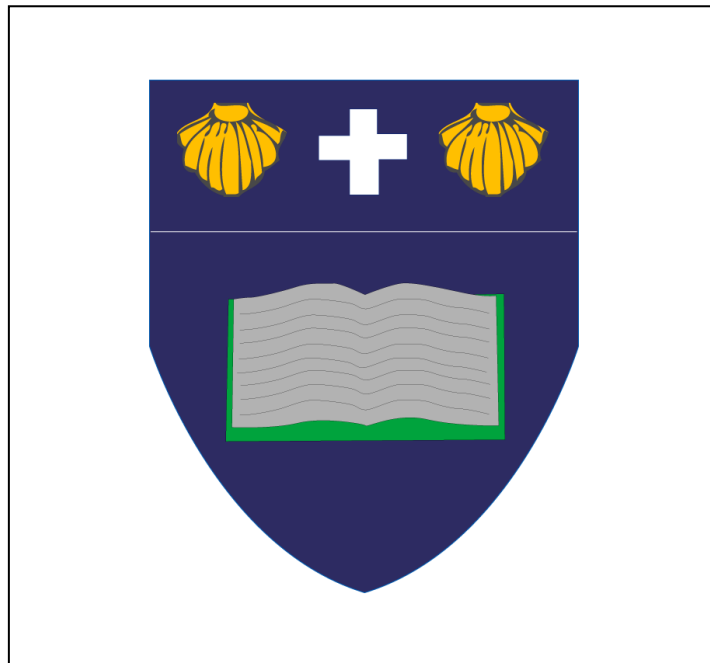


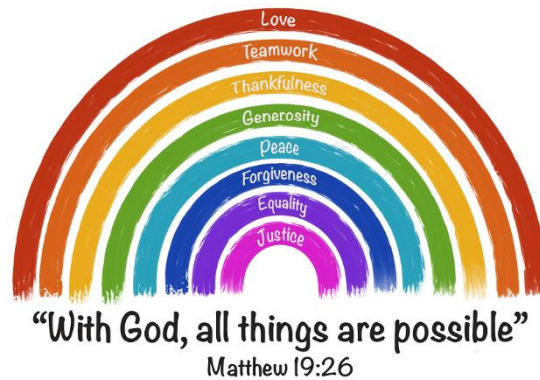
Westleigh Methodist Primary School English Policy



Written by:	E Hunt
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Next Review Date:	February 2026
Chairs Signature	

Mission Statement

Our Vision:



We are a loving, inclusive family, rooted in our Christian Values and nurturing ethos. We provide a positive learning environment where all children can achieve their full potential.

Our Mission:

Westleigh Methodist is a family in which everything we do is built upon our Christian values and ethos.

We endeavour to create a place where everyone feels happy, nurtured, safe and valued. We will foster a sense of high-self-esteem, love of learning and enquiring minds. We aim to equip pupils to become good citizens with high aspirations and an understanding of the part they play in our society. Our creative and exciting curriculum will lead to achievement for all and children reaching their full potential and becoming life-long learners.

Safeguarding Statement

At the Westleigh Methodist Primary School we recognise our moral and statutory responsibility to safeguard and promote the welfare of all children.

We work to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in the Safeguarding Policy apply to all staff, volunteers and governors

English Policy

'If you don't have time to read, you don't have the time (or the tools) to write. Simple as that.' S.King

Westleigh Methodist Primary School follows a personalised Framework for Literacy, to meet the key performance indicators set out in the National Curriculum.

In Early Years, the curriculum is guided by the EYFS Profile's 'Prime and Specific Areas of Learning,' covering Communication and Language and Literacy.

AIMS

We aim to develop pupils' abilities within an integrated programme of Speaking & Listening, Reading & Writing. Pupils will be given opportunities to interrelate the requirements of English within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught literacy skills.

