

HUTTON RUDBY PRIMARY SCHOOL
Policy for English
Reading Writing Drama Speaking and Listening

Overall Aims and Values

Children should:

- Be able to work in pairs and in groups to encourage interaction and discussion.
- Read widely for enjoyment, interest, understanding and study.
- Communicate effectively and confidently in writing and speech in a wide variety of forms appropriate for different purposes and audiences.
- Be confident spellers, able to attempt unfamiliar words using a variety of strategies.
- Be exposed to and involved in a variety of drama techniques to stimulate enthusiasm and promote interactive learning styles.
- Have a deep understanding of grammar and punctuation.
- Be able to read and write independently wherever possible.

We will provide:

- A rich language environment which not only stimulates and supports each child's language development, but also reflects the rich and diverse society that we live in.
- An integrated programme for English teaching which ensures a broad and balanced range of experiences for every child, catering for visual, aural and kinaesthetic learners.
- Purposeful, well planned units of work that ensure continuity, progression and differentiation.
- Specific intervention for children who require it.
- Opportunities for children to write independently for an extended period of time.

English Guidelines

Good English teaching is lively, engaging and involves a carefully planned blend of approaches that direct children's learning. Children are challenged to think creatively and for themselves. The teacher provides children with good support but requires independence as and when appropriate.

The balance between adult-led and child-initiated activity is an important element of planning within the Early Years Foundation Stage but similarly throughout the primary phase.

Opportunities should be provided for children to initiate their own learning and to use and apply the literacy skills they have been taught.

In good English teaching the pitch and pace of the work is sensitive to the rate at which the children learn. Ensuring expectations are high and strong progress is made by all children. Although the learning focus may give greater weight to learning in a particular strand or area of English, the strong interdependence between speaking, listening, reading and writing should underpin planning and provision for learning.

The English skills and knowledge that children are expected to learn in each year group are clearly defined and the teacher maps out how to lead the children to the intended learning outcomes. Children know that they can discuss and seek help as and when needed. Children like to be challenged, and enjoy opportunities to practise and apply their learning. Over time the children identify their attainment and recognise the progress they have made. Pupils are encouraged to support one another in group work and be happy to share their ideas and to explain their reasoning and methods. Children who need more support than others are quickly identified and receive early intervention to help them maintain their progress.

Leading children's learning requires a broad repertoire of teaching and organisational approaches. There will be lessons where the emphasis is on technique and the teaching is quite directive, as well as lessons where the teaching is less evident and teachers use carefully chosen activities and well-directed questioning to support learning. Good literacy teaching requires a good knowledge of the subject, an understanding of the progression in the curriculum being taught and recognition that some teaching approaches are better suited to promote particular learning and outcomes.

English within school is structured and organised in line with Curriculum 2014 and with due regard to the needs of the children. The framework is year group related and informs both our planning and delivery. Gifted and talented pupils and children with special educational needs are planned for within the class teaching. Lessons are planned making reference to objectives and key aspects to aid learning. Planning follows a progressive through a longer sequence of lessons to build learning. Planning is flexible

to ensure that the structure and organisation of teaching and learning meets the needs of all children.

In the Foundation Stage teachers will support children's learning and competences in communicating and speaking and listening. Children will hear stories and poems (fiction and nonfiction), and begin to read and write. Practitioners will also give children the confidence, opportunity, encouragement, support and disposition to develop and use the skills in a range of classroom areas and for a range of purposes. Planning will be linked to the Early Years Foundation Stage learning area of Communication, Language and Literacy.

English underpins work across the curriculum. There are many opportunities for relevant teaching and learning, particularly using non-fiction texts. Cross curricular opportunities are indicated on creative curriculum topic overviews. Links with ICT and any opportunities for using visual Literacy (film trailers, videos, adverts, photos, paintings, sculptures) as a text will be planned into, and highlighted within, each unit taught.

Speaking and listening, reading and writing are not only interdependent but mutually enhancing. Teaching and learning about language and how it is used in the different modes will develop all four aspects.

Records of achievement are kept in class assessment files and are updated at the end of each half term. Sound and consistent assessment for all children should be based on a strong and purposeful range of learning and teaching strategies. It is vital that there is a strong correlation between outcomes of assessment, planning, and teaching strategies. Regular moderation meetings will ensure there is a consistent approach to the assessment of reading and writing across the school. Pupil targets will be set accordingly.

