

## English policy

### Aims

To derive enjoyment and pleasure through the written and spoken word

To express themselves effectively and clearly when speaking, reading and writing to a range of audiences

To enable children to become literate and confidently function in our literate world.

### Curriculum content

The content of our English teaching is laid down in the National literacy strategy for key stages 1 and 2 and in the Foundation stage curriculum for Reception.

### Planning and teaching

Medium term planning is taken at present from the DFES medium term plans for Key stages 1 and 2

Short term planning is undertaken using the medium term plans to set out the weekly teaching for each year group.

Planning for teaching handwriting, phonics, spelling, library skills and extended writing is time tabled on class timetables for English teaching outside of the Literacy hour

The principle of our teaching of English relates to the cycle of reading followed by writing in the units taught to model examples of genres at all times

### Differentiation

Differentiation occurs for our able children through opportunity to receive English teaching with the year group above where learning objectives are in line with individuals ability

Differentiation for our less able pupils occurs through objective differentiation, level of adult support and or expectation of work outcome within their year group.

### Assessment

Assessment in English occurs on many levels.

During teaching and marking of children's work informal ongoing assessment occurs.

Each term pupils undertake an assessed piece of writing

Each term pupils undertake the NFER spelling test and NLS key word check

Each term pupils undertake NFER reading test

Each child's achievement is then recorded and tracked in these areas to target any underachievement and celebrate good progress

In the autumn term each pupils achievement is projected and then tracked through to spring term and achievement collated and assessed in the summer term for reading and writing

### Monitoring and Evaluation

A programme of monitoring teaching takes place by an English inspector, attached inspector, English co-ordinator and Headteacher. Issues arising from monitoring teaching are addressed in our school improvement plan to improve the quality of teaching and learning in English.

Each term staff assess pupils writing and meet to collectively moderate levels these are then placed in a writing levels file.

Levels for English in Sats are analysed by the Headteacher and English Co-ordinator to assess the impact of objectives from our school improvement plan for English.

Interim tests for years 3, 4 and 5 are analysed to assess pupils progress year on year and to target any underachievement.

Teachers set targets for writing on a group and individual basis and these are communicated to pupils in their books and to parents through reports and parents evenings

### Resources

English resources are stored in central areas for access by all school staff.

Guided reading resources are levelled into reading ages and coded under different reading shelves

Home reading resources are levelled into reading ages and colour coded into boxes for children to select

Teacher resources and reference materials are stored on a Literacy shelf in the staff room

Big book resources and posters are stored centrally in the library area

### Parent Partnership

Parents are initially informed of our reading and writing methodology in the pre-school pack which each parent receives in their child's entry to school

Parents are subsequently informed of child progress in termly parents evenings and annual report

Parents are given our handwriting formation information and N.L.S word list for their child's year group at parent consultations

## SPELLING

### Aim

To produce confident and accurate spellers and provide children with strategies to spell successfully.

### **Objectives**

By the end of schooling at West Tytherley, pupils should be able to:

- Spell accurately all words that they are likely to need to use frequently in their writing
- Recognise and know common patterns and rules of English spelling
- Make a sensible attempt to spell words that they have not seen before
- Check their own words for misspellings
- Use a dictionary appropriately

### **Guidelines**

- Spelling is taught initially through phonics
- During YR, Look, Cover, Write, Check is introduced
- Children are encouraged to spell for themselves in emergent writing
- Weekly spellings are sent home from Yr2 onwards.
- It is expected that children will be able to spell the following words correctly:

	end of YR	-	45 National Literacy Strategy words
by	end of Y2	-	all Yr 1 & 2 157 National Literacy Strategy words
	end of Y3	-	consolidation of Yr R, 1 & 2 words
by	end of Y5	-	all Yr 4 & 5 National Literacy Strategy words

All pupils have a daily session for learning spellings.

Correcting mistakes - the ability of individual children is considered when correcting mistakes

- \* Common spelling mistakes are identified by the teacher. The child corrects them
- Common spelling words are corrected by the teacher
- Look, cover, write, check is used for NLS words and own errors
- Child is to look it up word in dictionary and use word for homework lists when applicable

### **More able spellers**

Children who have achieved their spelling targets will be moved on to the next stage. Once all NLS words have been achieved, pupils will be given more complex spellings to learn, suitable for their own level and relevant to their needs

### **Assessment and recording of spellings**

- Pupil record sheets are kept for all pupils
- Pupils are tested at the beginning of each academic year and at the end of each term so that new targets can be set.
- Pupils are tested termly using NFER Spelling test and progress is tracked.
- Pupils are tested weekly.

