



Monkhouse Primary School

Fluency in English Policy

Write to be understood, speak to be heard, read to grow!

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RATIONALE:

The fundamental aim for English in the 2014 national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The English curriculum aims to ensure all pupils: *read easily, fluently and with good understanding, acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language, and write clearly, accurately and coherently.*

At Monkhouse Primary School, we recognise that basic skills in English are the fundamental skills that children need in order to open their doors to the vast range of opportunities that are available to them, and are essential to participating fully as a member of society.

AIMS:

- To allow children to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them.
- To provide a consistent and progressive framework across school in the teaching of English Basic skills.
- To foster effective learning in basic skills in English by suggesting appropriate, current and engaging ways of teaching these skills daily.
- To support staff in understanding the progression of basic skills and the expectations which should be met within every Year group.
- To meet the requirements of the 2014 Primary National Curriculum

TEACHING AND LEARNING:

At Monkhouse Primary School, children are rewarded the following opportunities to develop, rehearse, consolidate and apply their Basic English skills across the curriculum:

* Five times a week, a basic skills (grammar, handwriting, spelling) session takes place in addition to the daily English session, which focuses on skills from the 6 main strands e.g. transcription, composition etc. See Appendix 2 for the structure of a typical basic skills session.

* Across a fortnightly period, every child will engage in a Guided Reading session that is planned and focused towards the skills they need to develop in reading. Each session should focus on an element of vocabulary development, alongside objectives from gap analysis to

ensure children are developing their reading skills. See Appendix 3 for the structure of a Guided Reading session.

* A promotion of basic skills across every area of the curriculum and maintaining high standards to ensure children receive clear expectations.

BASIC SKILLS PLANNING:

Planning of activities to develop children's basic skills and competence is taken from the Primary National Curriculum 2014, with target tracker being used to support planning for gaps in learning. This basic skills curriculum is mapped out to show progression and to ensure that all strands are covered thoroughly to provide children with the confidence and skillset they need to progress further as they journey through school. (Appendix 1.)

The expectations are that the majority of children will move through the stages at broadly the same pace. However, decisions about when to progress to the next stage will be taken by the class teacher and will be based on the pupils' security in understanding and application of the skills. Pupils who grasp and apply skills quickly should be challenged by moving to the next level. Those who are not sufficiently secure should be provided with additional opportunities to consolidate and master their understanding.

RESOURCES:

At Monkhouse, we use a range of strategies and resources to support children in developing their knowledge of Basic English skills.

Through the use of iPads, children, teachers and parents have access to a range of APPs to support children in their learning such as Alan Peat punctuation and sentences, Word juice, Opposites, Spell Fix and Inference development. In the 2016-2017, we are buying into the letter-join program to support handwriting both in school and at home.

iPads are also used to support basic skills in the classroom though the use of voice dictation, the ability to edit and re-draft with ease, access to an online dictionary / thesaurus to develop vocabulary and word meaning understanding and to allow children to consider their audience and purpose when showcasing their learning.

Basic skills for English can be taught using image, text and film to motivate and engage children in their learning.

ASSESSMENT:

At Monkhouse we use Target Tracker to continually assess children's progress towards attaining skills and to identify challenges. Class teachers and any trainees use gap analysis to identify next steps in children's learning and to ensure that these are planned for.

Alongside the class teacher's assessment for learning and gap analysis, children receive a formal Grammar and Spelling test three times a year (October, February, May). This allows teachers to further assess how children achieve in a test situation and where further support to develop grammar knowledge may be needed. As children move into Year 2 and Year 6, they receive a baseline assessment on entry to allow staff to plan for progression across the year.

MONITORING:

The monitoring of the teaching and learning of English basic skills will be carried out by the school's senior leadership team and will involve:

- Basic skills and Guided Reading learning walks
- Analysis of data
- Pupil progress meetings
- Work scrutiny
- Pupil interviews to gather pupil voice.

