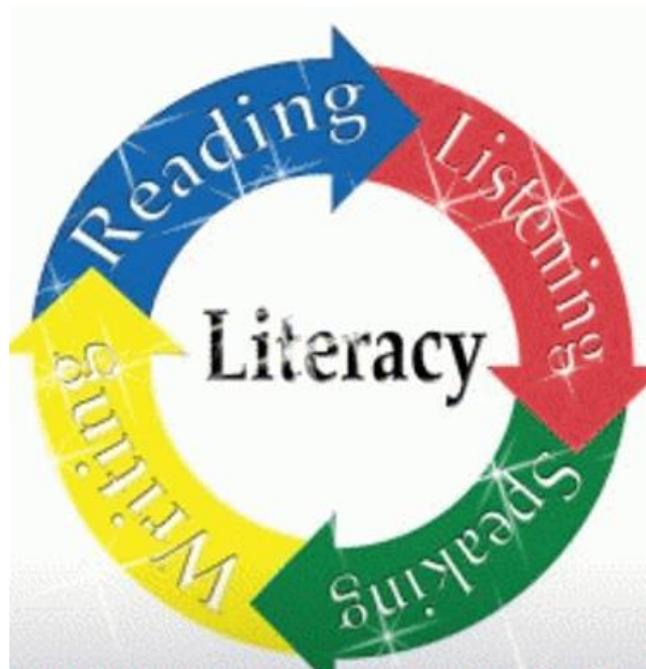




English Policy



Approved by Governors June 2016
To be reviewed by June 2018

Information Page

These documents are referred to or link to this policy

Marking and Feedback Policy

SEND Policy

Curriculum Maps

Social, Moral, Spiritual and Cultural document linking to English

Guided to planning Comprehension document

Spelling document

Genre Progression documents

Termly Raising Attainment Plan

School Development Plan

Annual Monitoring Cycle

Pupil Premium Grant Action plan - website

William Reynolds Reading Assessment

William Reynolds Writing Assessment

Equal Opportunities policy

Teaching, Learning and Assessment Policy

Reading Policy

Handwriting Policy

Rationale

At William Reynolds Primary and Nursery School, we believe that literacy and communication are key life skills. Through the English curriculum, we help children develop the skills and knowledge that enable them to communicate effectively and creatively through spoken and written language and equip them with the skills to become lifelong learners. We want pupils to enjoy and appreciate literature and its rich variety.

Literacy is at the heart of all pupils' learning. Literacy enables pupils 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. Literacy is central to pupils' intellectual, emotional and social development and has an essential role across the curriculum that helps pupils' learning to be coherent and progressive.

Vision and Values

We believe that pupils' wellbeing is at the centre of our life in school and the key to raising academic success. This is supported by high expectations for all pupils and every pupil and by developing personal awareness, creativity and social understanding.

As part of our commitment to providing every pupil in school with a quality, enjoyable, enriched learning experience, we recognise that literacy is a fundamental skill that needs to be nurtured, encouraged and celebrated at every stage of development. We recognise that the skills of reading and writing impact across the whole curriculum, being able to critically evaluate texts forms part of the fundamental basis of life-long learning.

We are committed to raising pupils' aspirations and to widen their horizons through a context rich curriculum that gives purpose to their learning, offers a range of experiences, as well as broadening understanding of the global community. Wherever appropriate it is linked to other areas of the curriculum and gives pupils the opportunities to develop specific art skills and reinforces skills already established as well as providing opportunities to promote pupils' spiritual, moral, social and cultural development in art. *(See appendix 1- SMSC in English)*

Reading and writing enables pupils to expand their experiences and opens doors to other worlds.

Aims

At William Reynolds Primary and Nursery school our aim is to improve pupils' literacy ability and support them in developing a life-long approach to enjoying all aspects by encouraging pupils 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;
- understand spelling conventions;
- produce effective, well-presented written work.

Expectations

By the time pupils leave our school, we expect them to communicate through speaking and listening, reading and writing, with confidence, fluency and understanding and in a range of situations. We want every pupil to take pleasure in reading across a range of genres and have a strong motivation to read for a variety of purposes.

By the end of Key Stage one, the majority of pupils will be working at National Standard and at the correct chronological age for reading.

