



The Winterton Federation English Policy



MISSION STATEMENT

For children to:

- Enjoy speaking, listening, reading, writing and develop their ability to self-assess and improve their skills;
- Develop skills in effective communication with others through speaking, listening, reading and writing both within school and outside;
- Express creativity and imagination;
- Become enthusiastic and critical readers of stories, poetry and drama, including that from different cultures and times, as well as non-fiction and media texts;
- Understand how language works by looking at its' patterns, structures and origins;
- Use this knowledge to choose and adapt what they say and write in different situations;
- See how literacy skills in school are applied in everyday life.

AIMS

The overarching aim for English in the national curriculum is to promote 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 enjoyment. The national curriculum for English aims 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;
- 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.

STATUTORY REQUIREMENTS

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

APPROACHES TO SPEAKING AND LISTENING

The Four Strands of Speaking and Listening: Speaking; Listening; Group Discussion and Interaction; 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.

In addition to opportunities within class, there are speaking and listening opportunities during weekly assemblies and occasion assemblies such as: Harvest, Christmas, Easter and Summer.

Some children take part in the annual Scunthorpe Speech and Language festival.

APPROACHES TO READING

In years 2 to 6 every adult and every child in school is involved in a guided reading group. Guided Reading groups have a 'Reading Leader'. The Reading Leader (an adult in school) is responsible for their reading group, which is made up of several children (between 4 - 8 children) who are of a similar reading ability.



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Guided reading sessions are held every day in school for Years 2 to 6. Every child works with their Reading Leader and their group in one of the sessions. Children are also expected to read at home every day so that the specified number of pages are read in preparation for their next guided reading session the following day. This enables the child to interact successfully in every adult led guided reading session. In Year 1, children are grouped according to ability and carry out daily reading sessions linked to phonics.

The Reading Leader encourages the use of phonics knowledge to increase fluency as well as posing questions in order to check understanding of the text, exploring the author's style of writing, the use of punctuation and language. The children join in discussion around the content, characters and genre of the book and make comparisons with other literature that they have read previously. In Years 2 to 6, if a child has not read the pages set in the independent session and at home, they are expected to complete their reading during playtime/lunchtime.

We are continuing to invest in a wide range of quality, exciting and stimulating fiction and non-fiction books, including cross curricular and multi-cultural examples. There is an expectation that every book is treated with care and is always brought back to school every day. Books are carefully selected by the Reading Leader to accommodate the children in their group in relation to both their reading and writing ability. Sometimes then, a more difficult book may be chosen to challenge the children's reading ability. However, a book, more in line with the level the children are writing at, may be chosen, to enable the children to explore the elements found within it (grammar, punctuation, style, description, etc) as a tool to develop their own writing skills further.

In Years 2 to 6, during the Reading Leader led session, every child has an opportunity to read out loud. The Reading Leader also reads to their group, modelling the use of expression and punctuation. Throughout these sessions, the children are encouraged to 'maggie' any 'wow' words and phrases or writing styles they come across, to be used later in their own writing. If a child comes across any words that they are unfamiliar with, they are encouraged to discuss these with their Reading Leader during their adult led guided reading session, or, when reading at home, they should be encouraged to look in a dictionary or discuss any unfamiliar words with an adult at home, making a note of the definition of the word in their notebooks for later reference and use. There is no expectation for adults to comment in the reading notebook but we, of course, welcome any contribution Parents/Carers wish to make in relation to their child's home reading.

During the Reading Leader led sessions, every child is expected to contribute in reading and discussions. During their independent school session, the child is expected to maintain self-discipline and complete tasks relating to the basic skills of English and Maths including handwriting, spelling, punctuation and grammar, times tables and arithmetic. During their home reading, again the child is expected to maintain self-discipline and reading stamina by completing the pages set either by reading quietly and independently or out loud with an adult (or a combination of both).

