

4.6 Primary English

1. Aims

At Wigmore Primary School, our aims are that all children will:

- develop the necessary skills of speaking, listening, reading and writing to use the English language confidently, appropriately and accurately to the best of their ability
- be able to speak clearly, fluently and confidently in a range of situations
- read easily, fluently and with good understanding
- develop an interest in reading for both enjoyment and information and to use the knowledge gained from reading to develop their understanding of language, its structure and presentation through a range of genre.
- acquire a wide vocabulary, an understanding of grammar and a knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas through formal presentations, demonstrating to others and debate
- consider carefully the appropriate medium of presenting work, including the use of computing
- develop the attitudes of critical reflection, enjoyment, curiosity, perseverance, co-operation, turn taking, creativity, inventiveness and open mindedness

2. Provision

English is a core subject in the National Curriculum. The skills are categorised into three areas:

- 1) Spoken Language
- 2) Reading (Word Recognition and Comprehension)
- 3) Writing (Transcription and Composition)

Throughout the school, English will be taught both discretely and as an integral part of a theme or topic. The subject will be linked with other curriculum areas wherever possible. Formal, regular homework will be set. This will include regular reading, the learning of spellings, specific writing, reading or research tasks. (Please see Homework Policy for further details.)

Children begin to read and are encouraged to look at books as soon as they begin school. The school uses the *Oxford Reading Tree* scheme in conjunction with other reading resources such as *Rigby Star*, *Collins* and *Storyworlds*. Books are banded into ability by colour and children are encouraged to read both fiction and non-fiction. Teachers assess children throughout the year to ensure that the books they are reading are challenging yet appropriate. As children progress onto 'free reading' they are able to choose from a range of suitable books in the library, the classroom or from home.

The school uses Ruth Miskin's *Read, Write Inc. Phonics* in conjunction with *Letters and Sounds* as a way to firmly embed early reading and writing skills and so raise attainment in English across the school. Children are assessed frequently to ensure that phonics lessons are differentiated in accordance with their ability. From Year 2 to Year 6 children participate in a daily *Read Write Inc. Spelling* lesson. Each week children learn a new spelling pattern. Children have a weekly spelling test and half termly assessments in order to record progress. As well as a daily phonics or spelling lesson, the children also receive a daily English lesson.

Resources such as *Hamilton Trust*, *Sue Palmer* and *Rising Stars* are used to aid planning and progression. Children in years R to 6 also receive a weekly handwriting lesson using *Penpals* resources.

3. Differentiation

In order to meet the needs of all children, teachers will plan for a number of levels of differentiation, depending on the needs of their group or class. Differentiation may be by task, expectation, time, level of support or by the provision of resources such as writing frames. All children will share in the text level work and whenever possible, children are included and encouraged to develop and use independent learning support strategies. However, sometimes it may be more appropriate for children to work with, or be supported by a teacher or teaching assistant, during independent work time. For intervention programmes, please see SEN policy.

4. **Speaking and Listening**

Key Stage 1

- During KS1, pupils learn to:
 - speak clearly, thinking about the needs of their listeners
 - work in small groups and as a class, joining in discussions and making relevant points
 - Use talking partners effectively
 - listen carefully to what other people are saying, so that they can remember the main points
 - learn to use language in imaginative ways and express their ideas and feelings when working in role and in drama activities.

Key Stage 2

- During KS2, pupils learn how to:
 - speak in a range of contexts, adapting what they say and how they say it to the purpose and the audience
 - take a variety of roles in group work giving them opportunities to contribute to situations with different demands
 - respond appropriately to others, thinking about what has been said and the language used
 - use the conventions for discussion and debate

5. **Reading**

Key Stage 1

- During KS1, pupils' interest and pleasure in reading is developed as they:
 - learn to read confidently and independently through the decoding and speedy recognition of familiar printed words
 - focus on words and sentences and how they fit into whole texts
 - work out the meaning of straightforward fiction and non-fiction texts and say why they like them or do not like them

KS1 staff listen to children read at least once a week. Children will also take part in a group guided reading session. Children in year 2 have daily reading sessions between 8.30 and 9.05 am. During this time, they will read independently, to an adult, to each other or in a group.

Key Stage 2

- During KS2, pupils:
 - read enthusiastically a range of materials and use their knowledge of words, sentences and texts to understand and respond to the meaning
 - increase their ability to read and comprehend challenging and lengthy texts independently
 - reflect on the meaning of texts, analysing and discussing them with others.

KS2 children have daily reading sessions between 8.30 and 9.05 am. During this time, they will read independently, to an adult, to each other or in a group. Children will be heard reading on an individual basis once a week (at least once a fortnight by the class teacher) and they also take part in Group Reading each week which will be lead by a teacher or TA. All reading is to be recorded in the children's planner and

children are encouraged to contribute to this.

6. **Library**

The school operates the library through Eclipse.net. This micro librarian system ensures that all the books are logged accurately and texts can be managed. Reading progress can be tracked and trends across the whole school can be logged. Children are invited to choose a book from the library after lunch. They are assisted by pupils from the high school and the school librarian. This system operates on the proviso that only two books can be borrowed at a time and that all books are returned after 21 days.

