



Hanley St. Luke's Primary School

English Policy

Updated 03/07/17

English Leadership Team: Fran Ruscoe (KS2), Liz Clewes (FS and KS1) 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 area in which children can explore and develop their 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 Key Stage 1 this session stands separately from the creative curriculum but opportunities are taken to apply and consolidate their learning throughout the day. Children in Key Stage 2 who have not passed the phonics screening test at the end of Year 2 will be put on a Pupil Passport and will join a phonics intervention group.

Phonics sessions follow the Letters and Sounds Programme and children will be taught in discrete groups depending on the phase that they are currently working in across their year group. These sessions will last for approximately 20-30 minutes.

The children will be assessed at the end of Year 1 (June) using the Phonics Screening check and any children who did not achieve the required grade will be assessed again at the end of Year 2.

Reading

Hanley St Lukes uses many different strategies to teach reading other than phonics. 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.

Guided Reading

At Hanley St Luke's, guided reading is integrated within the new National Curriculum for English. It takes place at least once a week and 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 however staff may wish to make jottings or notes to inform future planning and teaching.

Reciprocal Reading

In KS2 teachers will use an approach called Reciprocal Reading. This is an instructional activity in which the children become the teacher in small group reading sessions. Teachers model, then help the children learn to guide group discussions using four strategies: summarizing, question generating, clarifying and predicting.

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.

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.

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.

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 at least 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. Reading is a core basic skill and it is an expectation that children read each night for homework. This will be checked weekly by the teacher of class TA and Class Dojos will be given out.

Children are encouraged to read other text types at home such as stories, poems, signs and suitable newspaper or magazine articles. The more children practise reading and talking about texts at home the more accomplished they will become in both their reading and writing skills. Children, who are working towards the expected standard in reading, 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 practice 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

Any information from any English training that staff have been on will always be shared back to the rest of the staffing team.

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 write book reviews. Teachers are also encouraged to take their classes into the library when it is available to read their class a story.

Story Time

Story time takes place, in various formats, on a daily basis throughout Foundation Stage and Key Stage One and Key Stage Two. This enables children to develop their imagination and listening skills and to develop a love of reading. All classes in KS1 and KS2 have a class book and which is relevant to the age and interest of the class.

Assessment in Reading

Each year group will complete 3 reading assessments throughout the year at the end of each term. From these, a standardised score will be given for each pupil and a National Curriculum expectation.

Handwriting

For more information please see Appendix 1

Extended Writing

Throughout the school, writing will take place in both English and topic lessons. In Key Stage 1 and 2, extended writing tasks will be completed at least once per half term with Y6 completing extended writing tasks more frequently. 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 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. Children are regularly asked to edit and improve a small section of their writing. Editing and improving is taught in lessons so children have the knowledge and confidence to edit and improve their work significantly. These edits and improvements can be done on a coloured flap of paper which is easily visible in their English books.

SPaG Spelling, Punctuation and Grammar

SPaG is taught 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 can 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.

In Key Stage 1 spellings will be given out each week based on the phonics phase they are working on. The children will be asked to write a sentence with each spelling in that they have taken home. This will enable the children to practise the spelling of other high frequency words from their year group list and to consolidate what a sentence is.

Writing across the Curriculum

Opportunities for writing across the curriculum are provided through cross curricular English work, visits and speakers however 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.

Writing for purpose

All children, at least once every half term, are given the opportunity to write for a real purpose. Some examples include a letter to the council, a poster for a community centre or a section of the school's newsletter.

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 and 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 Y1-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. The Twinkl assessment grid relating directly to the National Curriculum is used to assess writing. Year 2 and 6 will also assess writing against the Interim framework. These formal assessments do not have to be 'cold' writes. Teacher exposition can be used, along with word banks and dictionaries.

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

All children are expected to read at home each night as part of their homework. In Key Stage 1 and 2 the children will also be given a short set of spellings to learn for the following week.

Workshops

Workshops for the improvement of English are run in school both during school hours and after school. They are delivered by staff, 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. These children will be identified and interventions will be carefully planned for them in order to cater for their needs.

Displays

Wall displays are interactive, appropriate and regularly updated. 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, 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 at the bottom of the page.

