

English Policy

Wood End Park Academy

The Park Federation



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English statement

English at Wood End Park Academy has a prominent place in our education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Reading enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society. At Wood End Park, we aim to have an English curriculum that caters for all needs and interests all groups of pupils.

(Adapted from Primary National Curriculum [NC] 2014)

Aims

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
- 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
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Reading

WEPA Early Reading Intent Statement

At Wood End Park Academy our fundamental aim is to teach every child to read accurately and fluently and to be enthused about reading for pleasure. Reading underpins children's access to learning and so, through the delivery of our reading curriculum, we ensure a consistent and robust teaching of early reading and phonics.

We ensure that phonics sessions, which are delivered from Nursery in small focused groups and activities, are of the highest possible standard and adapted to our pupils attainment and progress. Children are provided with books that match and support their phonics development and ability which they are encouraged to read regularly at home with an adult and in school.

Staff read regularly with and to children in order to develop an awareness and passion for a range of text types including stories, poems and information books. This helps to extend children's vocabulary and comprehension, as well as supporting their writing. All classrooms have attractive book corners where the children can access a wide range of books, both fiction and non-fiction to help embed their love of books, stories and reading.

WEPA Reading Intent Statement

We value reading. Reading takes place in every class, independently, in groups and as a whole class. This is reflected in children reading every day, both in school and at home. While reading, pupils are aware of the skills they are using and developing and are rewarded for this with the Remarkable Reader Award. Parents are offered reading workshops where they are equipped with the skills they need to support their child in reading at home.

Reading is embedded across all curriculum subjects. For example, a novel may be used to stimulate writing in English. We also use subject specific books from our 'topic boxes' and high quality text extracts in non-core lessons.

We introduce and explore subject specific vocabulary in every lesson to help scaffold our children's learning and acquisition of knowledge. We ensure that the books that children read independently cover a range of topics and genres to expand their contextual knowledge and allow them to expand their vocabulary and build a life-long love of reading.

Every summer, children are encouraged to visit the library and take part in the Summer Reading Challenge. Reading is celebrated on World Book Day and with the Book Fair visiting every term.

(NC 2014) The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

- Word reading
- Comprehension (both listening and reading).

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Guided Reading (Year 1 -5)

Organisation

- Pupils in each class are organised into 4 groups. Two groups are made up of the higher attaining children (these should be mixed and not 'set') and the remainder of the class split into two even groups
- In KS1 and KS2, there should be four high quality guided reading sessions each week.

Books

Year 1 classes alternate between a phonics based book and a non-phonics based book. They use e-books so all pupils have visual access to the text. Year 2 classes have one book which acts as their guided reading book. Each KS2 class has two books: one used for the two higher groups and a lower level book. These books are assigned for each year group. These books should last for half a term and be swapped between classes within the same year group.

KS2 pupils will use their allocated book 2 times a week

1. Teacher Focus Session: with class teacher to learn a reading skill
2. Independent comprehension questions to answer

Teacher Focus Session (recommended structure)

- 1) The teacher introduces the learning objective with the focus group.
- 2) The teacher introduces the text, followed by a short discussion about the text. Children should have the opportunity to read aloud a part of the text to the adult.
- 3) The teacher asks questions relating to the assessment focus and models how to respond to the question, creating a success criteria for the skill.
- 4) The children have a go answering some of the questions in pairs or as a group using the success criteria.
- 5) The children answer questions independently on post it notes (KS2) or SATs-style paper questions; at this point, the teacher annotates on their planning whether the child is on their way to achieving the LO and if not, provides next steps to support the child.

Whole Class Reading (Year 6)

Each day, Year 6 have a Whole Class Reading session. The structure is as follows:

1. Pupils will have an extract of the book: 5 pages. Pupils read silently and can annotate the text as needed. Pupils are expected to summarise each page as they read. LSAs to note where pupils on their timetable have got up to and plan how to improve their pupils' reading fluency.
2. Pupils give a quick summary of what they have read.
3. Introduction of the learning objective. Those who want to, can write what they believe the success criteria to be at the back of their books. If a skill already taught is being modelled, pupils should look at the success criteria that was noted last time to check each step is being applied.
4. Teacher models answering the question by self-talking. LSA to help with forming the success criteria.
5. Pupils Have A Go. Pupils check they have used the success criteria. Pupils hold up their boards for assessment. Teacher and LSA must scan the response being written by each child.
6. Pupils promptly start independent work or work with the teacher.

