

# Wilton & Barford CE Primary School



## Policy for English

**This Policy was adopted/updated:** 23<sup>rd</sup> January 2015

**This Policy will be reviewed:** January 2016

**Statutory Policy:** No

**Source:** LEA/School

Signed by Headteacher .....

Signed by Chair of Governors .....

Date: .....

## **Rationale**

This policy reflects the values and philosophy of Wilton and Barford CE Primary School in relation to the learning and teaching of English.

## **Speaking and Listening**

Throughout Foundation Stage, Key Stage 1 (KS1) and Key Stage 2 (KS2), children need to be given opportunities to express their ideas in speech, to describe their own ideas, to make plans and to take part in discussions and drama work.

In parallel to this, they have to learn to listen to others and to absorb what they hear. It is important that they learn the conventions of conversation: taking turns; allowing others to speak; responding appropriately to what has been said and valuing the opinions of others.

All members of staff at Wilton and Barford CE Primary have the responsibility to ensure that all children are empowered to speak and express their ideas.

Children should be encouraged to speak in a range of contexts and, as they grow older, adapt their style of speech appropriately.

Speaking and listening permeates all areas of the curriculum; the children learn from early on - to plan their work, listen to the plans of others, recall and assess their work and to listen while others recall. It is only when speaking and listening skills have been developed that children can effectively work cooperatively and collaboratively.

Children should:

- Encounter a range of situations, audiences and activities designed to develop pleasure in, confidence, competence and accuracy in speaking and listening skills and to appreciate that different contexts may require different linguistic responses.
- Develop oral abilities, particularly vocabulary at their own levels throughout the creative curriculum
- Develop listening and comprehension skills through a variety of means to include both reciprocal and non-reciprocal situations
- Express opinions and feelings in a secure environment and be able to justify their reasoning
- Gain an understanding of cause and effect, sequencing, prediction and recall
- Project their voices through reading or acting in school and church performances

## Reading

We have a colour banded system reading scheme in school which ranges from lilac to dark red. This begins with books which will help to develop children's phonic awareness and progresses through phonic knowledge and sight reading (tricky words). Upon completion of dark red band level, children will be free reading. Once a child has moved to a new band, they receive a certificate.

Reading books will be changed regularly and, from Reception onwards, children will take on responsibility for changing their books themselves.

Children are all provided with reading diaries. It is important that these are regularly monitored by parents and teachers/TAs. Older children also need to record their own reading in their record books.

Guided reading takes place four times each week.

Children should:

- Enjoy reading a selection of texts throughout the creative curriculum and during guided reading sessions whilst gaining an increased level of fluency, accuracy, independence and understanding
- Develop different strategies for decoding words such as breaking words down, using picture cues, recognising familiar short words within longer words, reading on to the end of a sentence etc
- Gather and retrieve information
- Display an ability to describe, predict and evaluate
- Use their reading skills as an integral part of their learning throughout the curriculum
- In both KS1 and KS2, we ask that parents hear their children read on a daily basis to support them in this vital part of their learning.

## Writing

Children from Foundation Stage to Year 6 should be given opportunities to write and the links between reading and writing should be made explicit. Children should be made aware of the importance of planning their writing. In Foundation Stage, this may be telling the teacher what they are going to write, whilst in Year 6, it may involve a planning grid or draft copy.

In the Foundation Stage, children should be encouraged to use emergent writing and any phonic knowledge to write freely (emergent writing) but should also see writing modelled by the teacher in Shared Writing sessions and phonics lessons. By the end of Reception,

most children should be confident in all their alphabet sounds and be able to use this knowledge to begin to spell simple words and write basic sentences. In Year 1, children will use their phonic knowledge to write simple sentences. By Year 2, children should be extending their own writing and considering their audience. In KS2 children should be writing independently and should begin writing in a variety of genres, for a variety of audiences. To facilitate and support extended writing, we have introduced 'Big Write' strategies and 'Talk for Writing' into our curriculum (see later sections on 'Big Write' and 'Talk for Writing;'). Across the school, there will be an emphasis on teaching correct grammar, spelling and punctuation conventions (see Grammar and Punctuation policy).

Writing occurs throughout the entire curriculum. Cross-curricular writing, for example, is used with story writing in RE, non-fiction writing in Science, Geography and History. It is the expectation that rules and strategies for writing will be used in all subject areas.

Children should:

- Take pleasure in creative writing with a positive 'can do' attitude
- Write creatively, both formally and informally in all curriculum subjects
- Write for different audiences, a variety of purposes and in a range of genres
- Form letters correctly leading to a joined, fluent, legible style of handwriting
- Be increasingly aware of the conventions of writing, including grammar, punctuation and spelling
- Work both independently and collaboratively on written tasks
- Use ICT competently as a medium to present their work
- To facilitate and support extended writing, we have introduced Big Writing into our curriculum (see later section on Big Writing).

Before children are able to write, they will need to see the process modelled and it is necessary for teachers/TAs to do this during English lessons where the intended outcome is writing.

### **Big Write/Extended Writing**

To allow children time for extended writing, Big Writing has been introduced from Year 1 to Year 6. The children will be writing independently, for at least 20 minutes in KS1 and at least 45 minutes in KS2, at least once a fortnight. They will be writing under Big Write conditions; they will have classical (calm) music playing in the background; an interactive flickering candle will be displayed on the whiteboard and they will be writing independently after having been reminded of the explicit skills used as part of Big Write - V - vocabulary, C - connectives, O - openers to sentences, P - punctuation. All of these will have previously been explicitly taught. It is expected that children produce good quality writing across the curriculum not just in specified Literacy sessions.

