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<p>Name of policy:</p>	<p>English Policy</p>
<p>Lead member of staff with responsibility for this policy:</p>	<p>Lucy Morley James Grimsby Michele Buschman Emma Bond</p>
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<p>Details of dissemination:</p>	<p>The policy is available for all staff, visitors, pupils and parents on the school website.</p>
<p>Linked Policies:</p>	<p>Curriculum Policy</p>
<p>Frequency for review:</p>	<p>Annually</p>

Statement

At North Wootton, we believe that English and communication are key life skills and that children will be supported, through the English curriculum, to develop the skills and knowledge that will enable them to communicate effectively and creatively with the world at large, through spoken and written language. These skills will enable the children to organise and express their own thoughts and to access the knowledge and ideas of others.

We intend to help our pupils to enjoy, appreciate and respond to literature at a personal and aesthetic level, aiming to enrich our children's lives. We will ensure that we provide opportunities for the development of children's skills across all areas of the Primary Curriculum.

As a school we aim:

- To provide a rich and stimulating language environment, integrating speaking and listening, drama and role play, reading and writing.
- To provide an environment where pupils are encouraged to construct and convey meaning, both in speech and writing, of factual, imaginary and personal experiences.
- To provide opportunities for pupils to become confident, competent and expressive users of the language with a developing knowledge of how it works.
- To provide opportunities for pupils to be reflective users of language, able to analyse and evaluate its main features.
- To foster an enthusiasm for and love of reading and writing for life.
- To encourage pupils to present their ideas in a variety of forms, both in English and across the Primary Curriculum.

Pupils will:

- Read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.
- Have an interest in books, and read and write for enjoyment

- Have an interest in words, their meanings; developing a growing vocabulary in spoken and written forms.
- Understand a range of text types and genres – be able to write in a variety of styles and forms appropriate to the situation.
- Be developing the powers of imagination, inventiveness and critical awareness.
- Have a suitable technical vocabulary to articulate their responses.

Subject Organisation and their Leadership

The English Curriculum is delivered using the National Curriculum (2014), and is embedded throughout all areas of the Primary National Curriculum. The Early Years Foundation Stage ensures continuity and progression from the Foundation Stage through to the National Curriculum.

Within the curriculum, English is comprised of the two core subjects of Reading and Writing. These are in turn underpinned by Speaking and Listening. In terms of early English development, the teaching of Phonics is also seen as key to laying the foundations for all of the above subjects. Moreover, each of these subjects extend beyond English lessons, providing a range of skills that are used in every subject taught.

Therefore, within such a multi-faceted subject, North Wootton Academy has taken a team approach to the leadership of this subject with each leader taking responsibility for a key strand:

- Early Literacy (based firmly within the area of phonics) covers early literacy skills from Reception into Year 2. This area is considered to have key approaches within their own right and therefore is detailed in a separate policy - Early Literacy (Phonics)
- Reading from Year 2 to Year 6 where the focus changes from fluency to comprehension
- Writing Mechanics from Year 2 to Year 6, focusing upon the Grammar, Punctuation and Spelling Elements
- Writing Composition from Year 2 to Year 6, focusing upon the text structure and creativity
- Speaking and Listening across the curriculum

The scope of this policy is seen more to cover the teaching of English from Year 2 to Year 6, once basic early literacy skills have been developed.

Approaches to Teaching and Learning

Again, reflecting the importance of each strand of the English Curriculum, Reading, Writing and Speaking and Listening are taught in separate sessions but with a number of skills crossing over in each. Each of these subjects has its own intent outlining the key aims, and can be found in the appendices (with Early Literacy contained within a separate policy).

Generally, each primary class provides a daily lesson of Reading and Writing, with the former lasting approximately thirty minutes and the latter lasting an hour. In addition, Key Stage 1 will teach a daily Phonics lesson, incorporating the teaching of spelling in Year 2. Key Stage 2 classes supplement their main English teaching through an additional Grammar, Punctuation and Spelling lesson each week linked to the pupil's home learning. Whilst in the EYFS, the teaching of Phonics represents the main English input for the children, supplemented by additional class readers and independent writing tasks.

