



Plaistow & Kirdford Primary School English Policy

Approved by: Governing Body

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Rationale

At Plaistow and Kirdford Primary School we aim to help children develop a love for the English language through the spoken and written word. We believe that mastery over language empowers children to communicate creatively and imaginatively, as well as allowing them to participate fully in life around them. English is concerned with communication and in order to participate fully in public, cultural and working life, children need to be able to speak, write and read with fluency and accuracy. Language should be explored in real and purposeful situations, linked to various audiences. The development of all language must be based on experience.

Aims

At Plaistow and Kirdford Primary School our aims are to:

- develop the ability to communicate in all aspects of Language – Speaking and Listening, Reading, Writing.
- provide a wide range of opportunities for language use – Speaking and Listening, Reading, Writing.
- promote a desire and enthusiasm for literature, developing confident, fluent readers.
- develop effective speaking and listening skills.
- enable the children to understand the written word in all its forms, developing competency, able to express knowledge, understanding, in a style appropriate to task.
- enable children to read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.
- enjoy writing in a variety of styles and forms appropriate to the situation.
- express their ideas and opinions through talk with clarity, imagination and enthusiasm.
- develop the powers of imagination, inventiveness and critical awareness.
- develop, use and apply pupils' ICT capability in the study of English.

In implementing the National Curriculum we need to take account of:

Special Educational Needs – encouraging the planning of schemes of work which allow all children to take part. Differentiated activities will be given to support less able and extend more able children. Those with learning difficulties will be diagnosed and provision made for their particular needs, where necessary outside agencies will be involved. Parents will be kept informed and encouraged to assist in helping with their children.

Bilingual Children – give opportunities to use their language and knowledge in different contexts which are familiar.

Entitlement/Equal Opportunities – The school will ensure that:
All children cover the content made statutory by the Programmes of Study within the National Curriculum.

Children access the curriculum at the appropriate level, thus ensuring progression and differentiation.

Suitable resources and learning environments will be available to enable children access to the learning required.

Teaching and Learning

Teachers in Plaistow and Kirdford Primary School will:

- pass on their optimism and high expectations for each individual's learning
- listen and respond to children in a sensitive and supportive manner
- demonstrate a clear understanding of the objectives being taught, sharing these with the children
- show, in their teaching, connections between the three levels (word, sentence and text) outlined in the NLS Framework
- appropriately use a range of teaching strategies, including
 - direction
 - demonstration
 - modelling
 - scaffolding generated
 - explanation
 - targeted questioning
 - initiating and guided exploration
 - discussing and challenging ideas by the children
- ensure in their teaching, rich connections between literacy and other areas of the curriculum
- use differentiated questions and activities targeted at specific children, to engage and stimulate children working at all levels

Around our school children will be seen:

- talking enthusiastically about their work at all points of the literacy lesson
- interacting with each other and the teacher
- contributing confidently to discussions
- working with motivation and enjoyment, showing an awareness of the quality they are striving for

Teaching and Learning

Area: Speaking and Listening

Within an integral programme of speaking and listening, reading, writing our focus is based on the Primary Strategy Document outlining the separate strands of Speaking & Listening, linking Drama across the curriculum which is integral to the Unit Planning.

Foundation Stage/Key Stage One

Breadth: Children need to work in a range of situations, with different audiences and activities, developing their abilities to ask questions, explain and present ideas, to listen carefully in order to understand what is being said, adapt talk for different listeners and circumstances, use a wide vocabulary.

Implications – Teaching and Learning

- opportunities to use language for different purposes
- planned for throughout the curriculum
- cross-curricular – use of scientific and mathematical investigations, planning, devising and carrying out tasks in Technology, shared reading, writing, role play
- work in groups of different sizes and composition, becoming accustomed to working with others, extending their use of language for social purposes, and for reporting back
- develop confidence in reasoning, predicting, recalling and expressing views, feelings
- begin to develop ability to adjust talk to suit audience and purpose, take turns

Key Stage Two

Breadth: Children need to develop ideas and talk confidently, contribute to discussion, adapt talk to different purposes and audiences. They need to appreciate and use Standard English as appropriate, make effective use of a wide vocabulary, listen to and make sense of complex ideas, show more awareness of views of others and take individual responsibility within the group.

