



Silverhill Primary School
Policy for English

Policy No.

Issue date

Review date

July 2009

At Silverhill we believe that English is a vital way of communicating. English enables children to express themselves creatively and imaginatively and to communicate effectively with others

Aims for our policy:

- ⌚ To provide a language rich environment that promotes a culture of reading and writing;
- ⌚ To develop in pupils an interest in and a love of books and literature that will not only support their learning across the curriculum but also enrich their lives;
- ⌚ To value and use books as a basis for learning, pleasure, talk and play;
- ⌚ To teach children the craft of writing in order to develop in children the confidence and skills to write well for a range of purposes and audience;
- ⌚ Teach the basics - spelling handwriting and punctuation - to liberate creativity;
- ⌚ To foster in pupils the confidence, desire and ability to express their views and opinions both orally and in writing;
- ⌚ To value and celebrate diversity in culture and language.

Learning and Teaching

At Silverhill we follow the principles set out in the National Literacy Framework. Literacy is taught on a daily basis from Year 1- 6.

Teaching and learning takes place within a whole class setting (shared/modelled reading and writing) and within ability lead guided reading and writing groups. Within guided groups good practice is shared and modelled as in whole class setting and the children also work independently or with a partner on set tasks.

Teachers use a variety of interactive teaching methods to deliver the curriculum and achieve set learning objectives.

English is also taught through cross curricular links wherever possible.

In Foundation stage 2, Literacy forms the basis of one of the 6 areas of learning - Communication, language and literacy. Emphasis is on teaching Literacy through stories

and big books with strong topic links, child initiated learning through play, with some adult intervention, demonstration and use of the language.

Planning and Organisation

In Foundation Stage 2 Literacy is taught in differentiated groups throughout the day. It is predominantly topic based and reinforced with a balance of daily adult directed and child initiated activities.

Each year group, from Y1-6, plan units of work from the National Literacy framework. These units cover the phases of the 'Writing Sequence'. (See Appendix 1) Some of the Narrative units will be based on whole class novels.

The **first 2 weeks** of the autumn term will be focused on **basic Literacy skills- VCOP**, handwriting, speed writing etc... to identify any key areas for development, review and set targets and to deploy appropriate intervention strategies.

Each Literacy unit will cover outcomes for Speaking and Listening, Reading and Writing. Every lesson will include an element of sentence level work using Ros Wilson **VCOP** games' usually as a warm up at the start of the lesson. A planned writing session will take place every 2-3 weeks depending on the length of the unit.

Over the year each Year group will cover a balance of Narrative, Non-Fiction and Poetry text types. (See appendix 2) Key Non- Fiction units will be taught in term 1 so that children have the opportunity to apply the skills they have learned to other curriculum areas, over the year.

A clear set of end of year expectations are followed by each year group and incorporated into planning and assessment.

In each year group Literacy is taught by the class teacher. Lessons are structured following the primary framework guidelines ensuring independent learning along with a group guided session. The independent learning sessions are differentiated to meet the needs of the children.

In year 6 lower ability children are taught in a small group so their specific needs can be addressed.

Literacy is taught daily for approximately 1 hour and through other curriculum areas.

Speaking and Listening

Speaking and Listening forms a key element of the Teaching Sequence for Writing (See appendix 1) and is incorporated throughout the teaching phases of the Primary Framework. See also **Talk for Writing**.

Reading

Shared Reading

Shared reading takes place within the Literacy lesson; the teacher models the reading process to the whole class as an expert reader, providing a high level of support. Teaching objectives are pre-planned and sessions are characterised by explicit teaching of specific reading strategies, oral response and high levels of collaboration. The children join in, where appropriate with the reading of the text. The texts selected are quality texts that reflect the teaching objectives.

Guided Reading

Guided reading takes place as part of a guided session in at least once within a unit of work. During guided reading the responsibility for reading shifts to the learner. Guided reading takes place with a group of children, of similar ability. During a guided reading session the children read and respond to a challenging text with the teacher supporting. Texts of graded difficulty are carefully chosen and matched to the reading ability of the group. It is intended that guided reading provides a forum for children to demonstrate what they have learned about reading and to further develop and extend their reading and comprehension skills.

