



Waterloo Primary School

Intent

At Waterloo Primary School we believe that a quality English curriculum should develop a children's love of reading, writing and discussion. We have a rigorous and well organised English curriculum that provides many purposeful opportunities for reading, writing and discussion. Our curriculum closely follows the aims of the National Curriculum for English 2014 to enable all children to:

- 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.

These aims are embedded across our English lessons and the wider curriculum. We will provide the means for children to develop a secure knowledge-base in Literacy, which follows a clear pathway of progression as they advance through the primary curriculum. Rigorous assessment and review will ensure that we are able to provide targeted support so that all children experience success in English.

We are committed to developing pupils' academic resilience, to enable them to access and fully engage with the progressive and connected curriculum we provide. With our pupils' wellbeing at the forefront, we deliver an English curriculum which fulfils all statutory requirements. Teaching and learning opportunities are thoughtfully mapped to enable pupils to develop the necessary knowledge, understanding and skills to contribute successfully in the modern world. Pupils revisit, apply and deepen their understanding within English lessons and across all subject areas.

We believe that British values are fundamental to cohesion and successful participation in society and we promote these values as we teach about English.

We recognise that our children reflect our socially diverse community and consider it crucial for them to develop a strong vocabulary that enables them to articulate their opinions, academic understanding and emotions. New vocabulary is explored during Reading for Mastery sessions and when studying new texts. We provide opportunities to extend pupils' cultural capital for example through: visiting our local library, reciting and performing poetry, writing in different forms such as a comic strip, following their written instructions to create something or organise an event and writing a speech. Opportunities to develop speaking

and listening skills across the curriculum are planned to equip pupils to ask questions and express opinions.

We regard reading as an essential building block for learning across all subject areas. Taught reading skills are embedded and applied through the wider curriculum. Questioning, tasks and resources are skilfully planned to scaffold and challenge, ensuring every child, whatever their starting point, can deepen their understanding.

English Policy

Vision:

Our vision is for each pupil to confidently enter the next stage of their education as critical and analytical readers. They will be confident and effective communicators using both written and spoken form.

Aims

Pupils will:

- 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;
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Curriculum Design/Reading:

Nursery:

- Children will be exposed to high-quality texts through both carpet time and continuous provision to develop a love of reading.
- Children will receive phase 1 phonics activities through carpet times and continuous provision.
- In the summer term children will receive a simple introduction to phase two phonemes.

- Children will be given opportunities and interventions to develop their speech and language skills.

Reception:

- Children receive a daily phonics lesson
- Children visit Crosby Library each term for an initial introduction to the library and for story time.
- Choice books – weekly
- Children who are not reading at home regularly will have opportunities to participate in additional reading activities in school with our ‘Reading Champion’
- Children will be read to and will know a bank of stories and rhymes ‘inside out’

Year 1:

- NELI Speech and Language
- Weekly home reading – matched decodable books from the Reading Scheme
- Children continue to have at least a daily discrete phonics lessons, which are taught in ability groups;
- Daily English lessons are taught to mixed ability classes, following the reading to writing process;
- English units will be text based and comprehension questions will develop vocabulary and retrieval skills
- Classes have regular story and rhyme time to encourage a love of reading and poetry;
- Reading scheme books are taken home weekly
- Children choose a ‘reading for choice’ book to share with an adult at home (weekly)
- Children who are not reading at home regularly will have opportunities to participate in additional reading activities in school with our ‘Reading Champion’
- Children visit Crosby Library each term for a story time session

Year 2 – 6

- Where appropriate, children will continue to have regular discrete phonics lessons and will take home decodable books which match their ability

- Daily English lessons are taught to mixed ability classes, following the reading to writing process
- Daily Reading for Mastery lessons will take place. The same text will be shared each day, focusing on a different skill:
 1. Text Talk (genre/structure/layout/purpose/organisation)
 2. Word Detectives (developing understanding of new vocabulary)
 3. Rapid Retrieval (finding answers in the text)
 4. Thinking Caps (inference and deduction)
 5. Question of the Week (summary/personal response)
- Reading scheme books are taken home weekly
- Children choose a 'Choice' book to read independently or to share with an adult at home (weekly)
- Children who are not reading at home regularly will have opportunities to participate in additional reading activities in school with Our 'Reading Champion'
- Children visit Crosby Library each term for a story time session
- Class teachers read a class novel on a regular basis to foster a love of reading. Texts are challenging yet age-appropriate and uncover new vocabulary and themes, opening up discussions around the language of books.

