

Withnell Fold School



English Policy 2025 - 27

1. AIMS

At Withnell Fold Primary School we strive for children to be a 'Primary Literate Pupil'. By the time pupils reach Year six, we aim for a child to be able to:

- 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 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 and 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
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas

2. STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document (2014) and in the Statutory Framework for the Early Years Foundation Stage (2023)

In the Early Years Foundation Stage (Nursery and Reception)

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

At Key Stage One (Years 1 and 2), children will learn to speak confidently and listen to what other have to say. They will begin to read and write independently and with enthusiasm. We will try to enable them use language to explore their own experiences and imaginary worlds.

At Key Stage Two (Years 3-6), children will learn to change the way they speak and write to suit different situations, purposes and audiences. They will read a range of texts and respond to different layers of

meaning in them. They will explore the use of language in literary and non-literary texts and learn how the structure of language works

THE GOVERNING BODY

Regular reports are made to the governors on the progress of English provision and to our Link Governor.

This policy will be reviewed annually or in the light of changes to legal requirements.

3. SUBJECT ORGANISATION

The English Curriculum is delivered using the LPDS teaching materials or through direct staff training for individual year groups from the Lancashire Yarrow Teaching Alliance. Staff are encouraged to work alongside the interests of each individual class whilst ensuring children are taught using a broad and expansive range of texts. Most fiction and non fiction units of work follow a 3 week process; Reading sessions, Scaffolded writing sessions, Independent writing sessions. Poetry is taught within themed units of work, however on a weekly or two weekly basis.

The Early Learning Goals are followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum. Differentiated work is given to pupils where necessary. Opportunities for the developments of higher order skills in reading and writing are provided where appropriate.

Children with special educational needs are taught within the classroom, their learning supported by suitable in-class support, in a group situation or individually, as appropriate. Pupils on the Special Needs Register have I.E.Ps drawn up for them by the class teacher in consultation with the Special Needs Co-ordinator.

4. 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. We aim for all our children to acquire skills and confidence to express their thoughts, opinions, ideas and feelings in a clear, concise and unambiguous manner.

5. APPROACHES TO READING

We aim for all our children:

- To become competent, confident, independent and responsive readers able to approach and enjoy a wide variety of texts.
- To develop positive attitudes towards reading in school and at home.
- To experience a broad and balanced reading curriculum which is underpinned by active participation of pupils both in reading to gain knowledge and for enjoyment and enrichment
- To have opportunities to acquire progressively the higher order reading strategies of locating, reconstructing and extending information from texts and the ability to discriminate and evaluate different methods, styles and genres in written material from a range of sources.

We will achieve these aims by:

- Providing a wide range of books and written materials.
- Encouraging children to read a range of books and texts.
- Early reading books may contain no words but be colourful picture books that the child will enjoy looking at and talking about. Only when the child exhibits emergent reading skills will he/she be given a book that contains more than captions or pictures.
- Encouraging children to see themselves as successful readers.

- Creating conditions for children to read alone, with adults and with friends, and time for individual, guided group and whole class shared reading.
- Providing opportunities to re-read favourite books and stories.
- Encouraging children to read regularly at home with an adult.
- Operating a home/school reading record, in Foundation Stage and KS1, which enables parents to be involved in their child's reading?
- Guiding children to select and use books for different purposes.
- Teaching children to select appropriate books and use contents and index pages to locate information.
- Introducing activities to develop effective strategies for skimming, scanning and identifying relevant information within a text.
- Encouraging children to reflect on their own reading.
- Providing daily phonics sessions for children in Foundation Stage and KS1 in separate phased groups according to ability.
- Providing children will fully decodable reading books to read independently.
- Provide children with ambitious challenge texts and comprehension questions within support / guided reading sessions every week.

6. APPROACHES TO WRITING

We aim for all our children:

- To enjoy their writing. Teachers will create scaffolded writing frames to support children's learning. This creative approach will motivate children and personalise their learning.
- To be proud of their writing.
- To be able to use a wide range of styles of writing to suit different purposes and different activities.
- To develop confidence, competence, fluency, accuracy and to enjoy writing.
- To be able to reflect upon their own writing in order to develop and communicate ideas and feelings.
- To be able to use writing to develop and reinforce reading skills.
- To develop an understanding of and the ability to use Standard English correctly.
- To develop effective presentational skills and use a wide range of resources appropriately, such as the use of computer keyboards.

We will achieve these aims by:

- Providing regular independent writing sessions, incorporating work on GPS (Grammar, punctuation and spelling).
Foundation Stage begin this later in the year according to the abilities of the children.
- Providing opportunities to write in a variety of styles and genre (lists, captions, stories, poetry, drama, recipes, instructions, interviews).
- Shared writing (paired, group, class).
- Teaching specific writing skills and conventions.
- Encouraging children to see themselves as successful writers.
- Modelling and investigating conventions and patterns of spoken and written Standard English.
- Teaching spelling strategies and promoting the habit of writing words from memory from the earliest stages in school.
- Daily phonics sessions for children in Foundation Stage and KS1 in separate phased groups according to ability. Phonics is then encouraged as a strategy for writing.
- Teaching children to organise and present information in different forms.
- Giving access to a wide range of resources (T.V, radio, newspapers, visitors, dictionaries, thesauri, computer programmes, spell-checkers etc.)

Handwriting - the development of handwriting is carefully structured with the aim of producing clear, legible cursive handwriting. Cursive writing is taught as soon as the children enter school. All children in Foundation Stage and KS1

will use pencils in their written work across the curriculum. Pens are introduced from Year 3 where appropriate. Children will access the 'Letter Join' handwriting scheme with EYFS & KS1. The scheme will be used as intervention within SK2 where necessary.

7. 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 English lessons to other areas of the curriculum for different purposes and audiences. In line with one of the schools OFSTED target, teachers aim to produce at least one extended piece of cross-curricular writing each half term linked to the topic area of that class.

8. THE USE OF ICT

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

9. ASSESSMENT AND TARGET SETTING

Statutory Assessment takes place at the end of the Foundation Stage, KS1 and KS2. Termly assessments are made of all pupils including the use of KLIPS and the Interim Framework in Years 2 and 6. All pupils are set targets for future progress in keeping with their present attainment. Intervention is provided for children who need support or challenge. Children will be assessed using PIVATS where appropriate to monitor the progress within English skills.

10. INCLUSION

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We identify which pupils or groups of pupils that are under-achieving and take steps to improve their attainment. Challenge is provided for higher attaining pupils. The subject leader analyses data termly. A wide variety of teaching and learning styles will be used, e.g. whole class learning, group work, individual work.

EQUAL OPPORTUNITIES

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

11. ROLE OF SUBJECT LEADER:

The subject leader should be responsible for improving the standards of teaching and learning in English through: Monitoring and evaluating English:

- Pupil progress
- Provision of English (including support programmes)
- The quality of the Learning Environment
- Taking the lead in policy development
- Auditing and supporting colleagues in the CPD
- Purchasing and organising resources
- Keeping up to date with recent English developments

Date reviewed: February 2025

Next review date – September 2027

K Rothwell
Subject Leader

Lancashire Teaching and Learning Consultants