The Early Years Foundation Stage

We teach literacy skills in our Reception year as an integral part of the EYFS curriculum. Progressive skill development is outlined in Communication, Language and Literacy, one of the six areas of learning in the EYFS curriculum. Opportunities to practice literacy skills, for example, reading labels, responding to written instructions, mark-making and early writing as part of play-based learning will be provided throughout the learning environment indoors and outdoors. Children have daily phonics lesson as a crucial element in developing their early reading and writing skills.

Teachers plan the teaching and development of literacy skills to the objectives set in the Early Learning Goals, which underpin the curriculum planning for children aged 0-5. Children have the opportunity to talk and communicate in a widening range of situations, to respond to adults and each other, listen carefully and to practice and extend their vocabulary and communication skills.

The focus for phonics starts with a daily 20 minute session of "Letters and Sounds" supported by actions from the Jolly Phonics scheme. Oxford Reading Tree and Songbird books are used to support these sessions. Phonic skills are taught in a very engaging and practicable way, taking the children through a sequence of phases of phonic development.

Children get to know a set core books well each half term, and a wide range of resources stimulate interest in reading and writing. Literacy work is extended through imaginative role play.

For the first half term, the focus is given to Phase 1; language skills are developed through songs, games, toys, stories and rhymes. The children who are deemed to be ready are introduced, as a group to Phase 2 phonics and learn to distinguish between sounds. During these sessions they focus on blending for reading and segmenting for spelling simple CVC words.

Planned "Letters and Sounds" sessions continue through into Reception with the expectation that the majority of children will be secure in Phase 3 by the end of the year. The focus moves on to reading and spelling a wide range of CVC words using all letters and less frequent

consonant digraphs and some long vowel phonemes. Following on from this, children will learn CVC words using a wider range of letters, short vowels and double letters.

Planning

The new National Curriculum 2014 forms the basis of teaching, learning and assessment.

Teachers use the National Curriculum 2014 and our school's assessment grids as a starting point for creating their medium term literacy plans. These medium term plans follow the five key aspects of Literacy teaching: familiarisation with the genre and text type; capturing ideas; teacher demonstration; teacher scribing through supported and guided writing and finally, independent writing to create a teaching sequence. This is used as a basis for short term planning and adapted according to the needs of the children. The length of a unit may vary. Teachers plan closely with year group partners to ensure consistency of opportunity for all children.

Clear learning objectives and success criteria are set for each session and are shared with pupils. Teachers differentiate according to the needs of the pupils and use intervention programmes for targeted support. Literacy is encouraged and developed across our curriculum and strong links are made with Science, Geography and History. ICT is used where it enhances, extends and complements literacy teaching and learning.

Inclusion

All pupils receive quality first literacy teaching on a daily basis and activities are differentiated accordingly although all children are accessing the National Standard curriculum for their year group. 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. In order to show the progress of pupils with SEND / statemented / EHCP Individual Provision Maps have specific targets to enable them to show how they are progressing. [For further information about how our pupils with SEND are supported within literacy see the SEND Policy.](#)

Pupils that are more able are planned for considering Mastery elements of the [reading and writing assessment document](#).

The needs of pupils with English as an Additional Language will be met through planning with support from the Multicultural Support Agency where appropriate. This is supported by our [Equal Opportunities Policy](#).

Assessment, Recording and Reporting

Assessments are made in line with the [school Teaching, Learning and 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](#).

Analysis of assessment data is used to set curriculum priority targets.

Pupils and parents are informed of their curriculum targets, at the start of each half term, for learning and are supported to make progress towards them. Pupils are also involved in setting their own steps to success and encouraged to review their progress towards these through self, peer and teacher assessment. Writing mats that map out their year group curriculum support them with this. Staff and pupils will use 'A Chance to Shine' for writing to assess work and set future targets individually.

The teacher keeps records that enable them to deliver an effective, creative and relevant curriculum that builds on prior attainment and meets the needs of pupils.

Each term pupils from Year 1 to Year 6 will complete a Progress In Reading Assessment (PIRA) which produces a raw score, standardised score and a chronological age. This supports teachers with identifying gaps in the pupil's understanding, next steps and where there is progress that has been achieved. The data from these tests is monitored to ensure children are on track to reach National Standard.

Each term the pupils from Year 1 to Year 6 will complete the Rising Stars Spelling, Grammar and Punctuation test (SPaG). Again the teachers are able to use these tests to identify areas that the children have a clear understanding for and areas that have not yet been covered or there are misconceptions. These results show whether the pupils are making below, expected or exceeding with the progress they are making.