Curriculum Design/Writing:

Reception:

- Handwriting will be taught during phonics sessions in accordance with our handwriting statement
- Urley Project to improve language
- Daily song and rhyme sessions
- Weekly English tasks are provided for homework and children are taught common irregular words within phonics lessons
- Children have opportunities to develop their communication, language and literacy skills on a daily basis in adult led, adult initiated and child initiated activities

Year 1

- Children continue to have a daily song and rhyme sessions
- Handwriting is taught as a discrete slot within English lessons and letter formation is also taught through phonics lessons in accordance with our handwriting statement. When ready, children will begin pre-cursive
- Literacy skills are developed across the curriculum;
- Provision is made for children who require additional support through intervention programmes and/or reasonable adjustments to tasks
- Weekly Homework tasks and spelling lists are set weekly

Years 2 – 6

- Where needed, children will continue with daily phonics lessons
- Children will begin to have weekly mastery reading sessions. They will study the same text for five days:
- Children visit Crosby Library each term to carry out topic based research.
- Children will have a discrete punctuation and grammar lesson each week.
- Children will have a daily spelling lesson, following No Nonsense Spelling
- Children will have daily English lessons, following the reading to writing process
- Reading scheme books are taken home weekly
- Children choose a 'Choice' book to share with an adult at home (weekly)
- Children who are not reading at home regularly will have opportunities to participate in additional reading activities in school with our 'Reading Champion'
- Homework tasks are set weekly
- Weekly spellings are set for homework linked to Phonics or No Nonsense Spelling.
- Literacy skills are applied and embedded across the curriculum

Approaches to Developing Spoken Language

In the Foundation Stage children are given opportunities to:

- speak, listen and represent ideas in their activities;
- use communication, language and literacy in every part of the curriculum;
- become immersed in an environment rich in print and opportunities to communicate;
- engage in daily speaking and listening activities through topics of interest.

At Key Stage One:

- children learn to speak confidently and listen to what others have to say.

At Key Stage Two:

- children learn to change the way they speak and write to suit different situations, purposes and audiences.

The four strands of speaking and listening (speaking, listening, group discussion and interaction, and drama) permeate the whole curriculum.

Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life.

Opportunities to develop these skills include: 'show and tell', class assemblies, talk partners, drama and role-play opportunities, hot-seating, presentations, debates and performances.

Approaches to Reading:

- Teachers model reading strategies during shared reading sessions. During Reading for Mastery sessions, children have the opportunity to apply strategies and to discuss texts in depth. Daily discrete phonics lessons in Reception and KS1 enable children to decode efficiently and this provision is continued into KS2 where necessary.
- Children access a wide range of fiction and non-fiction texts that follow our reading scheme. These books are used for home and phonics lessons. Our banded books include a range of different genres. Pupils regularly access digital texts to enhance their reading.
- We strongly encourage children to read at home at least twice a week. Children take their banded reading book home and our expectation is that parents regularly fill in a reading record.

Approaches to Writing:

- We aim to develop children's abilities to produce well structured, detailed writing which engages the interest of the reader;
- Attention is paid throughout the school to the formal structures of English, grammatical detail, punctuation and spelling;
- Children are taught to and encouraged to use dictionaries, word banks and thesauruses to support their spelling and vocabulary;
- Discussion, re-drafting, proof-reading and improving are seen as integral parts of the writing process;
- Teachers model strategies for writing and spelling during lessons. Guided writing sessions are used to target specific needs of both groups and individuals;
- The children are given frequent opportunities to write in different contexts using quality texts as a model;
- We have our own handwriting scheme in school to help children develop fluent, clear and legible joined up writing. Children strive to achieve a handwriting pen licence;
- Teachers have high expectations for the presentation of written work and these expectations are explicit.