Any CPD requirements will be identified as part of the monitoring process, staff audits and staff requests for developing their own practice. Relevant and timely CPD will be provided for staff internally through staff training, supportive actions, peer planning and teach-meets, and externally through signposted CPD or where a member of staff feels an advertised training session will be valuable to them and the current needs of the school.

Vulnerable Groups and English Basic Skills:

SEND:

Where barriers to learning are identified, the class teacher will work closely with the SENCO and the Literacy Co-ordinator, to ensure that difficulties with English basic skills are swiftly addressed as quickly as possible and a programme of learning is put into place to remove the barriers. If appropriate to their needs, the targeted children may access intervention groups including phonics, oral work, handwriting and grammar work. If the child is on the Special Educational needs register, they will have an IEP with individualised learning targets.

Higher Attaining Pupils:

Children showing particular strengths and talents in any aspects of Literacy will be identified by the class teacher. Weekly planning should reflect the focus on developing their skills, whilst showing challenge for them to achieve mastery in this area. Class teachers should seek advice from the Literacy Coordinator if they need support in challenging their more able pupils.

EAL Children:

Language development, which begins with talk, is central to all learning, so speaking and listening must be a fundamental part of the curriculum, supporting learners in expressing ideas and feelings, in respecting others and empathising with them. Our EAL pupils at Monkhouse need support in understanding language and using it effectively to ensure they can access the English curriculum and make accelerated progress. EAL children should be provided with pre-teaching of key vocabulary (using communicating print style images) to support their understanding and use of language, and receive differentiated resources / additional support as appropriate during all English basic skills sessions.

Pupil Premium Children:

All children are provided with equal access to the English curriculum and we aim to provide suitable learning opportunities regardless of gender, ethnicity or home background. However, we are aware that some children may need additional support to thrive in their development of basic literacy skills and narrowing the gap for our PP children is a key priority.

Appendix 1: Progression in basic skills

	Word	Sentence	Text	Punctuation	Terminology for pupils
1	<p>Regular plural noun suffixes –s or –es (e.g. <i>dog, dogs; wish, wishes</i>)</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>)</p> <p>How the prefix un- changes the meaning of verbs and adjectives (negation, e.g. <i>unkind, or undoing, e.g. untie the boat</i>)</p>	<p>How words can combine to make sentences</p> <p>Joining words and joining clauses using <i>and</i></p>	<p>Sequencing sentences to form short narratives</p>	<p>Separation of words with spaces</p> <p>Introduction to capital letters, full stops, question marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun I</p>	<p>letter</p> <p>capital letter</p> <p>word</p> <p>singular</p> <p>Plural</p> <p>sentence</p> <p>punctuation</p> <p>full stop</p> <p>question mark</p> <p>exclamation mark</p>
2	<p>Formation of nouns using suffixes such as –ness, –er and by compounding [for example, <i>whiteboard, superman</i>]</p> <p>Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found in English Appendix 1)</p> <p>Use the suffixes –er, est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs</p>	<p>Subordination (using <i>when, if, that or because</i>) and coordination (using <i>or, and, or but</i>)</p> <p>Expanded noun phrases for description and specification [for example <i>the blue butterfly, plain flour, the man in the moon</i>]</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>	<p>Correct choice and consistent use of present tense and past tense throughout writing.</p> <p>Use the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]</p>	<p>noun, noun phrase</p> <p>statement, questions</p> <p>exclamation, command</p> <p>compound, adjective, verb</p> <p>suffix</p> <p>adverb</p> <p>tense (past, present)</p> <p>apostrophe</p> <p>comma</p>

