



Hanley St. Luke's Primary School

English Policy

Updated 28/11/16

English Leadership Team: Fran Ruscoe (KS2), Emma Ray (KS1) Sarah James (FS) Emma Barlow (RWI phonics),

English Link Governor: Adam Thompson

Hanley St. Luke's promotes language and English as the underpinning foundation of development for children, enabling them to access all aspects of the curriculum.

We deliver quality teaching of reading, writing and communication skills encouraging the children to enjoy and achieve success.

Teaching, learning activities and resources reflect the diversity of our local community and all parents are welcomed and supported.

Expectations of children are consistently high and by the end of year six we aim for all of our children to have a good understanding of the purposes of writing, and reading and enjoy using them to communicate in the real world. They will be confident and competent speakers and listeners.

Children at Hanley St Luke's are entitled to a creative and empowering curriculum that develops them as learners and prepares them for the future. Children are encouraged to aspire to achieve the best that they can.

Communication

The four key areas to speaking and listening are

- Speaking
- Listening and responding
- Group discussion and interaction
- Drama
- Talk for writing

Communication is incorporated into whole school life. Children are given opportunities to listen to and respond to formal and informal styles of talk, both inside and outside of the classroom. Children are actively involved speaking for different purposes in presentations, assemblies, and topic and group discussions. In Foundation Stage and Key Stage 1 each classroom has a role play area/ reading/ speaking and listening area in which can explore and develop Communication Skills. Drama activities and conventions are utilised in English topics and other areas of the curriculum across the school. At Hanley St. Luke's we encourage children to ask questions and enjoy conversations with peers, teachers and other adults. ICT equipment is used to excite, motivate and assess speaking and listening activities. When children are working on a set text 'talk for writing' strategies are employed where appropriate to help immerse the children in the text, helping them to explore vocabulary, structure and plot.

Reading and Writing

Through reading and writing children will learn about the following key areas:

- Phonics
- Word recognition: decoding (reading) and encoding (writing)
- Word structure and spelling
- Understanding and interpreting texts
- Creating texts

- Text structure and organisation
- Sentence structure and punctuation
- Presentation

Phonics

Phonics is the key to all reading. In Foundation stage and Year 1 this session stands separately from the creative curriculum but opportunities are taken to implement this learning in topic sessions. Children on a Pupil Passport, throughout the rest of the school, for English may be involved in phonics intervention sessions to meet their needs.

These sessions follow the ReadWriteInc. Programme and incorporate the teaching and learning of all the key areas of English, however, additional teaching of handwriting and grammar will take place.

For children in FS2 below the age related expectations English sessions will be replaced with weekly phonics sessions where the children will work to secure sounds and be exposed to new sounds.

Children working at or above age related expectations or above for reading will work in whole class groups on the relevant English objectives for their specific ability, ensuring challenge and high expectations as appropriate.

Throughout Key stage 2, children will have spelling sessions and a weekly English session where the key focus is reading. This may take place in the form of shared reading, paired reading, individual reading or as a stand alone guided reading session.

Shared reading

In shared reading the teacher models good reading practice, demonstrating key elements at each Key Stage. A variety of texts are shared that immerse children in story patterns and text features.

Paired Reading

During paired reading children read collaboratively with a peer or buddy. This may be similar or mixed ability pairings according to the needs of the children and the objectives of the lesson.

Story Time

Story time takes place, in various formats, on a daily basis throughout Key Stage One and when possible in Key Stage Two. This enables children to develop their imagination and listening skills

Guided Reading

At Hanley St Luke's, guided reading is integrated within the new National Curriculum for English. It takes place within the allocated English lesson time and is part of the English planning, this takes place at least once a week. This can take the form of round robins *or* all children reading **different** books at the same time *or* children all reading the same text at their own pace at the same time *or* a combination of all three methods. This can be individually, in small groups *or* as a whole class. There is no set way to deliver Guided Reading as it is tailored specifically to the needs of the children. Teachers plan for guided reading on the English weekly planning format where differentiation is shown, chiefly through the use of carefully planned questioning to develop higher order thinking skills. There is no need to formally record evidence from these sessions as this takes place through the individual reading books however staff may wish to make jottings *or* notes to inform future planning and teaching. There must be a reading focus English lesson that takes place once a week for all children no longer following the ReadWriteInc. programme. (See appendices for additional guidance).

