



## Radleys Primary School: English Policy

**Our English Policy has been agreed by the senior management and approved by Governors.**

### **Development Process**

When was the policy adopted: November 2017

When will the policy be reviewed (1): November 2019

When will the policy be reviewed (2) : November 2021

An annual overview review of this policy will take place by the subject co-ordinator.

*Signed: ..... Head Teacher*

*..... Governor*

## **Contents of English Policy.**

### **Page**

|     |   |
|-----|---|
| 3.  | Rationale.                              |
| 3.  | Aims.                                   |
| 4.  | Purpose of Policy.                      |
| 4.  | Guidelines for the Teaching of English. |
| 4.  | Speaking and Listening                  |
| 6.  | Reading                                 |
| 8.  | Hearing Children Read                   |
| 8.  | Synthetic Phonics                       |
| 9.  | Writing.                                |
| 10. | V.C.O.P.                                |
| 11. | Years 1-6 English Overviews             |
| 17. | Big Write.                              |
| 17. | Spelling.                               |
| 17. | Handwriting and Presentation.           |
| 18. | Time Allocation.                        |
| 18. | Organisation and Good Practice.         |
| 19. | Homework.                               |
| 19. | Support                                 |
| 19. | S.E.N.                                  |
| 19. | Equal Opportunities.                    |
| 19. | Health and Safety.                      |
| 19. | Recording and Assessment.               |
| 19. | Monitoring.                             |
| 20. | Role of the Class Teacher.              |
| 20. | Role of the English Co-ordinators.      |

## **English Policy**

### **Rationale**

#### **Language and literacy**

Teachers should develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.

### **Aims**

Our aims in teaching English are that all children will:-

1. Develop the necessary skills to use the English language confidently, appropriately and accurately to the best of their ability.
2. To be able to speak clearly, fluently and coherently.
3. To be able to listen to the spoken word attentively, with understanding, pleasure and empathy.
4. To be able to read a range of materials fluently and with understanding for enjoyment and for information.
5. To be able to write effectively for a range of audiences and purposes using spelling, grammar, punctuation and syntax accurately and confidently.

#### **Spoken language**

Pupils should be taught to speak clearly and convey ideas confidently using Standard English. They should learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register for effective communication. They should be taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This will enable them to clarify their thinking as well as organise their ideas for writing.

#### **Reading and writing**

Teachers should develop pupils' reading and writing in all subjects to support their acquisition of knowledge. Pupils should be taught to read fluently, understand extended prose (both fiction and non-fiction) and be encouraged to read for pleasure. Schools should do everything to promote wider reading. They should make use of school and local library facilities and set ambitious expectations for reading at home. Pupils should develop the stamina and skills to write at length, with accurate spelling and punctuation. They should be taught the correct use of grammar. They should build on what they have been taught to expand the range of their writing and the variety of the grammar they use. The writing they do should include narratives, explanations, descriptions, comparisons, summaries and evaluations: such writing

supports them in rehearsing, understanding and consolidating what they have heard or read.

## **Vocabulary development**

Pupils' acquisition and command of vocabulary are key to their learning and progress across the whole curriculum. Teachers should therefore develop vocabulary actively, building systematically on pupils' current knowledge. They should increase pupils' store of words in general; simultaneously, they should also make links between known and new vocabulary and discuss the shades of meaning in similar words. In this way, pupils expand the vocabulary choices that are available to them when they write. In addition, it is vital for pupils' comprehension that they understand the meanings of words they meet in their reading across all subjects, and older pupils should be taught the meaning of instruction verbs that they may meet in examination questions. It is particularly important to induct pupils into the language which defines each subject in its own right, such as accurate mathematical and scientific language.

### **Purpose of the Policy**

This policy reflects the values and philosophy of Radleys Primary School in relation to the teaching and learning of English. It gives a framework to which all staff, teaching and non-teaching, work. It gives guidance on planning, teaching and assessment. This policy is intended to be used alongside the National Curriculum which gives details of what pupils in each age group will cover.

In providing helpful guidelines for the class teacher it should ensure that we cater for children of all abilities and individual rates of development.

### **Guidelines for the Teaching of English**

#### **Treasure House.**

At Radleys Primary School English is planned using Treasure House which is a digital literacy resource delivered via Collins Connect. It has been developed specifically to help teachers implement the 2014 English National Curriculum, and provides essential language building blocks and high quality children's literature, all in one place. Treasure House provides a flexible bank of digital pupil resources, organised into the skills laid out in the National Curriculum:

- Comprehension
- Composition
- Spelling
- Vocabulary, Punctuation and Grammar.

The fifth section, Reading Attic, explores immersive literature and encourages reading for pleasure, with texts and activities from the most exciting children's authors. Following this framework ensures there is curriculum coverage across the year groups and provides a consistent approach to the teaching of English from Early Years to Year 6.

