



# **ORCHARD PRIMARY SCHOOL**

## **English Policy**

## Orchard Primary School

### EnglishPolicy

Our aims are:

1. To produce fluent and independent readers who read frequently and widely for pleasure and for learning, in and out of school.
2. To enable children to become confident users of spoken language who are able to communicate effectively in a range of learning and social contexts across the curriculum.
3. To produce confident and successful writers who can express ideas clearly and communicate through writing for a range of purposes and audiences.

The following policy is broken down into 4 main parts

1. Speaking and Listening
2. Reading
3. Writing
4. Phonics and Spelling

#### **Speaking and Listening**

**Understanding language and being able to use it effectively is essential in all areas of the curriculum and for life beyond school.**

Every opportunity should be utilised to develop children's speaking and listening skills. Vocabulary development should be embedded in all subjects and children should be encouraged to talk before they write. The following page is a breakdown of spoken language as set out in the National Curriculum 2014. Speaking and listening skills may need to be explicitly taught.

#### **Spoken language – years 1 to 6**

##### **Spoken language**

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play/improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication

### **Notes and guidance (non-statutory)**

These statements apply to all years. The content should be taught at a level appropriate to the age of the pupils. Pupils should build on the oral language skills that have been taught in preceding years.

Pupils should be taught to develop their competence in spoken language and listening to enhance the effectiveness of their communication across a range of contexts and to a range of audiences. They should therefore have opportunities to work in groups of different sizes – in pairs, small groups, large groups and as a whole class. Pupils should understand how to take turns and when and how to participate constructively in conversations and debates.

Teachers should also pay attention to increasing pupils' vocabulary, ranging from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and enhancing their knowledge about language as a whole.

Pupils should receive constructive feedback on their spoken language and listening, not only to improve their knowledge and skills but also to establish secure foundations for effective spoken language in their studies at primary school, helping them to achieve in secondary education and beyond.

### **Reading**

**The ability to read independently is essential for children to access all areas of the curriculum fully. Children who read for pleasure are also more likely to achieve more in all subjects.**

In order to become successful readers, children will have the following opportunities

1. Daily differentiated phonic lessons in EYFS and KS1
2. Shared Reading as part of literacy lessons
3. Guided Reading lessons.
4. Opportunities to listen to high quality texts read aloud
5. Access to reading scheme books, high quality novels, poems, nonfiction texts through the school library or classroom libraries.

## Daily differentiated phonic lessons in EYFS and KS1

See attached policy for phonics and spelling

## Guided Reading

Each child will take part in at least one guided reading session a week. These sessions are planned to cover all of the reading assessment focusses and are delivered by a trained adult. During these lessons, the rest of the children in the class should be completing appropriate reading tasks matched to their reading level. In Reception, the teacher may start guided reading with groups of children when it is deemed appropriate.

## Reading aloud to children

It is essential that children hear books being read to them. This enables them to access books at a higher level than they can read; it develops vocabulary and also provides a model for reading aloud. Reading aloud to children should feature weekly either during in literacy lessons or for short periods of time during the school day.

## Libraries and access to books

The school library is available for children to borrow books using the Junior Librarian system to loan and return books. Each class has an allocated time in the week to do this. Each class also has a dedicated reading area that should be well organised and contain a range of reading material appropriate to the age of the class. This space should be kept neat and tidy as well as appealing. Children should be encouraged to enjoy the reading area and use it as a space to read and share books.

## Reading Scheme

The main reading scheme used in the infants is the Oxford Reading Tree scheme (ORT). Children will take reading books home every Tuesday and Friday. Alongside this they will also have word lists to learn. These consist of high frequency words. Phonic reading books will be used for beginner readers that carefully match their developing phonic skills.

The following sets out the ORT stages and end of year expectations in Key Stage 1

End of EYFS – Stage 2

End of year 1 – Stage 6

End of year 2 – Stage 8/9

In the juniors, there are a range of schemes that are used including Tree Tops, PM books, Rapid and Pocket Readers.

***The class teacher has responsibility over deciding which stage a child should be reading. They are responsible for making sure each child takes the appropriate level book home and that they are regularly checked to make progress.***

The assessment of reading is done through APP which can be done during guided reading lessons or when listening to individual readers. PM benchmarking books can also be used to help judge a child's level.

Home reading should be recorded daily in the child's Reading Record and these need to be checked daily by the teacher or TA. If a child is not completing their home reading and has missed 5 consecutive days then a letter should be sent home. If the situation does not improve then the class teacher should arrange to speak to the parent to resolve the issue.

### **Writing**

**Our approach to teaching and learning in literacy is through the Power of Reading. The use of high quality literature drives our literacy curriculum and how it is delivered. This enables us to teach literacy in a way that is fun, engaging and stimulating using a range of creative approaches.**

This approach will enable children to develop their composition skills (ideas for writing and vocabulary). The curriculum will also focus on the use of vocabulary; connectives, openers and punctuation (VCOP) as part of Big Writing which sits alongside the Power of Reading to ensure children become successful writers.

