



- 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 texts;
- to help children enjoy writing and recognise its value;
- to enable children to write with accuracy, fluency and meaning in narrative and non-fiction;
- to increase the children's ability to use planning, drafting and editing to improve their work.

### **Equal Opportunities**

All pupils, irrespective of ability, gender or ethnic origin are entitled to an education that will provide the opportunity for them to develop, to the best of their abilities, a competence in all aspects of English. Staff provide a variety of experiences / activities during a unit of study and during a lesson, employing teaching methods and resources that allow all pupils to have equal access to English and to experience success and enjoyment in their work.

### **Time Allocation**

We plan to deliver regular daily phonics and SPAG sessions of 20 minutes duration and at least 4 age appropriate English sessions per week, 45 minutes at Key Stage 1 and 60 minutes at Key Stage 2. EYFS have one weekly session for literacy and one for communication and language. Opportunities are also planned for child initiated learning.

### **Teaching and Learning of English**

English is taught at WSSES through a balance of different teaching methods. Pupils will be given opportunities to learn through real experiences and practical tasks and through focused analysis of written text, published learning materials, teacher prepared materials and relevant educational visits. Appropriate use of visual media and information technology is encouraged as a way of enhancing learning in literacy.

English is a core subject of the National Curriculum. In Key Stage 1 and Key Stage 2, the objectives for the teaching of English are taken directly from the National Curriculum and individual class teachers plan sequences of lessons for their classes, which both deliver these objectives and provide experience of an appropriate range of different text types.

In the EYFS we relate the English aspects of the children's work to the objectives set out in the Early Learning Goals which underpin the curriculum planning for children aged three to five. Children in the EYFS are given 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. They develop understanding of the correspondence between spoken and written sounds and learn to link sounds and letters and use their knowledge to read and write simple words by sounding out and blending. They begin to read a range of fiction and non fiction texts independently and write for a range of purposes.

### **English Subject Planning**

Our long and medium-term plans give details of the main English teaching objectives for each term of the academic year. These plans define what we teach and ensure an appropriate balance and distribution of work across each term. Class teachers also complete a weekly (short-term) plan for the teaching of English. This lists the specific learning objectives for each lesson and gives details of how the lessons are to be taught. It also includes details of what each group of children will be learning.



## **Phonics/Spelling, Punctuation and Grammar (SPAG)**

The development of high quality phonics skills is seen as essential to the overall progression of children's literacy skills. Phonics is therefore not taught in year groups or classes, but in groups based on ability. All Key Stage 1 children at WSSSES have regular phonics sessions led either by a teacher or by a teaching assistant, matched closely to their current ability level in phonics. Children work through the phases of Letters and Sounds, usually starting by consolidating Phase 1 and beginning Phase 2 in Reception and reaching Phase 5 by the end of Year 1. Booster work is undertaken with children who are not yet secure at Phase 5 and older children who have a secure grasp of synthetic phonics work on focused spelling and vocabulary related tasks.

National testing of Year 1 children's phonics knowledge began in June 2012. The children have to be able to read a range of real and 'nonsense' words and this is addressed in phonics teaching. We prepare for this by carrying out baseline and final phonics assessments for each phase up to and including Phase 5.

Once children reach Key Stage 2 they move from daily phonics sessions to daily Spelling, Punctuation and Grammar (SPAG) sessions, which cover the detailed requirements of the national curriculum in relation to spelling, punctuation and grammar and prepare the children for the SPAG test at the end of year 6. Children in KS1 and KS2 receive weekly word lists to learn.

## **English and the Creative Curriculum**

Wherever possible, planning of literacy is linked closely to our creative curriculum and development of whole school themes. High quality reading and writing are very much seen as cross curricular activities rather than activities limited purely to timetabled English lessons.

The skills that children develop in English are linked to, and applied in, every subject of our curriculum. The children's skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their work in school.

At WSSSES we are concerned with the holistic development of the whole child. A child who can communicate effectively has every reason to be confident and have healthy self-esteem.

## **Inclusion**

There are children of differing abilities in all classes. We recognise this and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies. In some lessons we achieve it through differentiated group work, while in other lessons we ask children to work from the same starting point before moving on to develop their own ideas. We use teaching assistants to support some children and to enable work to be matched to the needs of individuals. Children who are identified as under achieving or under attaining in literacy are recorded as part of the school's provision mapping process. Appropriate plans are put in place to address the literacy needs identified, through focused intervention groups targeted at particular areas of need.

