

Warren Wood Primary Academy and The Evergreen Centre English Policy

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Document Change History

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Mission Statement

“To nurture and develop all people in our Trust so that they reach their full potential academically, vocationally, and personally, including being positive role models for future generations in the community. We will achieve this by providing high quality values-based education that cultivates employability and life skills making our schools the first choice for young people, parents, carers, staff and employers.”

Values

The values of Respect, Excellence, Collaboration, Independence, Perseverance, Enjoyment, Leadership, Integrity and Care are central to everything we do at the Skills for Life Trust.

Statement of Equality

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Introduction

At Warren Wood, we want our children to become articulate speakers, inspired writers and avid readers. We therefore have placed English language and literature at the heart of our curriculum. We aim to foster a love of books and reading, alongside a positive culture of writing for a variety of purposes and audiences and across all subjects within our broad curriculum.

Aims

Our overarching aim for English is to promote high standards of literacy and language by equipping pupils with a strong command of the spoken and written language and to develop their love of literature through widespread reading for enjoyment. Our intention is to develop pupils' abilities within an integrated programme of Speaking & Listening, Reading & Writing. Pupils 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 to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Literacy makes the major contribution to the development of a child's language, which, in turn, contributes to the child's understanding of his or her world, the world of others and the world of imagination. Since Literacy is integral to the learning process throughout the curriculum, it follows that whenever anything is being taught or learned there is potential for developing a child's language.

Statutory Requirements

The statutory requirements for Primary Literacy and English, both teaching and learning, are outlined in the DfE's 'National Curriculum in England: English programmes of study' (2014), and in the Language and Literacy sections of the 'Statutory Framework for the Early Years Foundation Stage' (2014).

In the Foundation Stage: Children should be given opportunities to: speak and listen and represent ideas in their activities, use communication, language and literacy in every part of the curriculum and become immersed in an environment rich in print and possibilities for communication.

At Key Stage One: Children should learn to speak confidently and listen to what others have to say. They should begin to read and write independently and with enthusiasm. They should use language to explore their own experiences and imaginary worlds.

At Key Stage Two: Children should learn to change the way they speak and write to suit different situations, purposes and audiences. They should read a range of texts and respond to different layers of meaning in them. They should explore the use of language in literary and non-literary texts and learn how the structure of language works.

Subject Organisation

The teaching and learning of English is based on National Curriculum objectives. English lessons are carefully planned, sequenced and differentiated to ensure that all pupils achieve their full potential. The development of children's language necessitates a variety of differentiated texts and approaches across the four language modes (speaking, listening, reading and writing). Thorough planning ensures that these resources and approaches are appropriately matched to individual pupils and taking account of children's learning needs. Teachers begin their planning process by referring to our skills maps for reading comprehension, speaking and listening and writing objectives.

Foundation Stage

In Foundation stage children have daily discreet phonics lessons. Children have opportunities to develop their communication, language and literacy skills on a daily basis in both adult led and child initiated activities.

Key Stage 1

In Key Stage 1 four daily phonics lessons (Twinkl Phonics) which are taught in ability groups, while children have daily mixed ability English lessons with an emphasis on real texts. Children take part in both guided and individual reading sessions and have regular story times to develop a love of reading. Literacy skills are developed across the curriculum.

Provision is made for children who require extra support through intervention programmes and adaptive class teaching.

Key Stage 2

In Key Stage 2, as part of our specialist provision, we have teachers who specialise and teach either English or Maths in the year group; this meaning they alternate between classes. Children have daily English lessons including regular grammar, punctuation and spelling foci. Additional literacy sessions include guided reading, handwriting, spelling and a class novel which is read at the teacher's discretion at a time throughout the day. Literacy skills are developed and practised across the curriculum, with at least one extended piece of writing per term is completed in a foundation subject. Provision is made for children who require extra support through intervention programmes and adaptive class teaching. We strive to maintain a breadth and balance, but we recognise that certain modes may require special emphasis at a specific time and for a specific purpose.

Approaches to Speaking and Listening

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.

Speaking and listening objectives are built into lessons each week. On every wall in each classroom we have PIXL's oracy frames to support children's dialogue as part of class discussions. These are coloured red, yellow and green and help them to structure their arguments respectfully. These are sentence starters to assist the children when articulating their own beliefs and ideas. These are differentiated for KS1 and KS2 to ensure that there is progression of this language.

