

**WIBSEY PRIMARY SCHOOL**

|  |
| --- |
|  **English Policy** |

|  |  |  |
| --- | --- | --- |
| Agreed by GovernorsDate: 12.03.2023 | Full Governors | x |
| Finance and General Purposes |  |
| Teaching and Learning | X |
| Chair of Committee | Lisa Knowles |  |
| Written | October 2023 |  |
| Review |  |  |

**Wibsey Primary School**

**English Policy 2023**

**Rationale**

**Writing**

At Wibsey Primary School, our English curriculum is designed to develop a love and flair for writing to prepare our children for life as successful, valuable and socially responsible citizens; able to communicate ideas, thoughts and discussion through writing in any situation. We inspire an appreciation of our rich and varied literary heritage and nurture a culture where children take pride in their writing and can write clearly, imaginatively and accurately; being able to adapt their language and style for a range of contexts. We stimulate enjoyment and pleasure in writing by providing opportunities to write for a range of real purposes and audiences. Our writing curriculum supports children’s understanding of context and develops empathy as a writer, e.g. being a reporter when writing a newspaper article, being a character when writing a diary, being a storyteller. It is our intent that children understand the skills and processes that are essential for writing: reading their writing aloud, editing and improving to check the meaning is clear. We are committed to developing stamina to produce quality pieces of longer writing.

**Phonics**

We recognise that reading is the single most important skill a child will learn in school. We strive to support children to learn to read quickly and accurately and are determined that every child will learn to read, regardless of their background, needs or abilities. We endeavour to foster a real love of reading in our children in order that they choose to continue to read for pleasure. Our intent is to provide consistent, high quality phonics teaching which is accessed by all children. We ensure that the teaching of synthetic phonics is systematic and progressive throughout Foundation stage and Key Stage One to support phonetic knowledge and understanding, ensuring that children have secure phonetic knowledge, understanding and skills so that they can decode words confidently and apply this when reading and writing. We aim to enable children to use phonic awareness across the curriculum and provide children with strategies to identify and decode ‘tricky words. Children take a National Screening Check at the end of Year 1 where they are expected to decode and blend real words and pseudo words (nonsense words) and it is our ambition that all children reach the national standard in reading.

**Reading**

The Wibsey reading curriculum is designed to develop children’s love of reading, and prepare our learners for life as successful, readers. We encourage a habit of reading widely and often by creating a literature rich classroom environment and giving children time during the day to read books of their choosing. We nurture a culture where children become confident readers through our use of the Accelerated Reader Scheme which pinpoints where the children are in terms of progress and allows us to plan for their next steps. We inspire children to be confident in the art of speaking about their reading experiences and to use discussion to communicate and further their learning in all areas of the curriculum. We whole-heartedly ‘promote high standards of literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.' (National Curriculum 2014)

**Speaking and Listening**

Our intention is for children to be able to express their opinions, articulate feelings and listen to and respond appropriately in a range of situations. We encourage children to be able to participate with different groups of children to present ideas with confidence, valuing the views of others. Speaking audibly and confidently before an audience (for example when participating in class and whole-school assemblies; when performing in school plays) is a skill that is developed here at Wibsey.

Approaches to teaching and learning encourage pupils to voice their ideas in small group and class discussions, as we recognise that sharing and explaining concepts with peers enhances learning. Staff model the use of higher- level vocabulary within their speech and expanding children’s vocabulary is a key focus from EYFS. Subject specific vocabulary is embedded across the curriculum, through teacher modelling, in context. Contextual learning helps children to understand new words and supports them in including them in their work.

Guided Reading sessions and pre-teaching of specific vocabulary encourage pupils to explore unfamiliar vocabulary and expand their knowledge of words. Staff model correct grammar in speech and encourage children to reflect this in their use of spoken and written language. Children are given the chance to orally rehearse ideas for writing regularly.

Drama is used across the curriculum to explore and engage children in their learning. This gives children the chance to embed vocabulary in shared activities. All children are able to perform to an audience in plays, Christmas performances and assemblies.

**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**

**Writing**

Writing planning takes place in accordance with the Wibsey Handbook for Writing (see appendix 1). An overview of books and genres covered in each year group can be obtained from the Long-Term Plan. These should be cross-curricular and relevant to the learning. Medium Term Plans, which flow into Short Term Plans, should be completed together as a year group in accordance with the following progression documents: spelling (see appendix 2); handwriting (see appendix 3); vocabulary, punctuation and grammar (see appendix 4) and composition, awareness of audience purpose and structure (see appendix 5). The Medium-Term Plan lasts for the duration of a ‘writing journey’ which lasts approximately 3 weeks. All aspects of English are covered in the lessons including reading, writing, poetry, speaking and listening, drama and role play.

**Phonics**

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. In Phonics the Wibsey Phonics Handbook (see appendix 6) guides planning in accordance with the Read Write Inc Scheme, which is followed throughout school in EYFS and Key Stage 1.

**Reading**

Reading planning takes place towards the end of Key Stage 1 when children complete the phonics scheme. This continues throughout Key Stage 2. The Wibsey Handbook for Reading (see appendix 7) details how reading lessons should be implemented. Medium Term Plans, which flow into Short Term Plans, should be completed together as a year group in accordance with the following progression documents for reading: reading skills (see appendix 8) and question stems (see appendix 9). Planning should be fully cross-curricular and include time for children to access Accelerated Reader, visit the library, quiz, enjoy reading for pleasure and for teachers and support staff to listen to one-to-one readers on a weekly basis.

**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

This is done in accordance with the Speaking and Listening Handbook (see appendix 10), which is currently being developed.

**Reading for pleasure**

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.

Children take home letter sounds to learn on a weekly basis. They 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 a weekly basis (more for children who are identified as reading at a level below age expectations). Group reading also takes place once a week during whole class story time.

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 is nurtured 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. Reading for pleasure is also enjoyed in classes throughout school through timetabled story time sessions, where children enjoy a book being read to them.

**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 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. We recognise the wide variety of approaches and take advice from the Local Authority and tap into English Hubs throughout the area for different strategies and resources.

**Gifted and Talented**

The school has a G&T register. Where appropriate, these children are specifically planned for within English lessons. KS1 and KS2 G&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 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 and can see themselves in the books they read. 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. At Christmas, children are gifted with a book so that all homes have access to books. In Nursery they have the ‘Fab Five Books’ where they focus on five books per half term, instead of just one, so that children are fully immersed in the story, vocabulary, the sequence and have a deep understanding of the books.

**Linked policies and documents:**

National Curriculum 2014

Equality Act 2010

Appendix 1 - Wibsey Handbook for Writing

Appendix 2 - Spelling Progression Document

Appendix 3 - Handwriting Progression Document

Appendix 4 - Vocabulary, Punctuation and Grammar Progression Document

Appendix 5 - Composition, Awareness of Audience, Purpose and Structure Progression Document

Appendix 6 - Wibsey Handbook for Phonics

Appendix 7 - Wibsey Handbook for Reading

Appendix 8 - Reading Skills Progression Document

Appendix 9 - Question Stems Progression Document

Appendix 10 - Wibsey Handbook for Speaking and Listening