Teacher Focus Session

1. Pupils have new set of text to read in head. Rule off where have read to by 5 minutes.
2. A child reads question, teacher asks pupils to use Remarkable Reader and write answer under the question.
3. Compare answers. Spend time to teach how to answer any more children are getting wrong.
4. Teacher completes record for each child: how far do they get up in 5 minutes reading time? Next step to be used to strengthen comprehension skills

Independent Work

Individually complete the layered work based on next 5 pages of the book. Books will be available in the middle of the tables.

Accelerated Reader

In KS2, Accelerated Reader is used to ensure pupils are reading books that are appropriate to their reading skill level. Weekly reports are sent out to monitor any children not accessing or passing quizzes. Pupils with 100% in their quizzes are celebrated and entered into a raffle every term. Each term a newsletters is created celebrating the success of classes and individual children in each year group. This is sent home with pupils.

Star Reading Assessments are carried out at least termly to measure progress.

End of Day Reading

At the end of the day, children engage in a shared reading session. This includes quality texts, which are assigned to year groups. Children have access to a copy of the book and follow as the teacher reads; other adults and children can also read aloud. The teacher places up a question that focuses on a given objective and models how to find the answer. The children then answer a similar type of question and further similar questions as the book is read throughout the week. End of day reading is a good opportunity to collect evidence of reading skills by targeted questions based on the objectives and standards. Skills can be marked off on pupils' assessment grids if the pupil has demonstrated understanding of the skill and are able to read the end-of-day reading text independently.

Skills covered during End of Day Reading:

1. Retrieval from the text
2. Character description and its impact on the reader
3. Inference (including using evidence from the text)
4. Understanding the meaning of unfamiliar words
5. Considering the impact of words chosen by the author

Star Reader Scheme (KS1)

The aim of the star reader scheme is to encourage children to access and read a variety of genres and contexts. The children will fill in a chart with the titles that they have read.

- When they have read 5 books, they receive a Bronze certificate.
- When they have read 12 books, they receive a Silver certificate.
- When they have read 20 books, they receive a Gold certificate.
- When they have read 25 books, they receive a Bronze badge.
- The process then repeats until they receive their silver and gold badges.

Assessment

Children have a half termly/ termly formal reading assessment and (at least) termly Star Reader Assessments in KS2. In all year groups these include the PIRA papers. In Years 2 and 6 these include past SATs papers.

However, the assessment of reading is an ongoing process. It is the class teacher's responsibility to ensure that the notes made during each reading session will enable them to make an accurate judgement as to the child's attainment and the progress made.

- The learning objectives for each guided reading session is taken from the Park Federation Assessment Framework. It is the responsibility of the class teacher to ensure that each statement is covered over the year. Class teachers should make a note of any assessment focuses that

specific groups of children have found difficult so that they can be readdressed.

- The class teacher should be noting down the child's understanding against the learning objective (LO), using LO? (LO not met), LO/ (LO partly met) or LO* (LO achieved).
- Teachers may find it helpful to include quotes from the children and any other useful notes which show how the child has demonstrated understanding of the LO.
- During a guided reading session and end of day reading, children should be encouraged to use mini whiteboards to respond to the text and discussion questions.

Years 1, 3, 4, 5 are assessed against The Park Federation Reading Framework. Copies of these assessment grids should be made for each pupil and updated regularly. Moderation exercises will be organised to check the accuracy of teacher assessment. Gaps should be regularly analysed by class teachers and during moderation to ensure that they are retaught.

Years 2 and 6 are assessed against the government Standards for Reading. Evidence should be collected throughout the year for each standard. They also sit SATs (government set and assessed tests).

The academy's Remarkable Reader checklist should be visible during all reading activities and a pupil who has demonstrated these skills should be chosen at the end of each session and awarded an appropriate sticker.

Promoting a love of reading

As a school we aim for all children to enjoy reading. We promote this in a range of ways:

- Shared reading experiences
- Whole school events (World book day)
- Displays
- Work with local library
- Visits from authors and poets

Reading across the curriculum

Children are encouraged to apply their reading skills to all subjects. Teachers should identify opportunities in each lesson for children to read or show their understanding of what they have read. Non-fiction books should be sourced from the topic boxes supplied and shared bookshelves. Themed days e.g. History Day should include comprehension opportunities.

Home reading

Children are required to read at home for 10 minutes daily. They should be listened to and questioned about the book. An adult is required to sign their

reading records daily.

Each year group has a reading 'catch up' session for children who are unable to do this.