Use of ICT:

- We recognise the increasingly important role ICT has to play in the development of Literacy skills. ICT is regularly used to enhance the teaching of literacy, giving all children the opportunity to experience, read and write multimodal texts and develop visual literacy.

Equal Opportunities:

- We have high expectations for every child, irrespective of background or circumstances. Children learn and thrive when they are healthy, safe and engaged;
- In order to engage all children, cultural diversity, home languages, gender and religious beliefs are all celebrated. Our curriculum includes a wide range of texts and other resources which represent the diversity and backgrounds of all our children;
- We believe in 'valuing what the child brings to school' and recognise the importance of supporting a child's first language, not only to foster self-esteem, but to assist in the learning of English.

Learning Environment:

All classrooms have a working wall which is changed regularly depending on the area of the curriculum being studied. Grammar expectations that are outlined in the National Curriculum are displayed on the English Wall. Through reading activities children identify new vocabulary for their 'Literacy Loot' display. It is the intention that they will show their understanding of this language in their writing.

Help desks are organised to provide pupils with visual resources that can support them with their writing and spelling, such as: word banks, dictionaries, thesauruses and phoneme mats.

A large handwriting strip for both lower and upper case letters is on display in each classroom in line with our school handwriting policy. Handwriting strips are also visible on the pupils' desks or on the help desk to support children with their letter formation.

Adaptive Teaching:

At Waterloo Primary School, we ensure that we maximise learning opportunities for all by using adaptive teaching.

At Waterloo Primary School, we ensure that we maximise learning opportunities for all. Adaptive teaching means lessons and tasks are appropriate for all pupils and they can access and be successful in their learning. All children receive high quality teaching and reasonable adjustments are made to resources and approaches.

In English, this may take the form of:

- Breaking down content into smaller chunks/steps
- Showing examples of a 'finished product', i.e., WAGOLs (what a good one looks like) but with 'deconstructions' to explicitly show how they can get there.
- Scaffolding and modelling, using a 'thinking out loud' technique
- Pre-teaching and pre-reading vocabulary
- Varying levels of support
- Removing unnecessary expositions (unnecessary language)
- Use of concrete resources
- Alternative methods of recording
- Adapted physical resources (keyboards, pencil grips, scissors, larger spaces to record...)
- Reframing questions
- Putting key points in bold or making them more visible in a different way
- Intervening appropriately
- Flexible groupings
- Make connections to previous learning and supporting children to remember more through various strategies through quizzes, mind maps
- Adapting thinking time to process information
- Use of visuals such as task planners, pictures and diagrams
- Extending tasks with more choice, freedom to select resources and open ended challenges
- Making sure feedback is both challenging and specific and that learners actually have time to process it and respond to it.

Seeking to understand pupils' differences, including their differing prior knowledge and experience and potential barriers to learning, is an essential part of teaching. Adapting teaching in a responsive way is likely to increase pupil success.

Where, despite adaptive teaching approaches, a pupil is working significantly below age related expectations, they may require a more bespoke and personalised curriculum in order to achieve success.

Assessment and Tracking:

Objectives are tracked using Target Tracker. Children's progress is then tracked as to whether they are beginning, within or secure in their year group (or previous year group).

Gaps in learning are analysed. This analysis is then used to modify teaching and to identify when intervention is needed.

Teacher assessment judgements are supported with Phonics test scores and standardised scores from NFER assessments.

Monitoring and Evaluating:

English is monitored through tracking of data, observations of lessons (both formal and unannounced drop ins), scrutiny of pupil work and pupil conferences. Monitoring is carried out by the subject Leader and SLT (Senior Leadership Team).

This policy is open to regular review, based on present practice and consultation with members of staff.

Policy revised by: Rachel Sutton (subject leader)

Date: February 2024

Review date February 2026