#### Resources used to help children find own spellings

- topic or story helping words on blackboard or 'washing-line'
- class word bank
- individual word books
- class dictionaries appropriate to ability level

#### Home-school Partnership

- Each pupil has a spelling folder from Yr2 upwards, which contains a guide to parents to help their children.

## **READING**

#### Aims

To enable children to read both for their own pleasure and in order to be able to function within our literate world.

#### Guidelines

- During our induction meeting all parents are informed of how we teach reading and how they can support their child. A copy of West Tytherley Primary School's reading booklet is included in an induction pack to help encourage and foster this approach.
- A Reading Record is kept to record books read by the child and parents are encouraged to add their comments.
- A large range of fiction and non-fiction books are available from the library for children to choose from and take home. Library books are changed weekly.
- Children are encouraged to bring books to school from home or their local library.
- An enjoyment of books is fostered through:
  - Holding a Book Week
  - Running a Puffin Book Club
  - Regular Book Fairs.
- Parents are encouraged to help in school by listening to children read, by discussing stories/pictures with children and encouraging expression, prediction and specific reading skills.

#### Teaching

The teaching of reading is undertaken during the literacy hour, through whole class shared reading and group guided reading. Opportunities for sustained reading is timetabled twice weekly in Key Stage 2. In Key Stage 1 individual reading practise is given to those children requiring extra support.

A variety of teaching methods are employed:

- Individual reading (silently or aloud to an adult or class)
- Paired reading (with another child/parent/adult)
- Shared reading (read aloud with rest of group/class/large audience)
- Group reading (same literature read by children together/pairs and individually)
- Listening to tape while following text
- Research skills (learning to locate, evaluate, organise and present information)

The children have the opportunity to take a reading book home daily. Home reading books are colour coded according to reading ability and children select their own reading material. Key Stage 1 children are supported in their reading choices by a 5 finger check system and parents are encouraged to support their children in choosing appropriately. A daily reading register is taken to record children's home reading habits.

#### Assessment, Recording & Reporting

The child has a personal reading record book. This is a record of books read and includes comments by the teacher, LSA, parent helper, parent and/or child.

The class reading record folder holds information on guided reading books read and comments by the teacher. It also holds word checks and phonic checks for each individual.

Reading Tests are given termly using N.F.E.R. reading test from Spring Term in Year 1 and throughout the Key Stages.

#### Equal Opportunities

All children will have access to, and opportunities to experience reading, regardless of their gender, religion, age, ability or beliefs.

#### ***Spiritual, Moral, Social & Cultural***

We offer children in our school many opportunities to examine the fundamental questions in life through the medium of reading.

## **HANDWRITING**

#### Aims

To write clearly and fluently and present work neatly to their chosen audience.  
To form all letters and letter joins correctly.

#### Principles

- a) For written communication to be effective, it is necessary for handwriting to be clear and legible.
- b) From a standard approach, children should be enabled to develop a personal style of handwriting.
- c) There should be continuity of practice throughout the primary school.

#### Guidelines

- INFANTS will join letters as soon as children can form their letters.

#### **Fine Motor Control Skills:**

- Handwriting practice will take place daily for Foundation Stage in the form of:

tracing/tracing in the air  
pattern work - threading activities  
drawing in sand tray  
chalk and blackboard and whiteboard play

finger painting/painting  
feeling different textured letters  
letter strings  
colouring  
play-doh/plasticine play

- Handwriting practice is weekly for Y1-Y6 and twice weekly for YR – Y1.
- Handwriting style used is supplied in the new parent pack
- Thick pencils to be used initially (Foundation Stage)
- Pupils who are joining consistently, legibly and neatly in their regular work, will be able to use pens. Y5 and Y6 pupils will use pens – either fountain, ball or handwriting pens.
- Handwriting books with double lines when appropriate
- Plain paper with lines drawn to encourage correct positioning of ascenders and descenders
- Letters taught in families – linked to Jolly Phonics programme in YR – Y1.

