



## **English Policy**

**2016 – 2017**

### **'Rationale'**

At St Bede's R.C. Primary School we encourage our pupils to become lifelong learners. We want to give children an education of the highest standard, we aim for excellence in all our school activities and encourage all pupils, whatever their ability to achieve the best they possibly can. We believe that providing pupils with a well balanced, enriching and engaging literacy curriculum will aid them in developing into self-assured communicators. Our literacy policy will ensure that all pupils become confident speakers, listeners, readers and writers, preparing them for life in the 21st century and beyond.

### **Aims**

- To ensure that all pupils are receiving a well-balanced literacy curriculum
- To ensure that each teacher is providing pupils with a consistent approach to literacy teaching
- To ensure that all pupils are given the opportunity to extend their knowledge and skills
- To ensure that all pupils are exposed to different genres and authors

### **Reading Aims**

- To build on the children's language experiences and early reading skills that they have already acquired.
- For pupils to emerge from inexperienced readers to independent readers who read a variety of texts for different purposes.
- To look for higher standards because we have high expectations of our children.
- For children to develop as readers and to be able to enjoy reading for pleasure, alone or as a shared experience with an adult or their peers. We want children to be able to read independently and be able to follow personal interests, use their research skills to extend their knowledge and understanding.

### **Reading at St Bede's**

Pupils will have regular opportunities to engage in independent and shared reading. Class teachers will provide pupils with daily read aloud sessions where pupils will be encouraged to respond to the text in a variety of different fashions. Each year group will have class sets of books to read with; this will allow all pupils to have a shared experience of a text.



## **Reading Records**

Pupils will have regular opportunities to change their reading books. Reading books will be provided at the right level for individual pupils. Parents, pupils and class teachers will use the reading logs to communicate about the pupils reading.

## **Read, Write, Inc**

Nursery to year 2 follow the Read, Write, Inc (RWI) program from Monday to Thursdays. Children are divided into phonic groups dependant on their reading and phonetic ability. Each RWI group has a teacher/teaching assitant who is responsible for the running and phonic assessment of their group. When a pupil is ready to move to the next group it is the responsibility of the pupil's teacher to speak to the next group teacher/TA and move that pupil on. It is the responsibility of the groups tutor to pass on any concerns about a pupil back to the class teacher. Class teachers are responsible for tracking their children in phonics on a termly basis. Class teachers should monitor the progress of their children by asking the RWI tutor to share their evaluation sheets with the class teacher.

## **Guided Reading**

*What is guided reading?*

The goal of guided reading is to enable learners to become independent, able readers, who understand and appreciate texts on their own without the teacher's help. Guided reading takes place in a small group, with a teacher or teaching assistant, and focuses on developing pupil's ability to become independent readers, thinkers and learners. The teacher is acting as the expert who guides the children through the text, providing signposts to the most important and most helpful features of the textual landscape. The pupils are grouped by ability and read individual copies of the same text, which matches the reading level of the group. Texts are selected from the school's guided reading resources. It will allow teachers to use a range of texts and questions to help develop pupil's comprehension skills. It is expected that the pupils in KS2 will have an opportunity once a week to practice their comprehension skills.

*How to plan guided reading*

Year 3 to Year 6 should have guided reading sessions planned 5 days a week. Year 1 and Year 2 will have one guided reading session a week when RWI isn't taking place.

Pupils will be grouped by reading level into groups no bigger than 6. Class teachers will chose texts that will link to the learning objective. Appropriate texts will be selected that allow opportunities for work towards specific targets. Texts should match the reading level of the group in terms of fluency-they should be able to read between 90-94% accurately and with understanding.

The teacher/teaching assistant shares the key objective for the session with the pupils, assesses pupil's progress within the session, gives feedback and next steps in the plenary and records outcomes on the guided reading planning sheet.



### *Questioning*

Key questions from the book will be planned for in advance and recorded on the plans. Class teachers will need a good knowledge of the text they have chosen for a particular group in order to plan effective questioning. Questioning will link to the learning objective and allow pupils an opportunity to extend and consolidate their reading skills.

Questions should develop children's understanding at three levels;

- literal questions, asking pupils to recall information that is directly stated in the text.
- deductive or inferential questions asking pupils to work out answers by reading between the lines, by combining information found in different parts of the text and by going beyond the information given.
- evaluative or response questions asking pupils to go beyond the text by, for example, thinking whether the text achieves its purpose, or making connections with other texts.

Asking too many questions can discourage children from giving elaborate or thoughtful answers. Alternative strategies can provide more thinking time, allow more children to respond and open up deeper discussion. For example class teachers can start discussions from a key sentence in the text, invite pupils to elaborate on their responses, make a challenging statement and invite children's questions.

