



# Ferham Primary

## English Policy

March 2015

Date agreed by Governors: Delegated to the headteacher

Review date: March 2018

## **Introduction**

English is an essential part of a child's curriculum and is essential to the overall development of the child. We aim to develop pupils' abilities through an integrated programme of speaking, listening, reading and writing. Pupils are given opportunities to consolidate and reinforce the taught literacy skills.

### **The aims of English are to teach children to:**

- be able to communicate and listen for a wide range of purposes in different contexts.
- develop their powers of imagination, inventiveness and critical awareness through speaking, listening, reading and writing.
- have an interest in words and their meanings to develop a growing vocabulary.
- know and understand a range of text types and genres.
- write in a variety of styles showing awareness of audience and purpose.
- use grammar and punctuation accurately.
- understand the sound and spelling system and use this to read and spell accurately.
- produce effective, well presented written work.
- read with fluency and understanding using a range of reading cues (phonic, graphic, syntactic, contextual)
- express opinions, articulate feelings and respond to a range of texts.

## **Expectations**

By the time children leave Ferham Primary School, we expect most of them to be confident communicators through speaking and listening, reading and writing.

By the end of Key Stage 1 it is expected that the majority of children will be working in the range of levels 1 to 3. Pupils working at age related expectations are expected to achieve a level 2b by the end of Year 2.

At the end of Key Stage 2 it is expected that the majority of children will be working within the range of levels 3 to 5. Pupils working at age related expectations are expected to achieve a level 4 by the end of Year 6.

## **Teaching and learning**

Our main aim is to develop children's knowledge, skills, and understanding in literacy. We do this through a daily lesson that has a high proportion of whole-class and group teaching. During these lessons children experience a whole-class shared reading or writing activity, a whole-class focused word or sentence activity, a guided group or independent activity and a whole-class session to review progress and learning.

## **Literacy curriculum planning**

English is a core subject in the National Curriculum. All children receive the minimum entitlement of a daily English lesson, lasting approximately one hour. We use the National Curriculum for English as a basis for planning, both medium and short term.

Our medium-term curriculum maps give details of the main teaching objectives for each term. These plans define what we teach and ensure an appropriate balance and distribution of work across each term. The literacy subject leaders and Senior Leadership Team are responsible for monitoring these plans.

An agreed short term planning sheet is used by class teachers to complete a weekly plan for the teaching of literacy. Planning includes learning objectives and success criteria for each lesson, which teachers differentiate according to the needs and abilities of the children.

Teachers plan for different working groups, whole class, small group, paired and individual. Teachers employ a range of generic teaching strategies. These include:

- modelling / demonstrating / scribing
- explaining
- questioning
- discussing
- consolidating
- evaluating
- summarising

All children have a reading and writing target set every half term to further develop their understanding. The teacher supports an identified focus group of children and any additional adults support other identified groups.

## **Reading**

We aim to develop a love of books and reading for pleasure. We recognise and promote the importance of reading throughout school with the aim to enable children to develop and apply different strategies, read and respond to texts, develop understanding and transfer reading skills across the curriculum.

Reading is taught through a variety of approaches.

### *Class reading* (shared and modelled)

Teachers model the reading process to the class where children listen and respond to questions, predictions and discuss vocabulary. Children are able to share a text from their own or another class.

### *Guided reading*

This takes place in small groups using a colour coded level text which matches the children's ability whilst providing a challenge. Guided Reading books are located on the corridors. Every child in Foundation Stage and Key Stage 1 will have at least 2 guided reading sessions with an adult per week and in Key Stage 2 they will have at least 1 guided reading session with an adult each week.

### *Independent Reading*

Independent reading is planned for within school and promoted to be continued at home. A Reading Record book is sent home for communication with parents/carers. The class teacher is responsible for ensuring the text children choose to read is appropriate for their ability. These books are located on the appropriate Key Stage corridor. When a child has read at home 10 times, they are rewarded with a certificate and a visit to the Headteacher's treasure box.

### *School Library*

We have a school library where children borrow books to take home.

### *Phonic Sessions*

In Foundation Stage and Key Stage 1 a daily discreet phonics session (approximately 15-20 minutes) is taught following Letters and Sounds. The teaching of phonics continues throughout Key Stage 2 for identified children or groups.

### *Reader of the week*

Each class celebrates the reading each week by identifying a 'Reader of the Week'. This child is presented with a certificate and a bookmark.

Opportunities are provided for children to practice their reading in other subjects. They are encouraged to read for enjoyment. Classes have a selection of books, both fiction and non-fiction that appeal to different abilities and interests.

## **Writing**

Children are taught to write in different contexts and for different purposes and audiences, such as narrative, report, instruction, explanation, poetry.

We use the 'Star Writer' strategy to aid the development in writing. This is a progressive development which includes all year groups.

1. Capital letters and full stops - Word count. Does it make sense?
2. Conjunctions - Put a conjunction in to make your sentence better.
3. WOW words - Have you used a WOW word?
4. Punctuation - Question marks? Exclamation marks! Commas,
5. Complex sentence - Start a sentence with as, when or if. Drop in a clause using who or which
6. Sentence openers - Have you used a connective to begin your sentence?
7. ing and ly - Start a sentence with an -ing or -ly word
8. Same word - Make sure you have used a different word to start each sentence in your paragraph.
9. Short sentence - Have you used a short sentence for effect?