In Foundation Stage 2 guided reading takes place during the summer term.

Individual Reading

Children have access to graded books in a reading scheme, to support the development of their individual reading skills. Children start the reading scheme in FS2 and continue on this scheme until they become competent independent readers achieving level 3a in reading. They can then choose from a wide variety of books from the upper KS2 library. In FS2-KS1 the children take home 2 books per week from the reading scheme to read at home.

Once children reach level 2 on the reading scheme a 'Questions for Developing Comprehension' sheet is sent home in the home - school diary to help guide parents and encourage reading for meaning. (See Appendix 3)

In KS2 the children take 1 book home

In FS2- lower KS2, children are heard read individually by an adult in school at least once a week.

Reading is not restricted to the Literacy Hour. Many opportunities are provided for children to practise and extend their reading in other subjects. Reading for pleasure and enjoyment is given a high priority and sufficient time is set aside for this. For example in KS2 there is a daily 15 minute silent reading session.

Teachers also read a class novel or short story on a regular basis as part of a 'story time' session.

Letters and Sounds

Letters and Sounds is a focussed teaching strategy that teaches children how the alphabet works for reading and spelling.

Letters and Sounds are taught through 6 phases.

Phase 1 supports the development of speaking and listening.

Phase 2-5 is a systematic approach to phonics teaching and word recognition skills

Phase 6- focuses on word- specific spellings and the rules for spelling alternatives.

Letters and Sounds are taught as a discrete 20 minute session each day. Each lesson follows the structure of review, teach, practise and apply.

FS2 focus on the teaching of Phases 1-3

Year 1 - Phases 3-5

Year 2 - Phases 4-6

Year 3 - Phases 5-6

All children from FS2-Y3 have a Letters and Sounds book to take home and practise new sounds and spelling patterns, also to read and spell tricky words taught that week.

Writing

We teach writing through the units of work from the National Literacy framework. These units cover the phases of the 'Writing Sequence'. (See Appendix 1). From Year 1 to Year 6 children are given personalised writing targets to achieve.

Teachers establish the purposes and audiences for writing and make teaching objectives explicit to children so they know why they are studying a particular text or text type, the kind of writing activities they need to undertake and the nature of proposed outcomes.

Shared writing

Shared writing takes place within the Literacy lesson; the teacher models the writing process to the whole class as an expert writer, articulating the process. Teaching objectives are pre-planned and sessions are characterised by explicit teaching of specific writing strategies, oral response and high levels of collaboration. The children join in individually or through partner work, with the writing, where appropriate.

Guided writing

Guided writing takes place as part of a guided session in at least once within a unit of work. During guided writing the responsibility for writing shifts to the learner. Guided writing takes place with a group of children with **similar writing targets/needs**. During a guided writing session the children will write with a teacher supporting. It is intended that guided writing provides a forum for children to demonstrate what they have learned about writing and to further develop and extend their writing skills.

VCOP

VCOP will be taught on a daily basis to reinforce sentence construction. It entails focused fun activities that develop the children's understanding of effective use of vocabulary, connectives, openers and punctuation. It is applied through shared writing, guided writing, and independent writing and in all writing across the curriculum.

Spellings

In Y2/Y3, phase 6 of letters and Sounds focuses on the introduction of the spelling rules. Following on from this, spellings will be taught in KS2 through Spelling Bank using the objectives for each year group. The focus for these sessions is to review, teach, practise and apply taught spelling patterns in a fun and creative way. Spellings are taught in a discrete 15minute session each day.

Handwriting- see separate Handwriting Policy

Talk for Writing

Talk for Writing involves making explicit the processes and thinking involved in the writing process so that ultimately they can be internalised and applied by children in their own writing.

Talk for Writing will be embedded in every phase of the 'Writing Sequence'. The main principles of talk for writing are;

1. Book-talk

'Book-talk' is the extended opportunity to use **talk** to explore children's personal and collective responses to a text **as readers**.

2. Writer-talk

'Writer-talk' is the articulation of the thinking and creative processes involved in all stages of the act of writing; talk that helps children to think and behave like a writer (and consider themselves to be one).

