



**WOODLANDS FEDERATION**

# **English Policy**

**Written: January 2017  
To be reviewed 2019**



## **WOODLANDS FEDERATION**

### **AIMS:**

- The study of English develops children's abilities to listen, speak, read and write for a wide range of purposes, so using language to learn and communicate ideas, views and feelings. It enables children to express themselves creatively and imaginatively, as they become enthusiastic and critical readers of stories, poetry and drama, as well as non-fiction and media texts. Learners gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding in speaking and writing across a range of different situations.
- to enable children to speak clearly and audibly in ways which take account of their listeners;
- to encourage children to listen with concentration in order to be able to identify the main points of what they have heard;
- to enable children to adapt their speech to a wide range of circumstances and demands;
- to develop children's abilities to reflect on their own and others' contributions and the language used;
- to enable children to evaluate their own and others' contributions through a range of drama activities;
- to read with confidence, fluency and understanding;
- to show an interest in books, read with enjoyment, evaluate and justify their preferences;
- to understand phonics and use this knowledge to read and spell accurately
- to help children enjoy writing and recognise its value;
- to enable children to write with accuracy and meaning in narrative and non-fiction;
- to increase the children's ability to use planning, drafting and editing to improve their work;
- to develop a fluent and legible handwriting style.

### **TEACHING:**

- Each child should have a daily lesson in English, of appropriate length, depending on their age.
- Direct teaching should include the use of models that support the development of concepts. This should happen at all ages and stages of primary education.
- The principles of AfL will be followed in English lessons.
- (Learning Intentions, success criteria, Learning Partners, Feedback, High order questions).

## PLANNING:

- English is a core subject in the National Curriculum, and we use the National Curriculum as the basis for implementing the statutory requirements of the programme of study for English. We carry out the curriculum planning in English in three phases: long-term, medium-term and short-term.  
English, like all subjects within the Woodlands Federation is planned for in a cross curricular and creative way.

## RESOURCES:

There is a range of resources to support the teaching of English across the school. All classrooms have a wide range of dictionaries, thesauruses and class reading books. The Library is well stocked with fiction and non-fiction books. Guided reading books are also available for use in class. A range of software is available to support work with the computers.

## ASSESSMENT and REPORTING TO PARENTS:

- Formative assessment (Teacher assessment) forms the basis of our assessment in English. We may also use summative assessment (tests) to back up our Formative assessments as needed. Formative assessment is made on a daily basis to help us adjust our daily plans. These short-term assessments are closely matched to the teaching objectives. We make medium-term assessments to measure progress against the key objectives, and to help us plan the next unit of work. We use the class record of the key objectives as the recording format for this. We make long-term assessments towards the end of the school year, and use these to assess progress against school and national targets. We can then set targets for the next school year and make a summary of each child's progress before discussing it with parents. We pass this information on to the next teacher at the end of the year, so that s/he can plan for the new school year. We use the national tests for children in Year 2 and 6 as guided by government policy.
- Teachers feed back to parents at least 3 times per year. Two of these are conversations at parent/teacher meetings and the third is a written report in the summer term. This written report will contain information about progress made and levels of effort and attainment.

## RECORDING OF WORK:

- Work may be recorded in photographs, video and sound as well as the traditional written form.
- When recording work in books, the school's presentation policy applies.

## MEETING THE NEEDS OF ALL PUPILS:

- Lessons should be differentiated to meet the needs of all learners. This may be with additional resources, or with adult support. This may also be with different levels of tasks.

## WORKING WITH PARENTS

- Parents will be informed of how they can help their child with English – learning spellings, regular reading out loud, rehearsing presentations.
- Parents will be informed of how we teach spelling and grammar.
- Parents will be invited to workshops on how to help their children with English.

## SMSC:

- Every opportunity should be taken to apply English skills to the wider curriculum.
- Every opportunity should be taken to develop the 'wonder' of the content of English, alongside an appreciation of cultural differences.

## OTHER POLICIES THAT APPLY:

- Marking and Feedback
- Presentation
- Behaviour

## Appendix

### Spoken Language

Teachers provide a wide range of contexts for spoken language throughout the school day. Teachers and other adults in school model speaking clearly. This includes clear diction, reasoned argument, using imaginative and challenging language and use of Standard English. Listening is modelled, as is the appropriate use of non-verbal communication, respecting the views of others. Teachers are also sensitive in encouraging the participation of retiring or reticent children. Spoken Language outcomes are planned for in all areas of the curriculum. Learning takes place in a variety of situations and group settings. For example, these could include reading aloud as an individual, working collaboratively on an investigation, reporting findings as a newscaster, interviewing people as part of a research project, acting as a guide for a visitor to school or responding to a text in shared or guided reading. Spoken Language will be a focus across the curriculum and across the school day in a variety of settings.

### Spelling and Phonics

Teachers provide daily phonics sessions following their school's chosen phonics scheme for all children in Reception and Year 1. Children not meeting the end of year 1 phonics check will receive additional input as appropriate. Throughout the other year groups teachers provide a wide range of contexts for reinforcing spelling patterns and tricky words throughout the school day. Learning takes place in a variety of situations and group settings. For example, these could include working independently to practise tricky words, working collaboratively on an investigation and participating in short, focused whole class activities. Children are expected to spell common exception and high frequency words correctly and the word lists for their particular year group.

## **Reading and Phonics**

We teach reading using the same phonics program the school follows. We use a range of reading books suitable for our children, according to each school's book scheme. Children have many opportunities to read during the day, sometimes as shared reading, guided or individual reading. Some children require more structured reading sessions and this will be done on a one to one basis as needed. Independence in reading is encouraged, as is comprehension and the development of decoding skills. Children are read to regularly by their teachers, and each year group have access to the library facilities to promote a love of reading for pleasure.

## **Writing**

Writing is fully integrated as part of our learning journeys, and features across all subjects. Writing skills may be taught in isolation (e.g. grammar, spelling and handwriting) but on the whole all these elements, along with composition are taught together. Great writers emerge from great readers so much of our wider curriculum is built around quality fiction and non-fiction texts. Providing opportunities for children to talk before writing is an important aspect of written work, and enables writers to plan and develop their compositional skills. Drama skills are also developed to enrich lessons and it encourages the children to have a deeper understanding of the texts they are presented with. It also helps them to interpret their own responses to those texts. Drama may take the form of role play, visualisation, oral story-telling and group discussion.

## **Handwriting**

Handwriting is a basic skill that influences the quality of work and sense of pride in it throughout the curriculum. It is important the children are taught to write neatly but also to develop speed with their handwriting. In EYFS children are taught the correct sitting position and pencil hold to begin to learn cursive letters unjoined. This continues into KS1 and when correct letter formation is achieved, the children are taught to join their writing. By the end of Year 4 children are expected to know all their joins and be able to write fluently. When children are ready, they will be introduced to writing in pen if they are consistently neat enough.

This policy covers all the basic principles of English teaching in the Woodlands Federation. In addition, each school may have its own additional guidance on the schemes used.