

English contributes to the school curriculum by developing pupils' abilities to speak, listen, read and write for a wide range of purposes, using language to learn and communicate ideas, views and feelings. It develops understanding and appreciation of a wide range of texts. English enhances pupils' ability to give critical responses to what they read and hear in a variety of media and to participate in role play and drama. It encourages the study of language, looking at the patterns and structure of English and how language is used in different contexts.

This policy statement reflects the values and philosophy of the school in relation to English. It provides guidance to be read in conjunction with National Curriculum guidelines and Early Years Foundation Stage guidance. The policy will be reviewed in 2017/18.

At Beckstone Primary School we believe that speaking, listening, reading and writing are inseparable. These are best developed through work that integrates and links the necessary skills.

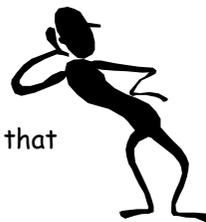
LITERACY SKILLS PROVIDE ALL PUPILS WITH THE MEANS TO ACCESS A BROAD AND RICH CURRICULUM.

AIMS

To develop in our pupils the ability to communicate effectively in speech and writing and to listen with understanding.

To make them enthusiastic, fluent and responsive readers and writers who can learn and gain pleasure from the written word.

To develop the skills of each child to the highest level.



SPEAKING AND LISTENING

At Beckstone Primary, we believe that speaking and listening form the foundations of all learning in English. In both formal and informal situations, we create and facilitate opportunities for conversation, discussion and talk around learning. Questioning forms the basis of our teaching and we strongly encourage children to be inquisitive and to share their thoughts confidently in a supportive environment.

Pupils have opportunities:

To listen to stories on a regular basis.

To listen with sustained concentration.

To respond appropriately when listening to others showing increasing levels of understanding.

To speak clearly expressing their ideas to a range of audiences adapting speech to different situations.

To respond appropriately to a variety of questioning techniques.

To take part in group discussions and work confidently with others.

To participate in drama activities including class assemblies for parents at regular intervals.

To know and use the vocabulary and grammar of Standard English whenever appropriate.

READING

Our priority is both the teaching of reading skills and the enjoyment of literature, enabling children to become lifelong, confident readers. As children

begin to read, we focus on decoding, primarily through phonics in addition to other strategies e.g. whole word recognition, rhyme and context. As children build fluency, comprehension skills become our main area of focus and questioning looks at skills such as re-telling, inference and prediction. We believe that high-quality literature is key to motivating children to read. Using high quality texts instills in children a love of literature and to embed this, children throughout the school are read to whenever possible and high quality texts are used as a basis for literacy teaching.

Within school we aim to promote a love of reading and books in all our pupils by:

Browsing, sharing and enjoying books with teachers, family and friends.

Reading for enjoyment, evaluating and explaining preferences.

Encouraging parents to support their children in learning to read.

Providing a wide range of quality text for home and school reading.

Sharing good quality literature through storytelling to all children on a very regular basis.

Encouraging extensive reading for enjoyment.

Teaching children to read accurately and fluently using a wide range of strategies.

Helping children understand and respond to a range of fiction and non-fiction using inference and deduction where appropriate.

Developing skills needed for independent reading.



Encouraging them to take an interest in all kinds of books and print around them.

Learn a variety of approaches to reading including phonic, graphic, syntactic and contextual clues to interpret text.

Read progressively more demanding texts, gaining confidence, fluency and understanding and having access to a variety of genres.

Use the library to select books for enjoyment and information.

TEACHING OF READING

PHONICS

In EYFS and KS 1 there is a strong emphasis on the teaching of phonics. In EYFS phonics is taught through a multi-sensory approach using Jolly Phonics to deliver Letters and Sounds content. In KS1, teachers build on that foundation using Letters and Sounds so that pupils are taught to:-

Discriminate between the separate sounds in words.

Learn the letters and letter combinations most commonly used to represent these sounds.

Read words by sounding out and blending the separate phonemes.

Spell words by segmenting the phonemes and using their knowledge of letter-sound correspondences to represent the phonemes.

Phonics is taught in a lively and interactive way to make it an enjoyable experience. Wherever possible phonic teaching is linked to handwriting activities. Phonic progression is closely monitored. Each child is assessed as they progress through the phonic phases. A variety of interventions are used to support children when needed, such as small group input, one to one and home activities.

Letters and Sounds continues to be taught in lower and upper KS2 as required.

ORGANISATION

In Reception and KS1 children have guided reading sessions where teachers work with a small group of children on specific objectives and targets. In addition to this teachers will hear children read individually on a regular basis.

