



**Hanley St Luke's C of E Aided Primary School**  
*Learning, Laughing, Loving at Family St Luke's*

## **Hanley St. Luke's Primary School**

### **English Policy**

**Updated March 2018**

**Policy written by: 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 and we encourage 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 five 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 Luke's uses many different strategies to teach reading other than phonics. This may take place in the form of shared reading, paired reading, guided reading or reciprocal reading.

### **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.

### **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**

Teachers use a guided reading grid to record the outcome of the session. In Key Stage One, the grids are linked to the colour reading bands and all children are grouped at a level above the books that they take home. Whereas in Key Stage Two the staff use the reciprocal reading structure of:

- Predict
- Clarify
- Question
- Summarise

to plan sessions and a variety of texts are used based on the topics taught.

### **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 or 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. Mrs Higham runs the library along with some KS2 library monitors and each afternoon the children have the opportunity to choose a book to take home and share. The children 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 KS2 have a class book (which is relevant to the age and interest of the class) or continue to read their key text, depending on its length.

### **Assessment in Reading**

Each year group will complete 3 PIRA 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. Staff also use the Staffordshire Primary Assessment Grids for reading to assess the progress of some children of whom there may be a concern or possible concern.

Children in Reception and Key Stage 1 will be expected to learn the sight words for their year group and they will be assessed on these each term.

### **Handwriting**

For more information please see Appendix 1

### **Writing:**

Writing is taught through a specific text in each year group from Y1-Y6. Teachers plan all of the work around this text and activities are scaffolded and differentiated to ensure that all children are able to access the activities planned. Teachers have a clear understanding of the learning journey and plan lessons that build upon prior learning and year group expectations.

English leaders regularly audit the writing in books and provide feedback to staff. This is done to monitor progress and provide support.

### **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.

## **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.

## **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 and topic words must be displayed in classrooms.

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.

## **Spellings:**

In KS1 the children are taught a weekly spelling rule and take home a set of ten words to spell as part of their homework. The children will be tested each week and will be asked to write a sentence with a spelling from the list that they have taken home. The teacher will choose other common exception words and sight words from their year group spelling list and include these into the dictated sentence. 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.

In KS2 spellings are taught regularly in discrete 20 minute sessions. Staff follow the 'No-Nonsense Spelling Programme' and deliver five lessons over two

weeks, practising and applying different spelling rules and strategies for their year group. The children will be given a set of spellings each week based on what has been taught that particular week.

### **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, visualizers, 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 that the children have been working on that term in class and is marked using the year group expectations targets. The Staffordshire Primary Assessment Grids are used to track the children's progress in writing and these grids relate directly to the National Curriculum. 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**

In Reception and Key Stage 1 children take home a learning journal with activities for the children to complete at home each week. The activities that are planned every half term and these activities reinforce basic skills such as reading, phonics, spelling and times tables.

All children are expected to read as part of their homework. Children are encouraged to read daily, however the expectation is that children read at least four times a week.

In KS2 the children will also be given a short set of spellings to learn for the following week based on a specific spelling rule that has been taught.

### **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.

### **More Able and Talented**

Some children who are exceeding in English will be placed on the More Able and Talented register. These children will be given opportunities to take part in enriching activities in school or in conjunction with other children and schools in the city. These activities are planned by the MAT coordinator.

### **Key Stage Two Book Club**

This academic year a number of Y4 and Y5 children have formed a Book Club in conjunction with Saint Marys Primary School in Tunstall. The children meet regularly to discuss the text that they are reading and meet once a term with the children from Saint Marys where they will take part in joint activities based on the text.

### **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. 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**

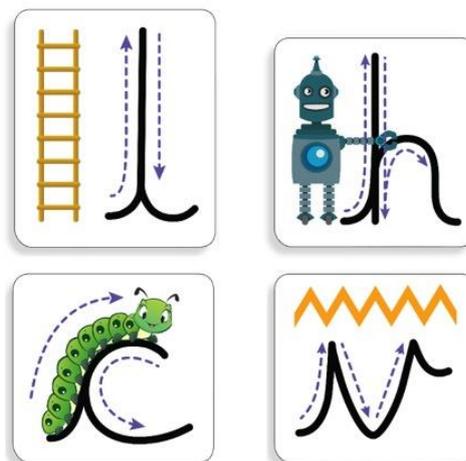
Staff should adhere to the marking policy in all English work. Spellings are to be underlined with SP reference and correct word written for children to practice at the bottom of the page. Teachers will underline the PART of the word that is spelt incorrectly so the children recognise which part of the word they have spelt incorrectly. Spellings will be copied out three times. When marking staff will ensure that children are given regular effective feedback in relation to the objective of the lesson in order for the children to move forward in their learning.

