

Oakmeadow CE Primary and Nursery School

English Policy

1. AIMS

At Oakmeadow we aim to develop pupils' abilities within an integrated programme of Speaking & Listening (including phonics), Reading & Writing. We aim for pupils to be given opportunities to develop their use, knowledge and understanding of spoken and written English within a broad and balanced curriculum, with opportunities to consolidate and reinforce taught literacy skills in other subjects.

Our goal is for all pupils at Oakmeadow Primary School to leave Key Stage 2:

- reading and writing with confidence, fluency and understanding, using a range of independent strategies to proofread and edit;
- with a love of reading and a desire to read for enjoyment;
- with an interest in words and their meanings; developing a growing vocabulary in spoken and written forms;
- understanding a range of writing genres and their characteristics;
- able to write in a variety of styles and forms appropriate to the text type and audience;
- having a suitable technical vocabulary to articulate their responses.

2. STATUTORY REQUIREMENTS

The new English programme of study (2014) is based on 4 areas:

- Spoken language
- Reading – word reading, comprehension
- Writing – composition, handwriting, spelling, grammar
- Spelling, grammar, punctuation and glossary

The new National Curriculum is divided into 3 Key stages: - Key Stage 1 (Years 1 and 2), Lower Key Stage 2 (Years 3 and 4) and Upper Key Stage 2 (Years 5 and 6). By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

In the **Foundation Stage** children are given opportunities to:

- speak and listen and represent ideas in their activities;
- use communication, language and literacy in every part of the curriculum;
- become immersed in an environment rich in print and opportunities to communicate.

At **Key Stage One** (Years 1 and 2) children learn to speak confidently and listen to what others have to say. They learn to read and write independently and with enthusiasm. They learn to use language to explore their own experiences and imaginary worlds. Children are given opportunities to speak and listen throughout all subject areas.

At **Key Stage Two** (Years 3-6) children learn to change the way they speak and write to suit different situations, purposes and audiences. They read a range of texts and respond to different layers of meaning in them. They explore the use of language in literary and non-literary texts and learn how the structure of language works.

3. SUBJECT ORGANISATION

Foundation Stage

In Foundation stage children have daily discrete phonics lessons. Children have opportunities to develop their communication, language and literacy skills on a daily basis in both adult led and child initiated activities.

***See appendix 1 for further details in our phonics policy.**

Key Stage 1

In Key Stage 1 daily discrete phonics lessons (Letters and Sounds) continue and are taught in ability groups, while children have daily mixed ability English lessons. Children take part in both guided and individual reading sessions (e.g. with teachers, TAs, Reading Buddies and volunteers) and have regular story times to develop a love of reading. Literacy skills are developed in other areas of the curriculum. Provision is made for children who require extra support through intervention programmes, differentiated class teaching and differentiated Letters and Sounds sessions. We use the Penpals scheme to support in the delivery of frequent handwriting lessons as we aim to have a uniform and consistently taught style across the school. We use the No Nonsense Spelling scheme in order to support a progressive and well structured spelling provision. Taught spelling sessions are delivered regularly within English lessons.

Key Stage 2

In Key Stage 2 Children have daily English Lessons including integral Grammar, Punctuation and Spelling sessions (using No Nonsense as in KS1). Additional sessions to promote literacy skills include daily guided reading and frequent handwriting sessions using the Penpals scheme. Literacy skills are developed in a cross curricular manner with teachers aiming to build writing and reading into their foundation lessons. Provision is made for children who require extra support through intervention programmes (such as Ruth Miskin phonics) and differentiated class teaching. At break times, Key Stage 2 children have the use of the designated library space in order to promote reading for pleasure.

4. APPROACHES TO READING

Teachers model reading fluency and strategies during shared reading sessions within lessons, whilst children have the opportunity to develop skills and to discuss texts in detail during guided reading sessions. Independent reading provides time for both assessment and 1-1 teaching. Daily discrete phonics lessons in FS and KS1 enable children to decode efficiently. This is continued into KS2 where necessary.

A range of book banded reading schemes are used to support all learners through to year 6. Guided Reading books are selected to provide appropriate challenge, and will generally be a higher book band than those books that pupils share at home. Teaching assistants may support reading activities to ensure that children have more frequent opportunities to read with adults. Children in the Foundation Stage classes take home a book from school and parents are encouraged to read the books with their child daily and then record what book they have read and comment on skills or raise issues. We encourage regular teacher – parent communication.

In KS1 children take home a banded book according to their ability. These books develop fluency and enjoyment of a variety of texts (e.g. stories, poetry, information). Each child has a home-school reading record that teachers and parents can use to share information about a child's reading. Parents are encouraged to read with their child daily. Classrooms have a Reading Corner with a selection of books for the children to enjoy.

In Key Stage 2 children choose a book banded classroom book to take home and read. They are also encouraged to read books of their choice from home alongside the book banded text. They are encouraged to record their own thoughts and opinions about the books in their Reading Record.

Throughout the Key Stage children become more independent in recording what they have read in their reading journals. We also have a selection of books in each Class Reading Corner to support appropriate text choices. Teacher assessments done throughout the year provides us with the levels which the children are reading at as well as the colours they can read within the book bands.