The 'over-the-top' family

**c o a d g q f e s**

The 'down and up' family

**r n m h b p**

The 'stick' family

**l t i k v w x z**

The 'down and round' family

**u y j**

Except for f, i, j, t and x the pencil should not leave the paper during formation.

Numbers

0 1 2 3 4 5 6 7 8 9

A copy of the handwriting formation will be given to parents on their child's entry into school.  
(copy attached)

Also attached is the Handwriting Award Scheme

## **WRITING**

### Aims

To enable children to communicate and express themselves through the written word, in order to function effectively within a literate world and for their own pleasure.

### The curriculum provision

The National Literacy Strategy framework provides the detailed basis for implementing the statutory requirements for writing. N.L.S. medium term plans for each year group are used to teach the learning objectives for each term.

### Teaching and Learning

The teaching of writing is undertaken during the literacy hour, through whole class shared writing and group guided writing.

The medium term plans from the N.L.S. provide the learning objectives in each reading and writing genre over a sustained period of time.

In order for pupils to gain experience and understand the elements of different genres reading experience in the different genres is provided before pupils undertake writing.

In Key Stage One this is achieved by providing reading then writing weeks on the same genre. In Key Stage Two this is less rigid but the principle of experience and exposure to reading genres before writing applies.

The teaching of writing should be meaningful and purposeful for pupils. The teaching of writing is therefore linked to real reasons to write, stemming from activities and events in the life of the school and village community and cross curricular.

Writing is taught as a process, reflecting the process that real writers undertake. Pupils are taught about this process during their learning.

Pupils explore their initial ideas through planning and first drafts, where the structure and content of the writing are the priority. Teachers support this by modelling the process.

When pupils move into second draft re-working of their writing to add detail and improve their written work, teachers best support pupils writing progress by individual or group writing conferences to extend and develop their writing skills.

Final draft work then enables pupils to focus on spelling and handwriting in order to communicate their writing effectively to others.

### Continuity and progression

#### ***Foundation Stage***

Pupils in the early years, develop their understanding of the written word through books and a classroom rich with environmental print. They have opportunities to experiment with mark making through play activities using a range of materials and write their own names.

As pupils work towards full participation in the literacy hour they further their understanding through the teacher modelling through shared and guided writing. They have opportunities to make writing attempts as their understanding of sound-symbol relationships grow.

#### ***Key Stage One***

Pupils at this stage, build upon their existing knowledge and work to become increasingly competent as writers. Through shared and guided writing they learn about the process of writing and have opportunities to plan, develop and review their work for a range of audiences, purposes and forms. They begin to make some vocabulary choices and develop their understanding of punctuation and spelling.

#### ***Key Stage Two***

Pupils at this stage continue to build upon their understanding and knowledge of writing. They continue to explore different forms of writing and extend their audiences and purposes for writing.

They imagine, explore ideas, inform, explain, persuade, review and comment. They continue to explore the process of writing, planning, drafting, proof reading and presenting their writing. They learn to discuss and evaluate their own and others writing developing greater control over organisation, language features, vocabulary and spelling.

#### ICT

ICT is used to provide opportunities for pupils to develop their ideas, amend, refine their work and enhance its quality in terms of content, presentation and accuracy. It is also used as a tool to find information and exchange and share information.

#### Drama

Drama is used to provide stimulus for writing. It can be used to develop pupils' understanding of story structure, events and characters. It can provide opportunities for a deeper understanding of people's feelings, actions and views which assist in the quality of writing achieved.

#### Assessment and Recording

During teaching and marking of pupils work, informal ongoing assessment occurs.

Each term all pupils undertake a piece of unaided writing which is assessed, levelled and moderated.

Writing targets for groups or individuals are set from Year 1 and pupils work to improve their writing skills based on steps to achieve.

All pupils are tracked for their progress in writing across each term, in October, February and June. Pupils who are underachieving are then targeted to support their learning.

#### Resources

Specific writing resources are stored on the literacy shelf in the staff room. These include writing frames, grammar, punctuation, N.L.S. activity work sheets, and teacher resource books.

8<sup>th</sup> review: Summer 2011  
Next review: Summer 2013