In Years 1 to 6, comprehension sessions are carried out twice a week. A combination of high-quality picture books, texts, poetry and non-fiction texts are utilised during these sessions to develop a range of comprehension skills. Cross-curricular texts are frequently utilised alongside texts for themed weeks such as: mental health, black history, faith week, earth day and anti-bullying. During comprehension lessons, children are encouraged to approach texts in a variety of ways, incorporating a range of learning styles. These approaches include: the use of a variety of graphic organisers, picture response/stimuli, drama, speaking and listening, as well as formal responses incorporating ranging question types. High order questioning techniques are an integral part of all lessons, including guided reading sessions.



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Phonics

Children learn the English alphabetic code: first they learn one way to read the 40+ sounds and blend these sounds into words, then learn to read the same sounds with alternative graphemes. At TWF, we follow the Read, Write Inc phonics programme devised by Ruth Miskin. Read Write Inc. Phonics teaches children to read accurately and fluently with good comprehension. They learn to form each letter, spell correctly, and compose their ideas step-by-step. As part of the timetable, Year 1 children have an additional daily phonics session to introduce, consolidate and support understanding.

They experience success from the very beginning. Lively phonic books are closely matched to their increasing knowledge of phonics and 'tricky' words and, as children re-read the stories, their fluency increases. Along with a thought-provoking introduction, prompts for thinking out loud and discussion, children are helped to read with a storyteller's voice.

APPROACHES TO WRITING

There are two dedicated writing sessions a week across Years 1 to 6. Writing is frequently linked to texts introduced through comprehension session, in turn reinforcing the children's understanding of key texts. Writing expectations are shared through teacher models and shared writing opportunities. These expectations are reinforced through the use of marking ladders and incorporate opportunities for self-assessment and peer assessment as the children progress through the Federation. Learning is differentiated for individuals within each class through 'steps to success', resources such as writing frames and adult support. Guided Writing groups are identified using AfL strategies from previous lessons and where necessary guided groups are planned in for the following day with an identified common current learning need.

In KS1, Pie Corbett's Talk for Writing strategies are an integral part of planning and preparation for writing, including the use of boxing up and story mapping activities. All children are encouraged to edit and improve writing, this forms part of teacher modelling.

EYFS

Writing

Children are taught the skills of writing through short whole-class lessons and teacher-led small group sessions. In Foundation, early mark making is encouraged and celebrated. Children are inspired to mark make through focused texts throughout the year and by following their interests. Children are given a range of opportunities to practise their writing through focused writing tasks and independent activities within the continuous provision. Over the course of Foundation, we expect children to move from early mark-making to being able to communicate their thoughts and ideas in writing with confidence and enthusiasm.

Reading

Stories play an important part of the day. We want to make sure our children have a love of books and will leave the EYFS with a bank of stories they know well. In Foundation, teachers plan using key texts from the Pie Corbett's reading spine. These stories are embedded in provision. Children are encouraged to sign up for the Imagination library scheme. These books are celebrated and shared within Foundation each week. We ensure time is allocated for a quality whole class story at the end of the day and there are many opportunities to enjoy books throughout the day. Children in Reception are given their own book bag and time is planned to share the books with children and listen to them read.



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Phonics

Children in the EYFS take part in regular planned activities to develop their phonic knowledge based on the programme 'Letters and Sounds'. These include activities and games to support the development of rhythms and rhymes, alliteration and oral sound blending. At the end of Nursery, for the children who are ready and throughout Reception, the children take part in a daily group phonics session following the RWI programme. Teachers in the EYFS Reception classes plan to teach children:

- Grapheme-phoneme (letter-sound) correspondences in a clearly defined, incremental sequence;
- To apply the skill of blending phonemes, in order, to read words;
- To apply the skills of segmenting words into their constituent phonemes (sounds) to spell words;
- That blending and segmenting are reversible processes;
- How to articulate phonemes clearly and precisely.

