



WESTHOUSES PRIMARY SCHOOL ENGLISH POLICY



Revision History

REVISION	DATE	NAME	DESCRIPTION
1.0	April 2018	Kristy Coupe	
2.0	25.06.2021	Juliette Whitby	
3.0	29.11.2024	Juliette Whitby	Changed to reflect current schemes

Approval History

REVISION	APPROVAL DATE	APPROVED BY	SIGNED
2.0	15.07.2021	Simon Taylor	N/A

At Westhouses Primary School we believe that literacy and communication are key life skills. Through the English curriculum we will help children develop the skills and knowledge that will enable them to communicate effectively and creatively through the spoken and written language and equip them with the skills to become lifelong learners.

Aims and Intent

At Westhouses our aim is to develop a love of the English language through the written and spoken word in all pupils. We endeavor to embed English through other subjects in the curriculum as well as focusing on developing the key aspects of learning through English lessons themselves.

By the end of Key Stage Two we aim to:-

- Have nurtured a love of reading and writing.
- Equip pupils with the skills, knowledge and confidence to read, write and speak to the level of the expected standards of the National Curriculum and beyond, to enable them to be successful in life.

Implementation

We follow

- 'The Literacy Tree' scheme for speaking and listening, writing, grammar and punctuation
- Little Wandle for phonics and early reading (see phonics policy) followed by Recommended Reads and comprehension work from Literacy Shed
- Our own bespoke scheme for spelling which continues to build on previous phonics learning and includes the spelling rules and words outlined in the National Curriculum.

Time Allocation

In Key Stage 1 and Key Stage 2 there are five allocated English lessons each week plus a daily grammar session and daily phonics/spelling slot. Pupils also participate in daily Reading Practice sessions and handwriting practice.

Pupils in Reception will practice handwriting daily and have a daily phonics session and a daily Reading Practice session. They will participate in a guided English lesson most days following The Literacy Tree scheme and/or Drawing Club. There will also be other opportunities for reading, writing, speaking and listening in the activities set up for continuous provision.

In addition, it is expected that cross-curricular links will contribute to pupils' effective learning in speaking and listening, reading and writing. Pupils will also use literacy skills to produce extended pieces of writing in Topic lessons.

Planning

The schemes followed ensure coverage of the Programmes of Study in the National Curriculum for English of all aspects of the subject. The class teacher adapts and differentiates the planning to ensure the needs of all pupils are met including those with SEND.

In Reception, 'Communication and Language', 'Reading' and 'Writing' is an integral part of each day and is taught through all seven areas of learning as identified in Development Matters document as well as through Little Wandle and The Literacy Tree.

In Reception and Key Stage 1, phonic/spelling skills are developed using Little Wandle planning. Children have a twenty to thirty-minute phonic session daily and a twenty-minute reading practice session four times weekly. The children are assessed each half term and grouped according to their ability for reading. Any child falling behind in phonics receives catch up support in addition to the daily phonics sessions. An adapted spelling programme which links to the National Curriculum is used in Key Stage 2 for those pupils who are off the phonic programme. These spelling sessions follow a similar format as phonic sessions: revisit, teach, practise and apply.

Teaching and Learning

At Westhouses Primary School we use a variety of teaching and learning styles to ensure maximum participation and contribution of all children at all times. We recognise and value the importance of

speaking and listening in the child's development and as such we embed a variety of strategies to promote talk in everyday teaching across the curriculum.

We aim for a creative approach through topic books and cross-curricular links which engage our children in meaningful and worthwhile experiences. There is an expectation that, where English is developed through another curriculum area, the same standards will be upheld as in the English lessons.

Daily English lessons and separate reading practice sessions cater for the individual needs of every child through adapted activities and a variety of whole class, group, individual and peer sessions. Children have the opportunity to experience a wide range of texts and use a wide range of resources in their learning. Teachers and children use ICT where appropriate to enhance teaching and learning.

Entitlement

The school is committed to enabling all children to access the English curriculum and its wider opportunities. All lessons are differentiated appropriately to ensure children are challenged at their level of learning. Our expectations are high and provision is based on the needs of all the children we teach.

