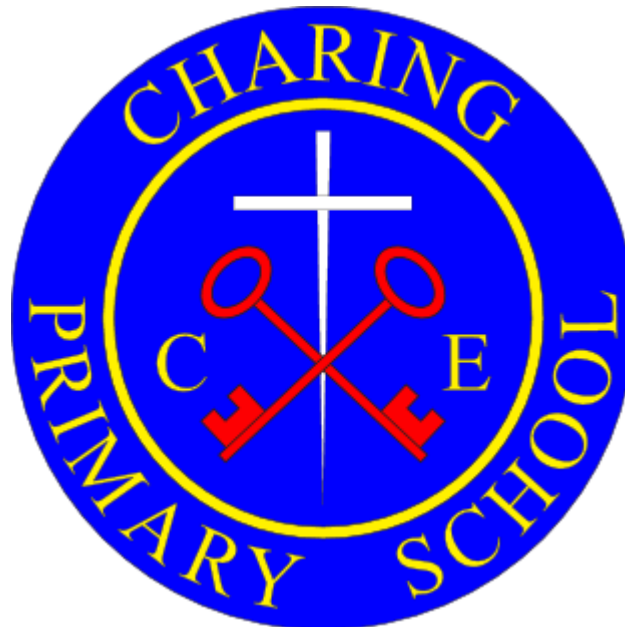


*...those who hope in the LORD will renew their strength.
They will soar on wings like eagles; they will run and not grow weary, they will
walk and not be faint.' Isaiah 40:31*

connect | nurture | aspire | learn | excel | hope



Charing Church of England Primary School

English Policy

Document Information	Date/source of Policy	Responsibility
Date of review	September 2019	Leadership
Date of new review	September 2020	Leadership

“As an inclusive community built on friendship and love, Christian values inspire us through faith in God and hope for the future. Everyone is empowered to recognise their God-given potential and to become lifelong learners. We work together to ensure we achieve our aspirations and encourage independence.

”

Love Friendship Kindness Truth Hope

English at Charing

At Charing Church of England Primary School we recognise that English and communication are fundamental key life skills. Through our teaching, we are passionate about ensuring that children are able to utilise these skills effectively to develop their social and emotional intelligence. Literacy is at the heart of all children's learning, and at Charing we want children to enjoy and appreciate literature and its rich variety in order to achieve the highest standards to which we aspire.

Aims

- To encourage children to be effective, competent communicators and good listeners.
- To equip children with the skills they need to become lifelong learners.
- To foster a passion for reading.
- To express opinions, articulate feelings and formulate responses to a range of texts both fiction and non-fiction using appropriate technical vocabulary.
- To develop the skills and knowledge that will enable our pupils to communicate effectively and creatively through both spoken and written language.
- To be able to write in a variety of styles and forms showing awareness of audience and purpose.
- To develop powers of imagination, inventiveness and critical awareness in all areas of literacy.
- To use grammar and punctuation accurately.
- To understand spelling conventions.
- To produce effective, well-presented written work

Outcomes

Children are engaged in their learning and are eager to widen their understanding and apply their skills; they are able to see connections between the skills learned in class and their

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application in their wider learning and life experiences. When discussing their own work, it is clear that they take ownership of their personal development targets and are proud of their achievements.

Reading

In order to raise the standards of our pupils in reading, we use three key approaches: 1:1 reading, focused / group reading, and comprehension tasks.

EYFS: In September YR children begin the RWI programme. They are introduced to a new sound and letter daily, four times a week. They begin with simple speed sound lesson and build this to include sound blending, writing and reading books and texts as small groups, supported by an adult.

All children are provided with a school picture book for adults to read to their children, a reading record book and a book folder.

In term 2 children will begin to take home a reading book matched to their RWI text and a book bag book also closely matched to their learning in class.

Class teachers share a book or read with children individually once a week and keep records of progress.

1:1 Reading:

Targeted pupils are heard read daily, twice or three times a week. These children are determined by their reading ages, inclusion in vulnerable groups and frequency of being heard at home.

Teachers hear every child over a two week period either 1:1 or as part of focused reading lessons. Records will be kept of reading progress including an assessment sheet for each pupil, updated termly.

Teaching assistants will hear every child over a two week period.

