



John Wilkinson Nursery and Primary School English Policy

At John Wilkinson we strive to create a stimulating school environment where children feel valued, safe and are eager to learn and deliver a broad, balanced curriculum which meets the needs of all of our children. We promote high expectations and standards so that children take pride in their work and achievements.

Above all, we aim to make education enjoyable, promote children's understanding of how we learn and to enable children to develop a love of learning that will stay with them throughout their lives.

Aims

The aim of this policy is provide a framework for high quality teaching and learning in literacy and English. At John Wilkinson Nursery and Primary School we aim to help children develop skills and knowledge that will enable them to:

- Communicate effectively and creatively with the world at large, through written and spoken language
- Read English fluently
- Respond critically to a wide range of texts, express opinions, articulate feelings and formulate responses to both fiction and non-fiction using appropriate technical vocabulary
- Enjoy and appreciate literature and its rich variety
- Be interested in words and their meanings, and to develop a growing vocabulary in both spoken and written form
- Be able to write in a variety of styles and forms showing awareness of audience and purpose
- Develop powers of imagination, inventiveness and critical awareness in all areas of literacy
- Use grammar and punctuation accurately
- Be competent spellers and understand spelling conventions
- Produce effective, well presented written work

The Early Years Foundation Stage

English in Early Years is based upon the Foundation Stage Profile for **Communication, Language & Literacy**

Communication, language and literacy depend on learning and being competent in a number of key skills, together with having the confidence, opportunity, encouragement, support and disposition to use them. This area of learning includes communication, speaking and listening in different situations and for different purposes, being read a wide range of books and reading simple texts and writing for a variety of purposes. To give all children the best opportunities for effective development and learning in communication, language and literacy, practitioners should give particular attention to:

- Providing opportunities for children to communicate thoughts, ideas and feelings→ and build up relationships with adults and each other; Incorporating communication, language and literacy→ development in planned activities in each area of learning;
- Giving opportunities to share and enjoy a wide range of rhymes, music, songs,→ poetry, stories and non-fiction books;
- Giving opportunities for linking language with physical→ movement in action songs and rhymes, role play and practical experiences
- Planning an environment that reflects the importance of language through signs,→ notices and books;
- Providing opportunities for children to see adults writing and for children to→ experiment with writing for themselves through making marks, personal writing symbols and conventional script;
- Providing time and opportunities to develop spoken language through→ conversations between children and adults, both one-to-one and in small groups, with particular awareness of, and sensitivity to, the needs of children for whom English is an additional language, using their home language when appropriate;

English in the National Curriculum (2014)

The National Curriculum for English provides a detailed and comprehensive programme of study which informs progression and expectations from Y1-Y6.

In the National Curriculum for 5 - 11 year olds, English is developed through four key areas:

- Spoken Language→
- Reading - Word Reading & Comprehension

- Writing - Transcription & Composition
- Spelling, Vocabulary, Grammar & Punctuation

It is important to note that each is closely interrelated with the next, so it becomes increasingly difficult to consider one without the other (s).

Spoken Language

Aims

Children need to be able to:

- Communicate effectively, speaking with increasing confidence, clarity and fluency
- Participate in discussions and debate in a variety of contexts
- Listen to the views, opinions and ideas of others with increased interest
- Articulate ideas and thought clearly with appropriate tone and vocabulary, recognising audience
- Respond to questions and opinions appropriately
- Retell stories and poems by heart
- Ask questions with increasing relevance and insight

Pupils have access to a wide range of speaking and listening opportunities that include:

- Planned teaching and learning of speaking and listening skills, drama, group discussion and interaction
- Talking about their experiences, recounting events
- Participating in discussion and debate
- Talk for writing
- Retelling stories and poems
- Expressing opinions and justifying ideas
- Listening to stories and poems read aloud
- Presenting ideas to different audiences
- Taking part in school performances
- Responding to different kinds of texts
- Talking to visitors to school
- Listening to ideas and opinions of adults and peers
- Role-play and other drama activities across the curriculum

Teaching and Learning-Spoken Language

Teachers provide a wide range of contexts for speaking and listening throughout the school day. This includes clear diction, reasoned argument; using imaginative and ambitious language and use of Standard

English. Listening is modelled as is the appropriate use of non-verbal communication. Opportunities for speaking and listening are identified in all areas of the curriculum.

Learning takes place in a variety of situations and group settings. These include: reading aloud, working collaboratively, reporting back on learning, interviewing others, acting as a guide, responding to a text, working with a 'Talk Partner'.

PSHE is embedded in the curriculum and provides additional opportunities for children to learn to respect the views of others and the importance of speaking and listening with regard to others.

