

Worfield Endowed
Church of England Primary School



POLICY
FOR ENGLISH

INTRODUCTION

Literacy is a fundamental life skill; it develops the children's ability to communicate effectively – to listen, speak, read and write for a wide range of purposes.

Children are enabled to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as non-fiction and media texts.

Children gain an understanding of how language works by looking at its patterns, structures and origins.

Children use their knowledge, skills and understanding across a range of different situations.

AIMS

At Worfield Endowed Church of England Primary School we aim to develop in all children:

- A love for reading where pupils choose to read frequently for enjoyment and information
- The ability to read easily, fluently and with good understanding
- A strong command of the written and spoken word in order to communicate and respond effectively
- A high awareness of audience and the ability to adapt their language and style for different purposes/genres and audiences
- An interest in words and their meanings to acquire a wide vocabulary
- A good understanding of grammar and punctuation
- A legible fluent handwriting style
- The confidence and competence to produce high quality writing and solve problems through the application of knowledge and skills
- The power of imagination, inventiveness and critical awareness

OBJECTIVES

- To provide a language rich environment that promotes a culture of reading and writing
- To develop in children a love of books by exposing them to a wide variety of quality books

- To teach the basic skills of writing daily – grammar, spelling, handwriting and punctuation – to liberate creativity
- To foster in children the confidence, desire and ability to express their views and opinions both orally and in writing
- Enable all children to reach their full potential in becoming primary literate pupils by the time they leave at the end of Year 6 irrespective of race, gender, disability or special needs
- To identify pupils who require additional support and intervene at an early stage

PLANNING

We provide staff with a yearly overview of both genre and key skills (which include grammar, word/sentence level, spelling and punctuation) (*See appendix 1*). This ensures an even balance and distribution of genres and key skills studied across each term, and embeds these key skills across the key stages to ensure progression.

(*See appendix 2*) For fiction genres, a story map may be used for the journey through the story, which children can then use to orally tell the story before writing. For non-fiction texts the Sue Palmer skeleton model is used to plan each section of writing. These can be found on the school server under Literacy resources.

TEACHING AND LEARNING

Speaking and Listening

The ability to speak and listen is fundamental to pupils' language and social development. It is an essential tool for all areas of the curriculum, as talk underpins learning and thinking. It is vital that its significance is recognised by pupils, parents and teachers. Pupils need to be provided with many and varied contexts for talk, but they also need direct teaching in the skills of speaking and listening. Speaking and listening across the curriculum are important vehicles for developing written and oral language skills. The learning environment should encourage all pupils to feel secure in developing their speaking and listening skills, and in making contributions to group and class discussion. We teach drama and debate within literacy and beyond and promote the use of Response or 'talk' Partners i.e. providing, within the class, a selection of partners for each student with whom they feel comfortable and with whom they share ideas, opinions and planning.

READING

Reading for enjoyment

The active encouragement of reading for pleasure should be a core part of every child's educational entitlement. Extensive reading and exposure to a wide range of texts make a huge contribution to students' educational achievement. At Worfield we have created a Literature Spine from EYFS to Y6 where six books are selected per year group to read to the children as "reading widely opens up a treasure-house of wonder and joy for curious minds. Every classroom has a designated book area which the children should use for both pleasure and independent research. The library timetable (*See Appendix 3*) ensures the provision for each class to have a designated library time, giving them access to a wealth of reading material for reading for pleasure, storytime or research.

Comprehension

At Worfield we have adopted the 5P's principle for reading comprehension. This consists of

- **Points of View**- Discussing what the child liked or disliked about the book, or the part read? What did they like best? Why? Was there anything they didn't enjoy? Was there anything that really annoyed them? What did they think about the illustrations? Was the font easy to read? Would they buy it or borrow it from the library? Why/why not?
- **Patterns and connections**-This looks at links and patterns in the way the story is told, the way the story is written, or the way the tale unfolds. Any connections with other books they have read / other parts of the book / own experiences? Have they read any other books by this author? Were they similar in any way?
- **Puzzles**- Can they state what puzzled them about the book .Any initial thoughts about what is going on, why or how? Do the characters seem real and believable and do they interest them? Are they easy to understand? Do they do what they expected them to do?
- **Possibilities**- This is where they suggest any possible answers to the puzzles identified? Is there anything they would change ?If they were the author, what part of the book would they be proudest of? If they were the author, would they write a sequel? Do they know anyone like the characters in this book? Would they like to turn any of the people they know into a character in a book?
- **Predictions**- This is thinking about what might happen next and / or what might happen after the book ends. What might the next book by this author be about? See *Appendix 4* for descriptions & activities