APPENDIX 1Hanley St. Luke's Primary SchoolHandwriting AppendixWritten 8/8/17 reviewed 6/3/18Policy written by: Fran Ruscoe (KS2), Liz Clewes (FS and KS1)English Link Governor: Adam ThompsonIntroduction

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.

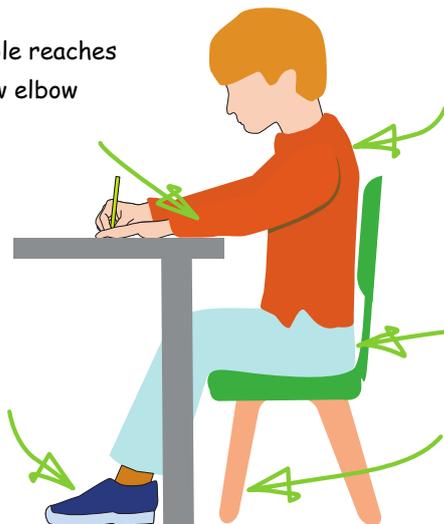
## Correct posture and pencil grip for handwriting

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

### SITTING POSITION

The table reaches to below elbow height.

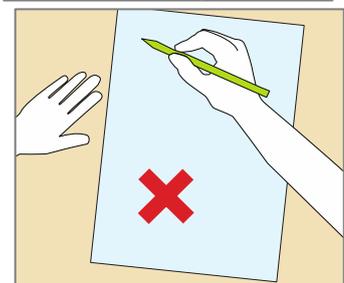
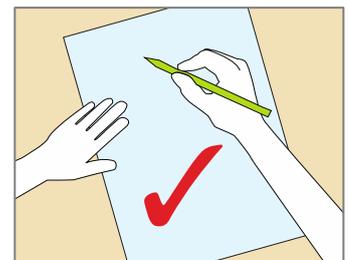
Keep feet flat on the floor.



Pull the chair close in to the table

Sit with a straight back, not leaning over the page.

Sit right back in the seat.