Opportunities to develop these skills include: class assemblies, talk partners, drama and performances.

We recognise the need for all pupils to speak, read and write standard English fluently and accurately, while acknowledging that a pupil's own dialect, or other language is of prime importance. It is our school policy to model good language to the children to encourage standard English both in speaking and writing.

Approaches to Reading

Teachers use a variety of strategies to ensure pupils are receptive and engaged with the fundamental skills and competencies of reading. Reading is taught through a range of shared reading, whole class reading, independent reading, wider reading (including visits from the local library service) and daily phonics (Years R-3).

Texts are chosen according to ability and are differentiated accordingly. These texts have been carefully chosen and match to the age range of that year group to ensure that there is an element of challenge for those gifted readers but also to provide those who need it with appropriate support and guidance. We have a core text curriculum map where we ensure that each year group has a variety of carefully selected age-appropriate texts, suitable for all genders and abilities of children, to ensure maximum progress.

For pupils in Year One, teaching is focused on establishing and developing phonic skills, vocabulary and a basic understanding of content meaning individually, within groups and whole class teaching.

Pupils in Year Two continue developing these skills whilst taking on more complex words, grammar and texts. Pupils are increasingly encouraged to read independently at allocated times to help develop an enjoyment for reading and understanding.

At lower Key Stage 2 (Years 3 and 4) the emphasis is more on comprehension than word reading but pupils should increase understanding of different and more complex words. Greater independence should be given to this age group to allow the development of attitudes and individual understandings of what they read.

Upper Key Stage 2 pupils (Years 5 and 6) will require some word teaching, with focus on diversifying their reading repertoire to multiple text types and styles. Alongside independent silent reading, group discussions should take place with suitable supervision so pupils can share opinions on what

they have.

Children are encouraged to read at home with an adult each day which is monitored through reading records. Our expectation is that children read for at least 10 minutes every evening, to an adult, 5 times in a week. To support our working parents, this can also be at the weekend. Children read at least once a week with an adult at school with those requiring extra reading intervention being heard more times than this. We use a variety of reading schemes for individual reading across the school. In EYFS and Year One, we use Pearson Bug Club books which are carefully matched to the child's phonic level. In Year Two and KS2, we use Accelerated Reader to promote reading comprehension. Additionally, across the whole school, our pupils have access to a programme called MyON, where children have access to over 7,000 fiction and non-fiction Ebooks, at different levels. Teachers carefully select age appropriate Ebooks, linked to their curriculum topics, for children to access at school and at home to develop reading further.

In EYFS and KS1, children are allocated a reading book that has been carefully selected and matched to their current phonics level to embed this learning. Additionally, they have the opportunity to choose their own book from their class book corners to encourage reading for pleasure. Pupils are also encouraged to join their local public libraries and become enthused by reading by regular weekly in school competitions, library visits as a school and themed days.

In KS2, we follow the programme of Accelerated Reader. Each child with a reading age of 6 years or more is put onto this scheme. They complete a 'STAR Test' which generates them a 'ZPD' (Reading level range) where they can choose their own books from their allocated library area.

Reading is closely monitored and children progress through different structured levels according to ability the scheme is flexible enough to accommodate a wide range of ability. Able readers are stretched with demanding texts and higher order skills of comprehension, critical appreciation and expressive reading out aloud are fostered. Supplementary books are available at the end of each level if children need more practice. In EYFS and KS1, each child has a reading record where progress is noted. A PIXL reading assessment is carried out three times a year in order to track progress. Further tests, such as reading common exception words may be carried out if thought necessary, particularly for KS1 pupils. We also assess children's reading speeds from Year 2 upwards, to ensure that they are able to achieve the national expected standard in Upper KS2. This also takes place three times a year. For those children who access Accelerated Reader, they complete their STAR Test each term to ensure that they are making accelerated progress with their reading. This also allows us to prioritise those with targeted intervention if necessary to close the gap.

At Warren Wood, our reading objectives are to ensure that pupils can:

- Master their initial reading skills so that they become independent and enthusiastic readers
- Read a range of texts fluently, accurately and with understanding
- Find out the information they need in order to research and answer the questions of others
- Understand the variety of written language and the differences between fiction and non-

fiction

- Understand and respond to a wide range of books and media texts
- Improve their abilities to analyse, evaluate and criticise texts which they have read.

