

# Wolverham Primary School



## English Policy

### Quality of the Curriculum

#### 1.1 Introduction

English teaches children to be able to integrate into and communicate with the world around them. The children's development in English enables them to access all other areas of learning. At Wolverham Primary and Nursery School, we believe the English curriculum should not only provide breadth and balance but be relevant and differentiated. It should be flexible, motivating all pupils, thus encouraging success at all levels.

#### 1.2 Aims and Objectives

- to enable children to speak clearly and audibly in ways which take account of their listeners;
- to encourage children to listen with concentration in order to be able to identify the main points of what they have heard;
- to enable children to adapt their speech to a wide range of circumstances and demands;
- to develop children's abilities to reflect on their own and others' contributions and the language used;
- to develop confident, independent readers through an appropriate focus on word, sentence and text-level knowledge;
- to encourage children to become enthusiastic and reflective readers through contact with challenging and lengthy texts;
- to help children enjoy writing and recognise its value;
- to enable children to write with accuracy and meaning in narrative and non-fiction;
- to increase the children's ability to use planning, drafting and editing to improve their work;
- to enable children to evaluate their own and others' contributions through a range of drama activities.

### Teaching and Learning

#### 1.1 Planning the Curriculum

Our principal aim is to develop children's knowledge, skills and understanding in language, reading and writing through a cross curriculum approach that engages all learners. English is a core subject in the National Curriculum, and we use the 2014 National Curriculum to ensure full coverage.

At Wolverham, we do this through a daily lesson, where we adapt our teaching styles to suit the needs of the individual child. From Reception to year 6, we have begun to follow 'Pathways to Write' which is an English long term planning tool that school has purchased. This builds on previous work completed during the academic year 2016-17 where school introduced a mastery approach. As in Maths, we want children to obtain a **'deep understanding of what they are learning in order to recall it fluently and apply it readily.'** NCETM

Pathways to Write provides children with specific "keys" for the children to focus on. These include skills the children have mastered in previous years and new targets called mastery keys which are taken from the year group that the children are currently in. Each class has a visual display of these keys and the children regularly refer to them in all writing.

Throughout the week there are daily phonics lessons for Foundation Stage and KS1 children and any children in KS2 that need continued Phonics support. All KS2 children have a daily Spelling, Grammar and Punctuation (SPAG) lessons.

In all classes children have a wide range of English abilities. We recognise this fact and provide suitable learning opportunities by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies. We use classroom assistants to support children, and to ensure that work is matched to the needs of individuals. Display and working walls are used to support children in their learning

as well as celebrating children's achievements. Children requiring additional support receive this through small group interventions planned by the class teacher and delivered by teaching assistants.

### **Phonics Teaching**

We use elements from Letters and Sounds, Read Write Inc. and Jolly Phonics to support our teaching of phonics but follow the phased approach from Letters and Sounds.

All children from Reception to Year 2 are screened on a half termly basis and placed into the appropriate group. Teachers and Teaching Assistants teach the groups and staff have regular training. There is a 30 minute phonics lesson 4 times per week. The sessions have 4 parts to them- Revisit and Review, Teach, Practice and Apply. Those children who have exited the programme work in a spelling group following the 'Support for Spelling Programme' and the 'No Nonsense Spelling Programme'.

Children in Nursery begin Phase 2 phonics when they are assessed as ready for it; they have shorter daily sessions and continue to include a lot of Phase 1 activities too.

Medium Term Plans are provided for each unit of work through 'Pathways' and provide an overview of the text types to be covered, key objectives and links to SPAG. Staff are encouraged to adapt and adjust these plans to suit the needs of the class.

Weekly plans are completed by the class teacher using an agreed school format. These include

- specific learning objectives for both the main focus of the lesson and for the group activities
- the expected outcomes for each lesson which are recorded in our 'Can I ....?' format
- details of how the lessons are to be taught, including group/individual activity and whether teacher assistant or teacher led

### **The Foundation Stage**

The EYFS is used to provide Communication and Language and Literacy learning opportunities throughout our Foundation Stage. We give all children the opportunity to talk and communicate in a widening range of situations, to respond to adults and to each other, to listen carefully, and to practise and extend their range of vocabulary and communication skills. They have the opportunity to explore, enjoy, learn about, and use words and text in a range of situations, both indoors and outdoors.