3. Storytelling and story making

This involves the learning and repeating of oral stories, building children's confidence to Develop them through telling and then extending that development into writing; later creating 'new' stories orally as a preparation and rehearsal for writing. The sequence being **imitation, innovation and invention.**

4. Word and Language games

Talk games and activities are used to:

- stimulate and develop vocabulary (**VCOP**)
- 'warm up' the imagination, stimulate creative thinking (**VCOP, Story starters**)
- Orally develop a character
- Orally develop a setting

5. Role-play and drama

Techniques from the Primary Framework are used- 'hot seating' 'conscience alley'etc...

Talk for writing strategies will be used frequently both within literacy lessons and across the curriculum.

Children with Special Educational Needs and the More able children

Literacy lessons, tasks and materials are differentiated by the class teacher to meet the needs of individual children. Children identified as having Special Educational Needs may need greater differentiation of materials and tasks consistent with that child's M.E.P. A number of intervention strategies are used to develop children's specific learning needs in Literacy. These include 'Learn to read',' Learn to Spell', 'Word Wasp' and Literacy focussed 'Precision Teaching'. See policy for Special Educational Needs More able children will be challenged and motivated by greater differentiation of materials and tasks. The class teacher will also aim to identify those children who may be gifted in English and provide them with appropriate learning opportunities. See Policy for Gifted and Talented.

E.A.L.

Children for whom English is an additional language receive support from additional adults such as language support teachers and bi-lingual assistants work /advise/ work in collaboration with the class teacher to develop English language and so ensure full access to the curriculum. 'New to English 'software has been installed onto the network to support all children who are acquiring English as an additional language.

Inclusion

All children will be given opportunities to participate on equal terms in all Literacy activities and due consideration will be given to the principles of Inclusion.

Assessment, Records and Reports

Progress in Literacy will be monitored through ongoing teacher assessments:

FS2-children are assessed against the ELGs for Communication, language and literacy that form part of the Foundation Stage Profile.

Speaking and Listening-

- Progress is monitored using individual Tracker sheets completed in Terms 2,4 and 6

Reading-

- We use the BASII (British Ability Scales) Reading test throughout the school in Terms 1, 3 and 5 to provide each child with a Reading Age and identify children who need to take part in the 'Learn to Read Programme'.
- Regular use of Home School Diaries, Reading record sheets monitor progress through the school's reading scheme
- APP (Assessing Pupil Progress) tracking sheet is used to record the National Curriculum level each child is working at. GGR is used predominantly to assess specific learning focuses on the APP.

Letters and Sounds-

- Children are individually assessed against a sound and tricky word list each week.
- Progress through the Phases is assessed at the end of each half term.
- The LA Letters and Sounds tracking sheet is completed at the end of each half term

Writing

- Whole school writing assessments are carried out at the end of each half term. Three of the writing tasks are Literacy based, three are from other curriculum areas
- Children have individual writing assessment books started in Term 6 in FS2. This forms a record of writing progress from FS2- Y6
- Writing is assessed against the 'Ros Wilson Criteria' to achieve a NC level
- The 'Ros Wilson Writing Criteria' are used set personalised writing targets
- At the end of the Summer term the APP tracking sheet for Writing is completed for each child, using the APP cross referenced Ros Wilson Criteria.
- Moderation of writing assessments and writing scrutinises are carried out termly.
- Children's progress against end of Year Expectations are tracked annually.

The National Curriculum levels that the children are working at are entered into POLLY, the whole school data tracker twice during the academic year. This allows children's progress in English to be monitored from FS2 to the end of year 6. POLLY also calculates the value added.

Results from Y2 SATs and Y3-Y5 Optional SATs are used to inform teacher assessments, made for reading and writing. Y6 undertake statutory SATs for reading and writing at the end of Y6. National Curriculum levels are reported to parents.

The Annual Reports to parents, inform the parents of their child's progress and attainment (based on teacher assessment) in English for the academic year. Children's work in English is marked in accordance with the school's Marking Policy.

Resources

English resources such as reading scheme books, dictionaries and Big Books are stored within classrooms or in year group shared areas.

Cripps handwriting books and general teacher resources are stored centrally.