Subject Leaders

Mrs Clewes has responsibility for leading English in Foundation Stage and Key Stage 1 and Mrs Ruscoe leads Key Stage 2 English. However Mrs Clewes has overall responsibility for the subject. Meetings take place at least once per term between Mrs Clewes and Mrs Ruscoe to review the policy and action plan and to look at data. Books are audited regularly and the outcomes of which are fed back to staff. The English Link Governor is Adam Thompson and meetings are held with him once per term.

APPENDIX 1**Hanley St. Luke's Primary School****Handwriting Appendix**

Written 8/8/17

English Leadership Team: Fran Ruscoe (KS2), Liz Clewes (FS and KS1)

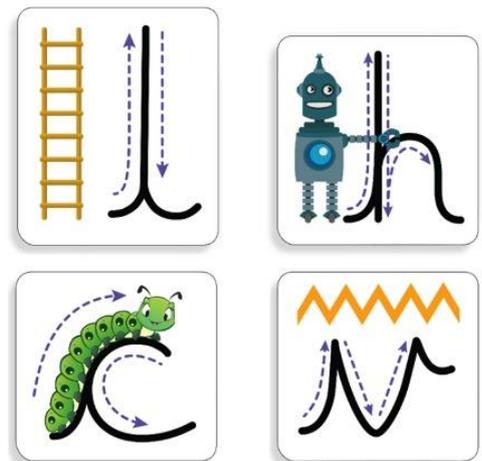
English Link Governor: Adam Thompson

Introduction

Here at Hanley St Luke's Primary School] we are very proud of our pupil's handwriting and take particular care in our cursive/joined-up handwriting style. We use Letter-join as the basis of our handwriting lessons and this programme covers all the requirements of the 2014 National Curriculum.

Handwriting is a basic skill that influences the quality of work throughout the curriculum. At the end of Key Stage 2 all pupils should have the ability to produce fluent, legible and, eventually, speedy joined-up handwriting, and to understand the different forms of handwriting used for different purposes.

We aim to make handwriting an automatic process that does not interfere with creative and mental thinking.



As a catalyst to speedy handwriting we encourage parents and carers to use the Letter-join resources at home and can arrange for free access to the Home Edition of Letter-join.

School aims

We aim for our pupils to develop a neat, legible, speedy handwriting style using continuous cursive letters that leads to producing letters and words

automatically in independent writing.

By the end of Year 6 pupils will understand the importance of neat presentation and the need for different letterforms (cursive, printed or capital letters) to help communicate meaning clearly.



Method

Our teachers are encouraged to use neat, joined-up cursive writing for all handwriting tasks including report writing (when not word-processed), marking and comments.

Consistency throughout the school

Pupils should experience coherence and continuity in the learning and teaching of handwriting across all school years and be encouraged to take pride in the presentation of their work. Our aim is to help pupils enjoy learning and developing their handwriting with a sense of achievement and pride.

Handwriting frequency

Handwriting is a cross-curriculum task and will be taken into consideration during all lessons. Formal teaching of handwriting is to be carried out regularly and systematically to ensure Key Stage targets are met.

FOUNDATION:

For our youngest pupils there will be no formal handwriting lesson however letter formation will be taught through phonics and adult directed activities. Ongoing activities to teach handwriting will include the following;

- Movements to enhance gross motor skills such as air-writing, pattern making, dancing.
- Exercises to develop fine motor skills such as making marks on paper, whiteboards, blackboards, sand trays, iPads and tablets.
- Letter learning to familiarise letter shapes, formation and vocabulary.

YEARS 1 TO 3:

Children should be taught a minimum of 30 to 45 minutes per week covering:

- Gross and fine motor skills exercises.
- Cursive handwriting reinforcement, learning and practice.
- Numerals, capitals and printed letters: where and when to use, learning and practice.