In KS2 there is additional time beyond the literacy lesson devoted to guided reading. Pupils are grouped according to ability and teachers work with each group once a week, focusing on specific objectives and targets

Shared Reading. This happens throughout the curriculum and is used to model the reading objectives and teach reading strategies.

Supported Reading. Teaching assistants work closely with class teachers to provide additional support to ability groups or individuals

Independent Reading. Pupils are encouraged to choose independent reading texts from a wide variety of books and are given a home /school reading record so that parents can be involved in reading choices. We have an extensive range of books specifically for home readers. Some of these books have take home cards to support parental involvement.

WRITING

At Beckstone Primary School, we strive to create an environment that will promote both reading and writing. Teachers carefully plan writing to link to the termly topic, ensuring that there is a purposeful outcome to each piece of writing. In order to ensure that all pupils learn to be confident writers we encourage children to write creatively whilst teaching key writing skills explicitly and

systematically. Writing takes place daily within English lessons and in other lessons linked to the wider curriculum. Extended writing is encouraged and developed at all times.

Within school we encourage children to write with purpose, interest and enjoyment by:

Providing a wide range of writing opportunities across the curriculum.

Showing children how to write in a variety of forms and for a variety of audiences.

Teaching children how to use punctuation and grammar to make meaning clear.

Teaching a legible handwriting style using the Nelson handwriting scheme.

Providing children with the knowledge and strategies to become confident and accurate spellers.

Developing and extending vocabulary by fostering a love of words.

Teaching children how to evaluate and improve their own writing.

TEACHING AND LEARNING

In Foundation Stage children have daily literacy activities.

In Key Stage 1 and 2 children have a daily literacy lesson which includes a balance of whole class, group and individual activities.

In Key Stage Two children work in a variety of groupings with work differentiated accordingly.

We teach writing through a combination of approaches:

Whole class shared writing with teacher demonstration and modelling of writing. High quality texts are used as a model for shared

writing. Shared writing is used to model the writing objective and link to grammar, punctuation and spelling work.

Independent writing where pupils reinforce and develop their knowledge and understanding of the various text types of writing by practising the necessary skills.

To show that we value the writing process, some pieces are 'published' in our Writing Treasury or are around displayed school.

Teachers ensure that:

A purpose and audience for each piece of writing is decided from the outset;

We provide stimulating first hand experiences and creative purposes for writing

Writing is taught as a sequenced activity;

Teachers provide regular helpful feedback through marking - *see Marking Guidance*

Time is planned into lessons for children to respond to literacy marking and feedback;

Writing is, in the main, linked to class topics to promote engagement;

We ensure progression in complexity of tasks and reading material year on year;

We build stamina for writing by providing opportunities to write for extended periods;

Peer and self marking is encouraged as an additional way for children to respond to writing.

Transcription and composition objectives are derived from 2014 National Curriculum requirements.

Pupils will experience a balance of fiction, poetry and non-fiction writing and will have regular opportunities to write independently.

There is a period of time to teach the features of a genre of writing with opportunities to practise writing in a variety of ways to accommodate different learning styles.

SPELLING

Understanding how to spell correctly is important in supporting children to organise their thinking around language. Knowing how to apply spelling rules and recognising key words is empowering for children. Spellings plays a significant part of standardised assessment and is taught throughout the school using No Nonsense Spelling. At Key Stage 1, a new spelling rule or phonic sound is introduced regularly and relevant spellings taught e.g. through mnemonics, word sorting and spelling games.

Key Stage One pupils are encouraged to 'have a go' in their first drafts and use word banks when writing;

We use the 2014 National Curriculum as a guideline as to which spellings should be taught in which year group. In addition to this, Key Stage 1 focus on high frequency 'tricky' words;

Children practise three spelling corrections in their literacy books - chosen by their teacher as 'ones they should know' - as part of their response to marked work;

We link handwriting to common spelling patterns;

From Year One, children are actively encouraged and taught to proof read their writing for spelling errors;

In addition to in-class focus on a spelling, the focus spellings can also be given to children as part of their homework;

HANDWRITING

We place value on children taking pride and care over their work and handwriting is a key part of this. In the early years there is a big emphasis upon fine motor skills and we use a range of resources to practise these basic skills. This moves into correct letter formation with a focus on both upper and lower case letters.

From Reception onwards, we use the Nelson Handwriting scheme as the basis for our teaching, this links handwriting to common spelling patterns;

We take the view that handwriting should be taught little and often - at least 4 X 15 minutes in Key Stage One and at least 2 X 15 minutes every week in Key Stage Two;

We use cursive script and encourage children to join their writing as soon as they are forming their letters correctly;

Extra handwriting groups occur in classes throughout the school where the class team feel that additional handwriting support is needed.