Word reading- Phonics

We aim to provide high quality phonic work, so that children have the knowledge, skills and understanding to apply the process to both spoken and recorded language. We recognise that word recognition skills are crucial in enabling children to read fluently, freeing them up to concentrate on the meaning of the text. Letters and Sounds is a systematic approach, which is designed to help staff teach children how the alphabet works for reading and spelling. All children who are on the phases linked to letters and sounds are routinely assessed and monitored by the class teacher and progress is recorded throughout the year. A phonics screening test is carried out as a statutory assessment in Y1. Children identified as requiring additional phonics intervention are given additional support in , to address gaps in their phonic acquisition. This time limited programme of phonics work is aimed at securing fluent word recognition skills for reading by the end of KS1 and as an intervention in KS2. Phonics is taught in pure year groups so that the children receive age appropriate provision. Any catch up/intervention will be delivered in addition to whole class session. **Appendix 5** contains the DfE Phonics tracking sheet which should be completed half termly and sent electronically to the Literacy Co-ordinator.

Guided Reading Y1-Y6

The goal of guided reading is to enable learners to become independent, able readers, who understand and appreciate texts on their own without the teacher's help. Guided reading takes place in a small group, with a teacher or teaching assistant, and focuses on developing pupil's ability to become independent readers, thinkers and learners. The teacher is acting as the expert who guides the children through the text, providing signposts to the most important and most helpful features of the textual landscape. The pupils are grouped by ability and read individual copies of the same text, which matches the reading level of the group. Texts are selected from the school's guided reading resources. It will allow teachers to use a range of texts and questions to help develop pupil's comprehension skills. See Guided Reading Policy for the structure, resources and activity ideas. **Appendix 7** is the agreed guided reading record sheet which should be filled in after every guided session detailing areas children found difficult and recording next steps.

One to One Reading

At Worfield class teachers/TAs should hear the children read at least once per week. In addition to this, volunteer readers will hear children read on a one to one basis which will be directed by the class teacher. This will consist of parents and year 6 'Readits'. They will visit classes each day to listen to readers identified by the class teacher. Parent helpers will not hear children read in a class which their children resides.

Home Reading

Across the school a home school record book allows parents to have a dialogue with teachers about their child's progress and enjoyment of reading. Laminated Bookmarks (see Appendix 8) are also provided with an explanation to the parent regarding whether the book sent home is an easy read, building independence or a to read to your child text.

Reading in the Foundation Stage

Alongside the effective teaching of phonics there are many other elements in learning to read that are essential in supporting children in their journey to becoming competent readers. Children need a range of opportunities to develop as fluent, enthusiastic and critical readers. A balanced reading experience should include a range of the following throughout the day/week:

Hearing Books Read Aloud

Reading aloud to children for their pleasure and interest should build enthusiasm and enjoyment. Children should experience a range of different genres throughout the week including stories, rhymes, poems and non fiction. It serves as an important step towards independent reading and introduces children to different styles of writing, to new vocabulary and tunes them in to book language.

Shared Reading

This provides opportunities for the practitioner to model fluent, expressive text reading to the whole class and to demonstrate book behaviours, for example directionality of print, the function of punctuation, reinforcing phonemes, cvc words and high frequency words which have been previously taught in the discrete phonics session. Shared reading sessions also provide an opportunity to explain and explore new vocabulary, which in turn helps to develop comprehension. These sessions are crucial for children learning English as an additional

language, who are often able to decode new words but may not understand their meaning.

Guided Reading in Reception

'This extends the opportunities provided by shared reading with a sharp focus on the targeted needs of a particular group with similar reading abilities and needs, including vocabulary development.'

At the earliest stages of guided reading it is important to carry on with teaching 'book behaviours'. As the child begins to apply phonic knowledge, texts should be selected with some words that can be decoded using existing knowledge (90%) and some that provide a degree of challenge (10%). Careful assessment of children during the discrete phonics session and through observations of children engaged in all areas of CLL will help the practitioner plan for guided reading. A guided reading session which focuses on word recognition could be centred around reading a sentence or caption from a familiar story, or from a simple recipe written out for a cooking activity. Alternatively a session which focuses on comprehension may use real objects or story props to stimulate conversation and the teaching of new vocabulary.

Speaking and Listening Sessions

It is important for practitioners to support children's development in communication, speaking and listening, as good speaking and listening skills give children confidence in reading and writing. If children become familiar with a range of core texts and are able to retell them confidently, they will be able to apply these skills to reading unfamiliar texts. Knowledge of book language and the way that stories are sequenced also helps children with their creative writing skills.

