

“Every child is a unique child of God.”

WHINMOOR



ST. PAUL'S
C of E Primary School

Whinmoor St Paul's (VA) C of E Primary School

English Policy

Every Child is a Unique Child of God

At Whinmoor St. Paul's Church of England Voluntary Aided Primary School, everything we do is underpinned at all times by the Christian ethos of valuing the individual. We believe that every child is respected as a unique child of God, the future adults in society. We believe children are gifts from God and we are privileged to work with their families and carers, to enable them to live life to the full.

Agreed Date: April 2023

Review Date : April 2026

Signed : Chair of Governors Mrs R. Davies

Date : April 2023



Our Vision

To promote the development of secure, happy, well-adjusted individuals who are equipped for lifelong learning.

At Whinmoor St Paul's Primary School we believe that every child is a unique child of God and lives in a world that God has made.

Our Aims are to...

- Provide a safe, happy and nurturing environment where every child can achieve their full potential
- Provide a curriculum which is knowledge-rich, wide, progressive, purposeful & connects to our community & the world we live in
- Enable each child, through fostering high expectations, to grow and develop intellectually, physically, spiritually, and morally in order to enable him/her to achieve their potential
- Develop attitudes which will be positively helpful to the individual child, the whole school and to society in general, valuing all faiths and cultures
- To build strong relationships with the local community, our city and the wider world

And to do all this as a caring community based on strong Christian values.

The Governing Body and staff of Whinmoor St Paul's Primary School take as our first priority the responsibility to safeguard and promote the welfare of our pupils, to minimise risk and to work together with other agencies to ensure rigorous arrangements are in place within our school to identify, assess, and support those children who are suffering harm and to keep them safe and secure whilst in our care.

Rationale

We believe that language, in all its forms, is a key subject in the curriculum since it contributes to the social, emotional and educational development of each child. It permeates all areas of the curriculum as both a tool and a channel of learning.

Aims

“The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.” (NC 2013)

In line with the National Curriculum and our school's Mission Statement our aims are:

- to raise standards in the main areas of language, reading, writing, speaking and listening
- to enable children to communicate effectively in writing and speech in a variety of forms appropriate for different purposes and audiences
- to ensure that children read easily, fluently and with good understanding/comprehension
- to promote the Love of Reading by encouraging children to read widely for enjoyment, interest, understanding and study (for both pleasure and information)



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- to ensure children acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- to develop the children's knowledge and appreciation of our rich and varied literacy heritage
- to ensure children use and participate in discussions in order to learn and are competent in the arts of speaking and listening

Objectives

In order to achieve our aims

The Headteacher will:

- set high expectations and monitor planning, teaching and progress
- encourage a whole school approach, keeping parents, governors and support staff well informed
- support the subject leader and individual teachers

Governors will:

- be well informed through the leadership of the Headteacher, English Lead and English Governor
- support the staff in implementing the school's policy for English
- monitor and review progress on the English Action Plan in regular teaching and learning meetings and English leadership meetings.

The English Lead will:

- lead by example showing a thorough understanding of the subject
- review the English action plan on a termly basis
- offer support to teachers in planning, teaching and assessment
- monitor the planning and teaching of English on a termly basis providing feedback where necessary to individual teachers and the headteacher
- monitor coverage, continuity and progression throughout the school for English
- identify CPD needs and where necessary plan and deliver CPD or lead staff meetings, identifying a member to attend (normally the subject leader)
- attend subject leader meetings and provide regular feedback regarding updates and developments
- manage a yearly budget, and update resources ensuring adequate resources to teach the full range of curriculum for both the Early Years and Key Stages 1 and 2

Teachers will:

- organise and ensure Whole Class Reading (WCR) sessions takes place daily at the times agreed with the English Leader. These times should where possible be consistent within a Key Stage.
- Early Years and Key Stage One teachers to deliver daily phonics sessions in line with the guidance set out in the Little Wandle scheme
- implement a daily English lesson sharing LO's/success criteria with all children
- use a range of teaching styles to incorporate:
 - * direct teaching
 - * interactive strategies e.g. the use of fans, whiteboards, the Interactive Whiteboard
 - * whole class/group/individual groupings
 - * drama and role play
- use and adapt the National Curriculum 2013 statutory programmes of study requirements showing:



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- * objectives for year groups to be taught in each phase of learning (differentiated as appropriate)
- * the agreed half termly MTP planning sheets showing texts and skills to be covered each week for a half term
- * give homework in line with the school policy e.g. learning weekly spellings and reading

In the daily English lesson at Whinmoor St Paul's teachers will

- share the LO, key vocabulary and success criteria for the lesson with the children orally (R/Y1) or in written form (Y1-6)
- refer to that LO/ success criteria through the lesson and when marking to identify achievement and regularly identify next step targets for the class/groups of children
- maintain good pace and challenge
- use a wide range of teacher resources

The SENDCo will:

- Support the English team and teachers in supporting children with special educational needs and encourage whole class inclusion where possible
- Assist teachers in using B-Squared to write focused Individual Provision Maps (IPMs) for English
- Support class teachers in identifying children for targeted and specialised English interventions

Support staff will:

- be included in staff training for English where appropriate
- have a clear understanding of their role in each part of the lesson
- share the learning objectives/success criteria for each lesson
- support targeted groups of children during intervention time and English lessons
- deliver Individual Provision Maps (IPMs) and record progress being made towards individual targets
- Support pupils responding to marking and editing their work where necessary e.g. purple pen

Families will:

- be encouraged to develop positive attitudes to English and actively support their children when homework e.g. spellings and daily reading is given
- be well informed of children's progress through annual reports, and consultation evenings
- receive copies of year group expectations for English
- be invited to attend Quick Start meetings for their child's year group so they are aware of the standards and expectations required

Assessment

- Assessment and Record Keeping takes place in accordance with school policy



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- Each term writing is assessed and marked in detail against school assessment criteria (Target Tracker Statements) by all class teachers.
- All teachers analyse progress made by different groups within their class e.g. SEN, EAL, gender, Higher Attainers and Disadvantaged. A Pupil Progress report is handed to the English Lead as part of Pupil Progress meetings

- The subject leader provides further analysis identifying progress of all key groups of children, areas of strength and development. This is handed to the SLT and available to Governors.
- Other assessments which occur in English include
 - * Baseline assessment (on-going profile) in Early Years
 - * End of Early Years statutory assessment
 - * Statutory phonic screening in Year 1 and retesting in Year 2 (when needed)
 - * SATs for Year 2 and Year 6
 - * Reading Progress tests (Rising Stars) and PIRA assessments
 - * Ongoing teacher assessments in all classes including phonics in Early Years and KS1
 - * NFER reading assessments at the start of each term (Y2-Y6)
- Assessment is used to inform future planning in order to improve the quality of pupils' experience and contribute to the raising of standards

'We have a clear duty under the Equality Act 2010 to ensure that our teaching is accessible to all pupils.

Inclusive PSHE will foster good relations between pupils, tackle all types of prejudice, promote understanding and respect, enabling us to meet the requirements, and live the intended spirit, of the Equality Act 2010.'



Whinmoor St Paul's C of E Primary School **Policy for Spoken Language and Communication**

Aims

- to communicate effectively, speaking with increasing confidence, clarity and fluency
- participate in discussions and debate in a variety of contexts
- listen to the views, opinions and ideas of others with increased interest
- articulate ideas and thoughts clearly with appropriate tone and vocabulary recognising audience
- respond to questions and opinions appropriately
- retell stories and poems which are known by heart
- ask questions with increasing relevance and insight

Objectives

Pupils will be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication

Resources

- Pupils have access to a wide range of resources including school library books, visiting theatre/drama groups, discussion based sessions, recorded stories, radio and television programmes, dressing up clothes, computer software, musical instruments etc.

Organisation and Planning

- Pupils will work in a variety of groupings including individual, pair, group and whole class
- Teachers follow the statutory requirements for spoken language and communication as listed in the national curriculum 2013
- Opportunities ensure that spoken language will occur across the curriculum and may include:
 - Talking about their own experiences, recounting events
 - Participating in discussion and debate
 - Paired talk / response partners



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- Retelling stories and poems
- Expressing opinions and justifying ideas
- Listening to stories read aloud
- Presenting ideas to different audiences
- Taking part in school performances
- Responding to different kinds of texts
- Talking to visitors in school
- Listening to ideas and opinions of adults and peers
- Role-play and other drama activities across the curriculum
- Use dramatic techniques to explore ideas and texts
- Create, share and evaluate ideas and understanding through drama.