Teachers will give a teacher assessment for reading and writing each term - for more information on how assessment is carried out look at the [Teaching, Learning and Assessment Policy and the Parents Assessment leaflet](#).

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 as a result of whole school monitoring and evaluation, performance management and through induction programmes. These will be reflected in the School Development Plan. The English subject leader will arrange for relevant advice and information, such as feedback from courses or newsletters, to be disseminated. Where necessary, the Subject leader leads or organises school based training.

Resources

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

Teacher resources and guided reading books are located in classrooms. These books are colour banded appropriately for each year group.

Throughout the school there are areas of non-fiction books available for the classes to use for RE, Science, History, Geography and DT. As a school we also have a 'GOLD' membership with the Shropshire Library Services to support our contextual learning.

From Year 3 to 6, they have a range of whole class text books to support their literacy lessons.

Monitoring and Evaluation

The Senior Leadership Team (SLT) including the English link governor will monitor pupils' progress in English. Having identified priorities, the SLT and Subject Leader 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 and book scrutiny.

The Pupil Premium Grant (PPG)

The Government believes that the Pupil Premium Grant, which is additional to main school funding, is the best way to address the current underlying inequalities between pupils eligible for free school meals (FSM) and their peers by ensuring funding is in place offer support to the pupils who need it most. These are the areas in which William Reynolds Primary and Nursery School will use the funding to address issues within literacy:

- To close the gap for PPG and Non PPG pupils in reading and writing
- All pupils in receipt of PPG receive good to outstanding quality of quality first teaching, pitched accurately with appropriate challenge so that they are working at national expectations
- Pupils in receipt of PPG are supported to overcome barriers to learning through our literacy intervention programmes so that they achieve in line with other pupils
- The interventions are appropriate and flexible in order to close the gaps
- 1:1 support for progress in reading for pupils in care, at the edge of care and or working below national expectations
- To focus on developing pupils in receipt of PPG who are higher achieving writers
- To accelerate pupils' progress in order to close the gap in attainment compared to national expectations

More information about PPG can be found on the school website.

Spoken Language

Aims

Pupils 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

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
- Discussions with talk partners
- 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.

Spelling and Phonics

Aims

Pupils 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 also morphological knowledge and etymological information
- Use a range of approaches to learn and spell irregular words.

Pupils have access to a range of phonics opportunities in Foundation Stage and KS1 that include:

- 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 multi-sensory phonics materials based on Letters and Sounds and our school Spelling programme as a basis for their planning for the teaching of spelling.

Learning takes place in a variety of situations and group settings. For example, this includes working independently to practice tricky words, possibly using ICT; working collaboratively on an investigation and participating in short, focused whole class activities.

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

Spelling is taught daily as letters and sounds in nursery to Year 1 and as spelling lessons from Year 2 to Year 6. Pupils in Year 2 who did not pass the phonics test receive letters and sounds intervention. This continues in to Key Stage 2 if a pupil did not pass the test in Year 2.

It is expected that most children will be at Phase 3 by the end of Reception and Phase 6 at the end of Year 1

Daily spelling lessons follow the same programme throughout the week:

Day one - revisit, explain, use

- Discussion of the meaning of the words
- Pupils orally say and discuss the words
- Look, cover, write, check initial assessments

Day two and three - teach, model, define, practise, explore, investigate

- Pairs game
- Matching
- Jumbled words
- Alphabetical order

Day Four - Apply

- Teacher dictated sentences

Day Five - Assess and Reflect

- revise new learning;
- apply the words orally and in writing;
- reflect and assess their progress.

For more information look at the [Spelling Programme](#).

Spelling Homework

Reception pupils to Year 6 will have up to 10 spellings a week to learn, with a particular focus.

Spellings may be taken from the Letters and Sounds Document, the differentiated lists from Weekly Spelling Lists or based on spelling patterns being learnt in class. It must be stressed that spellings should be based on prior attainment and phonological need and children's learning should be tested regularly to ensure that spellings are fit for purpose.

Reading

Aims

To enable pupils 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

The provision for pupils' reading is meticulously organised, from when pupils start in the nursery through to becoming literate 11-year-olds. Teachers read good quality texts to pupils as part of literacy lessons and story time. All year groups have story time at the end of the school day where the pupils listen to a variety of stories read by their class teacher.

