

Hallsville-Scott Wilkie- Scott Wilkie Federated Literacy Policy.

English Policy

Introduction

This English policy is a working document. It affects all key stages and was approved by governors in 2015.

Philosophy

At Hallsville-Scott Wilkie-Scott Wilkie Primary Schools we strongly believe that English is a significant life skill that is essential to participating fully as a member of society. We aim to develop the abilities of all children in our school to communicate their ideas effectively in speech and writing. We also believe that by developing the reading and listening skills in our pupils they will become effective communicators.

Aims

At Hallsville-Scott Wilkie-Scott Wilkie Primary school we aim to develop in all children, irrespective of background, race, gender:

- 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;
- Legible fluent handwriting style;
- The confidence and competence to produce high quality writing and solve problems through the application of knowledge and skills;
- Be developing the powers 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, physical or intellectual difficulty 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 (grammar, word/sentence level, spelling, punctuation and handwriting). 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. We also provide key texts, for fiction units to ensure children are exposed to quality texts and good writing models.

Class teachers plan an overview for each unit of work. Most year groups have two hours for English focused teaching every day. One hour is given to holistic writing and the remaining hour is broken down into 45 minutes reading and 15 minutes of key skills (grammar, word/sentence level, spelling, punctuation and handwriting). Time slots for the teaching of key skills has been agreed according to the needs of each year group (e.g. handwriting is allocated more time in KS1 than KS2).

Children produce at least one full composition for each writing unit, which is broken down and supported by the teacher daily. Teachers should also provide children with the opportunity to write independently and apply their learning from the unit. This is done in the form of a Big Write where possible (see Big Write section pg 10).

Teachers follow the RWI/Literacy and Language planning for reading – see pg 4-6. It is expected that planning will be adapted to suit the needs of the class and reading teachers are to plan appropriate questions, using the different AF strands. Each book (in RWI and Literacy and Language) has a teachers' copy, which includes Post-it-Notes for questions.

Children are expected by teachers to apply their English skills across the curriculum and are provided with many opportunities to read and write in the foundation subjects. It is expected that teachers will plan at least one piece of extended writing during their topic work. This is called Writing for Enjoyment and children apply their skills independently covering a range of genres.

Teaching and learning

We recognise that children at Hallsville-Scott Wilkie require a greater emphasis on all aspects of English to meet the expectations of the National Curriculum. Language and English skills are taught daily across the school and most children receive 10 hours of English based learning a week.

Spoken language

At Hallsville-Scott Wilkie we recognise that, because of home backgrounds, a substantial percentage of our pupils have difficulties expressing themselves orally. Modelling appropriate and expressive speech is an integral part of our teaching. All adults working in the school are expected to use Standard English throughout the day and to expect the same from the pupils. Teachers are expected to plan lessons, including the objectives from the spoken language programme of study. Where possible the objectives will be included across the curriculum thus creating a wide variety of opportunities to reinforce and develop these skills.

We believe that spoken language skills are an intrinsic part of the writing process. A child needs to be able to say a sentence before they can write it. To help develop this skill teachers are expected to plan oral rehearsal into their weekly English planning so that children have the opportunity to think and say their sentences before they begin writing.

Children are also given many opportunities to retell familiar stories and poems and are expected to know them by heart. This gives them the chance to orally practise using the language of a writer/poet. Each year group has performance poetry units throughout the year. During these units, children are expected to perform to a live audience and to know the poem off by heart. Children are provided with many opportunities to participate in debates throughout the curriculum. We have a formal debating club, for year 5 and 6 children, where they are taught the skills of debating and have the opportunity to participate in formal competitions. We also have a speech making club in which children practise delivering well-known speeches as well as writing their own. They are taught how to speak confidently with an increasing command of the English language. They are also taught skills on how to maintain and monitor the interest of the listener.