At Westleigh Methodist Primary School we strive for children to be a 'Primary Literate Pupil'

By the age of eleven we aim for a child to be able to:

- read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.
- have an interest in books and read for enjoyment.
- use a full range of reading cues to monitor their reading and correct their own mistakes.
- understand the sound and spelling system and use this to read and spell accurately.
- have an interest in words, their meanings; developing a growing vocabulary in spoken and written forms.
- know and understand a range of text types and genres – be able to write in a variety of styles and forms appropriate to the situation.
- plan, draft, revise and edit their writing.
- be developing the powers of imagination, inventiveness and critical awareness.
- have a suitable technical vocabulary to articulate their responses.
- speak clearly and fluently.
- listen to the spoken word attentively with understanding, pleasure and empathy.

THE LOCAL ADVISORY BOARD

Regular reports are made to the governors on the progress of English provision within LAB meetings and Governor visits to school.

This policy will be reviewed every three years or in the light of changes to legal requirements and in line with the policy schedule set by the Epworth Education Trust.

SUBJECT ORGANISATION

In the Foundation Stage, Communication and Language and Literacy are taught as areas of learning as set out in the 'Statutory Framework for the Early Years Foundation Stage'. We know that children learn best when activities engage many senses, when they are happy and confident. A love of books, rhymes and poems, sounds and words are developed through planned and incidental work. Taught topics are linked to a range of texts including non-fiction, fiction and poetry. Structured play activities provide valuable opportunities for children to:

- Engage in conversation with other children and adults
- Share music, songs, poetry, stories and non-fiction
- Experiment with writing for themselves through making marks, personal writing symbols and conventional script

From Years 1 to 6, English is delivered using a personalised English Curriculum based on the National Curriculum.

English is based on books from Year 1 – Year 6. The book itself, or themes from the book, are used to drive activities where objectives from the curriculum are met in composition, spelling, grammar and punctuation.

'Books as Hooks' capture the children's imagination and encourage them to become fluent, thoughtful and creative writers.

Each unit starts with a 'hook' and then the children journey through the book completing different genres of writing with specific audiences and purposes.

Various genres are taught regularly throughout the year appropriate to key stage 1 and key stage 2.

Children work in ability groups and mixed ability groups according to the objectives of the lesson. Group objectives are adapted appropriately with the aim to both challenge and support all children in their learning.

The SLT monitor teaching and learning regularly.

APPROACHES TO 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. Children are encouraged to speak in a range of contexts and as they grow older and adapt their style of speech appropriately.

Children often work in groups to further develop their speaking and listening skills. This provides children with further opportunities to express their ideas, make plans

and present ideas; thus encouraging them to work both co-operatively and collaboratively.

APPROACHES TO READING

Shared Reading takes place regularly during English and reading lessons and 15 minute daily story time sessions are timetabled into the curriculum where children listen to a story read by the teacher.

30 minute daily reading lessons take place where the teacher reads from a range of poetry, non-fiction and fiction texts appropriate to the children's learning needs, which have been well-thought out and planned, thinking carefully about the content domains. The teacher reads aloud, modelling their understanding of the text for 20 minutes. This is followed by 10 minutes of daily independent reading where the teacher listens 1:1 with readers. A teacher-led taught comprehension lesson takes place fortnightly on a Thursday in which the content domains of reading are covered. This is an opportunity for the teacher to model explicitly how to read and answer comprehension questions. This lesson is followed up by an application session on the Friday, where children apply the taught skills they have learnt independently.

Children should have the opportunity to read every day and to share books at home. Teachers or teaching assistants will read one-one with children once a week within Key Stage 1 and Key Stage 2 (and more regularly in Reception). Children in Year 1-6 take home two reading books: one a chosen reading for pleasure book and the second is one decodable and suited to the children's reading level. The books used in KS1 are a range of Read, Write, Inc. reading schemes, in KS2 the book is chosen from a ZPD range given to the children after completing an Accelerated Reader star quiz.

