English policy

Welsh House Farm Community School and Resource Base

"Inspired to grow and flourish"

Approved by	GOVENORS	**Date:** July 2014
Last reviewed on:	January 2017	
Next review due by:	January 2020	

Contents

1. Rationale..... **Error! Bookmark not defined.**
2. Aims..... 3
3. Teaching and Learning ..... **Error! Bookmark not defined.**
4. Speaking and Listening..... **Error! Bookmark not defined.**
5. Reading Aims..... 4
6. Writing Aims..... **Error! Bookmark not defined.**
7. English Environment…..... 6
8. Intervention 7
9 .Assessment…… 7

9. Roles of Parents/Carers……8

10. Appendix A: Classroom Environment Checklist

11. Appendix B: Handwriting Policy

Rationale

Welsh House Farm will endeavour to promote, encourage and extend English Skills following the programmes of study of the National Curriculum, and across all subject areas.

The classroom and school environment will be stimulating and vibrant, reflecting and motivating all aspects of the English Curriculum.

English is taught daily, and as a vehicle to enhance and develop all other subjects: recognising that children's ability to speak/listen appropriately, read and write comprehensively, will lead to a greater understanding of the world around them and encourage independence to become life-long learners. In all aspects of the English Curriculum, children should be given equal opportunities, access to a wide variety of resources and necessary support where appropriate.

A variety of strategies will be used to cater for different learning styles; all children are valued. Staff and governors are committed to providing an environment and curriculum which is accessible to all pupils.

Aims

At Welsh House Farm School our aims in teaching English are that all children will:

- be able to communicate effectively and confidently in standard English:
- be able to listen to the spoken word attentively with understanding, pleasure and empathy:
- be able to read a range of materials fluently, critically and with an understanding for enjoyment, and for information:
- be able to write for a range of audiences and purposes using spelling, punctuation and grammar accurately and confidently.

Teaching and Learning

Medium Term Planning Programme for the New English Curriculum will be followed, highlighting coverage each term.

The school does not follow any specific framework but takes inspiration from Pie Corbett's 'Talk for Writing' model which includes role play and drama, creating story maps, discussion, and internalising and adapting different texts.

Weekly Planning will include:

- FS and KS1 – daily phonic lessons.
- Phonics continued into Year 3 and with pupils who need individual tuition in KS2.
- Daily story time in FS and regular stories read by teachers in KS1 and 2.
- Whole class/guided reading sessions in KS2
- Daily Guided Reading sessions in KS1.
- Opportunities for an extended piece of writing to be completed weekly.
- Time allocated for gap/next step tasks to be completed.
- Planning for discussions; paired or grouped and other speaking and listening activities.

Speaking and Listening

A range of skills will be planned into cross curricular tasks as follows:

Foundation and Key Stage 1

- Telling stories (sequencing/using puppets):
- Imaginative play (role play):
- Exploring ideas (construction play, science investigations):
- Predicting (science experiments , next part of the story):
- Describing events, observations, experiences (science, history, geography, R.E.)

Key Stage 2

- Exploring, developing, explaining ideas:
- Planning, predicting, investigating:
- Sharing ideas, insights and opinions:
- Reporting and describing events and observations:
- Evaluation and reflection:
- Communicate to different audiences, i.e. partner, group, class, school assembly, parents, visitors.

Statutory requirements

Pupils should be taught to:

- Listen and respond appropriately to adults and their peers.
- Ask relevant questions to extend their knowledge and understanding.
- Use relevant strategies to build their vocabulary.
- Articulate and justify answers, arguments and opinions.
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- Maintain attention and participate actively in collaborative conversations, staying on topics and initiating and responding to comments.
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- Speak audibly and fluently with an increasing command of Standard English.
- Participate in discussions, presentations, performances, role play, improvisations and debates.
- Gain, maintain and monitor the interest of the listener (s).
- Consider and evaluate different viewpoints, attending to and building on the contribution of others.
- Select and use appropriate registers (language features) for effective communication.

