

# WRENTHORPE ACADEMY

## ENGLISH POLICY



Reviewed: January 2020  
Next Review: September 2021

**WRENTHORPE ACADEMY**  
**English Policy**

## **1. Policy Statement**

This policy outlines the teaching and organisation of English at Wrenthorpe Academy. The school's policy for English is based on the National Curriculum 2014. The area of Literacy unites the skills and knowledge of reading, writing and oral language. In order to become literate, children must understand that the written word is a representation of the spoken word, and that both have a variety of forms related to purpose. Each teacher will promote and support the development of children's talking, listening, reading and writing skills in a variety of meaningful contexts in all curricular areas.

Language will not only provide us with a means of being part of a range of activities in society and fit us for working life, but should also be a source of enjoyment and richness. Pupils bring with them to school a wide range of attitudes towards, understanding of and experiences with language. Diversity in experience, skill and understanding will be recognised by staff, who will work with the pupils and their families in developing each individual child as an able, enthusiastic user of language. Children with Special Educational Needs and those with English as an Additional Language will be given support, which will enable them to access the language curriculum so they can achieve their full potential. EAL children's expertise in their first language will also be valued and respected.

At Wrenthorpe Academy children will have opportunities, across all areas of the curriculum, to present ideas, experiences and understanding in ways which show a growing awareness of audience and purpose. Progression will be seen in their increasing independence in talking, listening, reading, writing and thinking, their understanding and responses to what they hear, read and write. Throughout their time in our school all children will be supported and encouraged to achieve their personal best.

## **2. Aims**

- ❖ To provide children with the opportunity to read, write and speak with confidence, fluency and understanding.
- ❖ To give children an environment which is safe and secure and which provides encouragement for the development of all aspects of Literacy.
- ❖ To ensure that there is equality of access and opportunity for all children to develop their Literacy skills.

By the time pupils move to Secondary School we aim for a child to be able to:

- read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.
- have an interest in books and read for enjoyment.
- have an interest in words, their meanings; developing a growing vocabulary in spoken and written forms.
- understand a range of text types and genres – be able to write in a variety of styles and forms appropriate to the situation.
- be developing the powers of imagination, inventiveness and critical awareness.
- have a suitable technical vocabulary to articulate their responses.

## **3. Approaches to Learning**

The school believes that its teachers must work together to plan, deliver and moderate the teaching of English in order to ensure that expectations are high and that children are able to achieve to the best of their ability. A range of teaching strategies will be used, including: demonstration, modelling, explanation, questioning and discussion. All teachers plan for the use of further time for the teaching of handwriting, spelling and writing, and other tasks directly related to the development of Literacy skills.

#### **4. Planning**

The school's English Leader will take overall responsibility for ensuring effective planning and consistency of approach by teachers in accordance with the 2014 National Curriculum. Medium term planning is carried out by teachers who will be guided by the National Curriculum. Short term planning is carried out by teachers using the planning format agreed by all staff.

Planning will ensure that in addition to work done in timetabled English lessons there are frequent and regular opportunities for:

- ❖ Writing, which will be based on and will develop further skills covered in the English lessons and which will include both fiction and non-fiction in order to facilitate children's ability to develop as independent writers.
- ❖ Extra reading activities, which may be derived from the School's Reading Scheme or from work on comprehension. This will also provide the opportunity to change their home/school reading books.
- ❖ Handwriting development.
- ❖ Spelling tests and related work.

#### **5. Timetabling and Subject Coverage**

We recognise that English is a core subject within the National Curriculum. There are 5 allocated Literacy sessions in each class per week.

##### **Reception**

###### **Synthetic Phonics**

**Read Write Inc.** takes place from Tuesday to Friday in Reception. Monday is used for shared reading/writing.

In Reception the pupils are assessed in the first half term and put into one of 4 groups led by Teachers and Teaching Assistants. The pupils are re-assessed every half term and moved to new groups accordingly. Following these assessments pupils who need further work will be identified and a 1:1 intervention programme is put in place to help the pupils to 'keep up, not catch up'. Lessons increase in length: Autumn Term – 20 minutes, Spring Term – 30 minutes, Summer Term – 40 minutes.

In addition to using Read Write Inc. in Reception we teach English as an essential part of the topics covered over time that the children are within the unit. We relate the literacy aspects to the objectives set out in the Early Years Foundation Stage Curriculum.