Something that we are very passionate about at Warren Wood is reading for pleasure. Throughout our school, we promote reading in many ways, providing many opportunities for our children to enjoy and facilitate a love of reading so that by the end of Upper KS2 they leave us with the best chance for this to continue later on in life. In every classroom, there is an engaging, interactive book corner, where the children can select a book of their choice and relax at allocated times. Every week, as part of our Merit assemblies in Year 1 to Year 6, teachers choose a Reader of the Week from their class who has shown our Skills for Life values linked to their reading for that week.

As a school, we participate in many Reading activities to promote the love of reading, such as World Book Day, Drop Everything And Read (DEAR) sessions, whole class reading sessions and school storytelling competitions.

Approaches to Writing

We aim to develop the children's ability to produce well structured, detailed writing in which the meaning is made clear and which engages the interest of the reader. Attention is paid throughout the school to the formal structures of English, grammatical detail, punctuation and spelling. We are committed to providing pupils with the two core competencies of writing – transcription (spelling and handwriting) and composition (structuring and articulating ideas) – as set out in the National Curriculum (2014) guidelines, so they are able to communicate and structure their ideas in a correct and coherent manner.

Teachers model writing strategies and the use of phonics and spelling strategies in shared writing sessions.

Guided writing sessions are used to target specific needs of both groups and individuals, whilst children have opportunities to write at length in extended independent writing sessions at the end of each unit.

Furthermore, the school promotes the 'Big Write' assessment procedures that inspire children to write at length.

The children are given frequent opportunities in school to write in different contexts using quality texts as a model and for a variety of purposes and audiences. There are many opportunities for children to improve their writing inspired by drama techniques and film clips. They may be asked to produce their writing on their own or as part of group. Children will also be given the opportunity to use ICT for their writing. We utilise a cursive handwriting scheme in school to help children develop fluent, clear and legible joined up writing. Children work hard to achieve a pen licence in Year 3 and 4, this encourages them to take care in their presentation and pride in their work.

At Warren Wood, our writing objective is to ensure that pupils can:

- Express themselves clearly and precisely for enjoyment.
- Demonstrate their understanding of how writing enables them to remember, communicate, organize and develop their ideas and information.
- Write for an increasing range of purposes matching their language to the needs of the appropriate audiences.
- Understand the appropriate use and purpose of an increasing range of written forms
- Write neatly and with accurate spelling and expression.

Examples of children's writing are evident around the school, in displays celebrating the learning across the curriculum

Supporting SEND Children Across the Curriculum including the Evergreen Centre.

We adapt the curriculum and learning environment for pupils with SEND: Warren Wood Primary Academy & Evergreen Centre prides itself in being inclusive and will endeavour to support every child regardless of their level of need. All pupils follow the National Curriculum at a level and a pace that is appropriate to their abilities. At times and when it is felt appropriate, modifications to the curriculum may be implemented.

To successfully match pupil ability to the curriculum there are some actions we may take to achieve this:

1. Ensure that all pupils have access to the school curriculum and all school activities.
2. Help all pupils achieve to the best of their abilities, despite any difficulty or disability they may have.
3. Ensure that teaching staff are aware of and sensitive to the needs of all pupils, teaching pupils in a way that is more appropriate to their needs.
4. Assess arrangements are considered and monitored by the SEND Team.
5. Pupils to gain confidence and improve their self-esteem.
6. To work in partnership with parents/ carers, pupils, and relevant external agencies in order to provide for children's special educational needs and disabilities.
7. To identify at the earliest opportunity, all children that need special consideration to support their needs (whether these are educational, social, physical, or emotional)
8. To make suitable provision for children with SEND to fully develop their abilities, interests, and aptitudes and gain maximum access to the curriculum.
9. Ensure that all children with SEND are fully included in all activities of the school in order to promote the highest levels of achievement.
10. To promote self-worth and enthusiasm by encouraging independence at all age and ability levels.