Reading

Reading for enjoyment

At Hallsville-Scott Wilkie we recognise that reading is a core tool for life and we aim to foster a love for reading in our children. We have identified the need for children to be heard reading and to be read to on a daily basis and throughout the curriculum. In addition to the reading programme at Hallsville-Scott Wilkie, each year group has a high quality set of texts that teachers read to the children purely for enjoyment. This ensures that all children are exposed to quality texts and vocabulary above their own reading abilities. Teachers need to model the thinking behind comprehension as they read (explain a page). In reception EYFS teachers are expected to read to the children twice a day (twice per session for nursery). All booster classes begin or end with reading for enjoyment.

Through reading, pupils are introduced to new vocabulary that can then be used in their own writing and speech. We also promote use of the local library and each child in Hallsville-Scott Wilkie visits the local library during Book Week where they have the

opportunity to become a member. The majority of children in Hallsville-Scott Wilkie are now members of the library. Hallsville-Scott Wilkie children participate in Book Week every year when reading for enjoyment is widely promoted across the school.

Word reading

Reading is taught discretely at Hallsville-Scott Wilkie on a daily basis. We use a systematic phonics approach to teach reading using the Ruth Miskin model of RWI. Pupils are grouped according to their reading ability across phases. The class teacher has overall responsibility of the teaching of reading within their class. However, many teaching assistants are trained to teach RWI and have their own small groups.

In reception focus is on children sounding and blending unfamiliar printed words quickly and accurately. Children are taught:

- To discriminate between separate sounds in words
- Grapheme-phoneme correspondences
- To apply the skill of blending phonemes in order, all through a word to read it
- To recognise sight vocabulary identified as 'tricky words'

It is the aim at Hallsville-Scott Wilkie that by the end of KS1 all children should be able to decode quickly in order for them to be able to develop the breadth and depth of their reading and become enthusiastic readers. As soon as pupils can decode and read fluently they are taken off the RWI programme and learn through Literacy and Language.

Any children not making the expected progress in each year group will be identified immediately and receive 1:1 RWI support in the afternoons where the previous year's curriculum is revised. However, these children will still be exposed to their year group's programme of study in terms of the books they listen to and study so they develop their vocabulary and understanding of grammar.

Formal assessments of reading are carried out termly and there is continuous monitoring of reading groups to ensure that children are in the correct groups and making good progress.

Comprehension

Comprehension skills are taught throughout the school. In EYFS children are taught how to use a range of texts to find information, how to form their own opinions of a text and encouraged to share their ideas in a range of situations.

From Year 1 through to the end of KS2 pupils are taught specific skills which enable them to decode the meaning of a text and how to form and express their own personal opinions and make comparisons. Teachers use the performance indicators for reading to question pupils and ensure their understanding of a text. It is expected that all reading

teachers carefully plan their questions before a reading session to ensure a range of question types.

Reading Literacy and Language

Once children can read quickly and fluently they are taken off the RWI programme and the focus moves from learning to read to reading to learn using Literacy and Language books to begin and chapter books for more confident readers. In Literacy and Language reading sessions, teachers follow the three part reading model (where children read the text 3 times) to ensure a good understanding of text and questions are planned using the different AF strands.

Part 1 – Prior knowledge.

- Teacher activates background knowledge with a big question. Children make predictions (text to self/text to world/text to text)
- Word definition and elaboration – teacher uses flashcards of unfamiliar words.
- Decoding – children decode the text in partners (reading independently) and make a list of words that need further explanation. They choose some words to look up in a dictionary.

Part 2 – Elaboration

Introduction

- Flashcards of vocabulary – vocabulary is very quickly revised and any vocabulary children identified previously.
- Teacher models comprehension (explain a page). Teacher thinks aloud as a reader.

Independent task

- Children read a focus section of the text in partners using the explain a page model.
- Children devise questions for others to discuss. Children use question prompts to ask inferential questions. Think like a detective. Share questions and answer each other's.

Plenary

- A task to focus on inference e.g. add a sentence in the middle of a paragraph/spot the inconsistency. Children predict and link meaning together.

