

# English Foundation Subject Policy

*"Words are our most inexhaustible source of magic."*

*J.K Rowling*

*"So please, oh please, we beg, we pray, go throw your TV set away,  
and in its place, you can install a lovely bookshelf on the wall."*

*Roald Dahl*

## Intent

**WE CAN provide teaching that develops knowledge and skills so children can learn and progress effectively**

It is our intent that reading and writing skills are introduced progressively and children have opportunities to build on prior knowledge. Cross curricular links are made to other subjects whenever possible.

**WE CAN offer enriching activities, events and experiences**

It is our intent that writing lessons include a clear purpose and audience for writing. That children also begin to see themselves as authors through the celebration of their writing at the end of a unit. High quality reading texts are used for reading comprehension and story time in order to develop a love of reading. Events such as, The Great Grendon book quiz, and access to our well-stocked school library help to foster that love of reading.

**WE CAN work together to remove barriers and ensure equality**

It is our intent that reading and writing teaching develops the skills of all children from their starting point. Work is well differentiated to meet the needs of children. Universal provision ensures that all groups of children including SEND and EAL make progress. Children that are falling behind in early reading skills are quickly identified and plans put into place. Underachieving plans also identify children in reading of writing that need further support.

**WE CAN build independent and resilient learners who are able to communicate confidently**

It is our intent that the embedded principles of independence, resilience and communication are embedded in the teaching of reading and writing. Children will develop both written and oral communication skills. They will show independence particularly through the Innovation stage of writing and independence of thought to discuss their thoughts and ideas about books. They will show resilience through editing and improving work and resilience of character when justifying opinions about what they have read.

## **WE CAN listen to and treat each other and all members of the community with respect, tolerance and concern**

It is our intent that through reading and writing learning, children demonstrate respect, tolerance and concern for others. Through helping other to evaluate and improve their work, listening to and celebrating other children final pieces of writing. Also, through listening to and respecting others ideas and opinions about books that have been read, ensuring that they learn, how to at times, politely disagree.

## **WE CAN recognise ability, maximise potential and prepare children well for their future and life in modern Britain**

It is our intent that our reading and writing teaching will prepare children for their future. Our approach to teaching reading ensures that children are well equipped with the lifelong reading skills as well as a love of reading. The way that we teach writing prepares children well for the future by ensuring they have a good standard of written English. All of which is underpinned by a good command of spoken English. These skills will prepare children well for secondary school and their future lives.

# **Implementation**

## **Roles and Responsibilities**

- The Class teacher is responsible for high quality MTP that enables them to deliver high quality reading and writing lessons learning as outlined in the curriculum. This will all be underpinned by our embedded principals of communication, independence and resilience.
- The English subject leader is responsible for
  - making sure all staff understand the models in place at Grendon for delivering high quality reading and writing lessons.
  - offering support with reading and writing teaching and learning,
  - maintaining an oversight of assessment outcomes,
  - monitoring the quality of teaching and learning,
  - keeping up to date with the latest best practice in reading and writing teaching and learning.
- The Academic Lead is responsible for ensuring progression and continuity across the school.
- The Headteacher is responsible for overall academic provision and performance.

## **Organisation**

English is a core subject and therefore reading and writing are taught regularly, right from Reception to Year Six. Teachers writing and reading plan units that encompass a variety of genres and that make links to other areas of the curriculum. Spellings are part of English homework that support the children's transcription skills. Reading books are sent home to help children to develop language skills and develop comprehension skills. Speaking and listening underpins reading and writing as this is one of our embedded principles.

## **Teaching and Learning**

RW inc. phonics is taught from Reception until children have passed their phonics screening check. Phonics lessons are taught daily in KS1. This develops both decoding and transcription

skills. Any child not passing their phonics screening test will continue to receive regular phonics teaching.

When children are at the decoding stage of reading children are taught to read using RW inc. storybooks that are well matched to phonic knowledge.

Once children are able to decode well then focus moves to language development and comprehension skills through Reciprocal Reading. This focuses on teaching the children four main skills; prediction, clarifying, questioning and summarising.

An English writing unit should follow the WAGOLL, Skills lessons, Imitation, Skills, Innovation process. Which will cover the structure, language features, broaden vocabulary and develop compositional skills in an explicit way that will enable children to write effectively. Transcription skills such as handwriting and spelling are taught discretely and spelling punctuation and grammar is taught both in context and discretely as needed.

#### Scaffolding:

To enable all children to develop from their starting points, in writing all children are provided with appropriate word banks, support in the form of posters on the working and a clear mark scheme so they know how to be successful.

#### Differentiation:

All reading books will be well matched to children's reading skills.

Work, in both reading and writing, will be differentiated appropriately through task and support. In writing, Children should be given opportunities to orally try out their composition and work in mixed ability groups.

#### Skills:

Children will have opportunities to develop the schools embedded principals of communication, independence and resilience. As well as subject specific skills such as transcription (spelling, punctuation and grammar, handwriting) composition, decoding, vocabulary and comprehension.

#### Cross Curricular Opportunities:

Opportunities for cross curricular reading and writing should be facilitated across the curriculum.

### Planning Process

#### MTP/Unit Plans:

Plans should be completed by the class teacher.

#### Lesson Planning:

Teachers then plan high quality resources to deliver individual lessons to deliver the required content.

### Equality and Inclusion

Reading and writing teaching will be accessible to all children and challenge them appropriately. Where children need additional support, this may be provided through scaffolding, adult support or as part of universal provision. Further support will be detailed on individuals' pupil profiles.

### Recording

Children from Reception - Year Six have books to record their written work. In reading children have folders and/or books from Year 2 - Year 6. Collaborative work may be displayed on the working walls.

## **Impact**

By the end of their time at Grendon Primary School children will have a good standard of English. They will be able to read, write and communicate orally effectively. Equipping the children with lifelong skills needed for life in modern Britain.

### **Assessment**

Assessments are made at the end of each term for both Reading and writing. Teachers make judgements of children's ability against KPI statements to give children a KPI score which will show whether they are working towards the expected standard at the expected standard or working at a greater depth within the standard. In Reading tests are also taken at the end of each term as another form of evidence to support KPI judgements.

Data is analysed by English lead and Assessment lead and any key messages are fed back to staff. Staff use this information to complete action plans for underachieving children in their year group or across a key stage. As well as putting plans in place for children that are working just outside the expected standards.