

LANDYWOOD PRIMARY SCHOOL



English Policy

June 2018

Background

The new National Curriculum states that, “The overall aim for English in the National Curriculum is to promote high standards of literacy by equipping pupils with a strong command of the written and spoken word, and develop a love of literature through widespread reading for enjoyment ...so all pupils develop the habit of reading widely and often for both pleasure and information.”

Landywood Primary School is a multicultural community, which respects and celebrates the diversity of languages and cultures of all its members in the way we teach and learn English.

In partnership with parents/carers, we aim to raise standards in English and to promote the personal development of every child, by providing them with an equal opportunity to develop their skills in speaking, listening, reading and writing across the curriculum.

In particular we aim to ensure that:

1. all pupils, from Foundation through to Year 6, have a full range of opportunities to develop their language and English skills within the curriculum
2. pupils learn to value the cultural and linguistic diversity of individuals in the school
3. assessment of pupil progress is meaningful to pupils, teachers and parents, and is used to enhance the quality of learning and teaching in literacy across the whole school curriculum

Speaking and Listening

Speaking and listening across the curriculum are important vehicles for developing written and oral language skills.

At Landywood we aim to make our learning environment encouraging to all pupils so that they feel secure in developing their speaking and listening skills, and in making contributions to group and class discussion.

We follow the National Curriculum requirements for Spoken English.

Assessment

Formative assessment monitors a child's progress along their learning journey and may lead to an amendment in planning.

Summative assessment is the culmination of a unit of work.

Informal formative assessments take place frequently and may comprise:

- Observations by adults, peer or self of discussions, role play, drama, etc.
- Summative assessment may include videoing of:
 - Final individual or group presentations, (videoed or to an audience)
 - A drama
 - Final conversations or discussions

Reading

Foundation / Key Stage 1

Children in Foundation use a Language Booster unit from Wordsmith to aid language development.

They have the opportunity to read a wide variety of books both individually and in groups.

Guided reading is given a high focus in Key Stage 1 with specialist intervention. Care is taken to make reading an enjoyable activity.

From Foundation onwards, children have access to a wide range of banded books in their journey to become independent readers. Phonics Bug and Rapid Phonics are used.

Children also choose from a wide variety of books from the class library and they have opportunity to choose a book from the school library, which they borrow for independent enjoyment.

Year 2 have Oxford Reading Tree to extend their better readers.

Stories are read regularly throughout this Key Stage to inspire children to gain pleasure from reading.

We recognise the importance of children having a variety of whole books read to them, so we provide a regular time for children to listen, discuss and enjoy. This will in time have an impact on their comprehension and writing skills. We hope by providing positive reading experiences, children will become motivated and enthusiastic readers.

It is recognised that reading is not restricted to Guided Reading and English lessons. Many opportunities are provided for children to practise and extend their reading in other subjects.

Reading for pleasure and enjoyment is given a high priority and sufficient time is set aside for this.

Foundation and Key Stage One classes enjoy and participate in whole class shared reading sessions both within and outside the English curriculum. Quality texts from Pearson's Wordsmith scheme provide the basis for shared reading. Each class has a book area appropriate to the children's age. Teachers encourage pupils to select their own school library book to take home in addition to their Guided Reading book.

Key Stage 2

Throughout the key stage, children have access to a wide range of banded books for Guided Reading Oxford Tree Tops is supplemented by Project Code, Chucklers, and Graphic Novels for Guided Reading.

Rapid Reading is an integral part of guided reading lessons in the lower key stage, giving children opportunities to read E-books in school and at home. Children also have access to E-books through Reading Cloud, also in school and at home.

There is access to a wide range of fiction and non-fiction books including comics and graphic novels

All of Key Stage 2 classes have class libraries. There is also a well-stocked central library.

Reading for pleasure is given high priority in this Key stage also.

All children are encouraged to read widely and borrow books to read at home. Teachers regularly read challenging books to children, to maintain their enthusiasm for reading and to extend their comprehension and writing skills.

Newspapers are delivered on a weekly basis to school for Years 3 to 6 to use and enjoy.

Wordsmith is used in English lessons to provide good quality texts for shared reading.