Reading books are changed regularly and a child will only move on to the next level when their ZPD increases or they move to the next RWI phonics group. A child's progress is recorded in a reading record.

Each class visits the school library every week. During these 20 minute sessions children can read, complete reading activities and take a book out on loan.

Children are encouraged to read daily with their parents as part of their homework exercise and home-school liaison is achieved by having regular parental contact through the reading record book. The children take home two reading books each week, one at their level of ability to read for pleasure and another text that is higher than their ability and can be read to them by their parent/carer.

Please click the link below for Oxford Owl advice for parents reading:

<https://www.oxfordowl.co.uk/welcome-back-for-home/reading-owl/advice-for-parents>

[For](#) eBooks that can be read at home:

https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/?view=image&query=&type=book&age_group=&book=1&book_type=&series=

Accelerated Reader is used in addition to other reading materials available in school. Children access a range of books available in the school library and then can evaluate them and complete a reading and comprehension quizzes on them to show their understanding and enjoyment of the text. Children earn points and the number of words read is recorded on their account. There are used an incentive to read more in the aim to become a 'millionaire reader'. Classes with the highest quizzes passed and most words read receive class rewards.

APPROACHES TO PHONICS

Our pupils learn to read and write effectively and quickly using the *Read Write Inc.* Phonics programme. The programme is for pupils in Nursery to Year 2 (until the Spring term) who are learning to read and write.

In *Read Write Inc.* Phonics, pupils:

- Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- Read common exception words on sight
- Understand what they read
- Read aloud with fluency and expression
- Spell quickly and easily by segmenting the sounds in words

Children are assessed each half term and the information is used to group pupils homogeneously, according to their progress in reading. We identify those who are at risk of falling behind their peers immediately and they are put on to an intervention programme in order to meet their individual needs.

APPROACHES TO WRITING

Children have the opportunity to take part in shared writing, guided writing and independent writing tasks during English sessions. Guided writing (modelled writing) is teacher led and is an essential component of a balanced writing curriculum, providing an additional supported step towards independent writing. Guided writing is planned in regularly and is targeted towards groups of children according to their current targets or specific needs. It is used to support children during the different stages of the writing process.

In the Foundation Stage children are encouraged to use emergent writing and any phonics knowledge to write freely. The children see writing modelled by the teacher in shared writing sessions and phonics lessons. By the end of Reception, most children should be confident in their phonetic sounds and using this knowledge to begin to spell simple words and write simple sentences.

Within Key Stage 1 and 2 children are taught to write in a variety of genres, for a variety of audiences.

Punctuation and grammar are taught within English lessons and link to the text being studied at the time.

Spelling

Spelling strategies are taught in a daily 15-minute spelling lesson across school, focusing on a weekly spelling pattern. School follow a RWI spelling strategy, which allows shared and partner discussion. Children complete different activities within a unit each day to cement their understanding of the spelling pattern.

Spellingframe is used as an additional tool to aid in the children's understanding of the spelling pattern and to allow more practice at the teacher's discretion.

Spellingframe is used as a homework tool as a test is set weekly for children to practise and complete at home linked to their RWI spelling rule. Children then have opportunities to revisit these spelling rules within RWI and in a small orange spelling book, which can be used to complete additional spelling tests.

During English (and phonics lessons in Key Stage 1) all children are encouraged to learn the sounds of letters and to learn letter patterns. Children are encouraged to use word banks and dictionaries to support them when spelling unfamiliar words.

School reading materials are reviewed annually.

CROSS-CURRICULAR ENGLISH OPPORTUNITIES

Teachers seek to take advantage of opportunities to make cross-curricular links. They plan for pupils to practise and apply the skills, knowledge and understanding acquired through English lessons to other areas of the wider curriculum. For example, the use of non-fiction texts to support learning in wider curriculum subjects to enable children to know and remember more and make links in learning.