Part 3 – Summarise

Independent task

- Children reread section with fluency and expression.
- Children complete four-part grid to illustrate the gist of the story – be visual sheet.
- Children summarise/write headline for the gist of the story (approximately 10 words)

- Children show their understanding by answering comprehension questions (prepared by the teacher using all 7 AF strands) in comprehension books.

Plenary

- Children share answers to questions and peer mark.
- Address misconceptions
- Revisit big question.

Each part of the reading cycle may take longer than a day and can be adapted accordingly. Teachers are expected to create a reading atmosphere and use stimuli to engage children and bring the reading alive e.g. through drama, props, pictures, music, lights. All reading lessons should be engaging and pacy.

Home Reading

All children are provided with a choice of fiction and non-fiction books from the classroom. Children are expected to read and share these books at home. All children in Hallsville-Scott Wilkie have access to Bugclub (an online reading programme) and their access to this is monitored in school. Children who do not have access to the Internet at home are targeted to attend afterschool clubs where they can access Bugclub.

Foundation Stage

Pupils take books home once a week to share. One book is at the child's reading level to help them learn. The other book is an enriching book, above their reading level, to share with their parents/carers and expose them to a higher level of vocabulary. Reception children take a reading diary home for parents to write a comment in after reading with their child. An adult in school checks these diaries once a week.

KS1

Oxford Reading Tree books and a wide variety of fiction and non-fiction books are available in each classroom for children to take home. Pupils are expected to take 2-3 books a week and parents/children fill in their reading diaries, which are checked weekly by an adult. Teachers and teaching assistants monitor the books children take home to ensure they are at an appropriate level.

KS2

Pupils are expected to read every night for 20 minutes. Reading diaries are to be filled in every night and checked by an adult in school the next day. If a child does not complete their reading diary they are to be kept in at playtime to read and complete it. Children who fail to complete reading diaries on a regular basis, receive phone calls home to inform their parents. Children still using the Oxford Reading Tree books for home reading are expected to take another book above their reading level to share with a parent.

Assessment of reading

Teacher assessment of the skills needed for reading, and the ability to read is carried out throughout the year. Targets are shared and updated with children regularly. Reading

levels are carefully assessed every term. In Reception and Year 1 phonics assessments are carried out every half term, detailing which graphemes a child knows and records are kept of the high frequency words recognised by each child. All children are screened for their phonological understanding and application, including nonsense words. This is in-line with the government phonics screening check (June 2012).

There is continuous assessment and movement of children in all reading groups. The RWI manager, team leaders and RWI group leaders for each cohort ensure children are in the correct groups and discuss concerns. The following assessments are completed:

RWI

- Running records carried out on every child in Year 1
- Reading record comments on AF1 (decoding skills) for all children in Year 1 and any children below secure 2.
- RWI phonics check for children below a secure 2.
- Daily continuous teacher assessment against reading assessment criteria kept in reading files.
- Formal reading assessments every term.

Post RWI (Literacy and Language/chapter books)

- Formal reading assessment every term (Year 6 every half term).
- Reading comprehension books – marked by the reading teacher.
- Daily continuous teacher assessment against reading assessment criteria – kept in reading files.

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 English 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 purpose and audience of their writing.

For fiction writing we follow the Talk for Writing model where children will be doing one of the following:

- Imitating – rewriting a well-known story
- Innovating –changing one of the following: characters/settings/details/viewpoint/time frames/genre
- Inventing or independent application – inventing their own story using the theme/basic plot from a well-known story.

It is essential that children know a story inside out before they begin writing.

Each writing unit should contain the following elements:

Immersion in exemplar model

We believe that for pupils to become successful writers they need to be immersed in good models before they begin writing so that they know what to aspire to. Therefore each writing unit begins with children being immersed in a model of the genre they will be writing in. During this time they have the opportunity to ‘magpie’ language features, which they can build on for their own writing. For fiction units there are core texts for each year group to ensure high quality and even coverage across the school. It is essential that children have a clear understanding of the purpose and audience for each piece of writing they complete. Any language features identified through analysing a text should be clearly displayed on the English-working wall and referred to by teachers and children. Writing exemplars should be approximately 350 – 400 words long maximum.