Individual reading

All children read to a teacher or teaching assistant, individually and at their own pace, as part of the daily English lessons. In addition, they may be asked to read their individual reading book, on a one-to-one basis, with a teacher, teaching assistant *or* trained helper. This is

personalised to the specific needs of each child. In Reception and Key Stage 1 it is the expectation that this takes place once a week. Children in Key Stage 2 also practice reading a book of their choice in class.

If a child is working on 'Pupil Passport', in which reading is highlighted as a specific target, they will receive opportunities to learn to read and to practice reading more frequently.

We encourage children to use the phonetic skills taught in class when reading, therefore emerging or below colour band books will be entirely phonetically decodable.

Reading at home

Individual reading books are provided for children to enjoy practising reading at home with family members. Every child is given the opportunity to choose their own book from the appropriate level. The child will only be moved onto the next level when the child is reading and comprehending books at the current level. This will only be decided by the class teacher or class TA. Children must read at least three times a week at home. This will be checked weekly by the teacher of class TA and Class Dojos will be given out.

Children in FS and KS1 will be encouraged to share and read their phonetically matched school reading book and their current ReadWriteInc. book (if applicable) in order to practise the skills taught in class. Children will be awarded Dojos for reading regularly at home. Children will bring home new books on a weekly basis.

Children are encouraged to read other text types at home such as stories, poems, signs and suitable newspaper or magazine articles. The more children practice reading and talking about texts at home the more accomplished they will become in both their reading and writing skills. Children reading at emerging levels will have specific phonetically decodable books. Children reading at a consistently high level are encouraged to alternate between reading the challenging colour banded

books and other non-banded texts of their choice. Teachers monitor that these books are appropriately challenging, cover a variety of styles and include longer texts for sustained reading.

The purpose of children reading at home is to get as much practise as possible of the skills learnt in school, to share their knowledge with parents and be encouraged and most importantly to enjoy reading and discussing texts.

Training

Training for the helpers will include working alongside a teacher or teaching assistant and understanding the key focuses and objectives for reading. Helpers will also learn how to encourage understanding of the text through both open and closed questioning.

Library

The library is a stimulating and vibrant environment. Children have the opportunity to use the library, in order to choose a book to take home and share. They are encouraged to interact with displays and record book reviews.

Assessment in Reading

Each year group will complete 3 reading assessments throughout the year at the end of each term. From these, a reading age will be given for each pupil and a National Curriculum expectation. The RAID format from Chris Quigley may also be used to assess children's ability in reading. This will be used against a reading activity completed in class and will provide further evidence as to whether a child is working at basic, advancing or deep. Throughout the year children will have access to the yearly expectations for their year group. These will be displayed in the inside cover of their personal reading log and in English books. Next steps are given each term using the stamp in the log.

Handwriting

Children in Foundation Stage are given a wide range of opportunities to develop their fine motor skills using various mark making materials, such as pencils, paint, sand and foam. They are encouraged to form letters, and are expected to show some consistency in writing recognisable graphemes. Children are supported in developing a good pencil grip using the Point Pinch Push method and using it effectively.

All members of staff, on a regular basis, model individual letters to the children, developing a pre cursive and cursive script through the support of LetterJoin.

In Key Stage 1, children will have daily handwriting practise encouraging the use of pre cursive script.

In Key Stage 2 children consolidate skills in using cursive script and should use a clear style with consistent and accurate use of upper and lower case letters. Children will be awarded a handwriting pen when they write using consistent cursive script.

Handwriting is modelled and practised as part of English lessons and across the curriculum.

Teachers model a cursive handwriting style according to the level each year group aspires to achieve.

Extended Writing

In Key Stage 1, writing will take place in both English and topic lessons. Extended writing tasks will be completed at least twice per half term.

These tasks are marked in accordance with the marking policy.

Throughout the year the children will cover a variety of non-fiction and creative styles of writing. The task set each week is scaffolded to the

children's needs and building upon the genre or text type that has been studied throughout the week. Teachers may give children pictures or other starting points to glue into their book as a reminder.