All children have an individual reading book either from the reading scheme (which uses Book Bands colours).

The books in the reading scheme are placed in coloured bands according to the Book Bands system.

Black, Pink, Red Yellow and Blue: Year R – R.A. up to 5.5 yrs

Blue, Green, Orange, Turquoise: Year 1 – R.A. 5.5 – 6.5 yrs

Turquoise, Purple, Gold, White: Year 2 – R.A. 6.5 – 7.5yrs

White, Lime, Grey/Brown (FR1): Year 3 – R.A. 7.5-8.5yrs

Grey/Brown (FR1), Dark Blue/Burgundy (FR2), Independent Free Reader: Year 4 onwards – R.A. 8.5-9.5+

The year groups and reading ages are a guide and should not be used to restrict the progress of a good reader.

By the middle of year 4, the majority of children should be a free reader – either FR1, FR2 or an independent free reader.

RWI

In Read Write Inc Phonics lessons, children will learn to read accurately and fluently with good comprehension. They learn to form each letter, spell correctly, and compose their ideas step-by-step.

Throughout the programme, children learn the English alphabetic code: the 150+ graphemes that represent 44 speech sounds. They rapidly learn the sounds and the letter, or groups of letters, they need to represent them in three sets of Speed Sounds Lesson. Simple and enjoyable mnemonics help all children to grasp the sound-letter correspondences quickly, especially those who are at risk of making slower progress. This learning is taught and consolidated every day. High frequency words that are not phonetically regular are taught as tricky words and are practised frequently.

Children in YR, Y1 and Y2 will have a daily RWI lesson from Monday to Thursday. Children will be taught in small groups with a trained Teacher or Teaching Assistant according to their reading ability.

Focused Reading

Children in KS1 will use the RWI.

Children in Year 2 who complete the programme will take part in Focused Reading sessions.

KS2: Focused Reading – the whole class will be looking at the same text. Activities will be planned to develop reading skills including paired reading aloud with, for example, a focus on

expression/intonation, comprehension tasks, vocabulary development and/or grammar-based activities.

Children who are unable to access the texts will have pre teaching sessions with the TA or if necessary will complete reading-based activities. The SENCo will support class teachers with selecting activities for these children.

Teaching assistants will work with a teacher-directed group.

These group/focused sessions are used to make links to grammar objectives in order for the children to develop an understanding of how things link together.

Reading aloud:

Reading out loud is a key skill that children need to practice in order to develop fluency and understanding. Each focused reading session in Y2 and KS2 will begin/contain opportunities for all children to practise and improve their reading out loud. The teacher (or, on occasion, another child) should model how to read a sentence/short paragraph, discuss how that sentence should be read, ask a child to read it aloud reflecting the discussion on improving, then all children practice in pairs. It may be appropriate to discuss improving the reading even further and repeating some of the steps above.

'Cold' reading is another way of developing reading out loud. A child reads a sentence that hasn't been read to them, then another child, etc. Discuss tricky words, how to improve, then children have another go at reading the sentence ('warm') using the discussion to help them improve their reading. Reflect on the reading and then have another try ('hot' reading), recognising how their reading has improved.

These skills should be practised both within and outside reading sessions.

Comprehension Tasks

As part of the literacy provision at Charing, a weekly comprehension lesson is planned for all classes. This lesson may be linked to the text used in focused reading or be stand-alone texts. There should be a range of text types and text lengths used. Questions and tasks should develop children's understanding of the text and involve literal, deductive and inferential understanding and information retrieval.

Comprehension starter activities are used at least three times a week in key stage 2. These are short passages with questions for the children to answer.

Writing

EYFS:

Developmental writing is encouraged through play, independent and focussed activities. Children who are encouraged to produce their own unaided writing are more likely to see themselves as writers and develop a positive attitude towards writing.

Children have the opportunity to experience shared writing and guided writing as they begin to acquire writing skills. They will also continue to have access to writing and mark making tools both inside and outside the classroom.

RWI (YR-Y2)

As with reading, the alphabetic code is embedded first, so that children can write simple words early on and build on their success. The children write every day, rehearsing out loud what they want to write, and composing sentence by sentence, until they are confident enough to write independently. They write at the level of their spelling knowledge: that is, they use their phonetic knowledge of the alphabetic code and the 'tricky' words they have learnt. They practise handwriting every day: sitting at a table comfortably, learning correct letter formation and joining letters speedily and legibly.