We still encourage all readers to share a book at home with their grown-ups. We believe that this not only helps to develop inferential skills, but also supports a lifelong love of reading. We recognise the value of adults (both in school and at home) reading aloud to children, in order to improve their grasp of story language, enthuse them with a love of books and inspire them

as writers. We run a whole school reading challenge where children are encouraged to read for ten minutes daily at home and will receive awards for doing this.

6. APPROACHES TO WRITING

We aim to develop the children's ability to produce well structured, detailed writing in which the meaning is made clear and which engages the interest of the reader. Attention is paid throughout the school to the formal structures of English, grammar, punctuation and spelling. To support our teaching of writing we use Key Performance indicators from our internal tracking system and the requirements of the interim framework. Teachers model writing strategies and the use of phonics and spelling strategies in shared writing sessions. Guided writing sessions are used to target specific needs of both groups and individuals, whilst children have opportunities to write at length in extended

Independent writing sessions take place both during and at the end of each unit as 'cold' and 'hot' pieces. These are intended to show progress within a unit.

The children are given frequent opportunities in school to write in different contexts using quality texts as a model and for a variety of purposes and audiences. There are many opportunities for children to improve their writing inspired by drama, role play, hot seating and film clips. They may be asked to produce their writing on their own or as part of group.

Children will also be given the opportunity to use ICT for their writing.

7. CROSS-CURRICULAR LITERACY OPPORTUNITIES

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum, with a particular focus in our school of writing through all subject areas where the same standard of writing is expected as seen in English books.

8. ASSESSMENT AND TARGET SETTING

Work will be assessed in line with the Teaching and Learning Policy and recorded on our internal tracking system to aid teachers to closely target learning opportunities to their needs. Pupils will have Reading and Writing Targets and will know their 'next steps' to ensure progression. Targets are addressed through specifically planned opportunities and teachers will sign the target sheets in the front of books to show when this target has been met. Year 2 and 6 will use the interim framework in order to assess writing. Our children have Independent Writing books in which they are set unaided writing tasks used to assess progress during the term; these tasks are set by SLT as whole school projects in order to aid cross year and phase moderation.

The Governing Body receive regular reports on the progress of English provision.

Oakmeadow CE Primary Phonics Policy

Aims

- To teach listening skills, phonic awareness and rhyme awareness to encourage accurate spelling
- To teach children to segment and blend for reading and writing
- To teach all children to read and write fluently the 44 graphemes in the English language
- To teach specific strategies to help children read and write tricky words

The Curriculum

The phonics approach at Oakmeadow CE Primary is 'Letters and Sounds'. All children in EYFS and KS1 work on this programme daily for at least 20 minutes.

EYFS pupils access daily differentiated phonics sessions beginning on Phase 1 and progressing through Phase 2, usually starting this in the Reception year. Some children will already be secure in Phase 2 and will progress quickly to Phase 3. We aim for all children to have completed Phase 3 by the end of Reception. Some will have progressed through Phase 4 and have started Phase 5.

Year 1 pupils will continue with a differentiated approach, which targets those children still insecure with segmenting and blending. We aim for all children to have completed Phase 4 and Phase 5 by the end of Year 1. Some will have started Phase 6.

Year 2 pupils continue working for 20 minutes daily on phonics and this is now usually strongly linked into the GSP curriculum. We aim for all children to have completed Phase 6 and be working within the GPS curriculum by the end of the year.

From **Year 3** onwards nearly all pupils will be ready to progress onto the Year 3 GPS curriculum. Any children still not secure with phonics will be supported into KS2 with ongoing Letters and Sounds scaffolds or will work on the Ruth Miskin RWI approach to try an alternative.

Teaching and Learning

The teaching should be lively, engaging, active and investigative. Children will be taught using the 4 part structure from Reception onwards

- Review
- Teach
- Practise
- Apply

Children will be encouraged to apply their phonic skills during English lessons and across all areas of learning. Where possible phonics will be linked to an engaging context for learning.

Assessment and reporting

Children will be assessed during phonics sessions and at the end of each half term their progress is tracked on our Phonics tracker. This will be monitored by SLT and action plans are put in place for target groups and for SEND children. Booster groups and interventions are in place throughout the school and parents are asked to support children, using phonics fans and phoneme mats at home.

Phonics Screening

All children are screened with the National Screening test in June of Year 1. Children will be prepared for this screening test and will be familiar with the process, having taken at least one

mock test beforehand. Any child who fails will resit the test in Year 2 and will have support for this during Year 2. Phonics screening results are reported to the Local Authority and to parents.

Phonics key essentials

- *Phonics must be daily*
- *Phonic mats and word books to be available for use in every writing opportunity SEND pupils may need personalised mats and these are available*
- *Staff always address any incorrect articulation of phonemes*
- *Staff use the **Oakmeadow phonic rhymes** – these fit with the phoneme mat and the Phase 5 mat*
- *The mnemonic cards we use at Oakmeadow are the Sparklebox ones*
- ***Children use their hands to blend / segment until they have reached the Phonic Screening threshold in Year 1.*** *The more advanced children can use fingers as well but the ability to use hands has proved absolutely key in the Year 1 Phonics screening so all children must experience this regularly.*
- *Sound buttons and digraph lines always go underneath words and letters*
- *Children must know the technical vocabulary of phonics*
- *Staff use the 4 part lesson structure – review, teach, practise, apply*
- *Phonic objectives need to be specific – eg. reading ch, writing HFW could, should*
- *Children use whiteboards regularly for application of phonics*
- *We use a range of learning styles to keep learning FUN!*