## **Speaking and Listening**

### **Early Years Foundation Stage and Key Stage 1**

Teachers should plan activities which give the pupils the opportunity for;-

- Role playing
- Discussion
- Stories
- Poems
- Developing listening skills
- Following instructions
- Collaborative or exploratory play
- Exploring new vocabulary
- Listening to and speaking in standard English

At Key Stage 1 opportunities to use language for different purposes will be planned throughout the curriculum. Teacher's questions should encourage explanation and reasoning, challenging children to critical evaluation of their work. Sentence stems should be used to ensure every child answers questions when asked. Partner talk should be used as a means to articulate ideas.

Children should discuss their progress in speaking and listening and how they might improve.

The children should work in groups of different sizes and composition so that they become accustomed to working with others, extending their use of language for social purposes and for reporting back.

Big Talk homework should be used as a means to encourage children to plan their writing orally the night before Big Write. Specialist language intervention should be implemented as soon as children are identified as being below national expectation in either speaking or listening.

## **Speaking & Listening**

### **Key Stage 2**

Teachers should plan the development and extension of the above activities by giving the pupils the opportunity for;-

- The preparation of presentations.
- Planning and problem solving activities across the curriculum.
- Assignments where specific outcomes are required.
- Talking about stories.

- Taking part in shared writing.
- Role playing, simulations and drama.
- Class discussion & debate on topical & contentious issues.
- Interviewing carried out as part of a topic or project.

Speaking and listening activities cannot be confined to English lessons but should take place across the curriculum. Pupils should be allowed to work in groups of varying sizes, with and without direct teacher supervision.

Big Talk homework should be used as a means to encourage children to plan their writing orally the night before Big Write.

Sentence stems should be used to ensure every child answers questions when asked. Partner talk should be used as a means to articulate ideas.

The class teacher should;-

- Enable pupils to contribute individually in class discussions.
- Give opportunities for a variety of speaking and listening situations within the classroom, including collaborative discussion work, debates and question and answer sessions
- Be aware that listening is a skill which increasingly needs to be taught to children and should provide specifically designed activities to this end

## **Reading**

### **Early Years Foundation Stage**

Guided reading will begin in nursery with a focus on speaking and listening through the use of open questioning. This will develop into development of phonic knowledge as children progress through Phase 1 and into Phase 2 of Letters and Sounds. There will always be a book area available for children to freely choose books and the books should be changed regularly depending on topics and ability of the children. There should be a range of fiction and non-fiction available for the children to select.

Regular story time will be planned every day with a main focus on developing speaking and listening skills.

Children will begin phase 1 of letters and sounds and will move through to phase 2 once their skills are secure. Phonics will be regularly reassessed and groups adjusted according to tracking data.

Nursery and Reception will visit the school library once a week and take a book of their choice home to share with their family. Children will be given a phonics based home reading book as soon as they are able to blend CVC words without support.

## Key Stage 1

The primary approach will be phonic segmenting and blending by following the Letters and Sounds scheme. This will be supported by the Jolly Phonics picture symbols and actions for sounds to scaffold the learning of visual and kinaesthetic learners. Magnetic letters and dyslexia friendly activities will also be used as a kinaesthetic approach to learning to read.

Reading is taught in a variety of ways:-

- In daily phonics lessons.
- Big Reading in a small ability group or as a whole class 30 minutes x 4 weekly
- Individual reading at home and in the classroom.

Common exception words are taught through Reception to year 2 in spelling lessons. These words will also be taught in and out of context when reading, particularly through shared text work with the whole class.

Children should be provided with the opportunities to read for a variety of purposes. They should:-

- Relate reading to their own experiences and environment
- Acquire research skills necessary for the use of dictionaries, atlases and other information books and resources
- Develop the ability to read aloud to others through shared and paired reading
- Be able to discuss books they have read, relating to plot, characters and themes
- Acquire an increasingly large sight vocabulary
- Be able to bring in books from home and to share them with others
- Be encouraged, through the reading schemes, to continue the reading process at home
- Recognise that reading is an essential part of all areas of learning
- Gain confidence and enjoyment to promote lifelong reading

At Key Stage 1 books should be purposefully displayed and accessible to small children, selective use of captions, labels and explanation in the classroom should invite children to think, talk, respond and relate purposefully to current work. Teachers will decide how much support a child will need with reading, i.e. teacher doing most of the reading; showing how it can be done; reading alongside the child; encouraging the child to look back, or read on.

Decoding skills will be developed through phonics and spelling work.  
Comprehension skills will be taught in Guided Reading sessions.

The child should be asked to express an opinion and make predictions.

A variety of rich and stimulating texts should be available.

The approach will be combination of sight vocabulary and phonic decoding skills, the main focus will be on using phonic decoding as a primary strategy drawing on what they know from spelling and phonics lessons.

The children must be encouraged to make choices from an early age and will take home a free choice library book to share with their family. This should be changed weekly.

|                     |   |  |
|---------------------|---|--|
| Home Reading Scheme | - | Project X and Big Cats<br>Independent home reading |
|---------------------|---|--|

### **Key Stage 2 - Reading**

At Key Stage 2 there will be a progressive widening of the range of materials available to include more challenging material such as poetry not specifically written for children.