Oral Rehearsal

Children are given the opportunity to orally rehearse the use of language features they will be using for a specific genre (this is later turned into the success criteria for their writing lesson). We strongly believe that unless a child can say a sentence they will not be able to write it, therefore oral rehearsal is crucial before our pupils begin to write. They are expected to know the key text off by heart before they begin writing and are given many opportunities to retell and speak the text. This process begins in nursery where the focus is on retelling familiar stories. Oral rehearsal needs to be modelled by the teacher and weaved through all English lessons. Mind maps may be created to help the children orally rehearse.

Planning

The teacher models the planning process. 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. Teachers can also use the ‘boxing-up’ approach to planning a story. In this approach the key text is broken down into the five sections of a story and then details are changed to create a new story. For non-fiction texts the boxing up model is used to plan each section of writing that again is orally rehearsed before children write. The plan should be visible throughout the writing process.

Writing composition

The teacher models one section of writing using the plan. Teachers should model the whole writing process whilst modelling e.g. oral rehearsal of sentences before writing, reading to check writing makes sense, editing, correct use of grammar and punctuation, spelling rules, use of language features. Children then go on to write the same section independently. This is repeated daily until the whole piece of writing is complete. In KS1 each piece of writing is broken down into two days of writing or completed as a Big

Write. Children should have a purpose for writing and the audience needs to be clear. Teachers are also expected to plan one cross curricular writing session every week. This is called Love of Writing. Children are given short writing tasks where they can apply their skills independently and just enjoy writing.

Editing/ assessing/presenting

Children should be given the opportunity to edit their writing using self and peer assessment. Visualisers are used frequently in English lessons to immediately peer assess a child's writing during the plenary for instant feedback. Children have editing lessons where they are taught the skills of editing. They use a green pen to edit their mistakes/improvements so that changes can clearly be seen. Where possible writing should be celebrated using the school website, performing to other classes, presenting for display or used for a real purpose e.g. sending a letter.

Big Writes

Children at Hallsville-Scott Wilkie require a lot of practise to become confident and independent writers. A Big Write should be carried out at least every half term although we aim to provide more opportunities. 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 or two sessions of writing to produce a whole composition (using music and candle to create a calming atmosphere)
Children edit their work
- Teacher can highlight improvements that need to be made. Children make improvement independently.
- Teacher double ticks success
- Marking informs pupils what they did well
- Marking shows the next steps
- Yellow highlighter gathers assessment for assessment sheet.

Teachers use the assessments of Big Writes along with other pieces of independent writing to inform their teacher assessment.

Home Writing

Children should be set high quality homework linked to the writing they have been doing in class. This writing should again be a whole composition where they can apply the skills they have learned with more freedom. Homework needs to be checked by an adult to ensure high quality. Children will repeat the homework in school if it is not up to their expected standard. Children also have grammar, punctuation and spelling books that are completed as homework.

Basic Skills

In addition to the English hour children are taught the basic skills of grammar, word sentence level, punctuation, spelling and handwriting daily. Where possible, the teaching of grammar is linked to the key text and children are given time to practise skills before they apply them in their writing.

Grammar

Staff receive training on grammar at staff Insets. The grammar objectives, in line with the National Curriculum for each year group, are provided in the English programmes of study. Grammatical constructions and terminology are introduced at a point in the teaching sequence of English 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 pacy mental and oral sessions and are relevant to the learning in writing lessons. All teachers have grammar, punctuation and spelling resources to aid them with quick mental/oral grammar exercises. It is expected that teachers will plan mental oral sessions that include 3x grammar objectives and one spelling objective per session.

Handwriting

At Hallsville-Scott Wilkie we follow the cursive joined handwriting style from the Collins handwriting programme.