Implications – Teaching and Learning

- opportunities for group activities which require extended discussion
- presentation of work to each other

Teaching and Learning

Area: Reading

Foundation Stage/Key Stage One

Breadth: Range of reading – a variety of rich, stimulating texts should be available including picture books, nursery rhymes, poems, folk tales, myths and legends. Supported by an environment in which print is valued through the use of labels, captions, notices, children's writing and by the use of relevant non-fiction texts.

Implications – Teaching and Learning

- learn that print conveys meaning
- read a wide variety of literature and information texts
- know and understand the alphabet system
- are taught the patterns of sounds and the symbols corresponding to these sounds – following the Read, Write Inc synthetic phonics scheme
- read a growing number of words accurately and quickly
- use syntactic and contextual clues to check and confirm meaning
- develop independence in choosing and reading books for themselves
- read new and unfamiliar materials
- use books to find things out
- begin to express preferences about what they have read

Key Stage Two

Breadth: Progressive widening of the range of reading available – include more challenging material (e.g. poetry not specifically for children) as well as magazines/newspapers. Continue to develop independence as readers. Their own writing will be available for others to read.

Implications – Teaching and Learning

- be sensitive to meanings beyond the literal
- ask/answer questions about the text
- summarise main points of a text
- use appropriate reading strategies when seeking information
- use reference skills to find specific information
- use information retrieval systems and libraries
- express opinions about books
- support their view of a story, poem or non-fiction source by reference to the text
- return to text, reading more closely, going beyond the literal
- experience selecting or rejecting text

Teaching and Learning

Area: Writing

Foundation Stage/Key Stage One

Breadth: Children should have the opportunity to write in different contexts and experiment with written forms – chronological and non-chronological.

Implications – Teaching and Learning

- write for a range of purpose and audiences, developing and communicating their meaning clearly
- recognise the knowledge that young children bring to school
- develop a wide written vocabulary
- begin to review their writing
- creating a 'writing' climate/environment, enthusiasm for writing – range of writing materials and opportunities to use them, encourage writing in the classroom
- spell a range of common words, recognize and use simple spelling patterns
- begin to use sentences, punctuation
- develop a comfortable, legible handwriting style
- ensure writing is a purposeful activity
- see adults writing
- need to be taught the convention of letter formation, spelling and punctuation
- effective help – introduce opportunities for 'drafting' and collaboration

Key Stage Two

Breadth: Children increase their awareness that writing has a number of purposes. Becoming capable of distinguishing the demands of different written forms, letter writing, scientific reports. Children's understanding of audience becomes more sophisticated, increasingly confident in talk about the way in which language is used in different situations

Implications – Teaching and Learning

- writing climate to be encouraged
- introducing children to a sense of authorship
- encouraged to talk about their writing before final product completed, learning to handle conventions and match their writing to a particular audience
- drafting/redrafting – as part of the writing process, an opportunity for major alterations
- work with partners
- write appropriately for a range of purposes and audiences
- develop and organise ideas effectively
- use a varied vocabulary
- plan, improve, evaluate their writing
- spell correctly, including complex, regular patterned words
- use a range of punctuation correctly
- use legible handwriting, develop fluency in a range of styles appropriate to different purposes

Handwriting Policy: (see attached)

Teaching and Learning.

Area: Spelling

Key Stage One: In Key Stage one spelling is taught through the daily 'Read, Write, Inc' sessions

Key Stage Two: In Year Three where some children still attend 'Read, Write, Inc' sessions and there is a crossover of children; with some Year Two children attending Year Three guided reading sessions, spelling is taught using the Unit plans for spelling.

In Years 4-6 spelling is taught using the 'Read, Write, Inc, Get Spelling' programme. Children work with the teacher in teacher led sessions and with a partner in partner work sessions using differentiated spelling activity books. These short sessions tend to take place daily. The children have an individual spelling log in which they record words to learn at home each week.

Planning

Medium Term Planning

Literacy is central to all classes Medium term planning and the creative curriculum.