## **Spelling**

From Reception class through to Year 2, children participate in daily Letters and Sounds sessions. These are intended for children to develop an awareness of phonics to enable them to make progress with reading and increase their spelling ability. Children will be streamed for Phonics across KS1 according to their abilities.

From Year 3 onwards, children are taught spelling strategies, rules and patterns using targeted teaching, which will include spelling games and application of skills, such as writing their spellings into sentences. Teachers may use resources such as 'Spelling for Literacy' and 'Spelling Bank' to support their teaching; in addition each child is provided with a spelling booklet in which they have spellings linked to each week's pattern/letter string and words from their year group's word list.

Children are grouped, for spelling, according to their needs (so not necessarily within year groups but always within their key stage); they work in small groups. Some groups will be taught by teachers and some groups will be taught by teaching assistants.

All children are taught via working through using the strategy of 'Teach, Practise, Apply, Review' weekly.

## **Handwriting**

Foundation Stage need to provide a range of quality experiences which focus on hand-eye coordination, fine and gross motor skills to develop the skills necessary for mark making using a variety of tools. This leads to the more formal teaching of letter formation. Reception and Year 1 letter formation and handwriting is taught during phonics' lessons; each time a new sound is introduced, children are taught the correct formation. From Year 2 to Year 6, the school's handwriting style is based on the Nelson Handwriting Scheme.

Children should be encouraged to form letters correctly throughout KS1 and this should eliminate poorly formed writing in upper KS2. In Year 2, children should be taught to join their handwriting and the teacher should model joined writing whenever possible. Throughout Year 3 and 4, children will be expected to join their handwriting in all lessons and by Year 5 and 6, children should be consistently joining their handwriting whenever they produce written work. Handwriting is taught through Letters and Sounds in KS1 - at least three times weekly - and explicitly in KS2 - several times weekly. (See Handwriting Policy for more information). Wherever handwriting is consistently neat, cursive and legible, children earn pen licences allowing them to write with a pen across the curriculum.

## **Children with Special Education Needs (SEN)**

Wherever possible, we aim to fully include SEN pupils in the daily English lessons so they benefit from working with the whole class.

Where necessary, children who find it difficult to access our mainstream curriculum, work in a much smaller group with a specialist teacher in our Communication Resource Base.

### **Class organisation and teaching styles**

Class teachers are responsible for the organisation and planning within their class. They are responsible for implementing any training received and are expected to use Assessment for Learning to help children progress and achieve their potential. All teachers do their utmost to plan for individual needs within a class and value any support from home. There is a personalisation and differentiated section on Wilton and Barford's English planning format which all teachers need to use.

### **The Learning Environment**

Displays are used to support and develop the child's learning. On the English display in each classroom, there is the relevant genre to the current topic, labelled with the applicable features; a word bank of appropriate vocabulary and examples of children's own learning. In addition to this, every class has a colourful and relevantly levelled VCOP pyramid on display. Children additionally have a grammar wheel, for reference, which will contain the relevant terminology, its meaning and examples of its use.

### **Assessment, Recording and Monitoring**

All teachers have an assessment file which contains data from all pupil assessments. For Literacy we use Ros Wilson's assessment criteria to level written work; the English leader collects samples of Linked Learning from each class which, in addition to planning, SLT audits; the English leader then feeds back to the rest of the staff - good practice and needs for improvement. This happens in alternate terms. For reading, the children are assessed and progress through the levelled banding system mentioned above. Guided reading sessions take place four times a week, during which children's reading is levelled the key objectives from the 2014 English (reading) curriculum. Y6 take the National KS2 tests. Achievement in spellings is recorded weekly by the class teacher on a spreadsheet clearly labelled with the letter pattern/sound.

Children are given an English target, linked with grammar or punctuation, three times a year. Progress against these targets is regularly monitored and each class has a very visual wall display on which children can monitor their own progress; in addition, children have target ladders, in the front of their Linked Learning books; they can colour in a rung as they make progress towards their targets. Progress is indicated in books using a circled 'T'.

### **Monitoring and Evaluation**

Children's learning is marked daily. Teachers and teaching assistants use 'brilliant blue' when objectives/success criteria have been achieved and 'growing green' for any improvements which need to be made. Children use their 'growing green' formative comment to improve their learning the following lesson. Written formative feedback makes reference to the learning objectives and/or success criteria.

Book and planning audits of English (Linked Learning) books are carried out termly. The senior leadership team monitor progress, formative feedback and presentation across 3 abilities - higher, middle and lower and compare books across the school, from Reception to Year 6. Feedback is given to staff and targets are monitored and reviewed termly. Additionally the English leader monitors use of displays and resources which support learning.

Lesson observations of English Lessons are carried out 3 x yearly. In addition, Guided Reading and Spelling Lessons, books and planning are monitored annually.

### **Parental Responsibility**

We encourage parents to hear their children read out loud at least 5 times a week from YR to Y6 as we strongly believe if children can practise what they have learnt, they will become more confident readers. It is expected that children read for 20 minutes a day. This is also the case with writing; children need to practise using a pencil in order to allow their fingers to be strong enough to write. If parents do not work with the school on this, children often fall behind the rest of the class.

### **CHILD PROTECTION STATEMENT**

At Wilton and Barford Primary School, we believe that every child has the right to be safe and therefore to be cared for in a way that ensures her/his safety and meets her/his individual needs. We recognise that all children need protection at all times from anything or anyone that may cause them harm and work together following the Child Protection Policy to ensure this. We respect all members of the school's community and treat information with confidentiality.