YEARS 4 TO 6:

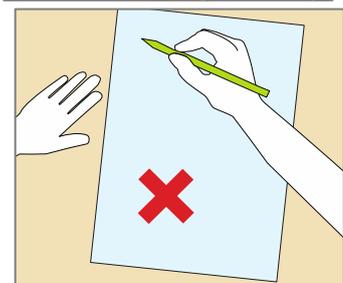
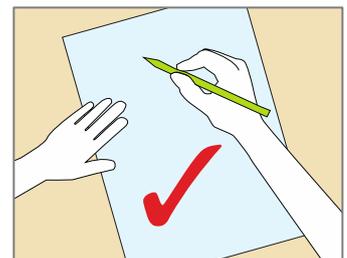
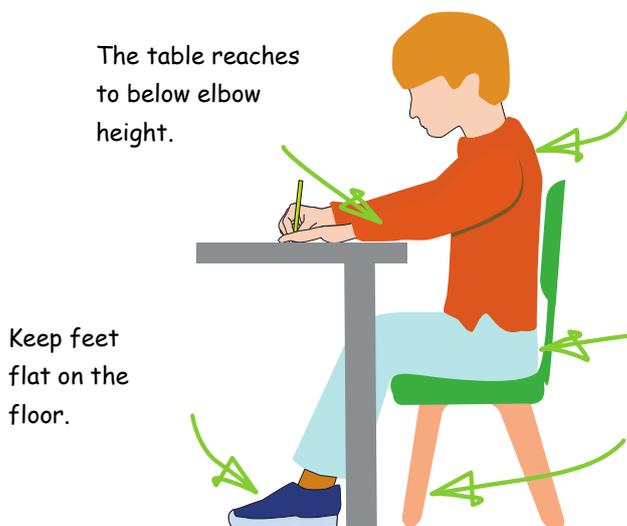
More advanced handwriting techniques will be taught during two or three weekly sessions totalling 30 to 45 minutes teaching:

- Cursive handwriting re-enforcement.
- Form-filling/labelling using printed and capital letters.
- Dictation exercises to teach the need for quick notes and speedy handwriting writing.

Correct posture and pencil grip for handwriting

Pupils should be taught to sit correctly at a table, holding a pencil comfortably and correctly.

