



ST. NICHOLAS SCHOOL CHILD OKEFORD

A CHURCH OF ENGLAND VOLUNTARY AIDED PRIMARY SCHOOL

MISSION STATEMENT

‘At St. Nicholas, we nurture everyone *to be the best we can be*, in a caring and inclusive Christian environment.’

ENGLISH POLICY

POLICY SUMMARY

The purpose of this policy is to: promote a shared love and understanding of literacy; establish an entitlement for all pupils; establish high expectations for teachers and pupils; and to promote continuity and coherence across the school.

DATE ADOPTED
June 2016

REVISION NUMBER
1

LAST REVIEW

NEXT REVIEW
June 2018

1. **Introduction**

- (1) At Child Okeford School, we believe that literacy and communication are key life skills. Through the English curriculum, we will help children develop the skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language and equip them with the skills to become lifelong learners. We want children to enjoy and appreciate literature and its rich variety.
- (2) Literacy is at the heart of all children's learning. Literacy enables children both to communicate with others effectively for a variety of purposes and to examine their own and others' experiences, feelings and ideas, giving these order and meaning. Because literacy is central to children's intellectual, emotional and social development it has an essential role across the curriculum and helps pupils' learning to be coherent and progressive.

2. **Purpose**

The purpose of this policy is to:

- (i) promote a shared love and understanding of literacy;
- (ii) establish an entitlement for all pupils;
- (iii) establish high expectations for teachers and pupils; and
- (iv) to promote continuity and coherence across the school.

3. **Overview**

This policy consists of key paragraphs that explain how English is taught and Appendices that give further guidance about:

- (i) Reading – Appendix 1;
- (ii) Writing – Appendix 2;
- (iii) Speaking and listening – Appendix 3;
- (iv) Spelling and Phonics – Appendix 4; and
- (v) Characteristics of effective teaching and learning – Appendix 5.

4. **Aims of policy**

The aims of this policy are to encourage children to:

- (i) be effective, competent communicators and good listeners;
- (ii) express opinions, articulate feelings and formulate responses to a range of texts both fiction and non-fiction using appropriate technical vocabulary;
- (iii) foster an interest in words and their meanings, and to develop a growing vocabulary in both spoken and written form;
- (iv) enjoy and engage with and understand a range of text types and genres;
- (v) be able to write in a variety of styles and forms showing awareness of audience and purpose;
- (vi) develop powers of imagination, inventiveness and critical awareness in all areas of literacy;
- (vii) use grammar and punctuation accurately;
- (viii) understand spelling conventions; and
- (ix) to produce effective, well-presented written work.

5. **Expectations**

By the time children leave our school, we expect them to communicate through speaking and listening, reading and writing, with confidence, fluency and understanding and in a range of situations. We want every child to take pleasure in reading across a range of genres and have a strong motivation to read for a variety of purposes.

6. **Time allocation**

- (1) The time allocated for English is in line with recommendations for key stages one and two. This amounts to 7.5 hours per week at both key stages.
- (2) In addition, it is expected that cross-curricular links will contribute to pupils' effective learning in speaking and listening, reading and writing. This is reinforced through our delivery of the curriculum. Children will also benefit from daily story sessions.

7. **Teaching and learning**

(1) Planning:

- (i) The new National Curriculum 2014 forms the basis of teaching and learning. All children receive at least the minimum entitlement of a daily English lesson.
- (ii) Teachers work towards independent learning and plan for different working groups. Teachers employ a range of generic teaching strategies.
- (iii) Teachers use the National Curriculum 2014 as a starting point for creating their medium term literacy plans. These medium term plans follow the five key aspects of Literacy teaching: familiarisation with the genre and text type; capturing ideas; teacher demonstration; teacher scribing through supported and guided writing and finally, independent writing to create a teaching sequence. This is used as a basis for short term planning and adapted according to the needs of the children.
- (iv) The length of a unit may vary.
- (v) Clear objectives are set for each session and are shared with pupils. Teachers differentiate according to the needs of the pupils and use intervention programmes for targeted support.
- (vi) Literacy is encouraged and developed across our curriculum and links are made where appropriate.
- (vii) ICT is used where it enhances, extends and complements literacy teaching and learning.
- (viii) Additional adults are used to support the teaching of Literacy. They work under the guidance of the teacher with small groups of children or individuals.

