



Windy Nook Primary School English policy

This policy needs to be read alongside other school policies including:

- Homework policy
- Curriculum and Planning policy
- Reading and phonics policy
- Gifted and talented policy
- Special Needs policy
- Assessment policy
- Single equality scheme

Our Curriculum overview, medium and short-term planning can help support this policy, as will a look at these relevant schemes of work:

- Phonics
- Grammar and Punctuation
- Spelling

Rationale

The National Curriculum clearly states that teaching the English language is an essential, if not the most essential, role of a primary school.

At Windy Nook, we recognise that without effective communication, little achievement can be made. We know that we have a duty to ensure that English teaching is a priority and we recognise that this is necessarily cross-curricular and a constant throughout school life and beyond. It is part of the 'essential knowledge' (p6 National Curriculum) that is needed in society:

'Teachers should develop pupil's spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.' (p10 National Curriculum)

We are an inclusive school; we set high expectations and recognise the importance of accurate and regular assessment, in order to support individuals at every part of their learning journey and in whatever circumstances. We use one to one support, small groups and cross-phase work to help with this. We plan teaching opportunities to help those for whom English is an additional language and those with disabilities outlined in the SEN code of practice. We agree with the statement of the National Curriculum, that 'pupils...who do not learn to speak, read and write fluently and confidently are effectively disenfranchised' (p13)

1. Spoken Language:

The National Curriculum states that pupils should be 'taught to speak clearly and convey ideas confidently in Standard English' (p10) they should:

- Justify ideas with reasons
- Ask questions to check understanding
- Develop vocabulary and build knowledge
- Negotiate
- Evaluate and build on the ideas of others
- Extend and build on what they say
- Select the appropriate register for effective communication
- Give well structured descriptions and explanations
- Speculate, hypothesise and explore ideas
- Organise their ideas prior to writing

Our aims and connected provision

We encourage our pupils to speak clearly and confidently and articulate their views and opinions. We teach that children need to express themselves orally in an appropriate way, matching their style and response to audience and purpose. Listening and responding to literature, giving and receiving instructions. They develop the skills of participating effectively in group discussions.

Ways in which we support this include:

- Activities which are planned to encourage full and active participation by all children, irrespective of ability
- Children with specific speech and language and auditory problems will be identified and specialist help sought, where appropriate
- School plays
- Class debates
- Assemblies
- Events within the community
- School Council
- Talk partners
- Reading buddies
- Drama / role play

- PSHE and circle time
- Guided Reading
- Guided discussion of film clips, stories and poems
- Open-question sessions
- Show and tell

2. Reading:

The National Curriculum states that pupils should be taught to read fluently, understand extended prose and be encouraged to read for pleasure. Reading is singled out as of extreme importance, because, via reading, ‘pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually’ (p13). Reading allows pupils to ‘acquire knowledge’ and to ‘build on what they already know’ (p13). Schools are expected to have library facilities and support and encourage reading at home.

The National Curriculum divides reading skills into two dimensions:

- Word reading/decoding
- Comprehension

We recognise that both of these elements are essential to success and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, writing, grammar and vocabulary. We also understand that reading is a developmental process and part of life-long learning; we encourage, support and praise children at every stage of it.

Our aims and connected provision

- Pupils learn to read easily and fluently through daily phonics in Reception and Key Stage One, regular reading to adults in school, reading partners and incentives to read at home.
- Pupils develop skills in reading for understanding using RWI Phonics programme and a wide range of reading schemes. We have adapted this to meet the needs of our pupils. They often study books which are more challenging than those which they might be able to read independently.
- Pupils are encouraged to read widely, through our use of differing class texts, library visits and high-quality, appealing books in classrooms.
- In Lower Key Stage 2, children participate in daily, whole-class guided reading. These sessions focus on one specific reading skill per day and are from a range of fiction/non-fiction genres.

- Pupils are encouraged to read for pleasure using reading partners, quiet reading time, listening to an adult read, reading clubs and the various methods outlined above.
- Pupils engage in regular guided poetry reading to boost fluency through rhyme, rote learning and recital.
- In Upper Key Stage 2, children also use the online 'Reading Plus' programme to boost their command of a range of comprehension skills, as well as enhancing fluency.
- Pupils also need to read to find information in all lessons and comprehension is assessed in a formal way every term.
- Pupils are exposed to a range of texts from their literacy heritage during their school career
- Children learn about diversity issues through a range of texts, including books and digital literacy. Reading is also practised through topics e.g. history
- Pupils read a variety of texts during small-group guided reading sessions. These sessions are supported by the teacher and focus on teaching particular reading skills.

3. Writing:

The National Curriculum states that pupils should:

- Develop the stamina and skills to write at length
- Use accurate spelling and punctuation
- Be grammatically correct
- Write in a range of ways and purposes including narratives, explanations, descriptions, comparisons, summaries and evaluations
- Write to support their understanding and consolidation of what they have heard or read

The National Curriculum divides writing skills into two dimensions:

- Transcription (spelling and handwriting)
- Composition (articulating ideas in speech and writing)

We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, reading, grammar and vocabulary.

