

Chacewater CP School

# English Policy

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## Chacewater English Policy

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At Chacewater Primary School we believe that Literacy and communication are key life skills. The Chacewater English Policy and Chacewater Curriculum provides opportunities to develop and consolidate skills and knowledge that will enable pupils to communicate effectively and creatively with the world at large, through spoken and written language.

### **Aims**

We view the acquisition of language skills to be of the utmost importance and so we aim for every child to be able to:

- Read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.
- Have an appreciation and love of reading.
- Have an interest in words, their meanings; develop a growing vocabulary in spoken and written forms.
- Understand a range of text types and genres
- To be able to write in a variety of styles and forms appropriate to the situation.
- To develop the powers of imagination, inventiveness and critical awareness.
- Have a suitable technical vocabulary to articulate their responses.

The English Curriculum is delivered predominantly using the; National Curriculum 2014; Early Years Foundation Stage 2014

### **Time Allocation**

There are five allocated Literacy hours per week, and 5 half hour sessions for Foundation. There are also 2  $\frac{1}{2}$  hours set aside for English related activities for Years 1 -6. This includes the provision of the wider English curriculum e.g. drama, guided and independent reading, story time, library time, spelling and handwriting.

### **Classroom Environment**

Teachers create a positive classroom environment where children are empowered to learn by;

- Talking about English as an exciting, empowering subject.
- Creating opportunities for all children to succeed in some way, every day.
- Using a lively and fun teaching style.
- Giving all children goals that are attainable and that they understand.
- Displaying targets clearly as a reminder to the children.
- Literacy Working Wall (see appendix).
- Displaying VCOP (see appendix).
- Ensuring there is support for spelling through personal alphabet cards, dictionaries and thesauruses, and word banks.
- Making sure there is a range of fiction and non-fiction books on display which forms an attractive and appealing reading area.
- Displaying examples of our handwriting style.
- Ensuring relevant phonics are displayed in all work areas.
- APO display (Audience, Purpose, Organisation)

### **Spoken Language**

Speaking and Listening permeate the whole curriculum. Children are encouraged to develop effective communication skills in readiness for later life. Both within Literacy and across the curriculum we aim to provide opportunities for discussion, negotiation, group interaction, reflective response to own and others' contributions, reading and retelling, storytelling, news telling, drama, reporting, debating and arguing, questioning and enquiring. We aim, therefore, to create an environment that promotes active listening and learning and productive talking; an environment in which children listen to each other and show interest in and value what they say.

Interactive teaching strategies are used to engage all children in order to raise standards;

- Whole class discussion, group and partner work form part of the overall delivery of all curriculum subjects.
- Drama is used as a learning medium in all classes
- Role play opportunities are provided throughout Foundation Stage/Key Stage 1/KS2
- 'Circle time' in all classes encourages children to communicate thoughts ideas and feelings as well as serving to build relationships and self-esteem.
- Class assemblies provide opportunities to speak or perform before a larger audience.

- All children are given the opportunity to participate in a school performance to an audience of parents, governors, visitors and children.

### **Provision for Reading**

Children are encouraged to read with confidence, fluency and understanding. They should understand the sound and spelling system and use this to read accurately. Children are engaged in reading and understanding a wide range of texts for enjoyment and information. They are taught to evaluate and justify their preferences and to develop their powers of imagination, inventiveness and critical awareness. This is achieved through a combination of approaches:

Word reading: Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.

Comprehension (both listening and reading: Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction.

Reading is taught using the Read Write phonics programme

- phonics taught each day in the Reception class, Key Stage 1, and selectively in Key Stage 2
- a balance of shared, guided and independent reading
- a low ratio of pupils to adults, including trained volunteers, to maximise opportunities to listen to pupils read and talk about their reading
- home reading
- additional support for those who make slower progress; Better Reading Partnership
- book borrowing from the library for all year groups
- Key Stage 2 shared class reading of whole novels chosen to capture pupils' interest
- reading of different kinds of text, including digital texts

- reading events such as a 'magic and make-believe' day of storytelling, class authors, book and film clubs, and book weeks with parental involvement
- reading targets shared with pupils and parents/carers

Reading as a medium is employed across the curriculum. Where possible, shared reading sessions use texts linked to current work in other curriculum areas. Children are actively encouraged to look for, browse through and use books and texts as part of their learning experiences in all subjects.