- Through the use of play and structured activities, we cover Early Learning Goals as set out in the Early Years Foundation Stage Curriculum.
- We plan for and provide a wide range of stimulating opportunities for children to develop their speaking and listening skills.
- We introduce the teaching of phonics using a variety of resources, particularly Read Write Inc.
- We enable children to develop their concentration skills through providing carefully planned activities.
- We provide an extensive range of literacy activities which will lay the foundations for the development of reading and writing.
- We create a stimulating literary environment.
- We provide well-planned opportunities for imaginative, structured play.
- We encourage children to frequently take books home to share with parents and carers.
- We provide mark-making opportunities in every area of Continuous Provision.
- We read regularly with the whole class, groups and individuals leading towards more structured guided reading sessions in the later stages of Reception.
- We use the Oxford Reading Tree reading scheme alongside sending home appropriate Home Readers to support work being done in Read, Write Inc.
- We regularly assess and record the children's progress to help inform teacher's planning and to inform parents about their child's progress.
- We use visual aids and IT to support and stimulate the Literacy curriculum.

## **Key Stage One**

In Key Stage One, English is taught through Read, Write, Inc. (Synthetic Phonics) sessions and more traditional English lessons. Every day Year One, and Year Two pupils who still need it, are taught phonics through the Read, Write, Inc. programme for 40 minutes per session. They are assessed at the end of Reception and put into one of 6 Read, Write Inc. groups led by Teachers or Teaching Assistants for the following September. The pupils are re-assessed every 6 to 8 weeks and are re-grouped accordingly. If children are assessed to have completed the programme, they spend time working on spelling pattern activities with Year Two teachers and also work on comprehension style activities. After these phonics sessions, all children work in their registration class in an English lesson which is based around a class book(s). Teachers plan their work together using the class book as a basis for teaching the aspects of reading and writing required for their year group.

All pupils in Key Stage One will take part in Group Reading to further assess how well they are progressing with reading. Four groups will be identified in each class and each group will read with the teacher once a Half Term in the afternoons. During an afternoon session time can be given to reading for pleasure in the Reading Corner, using a listening centre to hear a story read to them or follow up activities from the reading happening in the class.

## **Key Stage Two**

Teachers in Lower Key Stage Two plan their work together and use a class book as a basis for teaching the aspects of reading and writing required for their year group. This also happens in Upper Key Stage Two. There are two lessons each week focusing on the teaching of reading skills and also work on reading comprehension skills mostly using the class book. The other three lessons each week focus on aspects of writing that need to be taught.

In both Key Stages and Reception opportunities for writing are planned for within our Cross-Curricular topics and should seek to focus on writing for a variety of purposes, giving pupils a chance to apply the skills they have learnt in dedicated English Sessions.

## **6. Speaking and listening**

### **Aim**

The area of speaking and listening should be concerned with the pupils' understanding of the spoken word and the capacity to express themselves effectively. They should be able to listen attentively with understanding, pleasure and empathy.

Speaking and listening are such an integral part of the curriculum that it is not possible to specify all the circumstances and activities which might be appropriate for the development of specific skills. The range of activities may include:

- ❖ Providing a range of opportunities to talk and listen in formal and informal settings
- ❖ Modelling the correct use of standard English and a range of styles of language used in different contexts
- ❖ Use of drama and role play to explore real and imagined situations
- ❖ Links between language and music
- ❖ Regular listening to others, e.g. story time, circle time, other children's stories, sharing time
- ❖ Encouraging children to ask and answer questions and problem solve
- ❖ Informal discussion with the teacher or with other pupils

### **Role play**

Imaginative role play areas are often used to develop speaking and listening skills. In Reception and Key Stage One they are set up as a real life situation or fantasy world. In Key Stage Two role play is developed through drama activities.

## **7. Reading**

### **Aim**

We aim to enable all pupils to read a range of texts fluently and with understanding, to have confidence in their capacity as readers, to find pleasure in and be voluntary users of reading for information, interest, entertainment and purpose. Children need to be aware that reading is necessary for their personal lives, for learning throughout the curriculum and for working and living in our society.

In Reception and Key Stage One, there is a strong and systematic emphasis on the teaching of Synthetic Phonics and other word level skills. Read Write Inc. sessions take place four times a week in Reception and daily in Key Stage One with pupils organised into the phases that they require.

Pupils should be taught to:

- ❖ Discriminate between the separate sounds in words
- ❖ Learn the letters and letter combinations most commonly used to spell those sounds
- ❖ Read words by sounding out and blending their separate parts
- ❖ Write words by combining spelling patterns of their sounds

In Key Stage 2, as the pupils gain fluency, the forms of teaching should emphasise advanced reading and comprehension skills at text level. Reading is taught discretely, as an integral part of English lessons and during individual reading sessions.