### **A Connected Curriculum**

At Wolverham, we do not see English in isolation but as part of all other areas of learning. The children are encouraged to develop and apply their English skills in all other subjects and wherever possible a cross curricular approach is taken. This allows children to further practice their mastery and gateway keys taken from their morning lessons.

The high quality texts chosen from Pathways are used as a main driver for our afternoon lessons and school this year has taken a new approach to afternoon learning.

### **1.2 Assessment and Recording**

At Wolverham, we use short term assessments to help us adjust our daily plans. These short-term assessments are closely matched to the teaching objectives. We make termly formal assessments to measure progress against the key objectives, and to help us plan the next unit of work. The use of school's own assessment grids identify progress against National Curriculum levels and informs target setting.

Reading and Writing are both assessed termly. We use summative assessments towards the end of the school year (NFER), and we use these to assess progress against school and national targets. We can then set targets for the next school year and make a summary of each child's progress before discussing it with parents. We pass this information on to the next teacher at the end of the year, so that s/he can plan for the new school year.

In Foundation Stage children are assessed using Development Matters and we also use WELLCOMM to inform us about Communication and Language Development.

### **1.3 Special Educational Needs**

At Wolverham Primary and Nursery School, each class has children with a wide range of English ability. Children with special needs are encouraged to develop at their own individual level and children with allocated funding have a pupil profile, written in conjunction with the SENDCo. Teachers differentiate activities to suit individual needs, they use a wide range of teaching strategies and take into account pupil's different learning styles.

Children with Special Educational Needs receive additional intervention with a teaching assistant, in small groups, to support their learning. English targets are incorporated onto their pupil profile monitored closely and updated regularly.

All targets and IEP's are discussed with pupils and parents/carers.

### **1.4 Health and Safety**

Resources and equipment are checked regularly and prior to use to ensure they are in good working condition. Any that are not will be discarded.

### **1.5 Resources**

There are a range of resources to support the teaching of English across the school. Classrooms have working walls which support the children's learning and also celebrate their achievements. Classrooms have a reading area to provide opportunity for children to read for pleasure. Environmental print has a balance of handwritten and typed text. All classrooms have a selection of fiction and non-fiction texts. Children have access to the Internet through their classroom computers, laptops and iPads. The library contains a range of books to support children's individual research.

Individual reading books for KS1 are located outside the Year 1 classroom and for KS2 they are located in the Year 5/6 classroom. Guided reading books for Key Stage 1 are located in the Year 1 and 2 classrooms and in individual classrooms for KS2.

## **Achievement and Standards**

### **1.1 Monitoring and Evaluation**

The monitoring of the standards of children's work and of the quality of teaching in English is the responsibility of the English subject leaders.

The subject leader has specially-allocated, regular management time in order to review evidence of the children's work and undertake lesson observations of English teaching across the school. The subject leader will use the monitoring cycle to ensure that the subject is monitored and evaluated systematically. This also includes meeting with the English Governor and sharing information at the Governor Curriculum Committee.

### **1.2 Reporting to Parents**

Children's progress in English is shared during the 2 annual parent's evenings and also in the end of year written report.

## **Leadership and Management**

### **1.1 Role of the Subject Leader/English Team**

The role of the English subject leader is undertaken in line with the school policy.

The subject leadership team will

- monitor standards of work and quality of teaching
- support colleagues in teaching of English
- ensure s/he is informed about current developments in the subject
- provide a strategic lead and direction for the subject in the school
- organise resources to support the school English policy
- co-ordinate purchasing, organisation and distribution of resources
- arrange in-service support
- liaise with outside agencies, other schools and colleges

## **1.2 Role of the Governing Body**

The subject leader meets annually with the Governor linked to English and gives an overview of what has been taught and also what plans are in place to develop the subject. Examples of work, action plans and planning are shared to ensure the relevant governor has a clear overview of the subject within our school. A written report will be submitted to the Curriculum Committee.

## **1.3 Professional Development**

Subject leaders attend twilights and feedback during Professional Development Meetings. New ideas and resources are shared with staff as are examples of good practice within the school.

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