Class teachers are responsible for differentiating activities so that lower attaining pupils are suitably supported and challenged and the learning of more able children is deepened and extended. We recognise and provide suitable learning opportunities for all the children we teach, matching the challenge of a task to the ability of the child. We achieve this through a range of strategies including differentiated tasks, teaching assistant support, intervention programmes and target groups. Interventions are timetabled, targeted and are reviewed on a regular basis to ensure their impact. Where possible, interventions will happen outside of core subject lessons.

Inclusion

Children with specific difficulties are always included and provision for their needs is implemented throughout the school (See our SEND policy).

Children working at Greater Depth are identified for their areas of strength. They are set targets and challenging activities are provided to promote mastery.

Resources

The teaching of English is supported through provision of dictionaries, thesauruses, big books of vocabulary and ipads. The school has a range of reading books which are banded into ability levels and taken home by the children. The school also has a library. There is a reading toolkit and spelling toolkit used across the school to develop the skills needed to be proficient in these areas. (see appendix 1, 2 and 3)

Assessment, Recording and Reporting

Assessment is carried out by the class teacher and is used to inform future planning. This involves identifying pupil progress against learning objectives, determining what the children have achieved and moving them on to the next stage of learning. This is communicated to children through marking and verbal feedback. Pupils are also encouraged to self and peer-assess. Pupils are reminded to read and respond to the marking of their work.

Individual and group targets are set and children are informed of their own targets for learning and supported to make progress towards them.

Class teachers track children's progress through teacher assessment at the end of every term. This assessment is monitored by the head teacher. Children are formally assessed three times a year using NFER or SATs tests. This information and the teacher's knowledge of the individual child is used to inform planning and is the basis for any support or extension groups that might be put in place.

Teachers moderate their assessment of children's writing regularly in order to ensure consistency and progression.

Homework

English homework varies between the year groups. Children in Reception take home the letter sounds they have been learning for consolidation at home. In years 1 – 6 children take home weekly spellings in different formats. Explorers (YR/1/2) have a list of spelling words containing the phonemes they have been learning that week. Philosophers (Y3/4) and Trailblazers (Y5/6) also have to apply the spelling rules they have been learning to spell 5 new words in their test. They also have written tasks which may include investigative activities; defining the words or writing sentences containing their spelling words.

Pupils in all year groups are encouraged to read at home daily. This is rewarded by stickers or dojo points.

The role of the Head teacher

The Head teacher has responsibility for ensuring the policy is used and updated and for supporting and monitoring colleagues to teach effectively.

The role of the English Lead

The English Coordinator has responsibility for overseeing the day-to-day teaching of English, for progression, continuity and support. They are also a resource of literacy knowledge and good practice for the school.

The role of the LA

The LA is used as a reference point for staff development, specialist advice and support.

Review

The Head teacher, the English Lead, Governors and Staff will review this policy in accordance with the school's development plan.



Use phonics

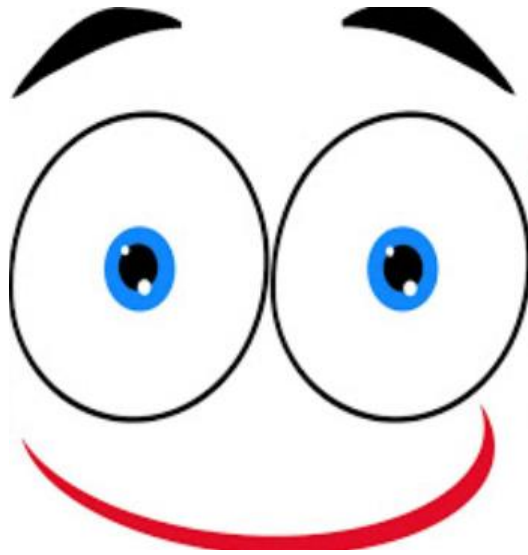
ee ur ow

wh y au

Use syllables



Look right?



