



Wellsprings Primary School

English Policy



Wellsprings Primary School English Policy

Wellsprings Primary School Vision Statement

At Wellsprings Primary, we inspire creativity, high achievement and enjoyment.

By expecting high standards of everyone at Wellsprings we make sure that:

- Our school is a fun and exciting place to learn;
- That we work hard on improving the 'key skills' for life;
- We are confident doing things on our own and as part of a team;
- We continue to be proud of being part of our school and celebrating success;
- We are safe and feel cared for.



Intent

The aims of English and how these link to the school's vision

Creativity	High Achievement	Enjoyment
<ul style="list-style-type: none"> • Developing resilience - encourage open-mindedness, self-assessment, 	<ul style="list-style-type: none"> • Working together - we encourage pupils to work independently 	<ul style="list-style-type: none"> • Being active learners - We provide experiences that 'hook' children in.

<p>perseverance and responsibility.</p> <ul style="list-style-type: none"> • We make cross-curricular links where relevant to show how literacy skills can be used in many different contexts. • An enquiring mind -to use reading as a way to encourage children to be intellectually curious, inspire problem solving, promote empathy, increase self-esteem and to use these skills in their own writing. • Being creative - To explore through using their imagination, role play, construction. Cross curricular creative links that encourage the use of literacy skills are vital. 	<p>and with others and in many different ways to use a range of skills - practical, verbal and written. Verbal responses are equally as important as written ones.</p> <ul style="list-style-type: none"> • Independence - we aim to prepare our children to use their English skills in all areas. 	<p>Practical, hands on, investigations, visits, experts, real experiences to engage the children.</p> <ul style="list-style-type: none"> • We develop a positive attitude to English. We provide our children with an enjoyable experience of English, so that they will develop a deep and lasting love and interest.
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There are four main purposes to this policy:

- To establish an entitlement for all pupils;
- To establish expectations for teachers of this subject;
- To promote continuity and coherence across the school;
- To state the school's approaches to this subject in order to promote public, and particularly parents' and carers', understanding of the curriculum.

Intent

At Wellsprings Primary School it is our policy to provide equality of access for all our children, to a broad and balanced curriculum. English provides the main instrument for learning throughout the school curriculum and for communicating and integrating in everyday life, therefore the literacy experiences which we provide for our children must:

- *recognise and build on the experiences which children bring from home;
- *enable each child to deepen their understanding of themselves and the world in which they live;
- *aim to develop fluency, confidence, skills and understanding; and
- *enable each child to develop an appreciation of the enjoyment to be derived from literacy and understand how it can enrich their lives.

Impact

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

At Wellsprings Primary School we aim to develop children's abilities within an integrated programme of Speaking & Listening, Reading & Writing. Pupils will be given opportunities to connect 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.

Our aim is that by the time our children leave Wellsprings they:

- Read and write with confidence, fluency and understanding, using a range of independent strategies to self-monitor and correct;
- Will have developed a love of books and a desire to read for enjoyment with fluency and with good understanding;
- Have an interest in words and their meanings; developing a growing vocabulary in spoken and written forms;
- Have had access to a language rich environment that promotes a culture of communication, reading and writing;
- Have an awareness of a range of text types, media types and genres;
- Have learnt the skills of writing, including handwriting, allowing a developing confidence to write for a range of contexts, purposes and audiences;
- Have had access spelling, handwriting, grammar and punctuation teaching to ensure accuracy;
- Have used their developing imagination, inventiveness and critical awareness.
- Have used discussion in order to learn; to elaborate and explain clearly their understanding and ideas.

Statutory Requirements

At Wellsprings we use the deliver the English Curriculum using the Primary National Strategy Framework - The English programme of study.

In EYFS the Early Years Statutory Framework ensures continuity and progression from the Foundation Stage through to the National Curriculum.

In the Foundation Stage

Children are immersed in a language rich environment where they are encouraged to learn and use new vocabulary. They develop listening skills in group activities and develop the core skills for writing.

At Key Stage One (Years 1 and 2)

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

At Key Stage Two (Years 3-6)

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

The Organisation of Teaching and Learning of English

Implementation

Early Years Foundation Stage (EYFS)

In EYFS we infuse a love of literacy through a book based curriculum. High quality texts are embedded into the provision to model vocabulary, develop oracy and give opportunity to develop communication and language skills. High quality texts are used to enrich the language of pupil interactions with staff.

Phonics skills are developed from the earliest moment of the child's EYFS experience with daily phase 1 activities. In Reception, RWI is used to teach sounds, blending, spelling and handwriting.

Key Stage 1 and 2

Opportunities to experience a wide range of writing activities are created across both Key Stages. These include story writing, reporting events, creative writing, recording information, poems, writing for purpose and audience and cross curricular writing.