Magazines and newspapers are also available and their use encouraged.

They will need to be given experiences of browsing, selecting and rejecting books. There should be ample reference material for the children to use in addition to the Internet.

The activities set should lead the children to formulate their own questions and gather pleasure.

|                               |   |                                  |
|-------------------------------|---|----------------------------------|
| Reading Scheme                | - | Project X                        |
| Supplementary Readers         | - | Big Cat                          |
| Support for reluctant readers | - | Project X Code, Big Cat Progress |

## **Hearing children read and how often books are to be changed**

- Reception- When children are ready, they will begin the ORT Phonics books, Project X and Big Cat books at which point they will be heard read weekly.  
Books/ words/new phonic sounds go home weekly.  
High frequency words are sent home to learn when covered in class.
- Years 1/2 - All children are heard read individually at least once a week.  
Books are changed a minimum of twice a week.  
SEN pupils, Pupil Premium children and any other children deemed to be in need of extra support are heard read at least x3 weekly. Additional early morning reading clubs will be put into place for children who are not heard read regularly at home.
- Years 3 - 4 - Children are heard read in their Big Reading teams at least once a week.  
In addition to this, the teacher/teaching assistant hears SEN children to read independently. Books are changed when the child has completed the book. Comments about children's reading are written in their individual reading record books.
- Years 5 -6 Approx. 12 -15 more able children per year group have an identified novel to read with a member of staff during 30 min weekly sessions, which includes discussion of storyline, style, punctuation, inference, intonation, authorial intent and expression.  
Where applicable, SEND children are withdrawn on a one-to-one basis with TAs. Less able pupils follow the school reading scheme twice weekly. The rest of the year group read their Big Reading text at least twice a week with a follow up using the activities.

**Work from guided reading sessions will be evidenced in children's Big Read books.**

**All children have opportunities for additional ERIC time (Everyone Reads In Class)**

### **Synthetic Phonics**

Letters and Sounds is our synthetic phonics programme that is taught throughout the EYFS and into KS1. The aim of the programme is to get all children to read and write quickly and easily. Through the lively and vigorous teaching, children will quickly learn the 44 common sounds, which they use to sound-blend words for reading (decoding)

at the same time as developing handwriting skills and spelling (encoding). Paired talk is an important element of the programme which supports the children in becoming independent writers.

### **Reading Intervention**

Pupil progress meetings should be used to identify individuals who require reading intervention. Data should be used to identify whether this should be a decoding or a comprehension based intervention. This intervention should be planned and monitored by the class teacher with support from SENDCO or English Key Stage Leaders, if required.

### **Writing**

The children should:

Experience a wide range of writing activities, to include both chronological and non-chronological writing

- Relate writing to their own experiences and environment
- Discuss their writing frequently, talking about the various types and purposes of writing
- Be aware of the need to write legibly and to use layout and space effectively to aid the reader
- Experience grammatical vocabulary such as: sentence, verb, tense, noun, adjective, pronoun etc., both in the context of their own writing and through specifically designed activities
- Read examples of 'good' writing in various forms and beginning to recognise the criteria for such writing
- Have experience of and become accustomed to drafting and redrafting their work
- Write in response to a wide range of stimuli
- Become increasingly aware of the role of reference books such as dictionaries, thesauruses and the use of the Internet.
- Become increasingly aware of the correct modes of punctuation and spelling through the learning of rules and some rote learning of common exceptions.

The teacher should:

- Write alongside pupils, sharing and discussing their writing
- Respond positively and with interest to all attempts at writing. Provide next steps verbally to children in accordance with the marking policy to enable the child to move their learning forward, highlight exceptional work to celebrate children's achievements. Note down observations of children who need more support to meet the learning objectives on the DM sheet to inform future planning and interventions.
- Provide a healthy writing environment, including experimental or emergent writing areas for the EYFS
- Teach handwriting on a daily basis and provide intervention for those pupils needing extra practice
- Reinforce and teach correct spelling, punctuation and grammar

This should include the teaching of basic rules of spelling, grammar and punctuation, as well as the more common exceptions.

The school should:

- Highlight writing as an important and valuable tool for all aspects of a child's education
- Prominently display writing of all types, including the children's own writing

### **V.C.O.P.**

V.C.O.P. focuses on four main aspects of the writing process and gives the children the skills to improve their own writing through self-assessment. Each week, the children have a focused writing session through 'Big write'. The children's writing is then marked using the marking policy and the assessment framework statements in Y2 and Y6.

### **So what does VCOP stand for?**

**V is for Vocabulary:** every class has a 'Vocabulary Wow Words' on their VCOP board where new and impressive words that the children have used are shared for everyone. Words are added during the term, relevant to topics being studied. The children are encouraged to use these words where appropriate in their writing.

**C is for Connectives:** every class has a 'Connectives' section on their VCOP board, where powerful connectives (joining words) are displayed. Children are encouraged to use these in their writing.

