



Wibsey Primary School

English Policy 2016

From September 2014, a New National Curriculum was put in place. The staff at Wibsey Primary School have reviewed and adapted the English curriculum in light of these changes.

The main changes to English include:

- Performance, drama and poetry are now key requirements;
- The prevalence of grammar and punctuation in context remains high;
- There is a greater focus on Reading for Pleasure as a result of the document 'How to be an Outstanding Reading School';
- We shall continue to embed the use of RWI (Read Write Inc) with an emphasis on using it in KS2 where appropriate.

Rationale

We aim to develop in the children we teach an enthusiasm for English in all its forms and the confidence to express themselves both orally and through the written word. By developing a comprehensive range of reading skills we aim to foster in the children a love and appreciation of a variety of literature. These skills will enable them to access all aspects of the curriculum.

Equality

At Wibsey we have due regard for our duties under the Equality Act 2010. Through the delivery of the English curriculum, we will ensure that we: eliminate discrimination, advance equality of opportunity and foster good relations.

Planning

In Key Stage One and Key Stage Two teachers plan together using the new National Curriculum framework with reference to the year group's progression documents. Early Years Foundation Stage follow the Development Matters in EYFS guidance. All aspects of English are covered in the lessons including reading, writing, poetry, speaking and listening, drama, role play and a love of reading is promoted. All teachers plan on a half termly basis and use medium planning to devise detailed and differentiated weekly plans. An overview of topics covered and tests used can be obtained from yearly curriculum maps. New weekly planning documents reflect key changes made to the curriculum as of 2014.

Speaking and Listening

Throughout the school we aim:

- To provide a range of situations, audiences and activities which encourage children to develop confidence and competence in speaking and listening.
- To develop children's awareness that different situations require different forms of oral expression.
- To develop the mechanical skills required for effective oral communication, e.g. voice projection, tone, clarity, pace of speech.
- To recite and perform a range of age appropriate poetry
- To learn nursery rhymes
- To sing songs

Reading

In the Foundation stage the teacher introduces concepts of print and teaches synthetic phonic skills using the RWI scheme within ability groups on a daily basis.

They take home letter sounds to learn on a weekly basis. Children take non text books home to share with their parents. When the teacher feels the child

is ready, he/she begins to take a differentiated printed text book home. Children read individually to an adult on at least a weekly basis (more for children who are reading at a level below age expected level). Group reading also takes place once a week. In Key Stage 1 this practice is continued. In addition to focusing on decoding, there is an emphasis on checking that the children understand what is read, their views on the story and linking this to other experiences.

In Key Stage 2, the progress made in Key Stage 1 is built upon. The focus is on developing higher order reading skills such as inference and deduction, skimming and scanning including the ability to read and compare texts critically. Where necessary, specific phonic support is used to develop children's reading skills through the use of interventions. Children continue to participate in guided reading sessions regularly.

Across phases topics are delivered through the vehicle of a class text. This text is chosen to challenge the children's understanding and concepts in order to provide them with rich experiences beyond their reading abilities.

As well as the above, all children are provided with the opportunity to borrow one book each week from the library. Children are encouraged to choose books, which they are interested in and this helps to promote reading for pleasure. The library is also used for story time sessions. Children from upper key stage 2 are chosen to be Junior Librarians, these ambassadors run the library on a daily basis.

Across the school an ethos for reading for pleasure has been introduced to promote a love of reading in children. Some activities include: whole school reading days, reading journals, reviews of poems and books by children and whole class texts that are used as a stimulus for their learning. In each year group children have access to read high quality books that will broaden their vocabulary and deepen their experience of texts.

Writing

In the Foundation Stage and KS1, children learn about the different purposes of writing by observing teachers modelling writing in a variety of contexts and then practicing these skills within guided and independent tasks. They use a variety of stimuli for writing such as trips and visitors and write in a wide range of purposes including in both narrative and non-narrative forms. Talk For Writing is used to scaffold the writing process from oral rehearsing before recording to planning, writing and editing.

In Key Stage 2, children learn how to write in a variety of styles and for a variety of audiences. They are taught more complex rules of grammar and syntax and are encouraged to use these in their independent writing. Children are expected to use a more sophisticated range of vocabulary and imagery by accessing dictionaries, thesauruses and reading more challenging texts. Children take an active part in editing and revising their own and others' work before the teacher marks it.

In key stage 1 and 2 children record their work in two English books. The first is the English Skills book where children are taught specific writing skills that link with the progression documents and non-negotiables. The second book is the Writing Across the Curriculum book where children are expected to apply these skills within their independent writing tasks.

Handwriting

The handwriting style is explicitly taught daily across the school. The letter formations and joins will be adapted to conform with the exemplification sheet. Letters are taught in a systematic approach using the Achieving Excellence In Handwriting programme of study (Cusworth Education Services). A Handwriting Guide is issued to all parents when their child joins the school.

Phonics & Spellings

At Wibsey Primary we have embedded a systematic and rigorous phonics programme across the school – Read, Write, Inc. This programme introduces all 44 speed sounds in a dynamic and fast-paced way, which is taught daily. It uses initial and on-going assessment to monitor progress. The phonics programme also ensures that children are taught to encode unfamiliar words for spelling. Children take a National Screening Check at the end of Year 1 where they were expected to decode and blend real words and pseudo words (nonsense words).

In Years 2 to 6, children follow the RWI Spelling programme to ensure systematic and consistent coverage as required by the National Curriculum's programme of study.

SEN

By on-going formative and summative assessments, the class teacher identifies children who need support with English skills at the earliest possible stage. Within the classroom, the teacher targets children with difficulties and attempts to address them by differentiated activities and extra support where possible. Where a child has a greater need the school's SEND policy is implemented. Classroom assistants, nursery nurses and associate staff provide in-class support where appropriate. The class teacher and the SEND co-ordinator work closely together to formulate Provision Maps, which support the child's acquisition of English skills. The children who are on range 3/4 receive weekly intervention to accelerate and support progress.

EAL

The school maintains a register and children's needs are addressed both within the class, as far as possible, and through individual small group intervention sessions delivered by intervention staff.

Gifted and Talented

The school has a G and T register. Where appropriate, these children are specifically planned for within English lessons. KS1 and KS2 G and T enhanced opportunities are provided throughout the year.

Library

In the school library there are a variety of reference and fiction books available to support the children in their learning and enjoyment of books. In EYFS and Key Stage One, the library is used for group reading opportunities and whole class activities. In Key Stage Two the children can borrow a book from the new, well-stocked school library to take home. The school has budgeted a lot of money to ensure it provides a variety of choice for all the children so they develop a love of reading. Junior Librarians from Years 5 and 6 have been trained to run the library at lunchtimes.

English Events

A whole school book day is held annually. Visits from authors, poets, librarians and illustrators are organised. Regular literary events such as drama workshops also take place. Book Fairs are also held at least once a year to encourage parents to buy books for their children and raise money to keep up to date with the book choices available to the children.

Book Stall

With funding from Pupil Premium, a weekly book stall is held in the Year 2/3 covered area, where books are sold for £1. This is to ensure *all* children in our school have access to good quality texts at a value price. This promotes our reading for pleasure attitude within school. The book stall is run by school staff and parent helpers.

Agreed by Governors	Full Governors	
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