

# English Policy



Summer 2017

### Rationale:

The National Curriculum (2014) clearly states that teaching the English language is an essential, if not the most essential role of a primary school.

At Eastway we recognise that without effective communication, little achievement can be made. We know that we have a duty to ensure that English teaching is a priority and we recognise that this is necessarily cross-curricular and a constant through-out school life and beyond. It is part of the 'essential knowledge' (National Curriculum) that is needed in society:

'Teachers should develop pupil's spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.' (National Curriculum)

We are an inclusive school, we set high expectations and recognise the importance of accurate and regular assessment in order to support individuals at every part of their learning journey and in whatever circumstances. We use one to one support, small group and whole class work to help with this. We plan teaching opportunities to help those for whom English is an additional language and those with disabilities outlined in the SEN code of practice. We agree with the statement of the National Curriculum, that 'pupils...who do not learn to speak, read and write fluently and confidently are effectively disenfranchised' (National Curriculum)

### Spoken Language:

The National Curriculum states that pupils should be 'taught to speak clearly and convey ideas confidently in Standard English' (p10) They should:

- Justify ideas with reasons
- Ask questions to check understanding
- Develop vocabulary and build knowledge
- Negotiate
- Evaluate and build on the ideas of others
- Select the appropriate register for effective communication
- Give well structured descriptions and explanations
- Speculate, hypothesise and explore ideas
- Organise their ideas prior to writing

We encourage our pupils to speak clearly and confidently and articulate their views and opinions. We teach that children need to express themselves orally in an appropriate way, matching their style and response to audience and purpose. Listening and responding to literature, giving and receiving instructions. They develop the skills of participating effectively in group discussions.

Ways in which we support this include:

- Activities which are planned to encourage full and active participation by all children, irrespective of ability
- Children with specific speech and language and auditory problems will be identified and specialist help sought, where appropriate
- Public speaking opportunities
- School Plays
- Class debates
- Whole school assemblies
- School Council
- Talk partners
- Book talk sessions
- Drama / role play
- PSHE and circle time

### Reading:

The National Curriculum states that pupils should be taught to read fluently, understand extended prose and be encouraged to read for pleasure. Reading is singled out as of extreme importance since through it 'pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually' (p13) Reading allows pupils to 'acquire knowledge' and to 'build on what they already know' (p13).

Schools are expected to have library facilities and support and encourage reading at home.

The 2014 Curriculum divides reading skills into two dimensions:

- Word reading/ decoding
- Comprehension

We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, writing, grammar and vocabulary. We also understand that reading is a developmental process and part of life-long learning and we encourage and praise children at every stage of it.

Ways in which we support this include:

- Daily phonics in Early Years, Foundation Stage and Key Stage One. All phonics lessons are based upon the phases identified in Letters and Sounds (2007). Those children not securing phase 5 by the end of Key Stage One will have further daily phonics sessions in the Autumn Term of Year Three.
- Three-part guided reading carousel; involving a pre-read activity, book talk session with a teacher and response to text task all based on a text suitable to the theme or topic being studied and levelled just above the age related expectations. The book talk session uses shared reading methodology to engage children in discussing vocabulary, authorial intent and inference skills.
- Two-part comprehension carousel; children have a chance to independently complete a comprehension at their own reading level, they then work with an adult to work through the comprehension questions, sharing model answers and discussing how specific question stems can be answered using the text as the primary source.
- Daily read aloud; each class enjoys a quality text being read aloud by their teacher. The text being read is always at a level beyond that of the best reader in the class.
- Weekly reading booster; All children are listened to reading aloud on a 1:1 basis, a text that is accurately matched to their individual reading ability. Children also have the chance to access independent reading activities on Bug Club and to enjoy additional reading for pleasure time in the school library.
- English lessons; all English lessons are rooted in high quality texts which may or may not be linked to the current theme being studied. Time each week is dedicated to shared reading opportunities. Vocabulary including tricky words and phrases are explicitly discussed.
- Home reading; all children are expected to read at home every night. Children select books at the correct book band level for their ability. They are awarded a sticker on their bookmark for every time that they read at home. Regular home readers are awarded with a half-termly reading reward.

### Writing:

The National Curriculum states that pupils should:

- Develop the stamina and skills to write at length
- Use accurate spelling and punctuation
- Be grammatically correct
- Write in a range of ways and purposes including narratives, explanations, descriptions, comparisons, summaries and evaluations
- Write to support their understanding and consolidation of what they have heard or read

The 2014 Curriculum divides writing skills into two dimensions:

- Transcription (spelling and handwriting)
- Composition (articulating ideas in speech and writing)

We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, reading, grammar and vocabulary.

Our approach to writing is based on Talk for Writing © which is an approach that supports children to explore, through talk, the thinking and creative processes involved in being a writer. It is embedded at every phase of the teaching sequence which is structured to include teacher talk, supported pupil talk and independent pupil talk. We believe that Talk for Writing is an approach that goes beyond the development of children's general speaking and listening skills - it allows children to explore the processes involved in being a writer, and extends oral rehearsal so that it becomes a draft for their written pieces. The approach supports the children to move from talk into writing. We expect this approach across the curriculum rather than just in English lessons.

Ways in which we support this include:

#### Early Years and Foundation Stage

In the Early Years, children are encouraged to attempt their own emergent writing and their efforts are valued and praised. As their phonic knowledge increases, this will be reflected in their writing. At the same time, their knowledge of key words is supported through reading and writing activities, including shared reading and writing. A wide variety of opportunities are provided for children to engage in writing activities.

Amongst these are:

- Shared writing
- Story Maps
- Role-play (e.g. an office or restaurant)
- Labels
- Recipes
- Lists
- Making books
- Writing letters
- Menus

Through engaging in these activities, children become aware that writing is used for a range of purposes. They distinguish it from drawing, and learn the left to right convention of writing in English. A variety of resources are used to encourage the development of the

fine motor control which is essential for good handwriting both in indoor and outdoor provision. These include using play dough, cutting, threading and tracing. Fine motor skills are also a focus in motor skills groups targeted at specific children. Gross motor skills are also developed through these groups (as well as in PE), as upper body strength is recognised as being vital to good fine motor skills.

## Foundation Stage Two, Key Stage One and Two

We follow the Pie Corbett Talk for Writing model to teach a text type whilst also meeting National Curriculum objectives as we believe that 'if children can't say it they can't write it.' All English lessons should be about teaching a text type and our yearly programme includes narrative, non-fiction and a poetry. On average the teaching of a text type lasts about 3 - 4 weeks. Our whole school writing grid details, for class teachers, what should be covered at each stage of the talk for writing process.

The structure of teaching a genre is as follows:

### The imitation stage

Establish a creative context and an engaging start, a typical Talk-for-Writing unit would begin with some engaging activities warming up the tune of the text, as well as the topic focused on, to help children internalise the pattern of the language required. This is followed by learning an exemplar text 'off-by-heart', supported visually by a text map and physical movements to help the children recall the story or non-fiction piece. In this way the children hear the text, say it for themselves and enjoy it before seeing it written down. Once they have internalised the language of the text, the children are in a position to read the text and start to think about the key ingredients that help to make it work. This stage includes a range of reading as-a-reader and as-a-writer activities. The class starts to co-construct a toolkit for this type of text so that they can talk about the ingredients themselves - a key stage in internalising the toolkit in their heads.

### The innovation stage

Once the children have internalised the text, they are ready to start innovating on the pattern of the text. This begins with more advanced activities to warm up the key words and phrases of the type of text focused on so the children can magpie ideas. Younger children and less confident writers alter their text maps and orally rehearse what they want to say, creating their own version. The key activity in this stage is shared writing, helping the children to write their own by "doing one together" first. In Key Stage 2, this begins with using a boxing-up grid (innovating on the exemplar plan) to show how to plan the text and then turning the plan into writing. This allows the children to see how you can innovate on the exemplar text and select words and phrases that really work. Demonstrating how to regularly read your work aloud to see if it works is important here. This process enables the children to write their own versions through developing their

ability to generate good words and phrases and also, hopefully, develops the inner judge when they start to decide why one word or phrase is best. Key words and phrases are put on the washing line alongside the shared writing so that when the children come to write they have models and words and phrases to support them. Throughout the shared writing, the children are strengthening their toolkit so they start to understand the type of ingredients that may help.

#### The invention/independent application stage

This stage begins with activities focused on helping the children understand aspects that they were having difficulty with and includes time for the children to have a go at altering their work in the light of what they have just learnt so that they start to make progress. This stage will continue to focus on the next steps needed to support progress so the children can become independent speakers and writers of this type of text. More examples of the text are compared followed by more shared writing on a related topic and then the children can have a go themselves on a related topic of their own choosing. At the end of the unit, the children's work will be published or displayed.

#### Spelling

All Key Stage Two classes take part in three spelling lessons every week. Wordlists are aligned to the National Curriculum expectations for each year group. A range of six activities are planned over a two-week period beginning with a pre-test and culminating in a final spelling test. Children are awarded points for every word spelled correctly. Certificates are awarded when a prescribed number of points are achieved. Children are expected to practice their spelling lists at home using a wide range of home learning activities. Further points are awarded for regular home practice.

All spelling lists and information about the timetable and essential information about each activity can be found on the computers at school in the staff shared area, English 2015, spelling.

#### Grammar

As well as being taught in context in English lessons, grammar skills are taught in twice-weekly lessons. All classes use the Babcock Grammar programme or Twinkl resources aligned to their National Curriculum year group expectations.

#### Handwriting

We aim to make handwriting an automatic process that does not interfere with creative and mental thinking. 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 speedy joined-up handwriting, and to understand the different forms of handwriting used for different purposes. We have an agreed script for the formation of each letter and number and an agreed letter formation style. These can be

located on the school computer system in the staff shared area, English 2015, handwriting folder.

#### Foundation Stage

- Movements to enhance gross motor skills such as air-writing, pattern making, dough-disco.
- 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 using the agreed script

#### Key Stage One

- Cursive handwriting reinforcement, learning and practice in phonics sessions and across the curriculum
- Numerals, capitals and printed letters formed correctly and positioned accurately on the line
- Introduction to joined-up handwriting through twice-weekly taught handwriting sessions and daily opportunities to practice.
- Variable line size depending on the ability of each child.
- Interventions for those children requiring additional support.

#### Key Stage Two

- Daily opportunities to practise joined-up handwriting
- Interventions for those children requiring additional support
- Line sizes to decrease in size across Key Stage Two.
- Children to be introduced to handwriting pens when they have a fluent, accurate joined style. Handwriting will continue to be monitored and a return to pencil will take place should standards slip.

All staff must ensure that all written communications meet the high standards expected to act as a good role model for the high expectations we have of our children. This is especially important when modelling writing to the children and in written feedback on children's work.

#### Cross-curricular Literacy Opportunities

Teachers will seek to take advantage of opportunities to make valid cross-curricular links so that writing genres taught are meaningful - e.g. Roman newspaper reports in English lessons when studying Romans in history. They will also plan for pupils to practise and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum. This will be monitored through book scrutiny and mentoring meetings with the Deputy Headteacher.

#### Assessment

Assessment forms an integral part in the planning, teaching and learning process. It is an essential element of all teaching. It is the process through which we obtain and interpret information relating to the knowledge, understanding, abilities and attitudes of our pupils. Teachers will use suitable forms of assessment, based on expectations, which are clear, realistic and understood by pupils. Pupils' written work will be regularly and consistently marked in ways that highlight the strengths and next steps, using approaches that are well understood by pupils and their parents.

- All work must be marked in accordance with the school marking and feedback policy.
- Half-termly summative assessments will be made in line with the Target Tracker statements for the relevant band. Each child will be given a step assessment.
- Moderation, especially of writing, will take place internally and with local schools to ensure consistency and greater teacher knowledge.
- Pupil progress meetings take place each term with the head teacher.

### *Example Reading Carousel*

	Monday	Tuesday	Wednesday	Thursday	Friday
Group 1	2 Teacher Led Book Talk	3 Response to Text	4 Independent Comprehension	5 Marking Comprehension with TA	1 Pre-read activity
Group 2	1 Pre-read activity	2 Teacher Led Book Talk	3 Response to Text	4 Independent Comprehension	5 Marking Comprehe nsion with TA
Group 3	5 Marking Comprehension with TA	1 Pre-read activity	2 Teacher Led Book Talk	3 Response to Text	4 Independe nt Comprehe nsion
Group 4	4 Independent Comprehension	5 Marking Comprehension with TA	1 Pre-read activity	2 Teacher Led Book Talk	3 Response to Text
Group 5	3 Response to Text	4 Independent Comprehension	5 Marking Comprehension with TA	1 Pre-read activity	2 Teacher Led Book Talk



## Handwriting Jingles



<b>Curly caterpillar family</b> <i>(Anticlockwise movements)</i>	
<b>c</b>	Start at the top, come round and stop.
<b>o</b>	Start as if a 'c' for cat, but make an orange just like that!
<b>a</b>	Start as if a 'c' for cat, come back up like an acrobat. Down to the ground and flick.
<b>d</b>	Start as if a 'c' for cat, come back up like an acrobat. Now climb up the dinosaur's neck, slide back down to his foot and flick.
<b>g</b>	Start as if a 'c' for cat, come back up like an acrobat. Slide underground and curl back around.
<b>q</b>	Start as if a 'c' for cat, come back up like an acrobat. Slide quickly, quietly underground and flick.
<b>s</b>	Start as if a cat all curly, but half way down you come back early. Curl back round for a snake on the ground.
<b>f</b>	Start at the top, come round, fall underground then curl back round. Now cross it.
<b>e</b>	Take the elephant to the exit, back over the top, round and stop.
<b>Zig zag monster</b> <i>(diagonal movements)</i>	
<b>v</b>	Slant down to the ground and slant up in the air.
<b>w</b>	Down, up, down, up.
<b>x</b>	Slant down to the ground. Lift your pen up in the air. Cross back again.
<b>z</b>	Zoom forward, zig-zag back, zoom again.