### **Individual Reading**

A range of reading scheme and non-scheme books are available in every class. These books are carefully banded to enable self-selection. All reading books are carefully monitored by class teachers. Books that are taken home for reading practice are at a fluency level (relatively easy text for the reader, with no more than approximately 1 in 20 words difficult for the reader, 95% success). Children are encouraged to take some responsibility for their own progress in reading. They are expected and encouraged to practice their reading at home on a daily basis, to ask their parent/carer to sign their Reading diary and to bring their reading book to school every day.

### **Guided Reading**

Guided Reading - A range of guided reading books from Working towards Level 1 (Pink) to Working Towards Level 3 (Lime) are located outside Class 1 and 2. Additional Guided Reading Books for Key Stage 2 (Level 3+) are located in the KS2 corridor.

Guided reading occurs daily outside the Literacy session and is at an instructional level (Challenging but manageable text for the reader, with no more than approximately 1 in 10 words difficult for the reader, 90% success). As a guide the text should be the band above the child's independent reading level. The teacher guides the learner through the text, by providing signposts to the most important and most helpful features. It is important that the teacher knows the text. The teacher can observe each child's behaviour closely to see the process by which they create meaning from the text and then offer prompts to develop strategies.

Guided Reading is organised in rotation during the week within the class. Children are grouped according to ability and when not reading with an adult the children are given a purposeful Reading Journal activity to do independently e.g. spelling games, comprehension questions etc.

Appendix

Reading Journal Ideas

Assessment Focus Explanation

### **Recording**

Individual reading is recorded by the child and or parent/carer in the child's Reading Diary. This must be checked and initialled by the teacher/teaching assistant at least once a week. The title and date of Guided Reading sessions are also recorded in this diary.

Group Guided Reading Records are used to record relevant observations, along with the date of the session and title of the book.

Appendix

Reading Diary

Guided Reading Sheets

### **Monitoring**

Individual progress through the Book Band Levels for each cohort is recorded. Providing the date when a Book Band Level is changed. This must be reviewed half-termly. Cohort Book Band Tracking is recorded termly. Age related expectation is to be highlighted on this document. Children not making expected progress should be brought to the attention of the English Subject Leader.

Appendix

Cohort Progress through Book Band Levels

Cohort Book Band Tracking Sheets

### **Assessment**

Informal formative assessment is on-going through weekly Guided Reading sessions. Formal summative assessment takes the form of Reading Tasks and tests at the end of Year 2. Optional SATs for Year 3-5. End of Key Stage 2 SATs.

Reading Ages; All SEND pupils, Pupil Premium and Target Pupils are tested termly using the Salford Reading Test.

### **Expectations at the End of the Year**

Foundation Stage - (Band 3+)

Year 1 - Standard 1S (Band 6/7)

Year 2 - Standard 2S (Band 9)

Year 3 - Standard 3S (Band 12)

Year 4 - Standard 4S (Band 15)

Year 5 - Standard 5S (Band 18)

Year 6 - Standard 6S (Band 21)

### **Foundation Stage / Key Stage One Curriculum planning**

A systematic approach to the teaching of phonics, for reading and writing, has been adopted using 'Read Write Inc' This programme is delivered from Foundation Stage to (approximately) Year 2, when children are reading and writing with fluency at Level 2a. When children come to the end of RWI scheme they move on to Literacy sessions. Pupils work within ability groups which are defined by their performance on R.W.I. phonic tests. Pupils are re-tested every half-term and the groups are reorganized accordingly. The initial focus is upon secretarial skills as the child moves through the scheme they are introduced to a greater variety of genre.

Teacher generated planning is minimized as the planning is integrated into the teacher's handbooks and follows set routines. Each group leader has a printed format for planning ditties or storybook lessons. To this framework, is added the particular ditty/ storybook being studied, new phonic elements that are being introduced and any other points worthy of note for future use.

### **Assessment and Recording**

Children are assessed throughout every lesson.

Each group leader is requested to keep a register to identify pupils who need extra reinforcement of a particular element that has been covered. Twice weekly the R.W.I. support TA spends a short time (10-20 mins) with those pupils who are deemed to be in need of help to retain their position within their group.

Formal assessment is carried out half-termly using the R.W.I. phonic checks. This allows for achieving homogeneity within each group and indicates the correct access point for new entrants.