3	<p>Formation of nouns using a range of prefixes, such as <i>super-, anti-, auto-</i></p> <p>Use of forms a or an according to whether the next word begins with a consonant or a vowel (e.g. <i>a rock, an open box</i>)</p> <p>Word families based on common words, showing how words are related in form and meaning [for example, <i>solve, solution, solver, dissolve, insoluble</i>]</p>	<p>Expressing time, place and cause using conjunctions (for example, <i>when, so, before, after, while, because</i>)</p> <p>adverbs [for example, <i>then, next, soon, therefore</i>] or prepositions (for example, <i>before, after, during, in because of</i>)</p>	<p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]</p>	<p>Introduction to inverted commas to punctuate direct speech</p>	<p>Adverb preposition, conjunction word family, prefix clause, subordinate clause, direct speech consonant, consonant letter, vowel, vowel letter inverted commas (or 'speech marks')</p>
4	<p>The grammatical difference between plural and possessive -s</p> <p>Standard English forms for verb inflections instead of local spoken forms (<i>we were</i> instead of <i>we was</i>, <i>I did</i> instead of <i>I done</i>)</p>	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher expanded to: the strict maths teacher with curly hair</i>)</p> <p>Fronted adverbials (e.g. <i>Later that day, I heard the bad news.</i>)</p>	<p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun across sentences to aid cohesion and avoid repetition</p>	<p>Use of inverted commas and other punctuation to indicate [for example, a comma after the reporting clause; end punctuation with inverted commas: <i>The conductor shouted, "Sit down!"</i>]</p> <p>Apostrophes to mark plural possession [for example, <i>the girl's name, the girls' name</i>]</p> <p>The use of commas after fronted adverbials</p>	<p>Determiner pronoun, possessive pronoun adverbial</p>

5	<p>Converting nouns or adjectives into verbs using suffixes [for example <i>-ate</i>; <i>-ise</i>; <i>-ify</i>]</p> <p>Verb prefixes [for example <i>dis-</i>, <i>de-</i>, <i>mis-</i>, <i>over-</i>, and <i>re-</i>]</p>	<p>Relative clauses beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>why</i>, <i>whose</i>, <i>that</i>, or an omitted relative pronoun</p> <p>Indicating degrees of possibility using adverbs [for example, <i>perhaps</i>, <i>surely</i>] or modal verbs [for example, <i>might</i>, <i>should</i>, <i>will</i>, <i>must</i>]</p>	<p>Devices to build cohesion within a paragraph [for example, <i>then</i>, <i>after that</i>, <i>this</i>, <i>firstly</i>]</p> <p>Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, <i>he had seen her before</i>]</p>	<p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	<p>modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity</p>
6	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out</i> – <i>discover</i>; <i>ask for</i> – <i>request</i>; <i>go in</i> – <i>enter</i>]</p> <p>How words are related by meaning as synonyms and antonyms [for example, <i>big</i>, <i>large</i>, <i>little</i>]</p>	<p>Use of the passive voice to affect the presentation of information in a sentence [for example, <i>I broke the window in the green house</i> versus <i>The window in the greenhouse was broken (by me)</i>]</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags e.g. <i>He's your friend, isn't he?</i> Or the use of the subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech]</p>	<p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence</i>], and ellipsis</p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p>	<p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It's raining; I'm fed up</i>]</p> <p>Use of a colon to introduce a list</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity [for example <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>]</p>	<p>Subject, object active, passive synonym, antonym ellipsis hyphen colon semi-colon bullet points</p>

