

WINGROVE PRIMARY  
SCHOOL



Policy Statement for

English

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## **Rationale**

English is a vital way of communicating in school, in public life and internationally. Literature in English is rich and influential, reflecting the experience of people from many countries and times. In studying English pupils develop skills in speaking, listening, reading and writing. It enables them to express themselves creatively and imaginatively and to communicate with others effectively. Pupils learn to become enthusiastic and critical readers of stories, poetry and drama as well non-fiction and media texts. The study of English helps pupils understand how language works by looking at its patterns, structures and origins. Using this knowledge, pupils can choose and adapt what they say and write in different situations.

## **Aims**

At Wingrove we aim to provide children with the skills in English in order that they achieve their full potential and can take an active role in society.

- ◆ To learn to speak confidently, listen to what others have to say and to explore language in imaginative ways through role-play and dram
- ◆ To listen, understand and respond to others
- ◆ To develop the ability to extend and value individual and group responses
- ◆ To help every child become a reader for life
- ◆ To learn to read a range of fiction and non-fiction texts confidently and independently whilst expressing their own opinions about them
- ◆ To become enthusiastic writers, using the main rules and conventions of written English, to explore how language can be used to communicate meaning in different ways

We are continually aiming to raise the standards of achievement of all pupils at Wingrove School.

## **The National Curriculum**

The DfE National Curriculum (2014) clearly states that developing children's language and literacy skills are 'essential to [them] participating fully as a member society'.

'Teachers should develop pupil's spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.'

*DfE National Curriculum (2014)*

The National Curriculum describes what must be taught in Key Stages One and Two. Each teacher at Wingrove School follows the English programmes of study thus ensuring continuity and progression in the teaching and learning of English.

In the Foundation Stage - Nursery and Reception - the curriculum is guided by the Early Learning Goals which lead directly into the National Curriculum.

## **Planning**

Planning is undertaken at two levels:

Long term planning is based on the yearly teaching programmes set out in the English National Curriculum. Each year group covers a range of genres in reading and writing.

Short term planning is carried out weekly in year group teams during PPA. These plans include the learning objectives for each part of the lesson, the activities chosen as the vehicle for achieving the objectives, the outcome for the week, differentiation including TA support, special resources, ICT and any key vocabulary or questions. AFL is carried out throughout the lesson.

Medium and short term planning is monitored by subject leaders and the Headteacher.

## **Cross Curricular Links**

In order to create a cohesive and meaningful learning programme for our children, we identify links during the planning stage and give children the opportunity to use their subject knowledge and skills in real contexts.

## **Teaching Methods and Approaches**

Lessons generally follow a logical format ,beginning with teaching, modelling. This is followed by guided group and independent work. The final party of the lesson is a plenary, which is an essential opportunity for assessment. Timings may vary, however and short plenaries may be in evidence throughout lessons.. It is made clear to the children at the start of the lesson exactly what it is they will learn as the objectives are shared with them. It is explained to children how they will know if progress in a lesson. .

The teaching at Wingrove provides opportunities for:

- Group work
- Paired work, including mixed ability and similar ability pairs, friendship
- Whole class teaching
- Individual work
- Multi-media work e.g. drama, video, word processing and computing

The pupils engage in:

- The development of thinking skills
- Speaking and listening
- Written recording
- Note making
- Planning their written work
- Practical work including drama and role play
- Investigational work
- Problem solving
- ICT
- Focused discussion promoting speaking and listening
- Consolidation of basic skills and routines

At Wingrove School we recognise the importance of establishing a secure foundation in English and of teaching and using vocabulary appropriate to the task. We endeavour to set work which is challenging, motivating and which encourages the pupils to talk about what they have been doing.

### **Talk For Writing**

The school is adopting the Talk For Writing strategies as the main conduit for the teaching of writing.

Talk for Writing Teaching Sequence

#### **PREPARATION**

- Children write a 'pre-unit' example – 'cold' writing task.
- Select, create or adapt an exemplar text to demonstrate features based on understanding of next steps children need.
- Teacher learns the text
- Create a context: plan activities, gather resources, design role-play area, choose pictures, animations etc., link to a shared experience e.g. a class visit

#### **IMITATION**

Spelling, sentence and paragraph activities:

- related to text or text type,
- what is needed for progress e.g. sentence / spelling games, mini-writes.