## Handwriting Jingles



<b>Long ladder family</b> <i>(mainly down and round movements)</i>	
<b>l</b>	Start at the top for 'l', straight down, flick like a little kick.
<b>i</b>	Straight down like a stick and flick. Don't forget the dot.
<b>t</b>	Take it from the top, slide to the ground and flick. Then cross it quick.
<b>j</b>	Start like 'i' like a stick, slip underground then curl back round. Don't forget the dot.
<b>u</b>	Start like 'i' like a stick, under, up, down and flick.
<b>y</b>	Do a 'u', slide underground and curl all the way back around.
<b>One armed robot family</b> <i>(down, up and over movements)</i>	
<b>r</b>	Down to the ground, back up and round. Rrrr.
<b>n</b>	Down to the ground, back up and round all the way to the ground and flick.
<b>m</b>	Start off like a 'n', then go up, round and down again.
<b>h</b>	Start high up and hurry down. Go halfway back and hurry round. Hit the ground and flick.
<b>b</b>	Start at the top of the bat. Come down to the ground like that. Go halfway up, over and round to make a ball lying on the ground.
<b>P</b>	Go down underground, back up, go round and curl back around.
<b>k</b>	Start high up and hurry down. Go halfway back then all the way round. Curl back to the stick and KICK!

## LetterFormation

Aa Bb Cc Dd

Ee Ff Gg Hh Ii

Jj Kk Ll Mm

Nn Oo Pp Qq


Rr Ss Tt Uu Vv

Ww Xx Yy Zz

### Example KS2 Spelling Timetable

	Monday	Tuesday	Friday	Monday	Tuesday	Friday
Group 1	<u>TA</u> Pre-test Read words Put into alphabetical order Write into homework book	Magical Spelling / Look, say, cover, write check. Anagrams or Wordsearch	<u>I</u> Dictionary Definitions	<u>TA</u> Mid-test (to be marked letter by letter) Dictation	iPad – A+ Spelling app	<u>I</u> Mark homework Final test Collate scores
Group 2	<u>I</u> Mark homework Final test Collate scores	<u>TA</u> Pre-test Read words Put into alphabetical order Write into homework book	Magical Spelling / Look, say, cover, write check.	<u>I</u> Dictionary Definitions	<u>TA</u> Mid-test (to be marked letter by letter) Dictation	iPad – A+ Spelling app
Group 3	iPad – A+ Spelling app	<u>I</u> Mark homework Final test Collate scores	<u>TA</u> Pre-test Read words together Put words into alphabetical order Write into homework book	Magical Spelling / Look, say, cover, write check.	<u>I</u> Dictionary Definitions	<u>TA</u> Mid-test (to be marked letter by letter) Dictation

## Additional Information about Spelling Activities

<u>Activities</u>	
Pre-test	No introduction given about rule or pattern. Words read aloud quickly so that little time is given to overthink or to copy from peers or environment. Mark as tick or cross. 5 points added to spelling core for every word spelled correctly.
Read words together	Give out set of flashcards to each child. TA reads all out loud and then asks children to read the words.
Put words into alphabetical order	<p>Individually cut up flashcards. Place in alphabetical order in ALK arc style.</p> 
Magical Spelling / Look, cover, write check.	In pairs using magical spelling strategies and /or a look, cover, write, check sheet.
Dictionary Definitions	Using pre-prepared sheet. Work with T on how to speedily find word. Discussion around meaning. Anything written has to be understood by child, i.e. not just copied straight out of dictionary.
Mid-test (to be marked letter by letter)	Read out word list, giving time for children to use magical space to recall word. When marking mark each letter individually. Children to highlight any parts they got wrong. No overall score to be given.
Dictation	Choose approx. five of the words which were most commonly spelled incorrectly in mid-test. Say aloud in a sentence, children to write complete sentence. TA to mark spelling words only.
iPad – A+ Spelling app	Child to record own words and then work through the games and activities on the app.
Mark homework Final test Collate scores	<p>Mark homework with children as this will give them an extra chance to revisit the words they have been learning. Discuss any difficulties shared by the group. Share strategies.</p> <p>Test words to be read out slowly enough for children to use magical space strategy.</p> <p>Scores to be added to spelling score list.</p>