

# Warden House Primary School



## English Policy

Created: Summer Term 2018

Review date: Summer Term 2019

### **Aims**

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 correct;
- 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.

### **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

- Teaching & Learning Conferences
- the quality of the Learning Environment,
- taking the lead in policy development
- monitoring of books and plans
- analysis of data
- auditing and supporting colleagues in their CPD
- purchasing and organising resources
- keeping up to date with recent English developments

### **Planning**

We follow the Chris Quigley English Curriculum, which has been developed in line with the New Curriculum 2014. Early Years follow the Communication and Language and English sections of the Statutory Framework for the Early Years Foundation Stage (2012).

The plans for each year group and the planning sheets are on the T Drive and class teachers plan for their own classes.

## **Speaking and Listening**

We have a Speaking and Listening Objective on our English Plans, where relevant. A range of activities and focused days and weeks are planned as necessary across the year. These can include a range of plays, musicals, oracy weeks, poetry slams and others.

## **Phonics/Spellings**

EYFS & KS1 follow the Letters and Sounds Programme. Phonics is taught daily (whole class or sets) throughout the school and children are set according to ability. Phonic Assessments take place at the end of every term and data is reviewed termly.

Spellings rules are taught using the Bellenden scheme of work. Weekly spellings tests are set if and when appropriate. Dictation is used to consolidate spelling rules.

## **Reading**

From Reception the children have word lists to work through. (See Expectations)

Reception: Start on the light blue box and continue through the coloured boxes until Blue level is achieved, assessed using Benchmark Assessment. Children are then assessed using Star Test to start Accelerated Reader programme.

Once on 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.

1,000,000 Word Certificates are awarded when they occur. We also award children who pass the most quizzes in a term.

## **Reading at home**

If a child does not meet minimum requirements (see Homework Policy) and improvements not seen using classroom strategies e.g. workroom, 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.

## **Guided Reading**

At Warden House we take whole class approach to reading where appropriate focusing on the teaching and comprehension of reading through objective lead lessons. In addition EYFS and Year 1 work through ability group, objective lead sessions.

## **Handwriting**

We use cursive script. 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 regularly. Writing is a process that should involve drafting and editing to produce a finished piece of work. Please refer to the Marking/feedback Policy.

## **Expectations for End of Year**

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Letters and Sounds	Phase 4 completed	Phase 5 & Bellenden Spelling scheme	Phase 6 & Bellenden Spelling scheme	Bellenden Spelling scheme	Bellenden Spelling scheme	Bellenden Spelling scheme	Bellenden Spelling scheme

Word Lists	List 10 + pre reading list	List 32					
------------	----------------------------------	---------	--	--	--	--	--

Written and reviewed by The English Team

Reviewed by Rob Hackett – July 2019