When looking at the elements of writing that will enable our children to write effective longer texts (e.g. sentence structure, composition and effect, cohesion etc.) children undertake a sequence of writing lessons that typically last 2-3 weeks. The writing skills linked to their genre of study follow a sequence of:

- Reading and responding to a model text
- Analysing features of a model text
- Collecting vocabulary linked to the genre

- Building sentences using vocabulary, sentence structures and punctuation features of the genre
- Doing 'mini-writes' that contain features of the genre e.g. a paragraph
- planning, drafting and publishing longer written pieces
- Editing the final piece of writing

Writing units typically last 2-3 weeks so that children can have time to analyse model texts, read and glean good practice, draft ideas with teacher input, then move on to planning their own texts. The expectation across all year groups is that the standard of writing should be the same in all subjects. All genres of writing are covered throughout the year, by each year group.

Our aims and connected provision

- We teach grammar and punctuation rules daily (GAP Buster) as part of every lesson
- We correct grammatical errors orally and in written work (where appropriate) including making corrections to Standard English when marking writing
- We have a systematic approach; we revisit key learning and build upon it in all areas from phonics, through to grammar and spelling
- In all classes, daily spelling sessions revise previously-learned rules while teaching new rules.
- We use high-quality texts, modelling and shared/collaborative writing to demonstrate good practice
- We encourage and promote new vocabulary, sentence structures and other writing skills on our classroom working walls.
- We provide writing frames to support learners that require it
- We provide time for planning, editing and revising
- We mark extended pieces of work in-depth and set targets with the pupil
- We use checklists for pupils to self assess or peer assess, when appropriate, so they can evaluate effectively
- We encourage joined handwriting to support spelling and speed when appropriate. Daily handwriting sessions happen in all classes.
- We use drama and hot-seating to help pupils to think about another point of view
- Support for pupils with learning and motor difficulties is done in class, as well as through specific, targeted interventions
- Meetings with parents to help them support their child

4. Spelling, Grammar and Vocabulary Development:

The National Curriculum makes clear that learning vocabulary is key to 'learning and progress across the whole curriculum' (p11) since it allows pupils to access a wider

range of words when writing and for them to understand and comprehend texts efficiently.

Vocabulary teaching needs to be: Enriched Vocabulary

- Active
- Progressive/systematic
- Making links from known words
- Develop understanding of shades of meaning
- Subject specific- accurate mathematical and scientific words

Spelling needs to:

Ensure a systematic daily approach throughout the school which focuses on:

- The spelling of different sounds in KS1 and high frequency words from the statutory KS1 word list
- Continue the development of phonic knowledge and the completion of the statutory word lists in KS2
- Pupils to learn spelling rules and high frequency words through bespoke spelling lists and a wide range of engaging activities to aid recall and retention.

Grammar teaching needs to

- Develop understanding of the concepts set out in English appendix 2 (P.g.75)
- Use the grammatical terminology in English appendix 2 in the discussion of children's writing
- Use Standard English and recognise common misconceptions of our children

Handwriting

Windy Nook Primary School follows the Berol scheme of handwriting and progressive long-term plans are followed in daily handwriting, across each year group.

In KS1 children should be taught to:

- use the school handwriting scheme through daily handwriting practice
- begin to join
- sit correctly at a table holding a pencil safely and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.
- begin to join their letters

In Lower KS2 children should be taught to:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

In Upper KS2 children should be taught to:

Write legibly, fluently and with increasing speed by:

- Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task.

Our aims and connected provision:

We encourage our pupils to have a wide and growing vocabulary in a number of ways, these include:

- Display of key words linked to topics and subjects
- Using the correct vocabulary orally
- In-depth word-based lessons looking at spelling rules/patterns during SPaG sessions
- Using dictionaries, thesauruses, and similar programmes/texts
- Providing regular feedback to pupils
- Pupils working in their appropriate spelling stage

5. Planning and Assessment:

Planning:

- Pupils are taught in pure/mixed-Key-Stage Classes and planning shows differentiation by age and ability
- Medium term (half-termly) planning is stored centrally on our whole school network. It is also published on the school website.
- English is planned for separately to other subjects using the appropriate proformas – an overview of the progression in writing skills to be taught per unit and how they will be taught.
- Schemes of work for phonics are used to ensure developmental learning building on prior knowledge
- Short-term planning is flexible allowing for assessment for learning after each session/group of sessions
- Pupils may be streamed by ability for some intervention sessions/ types of homework/ support
- Pupils entitled to Pupil Premium funding, who need it, will be given additional English support which is tracked and monitored termly

- Pupils with EAL, who are not 'competent and fluent', will be given additional English support which is tracked and monitored termly

Assessment:

- Staff assess pupils' learning during and as part of every session, they adapt their practice accordingly
- Formal assessments of Reading Comprehension ability are carried out, tracked and monitored at least termly
- Writing is assessed using GAPs to create a best fit. These are tracked termly
- Staff attend moderating sessions within our school and with schools across the LA.
- End of Key Stage Assessments are analysed by the Co-ordinator and Head teacher and feed into the school SEF, development plan and performance management

6. Professional development:

- The English co-ordinator attends regular, up-to-date training, where appropriate, and reports back to all staff
- The Local Authority has an English group which meets regularly
- Staff are expected to attend relevant courses during the school year
- Moderation takes place in house, within the cluster and with support from the Local Authority

7. Specific groups:

- Analysis of English achievement is carried out termly, pupils who are slow moving or making little or no progress are discussed and plans made
- Pupils entitled to pupil premium are given additional English support and this is monitored for effectiveness termly
- Pupils with EAL, who need it, are given additional support in all aspects of English
- Pupils who are gifted and talented may receive additional support
- Pupils with SEN will have English based targets on their Learning Plans. These are reviewed termly

Policy reviewed February 2025