### *Guided reading activities*

Class teachers will need to plan a guided reading schedule to ensure they have built in opportunities to listen to all pupils read. While the class teachers/teaching assistants are reading with groups, the other pupils will need to be engaged in reading activities. Pupils will stay with their guided reading group and may move through a variety of activities during the week. The activities may include silent reading, answering comprehension questions, exploring characters, word level work and spelling investigations but should always link back to the group's current target. Reading journals provide an excellent opportunity for pupils to extend and consolidate their reading skills, prepare for their next session or complete a follow up task from their previous session.

### *Resources*

The guided reading resources are kept in a central location. It is the responsibility of all adults working in the school to return the resources in their original state.

### *Assessment*

Class teachers should use the Durham assessment grids to assess pupil's reading levels. Class teachers should use guided reading session, one to one reading and pupil's reading journals to determine what level pupils are working at. This will be added to the schools tracking system (itrack) 1/2 termly.

### **Writing Aims**

- To develop pupils in becoming efficient and effective writers who are able to write appropriately for a variety of audiences



- To develop pupils in acquiring the knowledge and skills to communicate effectively within a range of contexts
- To ensure all pupils can use the conventions of written language and grammar
- To ensure that all pupils experience a range of purposes and forms of writing
- To ensure all pupils have opportunities to plan, edit, draft and present their work
- To develop pupils to become aware of and appreciate the writer's craft
- To develop pupils love of writing

### *Curriculum coverage*

All pupils should be writing daily in some form across the curriculum using the skills and knowledge acquired in literacy lessons. Class teachers will follow the curriculum map to ensure that children are exposed to all genres and writing forms.

### *Modelled and Shared writing*

Shared writing is a whole class activity where the teacher models the writing of the text. In shared writing, the pupils will contribute to the text by suggesting words or sentences to be used. The teacher demonstrates how to write and explains decisions. S/he will model thinking, rehearsing sentences, writing and re-reading constantly generating words and ideas. Across the key stages, teachers will focus on the purpose, audience, level of formality, structure and organisation of the text. A particular aspect of word or sentence level work provides an additional focus depending on the objectives and targets being worked on at that time.

### *Presentation*

The date and learning objective will be recorded and underlined with a ruler.

All pupils will begin by writing in pencil. Pupils who can neatly present their work by following the presentation guidelines will be able to apply for a pen licence. Worksheets should be kept to a minimum or just used to support SEN and EAL pupils. They should be trimmed and stuck in neatly.

### *Differentiation*

To ensure all of our pupils are making the most progress they can within a lesson the work must be clearly differentiated using AFL via a variety of methods e.g. resources, adult support and level of thinking skills required. Differentiated questioning and high expectations during the main teaching can be used to stretch the more able pupils and develop other pupils.

### *Assessment*

Pupils will complete independent writing assessments once every ½ term. The assessment will reflect a genre that the pupils have already been taught and will be an opportunity to see if the pupils are able to apply their newly learnt skills. Class teachers will level pupils using the Durham assessment grids along with the



teacher's knowledge of the children. This will be added to the schools tracking system (itrack) ½ termly.

### Guided Writing

Guided writing is an excellent way to use AFL and aid children in achieving their targets and making progress. Guided writing is a mini lesson within a literacy lesson itself. Guided writing groups are fluid and change all the time. They may include children from all different ability groups. They may also be target based (so those children who have the same writing target may be included in one guided writing session). The guided writing session may have a separate learning objective to that of the main teaching (for example, the children may be learning to write using different sentence starters, however you have a group of children who are still not using full stops and capital letters properly. Your guided writing session will involve those children learning to use full stops and capital letters properly so they can make the most progress)

### Targets

Targets should be set at the beginning of the year and reviewed termly. From year 2 to year 6 target should be kept in pupil's books. In year 1 and 2 targets are displayed in the classrooms as visual reminders for the pupils and adults working in the room. Targets should be celebrated when they are met and pupils should be given their next target immediately so they can continue to progress.

### Planning

All teachers should use the school planning sheets only. Class teachers are responsible for completing medium term plans to show what genres, specific objectives and key skills will be covered during each half term.

Medium term plans will also show what resources will be used and what the outcome of the unit will be. For each genre taught teachers will be required to complete a differentiation grid (see appendix. Class teachers will also be responsible for using weekly plans to show what each daily literacy lesson will entail

### Spellings

Class teachers are responsible for their pupils learning the spellings appropriate for their year group (see spellings for each year group).

It is the responsibility of the class teacher to use AFL and planning to ensure the children are learning their spellings. Each week it will be required that the children complete a spelling test to ensure they have learnt their words for that week.

