

Warden House Primary School



English Policy

Agreed by the Senior Leadership Team: Term 6 2023

Intent

Warden House aim to develop pupils' abilities within an integrated programme of Speaking & Listening, Reading & Writing. Pupils will be given opportunities to develop their use, knowledge and understanding of spoken and written English within a broad and balanced curriculum, with opportunities to consolidate and reinforce taught English skills.

Pupils at Warden House Primary School will leave Year 6:

- reading and writing with confidence, fluency and understanding, using a range of independent strategies to self-monitor and edit;
- with a love of reading and a desire to read for enjoyment;
- with an interest in words and their meanings; developing a growing vocabulary in spoken and written forms;
- understanding a range of text types, media types and genres;
- able to write in a variety of styles and forms appropriate to the situation;
- using their developing imagination, inventiveness and critical awareness;
- have a suitable technical vocabulary to articulate their responses.

Implementation

Role of the English Team

The English Team is responsible for improving the standards of teaching and learning in English through effective monitoring and evaluating. This will be achieved through

- Monitoring of teaching and learning
- the quality of the Learning Environment,
- taking the lead in policy development
- analysis of data
- auditing and supporting colleagues in their CPD
- purchasing and organising resources
- keeping up to date with recent English developments

Planning

The plans for each year group are the responsibility of the class teacher. Plans can be produced in any format which suits the class teacher as long as they clearly show the sequence of learning and are accessible if requested. When planning, teachers should choose high quality texts and have clear writing outcomes. In planning the sequence, reference should be made to the following documents to include grammar objectives relevant to the writing genre and to ensure progression.

[Progression in narrative texts.pdf](#)

[Progression in non fiction texts.pdf](#)

The following document outlines the genres taught in each year group to ensure good coverage of the different genres and progression within each genre.

Speaking and Listening

The school follows the National Curriculum guidelines for the teaching of speaking and listening. Through Early Years and Key stage 1, we assess speech and language skills and regular 1:1 and small group interventions take place as we know that an unaddressed delay in language skills can lead to underperformance throughout primary school and beyond. Children are reassessed at the beginning of Year 3.

Children are given lots of opportunities to talk, ask and answer questions and present to an audience. This includes presentations as part of project work, discussion, debate, role play and also regular productions, where children are able to perform to a live audience: assemblies, Christmas performances and Key stage 2 end of year summer shows.

Phonics

At Warden House, we follow the Little Wandle Letters and Sounds SSP. Phonics is taught daily across EYFS and Year 1. Phonics catch up is planned and delivered for all children who are not on track and have fallen behind. All staff are fully trained using the provided training modules. Phonic assessments take place at the end of every term in line with the scheme which informs planning and catch up provisions.

Spelling

We teach spelling using the plans and resources from Spelling Shed. The scheme uses phonics as a base and includes elements of morphology, etymology and orthographic mapping. Weekly spellings based on the rules/patterns learnt in class are sent home each week. Tests are set if and when appropriate – this could include paired tests.

Reading

At Warden House, we take a whole class approach to reading. High quality texts are chosen by teachers and a sequence of learning is planned to provide the children with rich reading and writing opportunities.

As soon as children start school, phonics and reading are a priority. Children in Reception and Year 1 have guided reading sessions 3 times a week as part of the Little Wandle Letters and Sounds programme. In addition to this, they are given a fully decodable book to take home to support reading fluency. They keep this book over a number of days to develop their reading fluency. They will also choose an additional 'Sharing Book' for enjoyment which can be shared by parents and children; this may not be fully decodable.

When children have completed the phonics scheme, they will move onto Accelerated Reader. Children complete the Star Test 3 times a year – Start of Term 1, end of Term 3 and End of Term 6. Reports are printed out weekly and reviewed by class teachers. Children are given a range of levels to choose their books from to maximise choice, progress and enjoyment.

Children are set points targets each term to challenge high quality reading. If children reach a million words they are awarded a certificate and a Warden House book mark. Children who achieve two million words are awarded a £5 book voucher and then a £10 voucher for 3 million words.

Reading at home

If a child does not meet minimum requirements (see Homework Policy) and improvements not seen using classroom strategies e.g. discussions with child, support to choose appropriate books, informal meeting with parents then

1. Text message is sent to parents by class teacher
2. Phone call or formal meeting with parent by class teacher
3. Formal letter sent by SLT inviting parents in for a meeting to discuss alternative provision.

Reading clubs are run in certain year groups to support regular reading.

Handwriting

We use printed letters in Reception and Year 1 to mirror the Little Wandle Letters and Sounds scheme and to reduce cognitive demand. Children begin to use cursive in year 2. Letter Join is used to support consistent teaching of handwriting and letter formation. Please also refer to the Presentation and Handwriting Policy.

Writing

As many opportunities as possible are given for the children to write across the curriculum. In EYFS children use mark making books and from KS1 children use their Big Writing book for Big Writing which takes place at least twice a term. Writing is a process that should involve drafting and editing to produce a finished piece of work. Please refer to the Marking/feedback Policy.

Assessment

See Assessment and Feedback policy

Phonics – Little Wandle assessments are used at the end of each term in Year R and 1. Rapid catch assessments are used every 4 weeks in Y2-6. Catch up assessments in YR and 1 are completed every 3 weeks.

Reading – PIRA assessments are used 3 times a year.

SPAG – SPAG assessments are used 3 times a year.

Writing – writing moderation takes place twice a year and teacher assessment grades 3 times a year.

Inclusion

In all classes, there are children of differing abilities; stages of development and stages of understanding. We recognise this fact and that children's learning is understood developmentally, and provide suitable learning opportunities, for all children, by matching the support and scaffold given to access the learning tasks to meet the needs of the child.

Cross-curricular links

Cross curricular opportunities will be made across subjects where this supports intended learning outcomes, these links will be delivered in a creative and irresistible way.

Impact

The impact on our children is clear: progress, sustained learning and transferrable skills. By the end of KS2 the majority of our children have made good progress from their starting points in EYFS. With the implementation of the writing journey being well established and taught thoroughly in both key stages, children are becoming more confident writers and by the time they are in upper Key Stage 2, most genres of writing are familiar to them with features been built upon each year to ensure progress and development of each genre; teaching can then focus on creativity, writer's craft, sustained writing and manipulation of grammar and punctuation skills. Our children are also becoming more confident readers and they realise the importance of reading for pleasure along with reading for information thanks to the rigorous teaching and learning of the Little Wandle phonics scheme which gives a firm foundation in reading.

As all aspects of English are an integral part of the curriculum, cross curricular writing standards have also improved and skills taught in the English lesson are transferred into other subjects; this shows consolidation of skills and a deeper understanding of how and when to use specific grammar, punctuation and grammar objectives. Cross curricular opportunities are carefully sequenced to ensure deliberate spaced learning opportunities; these will ensure that children have opportunities to retrieve knowledge from different curriculum areas whilst successfully demonstrated their English skills. We hope that as children move on from us to further their education and learning that their creativity, passion for English and high aspirations travel with them and continue to grow and develop as they do.

Written and reviewed by The English Team