**Openers:** children are encouraged to make their sentence openers more interesting so ideas are displayed in the classroom, for example using an ly opener changes 'She climbed the mountain. to 'Slowly, she climbed the mountain.'

**Punctuation:** children are taught the names of the different types of punctuation and learn to use them in their writing.

### Year Group Overviews

#### Year 1 Literacy Planning Overview.

| Genre                                 | Suggested anthology texts   | Approximate duration |
|---------------------------------------|---|----------------------|
| <b>Fiction:</b> Story structure       | <i>One Snowy Night</i> by Nick Butterworth  | 2 weeks              |
| <b>Fiction:</b> Fairy tales           | <i>Hansel and Gretel</i> by Malachy Doyle   | 2 weeks              |
| <b>Fiction:</b> Traditional tales     | <i>The Magic Paintbrush</i> by Julia Donaldson  | 2 weeks              |
| <b>Fiction:</b> Adventure stories     | <i>The Crocodile Under the Bed</i> by Judith Kerr   | 2 weeks              |
| <b>Fiction:</b> Magical characters    | <i>The Bog Baby</i> by Jeanne Willis  | 2 weeks              |
| <b>Fiction:</b> Imaginary worlds      | <i>Lollipop and Grandpa's Safari</i> by Penelope Harper   | 2 weeks              |
| <b>Fiction:</b> Fairy tales           | 'The Frog Prince' by Margaret Mayo  | 2 weeks              |
| <b>Fiction:</b> Letters               | <i>Dear Fairy Godmother</i> by Michael Rosen  | 2 weeks              |
| <b>Fiction:</b> Recounts              | <i>Dougal's Deep-Sea Diary</i> by Simon Bartram   | 2 weeks              |
| <b>Non-fiction:</b> Instructions      | <i>How to Make Pop-Up Cards</i> by Monica Hughes  | 2 weeks              |
| <b>Non-fiction:</b> Reports           | <i>Top Dinosaurs</i> by Maoliosa Kelly, Jon Hughes and Ali Teo  | 2 weeks              |
| <b>Non-fiction:</b> Information texts | <i>The Fantastic Flying Squirrel</i> by Nic Bishop<br><i>Spines, Stings and Teeth</i> by Andy and Angie Belcher | 2 weeks              |
| <b>Poetry:</b> Rhymes and poems       | 'Cats' by Eleanor Farjeon<br>'No Hickory No Dickory No Dock' by John Agard                                      | 2 weeks              |
| <b>Poetry:</b> Rhymes and poems       | 'Busy Day' by John Rice   | 2 weeks              |
| <b>Poetry:</b> Rhymes and poems       | 'On Some Other Planet' by Brian Patten<br>'Fantastic Friends' by Brian Patten                                   | 2 weeks              |

## Year 2 Literacy Planning Overview

| Genre   | Suggested anthology texts  | Approximate duration |
|---|--|----------------------|
| <b>Fiction:</b> Fairy tales                   | <i>Rapunzel</i> by Sarah Gibb  | 3 weeks              |
| <b>Fiction:</b> Traditional tales             | <i>The Great Chapatti Chase</i> by Penny Dolan<br><i>The Runaway Dinner</i> by Allan Ahlberg         | 3 weeks              |
| <b>Fiction:</b> Modern fiction                | <i>Tom's Sausage Lion</i> by Michael Morpurgo  | 3 weeks              |
| <b>Fiction:</b> Fantasy fiction               | <i>The Incredible Book Eating Boy</i> by Oliver Jeffers  | 2 weeks              |
| <b>Fiction:</b> Fiction with a message        | <i>Black Dog</i> by Levi Pinfold   | 2 weeks              |
| <b>Fiction:</b> Letters                       | <i>The Day the Crayons Quit</i> by Drew Daywalt<br><i>Dear Greenpeace</i> by Simon James             | 1 week               |
| <b>Non-fiction:</b> Instruction texts         | 'What grows best?', in <i>50 Science Things to Make and Do</i> by Georgina Andrews and Kate Knighton | 1 week               |
| <b>Non-fiction:</b> Explanation texts         | <i>How Dogs Really Work!</i> by Alan Snow<br><i>Your Senses</i> by Sally Morgan                      | 2 weeks              |
| <b>Non-fiction:</b> Non-chronological reports | <i>Fabulous Creatures - Are They Real?</i> by Scoular Anderson<br><i>Gerbils</i> by Laura Howell     | 2 weeks              |
| <b>Non-fiction:</b> Diary recounts            | <i>Diary of a Fly</i> by Doreen Cronin<br><i>Diary of a Worm</i> by Doreen Cronin                    | 2 weeks              |
| <b>Non-fiction:</b> Information texts         | <i>Antarctica: Land of the Penguins</i> by Jonathan and Angela Scott                                 | 2 weeks              |
| <b>Poetry:</b> Nonsense poetry                | 'The Owl and the Pussy-Cat' by Edward Lear<br>'The Jumblies' by Edward Lear                          | 2 weeks              |
| <b>Poetry:</b> Descriptive poetry             | 'Spin Me a Web, Spider' by Charles Causley<br>'Who's There?' by Judith Nicholls                      | 2 weeks              |
| <b>Poetry:</b> Word-play poetry               | 'Whisky Frisky' by Anon.<br>'Eletelephony' by Laura E. Richards                                      | 3 weeks              |
| <b>Poetry:</b> Longer poems                   | 'If' by Mij Kelly  | 1 week               |

