



## **Chaddlewood Primary School**

### **English Policy**

At Chaddlewood Primary School, we recognise that literacy underpins all elements of the school curriculum and is an essential life skill. Considering the fundamental importance of speaking, listening, reading and writing in everyday life, we are driven by the need to develop each learner's ability, thus enabling them to play a full part in society.

#### **Aims**

- 1) To foster an enjoyment of reading and writing and a recognition of its value by:
  - Providing a stimulating curriculum and a school environment which places the development of literacy at its heart.
  - Providing meaningful contexts and quality texts that inspire reading and writing and reflect the context and characteristics of Chaddlewood Primary School and its children.
  
- 2) To ensure the teaching of writing is effectively planned and is responsive to learners' needs by:
  - Ensuring that planning covers and revisits National Curriculum objectives for each year group so that these are mastered and build cumulatively throughout the school.
  - Structuring provision so that almost all learners are able to master National Curriculum objectives and, in some cases, work at Greater Depth.
  - Linking the teaching of composition with spelling, punctuation and grammar whenever possible, using discrete sessions only when necessary.
  - Employing effective assessment procedures (both formative and summative) to ensure the 'next steps' for each child are identified and well-planned.
  
- 3) To enable the development of writing skills by ensuring our pupils hear high quality texts read aloud, read widely themselves and engage with quality speaking and listening / drama activities before and during writing.
  
- 4) To provide our pupils with a clear model of how to become effective writers by:
  - Showing excellent examples of previous writing.
  - Modelling the drafting and editing process.
  - Using Interactive and engaging Shared Writing sessions.
  - Targeting groups of learners through guided writing.
  
- 6) To ensure our pupils understand how to improve their writing through timely and effective feedback.
  
- 7) To ensure that all of our pupils become fluent readers and see reading as a pleasurable and worthwhile by:
  - Ensuring regular reading time in every class, progressing from shared reading in Foundation through to sustained, silent reading in KS2.
  - Teaching a range of strategies to enable pupils to become effective readers, including the explicit teaching of comprehension skills through our Reading for Meaning approach.
  - Using a systematic programme that includes shared, guided and individual reading.
  - Monitoring our pupils' reading progress using the *Accelerated Reading* system.

- Ensuring a wide range of interesting, high quality books at appropriate levels are readily available for all of our pupils.

8) To ensure the importance of reading and writing is promoted by all adults, and that quality writing and progress in reading is routinely celebrated.

9) Though our approach to oracy, to enable all of our pupils to become confident speakers and good listeners by:

- Explicitly developing the range and depth of vocabulary that our children understand and use.
- Teaching children how to talk with confidence, grammatical accuracy and fluency so that they can articulate their ideas and thoughts clearly and with appropriate levels of formality.
- Providing opportunities for children to learn through talk by planning in opportunities for children to discuss and develop their ideas across the curriculum.
- Developing children's ability to listen to and evaluate the views, opinions and ideas of others.
- Giving the children opportunities to retell stories and poems that are known by heart.

10) To create a culture of continuous improvement amongst staff, in which:

- Teachers and LSAs engage in regular peer-to-peer mentoring / dialogue around best practice in the teaching of reading and writing.
- Teaching staff are able to access support and clear modelled examples of quality teaching from the SLT and other experienced colleagues.

### Monitoring and Assessment

Medium term planning is shared with the English co-ordinator who meets regularly with pupils and staff to discuss progress. Books are monitored and termly assessments are analysed and discussed with staff. Formal and informal lesson observations and learning walks take place regularly.

Formative assessment is ongoing in all areas. More formalised assessment of reading, writing and SPaG skills take place half-termly as follows:

**Writing:** Achievement of specific objectives in an independent piece of writing is recorded on a writing tracking sheet in order to identify gaps and inform future planning. Writing is moderated within year groups and is also monitored by the English co-ordinator. At the end of the year, a range of writing is assessed for each child, using the tracking sheet, to indicate whether a child has met or exceeded Age Related Expectations.

**Reading:** Each child takes the *Accelerated Reading* Star Test which gives a reading age and a suggested reading level so that pupils are able to choose books for optimal growth in reading without frustration. At the end of each term, each child takes the *PIRA* test which compares their achievement with their peers and against national expectations. At the end of the year, the results of the *PIRA* test are used to inform teacher assessment on whether a child has met or exceeded Age Related Expectations (except years 2 and 6 where SATs results are used). Year 2 and 6 may supplement *PIRA* tests with past SATS papers in order to further inform interventions.

**SPaG:** Teachers use half-termly tests to assess progress so that gaps can be identified and appropriate teaching planned. At the end of each term, each child takes the *GaPS* test which compares their achievement with their peers and against national expectations. At the end of the year, the results of the *GaPS* test are used to inform teacher assessment on whether a child has met or exceeded Age Related Expectations (except years 2 and 6 where SATs results are used). Year 2 and 6 may supplement *GaPS* tests with past SATS papers in order to further inform interventions.

**This policy will be reviewed: September 2021.**