



Silverhill Primary School
Policy for English

Curriculum

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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, speaking and listening;
- ⌚ 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, Literacy is taught on a daily basis from FS2- Yr6.

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, English includes Communication and language, a Prime Area of Learning and Literacy, a Specific Area of Learning. 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 daily in a 10-15minute focussed class time. 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 2 week units of work on a specified theme or text type. Over the two weeks the phases of the 'Writing Sequence' are covered. (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** which include: handwriting, descriptive writing, punctuation, grammar and vocabulary etc... to identify any key areas for development, review and set targets and to deploy appropriate intervention strategies.

Each 2 weekly plan will cover outcomes for Spoken Language, Reading and Writing. A planned writing session will take place every 2 weeks, which will be quality marked by the class teacher and children will be given the opportunity to respond to marking (See Marking Policy).

Over the year, each Year group will cover a balance of Narrative, Non-Fiction and Poetry text types. In each year group, except years 5 and 6 (where setting takes place) Literacy is taught by the class teacher. Lessons are structured to ensure that independent learning along with a group guided session takes place each day. The independent learning sessions are differentiated to meet the needs of the children. Where appropriate, 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.

Spoken Language

Spoken language forms a key element of the Teaching Sequence for Writing (See appendix 1) and is incorporated throughout the 2 weekly planning cycle and across other curriculum areas. 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 children are introduced to the guided reading process in the Autumn term, starting with discussion books.

In Key Stage 2, teachers monitor and check each child's reading diary in this guided reading session.

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 a Stage 3 Secure band. 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 Stage 2 Emerging on the reading scheme (Orange stage) 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 2) .

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.

In Years 5 and 6, children take part in the Free-Readers Book Scheme, where they have access to more challenging books. Children must read ten books in each section (Bronze, Silver, Gold, Platinum), which is then checked by their teacher. Badges are awarded when completed.

Reading is not restricted to the Literacy lesson. 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.

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 is 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 1-4

Year 1 - Phases 4-5

Year 2 - Phases 5-6

In years 3 and 4 the teaching of Letters and Sounds continues for small groups of children who still need to develop their phonic knowledge.

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 2 weekly units based on a text type or theme. 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.

Throughout Key Stage 2, a strong emphasis is placed on the importance and development of **planning for writing**. Children are taught how to plan their writing, with set planning 'skeletons' being used to plan all non-fiction text types.

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 2 weekly unit. 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.

Spelling, Grammar, Punctuation (SPAG) and Vocabulary:

In FS2 and Y1 children start to learn to spell common high frequency and 'tricky' words. In Y2 phase 6 of letters and Sounds focuses on the introduction of the spelling rules. Spelling is taught in KS2 through the Support for Spelling programme. The focus for these sessions is to review, teach, practise and apply taught spelling patterns in a fun and creative way. SPAG is taught in discrete 15minute sessions in KS2. During these sessions, spelling patterns, rules, grammar and vocabulary related ideas are explored, both explicitly and in context. In Year 6, children carry out vocabulary related activities as part of their registration activity each morning.

SPAG and vocabulary is also embedded discretely within the two weekly teaching cycle, with children carrying out independent, fun activities.

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
- 'warm up' the imagination, stimulate creative thinking
- Orally develop a character
- Orally develop a setting

5. Role-play and drama

Techniques such as 'frieze framing', 'hot seating' and 'conscience alley' are used as part of the Talk for writing element of the writing sequence.

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 Read' and Write', 'Learn to Spell', 'Physical Literacy', 'Talk, and Learn', 'Word Shark' '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.

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 on-going teacher assessment

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

Spoken Language-

- Progress is monitored through ongoing teacher assessment as part of the assessment cycle.
- In FS2 children are assessed using 'Language Link' on entry to school.

Reading-

- We use the BASIII (British Ability Scales) Reading test throughout the school. The test is carried out at the end of each term. It provides each child with a Reading Age and helps to identify children who need to take part in the 'Learn to Read Programme'.
- Regular use of Home School Diaries, Reading Diaries and Reading record sheets monitor progress through the school's reading scheme.
- GGR is used predominantly to assess children's progress towards specific learning focuses against the Assertive Mentoring tracking system.
- The Assertive Mentoring Programme tracks children's progress against National Curriculum stages and are updated at the end of every half term
- Optional SATs are used in the Summer Term for Y3-5

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 term.
- The LA Letters and Sounds tracking sheet is completed at the end of each term.
- In Year 1, children undertake the 'Phonics Check' in June of each year.

Spelling

- Spelling is assessed as part of the writing assessment procedure
- During assessments of Letters and Sounds, children are assessed on their ability to spell tricky words
- In Year 6, children are assessed as part of the 'SPAG' test.
- The Single Word spelling test is carried out with children at the end of Y1, then at the start of the Autumn term and end of the Summer term for Y2-6

Writing

- Writing assessments are carried out throughout the year.
- Writing is assessed against the Age Related Expectations
- Moderation of writing assessments and writing scrutinises are carried out half termly

Outcomes of pupil attainment and progress are entered into the whole school data tracker six times during the academic year. This allows children's progress in English to be monitored from Yr1 to the end of Year 6.

SATs

Results from Y2 SATs and Y3-Y5 Optional SATs are used to inform teacher assessments, made for reading and writing (in Year 2). Y6 undertake statutory SATs for reading and SPAG at the end of Y6. National Curriculum age-related stages 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. (Part of the school Assessment policy)