Phonological Awareness

Developing children's ability to tune into sounds is a crucial element of reading. If children are able to distinguish between sounds in words and are aware of rhyme, rhythm and alliteration, this will help with reading skills. It is important that children are familiar with a wide range of rhymes and rhyming books. Instrument sessions will also support children to develop phonological awareness by helping them to develop a sense of rhythm through clapping along to a nursery rhyme or clapping beats in a name. This will help children when they need to break down long words into units or syllables.

Encouraging the Development of Reading Throughout the Learning Environment

In the high quality EYFS learning environment there should be a wide range of opportunities to apply reading skills, for example: alphabet mats, alphabet charts, name cards placed in the writing corner or in the ICT

area, print in the environment, food packaging, clearly labelled resources and questions on displays and in the learning environment. This should continue in the outdoor environment with signs for role play areas, road signs, a book area or a reading tent.

Reading in KS1

Reading development, in Key Stage 1, is a continuous process which should build on the range of experiences and knowledge that children bring from Foundation Stage. Children learn best when they are actively engaged in the process of constructing meaning which is the key purpose of reading. KS1 children will have 'RED TED' (Read Every Day, Talk Every Day) to take home to complete a reading dialogue.

In KS1 children learn how to use a range of reading strategies and develop their ability to use the strategies in an integrated way. As children's knowledge of the alphabetic code, automatic recognition of words and awareness of punctuation increases, they will read with greater fluency, only hesitating at words which present particular challenges. The personal experiences of children, their command of language and knowledge of text, have a direct impact on comprehension and interpretation. The ability to use their increasing knowledge of grammar and text structure further enhances children's comprehension. Children need to understand the purpose of the text; explore the language and features of texts; explore themes and ideas and make connections with own experiences. The Key Stage One classroom should provide a print rich environment which motivates children to read. Children should have access to a variety of texts, including fiction, non-fiction, poetry, play scripts, environmental print, instructions and media texts that:

- reflect their needs and interests
- promote reading for different purposes
- encourage them to read for pleasure
- provide opportunities for researching and managing information
- stimulate and challenge
- enhance their experiences

Children need frequent opportunities to read materials of their own choice. This will enable them to consolidate and embed the skills acquired during modelled, shared and guided sessions. They should be given time to talk about what they are reading and share their ideas with others.

Reading in KS2

The graded reading scheme is continued at Key Stage 2. A full range of reading genre is offered. Children take home a scheme book daily and are heard read in school at least once a week. Guided reading continues as in Key Stage 1. Reading comprehension continues to be taught weekly and may cover a wide range of activities including answering questions related to the text, picture, comprehensions and rewriting text from a different viewpoint. Children are also encouraged to read books from the individual class libraries. Both oral and written book reviews are undertaken to encourage a desire to widen their reading experience. Children are also encouraged to record when they have read in their own reading record books. Reading for comprehension involves work based on the ability to recognise and recall using the 5P's-

1. Literal –

- ◊ Facts
- ◊ Main ideas
- ◊ Sequence of events
- ◊ Comparisons and contrasts
- ◊ Character statements and reasons

2. Organisational – Analyse, synthesise and organise ideas and information explicitly stated in the text.

Explain why a writer has chosen to organise a text in a particular way.

3. Inferential –

Ability to use ideas and information stated in the text with own intuition and personal experience as a basis for conjecture and hypothesis. It demands thinking and imagination that go beyond the printed page.

4. Evaluate –

Make an evaluative judgement. Explain why a writer has chosen to use a specific word or phrase and the impact the word or phrase has on the reader.

5. Appreciative –

Be emotionally and aesthetically sensitive to the text. To relate the text to its social,

cultural and historical traditions.

To achieve our aim at all Key Stages we need to:-

- ◊ Expose the children to a stimulating range of books and texts, fiction / non-fiction / poetry / play scripts.
- ◊ Provide a range of reading experiences, individual reading / shared reading / guided reading / class reading / class stories and poetry / use of school and class libraries.
- ◊ Involve parents as much as possible.
- ◊ Ensure reading is structured and enjoyable.
- ◊ Use record keeping and assessment to monitor progress.
- ◊ Provide support for children with Special Educational Needs as appropriate
- ◊ Provide stimulating texts which are age related with appropriate graduated vocabulary.
- ◊ Encourage independence through the development of a variety of skills.

Assessment of Reading

Assessment for reading will take place at the end of each term in Autumn, Spring and Summer. The assessment will be YR-Y6 using **PIRA Assessment**.