Reading Aims

- To enable children to develop their reading skills through a range of texts.
- To enable children to become enthusiastic, independent and reflective readers.
- To give children the opportunity to read a range of fiction, non-fiction and poetry.
- To foster a love of reading and a desire to read for pleasure.
- To expose children to ambitious, challenging and stimulating texts.
- To encourage children to use a range of reading strategies, to self-monitor and correct.
- To encourage children to learn through reading and develop a rich and varied vocabulary.

Teaching and Learning

- Daily sessions of guided/whole class reading to teach children the skills to become competent, confident readers (Years 1-6).

- Comprehension activities are incorporated into guided reading sessions and English lessons.
- Colour banded books available for all children as home readers from a variety of publishing companies.
- Children to take home a library book to share at home every week.
- KS2 and fluent readers to choose their own home readers with the guidance of the class teacher
- Synthetic Phonics – following Phonics Bug in Foundation Stage and Letters and Sounds is KS1. To be continued into KS2 as needed.
- Rapid Reading will be the main intervention for SEN pupils.
- Big Cat progress books to inspire and engage boys, EAL children and lower ability KS2 children.
- Daily story times to take place across the school.
- Reading 'Vipers' to aid the teaching of reading.
- Teachers to promote a love of reading through introducing children to new books out, showing book adverts and modelling a love of reading during story time.
- A range of fiction, non-fiction and poetry to be used across the terms.
- Library area rich with fiction, non-fiction and poetry books as well as comics, magazines and leaflets available for children to access.
- Children of all ages to be taught rhymes, songs and poetry to recite off by heart.
- Interventions when appropriate, including reading volunteers and reading buddies.
- Links to 'Beanstalk' reading charity.
- Engaging book corners in every classroom
- Reading competitions/challenges set through-out the year.
- Book club to inspire reluctant readers.

Writing Aims

- To help children to write confidently and for a variety of purposes.
- To help children appreciate that writing can assist the thinking and learning processes as well as being enjoyable in its own right.
- To encourage children to use writing as a means of developing, organising and communicating their ideas.
- To encourage children to develop their writing skills for a variety of stimuli.
- To help children develop different styles and characteristics of writing and to appreciate their use in general literature.
- To help children develop the skills of layout and presentation.

To improve the quality of children's writing by;

- Encouraging the drafting process (use of working walls/story maps/story mountains/boxing up)
- Helping them to develop their knowledge and use of grammar and punctuation.
- Helping them to develop their knowledge of spelling strategies.
- To help children distinguish different degrees of formality in their writing and make judgements about the appropriateness of style, tone, format and vocabulary for unfamiliar audiences.

Teaching and Learning

- Modelled, shared and guided writing.
- Opportunities to publish work in a variety of media.

- Star Writer Assembly to be conducted every half term. Teacher to choose a star writer and work to be displayed and celebrated.
- Opportunities to write from real life experiences.
- Use of purple pens for editing.

Spelling, Punctuation and Grammar:

- FS and KS1 - spelling will be taught systematically as part of the Synthetic Phonic Programme
- Specific words on Year group spelling lists to be taught linked to spelling rules and patterns.
- Encouragement of use of dictionaries and thesauruses.
- Grammar skills are taught in the context of writing for real purposes.

Handwriting:

- Following the 'cursive' letter formation and joining guide.
- FS and Year 1 will focus on correct letter formation and daily practise.
- Year 2 to 6 will conduct weekly handwriting lessons following the 'Twinkl' scheme.
- Intervention for children who have poor fine motor skills.
- High expectations of presentation (please see Welsh House Farm's presentation policy) and children will achieve their pen licence as soon as their handwriting meets the expected criteria.