### Year 3 Literacy Planning Overview

| Genre   | Suggested anthology texts  | Approximate duration |
|---|--|----------------------|
| <b>Fiction:</b> Story structure                 | <i>Tiger Dead! Tiger Dead!</i> by Grace Nichols, John Agard and Satoshi Kitamura<br><i>Gumdrop has a Birthday</i> by Val Biro  | 2 weeks              |
| <b>Fiction:</b> Telling folktales               | 'Thunder and Lightning' - a Nigerian folk story<br>'Why Anansi the spider has eight long thin legs', in <i>Greedy Anansi and His Three Cunning Plans</i> by Beverley Birch | 2 weeks              |
| <b>Fiction:</b> Introducing fables              | 'The Lion and the Mouse' - a fable by Aesop<br>'The Ant and the Dove', in <i>Illustrated Stories from Aesop</i> adapted by Susanna Davidson                                | 2 weeks              |
| <b>Fiction:</b> Mythical creatures              | <i>The Dragon's Cold</i> by John Talbot<br><i>Fabulous Creatures - Are They Real?</i> by Scoular Anderson  | 2 weeks              |
| <b>Fiction:</b> Story settings                  | <i>Paddington and the Marmalade Maze</i> by Michael Bond<br><i>The Tale of Peter Rabbit</i> by Beatrix Potter  | 2 weeks              |
| <b>Fiction:</b> Continuing a story              | <i>The Owl Who Was Afraid of the Dark</i> by Jill Tomlinson<br><i>The Hen Who Wouldn't Give Up</i> by Jill Tomlinson   | 2 weeks              |
| <b>Non-fiction:</b> Reporting the news          | 'Monkey Business'<br>'Komodo Dragon on the Loose'  | 2 weeks              |
| <b>Non-fiction:</b> Informal letters            | 'Gran's New House'<br>'Activity Camp Letters'  | 2 weeks              |
| <b>Non-fiction:</b> Exploring information texts | 'Tarantula', in <i>Weird Little Monsters</i> by Nic Bishop<br>'Venus flytrap', in <i>Weird Little Monsters</i> by Nic Bishop   | 2 weeks              |
| <b>Non-fiction:</b> Writing instructions        | <i>Let's Go Camping</i> by Jillian Powell<br>'On Holiday'  | 2 weeks              |
| <b>Non-fiction:</b> Adverts and leaflets        | 'London Zoo'<br>'Fun on Bikes'   | 2 weeks              |
| <b>Non-fiction:</b> Writing an information text | <i>Kings of the Wild</i> by Jonathan and Angela Scott<br>'Funny Feeders'   | 2 weeks              |
| <b>Poetry:</b> Rhyming couplets                 | 'Greedy Goat' by Valerie Bloom<br>'Roger the Dog' by Ted Hughes  | 2 weeks              |
| <b>Poetry:</b> Close description                | 'Caterpillars' by Eric Slayter<br>'The Cow' by Robert Louis Stevenson  | 2 weeks              |
| <b>Poetry:</b> Storytelling through rhyme       | <i>The Night Before Christmas</i> by Clement C. Moore<br>'Bouncing with the Budgie' by Celia Warren  | 2 weeks              |