THE USE OF COMPUTING

Opportunities to use computing to support teaching and learning in English are planned for and used as appropriate. Children are able to develop research skills using the internet, use various word processing software and a range of iPad apps which support learning.

ASSESSMENT AND TARGET SETTING

Assessment is regarded as an integral part of teaching and learning and is a continuous process. It is the responsibility of all teachers to assess all pupils in their class.

At Westleigh Methodist we are continually assessing our pupils and recording their progress. We see assessment as an integral part of the teaching process and endeavour to make our assessment purposeful, allowing us to match the correct level of work to the needs of the pupils, thus benefiting the pupils and ensuring progress.

Work is assessed in line with the Assessment Policy and is both formative and summative.

At the end of each term children in Year 1 to 5 complete GaPS, NTS reading assessments and RWI spelling assessments. These provide teachers with a reading age and standardised score for all children. These are used to support teacher judgements of the standard the children are currently working at e.g. working towards age related, working at age related, working above age related. In Year 6, this is more bespoke to the children with previous SATs papers being used as a tool for assessment to ready the children for their end of year assessments.

Formative assessment is an informal part of every lesson and is closely matched to the teaching objectives. Pertinent comments and changes are recorded on the weekly planning sheets, as appropriate. Children are given feedback and next steps through marking and discussion.

In Reception, children's progress is monitored against the Early Years Profile. The children's profiles are moderated termly and additional support is planned as required.

Regular moderation of writing is carried out by the SLT and English Leads and feedback is provided to all class teachers.

INCLUSION

Westleigh Methodist School aims to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Gifted children will be identified and suitable learning challenges provided.

Children who are not working at the expected level receive additional support and where deemed appropriate discussed with the school's SENDCo and the school's Graduated Approach is followed (see SEND Policy).

The use of B-Squared also supports in the planning of activities for children working below their year group who need further support within lessons.

More-able children are stretched through adapted group work and extra challenges. When working with the whole class, teachers will direct some questions towards the more-able to maintain their involvement and challenge their thinking. Very occasionally special arrangements will be made for an exceptionally gifted pupil.

INTERVENTION PROGRAMMES

All staff are involved in using appropriate intervention programmes to help children to develop reading, writing and speaking and listening skills. All programmes are determined on on-going assessment data. (See assessment and target setting). The data from the NTS and GAPs assessments is placed into Shine (an assessment

programme from Rising Stars) which then provides interventions that are needed to close gaps for individual or groups of children.

EQUAL OPPORTUNITIES

We endeavour to maintain an awareness of, and provide for equal opportunities for all our pupils in English. We aim to take into account cultural background, gender and special needs; both in our teaching attitudes and in the published material used with our pupils. Books, posters, books and teacher resources support multicultural aspects.

Long term assessments are used to monitor progress not only within classes and age ranges but also to ensure there are no obvious discrepancies between the achievement of groups. E.g., disadvantaged and non-disadvantaged.

ROLE OF SUBJECT LEADER

The Subject Leader should be responsible for improving the standards of teaching and learning in English through:

Monitoring and evaluating English:

- pupil progress
- provision of English (including Intervention and Support programmes)
- the quality of the learning environment;
- the deployment and provision of support staff

Taking the lead in policy development

Supporting colleagues in their CPD

Purchasing and organising resources

Keeping up to date with recent English developments

PARENTAL INVOLVEMENT

At Westleigh Methodist School we encourage parents to be actively involved in supporting their child in English by:

- attending parents' evening - where they are given the opportunity to discuss and agree their child's targets for English
- reading with their child at home
- supporting their child with English homework
- supporting and attending class and family assemblies
- attending curriculum evenings

CONCLUSION

This policy should be read in conjunction with the following school policies:

Teaching and Learning Policy

Assessment Policy

Responding to pupils' work / Feedback / Marking policy

Special Educational Needs Policy

Computing Policy

Equal Opportunities Policy

Health and Safety Policy