(2) Inclusion:

- (i) All children receive quality first literacy teaching on a daily basis and activities are differentiated accordingly. In addition, where identified pupils are considered to require targeted support to enable them to work towards age appropriate objectives, intervention programmes will be implemented. Teachers and teaching assistants plan programmes together and monitor progress of these pupils.
- (ii) There will be a third wave of support for pupils who are placed on School Action or School Action Plus that will be additional and different.
- (iii) Pupils that are more able are planned for in line with our gifted and talented policy and are encouraged to deepen their knowledge, skills and understanding within their age related expectations.
- (iv) The needs of children with English as an additional language will be met through planning and support from the appropriate support agencies. This is supported by our equal opportunities policy.

(3) Assessment, recording and reporting:

- (i) Assessments are made in line with the school's Assessment and Marking Policy.

- (ii) Teachers use effective assessment for learning to ensure planning is based on prior attainment and that pupils know what they need to do to achieve the next steps. Group or individual targets are set accordingly. Marking is in line with the school's Assessment and Marking Policy.
 - (iii) Analysis of assessment data is used to set targets. Class targets are derived from the school's key skills and are regularly reviewed. Where applicable, school issues are addressed through targets linked to appraisal.
 - (iv) Children are informed of their own targets for learning and supported to make progress towards them. Children are also involved in setting their own steps to success and encouraged to review their progress towards these through self, peer and teacher assessment. Staff and pupils may use success criteria to assess work and set future targets.
 - (v) Teachers keep records that enable them to deliver an effective, creative and relevant curriculum that builds on prior attainment and meets the needs of pupils.
- (4) Staff development:
- (i) Teachers are expected to keep up to date with subject knowledge and use current materials that are available in school or online.
 - (ii) Training needs are identified as a result of whole school monitoring and evaluation, performance management and through induction programmes. These will be reflected in the School Development Plan. The English co-ordinator will arrange for relevant advice and information, such as feedback from courses or newsletters, to be disseminated. Where necessary, the English co-ordinator leads or organises school based training.
 - (iii) Additional adults who are involved with intervention programmes will receive appropriate training that may be school based or part of central training.
- (5) Resources and Accommodation:
- (i) A range of resources is available in school. Every class has a selection of reference books e.g. dictionaries, thesaurus etc. and access to a Junior Librarian, as well as class reading resources.
 - (ii) Teacher resources are located in classrooms. Guided reading books are kept in the school library and KS1 group room. These books are colour banded according to the 'Book bands for guided reading' an authoritative resource most schools in the UK use to band/ level their book schemes.
 - (iii) The school library contains a range of fiction and non-fiction books.
- (6) Monitoring and evaluation:
- (i) The Headteacher, the English Co-ordinator, and Literacy Governor monitor English termly.
 - (ii) Having identified priorities, the English Co-ordinator constructs an action plan that forms part of the School Development Plan. This forms the basis for any monitoring activities and will clearly identify when, who and what is to be monitored and how this will take place e.g. classroom observation, planning scrutiny, work sampling etc.

8. **Review**

This policy will be reviewed at two year intervals, alongside the School Development Plan.

Appendix 1 - Reading

1. Aims

To enable children to:

- (i) develop positive attitudes towards reading so that it is a pleasurable and meaningful activity;
- (ii) use reading skills as an integral part of learning throughout the curriculum;
- (iii) read and respond to a variety of texts whilst gaining increased level of fluency, accuracy, independence and understanding; and
- (iv) develop different strategies for approaching reading and be able to orchestrate the full range of strategies

2. Entitlement

- (1) Pupils have access to a wide range of reading opportunities that include:
 - (i) guided reading;
 - (ii) shared reading;
 - (iii) regular independent reading;
 - (iv) home/ school reading;
 - (v) hearing books read aloud on a daily basis;
 - (vi) selecting own choice of texts; and
 - (vii) reading in other subjects including ICT texts.
- (2) Much of the Programme of Study will be taught through English lessons. Additional time is provided on a regular basis for reading at other times. There is time set aside for independent reading, using the library, listening to whole class stories and research linked to other subjects.

3. Teaching and learning

- (1) Teachers promote and value reading as an enjoyable activity and a life skill. Teachers plan for a range of comprehension strategies that allow pupils to engage with text in a variety of ways to suit different learning styles.
- (2) In shared reading the teacher models the reading process to the whole class as an expert reader providing a high level of support. Teaching objectives are pre-planned and sessions are characterised by explicit teaching of specific reading strategies, oral response and collaboration. Texts are rich and challenging, beyond the current reading ability of the majority of the class.
- (3) In guided reading texts are chosen to match the ability of the group but still provide an element of challenge. Guided reading provides a forum for pupils to demonstrate what they have learned about reading; the focus for the reading is concerned with extending strategies/objectives taught in shared reading. Teachers follow a structure when planning guided reading sessions.
- (4) Teachers plan for independent reading activities during sessions of Literacy teaching. Texts are selected so that pupils can access them without support. The focus for the reading is to provide practice and develop personal response to text.
- (5) Many other opportunities are provided for pupils to practise and extend reading in other subjects. Pupils select texts under the guidance of the teacher for independent and home/school reading. Teachers monitor independent reading and discuss progress with individual pupils on a regular basis. Where pupils are working below age appropriate objectives they are given extra reading interventions. This may be 1:1 or in a small group.
- (6) All teachers are responsible for providing a stimulating reading environment, promoting book ownership and recommending books to pupils. Classroom displays are language rich and special displays should promote authors and books.

