



Wansdyke School

English Policy

Date agreed: March 2020
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Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment.

The national curriculum for English aims to ensure that all pupils:

- Read easily, fluently and with good understanding.
- Develop the habit of reading widely and often, for both pleasure and information.
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- 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.
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Intent:

At Wansdyke, English and the teaching of English is the foundation of our curriculum. Our aim is to ensure every child becomes primary literate and progresses in speaking and listening, reading and writing. We have high expectations and ambition for all our children, and want them all to achieve their full potential in English during their time at Wansdyke School. We recognise that each child has a different starting point in each year group on their journey in English, and therefore celebrate effort and individual progress as well as attainment to ensure every child can celebrate success.

English is not only a daily discrete lesson; it is the cornerstone to all learning at Wansdyke by being embedded in each area of learning. We place high importance on children speaking in clear, full sentences and emphasise the importance of listening to others.

Our use of high-quality texts, vocabulary-rich learning environments and a varied and engaging curriculum ensure the English progression of skills are met whilst developing a love of reading, creative writing and purposeful speaking and listening.

Reading:

“The more that you **read**, the more things you will know. The more that you learn, the more places you'll go.”
Dr Suess

Whole class reading is taught in each class through our own style of 'Book Club'. The texts and structure of these lessons have been carefully designed and a whole school reading spine for fiction and poetry from Y1 – Y6 has been considered. Termly fiction texts have been chosen to match topics but also show progression across the school.

In Book Club Sessions from Y1 – 6

- Teachers guide their classes through a focused study of a text each term
- Every lesson includes a vocabulary focus and children actively engage in a specific vocabulary activity focus on a Tier 2 word already learnt in the text
- Children engage in active reading everyday.
- There is a balance the teacher and pupil talk and teacher and pupil reading
- Adults ask carefully planned questions which require considered responses from the children

- The skills of reading are modelled explicitly by all adults
- There is a balance of oral and written responses to the texts that are being looked at.

During the Book Club cycle the children enjoy a Reading for Pleasure session.

Year Group	What the teaching of reading looks like
EYFS	<p>Pupils receive 1:1 reading session during the week</p> <p>From term 3, pupils begin to access whole class reading 'Book Club' sessions. These are used to look at age-appropriate texts, including picture books from the EYFS book list and link to the class topic, which follows the children interests. Simple poems and nursery rhymes and basic non-fiction texts are also looked at. These sessions focus on the 'Development Matters' statements for Reading, Listening & Attention and Understanding and ensure that the Early Learning Goals are achievable by the Summer term.</p> <p>Vocabulary and reading are embedded within the continuous provision and the environment.</p> <p>Within Sounds Write (Systematic Phonics Scheme), children learn to decode words by blending sounds together. They learn some key vocabulary by sight.</p> <p>To support their reading, each week the pupils will take home</p> <ul style="list-style-type: none"> • A Sounds Write book linked to previously learnt sounds • A challenge book to read alongside an adult • A reading for pleasure text. <p>The children enjoy a daily story time where the teacher models reading.</p>
Year 1	<p>Pupils receive daily 30 minute sessions of whole Class reading 'Book Club'. These develop through a 2 week cycle where the children will have an in-depth study of their class topic book, non-fiction texts and poetry. 2 sessions a week involve written comprehension style questions about these texts. Book Club sessions are planned following the Wansdyke Reading Skills progression for the year group. Individual pupils will be asked to read during these sessions.</p> <p>The children have a weekly reading for pleasure session as part of 'Book Club' where the teacher will listen to individual readers.</p> <p>Pupils will be listened to 1:1 by a member of staff or a parent helper on a 2 weekly cycle.</p> <p>To support their reading, each week the pupils will take home</p> <ul style="list-style-type: none"> • A Sounds Write book linked to previously learnt sounds • A challenge book to read alongside an adult • A reading for pleasure text. <p>The children enjoy a daily story time where the teacher models reading.</p> <p>The children will learn to read the Y1 Common Exception words.</p> <p>Pupils identified as not making the necessary progress will receive reading intervention</p>
Year 2	<p>Pupils receive daily 30 to 40 minute sessions of 'Book Club'. These develop through a 2 week cycle where the children will have an in-depth study of their class topic book, non-fiction texts and poetry. 3 sessions a week involve written comprehension style questions about these texts. Book Club sessions are planned following the Wansdyke Reading Skills progression for the year group. Individual pupils will be asked to read during these sessions when teachers will assess reading.</p>