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

- guided reading
- shared reading
- regular independent reading
- home/school reading
- hearing books read aloud on a daily basis
- selecting own choice of texts including ICT texts - Bug Club
- reading in other subjects including ICT texts

All pupils throughout the school, are listened to read by an adult twice a week including a daily Guided Reading lesson. This is linked closely to the homework journals the pupils take home

where the teacher assistant writes a comment based on a focus question. This supports parents/carers with what to focus on when they are listening to their child read.

Pupils are exposed to a wide range of texts fiction and non-fiction from nursery to Year 6 see [Appendix 2](#) for the Key texts. This ensures that the teachers are aware of stories the pupils already know and continue to develop a range of genres.

The "Guidance for planning Comprehension" document is used in conjunction with the literacy medium term planning. It gives an overview of all the statutory requirements for reading comprehension for each term; each year group. Teaching of comprehension is taught through literacy lessons and is an integral part of guided reading.

Reading Comprehension is taught through a combination of:

- **Literacy lessons** - giving opportunities for writing answers to comprehension questions and/or focusing on authors' language, predictions or story structure.
- **Guided Reading sessions** - offer opportunities for discussion and writing answers of questions. The post activity will give pupils the opportunity to consolidate on a skill.
- **Story time at the end of the day** - teacher modeling expressive reading to pupils.
- **Letters and Sounds** - word reading
- **Reading homework** - Foundation Stage and KS1 will have reading log booklets to keep a log of their reading. Each booklet has a copy of the phoneme mat and a variety of questions for pupils to discuss with a family member. KS2 their reading will be logged in the back of their homework books with a list of questions for parents to discuss stuck on the back sleeve of the book. Year 6 will have reading comprehension homework.
- **Foundation subject research** - pupils will use a variety of non-fiction books/ internet to aid research for foundation subjects.
- **Comprehension cards** - During guided reading the Year 5's will have a comprehension session using differentiated cards. The answers are recorded in the reading journals.
- **Comprehension book** - In the spring term Year 6 have 3 sessions of comprehension as part of guided reading per week. Pupils' work is recorded in their reading journals.

Further support for reading is given through interventions groups:

- Volunteer readers (across age ranges)
- Phonic boosters (Y1)
- Phonic intervention (Y2)
- 1:1 reading (Y3)
- Rapid Readers (Y4)
- Fresh Start/ Rapid Readers (Y5)
- Reading boosters/ Rapid Readers (Y6)

Please refer to the [Reading Policy](#) and website for information about how reading is taught throughout the school.

A "[Guidance for Planning Reading Comprehension](#)" for William Reynolds Primary and Nursery

Writing

Aims

Pupils 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

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

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

Using the Curriculum Maps, teachers plan for contextual writing. Where ever possible the non-narrative units are linked to report, explanation or historical writing linked to other Foundation Subjects. Fiction units are also linked across the curriculum.

There is a high expectation for pupils to write at length accurately and with good presentation. Every lesson has a learning objective and success criteria for pupils to achieve. In the majority of literacy lessons aspects of grammar and punctuation are taught through genre writing, however there are occasions where a stand-alone lesson is required e.g. when teaching apostrophes. Spelling is taught daily as a separate lesson although then there is an expectation for pupils to apply the taught skills in to their everyday writing.

A "Genre progression" document has been written for narrative, discursive, explanation, instructions, non-chronological report, persuasive and recount writing. This ensures that there is a progression in pupils' writing throughout the years; it also builds on the planning frames the children become familiar with.

Pupils will have the opportunity to write 'A Chance to Shine' approximately every 3 weeks. This gives pupils the opportunity to showcase their progress in their learning. The Chance to Shine can come at the end of a unit or work or can be given about something learnt the previous term. Pupils will not be given a learning objective or success criteria for this lesson and will choose 3

success criteria of their own which they think appropriate for that particular genre. These are marked by the teacher and written feedback is given for next steps.

During the week, pupils will be given the opportunity to self-evaluate their writing against their success criteria. Refer to the Teaching, Learning and Assessment Policy for further information on this.

Handwriting

Vision and Values

As part of our commitment to providing every pupil in the school with quality, handwriting remains fundamental to our children's educational achievement.