- (7) Reading at home is regarded as an important part of reading development. Parents are encouraged to hear their children read regularly and respond to their child's reading through Home-School Link Books.

4. **Reading frequency**

All teachers are responsible for hearing children read at least once per week. Those children who are falling below expected standards will be heard read several times in a week by either the class teacher, teaching assistant or parent helper.

5. **Resources**

- (1) All classrooms have a well-stocked book area with a range of fiction and non-fiction. Pupils also have opportunities to read magazines, information leaflets and ICT texts. The school library is an important resource and pupils are taught how to use it appropriately.
- (2) As well as a wide selection of books by independent authors, our current reading scheme also includes:
- (i) Oxford Reading Tree Floppy's phonics;
 - (ii) Oxford Reading Tree: Tree Tops;
 - (iii) Oxford Reading Tree In-fact non-fiction books;
 - (iv) Oxford Reading Tree: Songbirds;
 - (v) Phonics Bug;
 - (vi) Read Write Inc.;
 - (vii) Ginn;
 - (viii) Rigby Star Guided Reading Packs; and
 - (ix) Literacy World levels 1-4.

Appendix 2 - Writing

1. Aims

Children should learn to:

- (i) write in different contexts and for different purposes and audiences;
- (ii) be increasingly aware of the conventions of writing, including grammar, punctuation and spelling;
- (iii) plan draft and edit their writing to suit the purpose;
- (iv) use ICT as a literacy medium for presenting work and manipulating text; and
- (v) form letters correctly, leading to a fluent joined and legible handwriting style, giving increasing regard to presentation.

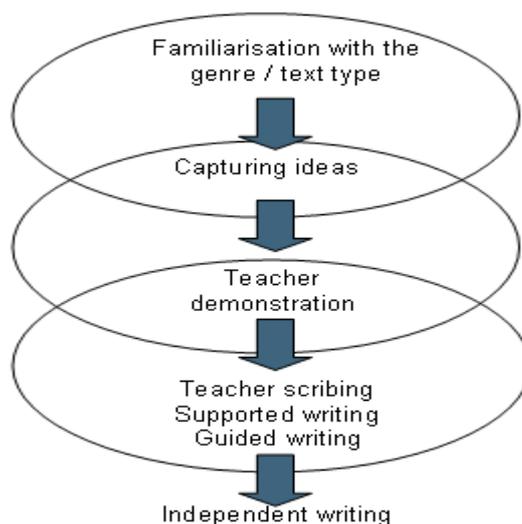
2. Entitlement

Pupils have access to a wide range of writing opportunities that include:

- (i) shared writing;
- (ii) guided writing;
- (iii) Big Writing;
- (iv) independent writing;
- (v) spelling, punctuation and grammar sessions delivered through Read, Write Inc.;
- (vi) writing different text types and narrative styles;
- (vii) writing in different curriculum areas;
- (viii) handwriting practice;
- (ix) collaborative writing;
- (x) writing related to own experiences and enjoyment;
- (xi) writing from a variety of stimuli;
- (xii) planning, drafting, editing and presenting; and
- (xiii) using ICT.

3. Teaching and learning

- (1) Teachers promote writing and look for ways to inspire and motivate pupils so that they see themselves as ‘writers’. Teachers establish the purpose and audience for writing and make teaching objectives explicit to pupils so they know why they are studying a particular text type, the kind of writing activities they need to undertake and what the expected outcome will be. The following teaching sequence for reading and writing will be used as a framework:



- (2) The writing process breaks down into a number of steps that will need to be taught and practised regularly:
 - (i) planning;
 - (ii) drafting and writing;
 - (iii) evaluating and editing;
 - (iv) proof reading; and
 - (v) reading aloud and sharing.
- (3) Subject-specific texts that link to work being undertaken in other areas should also be used in literacy lessons to support the wider curriculum. Teachers use shared writing to model the writing process. Shared reading and writing provide a context for discussion and demonstration of grammatical features at word level, sentence level and text level. Activities are differentiated through the use of writing frames, spelling banks, collaborative work and peer or adult support. Teachers encourage ‘talk for writing’ as an integral part of the process.

