



Woore Primary and Nursery School aims to provide a safe, secure and stimulating environment where all children are taught to read, write and speak with confidence, fluency and understanding. We ensure that all children are given the strong foundations needed to develop their English skills in order that they achieve their full potential.

We believe that literacy and communication are key life skills. Through the English curriculum, we help children develop the skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language and equip them with the skills to become lifelong learners. We want children to enjoy and appreciate a broad and varied diet of literature.

Literacy is at the heart of all children's learning. Literacy enables children both to communicate with others effectively for a variety of purposes and to examine their own and others' experiences, feelings and ideas. Because literacy is central to children's intellectual, emotional and social development, it has an essential role across the curriculum and helps pupils' learning to be coherent and progressive.

Aims

To encourage children to:

- be effective, competent communicators and good listeners;
- express opinions, articulate feelings and formulate responses to a range of texts both fiction and non-fiction using appropriate technical vocabulary;
- foster an interest in words and their meanings, and to develop a growing vocabulary in both spoken and written form;
- enjoy and engage with and understand a range of text types and genres;
- be able to write in a variety of styles and forms showing awareness of audience and purpose;
- develop powers of imagination, inventiveness and critical awareness in all areas of literacy;
- use grammar and punctuation accurately and for effect;
- understand spelling conventions;
- produce effective, well-presented written work.

Teaching and Learning

Pupils within Key Stage 1 and 2 follow the programmes of study as set out in the National Curriculum (2014). Within this curriculum, English is developed through four key areas:

- Spoken Language
- Reading - Word Reading & Comprehension
- Writing - Transcription & Composition
- Spelling, Vocabulary, Grammar & Punctuation

Foundation Stage pupils follow the Early Years Foundation Stage Development Matters. Within this curriculum, English is developed through the areas of:

- Communication and Language
- Literacy (Reading & Writing)

Literacy is encouraged and developed across our curriculum and links are made where appropriate.

Timetabling

All classes at Woore receive daily English lessons across the week. In addition to this, pupils in Class 1 (EYFS and Y1) receive daily phonics lessons and reading practice lessons. Pupils in Year 2 receive phonics and spelling lessons daily and have 3 reading sessions weekly. Pupils in Year 3 have daily reading and comprehension lessons. Pupils in Class 3 receive reading practice sessions 4 times per week in addition to English lessons. For pupils who need additional practice in KS2, rapid catch-up or SEND phonics lessons are provided.

At various other intervals throughout the timetable, provision is made for 1:1 reading with a teacher, TA or volunteer and independent reading for the older children.

Planning

Teachers use the National Curriculum 2014 as a starting point for creating their medium-term English plans from which more detailed planning is developed into short term plans. Planning is adapted according to the needs and interests of the children, and the lengths of units may vary. Clear objectives and success criteria are set for each session and are shared with pupils. Teachers adapt teaching according to the needs of the pupils and use intervention programmes for targeted support.

Assessment, Recording and Reporting

Assessments are made in line with the school assessment policy.

Teachers use effective assessment for learning to ensure planning is based on prior attainment and that pupils know what they need to do to achieve the next steps. Group or individual targets are set accordingly. Marking is in line with the school marking and feedback policy.

Through marking and feedback, children are informed of their own targets for learning and supported to make progress towards them.

The Reception Baseline Assessment (RBA) is carried out within the first 6 weeks of entry into the reception year. Assessments for children in Reception are on-going and are collated in the Early Years Foundation Stage Profile (EYFSP) in June. In Reception, Y1 and Y2 children complete half termly Phonics assessments. In Y1, children complete a phonics screening check (PSC) in June and children in Y2 who did not pass the PSC the previous year will re-take the test. Children in Year 6 sit the statutory SATs tests in May whilst Year 2 children sit the Non-statutory EOKS tests. Results for Year 6 are sent to the Local Authority which are then used by the DFE.

At Woore, pupils receive termly written feedback detailing their progress in English through mini-reports and full reports. Parents are invited to discuss their child's work each term at parent's evening.

Staff Development

Teachers are expected to keep up to date with subject knowledge and use current materials that are available in school or online.

Training needs are identified because of whole school monitoring and evaluation, performance management and through induction programmes. These will be reflected in the School Development Plan. Additional adults who are involved with intervention programmes will receive appropriate training that may be school based or part of central training.