In every lesson, children build up their spelling knowledge so that soon they are able to spell complex words confidently. The children can use adventurous vocabulary in their writing because they have encountered such language in their reading and they have talked about what these words mean.

Text-based Work:

Text-based work takes place during English lessons. A text is chosen and a unit of work lasting from one to six weeks (a term) is planned around that text. Other texts may be used to supplement learning and engage children in their learning. Reading and writing activities are developed through the use of the text.

Picture books form the basis of the units. Teachers determine the expected outcome for the unit and then plan towards that outcome, incorporating grammar and spelling objectives in the plan.

Unit plans from *The Power of Reading* website can be used as the basis of units. They provide a sequence of activities that develop children's understanding of the text and writing opportunities.

Over the course of the unit, opportunities to write are identified that build towards/contribute to a longer piece of writing. The shorter pieces of writing are developmentally marked with aspects for the children to improve clearly identified. Children are given opportunities to improve the text before writing the next part. Every unit builds towards a significant piece of writing that shows the writer's developing and improving skills and grasp of written English. There should be an opportunity for extended writing at least every two weeks (even if the focused text is being studied for longer).

Topic:

The creative curriculum provides the theme for writing activities including history, geography, science and RE. For instance, the class may be studying the Ancient Romans and use a story text about Pompeii as well as non-fiction texts about the event. Natural links should be exploited but not forced.

Teachers should always be clear about the intended outcome for the unit (there may be incidental writing opportunities as well as the main outcome).

Grammar and Punctuation:

Teachers should identify the grammar and punctuation objectives that are to be taught in each unit through assessment of the children's work, the skills needed to achieve the intended outcome and the objectives in the National Curriculum. These objectives should be taught and applied in the children's written work.

Spelling and Phonics:

In EYFS and KS1 phonics and spelling is taught through the RWI programme.

Tricky words and the spelling lists for years 3/4 and 5/6 in the NC will be taught alongside the objectives. Lists are sent home for parents and children to practice at home. Spellings tests are used to assess children's ability to learn words and/or patterns but this forms only part of the spelling assessment. Children must apply the spelling rules and patterns in their independent writing.

Handwriting:

EYFS: Children develop a firm and comfortable pencil grip to enable mark making. All children participate in a daily 'Dough Disco' session. This activity helps to strengthen children's fine motor muscles to enable them to develop their pencil grip, which in turn will help to develop their writing skills.

Children also participate in an early writing programme called 'Write Dance', moving from large body movements to mark making, all in response to music. We introduce handwriting patterns in the first term to encourage simple mark making and begin to develop directional understanding. Children are taught to form the letter shapes in Reception.

In Year 1, the children begin to form letters with the entry and exit strokes that lead to cursive writing. From Year 2 onwards, the children are taught and expected to join their handwriting. During Year 3, once the children are able to join their letters with some consistency, they can begin to write in handwriting pen. By Year 4, all children should be writing in a joined cursive consistent style using pen.

Handwriting is taught in KS1 through the RWI Programme. In lower KS2 handwriting should be taught 3 times per week. In upper KS2, handwriting should be taught at least once a week and practised at least twice a week. The high expectation for handwriting and presentation remains the same regardless of written task and subject.

Assessment

In EYFS and KS1 reading is assessed termly through the RWI programme by the Reader Leader.

1:1 reading is recorded in class reading folders. Comments should relate to the reading skills seen and those that need to be developed. Reading volunteers will also keep a record of children read with.

All children will be assessed termly using assessment criteria and a copy of individual progress kept for each child in the class reading folder.

Pixl assessments will be used throughout the year to support teacher assessments.

A formal reading comprehension assessment will take place twice a year. This takes the form of a written test in the style of a SATs comprehension paper.

A child's reading ability and assessments in individual and group sessions, written comprehension tasks and formal assessments should be combined to develop a picture of the child's reading ability and the most appropriate books for them to be reading.

Assessment in focused text work is part of normal classroom assessment and is used to inform planning.

Writing assessment is on-going with formative assessments informing the end of term summative assessment. Grammar and punctuation is assessed as part of the writing assessment.