### **Monitoring and Review**

The R.W.I. manager (KS1 Leader);

- organizes tests for all KS.1 pupils and designates pupils to the correct groups half-termly
- assigns leaders to groups



- 'drops in' on R.W.I. groups to give advice and to informally check that pupils are in the correct groups
- where necessary models lessons
- speaks with the head teacher regarding groupings, teaching spaces, resource issues
- is responsible for reporting to the governors curriculum committee about the quality of the implementation of R.W.I. and the impact on standards.

### **Key Stage Two Curriculum planning**

The National English Programme of Study 2014 details what is taught in the long-term, while the Chacewater Curriculum identifies purposeful cross-curricular links with other subjects.

Medium-term plans are adapted from the framework and give details of the main teaching objectives for each unit. These plans define what is taught, and ensure an appropriate balance and distribution of work across each unit covering a range of genres.

Weekly short-term planning details the objectives and the differentiated activities, including support, where appropriate. This is followed through with teacher assessment against the learning outcomes.

### **Provision for Writing Composition**

Children need to understand from an early stage that much of their writing will be read by other people and therefore needs to be suitable for the audience, purpose, accurate, legible and set out in an appropriate way. It is important therefore, that writing is purposeful. Pupils see the writing process modelled by the teacher especially in the context of shared writing using APO (Audience, Purpose, and Organisation). We teach writing through a combination/balance of approaches across a week, a fortnight or a block of work:

- Familiarisation - planned time to read with and to the children so that they become familiar with the language and structure of the texts; opportunities for purposeful browsing and independent reading; access to a range of examples of a particular genre/form both in the class library and in topic areas
- Problem solving- discussion about the texts read during the familiarisation stage: comparing, identifying and making decisions about the specific features and language of the genre; time and opportunity for children to investigate examples of the specific genre/form, e.g reconstructing cut-up text, labelling sections, highlighting language features; joint construction of a simple framework/chart, the headings of which will provide a scaffold for the children's writing



- Modelled Writing- Teacher, as the expert, demonstrates the writing process. The teacher articulates the process 'talking as a writer' and emphasizes specific teaching points related to the lesson objectives
- Whole class shared writing - Supported composition
- Guided writing - this provides further opportunity to teach the focussed objectives of the shared session. Children are grouped on the basis of ability and need. Teacher analyses writing, priorities a focus and sets targets.
- Supported writing in groups with the teaching assistant or adult helper
- Working with response partners
- Independent writing - this enables pupils to consolidate skills and to reinforce their knowledge and understanding of the purposes for writing
- Reviewing & Revising - During independent writing, pupils should be taught to regularly and continuously read their work through and make improvements and adjustments at word, sentence and punctuation level. This should be explicitly demonstrated by teachers in their own writing shared with the class.
- End of Unit Task - an independent writing task is set, a 'toolkit/marking ladder' is available, assess current targets
- Distance Task - Two weeks after the end of a block an independent task is set using Writing Journals, this piece is marked using 'Roz Wilson Criterion Scale' (Appendix), assess current targets and set new ones.

The focus of Key Stage 2 is on; composition, sentence structure and text organisation of different text genres. With a progressive emphasis on the skills of; planning, writing, proof-reading and editing writing.

Timings of different parts of the lesson should fit the purposes of the intended focus for learning. Teachers should ensure that the elements of direct, inductive and exploratory approaches to teaching are appropriately planned according to the skills and knowledge to be taught, and are underpinned by a regular review of learning in order to refine the next steps and teaching approach. There are lessons where the emphasis is on technique and the teaching is quite directive: there are lessons where the directing is less evident and teachers use carefully chosen activities and well-directed questioning.

Key Stage 2 Literacy lesson follow the following structure:

**Warm-up Activity** - Fast paced and interactive based on word/sentence level activities from the revised framework.

**Main Lesson** - The WALT is displayed and discussed

**Group / Independent work** - differentiated

Children are clear about what they were expected to achieve and how much time they have to do it in. High expectations and appropriately challenging and differentiated tasks are set.

**Reminder** prompts - that reiterate the learning goal

**Scaffold** prompts - check-list of qualities the children should look for in their own writing as well as a writing frame. The level of scaffolding may not be necessary for the more able children. However by providing such supportive resources, all children, whatever their ability, will be able to attempt the task.