Spelling

Initially children are encouraged to write individual letters and attempt spelling phonetically. From Year 1 more formal spelling begins with the first one hundred and two hundred words from Letters and Sounds reading and spelling lists. In KS2 Support for Spelling is used in classes and small groups. Children are encouraged to look for patterns in words and for word families. The children are given spellings to learn. The use of dictionaries is taught and encouraged and has been built into the redrafted literacy units of work. The children learn to self-correct when re-drafting their writing. Spellings will be given for homework weekly and tested in class regularly. Literacy lessons; these may cover the spellings given for homework, key words, topic or science vocabulary or common errors made by children.

Punctuation

The careful use of punctuation is one of many skills that writers need if they are to communicate clearly in writing. Our aim is to educate children that punctuation can help us to resolve some of the ambiguities in a text. Punctuation is a powerful tool when we write, enabling us to express ideas in different ways and often substituting for the tone, volume and expression we are able to use in speech. These are explained in more detail for each year group in the Key skills handout (**Appendix 1**). There should be a VCOP display in every classroom that the children have access to and can be referred to during whole class teaching.

Grammar

Grammatical constructions and terminology are introduced at a point in the teaching sequence of literacy that is relevant to the focus of teaching. The focus of teaching grammar is on the effects and construction of meaning, not on the terminology itself. The teaching goal is to open up a repertoire of possibilities, not to teach about 'correct' ways of writing. Activities are taught in mental and oral sessions and relevant to the learning during literacy. The learning is revised and reinforced during writing sessions. All KS2 teachers have grammar books to aid them with quick mental/oral grammar exercises. Discrete sessions are incorporated during Start of The Day Activities (SODA)

WRITING

The teaching of writing is embedded across our curriculum. The key skills of composition, planning and drafting punctuation, spelling, grammar and handwriting are taught explicitly in the context of literacy lessons but also indirectly through cross-curricular writing in other subjects. During each unit of writing, children will produce at least one whole composition that is broken down and supported by the teacher. They should also be provided with the opportunity, where possible, to write another composition independently and apply the skills they have learned during the unit. This is done in the form of a Big Write, which should be done at least once every half term (see Big Write section below). It is essential that each piece of writing is purposeful and the children should know the intended audience for their writing.

For fiction writing we follow the Pie Corbett model where children will be doing one of the following:

- Imitating – rewriting a well-known story
- Innovating – keeping the same story structure but changing characters/settings/details
- Inventing – inventing their own story using the theme from a well-known story.

Big Writes

Children require a lot of practice to become confident and independent writers. A Big Write should be carried out every half term with extended writing opportunities happening every fortnight. Big Writes give children the opportunity to write independently and apply the skills they have learned in the writing unit. Big Writes should be planned and taught in the following sequence:

- One session to revise the features of the genre and plan their writing
- One session of oral rehearsal/dramatising their writing
- One session of writing to produce a whole composition (using music and battery operated candle to create a calming atmosphere)
- One session of self/peer assessment and up levelling
- Followed by teacher marking focusing on achievements and next step comments.

Creating the right atmosphere

As pupils enter the classroom at the beginning of 'Big Writing' there are three changes.

Lighting: The lighting is dimmed. Some of the main lights are turned off and fairy lights are turned on.

Aroma: A large aromatic candle is placed at the front of the classroom. Children are encouraged to take 'brain breaks' whilst writing, they gaze at the candle flame, reflect and return to their work.

Music: Calming music is playing on the stereo. This is so quiet that it can only be heard if the classroom is silent.

These three environmental changes create an almost 'electric' silence that the children love.

Resources

Pupils have a special book and a special pen for 'Big Writing'. They are only used during 'Big Writing'.

Rewards

Fresh fruit is used as a reward for using the appropriate Vocabulary, Connectives, Sentence Openers or Punctuation. During the 'Big Writing' session.

The Role of the Literacy Co-ordinator

The Literacy leader will be responsible for improving the standards of teaching and learning in Literacy through:

Taking the lead in policy development.

- Monitoring the delivery and coverage of the English Curriculum.
- Monitoring and evaluating pupil progress and the quality of the Learning Environment.
- Keeping up to date with developments in English and disseminating information to colleagues as appropriate.
- Purchasing and organising resources.
- Reporting to the Curriculum Governors.
- Reporting and feeding back to staff.
- Monitoring and evaluating new initiatives.
- Evaluating and responding to whole school data.

Review

This policy will be reviewed as appropriate in response to local or national initiatives, evaluation of monitoring procedures and as detailed in the school improvement plan.

Signed: _____ Date: _____

(Executive Headteacher)

Signed: _____ Date: _____

(Chair of Governors)