7. **Writing**

Key Stage 1

- During KS1, pupils start to:
 - enjoy writing and see the value of it
 - learn to communicate meaning in narrative and non-fiction texts
 - form letters correctly and start to join up their handwriting
 - spell quickly and accurately through developing a knowledge of phonics and word structure
 - develop an understanding of vocabulary, punctuation and grammar

Key Stage 2

- During KS2, pupils:
 - develop understanding that writing is both essential to thinking and learning, and enjoyable in its own right
 - learn the main rules and conventions of written English and start to explore how the English language can be used to express meaning in different ways
 - use the planning, drafting and editing process to improve their work and to sustain their fiction and non-fiction writing
 - develop a neat, fluent and legible handwriting style
 - further develop their knowledge of spelling patterns, vocabulary, grammar and punctuation

Children should be able to write with ease, speed and legibility. If they have difficulty, this will limit fluency and inhibit the quality and quantity of their work. It is important that a child's handwriting becomes a skill that requires little effort and thought so that creative and physical energy can be focussed on the content of writing rather than upon the act. A simplified cursive handwriting style teaches pupils to join letters and words as a series of flowing movements and patterns. The style is quick and easy to learn, particularly when it is practised from an early stage. Pupils will learn to form individual letters appropriately and accurately first, and then during Key Stage 1, will begin to learn to join letters. Handwriting skills are taught regularly and systematically through the use of the PenPals handwriting scheme.

8. **Handwriting**

Aims

We aim for children to:

- achieve a neat, legible style with correctly formed letters in cursive handwriting
- develop flow and speed
- produce the letters automatically and in their independent writing

In order to achieve these aims, the following principles are followed:

- Handwriting is taught regularly and systematically in classes, groups or individually
- Patterns are used initially, by writing with a variety of tools and using multisensory methods, to help free flowing hand motions

- Correct pencil hold and letter formation are taught from Nursery and handwriting is frequently linked with spelling
- When marking or writing comments, members of staff use cursive handwriting as appropriate
- Display writing throughout the school includes a combination of cursive handwriting and word-processed text

Provision for left-handed children

At least 10% of the population are left-handed, the majority of whom are boys. Left-handed children should sit on the left side of right-handed children, so their elbows don't bump. They are encouraged to find a comfortable orientation for their paper, usually slightly to the left of centre of their body, and to have their fingers about 1.5 cm from the point of their pencil.

Resources and Writing Materials

- Children are given experience of a variety of writing tools. Handwriting pens are used from Year 5 at the teacher's discretion.
- Handwriting exercise books are used throughout the school
- Guidelines must be used with plain paper

Special Educational Needs

Pupils with specific learning difficulties find cursive handwriting useful because the writing implement stays on the page for the majority of a word. Writing slopes, pencil grips and Yoropens are provided if required and specific motor skills intervention sessions are available for those requiring additional support.

How handwriting is taught throughout the school

Foundation Stage:

In the Foundation Stage children take part in activities to develop gross and fine motor skills and recognition of patterns. Individual letter formation is taught, modelled and practised in working towards the objectives listed below at Key Stage 1.

Key Stage 1:

Children are taught how to form both lower case and capital letters and how to join them, whilst still developing fine and gross motor skills with a range of multi-sensory activities. Handwriting is taught at least once a week.

The children are taught to:

- Write from left to right and from top to bottom
- Start and finish letters correctly
- Be consistent with the size and shape of letters and the spacing of letters and words
- Have the correct pencil grip
- Find a convenient position for their page
- Have the correct posture and position

Key Stage 2:

During this stage the children continue to have direct teaching and regular practice of handwriting and weekly sessions take place. We aim for children to develop a clear and fluent style and by the end of Key Stage 2, be able to adapt their handwriting for the following different purposes:

- A neat legible hand for finished, presented work
- A faster script for note-taking
- Print for labelling maps or diagrams

9. Assessment

Assessment in English is ongoing and formative with a variety of strategies used such as observation, discussion, marking and questioning. (See Assessment Policy for more details.) Children are currently assessed against the National Curriculum objectives for the subject and *SIMS* is used to record and track data on a termly basis. Whilst the most significant source of evidence for children's achievement will come from formative methods, some more formal assessments will take place throughout the year. These will include Optional SATs, CAT tests, NGRT Reading and SWST. Children in years R to 2 are assessed on their phonic knowledge every half term. Children in years 2 to 6 are assessed every 6 units in *Read Write Inc. Spelling*. AfL is firmly embedded within the school, so target setting and discussion is used to encourage children to be more involved in their learning. Pupil's progress is formally reported to parents during May of each academic year. Progress and targets are also discussed at Parent Evenings.

10. Monitoring and Evaluation

The curriculum leader and SLT are responsible for monitoring standards annually and a full English review is implemented in line with the school's curriculum review cycle. The curriculum leader prepares an annual self-evaluation report that feeds into the School Development Plan.

Person Responsible	Rebecca Williams
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