Reading

Aims

To enable children to:

- Develop positive attitudes towards reading and read for purpose and pleasure
- Use reading skills as an integral part of learning throughout the curriculum
- Read and respond to a variety of texts whilst gaining increased levels of fluency, accuracy, independence and understanding.
- Develop different strategies for approaching reading and be able to orchestrate the full range of decoding and comprehension strategies
- Pupils have access to a wide range of reading opportunities that include:
 - Shared reading
 - Guided reading
 - Regular independent reading
 - Home/school reading
 - Hearing books read aloud on a regular basis through the use of a class novel or story
 - Selecting own choice of texts
 - Reading whole texts
 - Reading in other subjects, across a broad and rich curriculum

Teaching and Learning-Reading

Teachers at John Wilkinson promote and value reading as an enjoyable activity and also as a life skill.

Phonics is the first and main strategy for teaching early reading and pupils receive a daily phonics lesson throughout EYFS and KS1 until assessment shows that they are able to use phonics to decode texts

fluently and effectively. The school uses frequent formative and summative assessment to track pupil progress in phonological awareness.

The English programme of study for reading is taught in English lessons, particularly during shared and guided reading sessions. Time is also set aside for independent reading, using the library, listening to whole class stories and research linked to other topics. Pupils have many and varied opportunities to develop their reading for both purpose and pleasure across the curriculum.

In shared reading the teacher models the reading process to the whole class as an expert reader providing high level of support. Learning objectives are pre-planned and sessions are characterised by the explicit teaching of specific reading strategies, oral responses and collaboration. Texts are rich and challenging, beyond the current reading ability of the majority of the class, and are often linked to the wider Cross-Curricular theme.

Guided reading is the key strategy for the explicit and directed, differentiated teaching of reading comprehension. In guided reading texts are chosen to match the ability of the group but still provide an element of challenge. In KS1 children have a minimum of one guided reading session per week. KS2 children are either taught through guided reading or whole class reading lessons.

As younger pupils are developing reading fluency, frequent opportunities to practice reading 1:1 with an adult are provided. As fluency is established in KS2 teachers also plan for independent reading activities across the curriculum. The focus for independent reading is to provide practice, to develop personal response to a text and to provide opportunities to read for purpose and pleasure.

Teachers monitor independent and home/school reading and discuss progress with individual pupils regularly. Books are selected under the guidance of the teacher.

Reading partners are also used to provide additional support.

Writing

Aims

Children should learn to:

- Write in a wide range of contexts, for different purposes and audience, making decisions about form and style
- Form letters correctly, leading to a fluent joined and legible handwriting style, giving regard to presentation
- Be increasingly aware of the conventions of writing, including grammar, punctuation and spelling
- Plan, draft and edit their writing to suit the purpose
- Use ICT as a medium for presenting work and manipulating texts

Teaching and Learning-Writing

At John Wilkinson teachers use a wide range of strategies, contexts and approaches to teach writing:

- Daily phonics teaching throughout EYFS and KS1
- Phonics for Spelling in KS1
- Shared Writing
- Guided Writing
- Independent Writing
- Writing for real purposes
- Writing different text types and narrative styles
- Writing across the curriculum
- Handwriting
- Collaborative writing
- Writing related to personal experiences
- Writing from a range of stimuli
- Planning, drafting, editing and presenting
- Use of ICT

Teachers promote writing and look for ways to inspire and motivate pupils so that they see themselves as writers. Synthetic phonics is the first and main strategy for teaching the early stages of writing and spelling words.

At John Wilkinson it is our conviction that written outcomes are enhanced when teachers plan units of learning around sustained pupil exposure to a high quality stimulus text. This must succeed in capturing pupils' interest and sustain their engagement over an extended time frame. It must excite their imagination and pupils should be drawn in as

they empathise with the story. Stimulus texts for each year group are listed in the English Curriculum Map.

In KS1 and KS2 the teaching of writing begins with assessing the children's writing. This is achieved through a 'cold write' writing session, at the beginning of a unit that encourages the children to use their previous knowledge to complete a given writing task. A 'hot write' session is then completed at the end of the unit to assess the impact of learning throughout the unit.

At John Wilkinson we employ a range of approaches, incorporating elements of

- The Write Stuff (Jane Considine)
- Talk for Writing (Pie Corbett)
- Exciting Sentences (Alan Peat)

The Write Stuff brings clarity to the mechanics of the teaching of writing. It follows a method called 'sentence stacking'. Sentence stacking refers to the fact that sentences are grouped together chronologically or organizationally to engage children with short, intensive moments of learning that they can apply immediately to their writing. An individual lesson is based on a sentence model, broken into three separate chunks:

1. Initiate section - a stimulus to capture the children's imagination and set up a sentence
 2. Model section - the teacher close models a sentence that outlines clear writing features and techniques
 3. Enable section - the children write their sentence following the model
- We aim to use the Write Stuff method once each half-term.