	<p>The children have reading for pleasure sessions as part of 'Book Club' where the teacher will listen to individual readers.</p> <p>Pupils will be listened to 1:1 by a member of staff or a parent helper on a 2 weekly cycle.</p> <p>To support their reading, each week the pupils will take home</p> <ul style="list-style-type: none"> • A Sounds Write book linked to previously learnt sounds • A challenge book to read alongside an adult • A reading for pleasure text. <p>The children enjoy a daily story time where the teacher models reading.</p> <p>The children will learn to read the Y2 Common Exception words.</p> <p>Pupils identified as not making the necessary progress will receive reading intervention including Speed and Fluency, Comprehension Skills and RAPID Reading</p>
Year 3	<p>Pupils receive daily 40 minute sessions 'Book Club'. These develop through a 2 week cycle where the children will have an in-depth study of their class topic book, non-fiction texts and poetry. 3 sessions a week involve written comprehension style questions about these texts. Book Club sessions are planned following the Wansdyke Reading Skills progression for the year group. Individual pupils will be asked to read during these sessions when teachers will assess reading.</p> <p>The children have reading for pleasure sessions as part of 'Book Club' where the teacher will listen to individual readers.</p> <p>To support their reading, each week the pupils will take home</p> <ul style="list-style-type: none"> • A reading book to read to an adult • A reading for pleasure text to read on their own or share. <p>The children enjoy 3, 10-minute story time sessions where the teacher models reading.</p> <p>The children will learn to read some of the Y3/4 Common Exception words.</p> <p>Pupils identified as not making the necessary progress will receive reading intervention RAPID Reading or additional 1:1 reading.</p>
Year 4	<p>Pupils receive daily 40 minute sessions 'Book Club'. These develop through a 2 week cycle where the children will have an in-depth study of their class topic book, non-fiction texts and poetry. 3 sessions a week involve written comprehension style questions about these texts. Book Club sessions are planned following the Wansdyke Reading Skills progression for the year group. Individual pupils will be asked to read during these sessions when teachers will assess reading.</p> <p>The children have reading for pleasure sessions as part of 'Book Club' where the teacher will listen to individual readers.</p> <p>To support their reading, Staff will monitor the books children choose to read to check they are sufficiently challenging and appropriate. The pupils will take home</p> <ul style="list-style-type: none"> • A reading for Pleasure Book <p>The children enjoy 3, 10-minute story time sessions where the teacher models reading.</p> <p>The children will learn to read many of the Y3/4 Common Exception words.</p>

