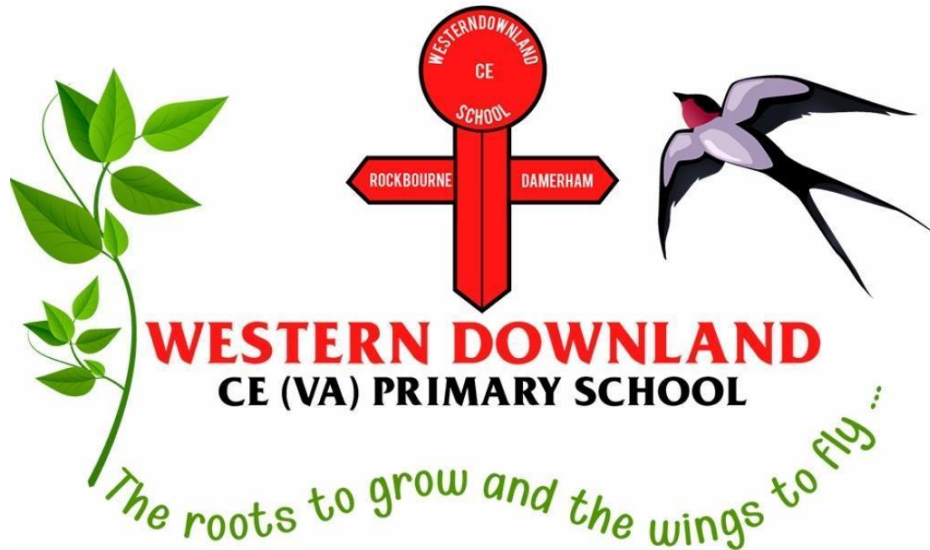


**WESTERN DOWNLAND C. of E. (V.A.) PRIMARY SCHOOL**

In partnership with parents we aim to provide:

*'The roots to grow and the wings to fly'*



## **English Policy**

# **Western Downland CE (VA) Primary School**

Reviewed  
Next Review

July 2022  
July 2024



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## **Western Downland CE (VA) Primary School**

### **English Policy**

#### **1. AIMS**

At Western Downland School we aim to develop children's abilities within an integrated programme of Speaking and Listening, Phonics and Spelling, Reading and Writing. Children will be given opportunities to interrelate the requirements of English within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught literacy skills.

We aim for children to be able to:

- speak, 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.

#### **2. STATUTORY REQUIREMENTS**

In the Foundation Stage:

Children's learning and competence in communicating, speaking and listening, understanding, being read to, and beginning to read and write must be supported and extended. They are provided with opportunity and encouragement to use their skills in a range of situations, a range of purposes and be supported in developing the confidence and disposition to do so independently.

Statutory requirements are laid out in the Statutory Framework for the Early Years Foundation Stage (DfE September 2021).

Key Stage 1 and 2:

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum in English Framework Document (DfE September 2013) and in the English Programme of Study: Key Stages 1 and 2 National Curriculum in England (DfE September 2013).

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### 3. THE GOVERNING BODY

Regular reports are made to the Governors on the progress of English provision and to our English Governor.

### 4. SUBJECT ORGANISATION

At Key Stage 1 and 2, the English Curriculum is delivered using the National Strategies Primary Framework as guidance. In Year R, the Early learning Goals are followed to ensure continuity and progression from the Foundation Stage through to the Key Stage 1. Literacy is encouraged and developed across the curriculum. Pupil provision is related to attainment, not age and clear objectives are set for each session and are shared with pupils. Teachers differentiate according to the needs of the pupils and use intervention programmes for targeted support. They work towards independent learning and plan for different working groups e.g. whole class/small group/ paired/individual. Teachers employ a range of generic teaching strategies based on principles underpinning literacy teaching, these include:

- Instruction/direction
- Modelling/demonstrating/scribing
- Explaining
- Questioning
- Discussing
- Consolidating
- Assessment
- Evaluating
- Summarising

#### APPROACHES TO SPEAKING AND LISTENING

At Western Downland the four Strands of Speaking and Listening: Speaking; Listening; Group Discussion and Interaction, and Drama permeate the whole curriculum. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life. We value providing opportunities for children to perform plays, stories and poetry to each other across the key stages. This encourages children to develop their confidence when speaking to an audience.

#### APPROACHES TO READING

We plan in opportunities for Shared Reading throughout the curriculum to support children's learning. Children also develop and consolidate their knowledge and understanding through whole class, small group or individual guided reading sessions. These sessions are tailored to the needs and requirements of individuals with clear learning outcomes. We encourage children to foster a love of reading for life during independent reading opportunities during school hours and whilst at home. During the Foundation Stage and Key Stage 1, children develop their word knowledge and comprehension through reading a range of genres which includes ORT book band stories. During Key Stage 2, children continue to develop their comprehension skills with a focus on understanding of inference and deduction.

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### APPROACHES TO PHONICS AND SPELLING

To ensure continuity in Progression of skills across the Foundation Stage and the Key Stages, the school follows the Little Wandle programme until Year 3. From Year 2, spelling is taught using activities from No Nonsense Spelling and Jane Considine

- YR and Key Stage 1 teach discreet phonics/spelling daily. Each session lasts for 20 minutes.
- Key Stage 2 teach spellings at least twice weekly. Each session lasts for 20 minutes.
- Spellings and Phonics are reinforced throughout topic work and other areas of the curriculum.