The **Talk for Writing** approach enables children to use a model text to acquire the language they need for a particular topic, reading and analysing it, and then planning, writing and publishing their own version.

This follows a three part approach where children are supported to

- Investigate a text, analysing text features, language structures and word choices
- Imitate the text, producing a shared text which draws heavily on the model
- Invent, working independently to produce their own text

Alan Peat Exciting Sentences resources are woven into all writing and support the explicit teaching of sentences structures and SPaG.

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. Guided writing takes place with a group of children with similar writing needs/targets. During a guided writing session, the children write with a teacher supporting.

Within the teaching sequence children must be given opportunities to edit and improve their writing. For editing to work well, children have to be responsible for changing and improving their own work. We encourage this to happen in a few stages and each time the writing gets slowly better. The first step is for children to carefully proofread what they have written (aloud if possible), and then teachers provide 'first impressions' feedback. Teachers then mark the work using a green highlighter to indicate an area for improvement and a pink to indicate an area for praise (See whole school Marking Policy). Once the children have had a chance to make some changes, then some peer assessment or sharing the work as a class is used. The children can then redraft and edit their work as often as needed until they complete their final written piece.

Handwriting

Aims

- To know the importance of clear and neat presentation in order to communicate meaning effectively
- To write legibly, in a joined cursive style with increasing fluency and speed (Y1-Y6) by:
 - Having a correct pencil grip
 - Knowing that all letters start on the line
 - Form all letters correctly based on their letters families
 - Knowing the size and orientation of letters

In EYFS children use finger gym fine motor control activities as preparation for writing and will be taught individual letters in preparation for the introduction of joining in Y1.

The style we use is continuous cursive and resources can be found on <https://www.letterjoin.co.uk/key-stages.html>

Spelling, Punctuation and Grammar

Aims

When teaching grammar and punctuation, we encourage our children to know:

- what a sentence is
- that they can't always write what they speak
- that grammar and punctuation changed according to the text type and purpose
- that they can't always write what they speak
- that grammar and punctuation can be manipulated for effect

In spelling we enable children to:

- understand the alphabetic code and spell accurately in order to communicate effectively and independently in writing
- understand the conventions of English spelling in order to be able to decode and read texts independently, accurately and fluently
- be creative and use ambitious vocabulary
- proof read their work accurately

Teaching and Learning -Spelling, Punctuation and Grammar

At John Wilkinson we teach the grammar objectives outlined in the national Curriculum for English systematically in all year groups, sometimes discretely if appropriate, but mostly embed within writing units of work. The specific content for each year group is detailed in our long term planning. In Year 2 and Year 6, additional grammar lessons are used to support the children taking their end of key stage SATs tests.

To be able to spell correctly is an essential life skill. When spelling becomes automatic, pupils are able to concentrate on the content of their writing and the making of meaning. Whilst we note that spelling is not the most important aspect of writing, confidence in spelling can have a profound effect on the writer's self-image. We aim to use explicit, interactive teaching which draws children's attention to the origins, structure and meaning of words and their parts, the shape and sound of words, the letter patterns within them and the various ways they can learn these patterns.

In Reception and KS1, daily phonics is the key to the children's learning of spelling. Children are taught to blend sounds to read and segment to spell. At the same time, they learn words that are not phonically regular (common exception words).

From Year 2 and into KS2 the children move towards using their phonic knowledge to help them to understand spelling rules and patterns. We teach children to use their growing understanding of the morphology (word structure) and orthography (spelling structure) of words to support their spelling. Helping the children to understand how to use and apply known spelling patterns (and to develop strategies to tackle tricky words) is the key to helping them to become successful spellers. Spelling skills are taught each week during spelling sessions following the Rising Stars Spelling programme. Spelling is also embedded in English lessons through games and activities so as strategies and rules can be taught in the context of writing.

When actually writing children should be concentrating on higher order thinking skills and should simply 'have a go' at spelling. When marking children's work, we do not correct all spelling errors; instead, we focus on high common exception words, topic words and those studied in spelling sessions. A green highlighter is used to show the children an error that they can then correct or an S is placed in the margin to show where the error has occurred.

Class Organisation and Teaching Style

Young children need to build on the language experiences they bring to school. We work hard to create situations for expansion of language through a wide range of social and curriculum interests.