	<p>Pupils identified as not making the necessary progress will receive reading intervention RAPID Reading or additional 1:1 reading.</p>
Year 5	<p>Pupils receive daily 40 minute sessions 'Book Club'. These develop through a 2 week cycle where the children will have an in-depth study of their class topic book, non-fiction texts and poetry. 3 sessions a week involve written comprehension style questions about these texts. Book Club sessions are planned following the Wansdyke Reading Skills progression for the year group. Individual pupils will be asked to read during these sessions when teachers will assess reading.</p> <p>The children have reading for pleasure sessions as part of 'Book Club' where the teacher will listen to individual readers.</p> <p>To support their reading, Staff will monitor the books children choose to read to check they are sufficiently challenging and appropriate. The pupils will take home</p> <ul style="list-style-type: none"> • A reading for Pleasure Book <p>The children enjoy 3, 10-minute story time sessions where the teacher models reading.</p> <p>The children will learn to read some of the Y5/6 Common Exception words.</p> <p>Pupils identified as not making the necessary progress will receive reading intervention RAPID Reading or additional 1:1 reading.</p>
Year 6	<p>Pupils receive daily 40 minute sessions 'Book Club'. These develop through a 2 week cycle where the children will have an in-depth study of their class topic book, non-fiction texts and poetry. 3 sessions a week involve written comprehension style questions about these texts. Book Club sessions are planned following the Wansdyke Reading Skills progression for the year group. Individual pupils will be asked to read during these sessions when teachers will assess reading.</p> <p>The children have reading for pleasure sessions as part of 'Book Club' where the teacher will listen to individual readers.</p> <p>To support their reading, Staff will monitor the books children choose to read to check they are sufficiently challenging and appropriate. The pupils will take home</p> <ul style="list-style-type: none"> • A reading for Pleasure Book <p>The children enjoy Reading for Pleasure sessions within the week.</p> <p>The children will learn to read many of the Y5/6 Common Exception words.</p> <p>Pupils identified as not making the necessary progress will receive reading intervention RAPID Reading or additional 1:1 reading.</p>

Assessment of Reading

Daily Book Club is planned against the reading progression skills set against the Content Domains.

Daily Book Club Assessment sheets are used to inform children's individual reading and specific comments/questions are recorded

NFER Reading Tests – Autumn, Spring & Summer

SATs Tests in Y2 and Y6

Phonics/Spelling:

“To learn to read is to light a fire; every syllable that is spelt out is a spark.”

Victor Hugo

At Wansdyke we teach the skill of reading and writing through the daily systematic phonics programme Sounds~Write within The EYFS and Key Stage 1. All staff who teach the sessions have been fully trained in an intensive four day Sounds~Write training course.

What lessons look like:

Its structure and simplicity makes it a programme accessible to all learners and helps them to make good progress with their reading and spelling.

Children are specifically taught the three skills of:

- Blending (putting sounds together to read a word)
- Segmenting (breaking a word into sounds to spell)
- Phoneme manipulation (sound swapping).

Once fully established, Sounds~Write will be taught from EYFS to Year Six.

Eventually, our older children will have a 15 minute Sounds~Write lesson supporting them in reading and spelling polysyllabic words such as '*inconspicuous*' and '*personification*'. The level of challenge in each year group is carefully considered and reflects the teaching of our English lessons across the school.

Year Group	What the teaching of phonics/spelling looks like
EYFS	The children receive a daily 30 minute interactive Sounds~Write session to cover the Initial Code within EYFS. The children will use the skills of blending and segmenting to support their reading and writing, this will be used in Adult-Led, Adult-Directed and Continuous provision activities.
Year 1	The children receive a daily 30 minute interactive Sounds~Write session to cover units 1-25 in the Extended Code. They will use the skills of segmenting and blending to support them when reading and writing in English and other areas of the curriculum. The children will learn to spell many of the Y1 Common Exception words.
Year 2	The children receive a daily 30 minute interactive Sounds~Write session to cover units 25-49 in the Extended Code. They will use the skills of segmenting and blending to support them when reading and writing in English and other areas of the curriculum. The children will learn to spell many of the Y2 Common Exception words.
Year 3	The children will receive a 30 minute session each day teaching them the spelling rules that are set out in our Phonic/Spelling Scheme The children will learn to spell some of the Y3/4 Common Exception words.
Year 4	Using Sounds~Write the children will receive a 30 minute session each day teaching them the spelling rules that are set out in our Phonic/Spelling Scheme, this will include many polysyllabic words.

	The children will learn to spell many of the Y3/4 Common Exception words.
Year 5	The children will receive a 15 minute session each day teaching them the spelling rules that are set out in our Phonic/Spelling Scheme The children will learn to spell some of the Y5/6 Common Exception words.
Year 6	The children will receive a 15 minute session each day teaching them the spelling rules that are set out in our Phonic/Spelling Scheme The children will learn to spell some of the Y5/6 Common Exception words.