### Year 4 Literacy Planning Overview

| Genre   | Suggested anthology texts  | Approximate duration |
|---|--|----------------------|
| <b>Fiction:</b> Fables                          | 'The Boy Who Cried Wolf', in <i>Illustrated Stories from Aesop</i> , adapted by Susanna Davidson<br>'The Eagle and the Turtle' by Aesop    | 2 weeks              |
| <b>Fiction:</b> Traditional tales               | 'Snug', in <i>Best Mates</i> by Michael Morpurgo<br>'Cockadoodle-<br>Doo, Mr Sultana!' by Michael Morpurgo                                 | 2 weeks              |
| <b>Fiction:</b> A classic story                 | <i>The Wind in the Willows</i> by Kenneth Grahame (2 extracts)   | 2 weeks              |
| <b>Fiction:</b> Tales of adventure              | <i>Stowaway!</i> by Julia Jarman (2 extracts)  | 2 weeks              |
| <b>Fiction:</b> Exploring playscripts           | <i>Sophie's Rules</i> by Keith West<br>'In the Rue Bel Tesoro' by Lin Coghlan  | 2 weeks              |
| <b>Fiction / poetry:</b> Metaphors and similies | <i>Angry Arthur</i> by Hiawyn Oram<br>'My Hair as Black as Dirty Coal' by Bertie Thomson   | 2 weeks              |
| <b>Non-fiction:</b> Website adverts             | Go Ape<br>Thrills<br>City  | 2 weeks              |
| <b>Non-fiction:</b> Newspaper articles          | 'A Colosssal Quake' by Zachary Humenik<br>'The Accident'   | 2 weeks              |
| <b>Non-fiction:</b> Diary entries               | 'Holiday diary'<br>'The Diary of a Killer Cat' by Anne Fine  | 2 weeks              |
| <b>Non-fiction:</b> Writing autobiography       | <i>Ade Adepitan: A Paralympian's Story</i> by Ade Adepitan<br><i>The Day the Helicopters Came</i> by Rachel Anderson                       | 2 weeks              |
| <b>Non-fiction:</b> Fact files                  | <i>Breath</i> by Claire Llewellyn<br>'Feathered record breakers'   | 2 weeks              |
| <b>Non-fiction / poetry:</b> Comparing forms    | 'What is the Sun?'<br>'What is the Sun?' by Wes Magee<br><i>Black Holes</i> by Anna Claybourne   | 2 weeks              |
| <b>Poetry:</b> Descriptive poetry               | 'I Love Our Orange Tent' by Bertie Doherty<br>'The Magnificent Bull' by Dinka Tribe, in <i>The Ring of Words</i> , edited by Roger McGough | 2 weeks              |
| <b>Poetry:</b> Personal reactions               | 'Snake in the Grass', in <i>Jaws, Claws and Things with Wings</i> by Valerie Bloom<br>'Kob Antelope' by an unknown Nigerian poet           | 2 weeks              |
| <b>Non-fiction / poetry:</b> Comparing forms    | 'What is the Sun?'<br>'What is the Sun?' by Wes Magee<br><i>Black Holes</i> by Anna Claybourne   | 2 weeks              |

## Year 5 Literacy Planning Overview

| Genre                                    | Suggested anthology texts  | Approximate duration |
|--|--|----------------------|
| <b>Fiction:</b> Mystery and suspense     | A Clever Way to Catch a Thief<br><i>Ruby Redfort: Look Into My Eyes</i> by Lauren Child<br><i>The Adventures of Sherlock Holmes</i> by Arthur Conan Doyle  | 2 weeks              |
| <b>Fiction:</b> Describing feelings      | 'I Go Chicken Dippy' by Anne Fine<br>'The Last Cat', in <i>Beyond the Stars</i> by Celine Kiernan  | 2 weeks              |
| <b>Fiction:</b> An adventurer's diary    | <i>Robinson Crusoe</i> by Daniel Defoe (2 extracts)  | 2 weeks              |
| <b>Fiction:</b> Fantasy                  | 'Ice Fairies', in <i>Beyond the Stars</i> by Siobhan Parkinson<br><i>The Borrowers</i> by Mary Norton<br>'The Elves and the Shoemaker', in <i>The Kingfisher Book of Fairy Tales</i> , retold by Vivian French | 2 weeks              |
| <b>Fiction:</b> Creating a play script   | 'A Midsummer's Night's Dream', in <i>Firefly</i> by Lois Burdett<br><i>A Midsummer Night's Dream</i> by William Shakespeare<br>'The Lost Gardens' by Phil Osment   | 2 weeks              |
| <b>Fiction:</b> Myths and legends        | 'The Golden Turtle', in <i>Golden Turtle and Other Stories</i> by Gervaise Phinn<br>'Shen Nung'  | 2 weeks              |
| <b>Non-fiction:</b> News reports         | 'Cubs and Brownies to the Rescue'<br>'4-Year-Old Survives 11 Days Alone in Siberian Forest'  | 2 weeks              |
| <b>Non-fiction</b> Formal letters        | 'Noisy Neighbours'<br>'Dear Mr Quiet'  | 2 weeks              |
| <b>Non-fiction</b> Instructions          | 'Magic Matchsticks'<br>'Coin Magic'  | 2 weeks              |
| <b>Non-fiction</b> Explanation texts     | <i>How to be an Ancient Greek</i> (2 extracts) The Trojan War  | 2 weeks              |
| <b>Non-fiction</b> Introducing biography | 'Barack Obama: A Biography'<br><i>Walter Tull: Footballer, Soldier, Hero</i> by Dan Lyndon and Roger Wade  | 2 weeks              |
| <b>Poetry:</b> Vivid descriptions        | 'The Shark' by Lord Alfred Douglas<br>'The Tyger' by William Blake   | 2 weeks              |
| <b>Poetry:</b> Adapting poetry           | 'Colonel Fazackerley'<br>'Matilda' by Hilaire Belloc<br>'Jim' by Hilaire Belloc  | 2 weeks              |
| <b>Poetry:</b> Overcoming obstacles      | 'If' by Rudyard Kipling<br>'A Smuggler's Song' by Rudyard Kipling<br>'If' by Mij Kelly   | 2 weeks              |
| <b>Poetry:</b> Writing rhythm            | 'From a Railway Carriage' by Robert Louis Stevenson<br>'Hand on the Bridge' by Michael Rosen<br>'Night Mail' by W.H. Auden   | 2 weeks              |