11. To give every child the entitlement to a sense of achievement.
12. To regularly review the policy and practice in order to achieve best practice.
13. To ensure that we provide a language-rich environment and use resources such as Widgeo to create communication boards for some pupils.
14. Lessons are adapted as appropriate to ensure that every child can reach their potential in speaking and listening, reading and writing.
15. Provide children with plenty of opportunities for speaking and listening. Facilitating talk helps children to articulate their ideas and emotions and develop their understanding of others' point of view.
16. Use abridged or simplified versions of texts to support understanding.
17. Resources such as colourful semantics are used to support children in sentence construction and understanding.
18. Additional reading support such as pre-reading sessions to support children in their reading fluency and comprehension skills.

We understand that children learn and develop in different ways. Teachers and teaching assistants recognise this and use different teaching styles, and resources and plan different levels of work in the classroom to cater to the various ways children learn.

Cross-Curricular Literacy Opportunities

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum, with a particular focus in our school of writing through all subject areas where the same standard of writing is expected as seen in Literacy books.

The use of ICT

We recognise the important role ICT has to play in our school in the development of Literacy skills. ICT is used on a daily basis to enhance the teaching of literacy and to give all children the opportunity to experience, read and write multimodal texts and develop visual literacy. The use of ICT is cross – curricular.

Assessment and Target Setting

Work will be assessed in line with the Assessment Policy and marked in accordance with the Marking Policy.

Assessment in English is continuous to inform planning and diagnose any weaknesses. In speaking

and listening this involves observing children using a variety of spoken language for different purposes. In reading this involves formal and informal observation and close monitoring of children's developing use of strategies and responses to texts. In writing it involves effective marking, which is positive, constructive and developmental. Feedback to children about their progress in English is through verbal comment, discussion and the developmental marking of work, ensuring children have time and opportunity to respond to feedback. Feedback marking is utilised to identify next steps and is both written and verbal.

Summative assessment is through statutory SATS and the PIXL tests, teacher assessment and the use of a variety of assessment in both reading and writing which are carried regularly. Termly records, teacher's own records, the reading/contact book, test results and children's work will provide a record of progress. Writing is assessed regularly, using the tracker assessment grids at the front of every English book. These tracker sheets are updated throughout the term and will provide the step the child is working at for data drops throughout the year. Teachers will also use these documents to carefully plan and deliver their English lessons, to ensure all gaps are closed, by creating checklists for their writing tasks to encourage the children to include the necessary objectives in their writing.

Inclusion

We aim to provide 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. Intervention programmes are reviewed each term. Gifted children will be identified and suitable learning challenges provided (See SEN and G&T Policies).

Equal Opportunities

At Warren Wood, we have universal ambitions for every child, whatever their background or circumstances. Children learn and thrive when they are healthy, safe and engaged. Children of all ethnic groups, both genders and all abilities have equal access to the English curriculum. Positive images in terms of such groups are promoted throughout the school, both in the use of language and in the provision of resources. Our curriculum includes a wide range of texts and other resources which represent the diversity and backgrounds of all our children.

Role of Subject Leader

The Subject Leader is responsible for improving the standards of teaching and learning in Literacy through:

- monitoring and evaluating English:-
 - pupil progress
 - provision of Literacy
 - the quality of the Learning Environment,
- taking the lead in policy development,
- auditing and supporting colleagues in their CPD,
- purchasing and organising resources,
- keeping up to date with recent Literacy developments.

Parental Involvement

We aim to involve parents directly in the life of the school, and thus in the development of children's skills, knowledge and understanding in English. Parents are involved in hearing children read, and are encouraged to discuss books with them.

There are opportunities throughout the year when parents can discuss their children's progress with their teacher. Termly curriculum letters provide information about the English curriculum and how parents can support their children. They also emphasise the importance of reading. Parents are encouraged to read both with and to their children at home in order to promote reading.

The governing body

The governing body is responsible for overseeing and reviewing whole-school English curriculum delivery and should regularly receive updates on the progress of English provision within the school, ensuring high standards are upheld.

Teachers

The English lead will oversee the implementation of literacy teaching and learning, as well as the delivery of cross-curricular literacy skills.

All teachers will be responsible for ensuring a high-quality of teaching, allowing development and progression of pupils' literacy skills.

Warren Wood recognises the important role that computing and technology have to play in the

development of literacy skills and teachers will implement these modern and interactive approaches to learning as and when appropriate.

Budget

Literacy funding will be within the school budget plan for each financial year and will include both library areas.

Health and Safety

Guidelines in the health and safety policy will apply with regard to use of ICT, all school-based activities and out of school activities relating to Literacy.