Parental involvement in reading for all children is important. Each child has a Reading Record in which to record reading undertaken at home. Reading Records are monitored termly by the Senior Management Team. Extra support is given within class for those children who need more help with reading or who are not given sufficient support at home. Children will be on Oxford Reading Tree scheme books or Colour Coded 'real' books at an appropriate level. Reception, Year One and Year Two pupils who need it will take home appropriate Home Readers to support work being done in Read, Write Inc.

Pupils in Year Five and Six who are fluent readers select books as "Free Readers". They are given guidance in their choices by Teachers and TAs. Pupils will read their individual books to a teacher in one week and to a Teaching Assistant in the following week.

## **8. Writing**

### **Aim**

We aim to enable all children to be able to write effectively for a range of purposes and audiences, using spelling, punctuation and syntax accurately and confidently.

### **Approaches**

The development of writing will be taught during English lessons, linked to their class books and opportunities to apply learning will be planned in the creative curriculum. There should be a stimulating and language-enriched environment with opportunities to write for a variety of purposes. Use should be made of:

- ❖ Shared, guided and modelled writing
- ❖ IT
- ❖ Extended writing sessions
- ❖ Handwriting skills
- ❖ Different media
- ❖ Display of quality writing
- ❖ Emergent writing encouraged in R/Y1
- ❖ Proof reading and editing skills
- ❖ Look, say, cover, write, check
- ❖ Response partners (KS2)
- ❖ Drafting and editing

## **TRANSCRIPTION**

### **SPELLING**

#### **AIMS**

We want to equip children to become fluent, independent writers and so need to teach them strategies for writing and remembering words.

Teachers from Year One to Year Six give pupils words to learn for a test each week. The words chosen are based on what is required for each year group in the National Curriculum and a list of Common Words that all pupils need to learn in each year group. These are sent home on a sheet with spaces for pupils to practise their words using “Look, Cover, Write and Check.” The number of spellings given each week depends on the age or ability of the pupil.

Teachers from Year Two to Year Six make use of a variety of spelling activities to teach spelling in order to ensure full coverage of the aspects of spelling required for each of these year groups. Teachers in Reception and Year One base their spelling work on the Read, Write Inc. scheme and common words that pupils need to use.

In addition teachers should:

- ❖ Teach dictionary skills using the range of dictionaries available in each class and have an expectation that pupils will use them in their work.
- ❖ Use rhymes and play spelling games.
- ❖ Encourage children to check their own writing, indicate three mis-spelt words in a piece of work and expect pupils to write these correctly three times (see Marking Policy).
- ❖ Encourage pupils to use word banks and to “have a go” at spelling a word, especially in Key Stage One and early Key Stage Two, to develop confidence in independent writing.
- ❖ Encourage pupils to devise their own strategies for learning words.
- ❖ Provide a stimulating learning environment to aid spelling using a Working Wall.

## **HANDWRITING**

In Reception and Year One we use the letter formation approach recommended by Ruth Miskin that fits with the Read,Write Inc system that we use. This uses phrases linked to the movements required to form letters and the phrases need to be repeated by the teacher when they are modelling the formation of that letter. In Year One a cursive script is introduced in the second half of the Summer Term. We use the Sheffield Structured Materials approach. Short sessions will then be planned at least two times a week to work on handwriting outside the English lessons, with an emphasis on teacher modelling. Pupils who develop a neat handwriting style in Year Three will start to write in pen. They will be rewarded with a Pen Licence. They will need to maintain this neat style in order to keep using pen.

## **9. Inclusion** **Special Needs Provision**

The SEND Co-ordinator is also the English Leader and liaises with class teachers to ensure that the individual needs of pupils with special needs and disabilities are met, that appropriate targets are set and are regularly reviewed.

Any Supporting Me To Learn plan targets will be linked, where appropriate, to the suitable Year objectives from the National Curriculum. Teachers will be mindful of the literacy needs of the children and differentiate questions and activities to allow all children access. Some pupils may need to work on objectives from a different year group to the rest of their class. Please also refer to the SEND Policy.

### **Intervention Programmes**

At the end of each academic year the SENCO will, in liaison with class teachers, consider the individual needs of pupils who are falling behind expected levels of achievement. Teaching Assistants and Teachers have had training in and experience of a wide variety of Intervention Programmes that can be used to help to accelerate the progress of pupils having difficulties. Each year Provision Mapping will occur to plan Intervention Programmes appropriate to the needs of pupils. The programmes undertaken will vary from year to year depending on the changing needs of the pupils.

