



Great Wilbraham C of E Primary School

Policy title: English

Date created: January 2020

Date ratified:

Next Review Date: September 2021

Signed:

1. Introduction

At Great Wilbraham, we want all our children to be confident, resilient readers, speakers and writers, sharing their ideas and opinions and using high quality language for a range of audiences. We expect children to feel equipped to voice their thoughts in a constructive way and to question ideas, thoughts and opinions. At Great Wilbraham, all contributions are valued.

2. Quality of Education

2.1. Intent of the Curriculum

2.1.1. Curriculum design and coverage

At GWPS our curriculum is at its most effective when:

- It is CREATIVELY taught and practical; children are engaged and have a love of learning
- When children are CONFIDENT to ask questions, try new approaches and learn from each other;
- We are CARING about the diverse world around us and TOGETHER we go on a journey of self-discovery.

2.1.2. Knowledge and skills

Writing is encouraged across the entire curriculum. In order to write high quality language, children need to have heard it, seen it or used it before. We use Talk 4 Writing as the main tool for teaching writing across the school from Nursery to Year 6. It is based on the idea that children cannot create writing out of nothing; that knowledge of language, narrative, sentence structures and varied genres needs to be embedded before children can write confidently and effectively. Children internalise the language, vocabulary and structure which in turn become the building blocks for their own independent writing.

Reading is seen as the key to success in English because 'reading makes you brainy!' We encourage reading for pleasure and for purpose. We aim to promote a genuine love of books at home as well as in school.

2.1.3. SEND

How do we meet their needs?

2.1.4. Cultural capital and diversity

How do we encourage and plan for diverse reading materials?

2.2. Implementation of Teaching and Learning

2.2.1. Subject knowledge: Teaching and learning in Writing

Children are encouraged to write every day through daily English Lessons **or other areas of the curriculum (is this true of every year group?)**. Writing is taught through Talk 4 Writing units using one high quality text for all children with activities linked to the text. Speaking and Listening is a big part of Talk 4 Writing and children are encouraged to tell and perform their imitation texts. Each unit takes a different amount of time to complete, depending on the complexity of the genre or text. Most units begin with a Cold Task in order to inform teaching. At the end of the unit the Cold task is repeated; this time it is known as the Hot Task. Progress should therefore be evident and repeated errors can be supported in further sessions.

Early Years

Children are taught correct letter formation on a daily basis and are encouraged to write through play. Children share and tell a simple, repetitive story text and create a story map. They internalise the language and practise the language and story structure through play, role play and at independent writing stations.

KS1

Children are taught to join their handwriting by the end of Year 2 and practise daily **(is this true? Is there enough time?)**. Children learn to tell and perform a story text using actions, create a story map and then write the story from memory. With the teacher's help, they then innovate the story by changing characters and settings. The next step sees them creating their own story using similar language and structure to the





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initial story, thus embedding the new vocabulary, target language, punctuation, grammar and format into their own writing.

KS2

Children are encouraged to write neatly at all times and have lessons in handwriting at the beginning of the Autumn term (why not more in Y3/4?). For the remainder of the year, they practise their handwriting during spelling lessons. Children who are identified as needing further support attend a handwriting intervention twice a week. Y5-6 pupils who have met the criteria are given a pen license (why not earlier? What is the criteria? Would it be different for different staff?).

Children learn to tell and perform a high quality text from a variety of genres throughout the year using a text map and actions. They learn about the features of the genre, box up the text and write up the text from memory (is this activity too time consuming when a cold task has already been completed?). Grammar and punctuation points are taught alongside the features of the genre and their relevance in the text. Through shared writing, teachers model how to innovate the plan and children then write an alternative version of the text. The final stage involves the children putting into practice what they have learnt about the vocabulary, structure, language, punctuation and grammar of the text by planning and writing their own high quality independent versions.

2.2.2. Subject knowledge: Teaching and learning in Reading

Children are encouraged to read every day through daily Talk 4 Reading Lessons, Reading 4 Pleasure and at home with parents/guardians. Reading is taught through Talk 4 Reading using one high quality text for all children with activities linked to the text.

Talk 4 Reading sessions focus on familiarisation with a weekly text and teach skills in:

- Literal retrieval (answers can be lifted directly from the text)
- Deduction (we can work out the answers from the information given and give evidence from the text)
- Inference (we can work the answers out by considering the clues in the light of our own knowledge and experiences and give evidence from the text)
- Unfamiliar vocabulary (we can work out the meaning by reading around the text)
- Opinion/Evaluation (giving personal opinions backed up with evidence from the text)

Staff and children are constantly sharing their reading with one another during Talk 4 Pleasure sessions. Each class has a current class book or books. Each class has a bookshelf with high quality books plus a set of books from Pie Corbett's Reading Spine which the children are encouraged to read. All children have access to the library with a wide range of high quality texts. Each class has a timetabled session to visit, enjoy and understand how a library works.

