



West Park Primary School

English Policy

At West Park Primary school, we aim to offer high quality learning experiences where children can be the best they can be and reach high standards in English and across the curriculum. The teaching of English is the foundation of the curriculum at West Park Primary school and our priority is that we support every child to:

- read, write, speak and listen with confidence and understanding in a variety of contexts and genres
- achieve their best in an environment, which is safe, secure and provides encouragement, support and challenge
- develop a passion for reading and foster a desire to read for pleasure
- develop an interest and enthusiasm for vocabulary
- develop a fluent handwriting style with accurate letter formation
- make reasoned choices and develop independence as they read and write
- develop an awareness of an audience, purpose and the author's impact on the reader
- become assessment capable learners that seek feedback regularly to improve, discuss and evaluate their own learning.

English is taught daily as part of a three-week learning journey focusing on a particular genre. A long-term plan and curriculum map ensure progression of all skills across school. [Long Term Plan and Curriculum Map](#). Medium term and short-term plans reflect the National Curriculum objectives for reading and writing. Objectives are taught as discrete lessons to expose children to a specific skill in reading or writing. Opportunities are carefully planned so that children can practice their reading and writing skills across the curriculum in a timely manner.

OUR LEARNING COMMUNITY

Governors review and support learning in English – the English leaders report to the Curriculum Committee termly and visits to school are planned to review school improvement priorities. We believe that **parents** have a vital role to play in helping their children to progress in English. We seek support for English through home reading, English homework, visiting the school library with their children, individual consultation, parent information sessions when children arrive in Early Years and workshops to inform parents about Phonics strategies and reading behaviors. We listen to parents and encourage them to work with us to support reading, writing and talking together. It is vital that we build on the growing realization that support from home makes a dramatic difference to progress at school. Where support is lacking, we monitor reading regularly in school and have systems in place to track vulnerable learners. We realise that we need to seek the views of **learners** and our children's ideas for improving reading and writing should be further sought and acted on, as their views count on

issues such as use of the library, use of pens, ways of recording and presenting work, and so on.

EYFS

English is taught daily in the Early Years. Long, medium and short term plans ensure progression of skills working towards the development matters objectives for Communication and Language, Literacy and Physical Development. Opportunities are carefully planned linked to the weekly class text that create language enriched experiences for pupils to develop vocabulary and understanding.

Vocabulary

Each learning journey begins with a pre-teach session that exposes children to new vocabulary or general knowledge, which removes barriers or provides children with knowledge and understanding (cultural capital) to ensure all children are successful within the English lesson. The STAR approach (*select, teach, activate and revise*) is used daily within the English lesson. Children use vocabulary books and a word wall to collect and activate new vocabulary throughout the learning journey.

Reading (Word Reading and Comprehension)

Children are taught the reading skills: vocabulary, retrieval, summarise, sequence, inference, prediction and comparison through high quality texts. Children also look at how the meaning of a text is enhanced through content and authors vocabulary choices. Formal assessments are completed half termly; children are given time to reflect on their assessments by completing a [visible learning document](#) to empower children to be knowledgeable about their strengths and weaknesses. Adults and children use this information to inform future planning.

Spelling, Punctuation and Grammar

Children are introduced to a text type and will explore and deconstruct the features of that particular text type. Punctuation and grammar skills are mapped to suit the taught genres and are taught in context of the text type. Children are given opportunities to scaffold the taught skill in context and then given time to create and explore their own sentences and paragraphs using the taught skill. Punctuation and grammar links to writing codes that are used across school.

Writing

Through out the learning journey, children build up a success-criteria after exploring the features of the text type and spelling, punctuation and grammar skills that are suitable to that genre. The success criteria is displayed in writing books and is regularly engaged with by pupils, peers and adults during the writing process. Children are taught about the writing process and are given opportunities to give and receive feedback on their writing, edit and redraft their work and then polish and publish their final draft. Children's progress is tracked through writing target sheets that are displayed at the front of writing books. Target sheets cover the national curriculum and progress towards end of key stage Teacher Assessment Framework (TAFs).

SEND Provision

For those children working below age related expectations, a focus on high quality teaching is essential. Children are provided scaffolded learning within whole class learning to remove any

barriers to ensure they are working towards catching up to their peers. For children working significantly behind their peers a focus on developing reading fluency is essential. Children will be given a learning journey at their reading level that builds on reading fluency but allows children to develop reading and writing skills alongside. Reading interventions include Fab Fonics (EYFS and KS1), Reading Recovery (Year 1 and 2) and Echo Reading (Year 2 – 6).

In addition to the daily English lesson, children are given opportunities to develop a variety of important skills.

Reading Fluency

From Reception to year 4, children are given a banded book that is linked to the [West Park Phonics Scheme](#). Children read with an adult in school and are encouraged to read daily at home with a parent. Most children will read with an adult fortnightly; targeted children that need to make accelerated progress will be heard read weekly and the most vulnerable pupils will read twice a week. Children's reading fluency is assessed twice a year this is reviewed by class teachers and senior leaders during pupil progress meetings.

In year 5 and 6, children begin reading communities, a group of children read the same book in a group with an adult daily and then children are set an amount to read independently. This promotes reading independence in readiness for secondary school and adulthood and creates excellent opportunities for book talk in classes.

In years 3 – 5, children take part in fortnightly SRA sessions. This builds on reading stamina, reading fluency and comprehension of an unseen text. Texts are matched to reading ages and children progress through the coloured texts using a traffic light system. Children in year 6 continue weekly reading sessions using extracts or short texts with a focus on test style questions to best prepare them for end of key stage reading assessments.