Tell the story/text

Talking and learning the exemplar text:

- establish language patterns – word for word or in own words
- use maps, actions, props, role play to support and remember
- feedback and shaping of retelling for expression and sense

Reading the text as a reader:

- read, re-read, discuss and enjoy the written text fluently and with expression, as a shared text – usually from an enlarged version

Comprehension:

- identify evidence in the text, which answers questions – literal and inferential , mark up the text
- identify key language features built in to the text and discuss their meanings and effects e.g. what difference would it make if they were changed?

Vocabulary:

- check meanings of words and phrases and explore their use investigate alternatives to author's choices etc.
- magpie words and expressions –save for future use

Text structure:

- identify sequence and pattern of text ready for boxing up

Reading the text as a writer

- Boxing up, labelling each section of the text in sequence to capture its overall structure
- Then identify key elements of each section in generalisations that can be

applied to other content

- Co-construct toolkits focussing on how writers create an effect
- Ensure that working walls or washing lines display maps, texts, word banks, sentence patterns, etc.

## INNOVATION

Introduce new stimulus:

- to build content, e.g. develop a story idea; focus on an experience to use as basis for poetry or develop knowledge/views for nonfiction
- build in audience and purpose.

Using the learned text structure, model drawing a new map

- tell and retell new class version before groups work on own changes.
- box up - complete planner,
- retell.

Shared writing

- staged section by section, using model text, writing toolkits, planner or map.
- teacher scribes helping children to suggest words and sentences, choose for effect and bank other good ideas not used in this text
- co-construction of each section not modelling writing for children to watch
- active participation, discussion of choices, paired work and some independent writing to offer suggestions e.g. using mini-whiteboards

Guided writing:

- differentiation to support children at varying levels
- teaching to specifics arising from assessment
- varying levels of innovation for more able writers

Independent writing:

- De-scaffolding in carefully managed stages e.g. children might complete or change a sentence or a paragraph
- weaker writers 'hug closely', relying on the original,
- stronger writers use boxes and the toolkit.

Daily feedback

- marking: teacher and pupil dialogue, using highlighters, etc.
- whole class discussion on what works.
- Children share work with response partner.
- Immediate improvement of writing in light of discussion.

Final reading of texts:

- in 'writing circles' plus evaluation discussion.
- teacher and children decide next steps.
- discuss, demonstrate and set targets.

## INDEPENDENT APPLICATION and INVENTIONS

Whole/ group class teaching before independent writing, applying their learning e.g.: reading snippets

- mini-writes sentence work
- refine, add to and internalise toolkit
- vary boxing up,
- comparisons, improve a dull piece;

Provide new 'starter' as a stimulus:

- first-hand experience, image, film, drama, objects, challenge with purpose, cross-curricular topic, creative event, etc.

Draw new map or box up for planning.

Shared writing of illustrative exemplar – consolidate understanding of toolkit.

Guided writing pitched at specific focus for flexible groups.

Teacher feedback:

- 'marking' – teacher and pupil dialogue, using highlighters, etc.
- Whole class discussion on what works.
- Children share work with response partner and read round 'writing circle' for positive comments.
- Immediately improve writing.
- Teacher/children decide next steps, e.g. more work on feedback, further teaching or more independent writing to internalise patterns.
- Further writing lessons focussing on progress + further independent writing.

## EVALUATION

Compare with initial pre-unit writing. 'Hot Task'

## INVENTION

Children should be given regular opportunities to write independently

- own topic, drawing on prior knowledge and experiences.
- cross-curricular writing.

## PUBLICATION

Writing is displayed/ published / performed - illustrated mini books, class blogs, anthologies, scrapbooks, etc.

## Organisation

English will be taught in key stages 1 and 2, in register groups. In the foundation stage English will be taught according to the EYFS. Work provided for the children will be clear and challenging in order for every child to reach their full potential. Work is differentiated according to ability, support will be provided for SEN pupils by offering additional resources or adult support where appropriate. EAL children will be supported in class at times and may be withdrawn to work in smaller groups. More able children will be given extension work to challenge them. Intervention groups are provided in addition to English lessons. They are taught by fully trained teaching assistants and /or the teachers.

## **Display**

We recognise the important role display has in informing, stimulating, motivating and celebrating the work of our pupils. English will be in evidence in all classrooms. Each class must have an English learning wall

The purpose of a learning wall is to support the children in their current learning and enable them to become more independent. Both aspects are of utmost importance in the primary classroom.

All children must be taught how to use it and teachers must keep it up to date with the current unit being taught.