Composition:

- Extended pieces of writing will have a strong link to topics whenever possible. Therefore, the timetable can be flexible between English and topic work to enable quality written pieces to be produced.
- KS2 pupils can use a rough book to plan and draft work.
- Children will need to understand the structure and features of different texts types and work towards specific success criteria.
- Throughout the school, teachers will focus specifically on improving our children's vocabulary through modelling correct language, extending their range of language gained from stories, plays, poetry, non-fiction and making sure that classroom is a vocabulary rich environment with different terminology on display.

English Environment

All classrooms need to have book corners where children can read with pleasure and access a wide range of genre and text types including fiction, non-fiction, picture books, story-telling props and poetry books. Resources need to be clearly labelled and accessible to all children (dictionaries, thesauruses, word mats, talk boards, finger space cards, phoneme mats). Working walls need to be changed regularly and reflect the learning in the classroom. Common exception words, phonics, spellings, grammar rules should be up on display (see Appendix 1 for a list of key vocabulary that must be on display in all classrooms). Children's work and exemplars should be used to highlight outstanding work.

In Foundation stage and KS1, writing sheds encourage writing outside and there are exciting opportunities to write around the classrooms with different mediums. Book corners should be exciting and engaging with a selection of puppets, colourful fiction and non-fiction books, rhyming books, poetry books, big books and picture books.

Intervention

Children with SEN, Speech and Language difficulties or English as a second language will be identified early and referred to the SENCO. Liaison will take place between the class teacher, SENCO and outside agencies. Effective IEP's should relate to giving support and differentiation of tasks to SEN children during the lesson. Specific targets will be given which directly link to work covered in guided reading/writing sessions. Children with English has an additional language will be identified and attend sessions with the EAL teacher, and follow the EAL support programme as appropriate. Children falling below expectations will be given a provision plan of support which will regularly be reviewed and amended as necessary. More able pupils are to be stretched through differentiated work and extra challenges.

Assessment

Formative Assessment

Phonics

Progress and attainment in phonics is recorded half-termly. Practise tests are conducted prior to the test in June.

EYFS

Foundation Stage assess' against the Early Learning Goals (using learning journeys and Tapestry) and speech/language is assessed using the Wellcom programme.

Reading

Individual reading records are updated by the class teacher during guided, whole class and individual reading sessions. Word list checks, reading journals and comprehension activities also aid to inform teacher judgements.

Writing

The child's writing assessment sheet is highlighted when the class teacher is confident that the child has met an objective. This is an ongoing assessment tool.

Summative assessments

Phonics

Progress and attainment in phonics is recorded half-termly. Practise tests are conducted prior to the test in June.

Reading

- NFER Reading tests for Year 3, 4 and 5.
- Practise SAT's exams for Year 2 and Year 6.

Spelling, punctuation and Grammar

- Scholastic SPaG tests for Year 3, 4 and 5.

Writing

Independent writing assessments will be conducted termly and stuck into the child's individual writing assessment books. These assessments will be used alongside other work completed independently in their English books to support teacher judgements. The assessment books follow the children up through the school and reflect their progress and learning journey.

Speaking and Listening

In February and June teachers are to update the individual speaking and listening sheets in the class speaking and listening folder. Teachers are to highlight the objectives when they have been met.

Role of Parents/Carers

Parents are encouraged to support their children with homework. Every child has a home reading diary to enable parents to comment on their reading at home. Inspire workshops for phonics/reading help Parents to understand the expectations of the curriculum.

In the Foundation Stage parents are regularly invited in to share books with their child and talk to teachers about ways they can help. Parents are encouraged to read both to and with their child.

Three parent/pupil consultation meetings take place during the year when teachers report on progress, expectations and individual targets. However, the school has an open door policy and teachers meet with parents /carers as often as deemed necessary to support and develop on individual pupil's progress during the year.