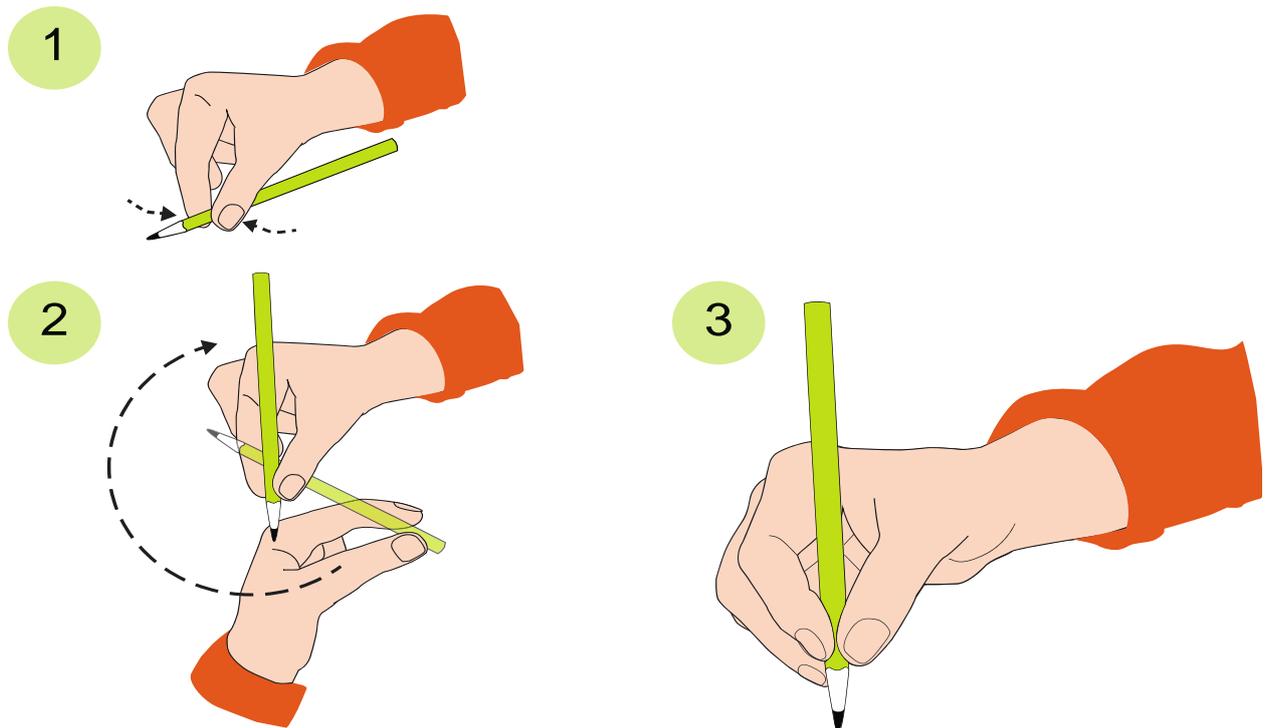


Paper position for right-  
handed children

## 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.

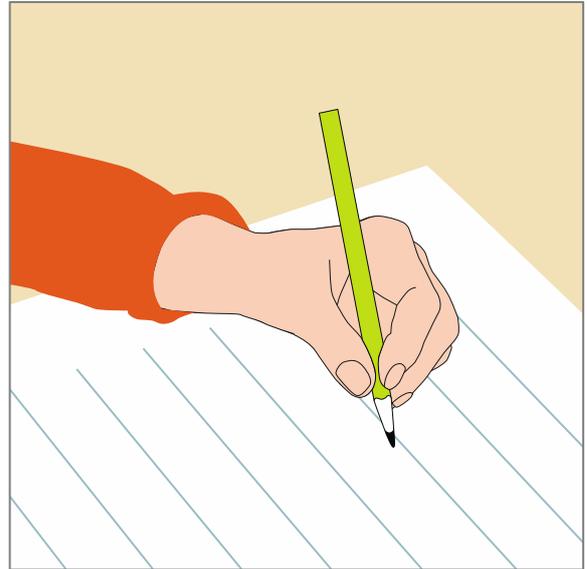
- 1) Grip the pencil with your index finger and thumb with the nib pointing away.
- 2) With your free hand, spin the pencil from underneath.
- 3) Use your middle finger to support the underside of the pencil.



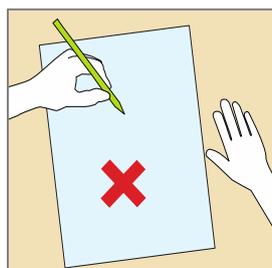
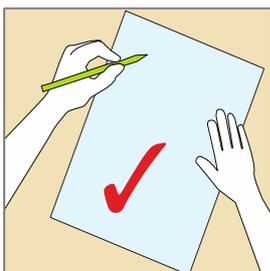
## LEFT-HANDED CHILDREN

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-

handlers 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.



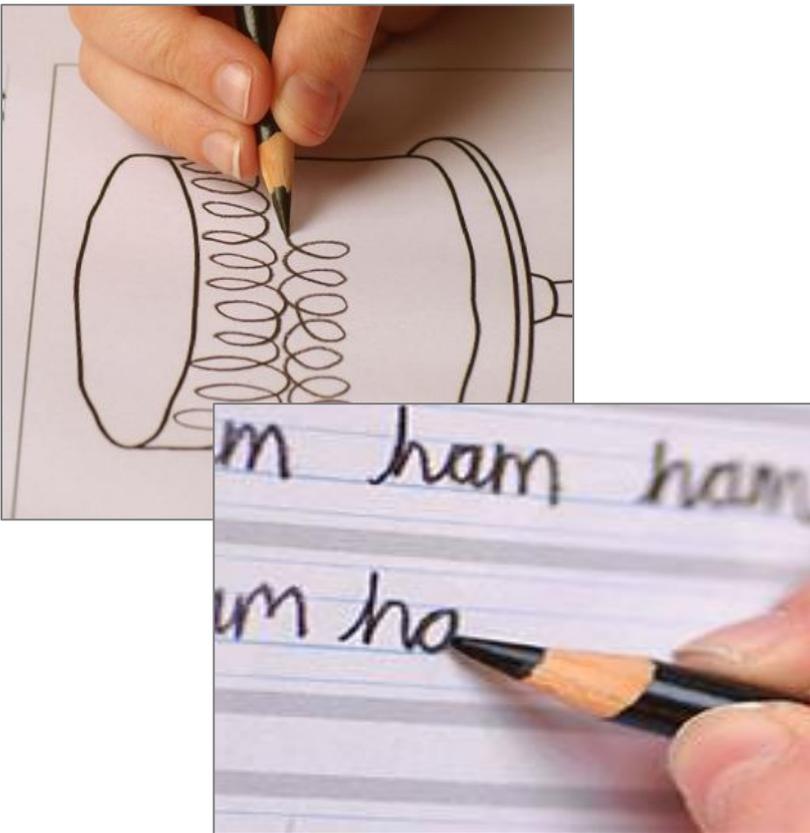
Paper position for left-handed children.

## INCLUSION

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.