Children have access to a wide range of writing opportunities.

### *Daily Write*

Children from Y1 to Y6 have a 20 minute writing session every day. The purpose of the session is to practice the writing skills and improve the writing stamina of the children. The children use a separate book and have a focus for each day.

- Monday – diary entry
- Tuesday – from a stimulus (picture, object)
- Wednesday – related to current affairs
- Thursday – related to spellings
- Friday – free choice

### *Modelled Writing*

The teacher models how to write by rehearsing the sentence before writing, explaining word choices and sharing the thinking process aloud.

### *Shared Writing*

Teachers and children work together to write with the teacher leading the process.

### *Paired Writing*

Children will work with a partner to discuss and write together.

### *Guided Writing*

This takes place in small groups where the teacher supports the children with the writing process focussing on a particular area for development.

### *Independent writing*

Children are given opportunities to write independently for a variety of purposes.

### *Planning, drafting and editing*

Children are encouraged to plan and draft their writing and to edit it when completed using a blue pencil/pen. In Key Stage 2, the children write on one side of the page in their English books and edit on the opposite page.

### *Handwriting*

We follow the Nelson Thornes handwriting programme in Foundation Stage, Key Stage 1 and Key Stage 2. This enables children to practice forming letters correctly with the aim to lead to a fluent, joined and legible handwriting style. The school has a separate policy for the teaching of handwriting.

### *Spelling, punctuation and grammar (SPaG)*

Spellings are taught using the phased Letters and Sounds document in Foundation Stage and Key Stage One and with other groups where appropriate. Support for Spelling is also used from Years 2 to 6. Key stage 1 and key stage 2 have a discrete grammar session everyday (approximately 15 minutes) where key grammatical skills are taught. In Key Stage two each child has a vocabulary book to record key words related to the current topic. Learning walls are used to display key words, recyclable words and good practice for the genre being taught.

## **Speaking and Listening**

We recognise the importance of speaking and listening and encourage 'talk' throughout the curriculum. Teachers model good practice by speaking clearly and listening appropriately to others. 'Learning partners' are an essential part of classroom practice, giving children the opportunity to share ideas and opinions, listen carefully and respect the views of others.

Circle time provides an opportunity for children to further develop speaking and listening skills through the encouragement of turn taking and appreciation of other views. We provide opportunities across the whole curriculum for children to be involved in speaking, listening and responding, group discussion and interaction and drama.

Some of the opportunities that children have to develop speaking and listening are:

- retelling of stories and poems
- listening and responding to stories
- talking about their own experiences
- joining in with discussions
- role play and drama
- talking to and listening to visitors in school
- talk for writing
- presenting to a variety of audiences.

## **The use of ICT**

Literacy is encouraged and developed across the curriculum and ICT is used to enhance and extend learning where appropriate. Opportunities are given for children to read and write texts on screen using a variety of programmes.

## **Links to the Curriculum**

We provide opportunities to apply literacy skills in other areas of the curriculum, for example our historical based topic enables children to research, plan and develop their own writing.

## **Inclusion**

We aim to provide for all children so they can achieve as highly as they can in literacy according to their individual abilities. Lessons are differentiated accordingly to meet the needs of all children. In addition to daily literacy sessions, identified children receive targeted support through an intervention programme. Targets set for individual children in their Individual Education Plans (IEPs) are taken into account.

## **Parental Involvement**

We value the role of parents/carers in the development of children's literacy. We encourage children to read at home and provide children with a home school reading record in which adults are invited to share information. We also invite parents/carers to celebrate learning through assemblies, school performances and displays of children's work. Teachers report progress to parents/carers each term at Parents' Evening discussing both reading and writing. Parents/carers will also receive an annual report on their child's progress in reading and writing at the end of the year.

## **Assessment and recording**

Teachers make continuous assessments as part of everyday lessons to help them to adjust their daily plans using strategies from Assessment for Learning to plan for the next steps.

Summative assessments are made every term for reading, writing and SPaG using the Sheffield STAT materials.

### *Reading*

In reading we use the Sheffield STAT materials in guided reading sessions alongside phonic assessments and benchmarking assessments.

### *Phonics*

All Year 1 children undertake a phonic screening test at the end of the year to assess their phonic decoding skills. Year 2 pupils that did not meet the required standard of phonic knowledge at the end of Year 1 will retake the phonic screening check at the end of Year 2. On-going formative assessments are made against the assessment statements within Letters and Sounds for each phase of phonic knowledge.

### *Writing*

Children complete 2 independent pieces of writing every half term in a separate book. A sentence or paragraph will be identified for improvement in 1 piece of independent writing each half term. The teacher will support groups of children during the daily writing sessions to improve the specific section of the independent writing. A collection of evidence from across the curriculum is annotated to show the attainment of 6 benchmark children from each class using the Sheffield STAT and eMAG.

Teachers report progress to parents each term at Parents' Evening discussing both reading and writing. Children undertake the national tests at the end of Year 2 and Year 6. At the end of the year, teachers make annual assessments of children's progress using the level descriptors in the National Curriculum.

## **Monitoring and Review**

Monitoring of the standards of the children's work and of the quality of teaching in literacy is the responsibility of the literacy subject leaders, Headteacher and other members of the SLT. Monitoring involves classroom observations, planning scrutiny, work scrutiny and APP moderation. Priorities for literacy are identified in school action plans which form part of the DEP (Developing Excellence Plan).