

Midsomer Norton Primary School English Policy

At Midsomer Norton Primary School we believe that English is a fundamental life skill that enables pupil to listen, speak, read and write for a wide range of purposes. We are passionate about inspiring our children to become confident and independent learners through continuous encouragement to discuss, share, and celebrate. We provide a stimulating and creative environment where children are able to express themselves clearly and creatively in both spoken and written forms. Children are exposed to a wide range of literature and genres across the school in order to ensure that they become enthusiastic, confident and lifelong readers.

AIMS

We aim to develop pupils' abilities within an integrated program of Speaking & Listening, Reading & Writing. Pupils will be given opportunities to interrelate the requirements of English within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught literacy skills.

At Midsomer Norton Primary school we strive for children to be a 'Primary Literate Pupil'

Pupils will leave Year 6:

- reading and writing with confidence, fluency and understanding, using a range of independent strategies to self-monitor and correct;
- 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 genres and media types;
- able to write in a variety of styles and forms appropriate to the situation;
- using their developing imagination, inventiveness and critical awareness;
- having a suitable technical vocabulary to articulate their responses.

STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of English were laid out in the National Curriculum English Document (2000) leading to the New Curriculum (2013) and in the Communication and Language and Literacy sections of the Statutory Framework for the Early Years Foundation Stage (2012).

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

- . Spoken language
- . Reading
- . Writing
- . Spelling, grammar, punctuation and glossary

The English curriculum at Midsomer Norton Primary School meets the requirements of the National Curriculum as set out by the Government in all Key Stages and updated as appropriate. English is taught on a daily basis from reception to Y6 and this is supported and enhanced through other curriculum areas. We follow a Creative Curriculum and wherever possible English activities are linked to our topics.

Teaching and Learning

Teaching and learning of English takes place within a whole class setting. Children learn in targeted groups, independent and collaboration in class, with differentiated tasks and support as appropriate. Good practice in reading and writing is shared and modelled in whole class teaching. Teachers use a variety of interactive teaching methods to deliver the curriculum and achieve set learning objectives.

In the Foundation Stage (Reception) 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.
- . In Reception 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.

Key Stage One

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.

Key Stage Two

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.

APPROACHES TO SPEAKING AND LISTENING

We value the importance of spoken language in children's development across the whole curriculum - spoken language underpins the development of reading and writing.

- . The Talk for Writing process enables children to become immersed in a language rich curriculum and acquire new vocabulary whilst developing speaking and listening skills across the school.
- . Talk for writing develops children's ability to speak with confidence, clarity and fluency in a variety of scenarios, for a range of audiences and purposes, and to develop their capacities to listen with attention and understanding.
- . Opportunities to develop these skills include: Show and Share events, presentations, talk partners, drama and performances including our Christmas Nativity, Harvest, World Poetry Day, Public Speaking competitions. Children who require extra support in speaking and listening benefit from the expertise of a Speech and Language Support which is through our SENDCO.
- . We recognise the need for all pupils to speak, read and write Standard English fluently and accurately, while acknowledging that a pupil's own dialect, or other language is of prime importance. It is our school policy to model Standard English both in speaking and writing.

APPROACHES TO READING

At Midsomer Norton Primary School we are passionate about developing a life-long love of reading and books. The teaching of reading is delivered through a wide range of strategies including:

- . Shared Reading
- . Whole Class Guided Reading
- . Individual reading
- . Regular book events
- . Reading Buddies

SHARED READING

Shared reading takes place within the English lesson; the teacher models the reading process to the whole class as an expert reader. Teaching objectives are pre-planned and sessions are characterised by explicit teaching of specific reading strategies, oral response from children and high levels of collaboration. The children join in, where appropriate with the reading of the text. The texts selected are quality texts that reflect the learning objectives. Each class has a class story book, which the teacher reads to children over the course of a term/half term.

Guided Reading

Teachers model reading strategies during shared reading sessions within lessons, whilst children have the opportunity to develop reading strategies 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.

GUIDED READING

During whole class guided reading sessions, the children read and respond to a challenging text, with the teacher supporting. Each session has an assessment focus against which children's knowledge and understanding are assessed. Guided reading provides an opportunity for children to demonstrate what they have learned about reading and to develop further and extend their reading fluency, use of expression and comprehension skills. Each week each child will have a pre-reading task, a vocabulary task, a differentiated comprehension and a post reading task. They should also have one session where they are able to choose a suitable book and share it during cross phase Reading Buddy sessions.

