



Policy title: English

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Signed:

1. Introduction

At Great Wilbraham, we want all our children to be confident, resilient readers, speakers and writers, sharing their ideas and opinions and using high quality language for a range of audiences. We expect children to feel equipped to voice their thoughts in a constructive way and to question ideas, thoughts and opinions. At Great Wilbraham, all contributions are valued.

2. Quality of Education

2.1. Intent of the Curriculum

2.1.1 Curriculum design and coverage

Our curriculum intent for English is:

- **HEAD:** Providing children with experiences that will lead to rich language development so that at the end of their primary education with us, they are empowered with a breadth of vocabulary that they can build on in their future prospects.
- **HEART:** Value the imaginative ideas of all learners and encourage pupils to share skills and a love of reading and writing with others. Care about the diverse and inclusive world around us and TOGETHER go on a journey of self-discovery.
- **HANDS:** It is CREATIVELY taught and practical, continually building on the foundations of early reading and writing skills. Children are engaged with opportunities to 'write for a purpose' and reflect on the impact of their work as both a writer and reader.

2.1.1. Knowledge and skills

Writing is encouraged across the entire curriculum. In order to write high quality language, children need to have heard it, seen it or used it before. We use Talk 4 Writing as the main tool for teaching writing across the school from Nursery to Year 6. It is based on the idea that children cannot create writing out of nothing; that knowledge of language, narrative, sentence structures and varied genres needs to be embedded before children can write confidently and effectively. Children internalise the language, vocabulary and structure which in turn become the building blocks for their own independent writing.

Reading is seen as the key to success in English because 'reading makes you brainy!' We encourage reading for pleasure and for purpose. We aim to promote a genuine love of books at home as well as in school.

2.1.2. Special educational needs & disabilities (SEND)

English lessons should be planned to meet the needs of all learners. It is the teachers' responsibility to ensure that all children are challenged and that lessons are accessible to all.

2.1.3 Cultural capital and diversity

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities and experiences regardless of gender, ethnicity or home background, exposing our children to a range of texts, from different genres, that have been written by authors from a wide range of backgrounds.

2.2. Implementation of Teaching and Learning

2.2.1. Subject knowledge: Teaching and learning in Writing

Children are encouraged to explore their English skills through daily cross curricular opportunities. Writing is taught through a mixture of Talk 4 Writing and Jane Considine 'The Write Stuff' units, using high quality diverse texts for all children with linked learning opportunities. Speaking and Listening is a big part of Talk 4 Writing and The Write stuff and children are encouraged to tell and perform their texts. Each of the units takes a different amount of time to complete, depending on the complexity of the genre or text.

Early Years





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Children are taught correct letter formation daily and are encouraged to write through play. Children share and tell a simple, repetitive story text and create a story map. They internalise the language and practise the language and story structure through play, role play and at independent writing stations.

KS1

Children are taught to join their handwriting by the end of Year 2 and practise daily. Children learn to tell and perform a story text using actions, create a story map and then write the story from memory. With the teacher's help, they then innovate the story by changing characters and settings. The next step sees them creating their own story using similar language and structure to the initial story, thus embedding the new vocabulary, target language, punctuation, grammar and format into their own writing.

KS2

Children are encouraged to always write neatly and have lessons in handwriting at the beginning of the Autumn term. For the remainder of the year, they practise their handwriting during spelling lessons. Children who are identified as needing further support attend a handwriting intervention twice a week. All Y5-6 pupils are encouraged to write with a pen but can continue to write with a pencil, if they feel this tool supports their writing best. Children explore high quality texts from a variety of genres throughout the year. They learn about the features of the genre through a variety of learning opportunities. Grammar and punctuation points are taught alongside the features of the genre and their relevance in the text. Through shared writing, teachers model as writers themselves encouraging ideas and building on suggestions from children. The final stages involve the children putting into practice what they have learnt about the vocabulary, structure, language, punctuation and grammar of the text by planning and writing their own high quality independent versions. Pupils are taught how to edit their own work as a writer and that of their peers as a proof-reader.

2.2.2. Subject knowledge: Teaching and learning in Reading

Children are encouraged to read every day through daily Reading Lessons, Reading 4 Pleasure and at home with parents/guardians. Reading is taught through using one high quality text for all children with learning opportunities linked to the text.