Each child is given a Reading Record – Early Years and KS1 use it to share with parents and make comments on children's progress – KS2 children are encouraged to fill it in themselves and get parents to sign it when they share books together. Reading Records are signed and stamped by staff to inform parents when their children have read in school to an adult.

Higher order reading skills are taught in many different subject areas and not just as part of English.

All children have opportunities to read texts from different media, to research, investigate, to sift, select and take notes from text, to question, challenge and look for bias in texts, to scan and skim for project information and use this purposefully.

Early Years

As soon as children can read, we aim to support them in their need to become independent (helping them to develop fluency, expressiveness and critical awareness (is it not more about phonics?). Children have access to our reading scheme, where progress is assessed regularly through Benchmarking. Children are heard





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read more than once a week by the teacher and the TA, participate in a teacher-led group reading lesson once a week and share a class text with the teacher each day.

KS1

Children have access to our reading scheme, where progress is assessed regularly through Benchmarking. Children are heard read at least once a week, individually or in a group, by the teacher and the TA and participate in class reading sessions each day. Children are expected to record work covered in reading sessions in their Reading Journals

KS2

Children are heard read at least once a week, individually or in a group, by the teacher and/or the TA and participate in class reading sessions each day. Children are expected to record work covered in reading sessions in their Reading Journals. In Y5-6, children are encouraged to write a book review each time they complete a book and make recommendations to their peers

2.2.3. Subject knowledge: Teaching and Learning in Phonics & Spelling

Phonics is taught in Early Years and KS1 using Letters and Sounds programme. Spelling from Year 2 to Year 6 is taught at least twice a week through 'No Nonsense Spelling'. Children are given age related keywords to learn. Lessons will support the spelling rules needed to spell and use these words in their writing. In KS1 & KS2, children are expected to record work covered in spelling sessions in their Spelling Journals.

We have a lot of English books. Can any of these be combined? We currently have Learning books, English Skills, Reading Journal, Spelling Journal, Reading record and I would be intrigued to know whether they are used fully

2.2.4. Subject knowledge: Teaching and Learning in Speaking and Listening

How do we teach SandL?

2.2.5. Formative assessment

Targets are given at the start of each T4W unit at the front of the English skills books. Teachers regularly assess each time children write by giving them a next steps target (NS). Children are taught to read and edit their own and each other's work.

Teachers keep written records that help build up a picture of the child as a reader, identify their strengths and weaknesses and determine the right approach for each individual.

2.2.6. Resources

What resources do we use? List them

2.2.7. Learning environment

What should be in every classroom?

2.3. Impact

2.3.1. Summative assessment

The English lead regularly attends County updates in English and is an experienced KS2 County Writing Moderator. The Head teacher is an experienced KS1 Moderator including both Reading and Writing. Regular book scrutinies are held by the English lead and the Head teacher to monitor coverage and progress. The findings are fed back to teachers to maintain high quality outcomes for all children.

Writing

Termly writing moderation meetings are held as a staff to agree what Working Towards; Expected and Greater Depth look like across the age phases. Termly cluster school writing moderation meetings are held to consolidate and agree what Working Towards; Expected and Greater Depth look like across the age phases. Writing is tracked using Target Tracker on a termly basis.

Reading





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Early Years and KS1 are assessed regularly once they are put onto the reading scheme. Their achievement is measured using the Benchmarking scheme and children are able to demonstrate their progress by moving onto the next level. Results are tracked using the Wilbraham Way Reading Tracker

Y2 are assessed termly using past End of KS1 papers and in May using the statutory End of KS1 Tests.

Y3-Y5 are assessed termly using Rising Stars Reading tests.

Y6 are assessed termly using past End of KS2 papers and in May using the statutory End of KS2 Tests.

Results are recorded and tracked on Target Tracker

Phonics

Our aim is that Phase 4 will be completed by the end of Reception and Phase 5 will be completed by the end of Y1.

In Early Years & KS1, phonics is assessed regularly at the end of each phase. Using?

A mock Phonics Screening Check is carried out at the end of Autumn for Y1 and those Y2's who need it

We administer the statutory Phonics Screening Check test in June (not May!) for Y1 and those Y2 's who did not achieve it in Y1

Toe by Toe is offered in Y3 to those children who do not pass the Phonics Screening Test in Y2

Spelling

The Scarecrow test is administered once a term and is used as a diagnostic test from Early Years to Y6 to inform teaching and individual intervention.

In KS1, spelling is assessed in the form of a weekly test of words given for homework. Children are encouraged to use these words in context once they have been learnt.

In Y3-4 in KS2, spelling is assessed in a termly test of keywords. Children are given 10 spellings a week to practise and can also work on these during class time.

