



INTENT

At Woodlands Primary school, we believe that literacy and communication are key life skills. Through the English curriculum, we will 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.

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, giving these order and meaning. Because Literacy is central to children's intellectual, emotional and social development it has an essential role across the curriculum at Woodlands and helps pupils' learning to be coherent and progressive.

At Woodlands Primary School we strive for all of our children to be literate. By the end of Year 6 we aim for all children to be able 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;
- have an interest in books and to read for enjoyment, engaging with and understanding 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;
- understand spelling conventions;
- produce effective, well-presented written work.

IMPLEMENTATION

Statutory requirements for the teaching and learning of English are laid out in the 2014 National Curriculum and in the Communication, Language and Literacy section of the Early Years Foundation Stage (2014)

As a school from EYFS to Year 6, we follow the 'Pathways to Write' mastery approach which is an English long term planning tool that school has purchased. Pathways to Write provides children with specific "keys" for the children to focus on in their writing. These include skills the children have mastered in previous years –gateway keys- and new targets called mastery keys which are taken from the year group that the children are currently in. Each class has a visual display of these keys and the children regularly refer to them in all writing. From Y2 – Y6 we use 'Pathways to Read' as a whole school approach to reading. 'Pathways to Read' provides pupils from Y2 to Y6 with the skills to equip them through the reading process to become competent and fluent readers. Reading lessons are linked to high quality texts and staff plan to provide engaging and purposeful reading lessons.

The school uses a variety of teaching and learning styles in English lessons and all staff follow the 'mastery' approach to the teaching of English. Our principal aim is to develop children's knowledge, skills and understanding in language, reading and writing. At Woodlands, we do this through a daily lesson, where we adapt our teaching styles to suit the needs of the

individual child. Throughout the week there are daily phonics lessons for Foundation Stage and KS1 children and any children in KS2 that need continued phonics support.

In all classes children have a wide range of literacy abilities. We recognise this fact and provide suitable learning opportunities by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies. Children requiring additional support receive this through small group sessions. One particular intervention we use in these sessions is 'Pathways to Progress' which is a writing intervention programme, linked to the Pathways to write themes, but designed to be delivered in addition to pupils' English lessons. It is facilitated by a teacher or teaching assistant and aims to consolidate or re-teach learning objectives following a revisit, review, teach and apply structure.

Weekly plans are completed by the class teacher using the agreed school format. Staff will include

- specific learning objectives for both the main focus of the lesson that follow the mastery approach
- the expected outcomes for each lesson which are recorded in our 'Can I?' Format
- details of how the lessons are to be taught, including group/individual activity and whether teacher led or teacher assistant led

PHONICS TEACHING

We use Read Write Inc. to support our teaching of phonics. All children from Reception to Year 2 are screened on a half termly basis and placed into the appropriate group that matches their phonetic and reading development. Teachers and teaching assistants teach the groups and there is a 40-minute phonics and reading lesson 5 times per week. Those children who have exited the programme work in a spelling group following the RWI Spelling programme.

FOUNDATION STAGE

At Woodlands Primary School we believe that developing children's positive attitudes to literacy from the earliest stage is of paramount importance. We strive to foster these attitudes by using play, story, songs and rhymes and provide lots of opportunities and time to talk with children about their experiences and feelings. The role of adults in supporting children is crucial to fostering their positive attitudes towards Literacy and at Woodlands Primary School we believe strongly that parents are our partners in achieving this.

KEY STAGE ONE

In Key Stage 1 children will be taught to learn to speak confidently and to listen to what others have to say. They will begin to read and write independently and with enthusiasm. The children will be encouraged to use language to explore their own experiences and imaginary worlds. Through 'Pathways to Write', children will have daily English lessons that focus on National curriculum 2014 teaching requirements. Children will also experience daily phonic sessions to develop their reading skills. Spelling, grammar and handwriting skills will initially be taught discretely before being embedded within literacy lessons. In KS1 the children will also access a whole class reading session each week (Y1 Spring term onwards)

KEY STAGE TWO

In Key Stage 2, children have daily English lessons including Reading, Writing, and Spelling and Grammar. Spelling and handwriting skills are taught discretely and are embedded within literacy lessons. Through the use of 'Pathways to Write' English mastery skills are developed across the curriculum, with the expectation of high standards of literacy to be applied in all subjects. Children will develop their speaking and listening skills to change the way they speak and write to suit different situations, purposes and audiences. During a weekly whole class reading session children will read a range of texts and respond to different layers of meaning

in them. Children will explore the use of language in literary and non-literary texts and learn how the structure of language works.

A CONNECTED CURRICULUM

At Woodlands, we do not see English in isolation but connected with all other areas of learning. The children are encouraged to develop and apply their English mastery skills in all other subjects and wherever possible a cross curricular approach is taken. This allows children to further practice their mastery and gateway keys taken from their morning lessons.

The high quality texts chosen from Pathways Literacy are used as a main driver for our foundation subject lessons.

HOW DO WE MEASURE IMPACT OF ENGLISH TEACHING?

At Woodlands, we use short term assessments to help us adjust our daily plans. These short-term assessments are closely matched to the teaching objectives set out in Pathways to Write. We make termly formal assessments to measure progress against the key objectives, and to help us plan the next unit of work. The use of school's own assessment system, INSIGHT, identifies progress against National Curriculum objectives and informs target setting.

The following tools are used in the assessment of English:

- Quality marking and feedback – 'Tickled Pink, Green for Growth' marking
- INSIGHT data and information
- RWI Phonic tracking sheets
- Guided Reading criteria and AF Grids/Domain Content support
- NFER reading and spelling tests Y1-Y5
- PM Benchmark levels and book bands, used in guided reading
- Early Years Foundation Stage assessment grids
- Teacher assessment frameworks for Y2 & Y6

INCLUSION AND EQUAL OPPORTUNITIES

All children will receive quality first literacy teaching on a daily basis and activities will be differentiated accordingly. In addition, where identified pupils are considered to require targeted support to enable them to work towards age appropriate objectives, intervention activities will be implemented to improve their attainment and progress. Pupils that are more able will be planned for in line with our policy for teaching pupils that are more able and challenges will be provided within Literacy lessons for this group of learners.

All children will be provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

MONITORING AND EVALUATION

The monitoring of the standards of children's work and of the quality of teaching in English is the responsibility of the English subject leader and the English team. The subject leader has specially-allocated, regular management time in order to review evidence of the children's work and undertake lesson observations of English teaching across the school. The subject leader will use the monitoring cycle to ensure that the subject is monitored and evaluated systematically. This also includes meeting with the English Governor and sharing information at the Governor Curriculum Committee.

ROLE OF THE SUBJECT LEADER

The role of the English subject leadership team is undertaken in line with the school policy. Subject leaders attend twilights and feedback during Professional Development Meetings. New ideas and resources are shared with staff as are examples of good practice within the school.

The English subject leadership team will

- monitor standards of work and quality of teaching
- support colleagues in teaching of English
- ensure s/he is informed about current developments in the subject
- provide a strategic lead and direction for the subject in the school
- organise resources to support the school English policy
- co-ordinate purchasing, organisation and distribution of resources
- arrange in-service support
- liaise with outside agencies, other schools and colleges