INDIVIDUAL READING

Children have access to graded reading scheme books to support the development of their individual reading skills. Children start the reading scheme in Foundation Stage and continue until they become competent, independent readers. They can then choose from a wide variety of books from the school library. Children are expected to have their reading book in school every day. Opportunities for individual reading sessions are timetabled throughout the week. We provide a 'Daily Readers' support program for children who need to read more frequently.

Children in the Foundation Stage and Key Stage One classes take home a levelled book according to their reading stage. These books develop fluency and enjoyment of a variety of texts (e.g. stories, poetry, information) In addition to this, children have the opportunity to choose a book from the school library where appropriate. Each child has a home-school reading record that teachers and parents can use to share information about a child's reading. The Rainbow home reading initiative encourages children to read at home with an adult and 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 Two children continue to take home a levelled book until they read with fluency. 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 from year's three to six to support appropriate text choices. Those children who still require a more structured approach to reading have access to the Book Banded books to help them to continue to grow in confidence as readers with a text that is appropriate for their age group. Teacher assessments done throughout the year provides us with an accurate picture of the stage each child is at.

We still encourage all readers to share a book at home with their grown-ups. We use the 'Reading Around the World' home reading initiative. 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.

WRITING

Equipping pupils with the ability to write effectively, creatively and for a range of purposes is of high importance at Midsomer Norton Primary School.

Long term plans for each year group give an overview of genre's and texts that will be taught to ensure a broad and balanced curriculum. The whole school coverage plan outlines the fiction and non-fiction genres to be taught across the school. This will ensure progression and the opportunity for children to experience a breadth of genres. Teachers use these alongside the National Curriculum to develop lesson plans and units of work.

TALK FOR WRITING

Our school has adopted Pie Corbett's Talk for Writing as a model to improve achievement in writing. This process enables pupils to draw upon a bank of texts and language models to support their own writing. Through fun activities they rehearse retelling the text, then through shared writing they are shown how to craft their writing in the same style. The approach includes imitation, innovation and independent application (invention) – a two/ three-week process depending on the genre being taught.

This process follows the following sequence:

- **Imitation** – learning model texts off by heart; developing a secure understanding of the text type, structure and language patterns; and identifying authorial choices.
- **Innovation** – using the model to produce own pieces of writing with some scaffolding using a shared writing approach.
- **Invention** – Creating new texts of a similar style but for different audiences or purposes with increasing independence.

During the innovation and invention stages, the most prominent strategies to be seen, include shared writing (whole class) and guided writing (groups). All classroom adults are expected to work with identified and targeted groups of pupils during independent learning activities. It is expected that all text types will be applied across the curriculum. Where possible, links to class topics are made in English lessons through the texts and tasks chosen

The Imitation Stage

- The teacher establishes a creative context for each 'Talk for Writing' unit with a 'hook' to draw the children in. Teachers then introduce children to an exemplar text, supported visually by a text map. Actions are created to help the children recall the story or non-fiction piece and reinforce the specific language patterns. In this way, children hear the text, say it for themselves and enjoy it before actually seeing it written down. Children interact with the text through drama activities and internalise the language patterns through sentence and word games based on the text. Once they have internalised the language of the text, they are introduced to the written text and encouraged to identify the key writing ingredients and 'magpie' key words and phrases. Children will develop their understanding of the structure of the text with the use of the boxing-up technique and by analysing the key features.

The Innovation Stage

- Once the children have internalised the text, they are then ready to start innovating on the pattern of the text. Using an adaptation of the text, children orally rehearse what they want to say then create their own version.
- During innovation, spelling, sentence games and drama activities continue to be incorporated so that children have a wealth of oral and written practice in the language features required to write.
- The key activity in this stage is shared writing – which helps the children to create their own version by 'doing one together' first. This begins with the children boxing-up their innovated version of the exemplar text. Each stage of the writing process is modelled by the teacher.
- Throughout this process key words and phrases and shared writing are displayed so when children begin to write they have models and examples to support them.
- Children are encouraged to swap their work with a response partner to discuss their successes.

The Invention Stage

In this stage, children move towards becoming independent writers. They write the same text type but choose the content. This stage still requires a 'hook', games to help children to internalise the language patterns and understand the text, boxing up and shared writing (driven by teacher assessment).

Teachers guide children through the whole process which ends with rereading and polishing.

PHONICS

Phonics is the prime approach to teaching reading and spelling in the Foundation Stage and Key Stage 1. Pupils receive a discreet 20minute phonics lesson daily. Letters and Sounds is the primary tool for teaching phonics to ensure a comprehensive and systematic approach. Lessons follow the process of revisit, teach, practice, and apply.