A learning wall should include the following:

- Learning objectives
- Immersive examples eg the text type – annotated with key features and questions for the children to consider and respond to
- Key vocabulary and images as appropriate
- Examples of the teacher's work/modelling from the lesson, accompanied by annotation
- Examples of children's work, accompanied by annotation

## **Talk For Writing Washing Lines**

Washing lines are an important part of the 'talk for writing' process and must be present in all classes

The line is to provide a display of ongoing work that acts as a constant reminder and resource for children's learning. They are a focal point for thinking, displaying what has been learned. The work displayed must be constantly referred to and used by the teacher and class.

The washing line will hold examples of the following:

- Shared writing
- Boxing up
- Story maps
- Sentence and vocabulary work
- Tool kit

It is essential that the display is constantly referred to so that it can be drawn upon when writing.

Most of the displayed writing will be carried out on the handwriting flip chart paper. The handwriting must be of the highest standard and conform to the school handwriting policy.

Displays celebrating written work across the curriculum must also be present.

## **Assessment and Record Keeping**

At Wingrove we are continually assessing our pupils and recording their progress. Reading records will also be kept in a file. Assessment outcomes are used to inform the next cycle of planning thus ensuring a match of work to the needs of the pupils and ensuring progress.

Assessments are carried out on three levels:

Short term assessments are an informal part of every lesson (AFL). Teachers assess children on a daily basis through questioning and evaluating daily outcomes.

Teachers also complete evaluation in unit planning and plan for following lessons.

Marking provides children with clear information on where they have achieved the learning objective ( highlighted in green) and how they can improve ( highlighted in pink)

Medium Term assessments are carried out half-termly in order to track individual children. Assessments will be annotated and a grade is assigned to each piece of work. The grades will be recorded on the assertive mentoring trackers at key times throughout the year.

Writing is also assessed at the beginning and end of most teaching units as the children will be expected to complete a cold piece of writing.

Assessment outcomes are analysed by subject leaders and provide the focus for development within the subject for the coming year.

### **Reporting**

All parents receive an annual written report which includes a summary of their child's progress in English over the year. In year 2 and year 6 this will include the results of the SATs tests which are undertaken during May. Parents will also be informed of ongoing progress via assessment cards presented at each of the three parents' evenings.

### **Resources**

The teaching of English at Wingrove will be challenging and will involve all children where possible. Children will use a variety of resources to stimulate learning eg whiteboards, letter fans, board games, writing frames, ICT etc. in order to engage them in the learning process. Children will also take part in role play, interviewing people, hot seating etc as part of drama in English lessons. (see drama scheme of work). Teachers will provide the opportunity for all children to gain their full potential by providing support where needed/planned for. Extra support will be provided for particular groups of children in the form of another adult or word books etc. to support learning.

### **Equal Opportunities**

As a staff we endeavour to maintain an awareness of, and to provide for, equal opportunities for all pupils in literacy. We aim to take into account cultural background, gender and any special need, both in our teaching attitudes and in the published materials we use with our pupils.

### **Children with Specific Needs (English as an Additional Language or Special Educational Needs)**

Wherever possible we aim to fully include all pupils with in all lessons so that they benefit from listening and participating with others in demonstration, discussion and explanation.

Where necessary teachers will, in consultation with the specialist EAL teacher or the SENCo, draw up an individual plan for the child. Where appropriate children may work on an individualised programme with support or specialist staff. Children may also receive targeted support within the classroom.

Specific planning to meet the needs of such children is identified in the teachers' short term planning. This may take the form of simplified or modified



tasks or the use of support staff.

Where appropriate a group plan is developed with common objectives and learning targets for a group.

### **More Able Pupils**

Children, are taught in register groups within the appropriate peer group. They are extended through differentiated work and by focusing on the learning objectives from the next year group when those of their own are achieved. Children in Y6 can extend to work from the Y7 objectives. Children in Y6 are taught together as one cohort. There are always two full time teachers in the unit along with a TA to support the children.

### **Homework**

Homework will be given out on specified days across the year groups. Parents will be informed every term of changes to routines. Homework in Foundation stage may consist of a reading book which will be taken home on a regular basis as well as a list of key words to spell. In Key stage 1 and 2, homework will increase to include reading books, spellings for the week as well as work which will be linked to work in class and to the in-school spelling programme. Homework will be marked on a regular basis to inform children (and parents) of progress. See homework and marking policies.