Word family



Phonics

telephone

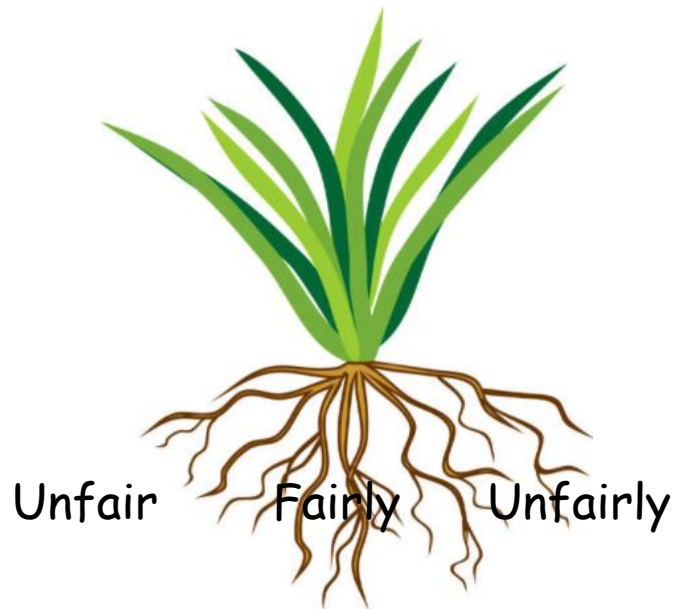
Mad Method



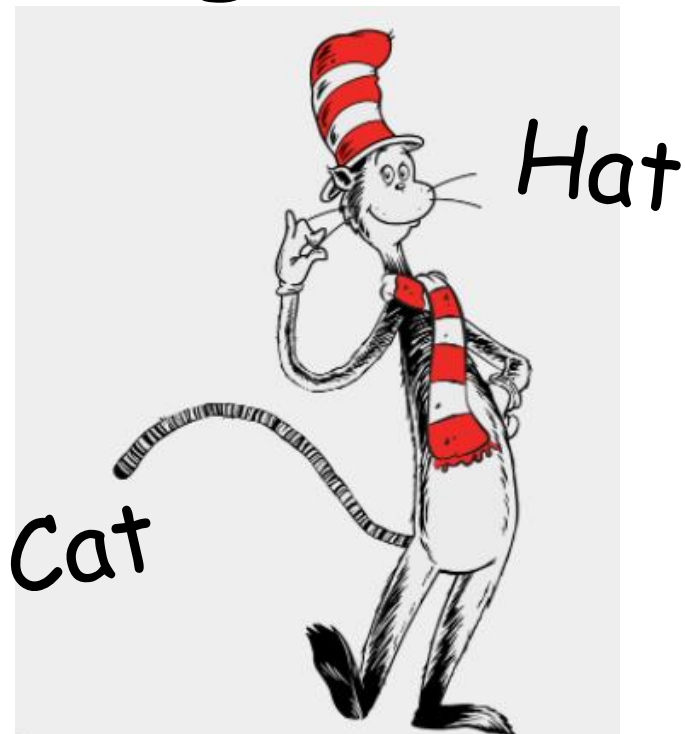
Use Rules



Root Word



Rhyming Words



Phonics

cat

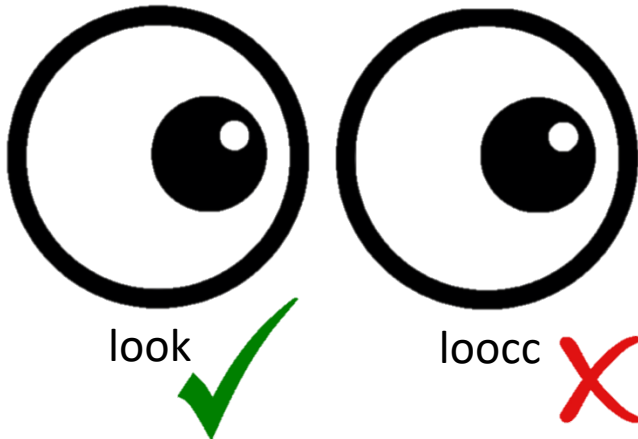


Syllables

syl la ble



Look Right?