SITTING POSITION



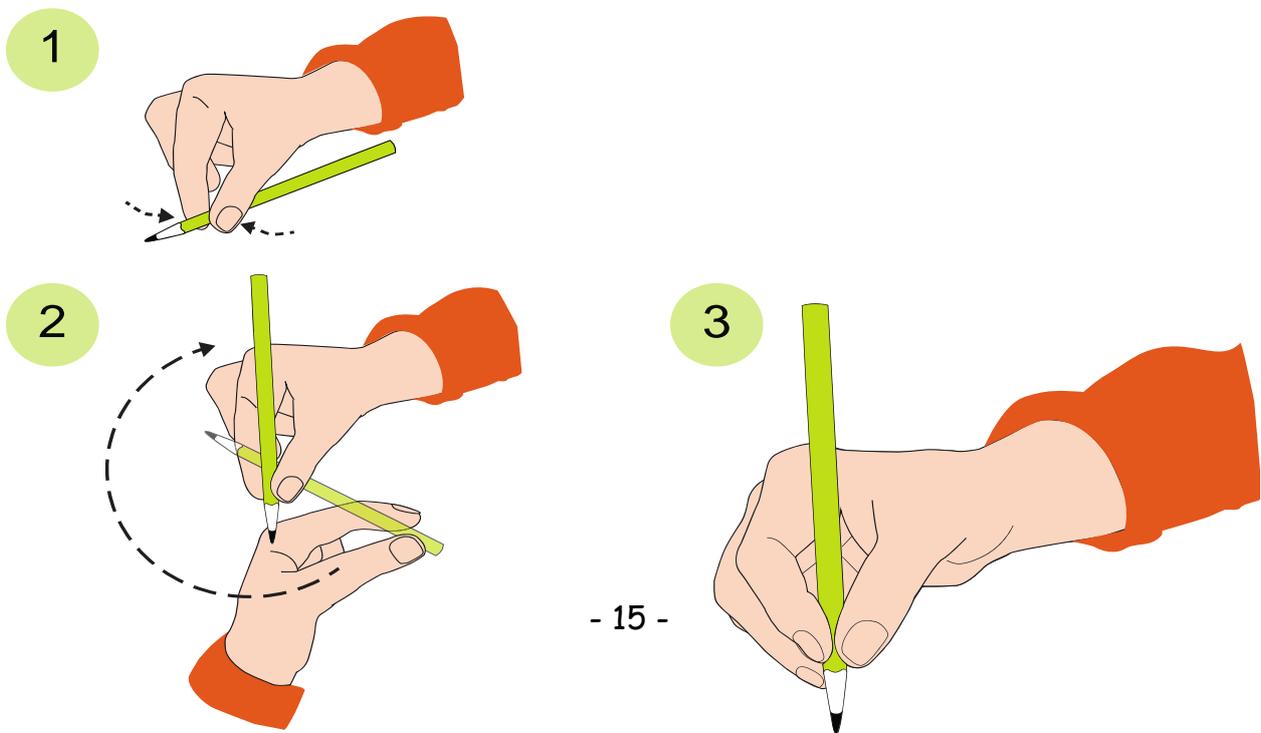
Pull the chair close
in to the table

Paper position for right-
handed children

THE TRIPOD PENCIL GRIP

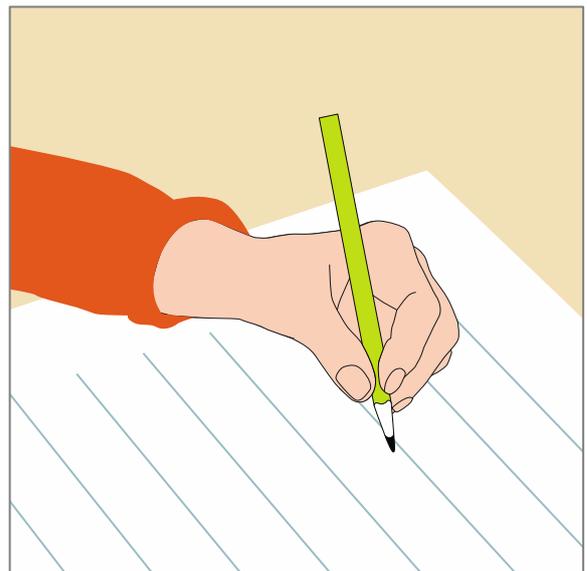
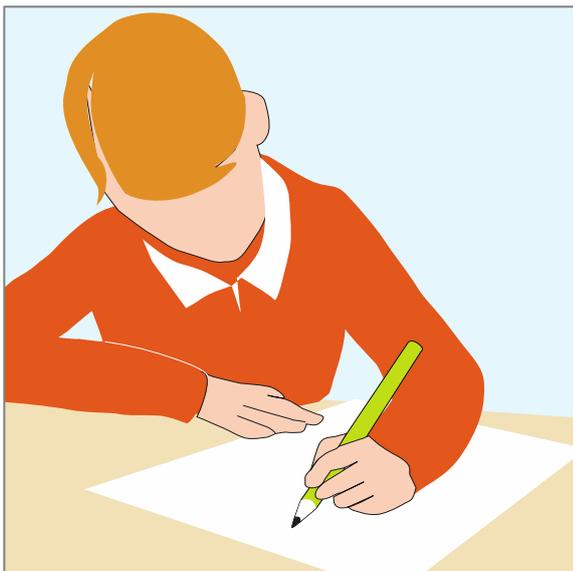
Both right and left handed children should be encouraged to use the tripod grip which allows the pen/pencil to be held securely whilst allowing controlled movements of the pen/pencil nib.

- 1) Grip the pencil with your index finger and thumb with the nib pointing away.
- 2) With your free hand, spin the pencil from underneath.
- 3) Use your middle finger to support the underside of the pencil.



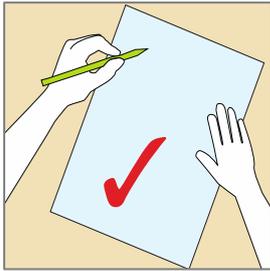
LEFT-HANDED CHILDREN

Left-handed children may find it difficult to follow right-handed teachers as they demonstrate letter formation (and vice versa). Teachers should demonstrate to left-handers on an individual or group basis.

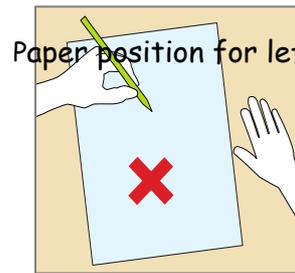


- Left-handed pupils should sit to the left of a right-handed child so that they are not competing for space.

- Pupils should position the paper/book to their left side and slanted, as shown.
- Pencils should not be held too close to the point as this can interrupt pupils' line of vision.
- Extra practice with left-to-right exercises may be necessary before pupils write left-to-right automatically.