Reading targets, specific to each year group, are sent home to support children with a range of comprehension skills.

Writing

WEPA Writing Intent Statement:

At Wood End Park Academy pupils will think like authors. They will be able to produce creative writing and refine their work so it is of the best possible standard. Writing will be produced for a range of purposes and audiences including quality writing across the curriculum. Pupils will see their writing skills as a way of communicating across the entire curriculum. Pupils will use the Nelson Handwriting Scheme to ensure that work is always well presented and pupils will take pride in their written work in all subjects. Effectively verbal rehearsal sessions will allow pupils to access and use a range of vocabulary and this will be evident in the adventurous and effective vocabulary choices in their writing. Pupils will develop a range of strategies for spelling words correctly and these will be evident in all writing lessons. Targets and next steps will be provided to pupils based on the Writing Standards for their year group. Pupils will fully understand their targets and be encouraged and inspired to use them in their written work in order to improve.

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing).

It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.

Overviews

Each team leader creates an overview of text types relevant for that year group. Each writing unit is given a context (sometimes linked to their topics in other lessons e.g. WW2 in History) to give the children a clear purpose for writing. A good example piece and a checklist are created by the teachers to ensure that children have seen and use high quality skills in the text type.

Writing lesson structure

Wood End Park Academy have a lesson structure for writing that embodies learning writing and grammar skills, planning, drafting and editing:

Features lesson	Children will unpick the good example piece to make a 'text type' features list and look for the writing features. They will say the effect of these features
Skills lessons	These will be the lessons before drafting. They will be planned by the teachers based on the skills and features (including grammar skills) that the children need to learn/ practise before writing their final piece.

Oral rehearsal	These should be once a week. They contain a speaking and listening skill, where children can develop a feature through spoken language to a higher level and then use in their writing
Planning	This gives children an opportunity to plan their final piece of writing. They can use a taught format and should be encouraged to develop their own style. (see appendix 1 for success criteria)
Drafting	This gives children the opportunity to draft their final piece. They should be encouraged to use all of the taught skills and refer back to their planning. Each adult to have an active role during the lesson e.g. supporting focus children. (see appendix 1 for success criteria)
Editing	This gives children the opportunity to edit and improve their draft before publishing. Teachers will have marked all drafts and chosen features for the children to improve based on the needs of the class. Each adult to have an active role during the lesson e.g. supporting focus children. (see appendix 1 for success criteria)

Lessons should be planned in accordance with the Teaching & Learning Policy.

Marking and assessment

Features and skills lessons are marked against the learning objective (LO), using LO? (LO not met), LO/ (LO partly met) or LO* (LO achieved). A presentation and handwriting mark (PH) should also be given using PH?, PH/ and PH*. Next steps (small step focuses) are given to support children with developing their writing further. Next steps are written using child friendly vocabulary. Presentation expectations exist in every year group and we do expect our books to be as well presented as possible – this reflects the expectations we have for pupils as they work.

Drafting work is marked based on elements which the children can edit in the following lesson. This is through use of coloured highlighters and focused questions to scaffold pupil's editing. As the year goes on, less detailed draft marking can be completed as children become more independent editors.

Each child is also given a yellow target card. This target is based on a writing skill target that children can apply to their next unit of writing. Targets are given per unit based on marking of the big write.

Big Writes (final drafts) are assessed using The Pak Federation Assessment Framework. This is an ongoing document which shows what skills children are

able to use independently. Year 2 and 6 use government standards to assess writing and report attainment.

The Writing Wizard should be displayed on the English learning wall in all classes, along with a writing criteria to promote high expectations of writing in each lesson. At the end of each English lesson, the class teacher should reward a child/children who have demonstrated how they have applied the features of the writing wizard in their writing. This does not need to be the best writer – but a child who has demonstrated great effort in their writing for that lesson. The child receives a special writing wizard sticker and should have their name written on the writing wizard display.

Writing across the curriculum

Children are encouraged to apply their writing skills in all subjects. Teachers should identify opportunities in lessons for children to complete written tasks/text types. Some units may include a writing lesson (e.g. I can write a diary of an evacuee) where features of known text types can be revised. Themed days e.g. History Day should include appropriate writing opportunities.

Homework

One piece of English homework to be given at least fortnightly where children can practise the writing skills of the unit they have been taught. A grammar activity should be included (see homework policy).

Handwriting

Nelson handwriting scheme is used across Wood End Park Academy (see handwriting policy.) Handwriting is included in the government standards for writing and children cannot be assessed as achieving 'expected standard' in writing at the end of KS2 if their handwriting is not joined and legible.