Speaking and Listening

Opportunities for the teaching of speaking and listening are integrated throughout the curriculum and beyond English lessons with the use of 'talk partners' seen as expected in every lesson. When planning all topic areas, teachers consider where there are opportunities for discussion-based learning, formal presentation and formal debate. From lower Key Stage 2, there is a specific focus on developing debating skills with the aim of using Parliamentary Education Service resources leading towards competing in debating

competitions in Year 6; in upper Key Stage 2, there is a key focus on developing drama skills particularly within the Year 5 Shakespeare unit. This subject area has many cross-curricular links.

Assessment, recording and reporting

Assessment is at the heart of the teaching and learning process. In the EYFS, teachers assess pupil attainment during transition in the Summer Term and on entry using the Government Reception Baseline Assessment. Throughout the year, pupil learning is assessed and tracked half-termly using Birth to 5 matters (non-statutory guidance), and at the end of the year using the Early Years Foundation Stage Profile. Most of the observations for assessment (80-90%) are based on those activities that children initiate and engage with independently across the range of provision. The *Tapestry* online reporting system is used throughout the year to collect assessments and communicate with parents.

As children move on through the school, assessments are made on a day-to-day basis and involve sharing learning objectives and success criteria clearly with pupils.

Clear marking guidelines ensure that children understand whether they have met learning objectives and highlight next steps. Daily plans are adjusted accordingly.

Ongoing formative assessments of Reading and Writing are recorded throughout the year and a summative PITA assessment level is recorded on Pupil Asset. These judgements are validated twice a year by the subject leader within Year 2-6 Reading; Pixl Scores, book band tracking and book reviews are used to validate the accuracy of assessments in Reading, whilst a writing mark books based upon year specific KPIs are used to moderate writing. This range of evidence provides an accurate current level of attainment in relation to their Stage and informs next steps and teacher targets for the end of year.

The school also uses a range of ongoing assessments that are updated termly and half-termly as appropriate.

The Governing Body

The English subject leaders make regular reports to school governance via termly data submissions and holds yearly meetings with the Academy council.

Inclusion

We aim for all children to participate in mainstream lessons in order to receive quality teaching on a daily basis. Work is differentiated accordingly and extra support is in place for children with SEND. Where it is felt necessary, a pupil may be withdrawn from class to receive specialist help from school devised intervention programmes: these are recorded within the pupil's Individual Education Plan and linked to the North Wootton SEN Pathways, in addition to their existing English provision - See SEND policy.

Parental/Community Involvement

We value parent involvement in children's development of English and promote a home school partnership in the following ways:

- Reading record book;
- Homework/EdShed/learning log tasks;
- Inviting parents and community volunteers to hear readers in school (subject to relevant DBS checks);
- Regular parent/teacher consultations
- Updates about methodology and new developments – e.g. Parents Curriculum Awareness Session, emails, newsletters and via website;
- Involvement in national/local events e.g. World Book Day.

Professional Development

Training needs are identified as a result of whole school monitoring and evaluation, performance management and needs of children. These will be reflected in the English Action plan and School Development Plan.

Appendix 1 The Teaching of Reading

Intent

The teaching of reading at North Wootton can be seen to achieve four simple intent aims:

- **Fluency**
- **Understanding**
- **Explanation**
- **Love**

These aims are to create **fluent** readers who can **understand** and **explain** their thoughts of a text and to promote a love of reading.

Implementation

In respect to developing a love of reading, the school has a consistent approach across the school in which our pupils are exposed to a range of quality books (and poems) through a carefully planned sequence of shared reading texts, home readers that are shared with parents and access to the school library.

In regard to fluency, this a primary focus in **EYFS and Key Stage 1** where priority is given to the development of reading ability in respect to the level and range of words the pupils are able to decode and read aloud. The aim is to expose pupils to texts where 95% of words can be read but 5% form the basis of new learning. Therefore, all pupils are carefully tracked through the school's reading scheme.