GAPS

The Winterton Federation follows Classroom Secrets medium term planning for grammar and punctuation. For spelling, Oxford Owl Spelling is used in Year 2 and Spelling shed in KS2. Discreet spelling is taught across the Federation. In Year 1, spelling is linked to key phonics sounds learned, in Year 2 Oxford Owls activities are carried out daily and in KS2, dedicated time is allocated to use the Spelling Shed app. In Year 2 and KS2, spellings are tested weekly and recorded on a spelling tracker.

Prior to the first writing session each week, a dedicated lesson is used to introduce and reinforce spelling, punctuation and grammar targets. Where appropriate, it is an expectation that these targets will form part of the writing ladder used that week.

CROSS-CURRICULAR ENGLISH OPPORTUNITIES

Teachers seek to take advantage of opportunities to make cross-curricular links. They plan for pupils to practice and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum such as Science and Topic. Explicit cross curricular links and texts are specified in the English Medium Term Planning.

ASSESSMENT AND TARGET SETTING

Formative Assessment

- Children are identified during lessons daily, intervention and deepening opportunities are planned for and then delivered during the next session;
- Adult supported groups are planned and adapted accordingly to meet the needs of individual pupils.

Summative Assessment in Reading

- Year 1 take the end of year Phonics test in June;
- Half termly, phonics progress is assessed in Y1 and in intervention groups, including those in KS2;
- Half termly, reading miscue assessment take place in year 1 and year 2;
- Children in Year 2 and Year 6 take end of Key Stage national tests which examine a range of reading comprehension skills'
- Teacher Assessments are recorded on the assessment system termly. This tracks if children are working to/at/exceeding end of year expectations. During termly pupil progress meetings, key children are identified and next steps are discussed, planned and implemented.



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Summative Assessment in Writing

- Since 2013, final grades at both the end of Key Stage 1 and 2 in writing are teacher assessed. There is no external assessment of composition, however we routinely ask our Local Authority consultant to moderate our levels;
- Teacher Assessments are recorded on the assessment system termly. This tracks if children are working to/at/exceeding end of year expectations. During termly pupil progress meetings, key children are identified and next steps are discussed, planned and implemented.

Summative Assessment in GAPS

- Children in Year 6 take end of Key Stage national tests which examine a range of GAPS skills;
- Teacher Assessments are recorded on the assessment system termly. This tracks if children are working to/at/exceeding end of year expectations. During termly pupil progress meetings, key children are identified and next steps are discussed, planned and implemented;
- Children are often involved in generating steps to success relevant to genres and daily objectives and these are on display in the classroom.

INCLUSION

We 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. Children who require additional support for their reading and writing, including phonics work, are identified at pupil progress meetings and suitable provision is put into place. Children demonstrating Dyslexic tendencies undergo assessments and, if appropriate, provision is implemented into daily practice and additional interventions.

In Year 6, children who require additional support are given access to booster sessions which are planned and delivered by teachers and teaching assistants. Provision for all vulnerable groups is monitored closely and is discussed and amended during termly progress meetings. The impact of all interventions is monitored half termly to ensure accelerated progress is being made by all children.

EQUAL OPPORTUNITIES

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

ROLE OF SUBJECT LEADERS:

The Subject Leader is responsible for improving the standards of teaching and learning in English through:

Monitoring and evaluating English:

- Pupil progress;
- Provision of English (including Intervention and Support programmes in consultation with SEND Lead);
- The quality of the Learning Environment;
- The deployment and provision of support staff;
- Taking the lead in policy development;
- Auditing and supporting colleagues in their CPD;
- Purchasing and organising resources;
- Keeping up to date with recent English developments;
- Scrutiny of books and lesson observation;
- Collate and respond to staff and pupil voice.



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THE GOVERNING BOARD

Regular reports are made to the governors on the progress of English provision and to our English Governor, Mrs Emma Johns.

This policy will be reviewed every three years or in the light of changes to legal requirements.

English Policy reviewed by Helen Genney: Spring 2022

English Policy approved by Staff: Spring 2022

English Policy Date approved by Governors: Spring 2022

English Policy to be reviewed: Spring 2025