In Key Stage 2, extended writing takes place at least twice per half term with Y6 completing extended writing tasks more frequently. Extended writing is marked giving positive comments and areas for improvement in accordance with the marking policy. Throughout the year the children will cover a variety of non-fiction and creative styles of writing. The task set each week is scaffolded to the children's needs and linked with the current topic, building upon the genre or text type that has been studied in other lessons. Teachers can give children pictures or other starting points, including success criteria to glue into their book as a reminder or checklist to encourage independence.

Children are encouraged to look at their own and other children's work to see how they have done in comparison to other tasks and in relation to the success criteria, to see what they can improve on next time. Teachers may ask the children to highlight, give positive comments and constructive criticisms about each other's work, in relation to a specific success criteria. This may take the form of next steps or two stars and a wish.

Extended Writing is done in yellow A4 English books. In Year 1-6, on the inside front cover is a plastic wallet containing the End of Year Expectations for each child's year group. The End of Year expectations are readily available to parents on our school website. This enables both children and parents to see their progression and targets. It is also important that the children can look back at similar types of work for ideas and previous teacher comments.

SPaG Spelling, Punctuation and Grammar

SPaG is taught discreetly through all subjects, staff model correct use of and the importance of SPaG across all areas of the curriculum.

In Key Stage 1 and 2, SPaG will be targeted through SODA activities, weekly or daily English lessons, English warm-ups and Spelling sessions. Spelling logs and practice books will be used in each year group for spelling corrections by pupils. 'Zero Tolerance' words must be displayed in classrooms and National Curriculum spelling lists are to be stuck at the front of children's English books for children to use to ensure progress of spelling. (See English Planning Folder).

All staff must seek to use the correct terminology across the curriculum and encourage the children to do the same, based on the documentation provided e.g. Key vocabulary lists in KS2.

SPaG elements will be tested using a combination of paper tests and online tests. Year 1 to assess SPaG once per term, Year 2 every half term and KS2 as frequently as needed. Children are encouraged to use the online SPaG programme to enhance both their English and Computing skills.

Writing across the Curriculum

Opportunities for writing across the curriculum are provided through cross curricular English work, visits and speakers. This is marked only on the given objectives whether they are English based, topic based or both. Teachers may set Extended Writing tasks that are based on other subject areas. Teachers always have high expectations of the children and standards equal to those achieved in Extended Writing are routine.

Creativity

Creativity is facilitated and encouraged by all staff. Children are given opportunities to explore ideas, with an open mind, through questioning and challenging. They are assisted in making connections and finding relationships between topics and ideas. In addition they are also taught how to reflect critically on their own ideas, actions and work as well as that of others.

ICT

ICT is used on a daily basis as part of exposition and independent tasks. Classroom based equipment includes computers, laptops, interactive white board and projector, visualisers, cameras and CD players. The ICT suite is also used for whole class work and cameras and video recorders are also available to supplement and review learning.

Self/Peer Assessment

Children self assess and peer assess their work against the learning challenge, success criteria and self initiated challenges. A variety of response strategies are used to feed back to the teacher or assessment partner including written and verbal forms. (See Marking Policy).

Assessment

In Foundation Stage, assessment is ongoing through observation and marking relating to the EYFS document. Children begin to self and peer assess through the use of talk partners.

In Key Stage 1 and Key Stage 2, all children are assessed on a regular basis through questioning, observation and marking (see marking policy).

At the end of each term, in Y2-Y6, a more formal assessment occurs. Writing for that year group is designed around a specific writing focus and is marked using the year group expectations targets. For Years 1,3,4,5, Chris Quigley documentation is used to assess writing, with the Interim framework and checklists being used in Year 2 and 6. These formal assessments do not have to be 'cold' writes. Teacher exposition can be used, along with word banks and dictionaries. The RAID format from Chris Quigley may also be used to assess children's ability in writing. This will be used against a writing activity completed in class and will provide further evidence as to whether a child is working at basic, advancing or deep.

Assessment of writing will take account, not only of the extended piece of writing children have completed but also of the range of work they have completed for the whole term.

Homework

Homework in Foundation Stage and Year 1 takes the form of simple activities and discussions to take place within the family to consolidate learning that has happened in school (see appendices for full rationale).

From Year 2 upwards, homework is set at the start of each topic. The children have the flexibility to select one of the given tasks each week. They also have the opportunity to invent a task of their own. Homework supports in school learning and may be written, oral or activity based. They may also be given a short set of spellings to learn for the following week.