Pupils are expected to complete home reading supported by parents with books sent on at least a weekly basis from the second week of Autumn Term when Phonics teaching begins in Reception class; one book links directly to the phonic being studied whilst the second provides breadth. Home reading is tracked and additional in-school reading is provided for those unable to read at home, those who are struggling to progress or those who are entitled to additional support.

As fluency develops, the teaching focus moves more on to understanding wherein weekly guided reading tasks aim to specifically develop seven key skills referred to as VIPERS: Vocabulary, Inference, Prediction, Explanation, Retrieval and Sequencing/Summarising.

In this stage of school, this daily lesson is completed as a carousel in which pupils move around a variety of reading tasks grouped by ability so that reading ability is not a barrier to the development of these wider reading skills.

All Key Stage 1 Carousels will include three key tasks: a **pre-read** in which pupils can think about key vocabulary, a **teacher-led guided reading** activity in which a key skill is taught and an **independent follow-up** task.

Year 3 - A continued priority is given to the development of reading ability with the ambition that all pupils are free readers by the time they leave Year 3. This pivotal year represents a transitional period towards the more direct approach of whole-class teaching. Therefore, whilst the focus moves towards a slightly altered range of skills, the format of the lesson reflects the carousel seen in the lower school to ensure that time is given to the continued development of reading ability. Moreover, all pupils who have yet to read a level of independent reading are prioritised in intervention maps with further reading opportunities provided until they have reached this level. Parents are advised that home reading 5 times a week is expected and checked weekly.

Year 3-6 - Beyond this transitional year, reading is taught as a shared approach following a set learning sequence with a weekly key skill as its focus, following an altered deeper thinking **VIPERS** approach.

Each skill will be taught at least twice a term with a focus of developing our pupils' ability to use the text to support their understanding. As such, consistent approaches are used such as **Point Evidence Explain**. Weekly marking will be linked to these skills and approaches as the teacher looks to improve the pupils' ability in each.

In addition to the taught skills, there is an aim to develop efficiency, independence and breadth. Therefore, short text extracts from a range of genres and classic texts, as well as class readers, are the basis for **independent comprehension tasks**; these also form the basis of vocabulary work within a **pre-read** to widen their knowledge. Again, consistent approaches are reinforced in these sessions, initially through the **highlighting of key words and moving on to summarising through key words**. In addition, the element of efficiency increases throughout the Key Stage with the **tracking of reading speed** and subsequent intervention work given. Finally, there is an ongoing expectation of developing breadth and enjoyment through **home reading with group texts** set in school each week, resulting in summary tasks to ensure the tasks are completed.

Impact

The impact of the teaching of reading is achieved through a range of areas:

- Judgements of Key Performance Indicators linked to in-class teaching together with termly Pixl testing are used to establish the level at which pupils are comprehending.
- Weekly monitoring of home reading is primarily used to track the reading level or 'age' of the pupils, although this progresses more into the assessment of reading speed once pupils are deemed to be free readers.
- All assessments are judged termly through a data validation process in data, books and teaching are reviewed by the subject leader and discussed with each teacher to ensure an accuracy in assessment. All SEND, EAL and pupil premium champions track these cohorts specifically on a half-termly basis and conduct pupil progress reviews twice yearly. In regard to SEND, this may involve the reviewing of their progress on NAP steps as required for pupils 2 years below the expected level.
- Within the EYFS, key milestones have been identified across the year and these are used to assess the children's progress towards meeting the ELG for reading; this enables the timelier identification of any gaps that need addressing.

Appendix 2 - The Teaching of Writing

Our Intent

At North Wootton Academy, we endeavour to create a love for literacy and the creation of texts for a purpose. We want every child to leave the school with the skills of an excellent writer. To ensure that all year groups are contributing to the development of writing skills, the curricular approach aims to prioritise the following:

- **Fluency** in the basics of Grammar, Punctuation, Spelling and Handwriting, meaning the child will have the ability to write with speed and eloquence
- **Understand** how structure and vocabulary is used for a purpose, meaning the child will be able to consider the impact they want their writing to have on the reader and know how they will achieve this; have a sophisticated bank of vocabulary and an excellent knowledge of writing techniques to extend details or description; structure and organise their writing to suit the genre they are writing, including a variety of sentence structures.
- **Edit** and improve their own writing, enabling the child to re-read their work with purpose, editing and improving their writing so every piece of writing they produce is to the best of their ability and better than the last.
- **Love** the process of creating through words and have the stamina to do so.