There are opportunities for accelerated learning programs to help children to reach their age related expectations. For example

- Early Literacy Support
- Reading Comprehension Cards
- Toe by toe

Children will be identified by class teachers and assessed against skills grids. The SENCo has a record of pupils receiving support and has systems in place to monitor impact and progress. Teaching assistants have had training to deliver these programs within school.

Speaking

Aims

Children should:

- Speak competently, creatively and independently for different purposes and audiences, reflecting on impact and response.
- Explore, develop and sustain ideas through talk.

Listening and Responding

Aims

Children should:

- Understand, recall and respond to speakers' implicit and explicit meanings.
- Explain and comment on speakers' use of language, including vocabulary, grammar and non-verbal features.

Group Discussion and Interaction

Aims

Children should:

- Take different roles in groups to develop thinking and complete tasks.
- Participate in conversations, making appropriate contributions building on others' suggestions and responses.

Speaking and listening can help children to consider how effectively a particular text works and how it could be improved. It helps children to organise and rehearse ideas in advance of putting them down on paper. All areas of the curriculum offer distinctive opportunities for developing children's speaking and listening. Effective speaking and listening similarly offers opportunities to enhance the subject being taught through explaining and justifying choices, recognising alternative viewpoints and clarifying ideas.

Spoken language can enhance thinking and learning: thoughts are not merely expressed in words but come into existence through them. Thinking aloud allows children to go beyond the here and now to think in abstractions and plan in the future. Talk is the underlying key factor in the development of Literacy, as well as a central feature of any successful teaching and learning.

Given the significance of speaking and listening for children's learning and overall language development, it is important to allow adequate curriculum time for it to be explicitly taught and to identify places in the timetable where children can revisit, apply and extend the speaking and listening skills which they have been explicitly taught.

Talk is fundamental to children's development and learning, and has a central role to play in enhancing their knowledge and understanding of Literacy. Good oral work, which includes demonstration and modelling, enhances pupils' understanding of the way language can be used to communicate.

The objectives for speaking and listening complement the objectives for reading and writing. The speaking and listening objectives reinforce and extend children's developing reading and writing skills. Most children try out ideas in talk long before they are able to pin them down in writing.

Progression will be ensured through the four core learning strands

- Speaking
- Listening and Responding
- Group interaction and discussion
- Drama

Drama

"Drama is not simply a subject, but also a method, a learning tool. Furthermore, it is one of the key ways in which children gain an understanding of themselves and others."

National Curriculum Guidelines

Aims

Through drama children should:

- Use dramatic techniques including work in role to explore ideas and texts.
- Create, share and evaluate ideas and understanding through drama.
- Gain self confidence, trust and respect.
- Learn to accept and share ideas.
- Relate to other people and identify with differing points of view.

English lessons provide opportunities for the incorporation of drama techniques into shared and guided sessions. Drama will be used as a tool to

stimulate enthusiasm, promote interactive learning styles and promote empathy. All children will have planned opportunities to take part in drama as part of on-going cross-curricular learning. Drama plays an important part in the promotion and development of other subject areas. Drama should be used to spark interest and bring subjects to life.

Drama activities should include:

- * Imaginative play e.g. home corner/role play area.
- * Puppet play.
- * Class assemblies and school productions.
- * Hot-seating.
- * Freeze framing.

Early Reading

Aims

Children should:

- Know grapheme-phoneme (letter-sound) correspondences (the alphabetic principle) in a clearly defined, incremental sequence
- Apply the highly important skill of blending (synthesising) phonemes in order, all through a word in order to read it
- Apply the skills of segmenting words into their constituent phonemes to spell
- Know that blending and segmenting are reversible processes.

Following the Rose Report recommendations, staff will use 'Read Write Inc' 'Letters and Sounds,' as the core basis for teaching phonics from the Foundation Stage to Year 2. These are systematic programme of high-quality phonic work, time limited and reinforced throughout the curriculum with careful assessment and monitoring of children's progress as they move from learning to read towards reading to learn, engaging with diverse texts for purpose and pleasure. The Thrass phonics materials will also be used in school to supplement work from 'Letters and Sounds' and will be used as a tool for teaching and reinforcing phonics knowledge in Key Stage 2.

The recommendations relating to best practice in the teaching of phonics may be summarised as follows:

- Greater attention should be paid to the development of children's speaking and listening skills.
- High-quality, systematic phonic work should be taught discretely.