Our medium term literacy planning:

- includes the best child-centred experiences.
- has clarity of outcomes

- shows evidence of cohesion with lessons 'stacking up', moving towards an end product/learning outcome
- is in units ordered to enable growth and progression in learning
- has units showing specific links to other curriculum areas
- uses a choice of texts which is relevant, inspiring and leads to quality work often beyond the child's readability
- uses texts which are not restricted to Big Books
- incorporates our aim to read aloud to our children every day
- begins to teach beyond the NLS objectives
- provides opportunity for clear curriculum links.

We use the New Primary Framework for Literacy to guide our planning for literacy.

Short Term Planning:

Key Stage One:

Daily Read, Write, Inc lesson plus a planned text level lesson each day using the relevant sections of the weekly/daily literacy plan outlined below.

Key Stage Two:

The weekly/daily literacy plan defines objectives, outcomes, text, sentence, word level work, Shared Reading, Guided Reading and Writing, (including Assessment Focuses) independent group tasks, other adult guided groups (TA, Parent), Plenary, Handwriting and Spelling and Speaking and Listening focuses. From weekly learning objectives, assessment opportunities are noted.

One morning per week (usually Thursday or Friday) is devoted to writing development using Roz Wilson's 'Big Writing' approach in Years One to Six. The planning for this is detailed on the Literacy plan for the week or on a separate sheet attached to the plan.

Assessment and Recording

The principles of assessment in English need to be based not only on the progress of the individual but also on the range of opportunities and the qualities of experience pupils are offered. We need to consider how assess is an integral part of teaching and learning, recognise that there are many different kinds of assessment that serve different purposes.

- discussion
- noting what child can do
- observation
- commenting, in order to give an overall picture of language performance
- pupil involvement

All assessment should have a direct impact on what the children are taught and on their learning. It should refine our teaching and help us feed back to children on what they did well and what they need to improve

The main purpose of assessment is to move children forward in their learning and to indicate next steps forward. Effective assessment is based on planning which identifies learning outcomes and checks if this has been achieved.

Formative Assessment

Teachers watch children's learning, seeing their steps forward and any difficulties they might have. Daily observations are not always noted but do inform future planning, as teachers identify what children have understood/achieved and move them on to the next stage of learning. Formative assessment of writing takes place on a weekly basis following a Big Writing session; each child has their individual successes noted, and is given a specific individual target to work on in all sessions involving writing over the following week.

Summative Assessment

Formal summative assessment is carried out in the Summer Term at the end of Key Stage 1 and Key Stage 2, in accordance with National Curriculum assessment requirements. Children in Years 3-5 have their reading, writing and spelling assessed using the QCA optional tests in May of each year. The writing and spelling tests for these year groups are externally marked by NfER. Informal summative assessment is carried out each half-term in years 1 and 2 as part of the Read, Write Inc synthetic phonics programme. This helps place children in ability groups in order to differentiate learning.

Recording/Checking and Monitoring Progress

Reading

Read, Write Inc assessments – Children progress in years 1 and 2 is assessed each half-term and children are placed in differentiated groups based on this assessment.

Guided Reading within Key Stage 2 – Group records, linked to the Assessing Pupil Progress (APP) assessment focuses and also linked to West Sussex Continuum, recording progress of each group against objectives for each developing stage and level.

Foundation Stage Developmental Records – Communication, Language and Literacy.

Writing - Individual, unaided, timed Termly Assessment Tasks (TATs) are assessed by the teacher in the next year group at the end of each term, in accordance with Roz Wilson's 'Big Writing' approach

Big Writing Folders – Each child has a folder in which is kept their weekly Big Writing, and their weekly targets. These are available for parents to see at consultation evenings and each term the previous terms writing is sent home as a collection of evidence of the child's improvements in writing (e.g. the Autumn term collection is sent home at the end of the Spring Term) The writing tasks will cover a broad range of styles and genre; including both fiction and non fiction writing over each term.

Individual Termly Writing Targets – Children are involved with these targets which are displayed in the classroom as a 'tool' for teacher and children. Parents are involved through discussion – open evenings, reports etc.

Termly Reading Targets – Group records linked to Guided Reading progress, indicated on reading records. The same procedure applies as for writing records.