Minimum expectation:

Year 1-two words a week

Year 2-four words a week

Year 3-six words a week



Year 4-eight words a week

Year 5 and Year 6-ten words a week

### **Handwriting Aims**

- To produce clear, concise, legible handwriting
- To provide equal opportunities for all pupils to achieve success in handwriting
- To present work to a variety of audiences neatly
- To develop accuracy and fluency
- To help children recognize that handwriting is a form of communication and as such should be considered important in order for it to be effective
- To display neatly presented work around the school and in classrooms as a model of excellence for others to aspire to
- To encourage pupils to take pride in their work

#### *Development of learning and teaching handwriting*

Teachers need to have high expectations, asking pupils to rewrite work if not written neatly.

In Reception children will use the RWI phonic scheme to learn how to form their letters.

In all classes handwriting should be taught discreetly twice a week in lessons.

All children will write in pencil. Children will then receive a certificate congratulating them on receiving their pen license and they may use a pen in their topic and literacy books.

### **Talk for Writing Aims**

Talk for writing allows developing writers at St Bede's to explore the creative and thinking processes in writing through talk. The talk allows the children to begin to think and talk like a writer.

The talk for writing (story telling approach) includes:

- Learning and repeating oral stories
- Extending the oral stories into writing
- Creating new stories orally

The story telling approach should include imitation (repeating the stories), innovation (changing and developing the stories and finally invention (creating a new story).

Talk for writing will expose all pupils to oral storytelling. Each year group will have a minimum of three oral stories that the pupils will learn each year. These stories will be an opportunity for pupils to learn and use different connectives. The benefits of the talk for writing approach are that the pupils will build a bank of



good vocabulary and narrative patterning. It will also help build confidence so that children can build their own creative stories.

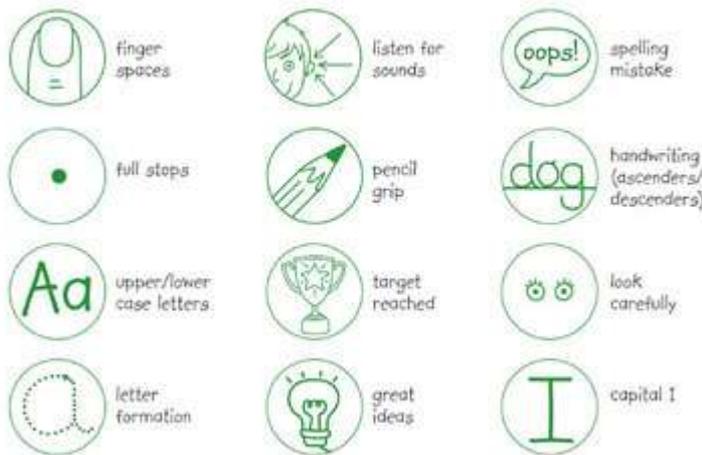
Each class will have pictures with their pupils doing the connective actions. Connectives may either be displayed in the classroom or kept in envelopes for children to have on tables and use in lessons. The connective pyramid can also be used on tables to remind children of what connectives to use in their writing.

## Marking and Feedback

All books should be marked on the day the children have completed their work. The marking needs to show children how to improve their writing.

For Early Years and year one children the pedagogs writing stamps can be used to show the children where/how they can improve their work.

### Target Stamps for Key Stage 1



Where work needs to be corrected it must be underlined in yellow and when the correction has been made underlined in green.

More able year 2 pupils and all KS2 pupils should write in books with a margin.

Sp – highlights where a word is misspelt

g – highlights incorrect grammar

Dependent on the ability of the child the word/sentence may be underlined in yellow to show what must be corrected.

5 minutes response time needs to be allocated at the beginning of each literacy session to allow children to respond to feedback and make corrections.

If a child makes the right correction or rewrites the sentence grammatically correct the word/sentence should be underlined in green to show the work has been edited correctly.



For all children in KS1 and KS2, whenever a child completes an extended piece of writing the work should be marked with 2 stars and a wish. The 2 stars should correspond to the success criteria and the wish should allow the child to move forward in their next piece of work.



Display (non negotiables)

Nursery

- Alphabet
- Talk for writing actions
- Talk for writing key vocabulary
- RWI Simple Speed Sounds poster

Reception Class

- Alphabet
- Talk for writing actions and connectives
- Talk for writing key vocabulary
- RWI Simple Speed Sounds poster
- High frequency words

KS1

- Talk for writing actions and connectives
- Talk for writing key vocabulary
- RWI Simple Speed Sounds poster/complex speed sounds poster
- High frequency words
- Writing menu (non negotiables from NC)

KS2

- Talk for writing actions and connectives
- Talk for writing key vocabulary
- RWI Simple Speed Sounds poster/complex speed sounds poster
- High frequency words
- Writing menu (non negotiables from NC)