### Year 6 Literacy Planning Overview

| Genre                                    | Suggested anthology texts  | Approximate duration |
|--|--|----------------------|
| <b>Fiction:</b> Creating tensions        | 'The Snow Globe', in <i>Beyond the Stars</i> by Marita Conlon-McKenna<br><i>Tom's Midnight Garden</i> by Philippa Pearce<br><i>Trouble Half-Way</i> by Jan Marks | 2 weeks              |
| <b>Fiction:</b> Traditional stories      | 'The Discontented Fish', a Senegalese folk story<br>'The Tortoise and the Eagle', based on an Aesop fable  | 2 weeks              |
| <b>Fiction:</b> Contrasting perspectives | 'Winter Morning' by Ogden Nash<br>'Christmas Landscape' by Laurie Lee<br>'Snow and Snow' by Ted Hughes   | 2 weeks              |
| <b>Fiction:</b> Creating atmosphere      | <i>Nightmare in Two Ghostly Tales</i> by Berlie Doherty<br><i>The Phantom Tollbooth</i> by Norton Juster<br><i>Alice in Wonderland</i> by Lewis Carroll          | 2 weeks              |
| <b>Fiction:</b> Plotting problems        | <i>The Railway Children</i> by E. Nesbit   | 2 weeks              |
| <b>Fiction:</b> Alternative perspectives | <i>Gulliver's Travels</i> by Jonathan Swift  | 2 weeks              |
| <b>Fiction:</b> Comparing forms          | 'Macbeth' edited by Roma Gill<br><i>Macbeth</i> by John Mayhew and Adrian Stone<br>'Compere Lapin and Compere Tig', a St Lucian folk story                       | 2 weeks              |
| <b>Non-fiction:</b> Persuasive writing   | Laughter Land  | 2 weeks              |
| <b>Non-fiction:</b> Email conventions    | 'Climate Change, What Climate Change?' <i>Global Warming</i> by Seymour Simon<br><i>Fragile Earth</i> by Claire Llewellyn  | 2 weeks              |
| <b>Non-fiction:</b> Journalism           | 'Warning: Oil Supplies are Running out Fast' by Steve Connor<br>'Save It!' by the Environment Correspondent  | 2 weeks              |
| <b>Non-fiction:</b> Reports              | <i>The Heart</i> by Seymour Simon<br>'Deserts'   | 2 weeks              |
| <b>Non-fiction:</b> Biographies          | <i>Virginia Hall WWII Spy</i> by Adrian Bradbury<br><i>Wild Swans</i> by Jung Chang  | 2 weeks              |
| <b>Poetry:</b> Free verse                | 'Shut Your Mouth' by Michael Rosen<br>'Crack-a-Dawn' by Brian Morse  | 2 weeks              |
| <b>Poetry:</b> Descriptive techniques    | 'Hiawatha's Childhood' by H.W. Longfellow<br>'Hiawatha's Fishing' by H.W. Longfellow   | 2 weeks              |
| <b>Poetry:</b> Narrative techniques      | 'The Listeners' by Walter de la Mare<br>'The Highwayman' by Alfred Noyes   | 2 weeks              |

### **Big Write**

Big Write lessons takes place once a week in Years 1 to 6, building on the texts used in Big Read, their topic knowledge and pre-taught Literacy skills.

### **Spelling**

#### **Key Stage 1**

Children are given spellings relevant to the children's needs and year group. Spellings are taught daily as part of Literacy lessons and spellings are tested weekly, these spellings match the requirements of the Year 1 and 2 appendix of the National Curriculum.

#### **Key Stage 2**

Spellings are taught daily as part of Literacy lessons and are linked to the spellings in the appendix of the National Curriculum for each year group.

#### **Use of Dictionaries.**

In Key Stage 2 children should be encouraged to use a dictionary and thesaurus. The use of both types of book will need to be taught. The particular dictionary used should match the child's ability.

### **HANDWRITING AND PRESENTATION**

#### **Introduction**

The ability to write quickly and legibly affects both the quality and quantity of the children's work.

In order to communicate their meaning effectively it is important that presentation is clear and neat.

Every subject area within the curriculum should seek to foster and develop the effective presentation of work by pupils.

Handwriting is taught daily in EYFS and Key Stage. Each session begins with Dough Disco, which involves moulding dough in time to music and performing different actions. This activity helps to strengthen children's fine motor muscles to enable them to develop their pencil grip which in turn will help to develop their writing skills. Handwriting practise focuses on forming capital letters of the correct size, orientation and relationship to one another and to lower-case letters. They work towards using the diagonal and horizontal strokes needed to join some letters by the end of year 2.