In Y5-6, spelling is assessed in a termly test of keywords. Children are encouraged to take ownership of the words they misspell and are expected to work on these during class time and as homework.

Results from both phonics and spelling are tracked using the Wilbraham Way Phonics & Spelling Tracker

Y6 are also assessed regularly using passed statutory End of KS2 Spelling papers.

Y2 are assessed in May with the Spelling, Punctuation and Grammar using the optional End of KS1 Test.

Y6 are assessed in May with the Spelling, Punctuation and Grammar using the statutory End of KS2 Test.

2.3.2. Preparation for next stage of education

Liaison with BVC, preparation from EY-Y1, Y2-Y3, Y4-Y5?

3. Behaviour and Attitudes

3.1. Attitudes to learning and resilience

What do we expect from all children? How do we encourage resilience?

3.2. Positive and respectful classroom culture

How are we respectful to pupils and vice versa?

3.3. Supporting colleagues

How does the English lead support their colleagues and move the subject forward? What wider outcomes do you have on the school in this subject?

4. Personal development

4.1. Extended curriculum and wider outcomes

What extended outcomes are there with this subject? E.g. trips, visits, authors, book sale, book visits (edit not happening this year)

4.2. Social, Moral, Spiritual, Cultural

Children will experience a wide variety of texts throughout their time at Great Wilbraham Primary. In KS1 & KS2, each class has a time in the curriculum where children experience Reading 4 Pleasure (R4P) where





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they can choose to read poetry from a selection of poetry books, library books on their current topic in History, Geography or Science, comics such as The Beano, magazines such as Horrible Histories, Roald Dahl stories, National Geographic and Junior Wildlife as well as a weekly newspaper for children: First News. We aim for regular cross class reading where Y3-4 pupils team up with Y1-2 pupils and share books. This also happens in Y5-6 children who buddy up with Reception children and share books together.

What children learn about writing in English feeds succinctly into writing across the curriculum, particularly in History, Geography, Science, RE and PSHE.

Children are encouraged to bring things in from home that are connected with the topic and present them to the class. Children are expected to share their opinions with the class teacher, their peers and with their Learning Partners.

Children are given the opportunity to perform regularly throughout the year. Reception & KS1 perform a play in December and KS2 perform a play in July. Each class is given two further opportunities to present a class assembly. Y5-6 children regularly present their work or carry out readings in the church and take it in turns to read a prayer in assemblies. Y5-6 also organise and perform their Leaver's Assembly in July.

4.3. Christian ethos and British values

As a Church of England school we follow the Values for life programme and embed these beliefs into our classrooms. Children regularly listen to stories from the Bible during assemblies and are encouraged to participate in the telling of these stories.

British values are celebrated throughout the school. Topical assemblies on important national and international news events are also celebrated such as: The commemoration of the First and Second World Wars, the birth of a new royal baby, a royal wedding, the space experience of Tim Peake, The Olympics, and the Football World Cup etc.

5. Leadership and management

5.1. Roles and responsibilities

Governing Body

- To

Leadership

- To

Staff

- To

Parents

- To

Children:

- To

5.2. Continuing professional development

We promote the teaching of reading through Talk for Reading and writing through Talk 4 Writing. Each member of staff is given the opportunity to attend a Talk 4 Writing Conference with Pie Corbett. It is the English lead's responsibility to make sure that all new staff are trained in this to ensure that we are all clear about our aims as a school.

5.3. Community links

We have close links with the public library in Fulbourn and participate in the annual Reading Challenge. We aim to maintain our 'higher than national average' number of children completing the challenge. Ideas for reading books for parents to select for their children are on the school website, including the Reading Spine we use in school and other recommendations.





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We also have a whole staff Amazon Wish List on our website for parents to purchase books for the school.

5.4. Working with governors

How do you liaise with governors?

5.5. Inclusion and equal opportunities

Our whole school philosophy totally encompasses the equality of access and opportunity. Curriculum planning, teaching and learning and the behaviour strategies take into account pupil's age, aptitude, gender, ethnicity and special educational needs. The learning environment enables every pupil to fulfil their potential. The contribution all pupils make is acknowledged and valued. Pupils with emotional and/or physical needs who need individualised programmes with personal achievable targets and rewards are catered for and fully supported.

5.6. Safeguarding

The safety of children is paramount in all situations. If a child's behaviour endangers the safety or learning of themselves or others the adult in charge will cease the activity. A senior member of staff will be called if the child needs to be removed.

5.7. Health and safety

At all times a safe and healthy environment is maintained. Any hazards and concerns are reported to the Headteacher or the Office. Risk assessments are undertaken to ensure there is a safe working environment. Great Wilbraham CE Primary School is committed to safeguarding and promoting the welfare of all children.

5.8. Reviewing and monitoring

This policy will be renewed biennially in accordance with updates on English.

6. **Links to other policies**

6.1.

7. **Appendices**