4. **Handwriting**

- (1) It is paramount that children are rigorously taught correct letter formation from the very beginning of their time in school. As soon as the children are ready, they should be taught to sit properly in order to have the correct posture for writing, hold a pencil in the correct tripod grip and develop a legible and joined handwriting style. We have an assortment of pencil grips and writing support equipment for those children who need a little extra help.
- (2) The school follows the Kingston Handwriting Scheme, a form of cursive handwriting. A mixture of whole class, small group and individual teaching is planned for and delivered.
- (3) It is expected that all members of staff, class teachers and teaching assistants, model the school handwriting style at all times i.e. when writing on the board or in children’s books.
- (4) By the end of key stage 2, all children should be displaying an efficient, quick, neat and legible handwriting style that is effective in recording their ideas.

5. **Resources**

- (1) Each class has a range of materials to support the writing process. Writing materials are kept accessible and organised and pupils are encouraged to take care of the equipment and return it to where it belongs. Each class also has a set of age appropriate dictionaries, thesaurus and word banks.
- (2) Teachers use National Curriculum 2014, and other curriculum resources to support writing. These include:
 - (i) Big Write;
 - (ii) Talk for Writing materials;
 - (iii) Developing Early Writing;
 - (iv) Grammar for Writing;
 - (v) Support for Spelling;
 - (vi) Improving Writing Fliers;
 - (vii) Alan Peat;
 - (viii) Literacy Shed;
 - (ix) Pie Corbett;
 - (x) Chris Quigley;
 - (xi) Exemplification plans;
 - (xii) Target statements for writing;
 - (xiii) Write Away; and
 - (xiv) Read, Write Inc.

- (3) Other teacher resources are kept in classrooms and shared between classes where appropriate.

Appendix 3 – Spoken language

1. **Aims**

Children need to be able to:

- (i) communicate effectively, speaking with increasing confidence, clarity and fluency;
- (ii) participate in discussions and debate in a variety of contexts;
- (iii) listen to the views, opinions and ideas of others with increased interest;
- (iv) articulate ideas and thoughts clearly with appropriate tone and vocabulary recognising audience;
- (v) respond to questions and opinions appropriately;
- (vi) retell stories and poems which are known by heart; and
- (vii) ask questions with increasing relevance and insight.

2. **Entitlement**

Pupils have access to a wide range of speaking and listening opportunities that include:

- (i) talking about their own experiences, recounting events;
- (ii) participating in discussion and debate;
- (iii) talk for writing;
- (iv) retelling stories and poems;
- (v) expressing opinions and justifying ideas;
- (vi) listening to stories read aloud;
- (vii) presenting ideas to different audiences;
- (viii) taking part in school performances;
- (ix) responding to different kinds of texts;
- (x) talking to visitors in school;
- (xi) listening to ideas and opinions of adults and peers;
- (xii) role-play and other drama activities across the curriculum;
- (xiii) using dramatic techniques, including work in role to explore ideas and texts;
and
- (xiv) create, share and evaluate ideas and understanding through drama.

3. **Teaching and learning**

- (1) Teachers provide a wide range of contexts for spoken language throughout the school day. Teachers and other adults in school model speaking clearly. This includes clear diction, reasoned argument, using imaginative and challenging language and use of Standard English.
- (2) Listening is modelled, as is the appropriate use of non-verbal communication, respecting the views of others. Teachers are also sensitive in encouraging the participation of retiring or reticent children.
- (3) Spoken Language outcomes are planned for in all areas of the curriculum. Roles are shared amongst pupils: sometimes a pupil will be the questioner, presenter, etc.
- (4) Learning takes place in a variety of situations and group settings. For example, these could include reading aloud as an individual, working collaboratively on an investigation, reporting findings as a newscaster, interviewing people as part of a research project, acting as a guide for a visitor to school or responding to a text in shared or guided reading.
- (5) Spoken Language will be a focus across the curriculum and across the school day in a variety of settings.

4. **Resources:**
Teachers have access to a range of resources for Spoken Language activities. These are kept in classrooms.

Appendix 4 – Spelling and phonics

1. **Aims**

Children should be able to:

- (i) blend and segment sounds easily;
- (ii) learn that segmenting words into their constituent phonemes for spelling is the reverse of blending phonemes into words for reading;
- (iii) spell words accurately by combining the use of grapheme-phoneme correspondence knowledge as the prime approach, and also morphological knowledge and etymological information; and
- (iv) use a range of approaches to learn and spell irregular words.