We believe that:

- A flexible, fluent handwriting style empowers children to write with confidence and creativity. This is an entitlement that needs skilful teaching.
- Handwriting is a developmental process with its own distinctive stages of sequential growth.
- Readiness for handwriting; gross and fine motor skills leading to pattern-making and letter formation; Beginning to join; Securing the joins; Practising speed and fluency; Presentation skills
- Handwriting must be actively taught; this can be done in association with spelling. Learning to associate the kinaesthetic handwriting movement with visual letter pattern and aural phonemes will help with learning to spell.

Our approach: Christopher Jarman Scheme

The school uses the Christopher Jarman scheme to support the delivery of teaching of handwriting. This is in the context of whole class teaching leading to independent writing and is developed through:

- Vocabulary for talking about letter formation and joining
- Strong links between letter strings and handwriting practice
- Efficient pencil/pen hold and good posture
- An emphasis on developing legibility, speed and fluency
- Consideration of different styles of writing for different purposes
- Awareness of presentational issues.

Pupils are taught:

- the correct orientation of patterns and letters
- the correct letter heights
- which letters to join and not to join.
- different types of letter joins

Pupils are given reminders through the use of success criteria. Handwriting practice exercises will be completed in the child's lined literacy book. We feel that this supports pupils and is a reference point and a reminder about presentation and letter formations.

For further information see the Handwriting Policy.

SMSC within English at William Reynolds Primary School and Nursery

<p>Pupils' spiritual development is shown by their</p> <ul style="list-style-type: none"> • Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values • Sense of enjoyment and fascination in learning about themselves, others and the world around them • Use of imagination and creativity in their learning • Willingness to reflect on their experiences 	
Foundation Stage	<p>Throughout Foundation Stage the children will listen to and orally rehearse various stories. They become creative when using their self initiated time to write labels, lists and captions, signs and recipes. Children develop a fascination for finding out about themselves, others and the world around them through shared stories and role play themes. The children share non-fiction books about themes they are learning about and will develop their imagination in their writing. Following self-initiated sessions the children are willing to reflect on their experiences.</p>
Year 1	<p>Throughout the year, the children will enjoy finding facts out about mini-beasts and snails. They will use their knowledge to write recounts and non-chronological reports. Reflecting on their experiences, the children develop their skills of recount writing completing a broad bean diary and writing about their personal holiday news. Within narrative, children are able to use their imagination through developing their story writing skills in 'Fantasy worlds' where they look at the texts - 'grow your own dinosaur, giraffe's can't dance'</p>
Year 2	<p>Through writing the non-chronological report about 'Keeping Healthy' children begin to develop a fascination about learning about themselves and ways they can make sure they lead a healthy life. Within non-chronological report writing, they will find out all about space and nocturnal animals which assists the children with understanding the world around them. The children become fascinated with the explanations they write about life cycles and it gives them the bigger picture of life. Children are imaginative and creative when writing instructions about how to survive on a desert island and various narrative stories from familiar settings, other cultures and extended stories. They use the traditional stories Cinderella and The Princess and the Pea and change these in to Cinderella penguin and The Penguin and the Pea.</p>
Year 3	<p>Children have the opportunity to reflect on their experience following educational visits through personal recount writing. Through writing the non-chronological report about 'Keeping Healthy' children begin to develop a fascination about learning about themselves and ways they can make sure they lead a healthy life. Within non-chronological report writing, they will find out about rocks which assists the children with understanding the world around them. The children become fascinated with the explanations and instructions they write about plants. Children are imaginative and creative when writing various narrative stories about dragons (myth Ferno).</p>
Year 4	<p>In Year 4 children's imagination and creativity is captured through writing about stories set in imaginary worlds. There is a strong link with science for explanation and instruction writing. The children develop their understanding and fascination of sound; once they have this</p>