Reading sessions focus on familiarisation with a weekly text and teach skills in:

- Literal retrieval (answers can be lifted directly from the text)
- Deduction (we can work out the answers from the information given and give evidence from the text)
- Inference (we can work the answers out by considering the clues in the light of our own knowledge and experiences and give evidence from the text)
- Unfamiliar vocabulary (we can work out the meaning by reading around the text)
- Evidence based opinions and impressions (giving personal opinions backed up with evidence from the text)

Staff and children are constantly sharing their reading with one another during Talk 4 Pleasure sessions. Each class has a current class book or books. Each class has a bookshelf with high quality books plus a set of books from Pie Corbett's Reading Spine which the children are encouraged to read. All children have access to the library with a wide range of high-quality texts. Each class has a timetabled session to visit, enjoy and understand how a library works.

Each child is given a Reading Record – Early Years and KS1 use it to share with parents and make comments on children's progress – KS2 children are encouraged to fill it in themselves and get parents to sign it when they share books together. Reading Records are signed and stamped by staff to inform parents when their children have read in school to an adult.

Higher order reading skills are taught in many different subject areas and not just as part of English.





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All children have opportunities to read texts from different media, to research, investigate, to sift, select and take notes from text, to question, challenge and look for bias in texts, to scan and skim for project information and use this purposefully.

Early Years

Phonics is taught through Twinkl Phonics which is a validated Systematic Synthetic Phonics (SSP) scheme. As soon as children can read, we aim to support them in their need to become independent. Children have access to our reading scheme, where progress is assessed regularly through Benchmarking. Children are heard read more than once a week by the teacher and the TA, participate in a teacher-led group reading lesson once a week and share a class text with the teacher each day.

KS1

Children have access to our reading scheme, where progress is assessed regularly through Benchmarking. Children are heard read at least once a week, individually or in a group, by the teacher and the TA and participate in class reading sessions each day. Children are expected to record work covered in reading sessions in their Reading Journals.

KS2

Children are heard read at least once a week, individually or in a group, by the teacher and/or the TA and participate in class reading sessions each day. Children are expected to record work covered in reading sessions in their Reading Journals. In Y5-6, children are encouraged to write a book review each time they complete a book and make recommendations to their peers.

2.2.3. Subject knowledge: Teaching and Learning in Phonics & Spelling

Phonics is taught in Early Years and KS1 using Letters and Sounds programme. Spelling from Year 2 to Year 6 is taught at least twice a week through 'No Nonsense Spelling'. Children are given age related keywords to learn. Lessons will support the spelling rules needed to spell and use these words in their writing. In KS1 & KS2, children are expected to record work covered in spelling sessions in their Spelling Journals.

2.2.4. Subject knowledge: Teaching and Learning in Speaking and Listening

Children in our school are given opportunities to develop speaking and listening skills in lessons, in informal and social situations, and in assemblies and performances. Opportunities are planned to develop children of all abilities and stages of development, with extended opportunities such as preparing pieces for public speaking, as well as support for those who need it.

2.2.5. Formative assessment

Teachers regularly assess each time children write by giving them a next steps target (NS). Children are taught to read and edit their own and each other's work. Teachers keep records that help build up a picture of the child as a reader, identify their strengths and weaknesses and determine the right approach for each individual.

2.2.6. Resources

Jane Considine – The Write Stuff

Talk 4 Writing

TwinklPhonics

Opportunities to use ICT to support teaching and learning in English will be planned for and used as appropriate.

2.2.7. Learning environment

English Working walls that are replaced updated regularly to demonstrate the current skills/genre being taught.

Statutory spelling word banks for current and previous year group. These are listed alphabetically to support all learners.





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Word class word banks.

Individualised support tools to ensure all learners can access learninge.g., dyslexia friendly interactive whiteboard screens, mnemonic prompts for common exception words.

2.3. Impact

2.3.1. Summative assessment

The English lead regularly attends County updates in Leading English. The Head teacher is an experienced KS1 Moderator including both Reading and Writing. Regular planning and book scrutinies are held by the English lead and the Head teacher to monitor coverage and progress. The findings are fed back to teachers to maintain high quality outcomes for all children.