Teachers use a wide variety of starting points to create interest and enthusiasm including text, video clips, artefacts, visits, visitors/experts. Subject-specific texts that link to work being undertaken in other areas are also used in English lessons to support the wider curriculum. Teachers use shared reading and writing to model reading skills and the writing process.

We continue to strive for the children to achieve the age related expectations for their year group and we create opportunities to reach greater depth standards.

Key Stage 1

In Key Stage One daily phonics sessions in differentiated groups are accessed using the Read Write Inc scheme. These sessions encompass the teaching of phonics, spelling, handwriting, grammar, reading and writing using RWI and Oxford Owl resources, while children also have daily mixed ability English sessions where activities are differentiated

through the use of writing frames, spelling word banks, letter/sound lines and adult support.

In Year 1, spellings are generated from RWI and the initial letter/special friend focus. From Year 2 daily spelling sessions using the Westover Green scheme are also completed. Handwriting is taught frequently and discretely using the RWI guidance and Oxford Owl resources.

Children take part in individual, guided and whole class reading sessions and have regular story times to develop a love of reading and language. Provision is made for children that require extra support through intervention programmes and differentiated class teaching and extended RWI/Phonics tutoring sessions.

Key Stage 2

Pupils have daily lessons developing their stamina and skills to write at length, striving to use accurate spelling and punctuation. They access opportunities to learn about and use grammar and punctuation. They build on what they have been taught to expand the range of their writing and the variety of the grammar they use as well as developing their editing skills understanding the value of this process. Writing for different purposes include narratives, explanations, descriptions, comparisons, summaries and evaluations: such writing supports them in rehearsing, understanding and consolidating what they have heard or read.

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. Opportunities to develop these skills include: class assemblies, talk partners, drama and performances including our Christmas Performances. Children who require extra support in speaking and listening benefit from the expertise of a Speech and Language Therapist which is through our SENCO.

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 the English language to the children which encourages Standard English both in speaking and writing.

Approaches to Reading

Teachers model reading strategies during shared reading sessions, whilst children have the opportunity to develop reading strategies and to discuss texts in detail during guided reading sessions. Independent reading provides time for both assessment and 1-1 teaching. Daily phonics lessons in FS and KS1 enable children to decode efficiently. This is continued into Lower KS2 where necessary.

At Wellsprings we follow use Read Write Inc as our reading scheme. Children may read a range of other books that have been carefully matched to these levels to enrich their reading journey. Teaching assistants support reading activities to ensure that children have more frequent opportunities to read with adults.

The Foundation Stage classes work closely with parents to develop positive home-school reading routines. Children in EYFS take home books, blending activities and lists of 'green' words, depending on where they are in phonics. In KS1 children take home a levelled book according to their ability and a book or activity related to their RWI group. In Year 1 in addition to this children have the opportunity to choose a book from the class library. Each child has a reading folder and a home school reading record that teachers and parents can use to share information about a child's reading. Parents are encouraged to read with their child regularly.

In Key Stage 2 children choose books to take home and read. We also have a selection of banded books in each book corner from year's three to six to support appropriate text choices.

We still encourage all readers to share a book at home with their grown-ups. We believe that this not only helps to develop inferential skills, but also supports a lifelong love of reading. We recognise the value of adults (both in school and at home) reading aloud to children, in order to improve their grasp of story language, enthuse them with a love of books and inspire them as writers.

The celebration of books is also supported by the annual event of 'World Book Week'.

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.

The children are given frequent opportunities in school to write in different contexts for a variety of purposes and audiences. There are many opportunities for children to improve their writing inspired by film clips, drama, visitors and visits. 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.

Attention is paid throughout the school to the formal structures of English, grammatical detail, punctuation and spelling. 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 writing sessions.

Handwriting

The National Curriculum specifies that primary school children should work towards mastering handwriting that is fluent, legible and, eventually, speedy.

We believe handwriting should:

- help children to develop legible, fluent, efficient handwriting
- develop and create a consistent style of handwriting throughout the school
- make all staff consider themselves to be teachers of handwriting

We follow the Read Write Inc handwriting scheme which promotes clearly joined handwriting. Teachers expect high quality presentation in written work in all books. Left handed children are identified in each class and are appropriately supported.

See Handwriting policy.

Spelling

Spelling is vital to communicating in school and in public life. It enables children to express themselves creatively and imaginatively and to communicate with others effectively. The ability to write clearly and with accurate spelling is a very important skill that children need to acquire. It is important to help and encourage children to develop as confident, competent spellers because the ability to spell most words correctly is often closely associated with good self-esteem and affects performance in most other areas of the curriculum.

At Wellsprings, the Foundation Stage children up to Year Two follow the Read Write Inc programme which is directly linked to phonics. The teaching of phonics is key to children for both reading and writing.