In Reception children are taught how to establish the tripod grip using a variety of mediums. This is reinforced through pre-writing skills involving pattern work and other exercises to help develop fine motor skills.

Children are then taught individual letters with exit strokes in order to make small words. Specific attention is given to pencil control, pencil grip and posture. Teachers use the RWI phrases to teach letters e.g. Maisie Maisie Mountain.

When each individual child is able to form letters then they are introduced to joining up. In handwriting lessons staff model handwriting, from the Collins handwriting programme. All children have handwriting books to aid them, starting from reception. More able children, who can fluently write joined up, move on to lined books. Once a child has fluent, legible handwriting, they become a pen writer.

We aim for each year group to use the handwriting books appropriate for their year group (see table below) however, some children who are working below expected may need to complete books from a different year group.

Year Group	Handwriting Book
Reception	Book B
Year 1	Book 1A and 1B
Year 2	Book 2
Year 3	Book 3
Year 4	Book 4
Year 5	Book 5
Year 6	Book 6

Spelling

To be a successful writer we believe that children need to be able to spell accurately and quickly, knowing the relationship between sounds and letters. Spelling skills are introduced through direct teaching and linked to the phonics programme. In both key stages children are taught the key sight vocabulary from the National Curriculum. Children are also taught strategies to help them spell during the mental/oral teaching of basic skills:

Spelling Strategies:

- Spelling patterns and conventions
- Knowledge of homophones
- Phonological knowledge (phonemes, syllables, rhymes, analogy)
- Morphological knowledge (root words, compound words, suffixes, prefixes, etymology)
- Mnemonics

All pupils are encouraged to:

- Develop dictionary skills to support their spelling
- Attempt words for themselves using a range of strategies
- Use a variety of resources to help with spelling e.g. dictionaries, word banks, classroom environment, computer spell-check etc.

Children are tested termly to find out which spellings they know from the word lists in the National Curriculum. Parents are given this list of words at parents' evening and encouraged to help their children practise at home.

Assessment of writing

Children are assessed during their Reception year using the Foundation Stage Profile and are formally assessed at the end of each Key Stage. Assessments are made in line with school assessment policy each term. Big Writes are used in KS1 and KS2 to assess ongoing progress through independent writing using the writing assessment descriptors.

Teachers use assessment to ensure planning is based on prior attainment and that pupils know what they have to do to achieve their next step. Analysis of assessment data is used to set curricular school targets. The class teacher keeps individual records of writing attainment in assessment record books. Writing samples are moderated across the school

and across partnership schools once a term, to ensure accuracy of teacher assessment. Teachers can use the following independent writing examples to assess a child's writing with a minimum of three different pieces from a range of genres:

- Big writes (to be completed at least once every half term).
- Paragraphs in the five day writing cycle that have not been modelled and therefore writing is independent.
- Cross curricular work from topic books.

Assessment should be ongoing throughout each term and therefore independent pieces of writing need to be planned for.

Monitoring

The teaching of English is monitored regularly. This is carried out through regular learning walks, one formal observation during the school's observation cycle and as part of the English co-ordinator's monitoring cycle.

Informal monitoring is carried out by the English co-ordinator every term. Planning, teaching and assessment strategies are all monitored to ensure they are being carried out consistently, and in accordance with the school's expected standards. Team teaching, lesson demonstrations and paired observation provide support to raise attainment where needed.

The monitoring of English books is carried out by the English coordinator on a termly basis. Books are also monitored by the senior management team in SMT meetings. Written feedback is given where necessary to teachers on the quality of work, presentation, marking and attainment evident in their books. This process allows teachers to share good practice. Feedback is given during staff meetings.

Boosters

Children are targeted to attend English boosters during which time they focus on basic skills. Every booster session throughout the school begins or ends with 15 minutes of reading for enjoyment- children listen to their teacher reading a class book to promote a love of reading. Teaching in booster classes is in line with this policy. There are also clubs for children to access Bugclub.