- Phonic work should be set within a broad and rich language curriculum that takes full account of developing the four independent strands of language - speaking, listening, reading and writing - and extending children's vocabulary awareness.
- High-quality phonic work should be a priority within 'quality first' teaching to minimise the risk of children falling behind in reading.

To be systematic, phonics teaching needs to be carefully planned, reinforcing and building on previous learning to secure children's progress. It must be taught discretely and regularly, and it needs to be engaging and multi-sensory. (FS2, Y1 and Y2 will have a phonic/spelling focus every day and all of KS2 will have a planned session at least once a week.)

Support for Spelling is the new resource (May 2009) designed for teachers in Years 2 to 6. All teachers in KS2 will use this for their spelling focus. The materials provide termly objectives which gradually build pupils' spelling knowledge and skills to ensure progression. Units are aligned with the English Framework.

Reading

Aims

Children should:

- Read with purpose and for enjoyment.
- Read independently, confidently and fluently both aloud and silently for increasingly sustained periods of time.
- Read a wide range of texts, both fiction and non-fiction, developing their powers of imagination, inventiveness and critical awareness.
- Read with a writer's eye.
- Be able to choose their own reading materials both for information and for pleasure, and evaluate and justify their preferences.
- Use their reading skills across the curriculum.
- Be able to orchestrate a full range of reading cues (phonic, graphic, syntactic, contextual) to monitor their reading and correct their own mistakes.
- Be taught to navigate texts e.g. skimming, scanning, information retrieval, visualising and predicting.
- Be taught comprehension strategies e.g. speculating, deducing, inferring, interpreting, making connections and authorial intent.

- Develop responses e.g. likes, dislikes, puzzles, questioning, re-evaluating, connecting with own experience, empathising, referring to text to support views, considering overall impact.

Children will be surrounded by high quality books and reading material, and encouraged to browse and select from the earliest stages. There will be regular audits of classroom and library stock.

Shared Reading → Shared reading sessions usually form the first part of the teaching sequence and will provide opportunity to read, respond and analyse texts in detail. Shared reading also provides an opportunity for the teacher to model fluent, expressive reading for the whole class. For younger children the focus will also be on the application of early reading skills. The role of the teacher is crucial in explicitly encouraging children to start to unpick the writer's craft and to begin to gather ideas for writing, and to ensure they are secure in their knowledge and understanding of structure and language features of each text type. The text used during shared reading could be a film trailer, a photograph, sculpture or based on a real or imaginary experience. Shared reading is an ideal opportunity to help children to develop a wider vocabulary, understand why words are spelt in a particular way, and to use talk as a vehicle to explore their own responses to text. This type of discussion can be reinforced during guided reading and writing sessions. During the planning of shared reading sessions, teachers should refer to the assessment focuses for reading.

Guided Reading → Guided reading sessions form the bridge between shared and independent reading. Guided reading extends the opportunities provided by shared reading with a sharp focus on the targeted needs of a particular group with similar reading ability. Every child must be involved in at least one guided reading session a week. The whole-school use of the Rigby Star & Navigator materials will ensure a systematic and consistent approach which directs appropriate questioning and covers the age-related genres and learning objectives. This scheme may be supplemented by other materials throughout the year but must be used as the basis for regular guided reading sessions to ensure the key reading skills are taught explicitly and thoroughly.

Staff will follow the correct teaching sequence for guided reading:

- Book introduction
- Strategy check

- Independent reading
- Returning to text
- Response to text

Records of progress will be kept using the recommended NY sheets, which can be found on the school's intranet.

Individual Reading → Regular individual reading is vital for building reading stamina and fluency. Teachers or other adults will hear Early Years Foundation Stage and Key stage 1 children read individually at least once a week. These sessions will be used to monitor progress and to teach decoding strategies. Home/school link books will be used to communicate with parents. Individual reading is used to ensure that all pupils continue to get the maximum from group work. Through KS2 these individual reading conferences will gradually become less frequent for the majority of children, but those identified as having a reading age significantly lower than their chronological age or peers, will also read at least twice a week to an adult. As needed reading ages will be determined by completing the Salford Sentence and NFER Group Reading tests in the autumn and the summer terms.