Phonic/Spelling Assessment

In Year 1, children's phonic ability is tested using the National Year One Phonics Screening Check. This is administered in June with a mock phonics screening check carried out in February. If children do not pass the check in year one, it is retaken in year two.

Children following the Sounds~Write Programme will be tracked each term and teachers will identify children not at the expected level .

Children in Key Stage 2 will be assessed formally using the NFER spelling tests at three points in the year.

Year 2 and Year 6 will also complete the SAT's at scheduled points in May.

Writing:

'A good reader makes a good writer and all children need to be viewed as authors.'

At Wansdyke we teach writing through genres linked to the Book Club Text and termly topic. The genres are mapped across the year and school to ensure coverage and consistency.

Year Group	What the teaching of writing looks like
EYFS	In Early Years, children will start to learn how to form letters correctly. They will be encouraged to use their knowledge of Sounds~Write to support their writing – segmenting words to match their spoken sounds. By the end of the year, they will be expected to write simple sentences, which can be read by themselves and others. The children will have opportunities to write during teacher-led and child-initiated activities. Writing will be planned following the EYFS Curriculum Guidance.
Year 1	Children will continue using Sounds~Write to support their writing. The children in Y1 will be taught the fundamental skills to enable them to be writers, including sentence composition, use of capital letters, spaces between words, full-stops and question marks to demarcate sentences. By the end of Y1 they will be able to write a simple coherent narrative and recount. The children will consolidate their pre-cursive script, writing on lines and may begin to make simple joins.
Year 2	Children will continue using Sounds~Write to support their writing, thinking about different spelling for different sounds and same spelling but different sounds. The children in Y2 will be taught writing skills to match the KS1 Assessment Framework

	<p>Writing lessons will be planned to teach a sequence of writing skills to support an independent write for 3 different genres per term. These genres will be closely linked to the Book Club text and class topic. Children are taught a range of grammatical skills daily as part of their Writing lesson and are expected to include these skills in their writing.</p> <p>The children will make great consideration of letter size, shape and orientation when writing. By the end of the year most children will have started to regularly use the cursive script.</p>
Year 3	<p>In Years 3 and 4, children are encouraged to draft and write by talking about their writing. They will continue to learn how to organise paragraphs and, if they are writing non-fiction, to use sub-headings. When they are writing stories, they will learn to use settings, characters and plots. Children in Years 3 and 4 will have a grammar session within their writing lesson and will be expected to use what they know about grammar in their writing. They will continue to develop their editing skills – reading through what they have written, to find ways to improve it then making corrections, change and additions.</p>
Year 4	<p>In Years 3 and 4, children are encouraged to draft and write by talking about their writing. They will continue to learn how to organise paragraphs and, if they are writing non-fiction, to use sub-headings. When they are writing stories, they will learn to use settings, characters and plots. Children in Years 3 and 4 will have a grammar session within their writing lesson and will be expected to use what they know about grammar in their writing. They will continue to develop their editing skills – reading through what they have written, to find ways to improve it then making corrections, change and additions.</p>
Year 5	<p>In Years 5 and 6, children will continue to develop their skills in planning, drafting and reviewing what they have written. Children will learn to identify the audience for and purpose of their writing. The teaching of punctuation and grammar will continue within the writing lessons and is central to the teaching of writing. Children will apply learnt skills across their pieces of work. In non-fiction writing, children will use headings, bullet points and other ways to organise their writing. They will be expected to describe settings, characters and to use dialogue in their stories.</p>
Year 6	<p>In Years 5 and 6, children will continue to develop their skills in planning, drafting and reviewing what they have written. Children will learn to identify the audience for and purpose of their writing. The teaching of punctuation and grammar will continue within the writing lessons and is central to the teaching of writing. Children will apply learnt skills across their pieces of work. In non-fiction writing, children will use headings, bullet points and other ways to organise their writing. They will be expected to describe settings, characters and to use dialogue in their stories.</p> <p>The children in Y6 will be taught writing skills to match the KS2 Assessment Framework</p>

Assessment

In Early Years, the children's writing is assessed against the EYFS Curriculum. It is our aim that all children achieve expected within the Early Learning goal in writing.