Grammar

An understanding of how to use grammar correctly, use relevant meta-language and identifying word classes and sentence types is taught both in the context of a piece of writing and explicitly in whole class work. Linked to the National Curriculum guidelines for year groups, grammar is taught and planned to fit in with relevant genres of writing.

We start with the basics of sentence construction including full stops and capital letters;

Children begin to identify word classes early on (noun, verb, adjective, adverb);

We follow the 2014 National Curriculum as guidance as to what is taught in each year group and from this, have devised a specific structure for our school detailing expectations year by year. See *Appendix 2*

THE READING BUS

All children from Reception onwards have an allocated session in The Reading Bus for book browsing and reading activities.

MARKING

All work will be marked in accordance with the school marking policy.

HOMEWORK

(See homework policy)

In Foundation Stage children take home books to share with parents.

In Key Stage 1, we ask parents to spend time each night reading with their children. They are welcome to record comments in their child's reading record.

Children will also be given additional literacy homework.

In Key Stage 2 children are expected to read for at least 20 minutes each night and are given English homework weekly, linked to lesson objectives. These will include regular writing activities. We hope parents will encourage and support children with this. There is evidence to show that parental support makes a difference to children's progress.

ASSESSMENT

(See assessment policy)

Formative assessment in Reading

In Nursery and Reception, children are assessed in their early literacy development against the 'Development Matters' goals;

From Year One onwards, teachers regularly set guided group reading targets and related objectives that are shared with children in this context;

Appropriately levelled books are then provided until a child reaches Stage 15 ORT

Summative Assessment in Reading

- ❖ Year 1 take the end of year **Phonics** test in June;
- ❖ Children in Year 2 and Year 6 take end of Key Stage national tests which examine a range of reading comprehension skills;
- ❖ PIRA Reading tests are carried out across the whole school. Children are tested three times a year. Tests are diagnostic and provide targets

for development inline with our school assessment system.

Formative Assessment - Writing

- ❖ **Success criteria:** for written work, children are given 'Steps to Success' (success criteria) which they can use to help them reflect on the structure and language features of their own writing.
- ❖ **Green marking** -At the end of a piece of writing, the teacher marks work looking for where the child has achieved the learning objective. The LO is then highlighted in green.
- ❖ Where a child has become confused and needs more assistance, the teacher highlights this and provides a prompt for improvement.
- ❖ After highlighting an area for improvement, the teacher will prompt the child to help them improve their work in one of the following ways:

Example Prompt -The teacher writes example sentences which are an improvement on the child's writing but crucially within their ability level, extending and supporting them in equal measure. The child selects their preferred sentence.

Scaffold Prompt - Then teacher starts off a sentence which the child then completes. This is slightly more difficult than an example prompt.

Reminder Prompt - This is the most difficult of the prompts. The teacher writes a note telling the child to improve a specific sentence or part of their work, giving them a few pointers but generally

allowing the child to reflect themselves on what needs to be done to achieve a better outcome. These prompts will be age appropriate.

Summative Assessment in Writing

- ❖ At the end of Key Stage 1 and 2, writing standards are teacher assessed. There is no external assessment of composition, however we routinely moderate our levels. As we do half termly assessments these, along with the children's literacy books, help to form a profile for final teacher assessments at the end of Year 6;
- ❖ An externally set and assessed Spelling and Grammar ('SPAG') test take place in Year 6.

ROLE OF THE CO-ORDINATOR

Monitor lessons and weekly planning.

Provide CPD

Audit, purchase and co-ordinate resources and manage the English budget.

Provide advice

Create termly action plans.

Carry out book scrutinies and interviews with children.

SPECIAL NEEDS

(See special needs policy)

Differentiated work will be provided for children as appropriate and as a result of screening children may receive additional literacy support through ELS in Key Stage 1. Pupils working below S1 in KS2 are assessed against the PIVATS.

Specialist Reading resources like Jelly and Bean, POPS and Springboard are stored in individual classrooms.

GIFTED AND TALENTED

We aim to include accelerated and extension activities for the more able children.

EQUAL OPPORTUNITIES

Teachers set high expectations and provide opportunities for all pupils to achieve, including girls and boys, pupils with disabilities, pupils from all social and cultural backgrounds and gifted children.

Teachers are aware that pupils bring to school different experiences, interests and strengths which will influence the way in which they learn.

Teachers aim to plan their teaching and learning so that all pupils can take part in lessons fully and effectively.

INFORMING PARENTS

It is the schools aim to involve parents fully in all aspects of Literacy. Parents meetings are held throughout the child's time in school to share policy and to involve them in the important process of developing reading and writing skills. Reading records are shared with parents and they are actively encouraged to participate in activities that help to develop a love of reading.

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English Policy