

# **Wedmore First School Academy**



## **English Policy**

Date: January 2017

Review Date: January 2020

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## **English Policy**

### **Rationale**

*'Teachers should develop pupils' 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.'*

National Curriculum 2014

### **Aims**

The national curriculum for English aims to ensure that all pupils:

- Read easily, fluently and with good understanding;
- Develop the habit of reading widely and often, for both pleasure and information;
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language;
- Appreciate our rich and varied literary heritage;
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences;
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas;
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

At Wedmore First School Academy we have an agreed approach to developing children's English in line with the National Curriculum.

To support this we:

- Facilitate children's articulation, reading and writing, through a synthetic phonics teaching programme (Read Write Inc);
- Plan and teach using Teaching Sequences tailored to the needs of our children at each stage of their learning. - developing the four main strands of the curriculum – Spoken Language, Reading, Writing, and Spelling, Vocabulary, Grammar & Punctuation;
- Develop children's enjoyment of, and skills in reading through a range of reading opportunities. Tasks include discussion and debate, analysis of text, as well as decoding and comprehension;
- Teach basic skills including handwriting and spelling through modelling, discussion and giving children regular opportunities to practise and develop;
- Differentiate to meet the needs of all pupils through careful planning of work to include a range of teaching strategies with a balance between audio, visual, and kinaesthetic techniques.

### **Planning**

#### **Key Stage 1 & 2**

*Long term planning:* identifies the blocks of Literacy that will be taught across the year groups aligned to the National Curriculum for English (2014).

*Medium term planning:* uses teaching sequences to develop the children's literacy, exposing them to a variety of genres and text types. Carefully chosen texts stimulate and enthuse the children to read and write. The audience and purpose for any writing outcomes are clearly identified.

*Short term planning:* weekly plans exemplify the objectives for the week taken from the medium term plans. These plans show differentiation, where appropriate, and progression across the week. Discrete areas of English are taught in addition to the daily literacy lesson, e.g. guided reading, phonics, spelling and handwriting. At the end of each session evaluation informs future planning.

## **The Foundation Stage**

In the Foundation Stage, we plan from the Early Years Foundation Stage Curriculum (EYFS). On entry judgements are made to identify each child's starting point and ensure teaching and learning meets the needs of all.

A mixture of child initiated planning and accurate Assessment for Learning (AfL) ensures an exciting and hands on cross curricular approach to enable children to make good progress.

Read Write Inc phonics is taught daily in ability groups, based on the needs of children. Teaching and learning combines reading, spelling, handwriting and spoken language. Shared and modelled reading, plus regular story time, fosters a love of books. Children practise keywords at home.

Writing is promoted across the curriculum using both the inside and outside learning environments.

Children's progress is evidenced through photos, observations and self-initiated activities and is tracked. Achievement is recorded half termly.

## **Monitoring**

The monitoring of the English curriculum is the responsibility of the subject leader, who:

- Supports colleagues in their teaching, by keeping informed about current developments in English skills and by providing a strategic lead and direction for this subject;
- Gives the head teacher/LMT an annual evaluation in which they evaluate the strengths and weaknesses in English skills and knowledge and indicates areas for further development through their Raising Attainment Plan (RAP);
- Carries out learning walks where they can view samples of children's work;
- Takes responsibility for the provision of resources for English in consultation with colleagues;
- Reports to the governors' curriculum committee when the subject is a focus on the SDP;

## **Assessment/Reporting**

Across the school, including the Foundation Stage, writing is levelled using Ros Wilson's Big Write Criterion in termly writing challenges.

The year one phonics test measures children's phonics ability. Read Write *Inc* assessments are used to assess children's phonic knowledge and ensure they are in the correct group.

Reading is assessed through on-going observation when hearing children read individually or in guided groups. These observations are supported by termly reading assessment tasks which provide a reading and comprehension age.

Spelling is assessed termly using the Single Word Spelling test.

English work is moderated both within school and across schools to ensure teachers' judgements are accurate.

Parents are informed of pupil progress through reports and parent consultations.

This policy will be reviewed every three years or sooner if necessary.

Approved by the Governing Body:

Signed by Chair:

Date:

