



A place to shine ...

***Let light shine out of darkness and God's light shine in our hearts
2 Corinthians ch4, v6***

English policy and Guidance policy

Consultation that has taken place	December 2019
Date formally approved by governors	December 2019
Date policy became effective	December 2019
Review date	October 2021
Person responsible for implementation and monitoring	Lyndsay Dreyer
Other relevant policies	See SPAG policy for more detailed information.

'For we write nothing else to you than what you read and understand, and I hope you will understand until the end' (2 Corinthians 1 verse 13)

Rationale

Through English, the children at Central Walker Church of England Primary School will be given access to a rich literary environment and a wide range of activities through which language can be extended. The skills for dealing with every day demands need to be provided and developed. English provides opportunities to widen the children's experience beyond the classroom and make them aware of our cultural literary and social heritage. This will enhance enthusiasm and foster positive attitudes towards creativity, imagination and communication.

Aims

- To develop the children's ability to talk and listen in a variety of contexts;
- to express ideas and feelings;
- to give and respond to information and instructions;
- to act and to discuss in groups of varying sizes;
- to teach the children to read with accuracy and fluency across a range of materials, fiction and non-fiction
- to enable the children to read, understand and respond to literary and other texts;
- to encourage and develop the children's ability to write confidently, accurately and appropriately for different purposes and audiences
- To develop handwriting skills and presentation of work appropriate to a range of purposes.
- To develop a wide range of independent spelling strategies

1 Oracy Skills

Speaking and listening skills are at the forefront of preparing children for their future role in society. Effective communication plays a vital part in the children's personal, social, intellectual, creative, spiritual and moral development.

In our school we acknowledge that, for reasons attributable to severe socio – economic deprivation, many of our pupils and their families have limited access to resources that promote literacy. This results in a significant proportion of our pupils entering school with delayed language development.

Aims

- To ensure that all assessment and marking is positive, clear, appropriate in its purpose and productive in its outcomes.
- To enable children to express themselves, their thoughts, needs and feelings, and through their talking, to relate to the world they live in.
- To use speaking and listening skills to collect and share information, exploration and viewpoint.
- To ensure children learn to listen with concentration and to comprehend, assimilate, enjoy and interpret what they hear.

- To develop children's ability and confidence to adjust the language they use and its delivery to suit particular audiences, purposes and contexts.
- To stimulate and encourage the sharing of ideas drawing on other people's experiences.
- To encourage respect for other people's oral contributions and raise self esteem.

Guidelines

- Opportunities should be provided for adult/child and child/child conversations, individually, paired talk and in small and large groups.
- Teachers should provide an environment that will stimulate ideas for speaking and listening and be aware of the language possibilities in all activities.
- Adults to set a good example of speaking and listening and show consideration of what the child has to say
- Children need to be made aware of and respect different languages, accents and dialects.
- Through listening, teachers should make provision for individual children's language development using a variety of approaches, response and classroom strategies.
- Speaking and Listening is addressed on a daily basis in all subject areas.
- Teacher Assessments are recorded half-termly, on individual class trackers where progress is monitored.

2 Reading

Reading opens up a world of possibilities and gives access to worlds and wisdom that can only enhance and enrich lives. Children become successful readers by learning how to use a range of strategies to be able to access the text. Through a home-school partnership, it is the intention of the school to make it an enjoyable journey that will equip the children with the strategies to enable them to read with confidence, fluency, understanding and enjoyment.

Aims

- To support the children in realising their full potential and in attaining age-appropriate standards.
- To be able to read with confidence, fluency and understanding.
- To foster a respect for and love of books, developing reading for pleasure.
- To be able to use a full range of reading strategies and cues to enable the children to monitor their reading and correct their own mistakes.

- To support the children in developing an interest in books and for them to read with enjoyment and be able to evaluate and justify their preferences, gaining an awareness of the wide variety of reading material and its purposes.
- To encourage shared reading with parents and peers.
- To build confidence in choosing books they wish to read for pleasure or information.
- To develop a suitable technical vocabulary through which to understand and discuss their reading.

Guidelines

- Shared reading provides the context for applying and teaching word level skills and how to use other reading cues to check for meaning.
- During shared reading sessions the teacher focuses on word building, spelling patterns, punctuation, layout and purpose, structure and organisation of sentences.
- Guided Reading Sessions enables the teacher to group the children according to ability and structure an activity. Guided Reading sessions enable the teacher to teach specific strategies/techniques.
- In addition to guided reading, the teacher assesses and supports children in the group. As the children develop as readers they may be asked to solve problems, note points or be asked direct questions to check for understanding.
- All children read regularly with an adult to develop their reading skills.
- Parents are encouraged to be involved in the home-school reading programme.
- Early reading strategies include the teaching of Read, Write Inc. It is expected that whole class phonic teaching takes place on a daily basis until at least Year 3, further where necessary.
- From Nursery, Read Write Inc guidelines are used to introduce phonic acquisition. *See Read Write Inc section to note how this is carried out
- Every opportunity is used throughout the day to read and make children aware of words in school and the environment.
- Questioning is made explicit and is often linked to Blooms Taxonomy.
- Read Write Inc Comprehension sessions support development of reading comprehension through development of thinking.
- A wide variety of attractive and high quality reading material is made available to all children. This is mainly sourced from PiXL to ensure high quality texts and questions are consistently used throughout KS2, beginning in Y3.
- Children have individual target statements that highlight the areas to be focused on for progress to be made.

- Teacher Assessments are recorded termly using Learning Ladders alongside PiXL assessments from Y2 onwards (Y1 in the summer term). Salford reading and Speed reading is assessed half termly and tracked on a class/Phase basis so progress can be monitored.

2.1 Read Write Inc

At Central Walker Church of England Primary School we teach the basic skills of reading and writing through the successful programme, Read Write Inc. This programme was devised by former head teacher, Ruth Miskin, who has gone on to work as a government advisor for the teaching of phonics.

Rationale

At the core of Read Write Inc, is the structured and lively teaching of synthetic phonics. Children learn the 44 common sounds in the English language and then progress to sound-blend words for reading at the same time as developing handwriting skills and spelling.

The most important aspect of the programme is the fact that reading books have been devised to match each stage of progression, containing words children can decode, so they achieve early success in reading. The more sounds they know the greater range of texts they can read.

As the children move through the programme, they are also taught to comprehend and to compose – out loud. The quicker their decoding the more they comprehend; and the quicker their encoding the more they write of what they have composed out loud. Children can then begin to develop a way of thinking necessary for all school learning – discursive thought; the ability to hold and develop a complex network of ideas and arguments.

The high level of planning which comes with the programme gives teachers and learning support assistants practical day-to-day guidance and the confidence to deliver effective, fun lessons.

Read Write Inc has five underlying principles – the five Ps:

1. **Pace** – children should be so involved in the lesson that they do not have any 'down time'. Lessons are energetic and rigorous and to ensure no time is wasted, 'silent signals' are used for quick effective class management.
2. **Praise** – a lot! Catch children displaying the behaviour needed for learning to be successful – a particular emphasis on praising effective partner work.
3. **Purpose** – the purpose is set out at the beginning of each activity so the children fully understand what they are learning and why. This is made clear by the teacher modelling and thinking out loud.
4. **Participation** – the key to successful lessons. All children take part in all of the lesson. Full participation is gained through choral work – 'my turn, your turn' – and partner work.
5. **Passion** – adults are encouraged to be creative and show the children how much they love the lessons – making their teaching larger than life so children engage in the learning. The greater the passion, the faster their progress!

Organisation, Delivery and Assessment

Each Phase delivers the Read Write Inc programme according to the individual needs of their pupils. Children are assessed and grouped by ability and are taught daily in small groups led by both teachers and learning support assistants. Lessons consist of three parts: learning sounds, reading and writing. Lessons are 45 minutes long and are in addition to normal literacy teaching.

Monitoring and Assessment is rigorous. Children are assessed every 6-8 weeks and their individual progress and attainment is recorded (see Phonics Assessment Tracker) Children are then re-grouped.

The aim of Read Write Inc is for children to complete the programme as quickly as possible. The sooner they complete the phonic programme the sooner they will be able to choose books to read at their own interest and comprehension level. But it is vital that children go at the pace of their own decoding ability.

Early Years

Teaching is focused on the learning of pure sounds through Speed Sounds lessons and Word Time. The sounds are split into three groups. Once children can read and blend all the Set 1 sounds into words they then read Ditties (sentence work), then Storybooks Green, Purple and Pink.

Key Stage 1

Again, teaching is focused on the learning of pure sounds and children will progress to learn all three sets of speed sounds. The sounds are matched to colour-coded storybooks. Each colour group is taught by a teacher or learning support assistant.

In Key Stage 1 there are nine phonic colour groups, with Grey group being the last phonic group in the programme. Alongside the Storybooks are Get Writing books which allow the children to use their phonic knowledge to write simple sentences, compose stories based on picture strips and to compose a range of texts using discussion prompts.

Once children have completed the final coloured group, they will progress onto the PiXL programme.

Lower Key Stage 2

Children who have not completed the RWI programme by the end of Year 2, intervention will be taught in LK S2 allowing a catch up period before beginning the PiXL spelling programme.

Assessment of reading:**Years Rec-6**

Reading is primarily assessed on Learning Ladders as well as using PiXL – Below T-expected, Expected, GDS (current year group)
New SEND assessments currently in consultation.

3 WRITING

Writing is a natural instrument for the expression of our experiences and for the products of the imagination and intellect. Our children have to live and function in a literate society. It is our role to provide the children with the basic skills to access our world and reach their full potential.

Aims

- To support the children in realising their full potential and in attaining age-appropriate standards.
- To develop a love and stamina for writing.
- To achieve in writing the same fluency with words as in speech.
- To demonstrate the need for communication by writing.
- To develop the skill of clear handwriting in a fluent and legible style.
- To plan, draft, revise and edit their writing.
- To be able to write in a range of fiction and non-fiction genres including narratives and poetry.
- To develop a technical vocabulary through which to discuss writing.

- To take pride in the presentation of their work.

Guidelines

- Teachers provide a stimulating environment allowing children opportunities to write in a variety of ways and for a variety of purposes and audiences including themselves.
- Lessons are planned and delivered through a two week planning cycle following Reading skills, talk for writing, plan, write, edit and improve with final draft.
- Children are given a range of opportunities to write independently and collaboratively with a cross curriculum approach.
- Shared writing sessions provide opportunities for the children to learn, apply and reinforce skills in the context of a large group. The teacher's role is to guide and model using texts to provide structures for writing including checklists for writing. During shared writing the teacher demonstrates features of layout, presentation and organisation with a focus on SPAG elements of writing.
- From Nursery, Read Write Inc guidelines are used to introduce phonic acquisition. *See Read Write Inc section to note how this is carried out
- Through cross curricular planning, all genres of writing are explored (ensuring standards of writing are maintained in all areas of the curriculum) and developed through drama, role play, art, music, speaking and listening activities and written work.
- Children have learning ladders grids printed in the front of their books to provide on-going targets in Reading, Writing and Math's. Y2 and Y6 children also work from the TAF statements to ensure coverage for SATS year groups.
- Teacher Assessments are recorded half-termly on learning ladders where progress is monitored.

3.2 Handwriting and Presentation

Children should take a pride in the presentation of their work. It leads to improved self esteem and encourages self discipline. Every child should be equipped to use a legible and presentable style of handwriting. It should be taught as an independent skill through direct teaching and close observation of the child's writing. In Foundation, Key Stage 1 and Key Stage 2 marking of handwriting should take place with the child there. Throughout a week all children will have had support from the teacher as well as opportunities for regular practice.

With daily practice, children should have acquired a legible joined script by the end of Year 2 – some earlier depending on the development of their fine motor skills.

As a child's writing becomes more fluid and natural, and speed is increased, daily practice may not be necessary but regular practice should still take place to ensure the principles of the scheme are not forgotten.

Rules for good handwriting should contain the following elements:

- pencil grip
- posture
- correct letter formation
- writing which is parallel
- position of letters in relation to the line, including orientation of ascenders and descenders
- relative size of tall and small letters
- use of ligatures – diagonal/horizontal joins
- fluency, and speed of writing

Handwriting practice takes place regularly, depending on the amount necessary.

Policy and practice for the Foundation Stage and Key Stage 1

Aim:

For each child to acquire a legible, fluent and fast handwriting style.

Objectives

- To develop a good posture
- To allow children to discover a preferred hand for holding a pencil.
- To develop a good pencil grip.
- To reinforce left-right hand movements and the anti-clockwise movement, to move from the top to the bottom of a letter
- To establish the relationship between the position of the letters
- To confidently use flowing movements

Curricular Coverage

In the early Foundation stage, skills to be developed include:

Good gross and fine motor control

In terms of gross motor control, it is particularly important that good posture and balance are taught. Most gross motor control can be taught through all areas of the curriculum.

Fine motor control will be developed through small-scale movements. Children will be encouraged to develop the pincer movement, dexterity and finger strength. Adequate provision for developing gross motor skills inside and outside will lead to a refining of fine motor skills. Children's names are a useful source of learning. Although skills for handwriting can be introduced from a very early stage, through art and other activities. Through experimentation with shapes, children will develop fluency of movement. They will be introduced to pencils, finer pens and smaller sheets of paper once they have experienced drawing letter shapes without constraint.