### **Basic Presentation Requirements:-**

**Once children are reasonably proficient at writing then the following shall apply;-**

1. All work should have a learning intention and a date.  
All diagrams, charts and drawings should also have a title or heading.  
Learning intentions should be underlined with a ruler.
2. Pupils should be encouraged to use a writing which displays their handwriting to best effect.  
In most cases this will be a pencil at Key Stage 1 and the early part of Key Stage 2.

Once a child has achieved a confident and clear style then a blue ink pen (nib or roller ball) rather than a biro, or felt tip, can be used.  
Children should be encouraged to purchase their own pen and should be taught how to use it.

3. Drawings and diagrams should be in pencil and the use of coloured pencils for colouring encouraged.
4. Pupils should be encouraged to use the drafting process as an aid to the planning and organisation of the presentation of their work.
5. Pupils should be expected to proof read their work once it is completed, younger children should be supported to do this.
6. Word processing is used as an aid to presentation of work but this should not become a substitute for handwriting.

### **Time Allocation:-**

1 hour each day should be allocated to teaching of English.

The teaching time for English can be divided into two separate areas - the teaching of English directly and through other subjects.

### **Organisation and Good Practice**

English should be taught in a meaningful context so that children are able to practise and develop their skills in authentic situations. These could be linked to other areas of the curriculum.

The range of experiences, skills, Standard English and language study are interrelated.

It is good practise for teachers to plan to develop an implicit understanding of language through immersing children in good quality literary texts and the wider world of reading.

Teachers should use investigation, reflection, talk and appropriate linguistic terminology to develop children's knowledge and love of language.

Reading will be assessed at the end of every half-term as part of the preparation process for Pupil Progress meetings. School Pupil Tracker will be updated with children's levels in accordance with the Assessment policy.

### **Class Organisation and Teaching Style**

At Radleys Primary School teachers are responsible for their own class organisation and teaching styles, while ensuring that these complement and reflect the overall aims and philosophy of the school and are in line with the requirements of the National Curriculum. Children are given the opportunity to work as a class, as individuals, pairs and as part of a group. The choice of class organisation is determined by the learning task or by the activity. Learning intentions should be clear so that the children understand what the focus of the lesson is; these should be informed by the medium term planning (steps/assessment framework for Y2 and Y6).

### **Homework**

Homework should be set in line with the school's Homework Policy. Time to be spent at home for reading, Big Talk and spelling. Such activities are to be encouraged but must be set according to the pupil's need and abilities. Homework can be set through Treasure House building upon key concepts taught in class in a familiar format.

### **Support**

In order to support all children in EYFS and KS1 with their reading it will be necessary to enlist the help and support of members of the inclusion team and trained parent volunteers. The use of parent help is a responsibility of the teacher; however this should only take place once individuals have received training from a qualified teacher.

### **Special Educational Needs**

An inclusive approach to teaching should be used as far as possible in order to ensure quality first literacy teaching. This will include dyslexia friendly teaching styles with a range of visual and kinaesthetic activities planned. (Refer to S.E.N. policy)

### **Equal Opportunities**

All pupils should be given equal access to all language materials and opportunities and be encouraged to appreciate their potential.

Factors related to equal opportunities, gender and multicultural issues are recognised and are used to develop an ethos of consideration and respect. Pupils learn to question what they read and so recognise bias, e.g. stereotyping in non-fiction, and

discover that books express an individual's viewpoint which will always need to be read critically.

### **Health and Safety**

There are no specific health and safety issues in English.

### **Recording and Assessment**

(see Assessment, Marking and Reporting Policy)

### **Monitoring**

Monitoring should be seen as a means of systematically gathering information about:-

- What is going on at present.
- Whether progress is being made in meeting statutory requirements and implementing the school policy and schemes of work.
- The sufficiency of resources and how they are being used.
- How colleagues can be supported.
- What further support might be needed to improve standards.

The delivery of this policy and the schemes of work for English will be monitored by the Senior Leadership Team and the English Co-ordinator.

In order to gain evidence of standards, progress, presentation and marking, the following will be looked at:

- planning
- book trawls
- lesson observations.
- samples of pupil's work - discussions with staff and pupils.
- data, PP meetings, teacher's assessments and records.

### **Role of the Class Teacher:-**

It is the role of the class teacher :-

- to interest the children and show enthusiasm.
- to provide a rich environment and situation where the child can learn.
- to be aware of each child's capability.
- to be able to encourage them to produce good quality work and develop their confidence.
- to evaluate the progress of the child and to review the scheme of work according to the needs of the children.

### **Role of the English Co-ordinator:-**

In addition to the responsibilities outlined in the Policy for subject co-ordinators, the following are appropriate for English:-

- To prepare a policy in consultation and through discussion with other colleagues.
- To provide guidance and support for colleagues in implementing the requirements of the English National Curriculum.
- To monitor progress throughout EYFS and KS1.
- To be responsible for resources and requisition of relevant teaching materials and equipment.
- To arrange relevant training opportunities and school based INSET.
- To review the policy and its implementation on a regular basis and to assist colleagues in the implementation of policies and practices.
- To keep up to date with developments in English education and disseminate information to colleagues as appropriate.