Interventions that could be used include:

- ❖ Read Write Inc. individual support
- ❖ Lexia
- ❖ Direct Phonics at three levels,

- ❖ More structured reading sessions in a group
- ❖ Phonological Awareness Training
- ❖ Catch Up Reading.

## **Gifted and Talented children**

The Gifted and Talented Leader will liaise with the English Leader and class teachers to ensure individuals' needs are met and that appropriate targets are set and reviewed regularly. Teachers will be mindful of the extra needs of gifted and talented children and will differentiate questions and activities to allow for further progression and challenge. Please also refer to the school's Gifted and Talented Policy.

## **10. Cross-Curricular Links**

Teachers will consider the opportunities for developing English skills across the curriculum.

*Speaking and listening* will be taught partly via English lessons and partly through activities such as Circle Time. All teachers should be aware of and capitalise on opportunities, which will arise every day, for children to develop their speaking and listening skills across the curriculum.

*Drama* will be taught mainly outside English sessions although, where applicable and where opportunities arise Drama will form part of the English lesson. Teachers will be expected to plan carefully to ensure that opportunities for Drama occur in a variety of subject areas e.g. History, Geography.

*Independent and Individual reading* is seen as a crucial aspect of the development of Literacy. Pupils working on gaining phonic knowledge and understanding, take home books linked to the current blends that they are focusing on in their current RWInc sessions. Oxford Reading Tree is another of our core schemes and comprises fiction, non-fiction, graphic novels and poetry. Badger Colour Coded books are 'real' books, written to interest, entertain and enthuse children, not ones written specifically to teach a particular phonic skill or with restricted vocabulary. The school actively encourages parents to read with their children. Parents are encouraged to hear their children read their school books as often as possible. Teachers will keep records of the books read by the children and they will also be written in their Reading Records. Pupils will have an opportunity weekly to choose a book from our Library, which may be taken home. Fiction and non-fiction books related to the topic being studied by the class are also available in each classroom.

*Spelling* All pupils will be given words to learn each week and they will be tested on these. Teachers will also seek to encourage independent spelling by children when they are producing written work. Teachers will correct three misspelled words in a piece of written work (see the school's Marking Policy).

*Different types of writing* will be taught to children through English lessons and also via a cross-curricular approach. Teachers will be asked to carefully plan their approach to all subject areas in order to ensure that structured opportunities are provided which stimulate the development of pupils' independent writing skills.

## **11. Equal Opportunities/Race Equality**

We are committed to an environment that promotes equal opportunities for all children, regardless of their race/colour/gender and religion. Any work undertaken reflects this commitment. Please also see the school's Race Equality and Equal Opportunities policy. Reading books in school and activities set will reflect diversity.

## **12. Health and Safety**

The school is committed to ensuring that all pupils are safe within the school environment. Please refer to the school's policy for Health and Safety.

### **13. Marking/Assessment**

Marking will be carried out regularly and in accordance with the school's marking policy.

In the short term, teachers will carry out continuous assessment of children's progress in all aspects of the English Curriculum. Such assessment will be formative: progress with specific skills or objectives will be assessed with a view to informing subsequent appropriate teaching and learning for the children. An indication of "next steps" may be given to the child in order to move the pupil forward in their learning or in applying what they have been taught.

In the medium term, teachers will make use of NFER tests from Year Two to Year Six to assess children's progress at the end of each term in Reading. Writing moderation exercises take place regularly within school in phases or with other teachers in the Waterton Academy Trust. This enables teachers to make an informed judgement about the standards of writing of the pupils in their class through comparing examples of work by pupils of the same age from a variety of other classes or schools. The Writing Lead for the Waterton Academy Trust is in the process of creating a portfolio of children's written work which has been moderated as examples to aid judgements. Results of tests in reading, work in grammar and spelling and writing moderation will be considered in Pupil Progress meetings held termly between the Head Teacher, Deputy Head Teacher and class teachers.

In the long term, teachers will set targets for pupils to reach in reading and writing each year, using OTrack and predictions from data from Fischer Family Trust using pupils' previous performance. Progress towards these targets will be considered termly and discussed in the Pupil Progress meeting with the Head Teacher and Deputy Head Teacher. There will be formal assessments in the form of SATS at Year Two and Year Six. Cohort Files, detailing all assessments are updated in the Summer Term and passed on to the next class teacher. Pupils' achievements and effort will also be reported to parents.