Appendix A

Key Vocabulary to be displayed in classrooms

- Days of the week
- Months of the year
- Seasons
- Weekly spellings
- Common exception words
- Tricky words
- Time adverbials
- Conjunctions
- Synonyms
- Antonyms
- Adverbs
- Verbs
- Nouns
- Adjectives
- Other words for ‘said’
- Topic words on topic boards
- Science vocab on science board
- Question words – including higher level questions e.g.What would you do if…
- Open ended questions on boards
- Key vocab for reading such as fiction/non-fiction/glossary/index/contents/author/illustrator
- Maths vocab for maths board linked to units covered.
- Time words around the clock
- Numbers to 20
- Ensure that areas/drawers are labelled e.g. computer
- Word of the day/week
- Vipers images and questions up around book corner

Appendix B

Welsh House Farm Handwriting Policy

We aim for our children to leave in Year 6 with the ability to write using their own style of fast, fluent, legible and sustainable handwriting, as well as other styles of writing for specific purposes. In addition to teaching handwriting during our regular handwriting lessons, we have high expectations that what is taught and practiced in handwriting lessons will be used in all writing activities. We believe that handwriting is integral to a child's personal development and know that children's engagement and self-esteem can be improved by their satisfaction and pride in good quality presentation.

Aims

Handwriting is a taught skill that develops at different rates for different children. All of the teachers in the school put a priority on teaching handwriting and have high expectations for handwriting across the curriculum. Our school uses *Penpals for Handwriting* to ensure that:

- The importance of handwriting is recognised and given appropriate time.
- The progression of handwriting is consistent across the school.
- Handwriting is acknowledged to be a whole body activity and emphasis is placed on correct posture and pencil grip for handwriting.
- Expectations of left-handed children are equal to those of right-handed children, and appropriate advice and resources are available to ensure that they learn to write with a comfortable, straight wrist.
- Handwriting is linked into grammar, punctuation and spelling in order to practice and contextualise all of the transcriptional and stylistic skills for writing.
- Children learn to self-assess their own writing and develop understanding and responsibility for improving it.
- Children learn to write in different styles for different purposes such as print for labelling a diagram, illustrated capitals letters for creating a poster, swift jottings for writing notes, making a 'best copy' for presentation and fast, fluent and legible writing across the curriculum.

Progression of skills

Penpals enables us to teach and secure the development of handwriting throughout the school:

- First, children experience the foundation of handwriting through multi-sensory activities (EYFS F1 and F2).
- Correct letter formation is taught, practised, applied and consolidated (EYFS F1/Y1).
- Joining is introduced only after correct letter formation is used automatically (Y1/Y2/Y3).
- Joins are introduced systematically and cumulatively (Y2–Y6).

- As children practice joining, they pay attention to the size, proportion and spacing of their letters and words (Y3–Y6).
- Once the joins are secure, a slope is introduced in order to support increased speed and fluency (Y5).
- Children are introduced to different ways of joining in order that they can develop their own preferred personal style (Y6).

In using *Penpals*, we ensure that our children follow the requirements and recommendations of the National Curriculum. We share the aspirations that children's handwriting should be 'sufficiently fluent and effortless for them to manage the general demands of the curriculum' and that 'problems with forming letters do not get in the way of their writing down what they want to say'.

Handwriting tools

Throughout their time in school, children use a range of tools for different purposes and styles of handwriting including:

- A wide range of tools and media for mark-making in the EYFS.
- Whiteboard pens throughout the school.
- Fingers when writing on the interactive whiteboard.
- Art supplies including coloured pens and pencils for posters, displays and artwork.
- Sharp pencils for most writing until a pen licence is awarded.
- A handwriting pen for when they sustain a good level of presentation.

Handwriting is always introduced and practised using the *Penpals* Practice Books and on lined paper so that children quickly learn about letter orientation including ascenders and descenders. As children's fine motor skills improve and their letter formation or joining becomes increasingly accurate, the width between the lines they write on gradually decreases.

Equality of opportunity

All of our children have equal access to handwriting lessons and to the resources available. We recognise that some children take longer to develop the necessary skills and we cater for those children by providing additional opportunities for skills development. Children who need specific fine motor or handwriting interventions are identified early and the impact of interventions is carefully monitored. Children with a physical disability are catered for, and progress is monitored, according to their individual action plans.