated in order to track progress and ensure that less than expected progress is challenged. This record is reviewed with the receiving teacher on transition.

Spoken Language

- The importance of Spoken language in pupil' development - linguistic, cognitive and social – forms an integral part of planning in all curriculum journeys.
- APP assessment is used.

Assessment

Refer to Assessment policy

- Statutory national assessments are used at the end of Key Stage One to support Teacher assessment.
- Statutory national assessments are used at the end of Key Stage Two.
- Teacher assessments of reading, writing and spoken language are made regularly in line with the school Assessment policy and the results of these are entered into the school's tracking system
- Running record assessments of readers take place at least once per half term and the school is developing their use as an analytical tool to identify next steps in learning

Home learning

Refer to Teaching and Learning Policy.

- The school's home learning scheme provides regular English activities including home reading and 'Talk' homework.
- Links with parents are actively fostered through:
 - formal meetings with parents
 - the development of a group of parent reading volunteers
 - communication through newsletters and the school website regarding Literacy based activities and events
 - inviting parents into classrooms throughout school on a daily basis with an emphasis on communication of targets and specific areas of learning in English that parents can support.

Monitoring

English is monitored within the school's framework for monitoring the core subjects. The English Leader and SLT are responsible for ensuring the findings of monitoring lead to positive change and improvement.

Governance

There is an identified member of the governing body for English who, through meetings with the English leader, CPD and learning walks in school supports and promotes English policy at Woodthorpe.

Policy Update and review

This policy was produced in February 2013 and will be reviewed in January 2014 or sooner depending on the release date for the new National Curriculum.

Appendix One

Record Keeping

- Each teacher maintains Guided Reading records, a Reading Record Book for all pupils and up to date intervention and assessment data in line with the Assessment Policy. (SEN files and PLPs supplement these records)
- Big Writing folders containing regularly leveled work are maintained for each pupil. (Examples of writing from previous years are also archived at the rear of the folder to enable comparison to be made with earlier writing.)
- Reading, Writing and Spoken language assessments are completed for at least six pupils using APP. Records inform half termly progress reviews and updates of the whole school tracker.
- All records are sent to the child's next class following a transition meeting during which each child's progress is reviewed and new targets set.

Appendix Two

Progression of Genres through school

Four to be taught in KS1 (FS must be able to write in sentences before they transfer to KS1)

Year One:

- Recount
- Instructions

Year Two: as Y1 +

- Report
- Explanation

Year Three: the four genres covered so far reinforced.

Year Four:

- Persuasion
- Develop all those covered so far

Year Five:

- Discussion
- Develop all those covered so far

By Year Six children should know all the genres.



Woodthorpe Community Primary School
Whole School Approach to Teaching Phonics/Spelling

- Pupils will begin Phase One Phonics learning in FS1 and progress through the Phonic phases 1-6 with teaching using the LCP programme based on Letters and Sounds. Timescales for each Phonic Phase will be adhered to carefully with children assessed carefully to ensure those accessing 'catch up' phonics learning are learning at at least national expectations for their age as soon as possible. (Phase 2 – 6 weeks; Phase 3 – 10 weeks; Phase 4 – 4 to 6 weeks; Phase 5 – 30 weeks Y1; Phase 6 – 24 weeks Y2)
- From Phase 6 teaching will continue using the four part lesson as set out in Letters and Sounds. (An example weeks lesson series is included in the Appendices) The structure of the four part lesson has proved to be an effective way to teach spelling and phonics and enables the continual revisiting of previous learning.
- The sessions should be largely done using whiteboards with a more formal writing session each Friday.
- The list of words (target words) to be used will be given out each Monday. The words will be used in games and activities through the week. Examples of games are provided in appendix 2.
- Some of the target words will be tested via dictation each Friday. Spelling dictation allows assessment of punctuation and spelling of high frequency words such as function words as well as the spelling of the target words for the week.
- The progression of spelling will be taken from Appendix 1 of the English Programmes of Study of the new National Curriculum (July 2013) to ensure continuity in practice over its statutory introduction in September 2014

Games / Activities

It would be good to get the children used to a small number of games in the first instance. These can be played regardless of the phonic phase or spelling pattern. This will ensure consistency across the year group. As sessions are fairly short, the children need to be used to the games in order to use time effectively.

A short amount of time will be needed to teach children the games, however once they have learned them the teacher will only need to say 'Let's play ...' and the children will be able to organise themselves.

Further games/ activities can be introduced as the first ones get 'tired'

Some games to play in the first half term;

ODD ONE OUT

On a slide / flipchart the children are presented with a range of words from the list containing the spelling pattern / GPC. Some of the words are correct, some are spelled incorrectly. Tell the children how many words are correct and the children have to find them. Write the words on their whiteboards – played in pairs.

Leave the incorrect spellings on the board – go through how to correct them with the children.

QUICKWRITE

To be played on Wednesday for the 'tricky words' – children to write down as many of the words covered as they can in a minute. Children to check the spellings with their partner.

RIGHT OR WRONG?

Children to have a set of cards – in pairs they sort through the cards. The words on the cards are all the spellings from the list. In pairs, they make two piles – one of words correctly spelled / one of words incorrectly spelled. After the Teacher has helped to ascertain which the incorrect spellings are, the children need to correct them, orally with a partner, identifying which is wrong.

SILLY STORIES

In pairs, the children are given a list of words and they have to orally tell a story that includes all the words. As they come to a word on the list they write it on their whiteboard. The children need to be encouraged to include silly sentences in the story as they will want the story to have meaning and this will be difficult.

SPELLING AEROBICS

A fun activity for older pupils. When spelling a word they reach their hands over their head for a tall letter that when written extends above the line: (b, d, f, h, k, l, t), put hands on hips for middle letters written in between the lines: (a, c, e, i, m,

n, o, r, s, u, v, w, x, z), and stretch toward their toes for letters that fall below the lines when written: (g, j, p, q, y). The students love the physical activity.

Example: finally - hands would: up, hips, hips, hips, up, up, toes

INVISIBLE MAN

This is a take on 'Hangman'. First, draw two large "stick-type" figures on the board. Be sure to give each of them the same number of body parts. Draw 13 parts for each: two eyes, two ears, nose, mouth, head, hair, body, two arms, and two legs. You could make one to be a girl and the other to be a boy (by different hair styles). Divide the class into two teams. If you do the boy/girl figures, do boys against girls.

How the game works: start with team 1--give the first person a spelling word. He must say-spell-say it. If he is correct, he gets to erase a body part from the opponents' figure. Then go to the other team and repeat the procedure. If the word is not properly done, no part is erased. Keep going until one team has totally erased the other's person. Hence, Invisible Man!

CIRCLE SPELLINGS

A spelling game children play in groups. A child starts by saying a spelling word from the list; the children must each say one letter of the spelling word. For example if the word was: Alaska The first student would say capital A, the next student says l, then a, s, k, a and each student will continue. To the end the word the person after the last letter will say Alaska.