Reading for Pleasure

Reading for pleasure is at the heart of the English curriculum.

- High quality texts and text types are selected to excite and enthuse children during the English lesson.
- Each class across school enjoys their class reader that is read by the class teacher as a designated time each day. Class readers are displayed on the door of each classroom.
- Every class has a well-stocked library. Children can borrow books to read for pleasure. Share book reviews and reading recommendations.
- Children have access to the school library that can be accessed at lunchtimes.
- Reading ambassadors are allocated for each class to share key messages across school and promote a love of reading.
- Children enjoy termly *virtual* author events, where children engage with real life authors and poets.
- Fiction and non-fiction book boxes are loaned from the Education Library Service each term to keep libraries fresh and tailored to meet the interests of pupils and current topics of the class.

Phonics

Phonics is taught daily in Early Years and Key Stage One. Children in Nursery are taught phase one phonics. Mrs McActivity scheme is initially followed and then nursery practitioners plan in activities to develop phase one skills that incorporate children's interests and learning topics. There is no expectation that children are introduced to phase two sounds during nursery.

Phonics baselines will not take place on entry to Reception and children will begin phonics on the first day. This may initially begin as two shorter sessions of ten minutes until children can manage a full phonics session. Children will recap phase one phonics and build on prior nursery knowledge. Adults understand the importance of oral blending and segmenting and build this into everyday practice outside of the phonics lesson. Children will begin the phase two programme of study in the autumn term following the [West Park Primary School Phonics Scheme](#) See *phonic's policy for information on phonics scheme, books linked to phonics schemes and phonics assessment.*

Spelling

Children follow the Treasure House spelling scheme. Children cover the National Curriculum objectives for spelling by following a systematic programme to teach spelling patterns and rules and the statutory spelling list. Adults recognise that children do not learn to spell through a weekly spelling test and opportunities are given to children to explore spellings in a variety of ways such as exploring word shapes, letter strings and repetition. Retrieval practice is incorporated into lessons to recap previously taught spelling rules and patterns. Children spelling knowledge is assessed three times a year. This information is shared with parents in pupil's homework books.

Handwriting see [handwriting policy](#)

Handwriting is taught daily from Reception to year four and then twice a week in years five and six. Handwriting is a taught skill that develops at different rates for different children. All of the teachers in the school put a priority on teaching handwriting and have high expectations for handwriting across the curriculum.

Our school teaches handwriting to ensure that:

- The importance of handwriting is recognised and given appropriate time.
- The progression of handwriting is consistent across the school.
- Handwriting is a whole-body activity and emphasis is placed on correct posture and pencil grip for handwriting.
- Expectations of left-handed children are equal to those of right-handed children, and appropriate advice and resources are available to ensure that they learn to write with a comfortable, straight wrist.
- Handwriting is linked into grammar, punctuation and spelling in order to practice and contextualise all of the transcriptional and stylistic skills for writing.
- Children learn to self-assess their own writing and develop understanding and responsibility for improving it.
- Children are taught letter formation using [West Park Mnemonics](#) and these are available in every class.

- Children complete a baseline handwriting assessment; adults teach handwriting according to baseline assessments. Children complete assessments throughout the year and this informs future planning.

Assessments

Children take assessments within English to closely monitor the progress of each child. Teachers and pupils analyse assessments to plan next steps in the learning journey. **Reception children complete the Reception Baseline Assessments in September for Literacy, communication, and language tasks, including: early vocabulary, phonological awareness and early comprehension.** Children complete baseline, midline and end line assessments throughout the year and data is compared to ensure progress and any interventions are put in where necessary. Handwriting and Phonics is assessed half termly and monitored by class teachers and subject leads.

Assessment Timetable

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Reception Baseline	Handwriting Phonics	Handwriting Phonics	Handwriting Phonics	Handwriting Phonics	Handwriting Phonics
Year 1	Handwriting Phonics	Handwriting Phonics Spelling Reading Fluency Reading Age Assessments	Handwriting Phonics	Handwriting Phonics Spelling Reading Fluency	Handwriting Phonics	Handwriting Phonics Spelling Reading Fluency Reading Age Assessments
Year 2	Handwriting Phonics	Handwriting Phonics Spelling Reading Fluency Reading Comprehension <i>(paper 1 only)</i> Reading Age Assessments	Handwriting	Handwriting Spelling Reading Fluency Reading Comprehension <i>(paper 2 for those that are ready)</i>	Handwriting SATS Reading MAY	Handwriting Spelling Reading Fluency Reading Age Assessments
Year 3	Handwriting	Handwriting Spelling Reading Fluency Reading Comprehension Reading Age Assessments	Handwriting	Handwriting Spelling Reading Fluency Reading Comprehension	Handwriting	Handwriting Spelling Reading Fluency Reading Comprehension Reading Age Assessments
Year 4	Handwriting	Handwriting Spelling Reading Fluency Reading Comprehension Reading Age Assessments	Handwriting	Handwriting Spelling Reading Fluency Reading Comprehension	Handwriting	Handwriting Spelling Reading Fluency Reading Comprehension Reading Age Assessments
Year 5		Spelling Reading Fluency		Spelling Reading Fluency		Spelling Reading Fluency

		Reading Comprehension SPaG Reading Age Assessments		Reading Comprehension SPaG		Reading Comprehension SPaG Reading Age Assessments
Year 6		Spelling Reading Fluency Reading Comprehension SPaG Reading Age Assessments		Spelling Reading Fluency Reading Comprehension SPaG	SATS Reading MAY SATS SPaG MAY	Spelling Reading Fluency Reading Age Assessments

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Reviewed February 2022