Whinmoor St Paul's C of E Primary School **Policy for Handwriting**

Aims

- To enable children to write in neat and legible printed and joined styles
- To enable children to write fluently and eventually with speed

Guidelines

In line with the statutory objectives for each year group in the national curriculum, handwriting will be taught in the following ways:

- Where possible handwriting will be taught alongside spelling patterns within each class
- All children will understand which letters belong to which handwriting families (i.e. letters that are formed in similar ways)
- In Early Years, children will be introduced to flicked letters from the outset. They will use infant pencils and progress to HB pencils when ready. These children will begin on plain paper and progress to wide lines when appropriate
- By Year 1 children will use HB pencils. They will begin to use a variety of books (1/2 lined for English progressing to fully-lined where appropriate)
- In Year 2 children will be taught to join their writing as soon as they can form letters securely with the correct orientation
- In Key Stage 2 all children will use lined margined books for the majority of subjects. Line guides will be used for all display work where plain paper is being used
- By Year 3 all children are expected to write in joined handwriting for all writing
- From Year 4 children will be able to complete all written work in handwriting pens when they have developed a confident joined and fluent style. This will be at the discretion of the class teacher. Once the children have been given a pen they must remain on pen unless their handwriting has deteriorated
- For display purposes writing should be of the highest standard and should be written on plain paper using line guides or specifically designed paper for the task
- Handwriting sessions must be planned into weekly timetables and interventions used where children require additional support
- It is expected that all members of staff, class teachers and teaching assistants, model the school handwriting style i.e. when writing on the board or in children's books.

Special Educational Needs

- Children will have access to specific resources for promoting a correct/efficient pencil grip (e.g. variety of pencil grips, shaped pens/pencils, wider lined books, line guides, coloured overlays, writing slopes).
- Where handwriting is identified as a specific need, interventions will be planned to support this need.



Whinmoor St Paul's C of E Primary School **Reading Policy**

Aims

- to develop children's competence in both word reading and comprehension (listening and reading)
- to develop word reading skills which enable the children to have speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words
- to enable all children's comprehension skills to develop through ensuring experiences of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction
- to be able to read widely across both fiction and non-fiction
- to develop children's interest, enthusiasm, confidence in reading
- to establish an appreciation and love for reading
- to be able to read widely to gain knowledge across the curriculum, developing their knowledge of themselves and the world in which they live
- to be able to read widely to increase children's vocabulary
- to be able to read and critically appreciate a variety of texts, both orally and recorded.
- to be able to respond imaginatively to a variety of texts including fiction, non-fiction, poetry and prose
- to be able to read for different purposes adopting the appropriate methods e.g. scanning
- to enable children to read silently and aloud for increasingly sustained periods

Objectives

Pupils will experience a range of experiences e.g. whole class shared reading, paired reading (in the Drop Everything and Read sessions) and individual reading

They will read a wide range of literature, including picture books, rhymes, stories, poems, non-fiction, play scripts, other children's writing and writing from other cultures.

- All pupils including Early Years will have access to Whole Class Reading sessions. Classes will have five guided reading sessions a week and there is the expectation that WCR will be recorded x3 a week. All pupils will read to their class teacher during a cycle of lessons. Individual reading will take place in addition to this
- Reading Learning Objectives will be taught through WCR sessions using the VIPER skills and these sessions will be recorded in the children's reading skills books.
- Pupils will take home reading scheme books each night and be changed according to the class rota
- Families will be strongly encouraged to comment on the child's reading through the home/school reading diary
- All classrooms throughout school to have a high quality reading area to promote the Love of Reading across school, motivating the children to read.
- Children in Early Years will follow the books within the Little Wandle Reading Scheme. The rest of the school will follow the core reading scheme (Oxford Reading Tree and Bug Club Phonics) and use other supporting schemes where additional resources are required for individual needs. The teacher or TA records books read on child's individual record sheet.
- All teachers to promote the Love of Reading in their classes and have a chosen class system which enables all children to record, share and celebrate their chosen books



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- Drop Everything and Read sessions will take place in each year group x2 a week to promote the Love of Reading and to build up stamina for reading
- Each class will have a timetabled Love of Reading session where the children complete creative activities linked to their class novel
- Read aloud sessions take place on a daily basis within each year group to ensure that children are exposed to a range of literature
- Each year group has a Reading Spine in place, which details the texts that will be covered throughout the year.
- In Key Stage 2 children have x1 Cracking Comprehension a week so the VIPER skills can be embedded further.