In Key Stages 1 and 2, children's independent writing is assessed at least twice a term against the Wansdyke writing objectives. Teachers then judge the children as Working Towards, Expected or Greater Depth within writing.

No-more marking is used in Y1 – 6 to moderate our own teacher judgements and compare the children's writing to others from the same year group nationally.

Handwriting

Handwriting is taught following the National Curriculum guidance.

Year Group	What handwriting expectations look like
EYFS	<p>In Early Years, children work on the development of fine and gross motor skills to support their pencil grip and handwriting, including 'Funky Fingers Activities' 'Dough Gym' and 'Jedi Writing'.</p> <p>Cursive handwriting is taught from EYFS. Children are taught handwriting in at least one specific session each week.</p> <p>Children in EYFS will use a variety of tools and techniques to practice patterns to support letter shapes and formation.</p>
Year 1	<p>Pupils should be taught to: begin to form lower-case letters in the correct direction, starting and finishing in the right place and form capital letters.</p> <p>Handwriting is taught discreetly at least once a week and the children continue developing a controlled cursive print.</p> <p>Pens will be used by the children for No-more marking writing and one independent piece of writing each term.</p>
Year 2	<p>The children will be taught to form lower-case letters of the correct size relative to one another and start using some of the diagonal and horizontal strokes needed to join letters. They will be taught to understand which letters, when adjacent to one another, are best left unjoined. Most children will be joining by the end of Year 2.</p> <p>The children will write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters and use spacing between words that reflects the size of the letters.</p> <p>Pens will be used by the children for No-more marking writing and any independent piece of writing each term.</p>
Year 3 & 4	<p>The children will increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p> <p>Handwriting will be taught alongside spelling.</p> <p>Pens will be used by the children in Year 3 for No-more marking writing and any independent piece of writing each term. Pens will be used for all writing in transition week to Year 4 and then onwards.</p>
Year 5 & 6	<p>The children will write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters and choosing the writing implement that is best suited for a task.</p>

Handwriting will not be specifically taught unless it is identified as an area that needs supporting.

Where it is identified that a child would get better outcomes with their writing if a pen was to be used daily (prior to Year 4) then a discussion will be had with the child and SENCo.

Impact

The impact on our children is clear: progress, sustained learning and transferrable skills. With the excellent foundation Sounds~Write offers in early schooling at Wansdyke and a well thought-out, engaging curriculum, children at Wansdyke are becoming more confident readers and precise and creative writers.

By the end of Key Stage 2 the children of Wansdyke are very familiar with a variety of different genres and creativity with accurate grammar and punctuation skills which are applied within their writing.

As all aspects of English are an integral part of the curriculum, cross curricular writing has improved with skills taught in discrete lessons being transferred into different subjects showing consolidation and a more in-depth understanding of English as a whole.

We aim for children to leave Wansdyke with a love of reading and writing and high aspirations to develop this in the further education.

Home School Links

Wansdyke School values the relationship with parents in supporting their children's English skills. Parents are involved in their children's learning by:

- Teachers providing regular parent's evenings, which give them verbal information on their child's progress on Reading and Writing and their targets for the future.
- Reading books, reading record books and reading races (EYFS to end of book bands) and Book Shelf tasks (from early free reader onwards) are sent home to support, develop and monitor progress of reading at home and school.
- Providing meetings when appropriate to inform parents on how we teach reading/writing/phonics and how they can help.
- The ICT programme 'SeeSaw' is used to share and celebrate children's work and achievement within English and cross curriculum areas. Work is also shared and celebrated during the Whole School Assembly and Class assemblies which parents are invited to.

Links to other policies

For information relating to SEN (Special Educational Needs), Feedback policy, Able, gifted and talented.