Recognition of pattern

Practitioners will focus on features that keep recurring in letter formation, e.g. the three basic letter shapes: l, c and r.

Children will sometimes be encouraged to produce patterns across an entire line to encourage fluency of movement and to emphasise the right to left direction of our writing system. At other times, they will be taught to restrict the number of repetitions in order to begin to learn about leaving spaces between words.

Recommended Style of Handwriting

From foundation stage children are taught letter formation and handwriting through RWInc. Early years solely follow the letter formation being taught through daily speed sound lessons. KS1 children follow on from this, using 'jump on the line' before each handwriting phrase to progress the style of writing to pre-cursive letters. Children in Year 2 will be given a 'joining license' when they have adequate skills and consistent presentation of handwriting. Children from Y3 onwards are expected to write with legible joined handwriting. All children from KS1-KS2 are taught an explicit handwriting session daily (within allocated SPAG time)

Using 'shape families' for teaching letter formation

The letters of the alphabet will be taught through four main movement groups:

- 1) Anti-clockwise round, exemplified by the letter c. Letters c, o, a, d, g, q
- 2) Down, 'bounce' and retrace upwards, exemplified by the letter r. Letters b, h, k, m, n, p, r
- 3) Down and off, exemplified by the letter l. Letters i, j, l, t.
- 4) Other letters e, f, s, u, v, w, x, y, z.

Left-Handed Children

Children will be allowed to pick up writing implements themselves and to decide which hand they prefer. Help will be given with the pencil hold.

Left-handed children should have the paper slightly to the left of the centre of their body and will be encouraged to tilt their work clockwise. Writing from left to right is more difficult for left-handers and staff will offer support.

Right handed children should have their work tilted slightly anticlockwise

Good Posture

The development of good posture will be emphasised. Staff will ensure that:

- Children have a good pencil grip which is relaxed but allows for efficient control of the pencil. Pencil is held between thumb and forefinger with the pencil resting on the third finger and the other two fingers tucked away.

Assessment of writing:

Years Rec-6

Writing is primarily assessed on Learning Ladders as well as using PiXL – Below T-expected, Expected, GDS (current year group)

New SEND assessments currently in consultation.

Arrangements for Planning

The responsibility for coordinating planning across key stages is with the subject leader. This includes ensuring that staff plan for all literacy genres across each year group. The class teachers are responsible delivering medium term plans and weekly plans. They should refer to the Learning Ladders and TAF statements for key learning objectives. SPAG objectives must be given in daily sessions as well as in cross curriculum subjects such as RE and topic.

Arrangements for Monitoring the Delivery of the Curriculum

- Long Term overview and half term planning to be established in Phases, Medium term plans within year groups and class teachers to produce weekly/daily planning.
- Book/Work scrutiny – 1 per term.
- Talking with pupils – 1 per term.
- Learning walks/observations – 1 per term.

Quality of Teaching

Teachers will use a variety of organisational arrangements in order to enable pupils to acquire a full repertoire of speaking and listening skills. A range of resources and occasions for reading will be supplied to extend reading ability and promote higher reading skills; pupils will be required to write in a wide variety of styles for real, motivating purposes.

Account will be taken of children whose first language is not English. Teachers should also be aware of differences affecting the performance of boys and girls.

Assessment, Recording and Reporting Arrangements

Assessment - Formative/summative

Much valuable assessment can be carried out informally, by observing pupils while they are engaged in learning activities, by talking to them about what they are doing and about their English understanding.

A range of tasks and strategies will enable us to judge a child's achievement in the different areas of factual knowledge, concepts and skills. Specific assessment tasks will be identified half termly and in planning.

Recording

Pupil Evidence: Children's work books. We are looking to record each child's progression and his/her attainment against the national norms.

Written Evidence: Evidence across a wide variety of different genres e.g. reports, notes, diaries, questionnaires, stories, newspaper articles, reading journals, annotations etc

Oral Evidence: Questioning, discussion, interviews, sequencing, explanation, describing, evaluating, role-play, presentations, video recording, debates.

Reporting:

Reporting to parents is done twice a year in Parent Consultation Evenings and annually through a written report.

Special Educational Needs Provision

Differentiation can be planned in terms of learning objectives tasks, teaching strategies, grouping, teacher intervention and resources. Children with English as an additional language will be assessed for special educational needs and if necessary, provision for learning will be planned for.

Monitoring and Review

This Policy will be reviewed annually by the English Leaders and the Curriculum Team Governors