Spelling, Vocabulary, Grammar and Punctuation

The National Curriculum's appendices – on spelling and on vocabulary, grammar and punctuation – give an overview of the specific features that should be included in teaching the programmes of study.

Spelling test

Spelling lists for each year group are available (from the National Curriculum) and sent home. Spellings to be learnt are sent home weekly and a spelling test is completed in school. These spellings either follow a phoneme, spelling pattern or contain words from the year group lists. Children are encouraged to use and spell these words correctly in their written work.

Spelling across the Curriculum

Vocabulary Ladders for each topic are created for children to refer to throughout the unit. Key topic spellings are corrected and displayed throughout.

Grammar Teaching

Grammar skills and knowledge are taught according to the whole school overview which is taken from the National Curriculum. English units are planned with grammar objectives included. Grammar skills are constantly modelled in writing sessions and included in success criteria/features lists.

Grammar Assessments

Each year group sit a half-termly grammar assessment, based on objectives taught. These are created from a bank of resources and children sit them in test conditions. Questions are relevant to the termly objectives. Year 2 and 6 complete SATs style assessment to prepare for SATs papers.

Grammar Homework

A grammar activity should be included in the writing homework. One piece of English homework to be given at least fortnightly where children can practise the skills of the unit they have been taught (see homework policy).

Appendix 1

When **planning** a piece of writing, the children will be taught to:

- Identify their purpose/audience (who they are writing for)
- Make notes e.g. in bullet points
- Think about how many paragraphs they might need
- Pick a paragraph and add the key point of the paragraph
- Include example sentences (with punctuation)
- Make sure features are included
- Make sure they have used their writing target
- Manage your time (split equally between paragraphs)

When children are **drafting** their writing, the children will be taught to:

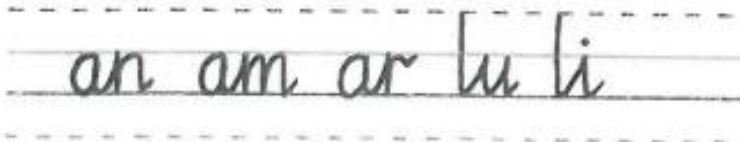
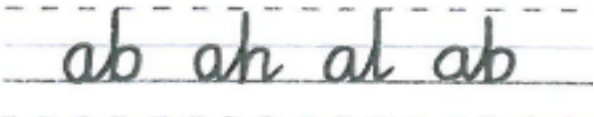
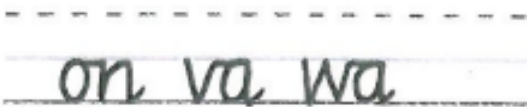
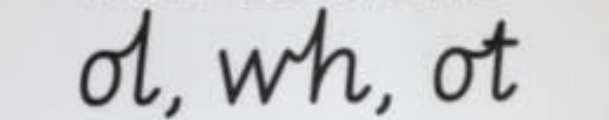
- Understand the purpose and audience
- Look over their plan
- Write a paragraph based on their plan-including all relevant information
- Proof read each paragraph
- Refer to the features checklist
- Add in any missing features
- Check their spellings using the dictionary
- Select good vocabulary and use the thesaurus

When **editing**, the children will be taught to:

- Read back their work
- Make sure each sentence is complete and makes sense
- Use the text type features checklist
- Identify what is missing
- Get a critical friend to check their work
- Identify what is good- keep that in
- Uplevel words using a thesaurus
- Check spelling using a dictionary
- Check where they have used punctuation for effect
- Uplevel openers to make their writing exciting
- Re-read their edited paragraph

Appendix 2 – Nelson Handwriting

abcdefghijklmnopqrstuvwxyz

<p>Join 1</p>	<p>Diagonal upwards join from letters than finish with upstrokes to letters without ascenders e.g. a to n / l to i</p> 
<p>Join 2</p>	<p>Diagonal upwards join from letters than finish with upstrokes to letters with ascenders (to b, f, h, k, l, t)</p> 
<p>Join 3</p>	<p>Horizontal join across the top of letters to letters without ascenders (o v and w).</p> 
<p>Join 4</p>	<p>Horizontal join to letters with ascenders (to l, h, t etc.)</p> 
<p>Break Letters</p>	<p>Joins are not make from these letters. Appropriate joins are made to these letters: b g j p q x y</p>
<p>Mean Letter</p>	<p>The only mean letter is z. Children should not join to or from this letter.</p>