Writing

Termly writing moderation meetings are held as a staff to agree what Working Towards; Expected and Greater Depth look like across the age phases. Termly cluster school writing moderation meetings are held to consolidate and agree what Working Towards; Expected and Greater Depth look like across the age phases. Writing is tracked using Sims on a termly basis against Teacher App statements.

Reading

Early Years and KS1 are assessed regularly once they are put onto the reading scheme. Their achievement is measured using the Benchmarking scheme and children can demonstrate their progress by moving onto the next level. Results are tracked using the Wilbraham Way Reading Tracker

Y2 are assessed termly using past End of KS1 papers and in May using the statutory End of KS1 Tests.

Y3-Y5 are assessed termly using Rising Stars Reading tests.

Y6 are assessed termly using past End of KS2 papers and in May using the statutory End of KS2 Tests.

Results are recorded and tracked on Target Tracker

Phonics

Our aim is that Phase 4 will be completed by the end of Reception and Phase 5 will be completed by the end of Y1.

In Early Years & KS1, phonics is assessed regularly at the end of each phase.

A mock Phonics Screening Check is carried out at the end of Autumn for Y1 and those Y2's who need it We administer the statutory Phonics Screening Check in June for Y1 and those Y2 pupils who did not achieve it in Y1

Toe by Toe is offered in Y3 to those children who do not pass the Phonics Screening Test in Y2 and any specific pupils who need support.

Spelling

In KS1, spelling is assessed in the form of a weekly test of words given for homework. Children are encouraged to use these words in context once they have been learnt.

In Y3-4 in KS2, spelling is assessed in a termly test of keywords. Children are given 10 spellings a week to practise and can also work on these during class time.

In Y5-6, spelling is assessed in a termly test of keywords. Children are encouraged to take ownership of the words they misspell and are expected to work on these during class time and as homework. Following assessment individualised unknown word lists are available on Sumdog to encourage regular practise at home.

Results from both phonics and spelling are tracked using the Wilbraham Way Phonics & Spelling Tracker

Y6 are also assessed regularly using passed statutory End of KS2 Spelling papers.

Y2 are assessed in May with the Spelling, Punctuation and Grammar using the optional End of KS1 Test.

Y6 are assessed in May with the Spelling, Punctuation and Grammar using the statutory End of KS2 Test.





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2.3.2. Preparation for next stage of education

We want all of our children to feel happy, safe and secure. The quicker they settle into new environments, the more confident they become helping them to develop independence and enjoy learning. We ensure there are opportunities for our pupils to get to know all our staff through assemblies and joint learning opportunities. Children join together with other year groups to read, perform poetry and take part in concerts and shows. The transition to secondary school is so important and we as a school strive to prepare our children with the skill, knowledge and confidence to continue their learning journey. We liaise closely with our local secondary school prior to transition.

3. Behaviour and Attitudes

3.1. Attitudes to learning and resilience

Teachers have high expectations for all learners. We create a positive attitude to learning through modelling expected behaviours and following the school behaviour policy which promotes positive reinforcers. We teach resilience through Values for Life assemblies, PSHE lessons and allowing pupils to take safe risks within the classroom and learn from them.

3.2. Positive and respectful classroom culture

Respect is central to our values, and a key behaviour that we develop within our pupils. As children grow older, they learn that their behaviours have an effect on their own learning and that of others. All members of the school community treat each other with respect and foster an understanding of how we show respect to each other and work as a team to improve outcomes for all. We take pride in modelling manners and being courteous to each other. This is frequently commented on by visitors.

3.3. Supporting colleagues

The English lead monitors the teaching of English through regular planning scrutinies, book looks and drop ins. Through dialogue, areas for raising standards in Reading and Writing are identified and support is given. The English lead ensures current English good practice is current by attending regular Leading English continued professional development.

4. Personal development

4.1. Extended curriculum and wider outcomes

To inspire our children as writers, we invite local authors to share their 'secrets of writing' in assemblies and workshops. We join exciting live streaming author workshops during World Book Week and have recently forged links with the Community Mobile Library.