Implementation

Throughout their time at North Wootton, children develop their skills by exploring a whole range of different genres, focusing on models of excellence and using these to guide the drafting and editing process.

An overview of different writing genres has been set for each class and links wherever possible to the topic or shared reading text being covered in class that week. However, to ensure that there is a consistency with which pupils are progressing through these, all primary classes follow a consistent writing sequence:

- **Familiarisation** - Pupils focus on a key model text of the genre in order to generate discussion; these texts are used to identify the features, grammar, punctuation and language that may be used within this style of writing. Additionally, video stimuli are increasingly being used to inspire the children's writing.
- **Development** - At this stage, genre specific grammar and punctuation elements can be practised. Relevant vocabulary can also be collected and discussed.
- **Planning** – Age-appropriate planning structures are used to plan out an extended piece of writing linked to the focus genre but including the pupil's ideas and including examples of the 'developed' skill or knowledge.
- **Draft** - The pupils use their notes from the planning structure to complete an initial draft of their own piece of writing.
- **Edit and Improve** – Pupils use a red-pen to make improvements to their initial text linked to the key learning outcomes for that piece or on-going targets for their writing.

Developing Fluency in Grammar, Punctuation and Spelling

Towards the end of EYFS and throughout Key Stage 1, pupils are given a set of weekly spelling words (either following a rule or common exception words) to learn to both read and spell. Pupils progress through these at their own rate and are not tested; grammar and punctuation are taught within the main writing lesson linked to the pupil's writing follow the school's Grammar Fluency Guide.

As children enter Key Stage 2, the teaching of Spelling follows the Spelling Shed scheme which forms part of each classes' home learning. In addition, the school has an agreed schedule for the teaching of grammar and

punctuation which forms a second area for home learning, consolidating the learning within the main writing lesson. Again, this follows the set NWA Writing Fluency Guide.

Handwriting is taught from Reception to Year 4, progressing from daily letter formation with Reception phonics to weekly formal lessons in Year 4. Twice weekly practise is expected in Year 5 and 6 linked to the learning of the statutory spelling list. The school uses Collins handwriting as the agreed scheme with the expectation that cursive writing is developed towards the end of Year 1 with the initial focus on clear letter formation.

Other opportunities for independent writing

The school is also keen to promote a stamina for writing across the curriculum and therefore key pieces are planned to compliment the learning in other subjects; most notably Science, Geography and History. Here, there is a greater focus on the pupils writing for the enjoyment of creating texts. In addition, the use of picture images (such as those from Pobble 365 or Once Upon a Picture) and/or short video clips to stimulate short pieces of creative writing are being planned into the writing sequence this year in order to ensure a greater frequency of independent writing opportunities.

Measuring Impact

The impact of the teaching of writing is assessed through the evaluation of Key Performance Indicators which are set for each year group. These are known by the pupils and in Key Stage 2 are used for self-assessment.

All assessments are judged termly through a data validation process in which data, books and teaching are reviewed by the subject leader and discussed with each teacher to ensure an accuracy in assessment.

All SEND, EAL and pupil premium champions track these cohorts specifically on a half termly basis and conduct pupil progress reviews twice yearly. With regard to SEND, this may involve the reviewing of their progress on NAP steps as required for pupils 2 years below the expected level.

In addition, spelling and grammar is tracked termly through weekly and termly testing and used to correlate judgements with the data validation process. Termly whole school moderation is also completed with inter-school moderation taking place at least one a year to ensure the validity of our judgements.

Within the EYFS, key milestones have been identified across the year and these are used to assess the children's progress towards meeting the ELG for writing; this enables the timelier identification of any gaps that need addressing.