Word Family (Etymology)



Rhyming Words



Root Word (Morphology)



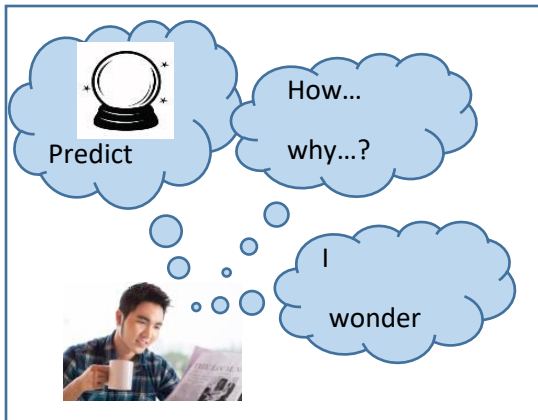
Rules



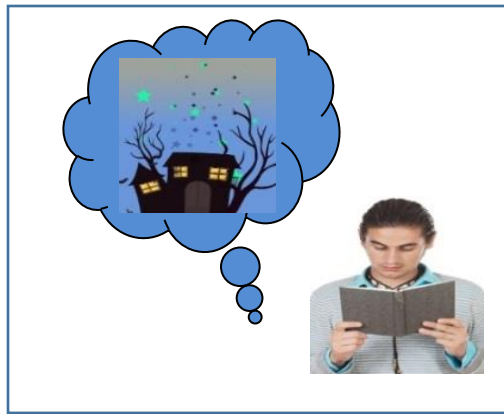
Mad Method



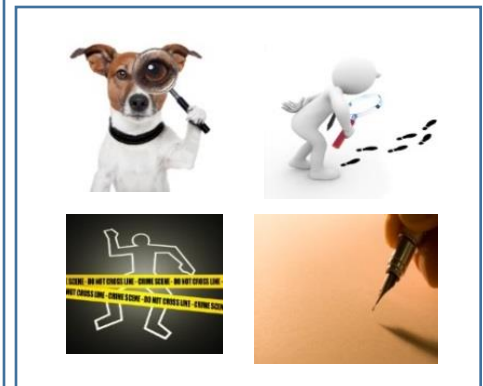
Strategies to help us understand and enjoy reading. As we read we



Predict, ask questions,
I wonder...
and read on to find out...



Visualise



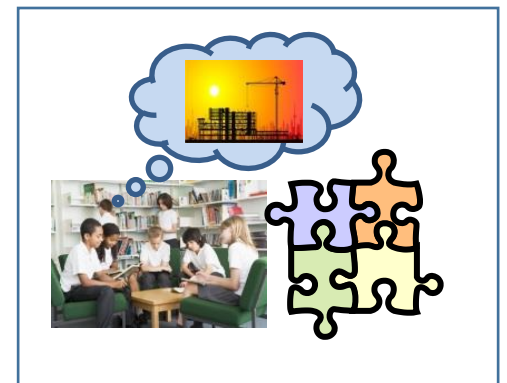
Think like a detective-
use inference



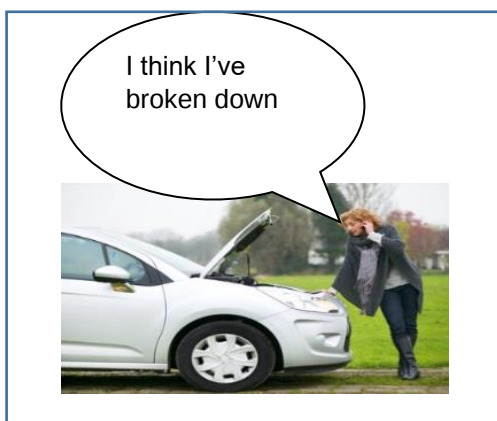
Use our background
knowledge and connect to text



Watch out for VIP words/
phrases/ideas..



...and put together to build
GIST



Notice meaning
breakdown...



...and repair it