



WOODLANDS FEDERATION

English Policy

Written: September 2022
To be reviewed 2023

English is a core subject within the National Curriculum and forms an integral part of the whole curriculum for EYFS, Key Stage 1 and Key Stage 2. The teaching of English is guided by the National Curriculum document which sets out the key objectives for Year 1 through to Year 6, with Reception following the EYFS Framework, to enable pupils to become fully literate. English is taught within focus lessons and developed further across the whole curriculum.

AIMS:

- The study of English develops children's abilities to listen, speak, read and write for a wide range of purposes, so using language to learn and communicate ideas, views and feelings. It enables children to express themselves creatively and imaginatively, as they become enthusiastic and critical readers of stories, poetry and drama, as well as non-fiction and media texts. Learners gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding in speaking and writing across a range of different situations.

- to enable children to speak clearly and audibly in ways which take account of their listeners;
- to encourage children to listen with concentration in order to be able to identify the main points of what they have heard;
- to enable children to adapt their speech to a wide range of circumstances and demands;
- to develop children's abilities to reflect on their own and others' contributions and the language used;
- to enable children to evaluate their own and others' contributions through a range of drama activities;
- to read with confidence, fluency and understanding;
- to show an interest in books, read with enjoyment, evaluate and justify their preferences;
- to understand phonics and use this knowledge to read and spell accurately
- to help children enjoy writing and recognise its value;
- to enable children to write with accuracy and meaning in narrative and non-fiction;
- to increase the children's ability to use planning, drafting and editing to improve their work;
- to develop a fluent and legible handwriting style.

Work can be recorded in a variety of ways, including written, word processed and through images and English skills are promoted and applied to the wider curriculum. All lessons will be differentiated to meet the needs of all learners, such as the use of additional resources or adult support along with reference to policies that support teaching and learning.

Speaking and Listening

Teachers provide a wide range of contexts for spoken language throughout the school day. Teachers and other adults in school model speaking clearly. This includes clear diction, reasoned argument, using imaginative and challenging language and use of Standard English. Listening is modelled, as is the appropriate use of non-verbal communication, respecting the views of others. Teachers are also sensitive in encouraging the participation of retiring or reticent children. Spoken Language outcomes are planned for in all areas of the curriculum. Learning takes place in a variety of situations and group settings. For example, these could include reading aloud as an individual, working collaboratively on an investigation, reporting findings as a newscaster, interviewing people as part of a research project, acting as a guide for a visitor to school or responding to a text in shared or guided reading. Spoken Language is a focus across the curriculum and across the school day in a variety of settings.

Spelling and Phonics

Teachers provide daily phonics sessions following their school's chosen phonics scheme for all children in Reception and Key Stage 1. Children not meeting the end of year 1 phonics check will receive additional input as appropriate. Throughout the other year groups teachers provide a wide range of contexts for reinforcing spelling patterns and tricky words throughout the school day. Learning takes place in a variety of situations and group settings. For example, these could include working independently to practise tricky words, working collaboratively on an investigation and participating in short, focused whole class activities. Children are expected to spell common exception and high frequency words correctly and the word lists for their particular year group.

Reading and Phonics

We teach reading using the same phonics program the school follows. We use a range of reading books suitable for our children, according to each school's book scheme. Children have many opportunities to read during the day, sometimes as shared reading, guided or individual reading. Some children require more structured reading sessions and this will be done on a one to one basis as needed. Independence in reading is encouraged, as is comprehension and the development of decoding skills. Children are read to regularly by their teachers, and each year group have access to the library facilities to promote a love of reading for pleasure.

Writing

We have adopted "The Write Stuff" approach by Jane Considine to ensure clarity to the mechanics of writing. "The Write Stuff" uses a variety of texts, including narrative, non-fiction and poetry, this ensures that the children get a rich diet of texts over the course of the year. Throughout the writing process, children have the opportunity edit and redraft their work in response to feedback from their teacher and peers. An individual lesson is based on a sentence model, broken in to 3 learning chunks. Each learning chunk has three stages:

Initiate stage– This is a time to inspire: through the use of a stimulus, pupils are immersed in a rich language discussion and activities to provide a wealth of vocabulary to aid their writing.

Model stage – This is the chunk whereby the teacher demonstrates the thoughts and processes of a writer and articulates writing choices, through modelling.

Enable stage – This stage is the opportunity for pupils to showcase what they can do within particular writing parameters known as ‘The Three Zones of Writing: FANTASTICs, GRAMMARISTICs and the BOOMTASTICs’.

Children are challenged to ‘Deepen the Moment’ throughout the sentence stacking lessons, this requires them to independently draw upon previously learnt skills and apply them to their writing during that chunk. The Three Zones of Writing are essential components to support pupils in becoming great writers. Through the nine idea lenses known as the FANTASTICs, pupils focus on intended purpose of a sentence. The GRAMMARISTICs allow pupils to focus on the grammar element of writing which focuses on sentence structure, grammar rules and punctuation. The BOOMTASTICs allow pupils to capture and create a vivid visual for the reader through the use of poetic devices.

Once a unit of work has been completed children have the opportunity to plan and write independently using their previous learning and are encouraged to see writing as a journey: proofreading and editing. Writing extends across the curriculum with children being given opportunities to write for a range of different purposes outside of the writing lesson. For example non-chronological report writing in Geography, Biographies in history. Non-chronological report writing is covered throughout topic work over the course of the year, as children write essays at the end of their unit.

Handwriting

Handwriting is a basic skill that influences the quality of work and sense of pride in it throughout the curriculum. It is important the children are taught to write neatly but also to develop speed with their handwriting. In EYFS children are taught the correct sitting position and pencil hold to begin to learn the formation of letters, unjoined. In KS1 children are taught cursive letter formation and how to join their letters. By the end of Year 4 children are expected to know all their joins and be able to write fluently. When children are ready, they will be introduced to writing in pen if they are consistently neat enough.

This policy covers all the basic principles of English teaching in the Woodlands Federation. In addition, each school may have its own additional guidance on the schemes used.