



**Westcott Church of England School**

High Street, Westcott, Aylesbury, Buckinghamshire HP18 0PH

01296 651360

office@westcott.bucks.sch.uk

www.westcott.bucks.sch.uk

Headteacher **Mr Barry Grace**

## **Westcott C of E School**

### **English Policy - 2021**

#### **INTRODUCTION**

English is an integral and fundamental component of the whole primary curriculum. After providing a safe environment in which to learn, most primary teachers would emphasise that one of the most important aspects of their work is in helping children to communicate effectively through spoken and written language as we need communication skills to equip us for everyday life.

#### **ABOUT THE POLICY**

This policy reflects the school's values and philosophy in relation to the teaching and learning of English. It sets out a framework within which teaching and non-teaching staff can operate. It gives guidance on planning, teaching and assessment. The policy should be read in conjunction with the framework provided by The National Curriculum for English and The National Literacy Framework which set out in detail the rationale for teaching each area of the English Curriculum. The Framework for English will give the detail of the specific skills that will be developed for the majority of pupils in each year group.

#### **WRITING:**

##### **Rationale:**

Children need to develop an ability to construct and convey meaning in written language matching style to audience and purpose.

##### **Purpose:**

1. To develop the children's ability to write in a variety of different contexts.
2. To enable children to write freely and with confidence.
3. To provide opportunities for pupils to write at length for a range of purposes, including writing for 'real'.

##### **Guidelines:**

1. Children should have frequent opportunities to write in different contexts and for a variety of purposes and audiences, including for themselves.
2. Writing activities should include a range of fiction and non-fiction writing.
3. Use all areas of the curriculum and children's experiences to provide opportunities for writing with real purposes, for real audiences.
4. Teachers should model writing to and alongside their children, sharing and talking about the writing process. Children in KS1 will use the scheme Read, Write, Inc. to support their learning. Children in upper KS2 will use Reading Eggs and Reading Eggspress alongside their English lessons.





5. Children should be taught to use a range of sentences and punctuation correctly.
6. Children should be taught to develop their writing through a sequence of lessons. The process of writing can be made easier if it is broken down into steps – the process of this is known as drafting and the steps are as follows:

**Planning** – where pupils will make a plan of their work in note form, putting initial ideas on paper or screen.

**Initial draft** – pupils develop the ideas in their plan into structured and coherent text.

**Revising to improve draft** – pupils amend, delete, insert and re-order the text to improve it.

**Proof reading** – pupils check the revised draft for errors of spelling, grammar, and punctuation and for repetitions. At this point, links should be made with work being studied in formal English lessons.

**Presentation** – pupils re-write or type a neat, clear, correct, and final copy for presentation to the audience. This may include artwork or diagrams to enhance or clarify the text.

7. Children should have the opportunity to draft and edit selected pieces of work.

### **Conclusion:**

The development of writing is closely linked with reading and speaking and listening. From an early age children should be encouraged to behave like writers by creating a literacy rich environment in which they initiate and participate in a range of writing activities.

### **SPELLING**

#### **Rationale:**

Children need to develop a mastery of spelling conventions in order to communicate effectively by writing.

#### **Purposes:**

1. To encourage children to write freely, without fear of failure.
2. To promote the studying of words.
3. To encourage children to spell words for themselves and to remember the correct spelling by recognising that there are strategies for learning to spell words and that spelling has patterns.

#### **Guidelines:**

1. Develop an approach to spelling using a multi-sensory approach. EYFS and upper KS1 use a range of resources to support the learning of spelling, in particular the phonics based programme **Read, Write Inc.** during lessons. All children in KS2 use Reading Eggs/Reading Eggspress as a spelling intervention daily.
2. The teaching of spelling will be supported using a literacy rich environment with key vocabulary displayed, providing children with word lists, using spelling books and dictionaries where appropriate. It is important for children to know letter names and understand alphabetical order to support using dictionaries.