The classroom environment produces a setting for learning through the opportunities given to children. Classrooms which facilitate learning have to be carefully thought out, planned, prepared and managed; providing opportunities for children to be talkers, readers and writers.

Meaningful activities help children to develop and these are supported by carefully selected, presented and arranged resources.

Groupings should be flexible, children will acquire the skills of working together as well as the ability to work independently with sustained concentration. When a group or class discussion arises, the teacher will be mindful of the need and care to encourage the children to be thoughtful of each other.

Displayed within the classroom, a variety of books will promote interest and children may use them to seek out information. These should be made easily accessible for the children. An exciting part of the classroom is the book area which invites the children to develop a habit of reading. Interest is sustained if books are displayed clearly and are often changed. Visits to the school library also help to generate and arouse reading interest.

Displays around the school always provide interest and promote discussion. A bright and colourful print-rich environment stimulates the child's language power and so develops communicative skills.

Inclusion

In planning work the teachers will aim:

- to provide breadth and balance of language activities for all children
- to provide a differentiated English curriculum to meet the needs of all the children through the continuity of experiences
- to set suitable learning challenges for individuals or small groups of children
- to respond to pupils diverse learning needs
- to liaise with the Special Needs Co-ordinator to ensure that provision is made for all children with S.E.N.D. and linked to P.E.P. targets where appropriate
- to relate activities for targeted children to their intervention plan targets. Targets should be identified on short term planning.
- to overcome potential barriers to learning and assessment for individuals and groups of pupils.

S.E.N.D. Provision

Pupils identified as needing extra support in English will be given the appropriate help in the classroom. Providing for pupils with special educational needs should take account of each pupil's particular learning and assessment requirements and incorporate specific approaches which will allow individuals to succeed, such as using texts at an appropriate level of difficulty and planning for additional support. Children's IEP targets and those for intervention groups will be clearly identified on planning.

Use of ICT

There are many opportunities to use ICT in English and all staff at John Wilkinson Primary School are encouraged to do so when appropriate. Reference to websites or E-Learning opportunities should be included on short term planning.

Assessment

Throughout the pupil's progress in English, assessment will be informal, formal, incidental and continuous. The various types of assessment are

taken into account, each serving a different purpose. (See Assessment Policy) Records are kept of the child's coverage of the programme of work and their progress. These are used to inform staff and other schools, as the child transfers from year to year. Children are formally assessed - please refer to the Assessment Policy and Calendar. Children's writing is currently assessed every half term using the writing Non-Negotiables for the relevant year group. We use the statements to inform our teacher Assessments of children's strengths and weaknesses in writing (not to derive levels). Principally, teacher assessments, national tests and monitoring (both in school and by other agencies, such as OFSTED) inform our work in English and help us to articulate appropriate targets. Parents are kept informed of their child's progress through twice yearly parent interviews and informal parent meetings which take place as and when the need arises. A written report of the child's progress, which includes possible ways forward, is given to parents at the end of the academic year.

Resources and Accommodation

A variety of resources are available in school. These include children's reference books, teachers' resources, books/notes, audio equipment and access to TV/radio/ online programmes. Resources are shared between all staff, including visiting students. Resources are kept in classrooms and the library. Each classroom has a selection of non-fiction for ongoing topic work. Reading scheme books are Book Banded and kept in the book area in KS1. Classes are timetabled for the library and reference books may be borrowed at any time. SEN language resources are stored in the library or individual classrooms.

The English coordinator is responsible for maintaining resources, monitoring their use and organise storage.

Staff submit resource requirements to the coordinator, as well as notifying them of any damaged stock. Resource purchasing is in accordance with normal school procedures and is based upon the English budget. The amount of this budget reflects the degree of priority given to English in the School Development Plan.

Equal Opportunities

We will strive to provide equal opportunities and fair and equal access at all times in English for all our pupils. We welcome into our school pupils from many different backgrounds and we will demonstrate in our practice that we value all of them as young learners entitled to full access to the primary English curriculum. Teaching and learning opportunities within

English should be planned to enable the full and effective participation of all pupils.

Planning should set high expectations and provide relevant learning opportunities for achievements for boys and girls and for pupils from all social backgrounds and ethnic groups. Teachers should assist pupils to high standards by using a variety of teaching strategies to motivate pupils; develop self esteem; make the most of resources from a variety of cultures; avoid stereotyping; and provide appropriate support.

Evaluation

This policy will be reviewed annually by the English coordinator, in consultation with the staff, and as and when elements of English are identified or prioritised within the School Development Plan.

Amanda Shannon

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