### **Plenary**

This is a vital element of the lesson and can be used to; (i) informally assess children's understanding of basic concepts and skills, (ii) to provide an opportunity for children to share their work and receive feedback and (iii) to resolve issues arising from the lesson and provide a forum for collaborative problem solving.

Grammar and Punctuation is taught; explicitly once a week; opportunities to practise and apply these skills is then incorporated into the daily warm-up activities and literacy sessions. Pupils are taught the terminology and concepts set out in the English Program of Study 2014 Appendix 2 supported by Pearson Grammar and Spelling Bug Online

### **Writing Transcription**

#### **Spelling**

The Chacewater spelling program is a structured whole-school scheme designed to develop pupils' spelling skills and knowledge systematically and progressively.

The program is based on the Schofield&Sims Spelling with reference to Literacy Programs of Study 2014; DfES Spelling Bank publication; Letters and Sounds; RWInc; Collins Primary Focus SPaG resource.

This spelling Program is introduced once pupils have a basic understanding of letter - sound relationships and have completed RWinc Speed Sounds Set 2.

### Appendix

#### Spelling Program

#### **Handwriting**

Aim - To produce clear, well formed, legible writing that is consistent and neat in appearance.

Teachers have high expectations in the presentation of work in all areas of the curriculum. Handwriting is taught discretely three times a week, using the 'PenPals' Handwriting Scheme. The teacher demonstrates the correct letter formation and the children then have the opportunity to practice it. As children master joining and correct formation, the focus should be on writing neatly, consistently and at a reasonable speed.

In addition CDs for PenPals are installed on the computers:

1. The children can follow the letter as it is written by the computer in conjunction with learning the letter strings.
2. Comic Sans font used in Foundation and Key Stage 1 / 2 to print children's worksheets. This font is compatible with the PenPals Handwriting Scheme. This enables the children to read words in the same format that we wish them to write and provides a good model for their own writing.

Children should begin to join in Year 2 and should join consistently from Year 3 onwards. Pens should be given when a consistent style is achieved and all children should use pens from Year 5 onwards. This should be used consistently in all curriculum areas.

Handwriting intervention groups can be accessed for those children who require further support.

#### **Assessment and Target Setting**

Assessment for Learning (AfL) takes place on a daily basis. Learning objectives are shared with the children and expectations set. Children are made aware of

what success will look like and are involved in evaluating their own learning.

Outcomes from AfL inform future planning.

Formal assessments in writing take place termly in line with the school's Assessment Policy. Analysis of performance informs target setting. Children are made aware of their own targets for development through child-friendly statements, recorded on individual Writing Target Cards (Appendix).

### **Expectations at the End of the Year**

Formal Assessment is made using the Roz Wilson Criterion Scale

Year 1 - Standard 1S

Year 2 - Standard 2S

Year 3 - Standard 3S

Year 4 - Standard 4S

Year 5 - Standard 5S

Year 6 - Standard 6S

### **Inclusion**

We aim to provide for all children so that they achieve as highly as they can in Literacy according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and will take steps to improve their attainment. Gifted and Talented children will be identified and suitable learning challenges provided.

Quality first teaching is provided for all children at Wave One through differentiated planning. Intervention programmes will be used as appropriate for children who need additional support at Wave Two. Where children need further support, this will be provided through an IPM (Individual Provision Map) Refer to SEN Policy.

### **Equal Opportunities**

The governing body will pay particular attention to matters of equality and diversity; it will seek to ensure that the school abides by the statutory duties of the Equality Act 2006, and that no child is treated unfairly because of race or ethnic background, gender or disability.

### **Parental Involvement**

We value parent involvement in children's development of Literacy and promote home school partnership in the following ways:

- Sharing information - newsletters, curriculum letters, reading diaries.
- Homework - in line with our homework policy and home/school agreement
- We ask parents to encourage and monitor home reading and discuss book preferences with their children.
- CRB checked parents and community volunteers are welcomed into the school to support children in Literacy.

### **Conclusion**

This policy should be read in conjunction with the following school policies:

Teaching and Learning

Assessment, Recording and Reporting

Special Educational Needs

ICT

Health and Safety

### **Review**

This policy was reviewed in September 2015

Emma Law English Subject Leader

Review date: September 2017