- Jolly Phonics actions and rhymes are used to support Letters and Sounds. The purpose of this is to ensure that phonics lessons take account of all learning styles.
- Phonics is embedded in all classroom lessons and across the curriculum to ensure that pupils are secure in their use of the appropriate phonemes and graphemes.
- The school assesses pupil's phonics using an assessment system designed to coincide with Letters and Sounds.
- The phonics assessment is carried out termly to ensure that progress is monitored and that pupils make rapid and sustained progress.
- Children in Year 1 are required to undertake a national phonics assessment in the Summer Term.
- Pupils in Year 1, and those in Year 2 who did not pass the Year 1 Screening Check, undertake regular Phonics Screening Checks. The purpose of this is to monitor progress towards reaching the pass mark and to ensure that gaps and misconceptions can be addressed.
- Interventions are put in place for those pupils who are in need of extra support in order to reach the pass mark in the Phonics Screening Check.
- From Y1 to Y6 teachers send weekly spellings home from a set program, linked to the new English Program of Study, to ensure full coverage of spelling patterns and tricky words.

SPELLING, PUNCTUATION AND GRAMMAR (SPAG)

Grammar and punctuation are taught within the given context of each 'Talk for Writing' unit. Teachers plan a range of grammar and punctuation games and activities focusing on children's next steps for learning and based on the exemplar text or topic. In addition to this, discrete SPaG sessions are taught when appropriate to ensure that the knowledge and skills required are taught clearly and explicitly.

A whole school spelling strategy is used to inform termly and weekly planning to ensure that spelling is progressive and meets both the statutory and non-statutory curriculum requirements. It also supports staff with the teaching of strategies for spelling from Years 2 to 6.

HANDWRITING

Progression of skills

Penpals enables us to teach and secure the development of handwriting throughout the school:

- First, children experience the foundation of handwriting through multi-sensory activities (EYFS F1 and F2).
- Correct letter formation is taught, practised, applied and consolidated (EYFS F1/Y1).
- Joining is introduced only after correct letter formation is used automatically (Y1/Y2/Y3).
- Joins are introduced systematically and cumulatively (Y2–Y6).
- As children practice joining, they pay attention to the size, proportion and spacing of their letters and words (Y3–Y6).
- Once the joins are secure, a slope is introduced in order to support increased speed and fluency (Y5).
- Children are introduced to different ways of joining in order that they can develop their own preferred personal style (Y6).

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 Literacy books.

THE USE OF ICT

We recognise the important role ICT has to play in our school in the development of Literacy skills. ICT is used to enhance the teaching of literacy and to give all children the opportunity to experience, read and write texts and develop visual literacy. We use *Nessy* and *Hairy Phonics* as a teaching and home learning tool.

ASSESSMENT AND TARGET SETTING

Work will be assessed in line with the Assessment Policy and recorded on the School Pupil Tracker. Pupils will have Reading and Writing Targets where appropriate and will know their 'next steps' to ensure progression. Pupil targets and next steps are communicated with them at the end of their pieces of writing and discussed as appropriate. These are then monitored and reviewed over a unit of work. Pupils are given opportunities to respond to teacher marking and respond appropriately.

INCLUSION

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Gifted children will be identified and suitable learning challenges provided.

PERSONAL SOCIAL AND HEALTH EDUCATION

Pupils are encouraged to reflect on issues of personal, social and health education through their individual reading of fiction and non-fiction texts and their responses, e.g. in their reading journals. Specific texts provide opportunities for focused response to texts during shared and guided reading.

ROLE OF SUBJECT LEADER

The Subject Leader is responsible for improving the standards of teaching and learning in Literacy through:

- . monitoring and evaluating Literacy: -
 - pupil progress
 - provision of Literacy
 - the quality of the Learning Environment,
- . taking the lead in policy development,
- . auditing and supporting colleagues in their CPD,
- . purchasing and organising resources,
- . keeping up to date with recent Literacy developments.

PARENTAL INVOLVEMENT

We aim to involve parents in the development of children's skills, knowledge and understanding in English. Parents are involved in hearing children read, and are encouraged to discuss books with them.

There are opportunities each term when parents can discuss their children's progress with their teacher. The school website provides information about the English curriculum and how parents can support their children. Regular workshops and information sessions are held throughout the year. Parents are encouraged to read both with and to their children at home in order to promote reading. Parents are welcomed into school to support reading in the classroom.

- . Phonics Assessments (Year 1) and SATs results (Year 2 and Year 6) are published in accordance with Government legislation.