Termly tracking – Teacher assessment levels given for each child in writing and reading

Reading Test – The Single Word Reading Test gives reading age information, twice yearly

Reception words sent home frequently

Home/School Reading – Parent Helpers

Class tracking Sheet – checks individual reading dates

Home/School Diary – books read at home/school, comments, dialogue between staff, parents and children.

Moderation – inbuilt staff meetings – agreeing, standardising judgements about reading based on APP assessment focuses (Assessing Pupil Progress). Writing is moderated by another teacher each term.

Reporting

Open Evenings – Autumn & Spring Term

Termly Targets: Reading & Writing sent to Parents before Open Evenings

Yearly Written reports to inform parents of children's achievements and progress

Parent Partnership – Early Years – focus on Language Development Meetings

Parent Partnership Meeting – Home School Reading

Monitoring: Measuring quality in teaching and progress in learning

Observations

- a. Observations by Headteacher and English Coordinators once yearly
- b. Monitoring visits by English Advisory team
- c. Observations of each other – eg Performance Management, Co-operative teaching

All observations will be followed by feedback on strengths and areas for development.

Scrutiny of work

- a. Analysing children's work for quality and progression
- b. Monitoring progress towards targets

Analysis of available data - English: Writing Year 2 Statutory/Year 3, 4 and 5 Optional QCA test results using NfER data following external marking. Key Findings - see School Improvement Plan. Detailed – See English Data Analysis sheets given to each class teacher and compiled and kept by Assessment Co-ordinator.

Salford Reading Tests - to inform staff future planning and target readers

Reviewing Medium-Term/Short-Term Plans

Monitor plans to check the plans work well in practice, and to ensure progression within a year and across all Key Stages. Monitor use of texts to ensure there is a variety of rich, stimulating texts available. Monitor Big Writing plans to ensure coverage of a wide range of styles and genre, linked to weekly literacy planning and Primary Framework

Time Allocation

In Reception the time allocation changes term by term. By the summer term there will be 5 allocated literacy sessions per week for Reception children In the remainder of the school there are 4 allocated literacy sessions of approximately four hours per week, plus between one and a half and two hours per week devoted to 'Big Writing'

There are also two and half-hours for the provision of the wider English curriculum, including read aloud texts, drama, handwriting and guided reading. English maybe taught through other cross curricula lessons as part of our creative curriculum.

Entitlement

This is the school's approach to equal access to the English Curriculum for all children – the provision for inclusion of all pupils.

- we aim to develop high self-esteem and confidence in all children, and strive to include all children positively in literacy lessons.
- classes have teaching assistants supporting during daily literacy sessions
- In Years 1 and 2 teachers and teaching assistants lead differentiated 'Read, Write Inc' groups
- able children are identified on our Able Pupils' Register and given differentiated work.
- when planning both termly and weekly, teachers select texts which appeal to both boys and girls.
- when deciding activities, teachers are aware that many boys learn well in active practical contexts and make provision for this.
- reference is made to the School Behaviour Policy which offers strategies and guidance to teachers

Parents

Informing parents about the teaching

- we explain our approach to Literacy at an initial meeting with new parents, and through a leaflet defining the aspects of all aspects of teaching Literacy

- teachers always respond promptly to parents' questions or concerns and share their observations about the child's reading through comments in the home/school diary
- parents' involvement with reading progress is highly valued, we place a great importance on the Home/School Partnership; Key Stage 1 children take a book most days to read and enjoy with their parents
- parents are encouraged to maintain a reading dialogue with the teacher through the diary

Parents Supporting Literacy in school and at home

- parents are encouraged to help within the school in a variety of English activities, eg talking as visitors to the class, hearing individual readers, being an audience for drama presentations, supporting Literacy lessons
- parents are invited to participate in school literacy events – World Book Day, theatre, workshops
- parents are informed of their child's targets for English and are encouraged to help them with these in an informal, positive way, Parents Evenings and informal meetings with teachers provide another opportunity for teachers to keep parents up-to-date with their child's stage of development and how to support them

Homework:

The main focus for English at home is linked to ongoing short term weekly lesson objectives, to reinforce, revise or extend.

