

St. Wilfrid's Church of England Primary Academy



English Policy

June 2017



Our Christian Values

As a Voluntary Aided Church of England Primary Academy, we have eight Christian Values, underpinned by love at the heart of everything we do.

Our Christian Values are:

Fair, Kind, Joy, Courage, Forgive, Hope, Peace and Trust
Love

Introduction

St Wilfrid's Primary Academy aims to provide all children with the opportunity and support to develop their full potential through a rich, broad and balanced education and through experiencing the love and security of belonging to a caring Christian community.

Aims

Children:

- Read easily, fluently and with good understanding
- Develop the habit of reading widely and often, for both pleasure and information
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- Appreciate our rich and varied literary heritage
- Write clearly, accurately and coherently, adapting their language and style for a range of contexts, purposes and audiences.
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

(The National Curriculum in England Framework Document 2014)

WRITING

Aims

- To develop pupils competence in spelling, handwriting, grammar and composition.
- To develop children's ability to plan, edit and evaluate their writing.
- To foster children's enjoyment and love of writing.

Methods and Approaches to writing

Foundation Stage

The English curriculum is planned and taught following the characteristics of effective learning using the Early Years Foundation Stage Curriculum (EYFS).

Writing opportunities are an integral part of child led learning and are incorporated into continuous provision. The explicit transcriptional and compositional skills are taught in teacher led guided and whole class writing sessions.

Key Stage 1 and 2

Writing opportunities are incorporated across all subjects. Teachers demonstrate the writing process, commenting explicitly on what to write and why, using contributions from the children and making

improvements as they write. This modelling process is important in helping children to develop and organise their own ideas.

As pupils become more proficient and confident, they are expected to become increasingly responsible for the correction and redrafting of their work. Increased attention is paid to spelling, grammar and punctuation, encouraging the use of dictionaries and thesauruses when appropriate.

PHONICS

Children in the Foundation Stage and Key Stage 1 are taught phonics through the 'Letters and Sounds' Scheme. From Nursery onwards, children are taught to recognise letters of the alphabet by shape and to say their name and the sound they make. Children are taught to identify sounds in words from initial sound to end and medial sounds. They are helped to become independent when using this knowledge in their reading and writing.

The 'Letters and Sounds' document identifies the six phases of phonological development that children must go through.

Pupils in Year 1 have a National Phonics Screening Test in June. Pupils who do not achieve the expected standard re-sit the test the following year when they are in Y2.

In Key Stage 2, spelling is taught through daily English lessons along with specific spelling sessions. These sessions are taught using the No Nonsense Spelling programme. This provides plans and resources for fifteen sessions each half term. Spelling homework is also given each week to allow children to learn spelling patterns and rules at home. These spellings are tested in school each week.

Phonic catch-up sessions take place throughout KS2 where there is a need to revise previous learning from KS1.

READING

Aims

- It is our aim to develop enthusiastic, responsive and independent readers.
- Children should enjoy reading and read with understanding.

Methods and Approaches to reading

Children have access to a variety of books including non-fiction and fiction, as well as comprehension and support materials via class book areas, our own school libraries and the local community library.

All teachers are responsible for the planning, teaching, monitoring and recording of guided, whole class and independent reading.

All children in Reception and Key Stage 1 have a reading book to take home. This is changed weekly. Teachers use their discretion to decide on the levels of books to be sent home.

Key Stage 2 children are encouraged to read at home independently or with parents/carers. School reading books are levelled using book colours. Children can choose within the colour band they are currently working on. Fluent readers bring in books of their own choice to read.

Explicit reading skills are taught through whole class and guided reading. Children have the opportunity to use and apply these reading skills across the curriculum. They also have opportunities to read aloud to a variety of audiences.

LIBRARY

Aims

- To extend children's learning experiences
- To develop children's skills as independent learners
- To support learning and teaching in our school, and to enrich the curriculum

We have Libraries in each Key Stage building. Year groups are timetabled to use the library to encourage reading for pleasure by independently choosing their own books.

In KS1 there are both fiction and non-fiction resources as a home lending library. The library in KS2 has collections of fiction and non-fiction resources. Books are classified according to fiction or non-fiction and the reference materials are classified according to subject. We use coloured labels to identify general themes within the collection.

The physical environment of the library is designed to stimulate our children. This motivates them to explore resources for their work in school and for personal study.

A small group of Y6 librarians help oversee the general management of the library such as returning books to the correct area and ensuring general tidiness.

HANDWRITING

Good presentation of work is a high priority. Children are encouraged to maintain high standards of presentation at all times so that pride is taken in their work.

Children are taught the correct letter formation as the letters are taught in Nursery and Reception. Children are involved in the following activities as appropriate:

Fine motor skill activities (threading, pegboards etc)

Left to right games and patterns.

Children trace over teacher's writing (highlighter colour with dots to show where to begin each letter).

Children copy under teacher's writing.

Children copy from word cards.

Using whiteboards

This is continued throughout the Key stage. From Year one onwards, children begin to use cursive handwriting.

Children are taught specific handwriting skills using the Martin Harvey programme. Children are encouraged to use the correct sitting position: Children sit in the 'BBC' position which stands for 'Bottoms, Back in Chairs' and also ensure that they have 'six feet on the floor' (2 of their own and 4 of the chair's).

Pencils are the first writing implement used. Children can gain a pen licence in Year five/six. This signifies being ready and able to write with a pen. It also offers an incentive to improve handwriting and gain a pen.

EQUAL OPPORTUNITIES

At St Wilfrid's, we strongly promote self-respect and respect for all in our school irrespective of race, creed or gender. Care will be taken to ensure that English resources do not present stereo-typed images and that they reflect the diverse nature of our society.

SEND

Vulnerable pupils and focus groups are identified on individual Year group action plans. All children are entitled to a broad, balanced, relevant and differentiated curriculum. The structure of English within the National Curriculum recognises the need for a common framework within which a school can plan, but

which also enables a flexibility of response to the needs of individual pupils. These children receive additional English support via intervention programmes, working with the teacher or a TA. The work should be challenging enough, realistic and achievable.

Support within school and via external agencies should be co-ordinated and organised by the SENDCO in conjunction with the class teacher. (see SEND policy).

ASSESSMENT AND RECORD KEEPING

Assessment of pupil progress is ongoing and is recorded. Each half term, children complete assessment tasks. Children's achievements are highlighted and the gaps are noted to inform planning.

In The Foundation Stage, children's achievements in Literacy are assessed in line with the Foundation Stage Profile. As the children achieve the Early Learning Goals they progress onto National Curriculum targets and are assessed towards the achievement of these. From Year 1 onwards, 'Target Tracker' is used to record statements of achievement for individual children, and to identify next step learning targets.

Children at the end of Key Stages 1 and 2 are formally assessed using SATs.

Signed:

Headteacher: Mr. S. Colothan

Date: June 2017