	knowledge they write this in an explanation report. For instructions they write about how to make an electrical circuit after having had the experience of making them.
Year 5	Children in Year 5 have the opportunity to develop their fascination about life cycles and the course of the river. They enjoy finding out these facts and write them up in the genre - explanations. During the summer term, the children get to enjoy many of Michael Morpurgo's books making comparisons and preferences. They develop their imagination and creativity through narrative writing about the myth and legend 'Beowulf' and adventure story - Adventure Island.
Year 6	Throughout the Spring term, Year 6 learns about the Mountain Environment. During this unit the children will be able to gain respect for different people's faiths, feelings and values in various environments. They are able to use their knowledge of Mountains to write a non-chronological report. When writing stories, the children are required to use their imagination and creativity to complete stories or write their own quest adventure story.
<p>Whole School -</p> <p>Spiritual development in English involves the children acquiring insights into their own personal existence through literacy appreciation and analysis. Through careful selection of novels and plays pupils consider the belief that one's inner resources provide the ability to rise above everyday experiences. Through empathy with characters children develop a growing understanding of how ideology contributes to personal identity. Children will be provided with opportunities to extract meaning beyond the literal, consider alternative interpretation and hidden meanings while engaging with ideas in fiction, non fiction, poetry and drama. Children explore how choice of language and style affects implied and explicit meaning. Pupils are provided with opportunities to reflect on their own life and lives of others using diaries, journals, letters, biographies and autobiographies. Students experience a rich variety of quality language use, and learn how to use language in imaginative and original ways, drawing on their reading, and considering how words, usage and meaning change over time.</p>	

Pupils' moral development is shown by their

- Ability to recognise the difference between right and wrong readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England
- Understanding of the consequences of their behaviour and actions
- Interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues

Foundation Stage	Children will listen to, read and retell a variety of stories with a moral issue. They will have the opportunity to discuss whether the characters are right or wrong.
Year 1	Year 1 children will read and retell traditional tales such as <i>The Three Little Pigs</i> , <i>Goldilocks</i> , <i>The Little Red Hen</i> and <i>Jack and the Beanstalk</i> . They will get the opportunity to discuss the consequences of the behaviour and an action of these characters e.g. was it morally correct for <i>Goldilocks</i> to enter someone's house without permission?
Year 2	During Year 2 the children study the <i>Great Fire of London</i> and write diary entries from the viewpoint of others.
Year 3	During this time they investigate and offer reasoned views about life and the behaviour of those living during the Roman period.
Year 4	There are plenty of opportunities for the children to investigate and offer reasoned views on moral and ethical issues in Year 4. Firstly, they write a persuasive piece of writing about <i>Joining King Arthur's Round Table</i> . Also, they look at ways to protect the rainforest taking the viewpoints of others on this issue and write a persuasive piece of writing. Within narrative, they read the class book <i>'Bill's New Frock'</i> this encourages the children to discuss moral issues as well as thinking about the consequences of <i>Bill's</i> actions.
Year 5	In Year 5 the children read the class book <i>'Street Child'</i> based in the Victorian period. They will write recounts in the form of diaries, letters and newspapers taking account of the main character and other viewpoints. Discursive writing and debates take place this year linked to the erection of a new building on the school grounds or in the local community. Children will debate the moral and ethical issues of this taking place to aid their writing. They will also look at the persuasive genre linked to the geography unit on rivers. They will investigate the consequences of people's behaviour when polluting rivers and give a reasoned view to persuade people not to pollute.
Year 6	At the start of the year the children read the class book <i>'There's a boy in the girl's bathroom'</i> . This text gives the children the opportunity to think about the consequences of the behaviour and actions of the characters in the book and offer reasoned views about this. Children in Year 6 get the opportunity to offer reasoned views when persuading people about fire safety on bonfire night and to give generously during <i>Children in Need</i> . Their discursive and debate unit is based around circus / zoo animals. They will offer balanced viewpoints about this moral and ethical issue as there will be a requirement to appreciate other viewpoints on this issue. During the recount unit <i>'Marwell Manor'</i> the children have to be able to recognise the difference between right and wrong and use this understanding to solve the mystery. They will write letters and newspaper articles explaining the consequences and behaviour of the characters and support these views with evidence.

Whole School

Moral development in English involves children exploring and analysing appropriate texts which gives them with the knowledge and ability to question and reason, which will enable them to develop their own value system and to make reasonable decisions on matters of personal integrity. Children develop an awareness that life throws up situations where what is right or wrong is not universally agreed. Novels and plays are selected that extend children's ideas and their moral and emotional understanding. Through reflection on a writer's presentation of ideas and the motivation and behaviour of characters, pupils express informed personal opinions. Children learn to articulate their own attitudes and values through being provided with opportunities to discuss matters of personal concern, related to books and plays read in class. They should be given opportunities to talk for a range of purposes including exploration and hypothesis, consideration of ideas, argument, debate and persuasion. In discussion they should be encouraged to take different views into account and construct persuasive arguments. The school's genre progression guide supports staff in the planning of the development from one sided view to a balanced argument.