2. **Entitlement**

- (1) Pupils have access to a range of phonics opportunities that include at FS and KS1:
 - (i) whole class teaching of specific spelling patterns;
 - (ii) daily discrete phonics and spelling teaching through Read, Write Inc.;
 - (iii) using phonics knowledge in real life contexts; and
 - (iv) applying skills in cross curricular contexts.
- (2) Pupils have access to a range of phonics opportunities that include at KS2:
 - (i) whole class teaching of specific spelling conventions and rules through Read, Write, Inc.;
 - (ii) discrete phonics teaching as part of an intervention group where gaps in phonological knowledge have been identified;
 - (iii) using phonological knowledge in real life contexts; and
 - (iv) applying skills in cross curricular contexts.

3. **Teaching and learning**

- (1) Teachers provide a wide range of contexts for reinforcing spelling patterns and tricky words throughout the school day. All teachers use multi-sensory phonics materials based on Read, Write, Inc. for their planning and teaching of phonics and spelling.
- (2) Learning takes place in a variety of situations and group settings.
- (3) Children are expected to spell high frequency words correctly and the word lists for their particular year group.

4. **Spelling homework**

- (1) At Child Okeford School, we follow the Read, Write, Inc. phonics and spelling programme. Alongside this programme pupils may also be given spellings to learn each week. These will be bought home in a spelling book or log book. The amount of spellings will vary depending on the age of the children. For example: KS1 will have approximately 5 spelling a week, whereas KS2 will have up to 10 or 15.
- (2) Spelling for KS1 will be taken from the Read, Write, Inc. scheme or the National Curriculum exception words.
- (3) Spellings for KS2 will be taken from the Read, Write, Inc. scheme and will relate to the spelling/ phonics rule learnt that week.

5. **Resources**

These are:

- (i) Letters and Sounds;
- (ii) Support for Spelling;
- (iii) Grammar for Writing; and
- (iv) National Curriculum 2014.

Appendix 5 - Some characteristics of effective teaching and learning

1. Spoken language

(1) Children:

- (i) feel their ideas and opinions are valued;
- (ii) listen to verbal instructions which are clear;
- (iii) offer ideas and opinions which may differ from others;
- (iv) verbalise ideas in a variety of situations;
- (v) ask and answer questions appropriately;
- (vi) think before they speak – plan out;
- (vii) appreciate opinions of others;
- (viii) speak aloud with confidence for the appropriate audience; and
- (ix) communicate collaboratively.

(2) Teachers:

- (i) plan for speaking and listening;
- (ii) speak clearly;
- (iii) listen;
- (iv) consider oral outcomes;
- (v) encourage discussion, debate and role play;
- (vi) value and build on pupils' contributions;
- (vii) understand how to develop skills progressively;
- (viii) use resources effectively;
- (ix) set realistic goals; and
- (x) use different approaches.

2. Reading

(1) Children:

- (i) are motivated to read a variety of genres for a range of purposes;
- (ii) have access to a range of stimulating books;
- (iii) enjoy reading at their level;
- (iv) talk about reading and reading material; and
- (v) use a range of comprehension strategies to engage with text.

(2) Teachers:

- (i) offer a range of reading opportunities;
- (ii) encourage independence;
- (iii) read to children daily;
- (iv) teach the full range of reading strategies;
- (v) understand the progression of skills in reading development;
- (vi) plan for shared and guided reading;
- (vii) monitor independent reading;
- (viii) promote reading for enjoyment and as a life skill;
- (ix) use reading in other subjects to consolidate skills; and
- (x) maintain home/ school links.

3. Writing

(1) Children:

- (i) take pride in their writing and know when different writing styles are appropriate;
- (ii) understand why they are writing;
- (iii) experiment and draft ideas;
- (iv) talk about what they are going to write (mentally rehearse);
- (v) are confident to share ideas with others;

- (vi) write for different audiences and purposes;
- (vii) use a variety of sentence types and structures;
- (viii) plan effectively;
- (ix) use support materials effectively; and
- (x) use ICT as a tool.

(2) Teachers:

- (i) make clear links between reading and writing;
- (ii) offer a wide variety of writing opportunities, including handwriting practice;
- (iii) are confident in modelling the writing process;
- (iv) know key features of different text types and narrative styles;
- (v) use modelling/ scribing and supported composition;
- (vi) plan outcomes and clarify audience and purpose;
- (vii) provide equipment to allow children to achieve their best results;
- (viii) clearly outline objectives and targets;
- (ix) encourage children to self-correct and redraft work;
- (x) identify and use cross curricular links;
- (xi) plan to use ICT in writing activities; and
- (xii) provide prompts and scaffolds to support independence.