The following will take place in years 1 to 6

- Structured and differentiated literacy lessons that are well planned and build upon children's prior knowledge.
- Modelling of the writing process which provide children with the scaffold and model they need for their own independent writing.
- Opportunities to write for a range of audiences and purposes
- A weekly Big Writing session that allows children time to write at length
- Opportunities for children to have their work celebrated in class and/or in display on the class corridor display board that is linked to the Power of Reading text

## Planning

Literacy lesson will give the children opportunities to develop their writing through drama, role play, art and music. Each class has a selection of high quality texts to work through that include fiction, poetry and nonfiction. Teachers should plan to cover all genres and make sure that they spend enough time on each text to engage the children. Sufficient modelling of the writing process should take place so that children know exactly how to apply writing skills. Guided writing should be used to target groups of children with specific needs.

Each teacher should use the A3 overview sheets to plan for progression of skills and coverage of genres. These should be kept in the Literacy planning folder and updated regularly.

## Cross Curricular Writing

Good literacy skills are essential in all subjects and lessons. Teachers should make sure that children are applying their literacy skills in all areas of the curriculum and should have high expectations for speaking and listening, reading and writing across all lessons.

## Big Writing

Big Writing will take place every Friday in years 1 to 6. VCOP sessions should take place before break and then an extended writing session after break. The timings are as follows -

- Year 1 - 10 minutes VCOP and 10 minutes writing. This should be gradually increased so that it is 30 minutes and 30 minutes by the end of year 1.
- Year 2 -30 minutes VCOP and planning and 30 minutes writing. This should built up to 45 minutes and 45 minutes by the end of the year.
- KS2 - 45 minutes VCOP and planning and 45 minutes writing. The writing session should be silent, extended, independent writing.

Teachers should create environments that will allow the children to write for an extended period of time. Music may be played and children should be made aware that it should be quiet. Children must not use rubbers when writing. They should cross out mistakes with a single ruled line.

## Displays/Working Walls

Working walls act as a reference to support children in their independent writing. Every class room from years 1 to 6 should have one and it should contain the following

- Key vocabulary
- Support with new writing skills
- A punctuation pyramid Year 1: *Level 1 – level 3*, Year 2: *level 1 – 4*, Year 3-6: *level 1 – 5*
- Work that reflects the ongoing learning through photos, story maps, pictures etc.

Each class, years N to 6, will also have a corridor display board. This should be used to display work from the Power of Reading texts. The display board should be changed three times a year (every term) and be a high quality display that shows the children's work. For more information on displays please refer to the Display Policy.

## Handwriting

Writing depends on fluent, legible and, eventually, speedy handwriting.

Throughout the EYFS, children should have access to a range of activities that will develop their fine motor skills. EYFS and Year 1 have a resource box with fine motor skill activities to get young hands ready for the physical act of writing. They will also follow the Write Dance programme.

Cursive handwriting will be taught from Year 1 once the teacher has judged that a child can make the basic letter shapes correctly. The progression for handwriting is set out in the Art of Writing booklet. Handwriting practice should be daily in KS1 and then teachers should use their judgement to determine how much practice and explicit teaching is needed in KS2 classes. High standards of presentation should be expected from all children.

## Expectations for handwriting across the school

EYFS and Year –

- The focus should be on developing the physical skills needed for writing and children should be explicitly taught how to form individual letters (low case and capitals) and numbers correctly.
- They should be taught how to sit correctly at the table for writing and how to hold a pencil with the correct grip.
- Children who are able to do this accurately can then move onto cursive handwriting by adding the beginning and end join to the letters.

Year 2 –

- form lower case letters is the correct size relative to each other
- practice joins of letters to begin to develop cursive handwriting
- write capitals and digits correctly
- use an appropriate spacing between words

Years 3 and 4 –

- increase the legibility and quality of their handwriting

Years 5 and 6 –

- Write fluently and at speed
- Develop their own fluent style

## SEN

Children with SEN will have appropriate differentiation that allows them to succeed and make appropriate progress. Children may be supported in class or taken for intervention programmes. It is the class teacher's responsibility to know of any interventions a child is having and to regularly communicate with the intervention teacher so that they are fully aware of how the children are progressing.

## EYFS

The teaching and learning of language and literacy skills form a vital part of the EYFS curriculum. Please refer to the EYFS policy for further information on literacy in the Foundation stage.

## Equal Opportunities

In the teaching of literacy due regard will be given to the provision of equal opportunities in accordance with the Equalities and Diversity policy. All children will be given the same opportunities to become literate.

## Working with Parents/Carers

Support from parents/carers is vital for children to sustain progress in school. Parent/carers are expected to read daily with their child and record reading in the reading record. They should support children with any homework and the learning of spellings. To support parent/carers we will hold workshops for writing, reading, phonics and any other aspects of literacy that will enable parent/carers to feel confident supporting their children at home.

## Monitoring and Assessment

Teachers should use ongoing daily assessment to inform next steps for learning. Each child has their own Criterion Scale that is used to level their writing at the end of every term and a reading APP sheet that is then updated onto the school's Classroom Monitor Assessment system. For further information on assessment procedures please refer to the Assessment policy.

In order to continue to raise standards in literacy for all pupils, the literacy subject leader, head teacher or deputy head teacher will monitor work samples with pupil interviews, planning, lessons and data analysis throughout the year to support classes and groups of children.

Date Summer Term 2014

To be reviewed Summer Term 2016