Quick reference of minimum expectations by year group

<p>Year 1 Regular plural noun suffixes –s or –es Suffixes that can be added to verbs How the prefix un- changes the meaning of verbs and adjectives How words can combine to make sentences Joining words and joining sentences using <i>and</i> Separation of words with spaces Capital letters, full stops, question marks to demarcate sentences Capital letters for names and for the personal pronoun</p>	<p>Year 4 Plural and possessive –s Standard English forms for verb inflections instead of local spoken forms Appropriate choice of pronoun or noun within a sentence Fronted adverbials Inverted commas to punctuate direct speech Apostrophes to mark singular and plural possession</p>
<p>Year 2 Formation of nouns using suffixes–ness, -er Formation of adjectives using suffixes –ful, -less Use the suffixes –er and -est to form comparisons of adjectives and adverbs Subordination (when, if, that or because) and coordination (or, and, or but) Expanded noun phrases Statements, question, exclamation, and commands Capital letters, full stops, question marks and exclamation marks Commas to separate items in a list Apostrophes to mark contracted spellings</p>	<p>Year 5 Converting nouns or adjectives into verbs using suffixes Verb prefixes (e.g. <i>dis-</i>, <i>de-</i>, <i>mis-</i>, <i>over-</i>, and <i>re-</i>) Relative clauses beginning <i>with who, which, where, why, whose, that,</i> or an omitted pronoun Indicating degrees of possibility using modal verbs or adverbs Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity</p>
<p>Year 3 Formation of nouns using a range of prefixes, such as <i>super-</i>, <i>anti-</i>, <i>auto-</i> Use the forms a or <i>an</i> according to whether the next word begins with a consonant or a vowel Word families based on common words Conjunctions (e.g. <i>when, so, before, after, while, because</i>) Adverbs (e.g. <i>then, next, soon, therefore</i>) Prepositions (e.g. <i>before, after, during, in because of</i>) The introduction of the present perfect form of verbs instead of the simple past Introduction to inverted commas to punctuate direct speech</p>	<p>Year 6 The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing Use of the passive voice to affect the presentation of information in a sentence Expanded noun phrases to convey complicated information concisely The difference between structures typical of informal speech and structures appropriate for formal speech and writing Use of the semi-colon, colon and dash to mark the boundary between independent clauses Use of a colon to introduce a list Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity</p>

Appendix 2: Structure of a Basic skills session

Each English basic skills session lasts for 30 minutes and focusses on the practise of between 6 and 8 basic skills per session. The session is quick paced, engaging and interactive.

Teachers organise the class how they wish for the session, including some use of carpet where others may have their class sitting at tables. When recording is needed, the children should record on their iPad, in their Basic Skills exercise books or on whiteboards (handwriting practise might be in books and on whiteboards depending on focus).

All children should be actively involved in a session and included through differentiated questioning, challenge tasks, choice of entry points to a variety of tasks (based on Target Tracker gap analysis and assessments from the previous session) and through the targeted support they receive.

The session is structured around a series of between 6 and 8 slides on the Interactive Whiteboard, which is used to display resources to support the children in developing and applying their understanding of grammatical terms. Slides are shared with the children and short bursts of direct teaching accompany these to ensure children are developing SPAG and handwriting basic skills daily. Some teaching activities may require children to have read a text / completed a task before accessing the learning for today (flipped learning) or they may receiving their learning through their ipad to allow specific groups to be targeted during the 30 minute session.

Each session must include:

- A Handwriting opportunity: Formation of letters, diagonal joins, joined cursive style. More time should be spent on this element across the first Autumn term and will be reduced according to the needs of the class and individual children appropriate to their year group (see progression in handwriting coverage).
- Transcription and spelling opportunities: Children have the chance to practise skills such as segmenting words, representing phonemes in different ways, learning rules and patterns, sorting words, word meaning, using dictionaries and thesauruses and understanding suffixes and prefixes.
- Vocabulary, grammar and punctuation opportunities: Phrases, clause and sentences, sentence (including structure and position), sentence types, conjunction use, punctuation, forms of sentences (question / command), tenses, word classes, sentence openers and providing clarity in writing.
- Composition opportunities: Writing and sequencing sentences, writing for different purposes and audiences, organising sentences/paragraphs around a theme, choosing appropriate vocabulary and grammar to enhance meaning and the correct use of tense and person throughout a text.

All of the slides should focus on rehearsing and practising basic skills appropriate to the year group and individual children's stages in their learning. These activities should promote enjoyment, engagement, skill development and understanding for application. Some direct teaching may remain similar for two-three days and then change again to maintain engagement and enjoyment.