All children with identifiable SEN have an individual education plan (IEP) which details any literacy needs and how these are to be addressed e.g. through additional 1 to 1 reading, participation in intervention groups, additional adult support etc. These are regularly revised and updated. Please refer to SEN policy for more detailed information regarding how we meet the needs of children currently on the SEN register.



## **Assessment and Reporting arrangements in English**

Teachers assess children's work in English regularly and in a variety of different ways.

### **Informal assessment**

Children are informally assessed by adults working with them in each English lesson and comments/annotations to plans are made which assists in planning objectives for future lessons.

### **Marking**

All English work is marked regularly by class teachers and highlighted/comments made in green and pink refer to how well the child has met the learning intention as well as suggestions for future ways in which their work can be improved. Book scrutiny is carried out by the subject leader to ensure quality of marking. To develop pupils' ability to edit and improve their work, some pieces of writing will not be marked by the teacher until children have had time/opportunity for editing.

### **National testing/formal assessment of children's attainment**

Currently (2017) at the end of Year 2 children are teacher assessed in Speaking and Listening, Reading and Writing to determine their level of attainment. At the end of Year 6 pupils complete compulsory tests in English (SATS tests). These are used alongside teacher assessment to determine their level of attainment. At the time of writing (2017) we are assessing children's attainment using a non-level based system of assessment and reporting where we are assessing children's progress against the national expectations for their year group.

### **Reading and spelling ages**

Teachers also test children's reading age and spelling age regularly using nationally recognised tools. Currently we use the Salford sentence reading test and the Vernon spelling test.

### **Assessment in EYFS**

Assessment in EYFS informs everyday Communication and Language and Literacy planning and is based on on-going observational assessment of each child's achievements, interests and learning styles. Formative assessment may take the form of anecdotal observations, focused observations, baseline assessment, other focused assessments e.g. letters and sounds, annotated examples of work, photographs, video footage and information from parents. Most evidence is collected electronically using the Tapestry App on the Ipad but each child has an individual Early Years Foundation Stage (EYFS) Profile folder in which this evidence is printed and collated. The EYFS Profile summarises all of the formative assessment undertaken and makes statements about the child's achievements against the 5 assessment scales (Listening and Attention, Understanding, Speaking, Reading and Writing.) It summarises children's progress towards the early learning goals. It is completed at the end of each term by the class teacher. The teacher also undertakes local cluster group moderation.

### **Moderation of Writing**

Children produce a piece of unaided writing at the end of a unit of work following the broad principles of the Big Write programme designed by Roz Wilson. All staff are trained to deliver Big Write. Big Write provides the children with a regular opportunity to produce an extended piece of unaided writing. Other opportunities for unaided writing are provided in classes on a regular basis when appropriate to the unit of work.

At the time of writing (2017) there are two ways of assessing Big Writing in use – the revised Criterion Scale which does not use level judgements and the interim assessment framework.

Regular moderation of Big Writing takes place within and across key stages and with local cluster schools.



### **Tracking pupil progress**

Assessment documentation including pupil progress data stored on iTrack is reviewed regularly by the Head Teacher, class teachers and English subject leader to track children's progress and identify trends as well as vulnerable learners requiring intervention and support.

### **Monitoring and review**

Monitoring of the standards of the children's work and of the quality of teaching in English is the responsibility of the English subject leader. The work of the subject leader also involves supporting colleagues in the teaching of English, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The subject leader gives the headteacher a summary report in which they evaluate the strengths and weaknesses in the subject, and indicate areas for further improvement.

### **Resources**

We have a wide range of resources for the teaching and learning of English in school including access to IT based resources. Resources include fiction, non-fiction and guided reading books stored in the school library and in classrooms. There is a collection of Big Books also stored at the front of the library area. Other relevant books such as those for the handwriting scheme are stored by age group in classrooms.

### **Health and Safety**

The school has a health and safety policy which is followed. Teachers are responsible for assessing the risk before all activities in order to determine where close supervision may be required, suitable group size, suitability for whole class participation, where personal protective clothing or levels of hygiene are required. Teachers will familiarise themselves with all the risks which might arise from the tools, equipment, materials and processes they plan for children to use and take appropriate action to minimise risk.

**Policy Reviewed: May 2017**

**Next Review Date: May 2019**