“Project Code X” provides motivational support for struggling readers in Year 3 and 4.

Buddy reading is introduced after Christmas in at least Years 1,2, 5 and 6.

World Book Day is celebrated each year and authors are invited to enthuse children to speak and read together.

An annual Scholastic Book fair takes place to coincide with World Book Day and children are encouraged to visit the library often.

Assessment

Care is taken to assess both decoding and comprehension. Attention shifts to mainly an emphasis on reading with understanding, as the children move through the school.

Informal formative assessments take place frequently to focus on:

- fluency –awareness of phonic patterns
- literal awareness of texts read
- ability to infer, predict and evaluate
- Various activities would be used to assess e.g. reading one to one, group guided reading, reading in class or assemblies, and paired or buddy reading.

Summative assessment may include:

- comprehension task
- group discussion of a book
- conversation

Phonics

We aim to provide high quality phonic work, so that children have the knowledge, skills and understanding to apply the process to both spoken and recorded language. We recognise that word recognition skills are crucial in enabling children to read fluently, freeing them up to concentrate on the meaning of the text.

“Letters and Sounds” is a systematic approach, which is designed to help staff teach children how the alphabet works for reading and spelling. These skills are continually emphasised during all reading opportunities. All children who are on the phases linked to letters and sounds are routinely assessed and monitored by staff, and progress is recorded throughout the year.

Our beginner readers are taught:

- grapheme–phoneme correspondences in a clearly defined, incremental sequence
- to apply the highly important skill of blending (synthesising) phonemes in the order in which they occur
- to apply the skills of segmenting words into their constituent phonemes to spell
- that blending and segmenting are reversible processes
- sight words, which include phonetically decodable and common exception words

Knowledge of these words is monitored throughout the school with interventions as appropriate.

Following the phonics screening test in Y1, children identified as requiring additional phonics intervention are given additional support in Y2, to address gaps in their phonic acquisition.

This time-limited programme of phonics work is aimed at securing fluent word recognition skills for reading by the end of KS1 and as an intervention in KS2.

Assessment

Formative assessment is continually used to monitor acquisition of phonetically decodable words and planning amended accordingly.

Summative assessment is undertaken at the end of Year 1 and for certain children at the end of Year 2. It is also used as appropriate, as part of the intervention practices in Key Stage 2.

Writing

Confidence and competence in the use of the written word is essential to the communication of meaning.

Our aims are to ensure that the children:

- Know that writing is a process over which they have control
- Enjoy playing with language and writing for pleasure
- Write appropriately for specific real or imaginary audiences
- Write for a variety of real reasons and in context
- Write clearly, legibly and accurately with attention to punctuation, spelling and grammar
- Use speaking, drafting and proof reading as part of the writing process
- Aspire to independent writing that is clear, imaginative and of high quality

Wordsmith begins to support Reception with Lego Education Story Tales Language Booster.

From Year 1, high quality texts based on Wordsmith are used to challenge, enthuse and engage children. There is a clear progression in teaching. Modelled/shared and Guided Writing takes place regularly.

Modelled/Shared writing provides a framework. Through discussion, it allows children to structure ideas and develop the skills necessary to write.

Guided Writing is used flexibly and may focus on demonstration, collaborative writing, planning, supporting or evaluating.

Independent writing allows children from Foundation onwards the freedom to compose without direct teacher support. As children progress through Key Stage 2, they will be expected to write regularly and at greater length to build up greater writing stamina.

Writing is linked to cross curricular topics and has been mapped for each year band.

All writing both fiction and non-fiction is contextualised. We believe that children learn best through their own writing, rather than through exercises out of context. Children should be given the opportunity to collaborate with other children to compose and to revise their writing.

Children are expected to start a new page for each new day.

The first two weeks at the start of every half-term are used to teach skills leading to a non-narrative piece of writing. The following weeks of the half-term are used to teach skills identified from the previous half-term's "hot" write, in preparation for writing a narrative "hot" write at the end of the half-term.

"Hot" writes are the opportunity for children to demonstrate skills taught during that half-term, alongside skills taught previously.