The following list is a suggestion of activities which could be used:

- Problem of the day – correcting errors in a sentence / passage / paragraph – objective focussed e.g. certain spelling, missing punctuation appropriate to year group etc.

- Word of the day – vocabulary development, word meaning (including root word), word application, synonyms and antonyms.
- A mad minute where children have one minute to record as many spellings as they can correctly, form as many perfectly formed letters as they can, write as many adjectives to describe a given image as they can, use a thesaurus, spot errors in a text, find and act out the verb and other challenges.
- Sentence Doctor – what is wrong with the sentence below? How would you treat it?
- Silly Sentences – write a sentence that makes sense and retains meaning using only the letter... (silly image to accompany).
- Odd One Out – from a selection of spellings, pictures for inference, sentence types / forms, word classes.
- Sometimes, Always, Never- children are given a statement which they then have to explain if it is sometimes, always or never true e.g. *a comma is only used to separate items in a list!*
- Images: a range of images are used to describe – word classes, sentence types, sentence openers, tenses
- Opinion line: Children are given a statement and have to place themselves along a continuum to show if they agree or disagree.
- Corners: Agree / disagree with a statement given, how good a sentence is...
- Add in detail: Drop in____, add on more detail...
- Combining: Give three sentences which can be linked using conjunctions – can children unlock the code to join them together?
- Word / image association? Making links between two pictures.
- Song lyrics: avoiding letters / changing words whilst retaining meaning.

Appendix 3: Guided Reading

Children at Monkhouse will engage in reading everyday through basic skills sessions, English lessons, Project Learning and Accelerated Reading. These opportunities will allow them to read for a range of purposes, including information finding and reading for pleasure.

Every child must take part in a guided reading session in any two week period. The length of these reading sessions varies per year group (see autumn term expectations below) and staff should use their professional judgement against these times in line with their knowledge of children's ability and capabilities. Guided Reading sessions can take place away from any other session with an English focus, or can be covered in basic skills sessions, with some children completing basic skills slides through flipped learning. Guided Reading should focus on building reading fluency and stamina independently, developing vocabulary knowledge and confidence, inferring and deducing information from a text and understanding the processes of the writer in creating the text.

When might a Guided Reading session take place?

Guided reading can be delivered by teachers and support staff.

It might take place after whole class teaching to allow some children to work independently, whilst others take part in a GR session, during basic skills where two adults are working with the class (KS1) or where flipped learning could occur (KS2), during re-drafting time, during independent project time, linked with a maths basic skills arithmetic session.

During a guided reading session, teacher modelling is crucial and it is advised that staff show children how fluent readers monitor their understanding and use strategies to clarify their understanding. Teachers should plan to ask probing questions that require children to consider how they know some information from a text and to encourage metacognitive reflection to explain their understanding.

Planning for Guided Reading:

Teachers use Target Tracker for objectives and gap analysis to ensure children are grouped and targeted in line with their current needs and capabilities to allow progression in learning.

Teachers should vary the stimulus type they use (image, text, song lyrics etc) to maintain engagement and allow children to feel successful in each session they have. Before a session, staff should ensure they know the stimulus being used well and have planned questions for this stimulus based on the objectives needing to be covered, checking questions are pitched correctly for each group of children. Remember to dip into KS1 & KS2 reading SAT papers for questioning styles. The Alan Peat Guided Reading framework is also very useful for supporting in question preparation.

Autumn term expectations for guided reading:

Year	Time of session	Coverage
R -	5 minutes	Guided reading sessions cover a range of reading skills which can be taught using film, images, sentences, paragraphs or a whole text. Please ensure children are subject to all, with the aim of developing reading speed, stamina and confidence being accounted for.
1	10 minutes initially – building up to 15.	
2	15 minutes initially – building up to 20.	
3	20 minutes	
4	20 minutes	
5	30 minutes	
6	30 minutes	