In Lower Key Stage 2 provision is made for children that require extra phonics support through intervention programmes using the RWI scheme,

From Y2 onwards teachers use the Westover Green Spelling programme with additional IWB resources. Weekly spellings are displayed in class and sent home. This is linked to the English programme of Study, to ensure full coverage of spelling patterns and tricky words.

Children in Year 1 are required to undertake a national phonics assessment in the Summer Term. Pupils who do not pass the Phonics Screening Check, re-take the check in Year 2.

Assessment and tracking of progress in writing

Assessment is at the heart of the teaching and learning process.

In the EYFS, teachers assess children's learning using the Foundation Stage Profile. As children move on through the school, teachers continue to observe and note children's progress on a day-to-day basis. At the end of each term, assessments of Reading and Writing are recorded. In addition, EYFS and Key Stage 1 teachers track children's phonic progress using the RWI criteria. Assessment and recording are undertaken at different levels: short term, medium term and long term.

Short term

Teachers keep their own informal records, as appropriate, of those pupils whose progress is markedly different from that which is expected. These informal records are notes of

anything which surprises them, either in terms of a lack of understanding or exceptionally good progress.

In line with the marking policy, staff use a three tick system in pupil books when marking, recorded near to the title or learning objective.

All teaching staff are asked to record the children's achievements on DC Pro to record against the writing objectives. These judgments are added to DC Pro at the end of each term.

These observations are supplemented by short, informal teacher assessments carried out at the teacher's discretion. Short and medium-term assessments are designed to be largely formative.

Medium term

Each term class teachers complete a class tracking grid to plot their children against the age related standards in writing and handwriting. This is used to inform interventions and target groups.

At the end of each term, the data from DC Pro is used to inform the organisation/re-organisation of interventions and target groups. Data from DC Pro is also used at Pupil Progress Meetings that are held termly and led by the Headteacher.

Long-term

These are undertaken through an end of unit in class longer writing activity, as well as ongoing teacher assessments used for the end of year SATS in Year 2 and 6.

At the end of each year, teachers use their informal records (from short-term assessment), and medium and long term assessments to support them in writing annual report to parents.

Feedback on writing

Feedback is an essential to help children move forward as writers. With younger children, feedback on writing will usually be verbal and immediate. With older children, feedback may be verbal or written. Children are also encouraged to evaluate their own work and older children develop peer working by working as 'Editor Pairs.'

Teachers mark writing regularly in accordance with our marking policy.

Cross-curricular English 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 English books.

The use of Information Technology

We recognise the important role ICT has to play in our school in the development of English 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.

Inclusion

We closely monitor pupils learning and additional early support may be provided through pre-teaching, consolidation sessions and regular meetings with parents. If a pupil is not making expected progress despite quality first teaching and classroom support further support can be sought from our school SenCo.

Equal Opportunities

Wellsprings has universal ambitions for every child, whatever their background or circumstances. Children learn and thrive when they are healthy, safe and engaged. In order to engage all children, cultural diversity, home languages, gender and religious beliefs are all celebrated. Our curriculum includes a wide range of texts and other resources which represent the diversity and backgrounds of all our children. We believe in 'valuing what the child brings to school' and recognise the importance of supporting a child's first language, not only to foster self-esteem, but to assist in the learning of English.

The role of parents and carers

- 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/Carers are involved in hearing children read, and to discuss books with their children. They are also encouraged to support 'free' writing opportunities.
- There are opportunities each term when parents can discuss their children's progress with their teacher. Termly parent guides provide information about the curriculum and how parents can support their children.
- Parents are encouraged to read both with and to their children at home in order to promote reading.
- SATs results are published in accordance with Government legislation.

Monitoring and evaluating

In order to monitor standards and progress the following systems are in place:

- * At Pupil Progress meetings the class teacher and Headteacher monitor and evaluate the progress of children in English.
- * In the Autumn and Summer Term the Writing Lead/s and Headteacher are given time to look at the children's books across the school and give feedback.
- * Wellsprings staff meet to engage in whole school moderation.
- * Y2 and Y6 meet with other schools to moderate writing during the year.
- * Y2 and Y6 teachers attend update meetings about SATS writing.
- * The progress of pupils with Special Educational Needs (SEN) is reviewed by the Special Needs Co-ordinator (SENCO.)

*The school's Reading and Writing Action Plans are part of the School Improvement Plan - this is reviewed and updated annually by the English Leads and Senior Management Team.

ROLE OF SUBJECT LEADER

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

- monitoring and evaluating Reading & Writing
 - pupil progress
 - provision of
 - 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

Resourcing

The English Leaders, with the Headteacher, is responsible for the ordering, costing and allocation of resources to support the teaching of English.

A review of resources is carried out periodically which leads to a prioritised list of requirements. This is funded within the school's budget plan for the financial year

Review

This policy will be reviewed every two years.

Date:	December 2022
Review Date:	December 2024