All children are expected to read at home on a regular basis as part of their homework. They may also be given a short set of spellings to learn for the following week.

Workshops

Workshops for the improvement of English are frequently run in school both during school hours and after school. They are delivered by a host of practitioners, including teachers and English coordinators, and are open to all parents and/or children.

Provision for SEN, EAL and other vulnerable groups

Children that require additional support in accessing the curriculum or reaching their potential are catered for within the classroom environment. When work is planned their specific needs are taken into consideration and there is clear differentiation to enable them to achieve the best that they can. Many strategies are put in place to support their English development. They are set achievable individual targets on their 'Pupil Passport' and their progresses against these are carefully monitored by all staff working with those children. Some children will benefit from interventions linking to Read Write Inc and Fresh Start.

Displays

Wall displays are interactive, appropriate and regularly updated. The Learning Objectives are displayed with children's work. All classrooms display an alphabet line in upper and lower case. Key vocabulary including topic words, high frequency words, days and months are clearly displayed and in books. Materials and resources are labelled in a way that is suitable for both adults and children. In Foundation Stage, Key Stage 1 classrooms and relevant teaching areas, Read Write Inc phonics resources are displayed.

In Key Stage 2 there are defined learning areas for writing, reading, communication, ICT and creativity.

Marking

Staff should adhere to the marking policy in all English work. Spellings are to be underlined with SP reference and correct word written for children to practice.

Subject Leaders

Subject leaders work as a team with representatives from Foundation Stage, Key Stage 1 and Key Stage 2. Meetings take place regularly, between the English Team and Senior Leadership Team, to review and update action plans and policies. Audits of books also happen termly. The outcomes of which are fed back to staff and the governors are consulted through meetings with the designated English Link Governor.

APPENDIX

Guided Reading/Reading activities

Questioning

Questioning should probe children's understanding of a text, all the time addressing higher level reading skills. Bloom's taxonomy is used as a

starting point for using a mix of open and closed questions. We need to P.E.E when we read P-find or make a Point, E-find the evidence from the text, E-Explain why.

E.G. Find a powerful sentence, why is it powerful, what makes it effective?

We need to encourage children to Tell Me when they read.

E.G. Tell me about a character/place/piece of information. Tell me how you know/Where are the clues? Find the evidence in the text.

Children also need to predict.

E.G. What will happen next? What gave you the idea?/ How will this end? What clues suggest this?/ How do you think that character will react? Why?

Independent activities

Suggestions and guidance for independent tasks and activities are available from the English team, in the English planning folder on Global or in the SIP guidance.

Planning

Use the current weekly English planning format provided.

This will include all structured elements of the English lesson, including differentiation of tasks and questioning.

If the lesson is taken from one of the set guided reading schemes please just indicate where the plan can be found and any additions or alterations.

Staff need to ensure that it is clearly indicated in the 'Main activity' box which lesson has the reading focus.



Children enjoy and achieve

- Open ended and self differentiating - Children have the freedom to take each task as far as they like and develop different areas of skill. Some children will spend a whole week on a project and others will spend 20 minutes producing a simple piece.
- Appeals to all learning styles - children can choose the tasks they prefer and even invent their own tasks that include writing, drawing, photographs, model making, ICT etc. You may be surprised what you get back!
- Children are taking more responsibility for their own learning and the element of choice makes them feel more grown up and mature.
- Children discuss their homework with classmates and even work together with their friends. When one child shares an interesting idea the others tend to take the idea and build on it.



Children enjoy and achieve

- Because the tasks are linked to class work, children can choose to do a task based on work they have already done, giving them more confidence. Alternatively they can choose to research something not yet studied and become the expert in class.
- Children can look ahead at the tasks and organise their time and resources effectively.
- Children enjoy receiving praise for their homework. As well as team points, stickers, and moving up the chart, work is often suitable to send for work of the week or even Writer or Mathematician of the week.
- It could even be a consideration for prize evening (neatness, effort).
- Homework is not marked in depth due to the child centred nature of the tasks and the varied amount of



Involves Parents



- A positive response from parents - It's not a battle to get them to do their homework!
- They enjoy discussing the work with their children and helping them with ideas.
- Parents are less likely to forget to sign the homework because the children are putting it under their nose for praise.
- Parents have a clearer idea of what is being taught in class.
- Expectations are explained clearly.