Class Novels and Expanded Reading

It is important that all children are exposed to a wide diet of reading materials. Therefore, each year group has a Reading Spine in place, which details the texts that will be covered throughout the year. These texts have been selected to give the children exposure to a wide range of styles and types of text and are used to enhance the curriculum not just English. All classes will read and study the texts shown on the long-term plan and use these as a basis for stimulating work and reading for pleasure.

Whinmoor St Paul's C of E Primary School **Spelling and Phonics Policy**

Aims:

- Children should be independent, confident and competent spellers
- Children should be able to spell the words they need in their own writing
- Children should have a variety of strategies to help them to approach unknown words

Guidelines

- Early Years and Key Stage 1 follow the progression outlined in the Little Wandle scheme to support this teaching. There is strict fidelity to this scheme.
- There is a mixture of whole class teaching of specific spelling patterns in Early Years and Key Stage 1 and daily discrete phonics teaching for small group catch-up where required.
- All Year groups have adopted the spelling statutory requirements as stated in the national curriculum 2013
- In KS2 whole class teaching of specific spelling conventions and rules takes place, with discrete phonics teaching as part of an intervention group where gaps in phonological knowledge have been identified
- All pupils in Key Stage 1 and 2 will learn weekly spellings from the spelling rules/patterns or exception words as stated for each group in national curriculum 2013. The Twinkl



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spelling lists are used in KS1 and Topical Resources spelling scheme is the agreed source for spelling lists in KS2. These lists include words from the curriculum 2013 year group's lists, high/medium frequency words and spelling patterns appropriate for the year group. Additional lists may be produced which may include National Curriculum word lists or lists which prepare children for Key Stage assessments

- Children will be taught a variety of methods to learn their spellings including using their phonic knowledge, word structure and spelling structure of words
- Children will be encouraged to 'have a go' at spellings but also have easy access to dictionaries (both published and personal) and word lists to support spelling
- This 'have a go' method will be encouraged during English lessons where strategies for independent spelling (e.g. syllabifying, over articulation, mnemonics and use of spelling rules) will be modelled by the teacher
- The teaching of spelling is integral to the teaching of English and is detailed on the English MTPs for each year group.

Whinmoor St Paul's C of E Primary School **Writing Policy**

Aims:

- to develop the children's skills of writing transcript and composition
- to enable children to write in a range of ways and purposes including narratives, explanations, descriptions, comparisons, summaries and evaluations
- to enable children to plan, revise and evaluate their writing
- to develop the stamina and skills to write at length
- to enable children to have an awareness of audience, purpose and context when writing
- to enable children to use accurate spelling and punctuation
- to enable children to be grammatically correct
- to write to support their understanding and consolidation of what they have heard or read.

Objectives

- Pupils will experience a range of writing stimulus e.g. high quality texts, modelling and shared/ collaborative writing to demonstrate good practice. Pupils will write different text types and narrative styles. Writing opportunities will also be provided in different curriculum areas.



Guidelines:

- The writing process used in school will include: planning, drafting and writing, evaluating and editing, proof-reading, reading aloud and sharing; is taught and practised regularly
- Shared writing is a key strategy used to model the writing process, providing a context for discussion and demonstration of grammatical features at word level, sentence level and text level
- A writing type will be taught over a longer sustained period, as identified on planning, with other opportunities provided for regular stand-alone creative writing sessions both in English lessons and other subject areas
- Grammar L.O's may be taught as a discrete English lesson but will feed into the writing process
- Regular opportunities are provided for children to peer mark writing against an appropriate criteria
- Children are encouraged to use dictionaries and thesaurus as appropriate and required.