3. The teaching of spelling should include learning key words (common words observing visual patterns) and the child's individual words taken from their own free writing (words which occur frequently, or which are important to them).
4. Spelling corrections – Teachers should expect pupils to use learned spellings and high frequency words correctly in their independent work across the curriculum. Some incorrect spellings should be written out **three times**.
5. Cater for individual needs and difficulties, making appropriate use of Literacy support materials, support staff and SEN resources.

### **Conclusion:**

This policy is a guideline to the teaching of spelling and staff should use their own professional judgement to cater for the children's individual needs and abilities.

### READING

#### **Rationale:**

For children to become successful independent readers, they need to possess a variety of reading skills and knowledge

#### **Purpose:**

The children become reflective about their reading development and ultimately want to read for pleasure.

Reading will be undertaken through a variety of methods.

These will include modelled reading through regular guided and shared reading sessions, reading with individual pupils, paired reading, independent reading and reading through cross-curricular links. Our aim is to encourage all our children to become fluent, independent readers and to read as widely as possible.

#### **Guidelines:**

1. To develop a familiarity with syntax (sentence structure and grammatical arrangement) of English text.
2. To develop familiarity with the genre of stories and an ability to make links between stories and related illustrations.
3. To develop a good comprehension of a rich vocabulary. Children in KS1 will use the guided reading programme within Read, write inc daily. Children within KS2 will have guided reading sessions planned within their termly focus as well as focus lessons on key skills.
4. To develop a good visual memory.
5. To develop a recognition of letter names and sounds. To have knowledge of the grapho-phonetic constructions of words.
6. To develop the knowledge of children's literature, both narrative and non-narrative.
7. To develop their ability to talk about characters, events and language in texts.



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8. To develop the ability to use information texts and locate, extract and use relevant information.

#### SPEAKING AND LISTENING:

Children need to be given opportunities to express themselves in a variety of speaking and listening activities, matching style and response to audience and purpose.

#### **Purpose:**

To develop the children's competence, precision, and confidence in speaking and listening.

#### **Broad guidelines:**

1. The classroom environment should encourage the use of talk.
2. Provide a meaningful context and real purposes for language use in all areas of the curriculum. Integrate talk into the whole learning process.
3. Children should explore and experience language through a wide variety of situations, e.g. questioning, discussions and debate, drama/role play and hot seating.
4. Stories, poems, and songs should include examples from different cultures and authors, and from pupils' own work.
5. Children should be grouped in different ways to facilitate discussion and collaborative work, enabling them to share ideas and opinions.
6. Allow children to experiment, make mistakes and gradually build confidence in themselves and their ideas.
7. The children's home languages should be valued and respected.

#### **Conclusion:**

Speaking and listening is the most natural form of communication for many children and relates to all areas of the curriculum. Structured speaking and listening activities need to be included in planning to help children develop their ideas and explore their understanding.



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## **Appendix:**

### **WALT statement**

Children receive their WALT statement in every English lesson; this describes their learning objective for the lesson and allows the children to traffic light these which enables them to evaluate their lesson.

Assessing and marking for the lessons follows the school's marking policy.

### **Parents and Carers**

Parents and carers are encouraged to write in the Home-School reading record. They are encouraged to help their children learn their homework spellings. Homework, Spelling, handwriting meetings have been organised to enable parents to be informed or to ask for advice. Parent/ Adult helpers are encouraged to help at school – hearing children read, library leader etc.

### **Resources:**

Read, Write, Inc	Reading Eggs	Reading Eggspress
Fiction books	Non-fiction books	Story Tapes
Story Posters	Nelson English	Nelson Spelling
Blackboards	Whiteboards	Magnetic Letters
Flash Cards	Reading Games - cvc	Sentence Makers
English Literacy Information	Initial Blends	End Blends
National Literacy Strategy Information	Digraphs	Trigraphs
Charles Cripps Handwriting technique used throughout school for initial writing of alphabet		