Pupils' social development is shown by their

- Use a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

Foundation Stage	<p>Within literacy, children will work with their peers, theatre groups, authors or visitors linked to their unit of work. Each day the children take part in guided reading sessions where they will have the opportunity to share books with their peers during the week. In the Autumn term, children are invited to return to school for a story time with a theme. Many children are willing to participate in in these events and appreciate the social occasion. Children will have the opportunity to see adults reading and writing in different contexts in and out of the classroom. All year groups have poetry units each term which encourages the children to co-operate well with others when working collaboratively. All children follow school rules about the presentation of their writing and respecting the texts available to them.</p> <p>Children are involved in World Book Day on an annual basis. This year children dressed as their favourite book character and as each class recited a performance poem in front of the rest of the school. Parents and children are invited to an annual book fair to encourage sharing of books at home as well as this children are in KS2 are invited to take part in "Read for my School" (a national online reading competition).</p> <p>Opportunities are planned throughout the year for older children to read with younger children. During the Spring term children in Y6 are given the opportunity to write a children's picture book and then share these with children in Y1.</p> <p>Children attend various community events such as Story Telling, Pop up literacy and CPD workshops where they need to interact and work alongside children from other schools.</p> <p>Social development in English involves children reading novels and short stories that offer perspectives on society and the community and their impact on the lives of individuals. Children are provided with opportunities to read texts that portray issues and events relating to contemporary life or past experience in ways that are interesting and challenging. In taking different roles in group discussions pupils are introduced to ways of negotiating consensus or agreeing to differ.</p> <p>As part of the global theme children are encouraged to develop their story telling skills these could relate to events in their own lives as well as imaginary characters. These are shared with the whole school community during the full range of assemblies.</p>
Year 1	
Year 2	
Year 3	
Year 4	
Year 5	
Year 6	

Pupils' cultural development is shown by their

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- Willingness to participate in and respond positively to artistic, sporting and cultural opportunities
- Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

Foundation Stage	Throughout Foundation Stage the children will have the opportunity to listen to and read stories and rhymes from other cultures.
Year 1	During the year children explore stories from other cultures with a particular focus on "Handa's Surprise" discussing the cultural features in the story. Children write non-chronological reports about history of toys looking at how these toys have developed through the ages and influence life in the present.
Year 2	Children in Y2 study London and through this write non-chronological reports with a focus on the Great fire of London and develop their awareness of key landmarks in our capital city. During the Autumn term children gain an understanding of local history and events through "The Wrekin Giant" and "Peggy's Amazing Ironbridge Adventure" with a focus on local authors and illustrators. They then create their own stories using key events within the area.
Year 3	Children in Y3 write a non-chronological report and develop narrative writing linked to their theme about Roman Britain. When writing their report they begin to have an understanding of how the Romans shaped our cultural history. Also the reading of the book "Stone Age Boy" to develop their narrative writing.
Year 4	Using the storybooks "Arthur High King of Britain" and "Merlin" and researching books linked to the history of Saxon Britain children are able to develop their own recounts, diaries, newspaper and non-Chronological reports as if they were living in Britain during the Saxon period. Stories that raise issues and dilemmas are shared with the children in order for the children to develop a respect for different cultures

	<p>e.g "Way home" and " Kapok Tree"</p> <p>Global communities are studied through the development research skills using of the internet and reference books. From this children develop their note taking skills in order to write a non-Chronological report linked to global issues surrounding Rainforests.</p>
Year 5	<p>Through exploring the theme of ancient civilisations children and can describe important features of life in that time, comparing life in different city states through writing non chronological reports e.g Chinese culture and Ancient Egypt. Following on from this the children then look to Vikings culture to compare how people that lived in the past and how they cooked and travelled differently and used different weapons from compared to modern Britain. Their narrative writing is developed using Stories from these cultures including "Egyptian Cinderella" and "The Travelling Cat"</p> <p>Children read the book "Street Child" as a class reader to develop their narrative writing. This deals with a child's life in Victorian times.</p>
Year 6	<p>In Y6 children develop an understanding and appreciation of cultural influences that have shaped their own heritage and that of others through studying the various Monarchs. Children use this information to write biographies about a life and influences of a selection of Monarchs . Viewpoints are considered when writing an diary entre as if they were the Monarch.</p> <p>Through exploring the theme of ancient civilisations children and can describe important features of life in that time, comparing life in different city states through writing non chronological reports and instructions e.g Ancient Greece</p>
<p>Whole School</p> <p>Cultural development in English involves short stories,reports and plays being selected which encourage children to empathise with the feelings and experiences of others in order to develop their understanding of other people's attitudes,feelings, ideas and behaviour. Children develop sensitive awareness of, and the ability to respond constructively to, the backgrounds, experiences, concerns, feelings and commitments of others through poetry, imagery, drama, role play, myth and historical narrative.</p>	