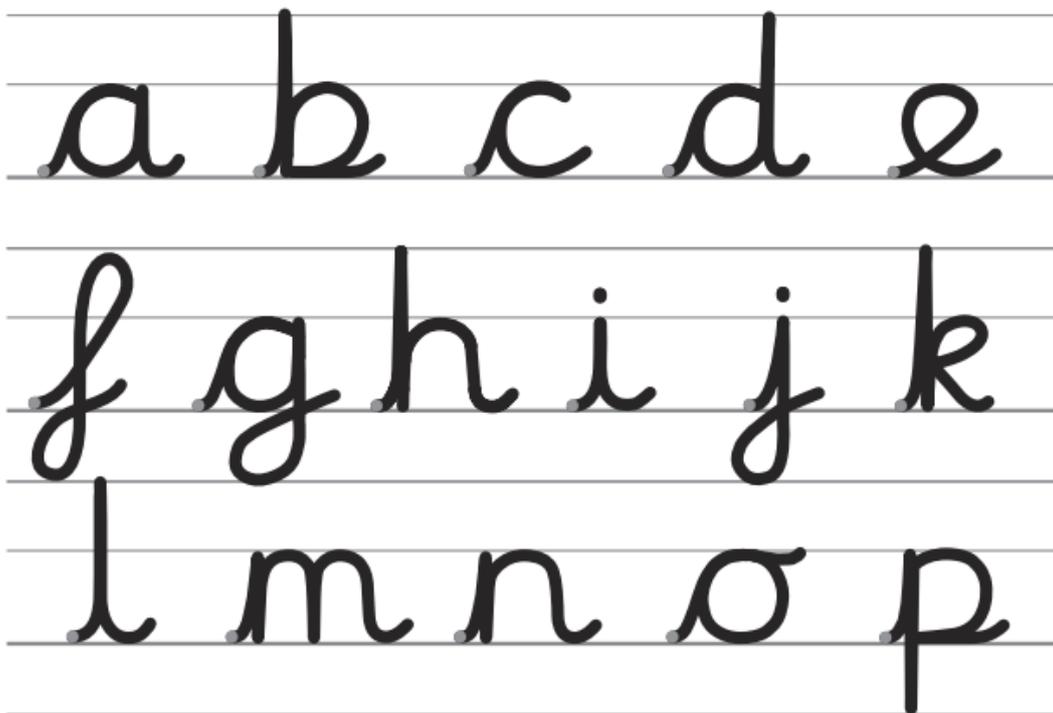
- **Quality:** Ensure letters are consistently sized with equal word spacing and that ascenders and descenders are parallel and do not touch words on the lines above and below.
- **Speed:** Improve speed of handwriting to allow creative writing to take precedence over the task of handwriting and be able 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.

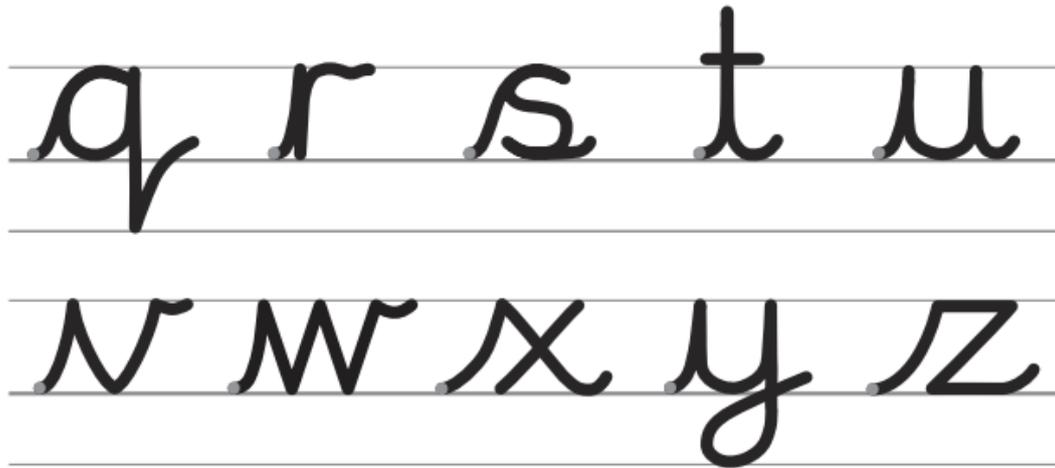
**Dictation Exercises**

Easy practice	Harder exercises	More challenging
A selection of CVC words, a list of numbers and an easy poem.	A list of phrases, easy sums and a three-verse poem.	Shopping list, complex numbers and a written passage.
 <p>dog hill bus 26 37 92 I can eat a bun. Put it in my bun. Open up the top. Sip on my pop.</p>	 <p>Over the hill. 2 + 1 = 3 A is an ant That seldom stand still. It made a nice house. Inside a hill. Nice little ant!</p>	 <p>4 small scallions 12 medium barn eggs 29-10-2003 My holidays in Scotland led of seven I moved south to Lancashire. I have found there none than 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