The Role of the Learning Coach (TA)

The school recognises the role that Learning Coaches play in the teaching of literacy.

Learning Coaches supporting the literacy lesson will receive training to help them in their role.

Where timetabled to Literacy lessons Learning Coaches will:

- Shared Sessions

Sit with the children modelling good behaviour and supporting children in their learning.

- Group Work

Work with specific children grouped by the teacher. The teacher will have ensured that the Learning Coach has the planning sheet / is briefed in how to support the children's learning. It is the Learning Coaches role to support and encourage the children's independent reading and writing.

-Assessment

Help gather evidence and assess children's progress to help the teacher plan for future learning.

Resources

Shared Reading: Resources are stored in central cupboards, Reception & Key Stage 1 colour banded to appropriate year groups

Read, Write Inc: Resources are stored in central bookcases and within classrooms.

Guided Reading: Resources are stored in central cupboards. These have been organised, colour coded according to 'Book Bands' for Guided Reading – 10 bands linked to National Curriculum levels

Home Reading: Resources are stored within classrooms in trolleys and in bookcases around the school. Books have been colour coded within bands linked to National Curriculum.

Class Collections: Each class has a Reading Area with collection of Fiction/Non-Fiction books

West Sussex Library Loans: The Mobile Library delivers approximately 120 books termly across the school.

Project Loans: Available by order and teacher collection from Billingshurst Library linked to Class Topics etc.

Spelling Policy

Aims

- To ensure spelling is an integral part of the language programme through a wide range of writing opportunities
- To develop a consistent and systematic approach
- To develop in our children a growing interest in words alongside acquiring the necessary skills and strategies

Guidelines

Some children acquire various useful strategies and develop these strategies apparently unaided, other children need to be taught systematically. Children go through stages of exploring different ways of spelling in order to gain command over words. As their ability to write grows, the shift from aural to visual memory takes place when children begin to check their responses by looking at words – the way the word looks written down – rather than by sounding them out. A combination of methods and strategies are appropriate.

Spellers may draw simultaneously from:

- Sounds they know letters make.
- Letter patterns.
- Remembering other words with the same patterns.
- Remembering and using simple rules.
- Visualising the word in the 'mind's eye'.
- Remembering words because they are unusual.
- Encouragement to read and check their work –proof reading.

Transitional Stage

- Encourage use of Look /Cover/Write/Check approach
Look – at the word and try to remember it.

Cover – the word so you cannot see it.

Write the word from memory, saying the word as you write it.

Check -what you have written, if it is not correct, go through the process again.

- Children need to develop a clear, joined hand
- Encourage children to collect and list words of use and interest
- Provide opportunities to collect and display words containing common letter strings
- Promote collaborative opportunities for children to practice and learn spellings

Competent Stage

- Remind use of Look/Cover/write/Check approach to learning new words.
- Use word collections such as dictionaries, glossaries and thesauruses confidently.
- To consider importance of clear letter formation and presentation.
- Provide opportunities to explore word meanings and derivations.
- Be able to analyse what was right/not right in spelling word –acquire strategies.
- Use of spell-check programme.
- Encourage pupils to try a spelling to develop experience of spelling patterns and regular use of dictionaries.
Develop 'fun' word.
- Spelling and handwriting are strongly linked –speed and clarity of writing affects the ability to become a good speller.
- Learning to spell is developmental, associated with the child's overall linguistic development, not simply learning to remember words.
- In teaching spelling it is important to recognize and understand the stages.

Monitoring and Assessment of Spelling

An ongoing process, assessment of children's spelling can be monitored alongside the writing process and according to the criteria in the National Curriculum/Literacy Strategy.

Assessing spelling must be geared to the purpose of the writing. A balance needs to be maintained between the presentational skills of spelling/writing and the composing aspects of writing.

End of Key Stage Statutory assessment is a useful support for teacher assessment.

Refer to the School Marking Policy for marking of spelling.

Appendix A

Handwriting policy

The lower case letters

a b c d e f g h i

j k l m n o p q r

s t u v w x y z

The joins

an ip sc ub om we rs

ch el dr ll wl wh ob

The capital letters

A B C D E F G H I

J K L M N O P Q R

S T U V W X Y Z