Key texts throughout William Reynolds Primary and Nursery School

Foundation Stage

Songbirds - Guided Reading

Where's my teddy
In a dark, dark wood
Owl babies
Owls - non fiction
Owls birthday
Rama and Sita
Chinese New Year Story
Dim Sum
Do not disturb the dragon
George and the dragon
Georgia and the dragon
The dragon who couldn't help breathing fire
Violet and Dave
A balloon for Grandad
Walking through the Jungle
The Parrot Tico Tango
The Hungry Caterpillar

Year 1

Phonics Bug / Bug Club - Guided Reading

Noah's Ark/The other Ark
That's not my...
Dear zoo (labels/captions)
We're going on a bear hunt, we're going on a lion hunt
Can't you sleep little bear
This is the bear and the picnic lunch
The 3 little pigs
Not now Bernard
Full, Full, Full of love/so much/ my two grannies,
The house that Jack built,
Handas surprise
Babushka
The works
Sensational
Dogger
Pinocchio
Baba's gift
Toby's dolls house
Goldilocks and the three bears
A chair for baby bear

Angelica Sprockets Pockets
Mr Magnolia
Billy Goats Gruff play
The Little Red Hen play
Jack and the Beanstalk
The Easter story
What the ladybird heard/The bad tempered ladybird
Ahhhh Spider, the very busy spider
Jack and the flum flum tree (sailing, camping, island)
But Martin (aliens/space)
Billys bucket (oceans)
Giraffes can't dance
Supermarket zoo
Grow your own dinosaur
Pirate adventure
Literacy shed (bubbles, Once in a lifetime)

Year 2

Project X - Guided Reading

Peggy's amazing Ironbridge adventure
The Wrekin Giant
Oliver's Vegetables,
Oliver's Fruit Salad,
Flabby Tabby,
Great fire of London texts
Capital city texts -
Katie in London
Katie in Scotland
London's Burning poem
The Owl and the Pussy cat
Penguin Post
Cinderella Penguin
Penguin and the Pea
Cinderella
The Princess and the Pea
The Way Back Home
Lost and Found
Up and Down
How to catch a star
Space poetry
Chico went fishing
The night pirates
The Pirates Next Door
Jolley- Rogers and the Ghostly Galleon

Year 3

Badger reading - Guided Reading

Oxford reading Infact - Guided Reading

The princess and the dragon

Sylvia and Bird

Beast Quest - Ferno The Fire Dragon

On the Same day in March

Non-fiction books - weather and healthy eating

The Stone Age Boy

Roman Stories

Year 4

Project X - Guided Reading

Merlin

King Arthur, High King of Britain

Non-Fiction - Anglo Saxons

Bills New Frock

Non-Fiction - Famous scientists

Way Home

Kapok Tree

The Vanishing Rainforest

Non-Fiction - rainforest / Mayans

Year 5

Badger reading - Guided Reading

Four Corners - Guided Reading

Beowulf

There's a Viking in my bed

Non-Fiction - Vikings

The Egyptian Cinderella

The Time Travelling Cat

Non-Fiction - Ancient Egypt

Cool

Wreck of the Zanzibar

Adventure Island

Non-Fiction - Life Cycles and Course of the river

Year 6

Project X - Guided Reading

There's a boy in the girls bathroom

Red Leaves

Baddies, Beasties and a Sprinkling of Crumbs

Non-Fiction - Monarchs

The Giant's Necklace

Non-Fiction - Mountains

Barrowquest

Non-Fiction - Ancient Greece/ Kensuke's Kingdom / Billy the Kid