### APPROACHES TO WRITING

In the Foundation Stage, children develop their fine and gross motor skills through play and adult-led activities. They are encouraged to explore mark making through play-centred emergent writing until they are ready to learn formal handwriting patterns. Emergent writing is encouraged through role-play experiences and informal writing opportunities. Children develop their understanding and writing skills through shared, guided and independent writing activities. Teachers provide opportunities for children to sustain their writing through regular extended writing activities. At Western Downland, we teach handwriting using cursive letter formation, linking handwriting patterns with spelling. Children start with pre-cursive writing (without lead-ins) and move onto fully cursive when ready.

## **4 Foundation Stage**

### **The areas of learning and development**

#### LITERACY

By the end of Reception, children will have enthusiasm for reading and writing. They will have developed the basic skills and knowledge to become a fluent reader and independent writer, understanding that text carries meaning and is used for a range of purposes. They will be exposed to and begin to recognise a range of genres.

Aspirational goals:

- To select and read a book of their choice to a Little Forester.
- To write a letter to their new Acorn Buddy introducing themselves.
- To write a seaside story to present to parents.

#### COMMUNICATION AND LANGUAGE

By the end of Reception, children will listen carefully in a range of situations. They will understand and follow instructions in several steps. They will have the confidence to present their ideas to others. They will be articulate in explaining their thinking, feelings, describing events and asking questions. Children will be exposed to and encouraged to use an adventurous and technical vocabulary.

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Aspirational goals:

- To confidently take part in a class presentation; sharing experiences from their seaside topic.

### **5. BREADTH OF STUDY**

From EYFS to the end of KS2, through careful planning and preparation, we aim to ensure that, throughout the school, children are given opportunities to read, explore and write in a wide variety of genre for a variety of audiences.

Reading: a wide range of quality texts are used - fiction, non-fiction and poetry.

Writing: a wide range of quality texts are as 'text drivers' following the Hampshire Learning Journey model - stimulate and generate; capture, sift and sort; create, refine, evaluate.

Speaking and listening is an integral part of all subjects.

Key vocabulary is taught in each subject developing a broad vocabulary covering many topics.

### **6. PARENTAL/COMMUNITY INVOLVEMENT**

We value parent/carers involvement in children's development of literacy and promote a home school partnership in the following ways:

- sharing information - newsletters, parents' leaflets, reading diaries;
- celebrations - assemblies, school performances, displays, book fairs;
- home learning - in line with our homework policy and home/school agreement.

### **7. MONITORING AND EVALUATION**

English is monitored by the English Subject Leader and all class teachers. Having identified priorities, the English Subject Leader constructs an action plan that forms part of the School Development Plan. This forms the basis for any monitoring activities and will clearly identify when, who and what is to be monitored and how this will take place e.g. classroom observation, planning scrutiny, work sampling etc.

### **8. ASSESSMENT, RECORDING AND REPORTING**

Assessments are made in line with the school assessment policy. Teachers report to parents twice a year at parents' evenings and in the annual report to parents. Children are assessed on entering the school and are formally assessed at the end of the Foundation Stage and each key stage. NFER tests are used in years 1, 3, 4 and 5 as a form of summative assessment with SATS assessments in year 2 and 6. Children working below ARE are tracked termly using Salford Reading Test (Year 1-6) and Vernon Spelling Test (Year 3-6). Reading and writing levels are put into Insight three times a year and this data is then analysed and targets are set and tracked. Teachers use assessment for learning to ensure planning is

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based on prior attainment and that pupils know what they need to do to achieve the next steps. Group or individual targets are set accordingly. Marking is in line with the school marking and feedback policy. Teachers keep individual records and these include a reading record and any other information that enables the teacher to deliver an effective, relevant curriculum which builds on prior attainment and meets the needs of pupils.

### **9. STAFF DEVELOPMENT**

The English Subject Leader and all class teachers are expected to keep up to date with subject knowledge and use current materials that are available in school or on the DfE website. Training needs are identified as a result of whole school monitoring and evaluation, performance management and through induction programmes. These will be reflected in the School Improvement Plan which includes the English Action Plan.

### **10. RESOURCES**

Every class has access to resources for English such as dictionaries, thesauri and reading books in their class library area. The school libraries contain a range of up-to-date fiction and non-fiction books. Guided reading books are kept in classrooms and some of these books are banded according to 'Book Bands'. The school subscribes to the School Library Services and the Library bus regularly visits both sites. This provides the opportunity for children to borrow books and read them at home. Enrichment events may be organised including storytellers, authors and theatre groups

### **11. INCLUSION**

We aim to provide opportunities for all children so that they achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment through intervention programmes. Gifted and able children will be identified and suitable learning challenges provided. Additional adults are used to support the teaching of Literacy. They work under the guidance of the teacher with small groups of children or individuals. Where identified some pupils are considered to require targeted support to enable them to work to age appropriate objectives. Intervention strategies include the use of Child friendly individual Education Plans (EHCPs), TA support and support programmes and precision teaching.

The needs of children with English as an additional language will be met through planning and support. This is supported by our Equal Opportunities Policy.

### **12. EQUAL OPPORTUNITIES**

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

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This policy should be read in conjunction with the following school policies:

Teaching and Learning Policy

Assessment and Record Keeping

Responding to pupils' work / Feedback / Marking policy

Special Educational Needs Policy

Computing Policy

Equal Opportunities Policy

Health and Safety Policy

**Member of staff responsible: Fiona Collier**

**Date policy updated: July 2022**

**Date to be reviewed: July 2024**