Monitoring and Evaluation

The Headteacher, Reading and Writing subject leaders monitor English regularly. Having identified priorities, the subject leaders construct an action plan that may form part of the School Development Plan. This forms the basis for any monitoring activities and will clearly identify when, who and what is to be monitored and how this will take place e.g. classroom observation, planning scrutiny, work sampling etc.

Resources and Accommodation

A comprehensive range of resources is available in school. Every class has a selection of reference books e.g. dictionaries, thesaurus etc. and a dedicated book and reading area.

To supplement our Little Wandle practice reading books, we also use a range of book sets and individual reading books for KS1 and lower KS2 which are banded according to 'Book bands'. A range of reading practice materials are available in the KS2 classes. The school library contains a range of fiction and non-fiction books.

Parental Involvement in English

Parental involvement is vitally important in all areas of language development.

- Children in Class 1 take home books from The Little Wandle Scheme that tie in directly with phonics learning for each week. This is supplemented with a 'sharing' book.
- Children in Class 2 and 3 take home reading books from a variety of sources, including from the Little Wandle Scheme. Progress and enjoyment are recorded by parents in the children's individual reading diaries.
- Reading Rockets: Every time that a child reads at home they are awarded a star towards their reading rocket. Upon completion they can claim a prize. Regular readers are also entered into a half termly book prize draw.
- Library books are always available for pupils to borrow and read at home with their parents.
- Children are encouraged to celebrate World Book Day and come to school dressed as fictional book characters.
- Each class in the school have weekly spelling lists set on Spelling Shed and parents can support their children as they play interactive games to practise these.

Inclusion

All children receive quality first literacy teaching daily and activities are adapted accordingly. In addition, where identified pupils are considered to require targeted support to enable them to work towards age-appropriate objectives, intervention programmes will be implemented. High expectations are held by all members of staff to ensure all children reach their potential.

Reading across the School

Aims

To enable children to:

- develop positive attitudes towards reading so that it is a pleasurable and meaningful activity;
- use reading skills as an integral part of learning throughout the curriculum;
- read and respond to a variety of texts whilst gaining increased level of fluency, accuracy, independence and understanding
- develop different strategies for approaching reading and be able to orchestrate the full range of strategies

Expectations

Pupils have access to a wide range of reading opportunities that include:

- reading practice
- shared reading
- regular independent reading
- Phonics lessons (Little Wandle Letters and Sounds)
- home/school reading
- hearing books read aloud daily
- selecting own choice of texts
- reading across all areas of the curriculum

Teaching and Learning

Teachers promote and value reading as an enjoyable activity and a life-long skill. Teachers plan for a range of comprehension strategies that allow pupils to engage with text in a variety of ways to suit different learning styles.

In shared reading the teacher models the reading process to the whole class as an expert reader providing a high level of support. Teaching objectives are pre-planned, and sessions are characterised by explicit teaching of specific reading strategies, oral response and collaboration. Texts are rich and challenging, beyond the current reading ability of most of the class.

In Reading Practice, texts are chosen to match the ability of the group but still provide an element of challenge. Reading Practice provides a forum for pupils to demonstrate what they have learned about reading; the focus for the reading is concerned with extending strategies/objectives taught in shared reading. As part of The Little Wandle phonics scheme, Class 1 take part in Reading Practice session 3 times a week. Each session having a different focus: decoding, prosody and comprehension.

Teachers plan for independent reading activities during sessions of Literacy teaching. Texts are selected so that pupils can access them without support. The focus for the reading is to provide practice and develop personal response to text.

Many other opportunities are provided for pupils to practice and extend reading in other subjects. Pupils select texts under the guidance of the teacher for independent and home/school reading. Teachers monitor independent reading and discuss progress with individual pupils on a regular basis.

All teachers are responsible for providing a stimulating reading environment, promoting book ownership and recommending books to pupils. Classroom and central displays are language rich and special displays should promote authors and books.

Writing across the school

Aims

Children should learn to:

- write in different contexts and for different purposes and audiences
- be increasingly aware of the conventions of writing, including grammar, punctuation and spelling
- plan draft and edit their writing to suit the purpose
- use ICT as a literacy medium for presenting work and manipulating text
- form letters correctly, leading to a fluent joined and legible handwriting style, giving increasing regard to presentation

Expectations

Pupils have access to a wide range of writing opportunities that include:

- shared writing
- guided writing
- independent writing
- writing different text types and narrative styles
- writing in different curriculum areas
- handwriting practice
- collaborative writing
- writing related to own experiences and enjoyment
- writing from a variety of stimuli
- planning, drafting, editing and presenting

Teaching and Learning

Teachers promote writing and look for ways to inspire and motivate pupils so that they see themselves as 'writers'. Teachers establish the purpose and audience for writing and make teaching objectives explicit to pupils so they know why they are studying a particular text type, the kind of writing activities they need to undertake and what the expected outcome will be.

