



## Woburn Lower School

### English Policy

#### Purpose of Study

At Woburn Lower School we aspire to produce a motivating and creative learning environment where children will enjoy fulfilling their potential in all aspects of English.

All the skills of language are essential to participating fully as a member of society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them.

#### Intent

##### Aims

At Woburn the development of English skills is the responsibility of all members of staff.

We aim to:

- \* Plan opportunities for children to become confident, competent and expressive users of English
- Develop children's key skills in all areas of language.
- Raise levels of attainment for all.
- Provide a rich and stimulating language environment, where speaking and listening, reading and writing are integrated.
- Develop an awareness of purpose and audience for both written and oral language.
- Offer opportunities for pupils to be reflective users of English.
- Create cross-curricular links including ICT, in order to apply and develop their language skills further.
- Use effective models of planning, target setting and monitoring to ensure consistency across the school.

## **Implementation**

### **Teaching and Learning**

English is taught throughout the school in line with the National Curriculum. Yearly programmes of study, half termly and weekly plans are carefully planned by the Class Teachers

However, English is cross-curricular in nature. Speaking and listening, reading and writing are an integral part of all the areas of the Curriculum. The children are given opportunities to communicate and discuss ideas and apply their reading and writing skills in a variety of contexts.

Teachers and TAs work with small groups to support guided reading and writing activities. Independent learning is encouraged through differentiated tasks.

### **Speaking and Listening**

At Woburn Lower School we believe that spoken language is the foundation for the development of children's language. It is crucial to the development of thought. Talking plays a vital role in the process of organising thinking, reflection and response.

By planning a range of speaking and listening tasks across the curriculum, children are encouraged to develop as fluent, confident and competent speakers who are also able to listen with interest and understanding for sustained periods. They are also encouraged to work co-operatively with others in group and paired tasks and to listen to the views of others.

### **Elkan Champion School**

Woburn Lower School is an 'Elkan Champion School'. We have two members of staff who have been Elkan trained. The Elkan training provides a thorough and comprehensive overview of speech and language needs and strategies to support children in communication and language. As a whole school we use Elkan strategies such as verbal games, auditory memory games, visual timetables, task plans and colour coded mind maps in our everyday teaching.

## Reading

At Woburn Lower School we make reading a pleasurable experience for all children.

The programmes of study for reading throughout the key stages consist of two dimensions:

- Word reading
- Comprehension

To develop these skills we share books with the children both during English lessons and in cross-curricular work. Children are heard read individually and in guided reading every week. The children take home a '**Phonics Reader**'. Phonics Readers are fully decodable fiction and non-fiction books. They are organised in colour band groups that match the teaching sequence of the Twinkl phonics scheme. These books are matched to a child's secure phonics knowledge, with the aim they can be read with 90-95% accuracy. This ensures children are reading with good fluency, comprehension and decode the words by sounding out and blending.

The children also take home a '**Home Reader**'. Home Readers are from a range of reading schemes to introduce a wide variety of literature and to encourage the children to use a range of reading strategies. They are organised in groups (colour band book boxes) that match the teaching sequence of the Twinkl phonics scheme and will match as closely as possible the sounds and words each child is currently learning. Children are also encouraged to borrow books from the school library. Within each classroom there is also a large selection of books by significant authors and engaging book corners.

Reading skills are taught using a variety of different methods depending on the needs of the individual. Each child will have access to the high quality TWINKL phonics accredited scheme. Children in Reception, Key Stage 1 and those children who still need phonics lessons in Key Stage 2 have daily phonics sessions.

Quality shared reading and guided reading sessions are planned for during the week across all key stages. Work is differentiated according to the needs of the individual.

Parents are encouraged to be involved in reading with their child at all stages. A home/school record is maintained and comments noted. Cards are also available with ideas regarding how to ask questions and discuss texts more fully.

Please see our '**Early Reading and Phonics Policy**' for more information.

## Writing

At Woburn Lower School the programmes of study for writing at Key Stages 1 and 2 consist of two dimensions:

- Transcription (spelling and handwriting)
- Composition (articulating ideas and structuring them in speech and writing).

Teaching develops pupils' competence in these two dimensions. In addition, pupils are taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programme of study for composition.

Writing down ideas fluently depends on effective transcription. At Woburn Lower School the children are encouraged to develop as independent and accurate spellers who are confident to use an evolving and adventurous vocabulary in their writing. We use TWINKL phonics scheme throughout the school and the 'No Nonsense Spelling' scheme from Year 2 onwards supplemented by learning spellings as recommended in the National Curriculum. In class the children are encouraged to spell the word or use a dictionary before asking for help. Small group support is given to those children who need it.

Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. These aspects are taught and practised on a daily basis during English lessons and cross curricular work.

Writing also depends on fluent, legible and, eventually, speedy handwriting. This is taught throughout the school on a weekly basis in independent handwriting lessons and through the TWINKL handwriting scheme.

At Woburn Lower School we use the Talk 4 Writing principles to direct our teaching of writing. Talk 4 Writing supports the learning of well-known stories and other high-quality texts. This is learnt through creative enriching and fulfilling lessons, which centre around three stages. These are 'imitate' 'innovate' and 'invent'. Throughout these three stages our aim is to make sure that all children enjoy writing and find the process enjoyable. They read a wide range of good quality writing and understand what makes it good as well as becoming aware of the key features of the genres and text types that they are being introduced to. The overall process allows them to draw from the models given to them in their 'shared text' and create a bank of words, story patterns and sentence types that they can use to develop their own ideas and writing.

## **Drama**

We believe drama enhances understanding and provides a means of expression. The children are encouraged to use drama to link ideas in literacy through role-play, hot seating, tableaux, mime and freeze-frame techniques. We provide regular opportunities for productions, where dramatic skills are developed and shared. Theatre visits to the school and drama workshops are organised to promote appreciation of live performance.

## **Special Needs**

We aim to identify at an early stage those children who have individual special needs with any aspect of language. We plan for differentiation so the children's interests are maintained, their individual needs are met and to ensure that all the pupils are challenged and achieve success. We have additional staff so that support can be given on an individual or small group basis. The level of support given and children's targets are detailed in provision maps. Class teachers are supported by the school's SENDco, who works in close liaison with outside agencies and services.

## **Equal Opportunities**

We believe that our English curriculum reflects our cultural and linguistic diversity. Pupils who speak a language other than English at home are valued highly. The school is committed to equality of opportunity and aims to adopt positive strategies to achieve this in the teaching of English. Regardless of race, gender or creed we believe all children should be given access to a wide variety of resources and high-quality teaching.

## **Impact**

### **Assessment**

In accordance with our 'Assessment, Recording and Reporting' policy, we implement formative, summative, diagnostic, self and peer assessment in our evaluation of each child's progress in English.

- End of Foundation Stage Profiles at the end of the children's Reception Year.
- SPaG and reading comprehension are tracked and monitored throughout the year.
- End of unit assessment for writing.
- Self and peer assessment opportunities in writing.
- Phonics tests are administered in Year 1, and repeated for some children in Year 2

- Optional SATs administered at the end of Key Stage 1
- Unaided assessments take place each half term and targets are set with the pupil during a student conference session.

## **Recording**

Data is recorded in a variety of ways from all forms of assessment undertaken.

- Individual pupil targets for English are set by the teacher. These are recorded in literacy books/target cards and progress is reviewed.
- Individual reading record sheets are kept by the teacher.
- Individual record books are given to each child for home/school communication.
- Individual portfolios of work/assessments.

## **Reporting**

- Parents of children in the Early Years are invited to attend a curriculum morning in the Autumn term which includes an outline of how phonics, reading and writing are taught in Reception.
- Parent 'Phonics and Reading' information across all Key Stages are led by class teachers and supported by the English subject lead in the Autumn term.
- Parents are informed about the content of the English curriculum, along with other subjects each half term on the class page curriculum map.
- Regular consultation meetings with parents are organised to share their children's termly targets.
- Staff meetings are used to disseminate information.
- Whole school progress meetings half termly.
- End of year expectations are shared with parents in the Autumn term
- Reports are given to parents twice a year
- The Headteacher reports to the Governing Body on a termly basis

## **Staff Development and Training**

- School based INSET led by English coordinator or outside agencies
- Attendance on English courses by staff or subject leader
- Liaison with advisory services
- Lesson Observations, Learning Walks, Peer Observations and Book Scrutinies inform good practice
- Whole school and inter-school moderation meetings

## **School Literacy Governor**

The English governor provides the link between the governing body and the staff, through discussion and asking questions about current policy and practice.

He/she also:

- Meets with the English subject leader to discuss progress and become informed about school literacy issues.
- Visits classrooms. and observes English lessons
- Reports to the governing body as appropriate.

**Governor:**

**Date: January 2024**

**Headteacher: Paula Black**

**Date: January 2024**

**Review: January 2027**