"Warm" writes provide opportunity for children to apply skills taught on the journey to "hot" write. Children to re-write earlier sections of work, using taught skills, as part of the "warm" write, as appropriate.

All "warm" writes and "hot" writes are to be in a child's writing book.

2 coloured stickers are used –yellow for "warm" write and pink for "hot" write, indicate where these writes are in the children's books for monitoring purposes. Teachers print differentiated success criteria onto yellow stickers in advance of the "warm" write lesson. Blank success criteria are completed by children for their "hot" writes where children identify and record in writing or agreed symbols, skills they need to show in their writing, building on their ability to evaluate their own work and identify their own targets.

Teachers only highlight lesson objectives, not children's work.

Children underline using coloured pencils, not highlighters, to show where skills applied when requested to do so. They do not use highlighters in their writing.

Redrafting is an essential part of the writing process and is integrated into teaching.

Marking, both teacher and peer group, is used to inform children at the various stages. The final piece of writing is a culmination of many stages and may be used as a summative assessment. It may be used as a guide to inform a child's future targets.

2 spellings identified as errors are written on the next page of a child's English book. These are non-negotiables that children must use correctly in future pieces of writing.

Achievement in writing is recognised through achievement assemblies, reward stickers from leadership team when children are sent to share their writing with them, reward system of housepoints and behaviour system in school and sharing with other children and adults.

Assessment

Formative assessment may include:

- marking
- discussion
- collaborative work
- first drafts
- jottings
- quizzes
- self and peer corrections

Summative assessment may include:

- marking of final drafts or writing tasks
- moderation of writing by staff

Spelling

We follow the National Curriculum requirements for spelling:

- sound – symbol relationships
- regular patterns in words and non-standard words
- the structure of words, compound/complex words, prefixes, suffixes, roots and origins
- common exception words and high interest words associated with topics, etc.

Spellings are learnt contextually.

In Key Stage 1 spellings are taught through phonic lessons. Children are made aware of patterns during guided and shared reading.

In Key Stage 2 children are taught explicitly the phonetic patterns and common exception words for each year group. They are regularly tested in dictation exercises. 10 spellings and their spelling patterns are addressed every half-term from age-related word lists.

Assessment

Formative assessment may include:

- spelling games
- spelling quizzes
- dictation
- marking of first drafts or paired tasks

Summative assessment may include:

- final drafts
- cross-curricular writing

Grammar and Punctuation

We follow the National Curriculum requirements for grammar.

Grammar is taught in context using good quality texts. Aspects of grammar and punctuation are best taught in the context of real reading and writing activities.

We encourage children to enjoy experimenting with language and grammar, and provide regular practice.

Accuracy in punctuation is given high priority throughout the school and children should not move on until they are secure in basic punctuation.

Explicit teaching on what constitutes a sentence is reinforced continually and children are given regular practice in sentence building.

Assessment

Formative assessments may include:

- focused grammar /punctuation tasks
- first drafts
- termly tasks from Wordsmith

Summative assessments may include:

- final drafts/presentations

Handwriting

Letter formation is taught from Foundation, with emphasis on correct holding of the pencil and correct letter formation. English books are available with differentiated lines to support children where needed.

From Reception to Year 6 there are discrete lessons to demonstrate the correct techniques, using The Kber Handwriting Scheme. Follow up independent practice takes place during Guided Reading/ Writing. Links are made to spelling especially in Key Stage 2.

Children are expected to use neat, legible writing throughout the wider curriculum.

Adults working with the children use neat, legible handwriting in children's books, using the Interactive White Board, whiteboards or any other resource.

Where children are struggling, intervention is carried out in small assisted groups as early as possible. This is indicated with T or TA box ticked in children's books.

Assessment

Formative assessments may include:

- interventions
- cross-curricular writing

Summative assessments may include:

- final drafts/presentations
- work for presentation purposes

All data for Reading and Writing is kept on Classroom Monitor. As requested by school and confirmed by Classroom Monitor, a certificate of GDPR compliance for Classroom Monitor will be sent out to school prior to commencement of GDPR requirements start date at end of May 2018.

All data for our school library is kept on Junior Librarian and the company that provides this system, MLS, have provided school with their updated policy for GDPR compliance.