4.2. Social, Moral, Spiritual, Cultural

Children will experience a wide variety of texts throughout their time at Great Wilbraham Primary. In KS1 & KS2, each class has a time in the curriculum where children experience Reading 4 Pleasure (R4P) where they can choose to read poetry from a selection of poetry books, library books on their current topic in History, Geography or Science, comics such as The Beano, magazines such as Horrible Histories, Roald Dahl stories, National Geographic and Junior Wildlife as well as a weekly newspaper for children: First News. We aim for regular cross class reading where Y3-4 pupils team up with Y1-2 pupils and share books. This also happens in Y5-6 children who buddy up with Reception children and share books together. What children learn about writing in English feeds succinctly into writing across the curriculum, particularly in History, Geography, Science, RE and PSHE.

Children are encouraged to bring things in from home that relate to the topic and present them to the class. Children are expected to share their opinions with the class teacher, their peers and with their Learning Partners.





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Children are given the opportunity to perform regularly throughout the year. Reception & KS1 perform a play in December and KS2 perform a play in July. Each class is given two further opportunities to present a class assembly. Y5-6 children regularly present their work or carry out readings in the church and take it in turns to read a prayer in assemblies. Y5-6 also organise and perform their Leaver's Assembly in July.

4.3. Christian ethos and British values

As a Church of England school, we follow the Values for life programme and embed these beliefs into our classrooms. Children regularly listen to stories from the Bible during assemblies and are encouraged to participate in the telling of these stories.

British values are celebrated throughout the school. Topical assemblies on important national and international news events are also celebrated such as: The commemoration of the First and Second World Wars, the birth of a new royal baby, a royal wedding, the space experience of Tim Peake, The Olympics, and the Football World Cup etc.

5. Leadership and management

5.1. Roles and responsibilities

Leadership

- To lead in the development of English throughout the school.
- To monitor the planning, teaching and learning of phonics, reading and writing throughout the school.
- To help raise standards in English.
- To provide teachers with support in the teaching of English.
- To provide staff with CPD opportunities.
- To monitor and maintain high quality resources.
- To keep up to date with new developments in all areas of English.

Staff

- To adhere to the policies and provide children with challenging yet engaging activities within a supportive and creative atmosphere.

Parents

- To It is important that parents and carers are actively involved in the children's education.
- To attend parent information sessions
- Engage with Reading at home and discussing the text with their children.
- To understand new methodologies for delivering the teaching of English and be informed of any changes relating to assessment/testing arrangements.

Children:

- To immerse themselves in an imaginative world through reading.
- To be positive, imaginative and creative in their writing.
- To always try their best and inspire others.

5.2. Continuing professional development

We promote the teaching of reading through Talk for Reading and writing through Talk 4 Writing. Each member of staff is given the opportunity to attend a Talk 4 Writing Conference with Pie Corbett. It is the English lead's responsibility to make sure that all new staff are trained in this to ensure that we are all clear about our aims as a school.





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5.3. Community links

We have close links with the public library in Fulbourn, have recently forged a new link with Cambridgeshire Mobile library Service and participate in the library annual Reading Challenge. We aim to maintain our 'higher than national average' number of children completing the challenge.

Ideas for reading books for parents to select for their children are on the school website, including the Reading Spine we use in school and other recommendations.

We also have a whole staff Amazon Wish List on our website for parents to purchase books for the school.

5.4. Working with governors

The English Lead links with a key governor who reports back to the Full Governing Body progress in Phonics, Reading and writing, teaching, learning and data. Learning Walks including governors are taken annually.

5.5. Inclusion and equal opportunities

Our whole school philosophy totally encompasses the equality of access and opportunity. Curriculum planning, teaching and learning and the behaviour strategies take into account pupil's age, aptitude, gender, ethnicity and special educational needs. The learning environment enables every pupil to fulfil their potential. The contribution all pupils make is acknowledged and valued. Pupils with emotional and/or physical needs who need individualised programmes with personal achievable targets and rewards are catered for and fully supported.

5.6. Safeguarding

The safety of children is paramount in all situations. If a child's behaviour endangers the safety or learning of themselves or others the adult in charge will cease the activity. A senior member of staff will be called if the child needs to be removed.

5.7. Health and safety

At all times a safe and healthy environment is maintained. Any hazards and concerns are reported to the Headteacher or the Office. Risk assessments are undertaken to ensure there is a safe working environment. Great Wilbraham CE Primary School is committed to safeguarding and promoting the welfare of all children.

5.8. Reviewing and monitoring

This policy will be renewed biennially in accordance with updates on English.

6. **Links to other policies**

6.1.

7. **Appendices**