Subject-specific texts that link to work being undertaken in other areas should also be used in literacy lessons to support the wider curriculum. Teachers use shared writing to model the writing process. Shared reading and writing provide a context for discussion and demonstration of grammatical features at word level, sentence level and text level. Activities are differentiated using writing frames, spelling banks, collaborative work and peer or adult support. Teachers encourage 'talk for writing' as an integral part of the process. Whole school writing tasks take place termly to help teachers monitor progression across the school.

Handwriting

It is paramount that children are rigorously taught correct letter formation from the very beginning of their time in school. As soon as the children are ready, they should be taught to sit properly to have the correct posture for writing, hold a pencil in the correct tripod grip and develop a legible cursive, joined handwriting style. A mixture of whole class, small group and individual teaching is planned for and delivered through the Letterjoin scheme of work.

It is expected that all members of staff, class teachers and teaching assistants, always model the school handwriting style i.e. when writing on the board or in children's books.

By the end of key stage 2, most children should be displaying an efficient, quick, neat and legible, cursive handwriting style that is effective in recording their ideas.

Spoken Language across the School

Aims

Children need to be able to:

- Communicate effectively, speaking with increasing confidence, clarity and fluency
- Participate in discussions and debate in a variety of contexts
- Listen to the views, opinions and ideas of others with increased interest
- Articulate ideas and thoughts clearly with appropriate tone and vocabulary recognising audience
- Respond to questions and opinions appropriately
- Retell stories and poems which are known by heart
- Ask questions with increasing relevance and insight

Expectations

Pupils have access to a wide range of speaking and listening opportunities that include:

- Talking about their own experiences, recounting events
- Participating in discussion and debate
- Talk for writing
- Retelling stories and poems
- Expressing opinions and justifying ideas
- Listening to stories read aloud
- Presenting ideas to different audiences
- Taking part in school performances
- Responding to different kinds of texts
- Talking to visitors in school

- Listening to ideas and opinions of adults and peers
- Role-play and other drama activities across the curriculum.
- Use dramatic techniques, including work in role to explore ideas and texts
- Create, share and evaluate ideas and understanding through drama

Teaching and Learning

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. Roles are shared amongst pupils: sometimes a pupil will be the questioner, presenter, etc.

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 will be a focus across the curriculum and across the school day in a variety of settings.

Spelling and Phonics across the School

Aims

Children should be able to:

- Blend and segment sounds easily
- Learn that segmenting words into their constituent phonemes for spelling is the reverse of blending phonemes into words for reading
- Spell words accurately by combining the use of grapheme-phoneme correspondence knowledge as the prime approach, and morphological knowledge and etymological information
- Use a range of approaches to learn and spell irregular words.

Expectations

Pupils have access to a range of phonics opportunities within **EYFS** and **KS1**:

- Whole class teaching of specific spelling patterns
- Daily discrete phonics teaching
- Using phonics knowledge in real life contexts
- Applying skills in cross curricular contexts

Pupils have access to a range of phonics opportunities that include at **KS2**:

- Whole class teaching of specific spelling conventions and rules
- Discrete phonics teaching as part of an intervention group where gaps in phonological knowledge have been identified
- Using phonological knowledge in real life contexts
- Applying skills in cross curricular contexts

Teaching and Learning

Teachers provide a wide range of contexts for reinforcing spelling patterns and tricky words throughout the school day. All teachers use phonics materials provided with the Little Wandle Letters and Sounds programme. The school subscribes to Spelling Shed, an online programme which allows pupils to play a range of games at varying levels of difficulty to practice the words that are set each week, Year 1, Class 2 and 3 then test the children each week on the words that have been practiced in the preceding week. Learning takes place in a variety of situations and group settings. For example, these could include working independently to practice tricky words, working collaboratively on an investigation and participating in short, focused whole class activities.

Children are expected to spell high frequency words correctly and the word lists for their particular year group.