INCLUSION

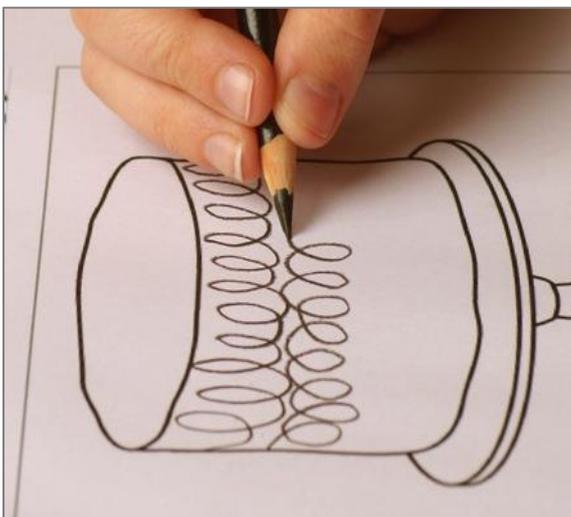


Paper position for left-handed children.

Children whose handwriting is limited by problems with fine motor skills, including left-handed children, and children with special educational needs, will be given one-to-one tuition to help achieve their optimum handwriting level.

PENS AND PENCILS

Children are encouraged to start handwriting using a soft pencil. When fine motor skills have been established a handwriting pen can be used. More competent pupils can use a ballpoint pen.



Key Stage Teaching

FOUNDATION

- Sit in the correct position and hold a pencil correctly to allow fluid movement of the nib.
- Improve fine and gross motor skills by enjoying drawing pre-cursive patterns in a variety of writing materials such as modelling clay, air writing, sand trays, felt pens, crayons, pencils, IWB, iPads/tablets.
- Understand the language need to describe pencil movements in preparation of letter formation.



RECEPTION

- Hold a pencil in an effective manner for writing and be encouraged to correct any errors in grip or stature.
- Understand that letters are written on a base line and that all cursive letters 'start on the line' and 'end with a hook'.
- If ready begin to form some recognisable joined-up cursive letters, capital letters and numerals.
- Have an understanding of writing their own name.
- Understanding different shaped letter families.

KEY STAGE 1

- Write legibly using upper and lower case letters with correct joins.
- Ensure that letters sit on the base line and are consistent in size with ascenders and descenders that are the correct length and formation.

- Leave the correct space between words.
- Form capital letters and use where appropriate.
- Form numerals that are consistent in size and sit on the base line.
- Begin to form printed letters and understand when they are to be used.
- Improve the speed of writing and begin to write automatically so promoting creativity in independent writing.



KEY STAGE 2

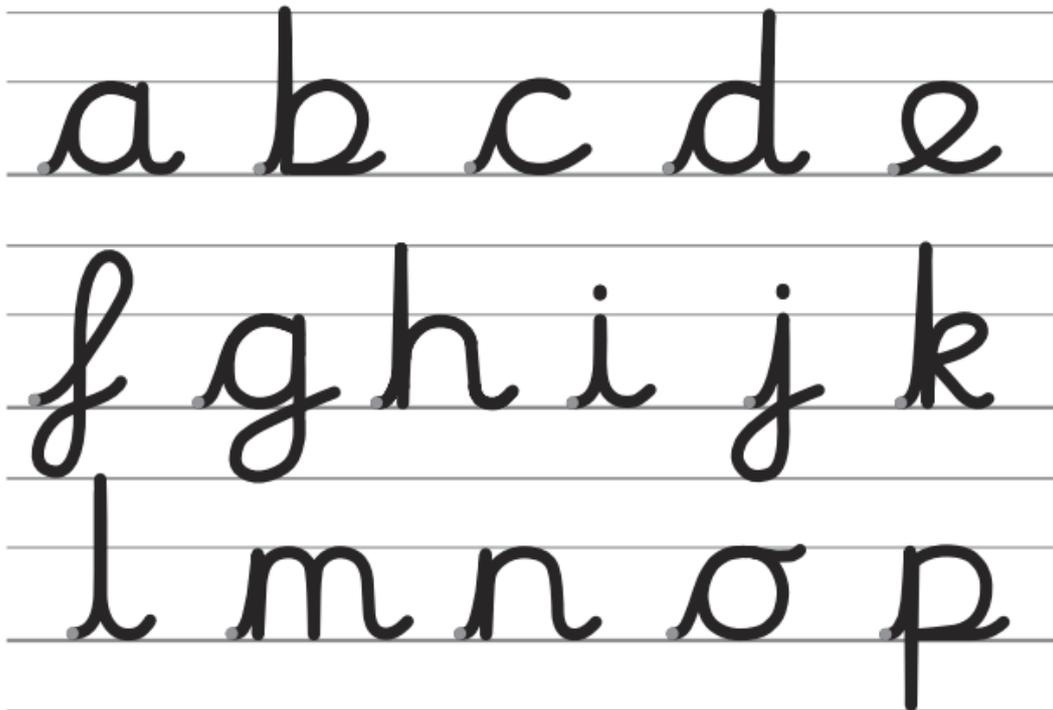
Improve quality, speed and stamina of handwriting.

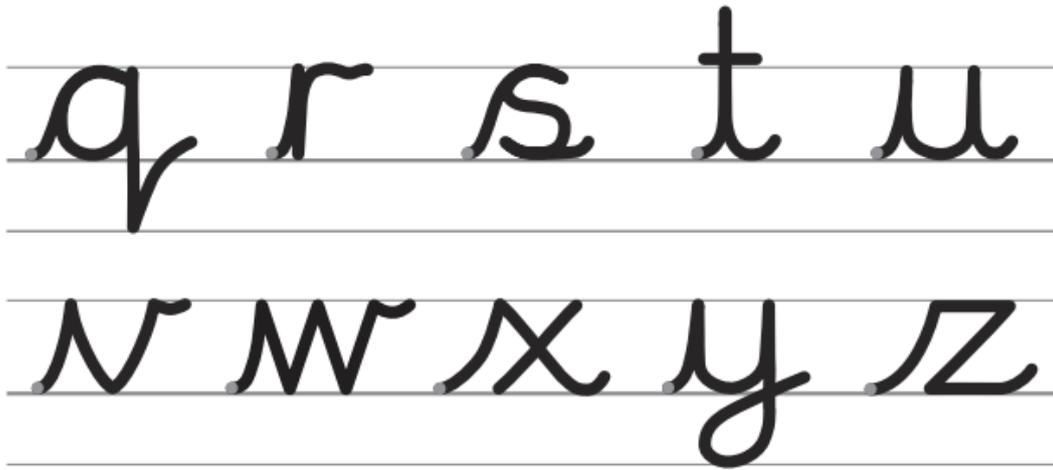
- **Quality:** Ensure letters are consistently sized with equal word spacing and that ascenders and descenders are parallel and do not touch words on the lines above and below.
- **Speed:** Improve speed of handwriting to allow creative writing to take precedence over the task of handwriting and be able to take 'quick notes' at a faster pace.
- **Stamina:** Have the strength and mobility to be able to write for longer periods of time without fatigue. Have full knowledge and ability of the different forms of handwriting for different purposes:
- Neat, joined, cursive letters for writing passages and large amounts of text, lists and letters.
- Printed or capital letters for posters, notices, headings, labelling, and form filling.
- Speedy handwriting for note-taking and dictation where neatness is not as important and shortcuts, such as + instead of 'and', can be used.

Dictation Exercises		
<p>Easy practice A selection of CVC words, a list of numbers and an easy poem.</p> <p>dog hill bus 26 37 92</p> <p>I can eat a bun. Put it in my bun. Open up the top. Sip on my pop.</p>	<p>Harder exercises A list of phrases, easy sums and a three-verse poem.</p> <p>Over the hill. 2 + 1 = 3</p> <p>A is an ant That seldom stand still. It made a nice house. Inside a hill. Nice little ant!</p>	<p>More challenging Shopping list, complex numbers and a written passage.</p> <p>4 small satsumas 12 medium barn eggs 29-10-2003</p> <p>My birthday is Scotland but at seven I moved south to Lincolnshire. I have lived there since then, other than</p>

Hanley St Luke's Cursive Alphabet.

Cursive Lower Case Letters





Capital Letters

A B C D E

F G H I J K

L M N O P

Q R S T U

V W X Y Z