Writing

Aims

Children should:

- Enjoy writing, and see it as interesting, useful and challenging.
- Be aware of the key features of fiction and non-fiction texts.
- Know, understand and be able to write in a range of genres, both fiction and non-fiction.
- Learn to read with a writer's eye.
- Be able to write for different purposes and audiences, considering the composition and effect appropriate to the text being produced.
- Have a solid understanding of the writing process, becoming reflective writers by planning, evaluating and redrafting their work.
- Be able to write for extended periods of time in a variety of genres.
- Be confident using Vocabulary Connectives Openers Punctuation VCOP to improve their work.
- Be aware of the next steps in their writing.

Teachers will ensure that the planning and writing elements of the teaching sequence will include:

- explicit use of success criteria,
- reference to Sue Palmer's skeletons for writing books to highlight the key features of each text type as needed,
- planned drama, speaking and listening opportunities,
- self and peer assessment,
- children's knowledge of reading to help compose and make informed choices in writing.
- Reference to Vocabulary Connectives Openers Punctuation where appropriate.
- Opportunities for extended writing.
- Self and peer-assessment opportunities.

Children will be made aware that print carries meaning, and understand the purposes of writing. To promote emergent writing, children will be encouraged to 'write' independently and be asked to 'read' their writing to the teacher or teaching assistant. This will always be valued. To support the emergent writer, shared/guided reading and writing sessions will be used to feed in the conventions of writing.

The teacher, at all stages, will present and/or read good quality examples of different forms of writing in shared reading and writing sessions.

A balanced writing programme includes modelled writing, shared writing, supported composition, guided writing and independent writing.

Modelled Writing → Where the teacher shows the children how writers work e.g. thinking aloud, stopping and starting, 'having a go', making mistakes, changing things, reading and re-reading, editing and checking for full stops and capital letters. Teachers should make use of appropriate technology where available e.g. visualizers for demonstrative work.

Model writing by 'thinking aloud' about:

- What to write
- How to start
- How to choose and link relevant information
- How to present information and ideas
- How to write a new text form
- How to 'have a go' at a spelling or an idea
- How to use classroom resources e.g. word banks, wall displays, prompt cards, key rings etc.

After modelling, always go over main teaching points to give children a clear reference point for their own writing.

Shared Writing → Shared writing is the joint construction of the text between teacher and children, either in the whole class session or in small group work. As the teacher acts as scribe, the children are freed to concentrate on the compositional aspects of the work and to contribute a wide range of ideas. During shared writing the focus of the teaching should be on specified learning objectives.

Supported Composition → Supported composition gives children an opportunity to compose and write in pairs or groups and to share their ideas as part of a whole class situation. This strategy can be used after modelled or shared writing, to give children an opportunity to write in a very structured context before they 'have a go' independently.

Guided Writing → Guided writing can be an interim step before the children write independently, or a remedial tool within / throughout the independent writing sessions. Aspects of the writing process can be targeted according to ability and need. The role of the teacher is to guide, support and encourage the children to try out ideas and skills they have seen demonstrated. Ideally, guided writing sessions should include some guided talk time, discussion of targets and a mini plenary.

Guided writing provides an ideal opportunity for children to review their progress towards their group targets.

During guided writing, the teacher might:

- Work with children who are below the level of the majority of children in the class to reinforce key objectives covered in whole-class sessions, reinforcing phonic and spelling strategies.
- Work with children who are above the level of the majority of the class to challenge and extend their writing.
- Work with children who have completed some independent writing, responding to their work and guiding them to make improvements or corrections.

Independent Writing → Children need many opportunities for independent writing in a variety of forms based on teacher guidance and their own choice of topic. The purpose of independent writing is to put into practice the ideas, structures and skills they have seen demonstrated in modelled and shared writing, and tried with support in guided writing. Instances of the children writing for real purposes will be encouraged wherever possible.

Progress and achievement in writing will be assessed and recorded in order to inform future planning and teaching.

A whole-school writing target will be set following close analysis of the end of year SAT writing papers. Group and/or individual targets will be set for writing by the teacher as and when necessary throughout the year. These will be negotiated / discussed with the children during guided writing sessions.

The Assessing Pupil Progress materials will be used to assess writing on a regular basis and to update progress tracking grids.

Handwriting

Aims

Children should:

- Develop a logical, fluent, joined and consistent style of writing.
- Be encouraged to achieve high standards of presentation throughout all areas of the curriculum, with visualizers used as a learning aid in this regard.
- Be encouraged to evaluate their own handwriting and presentation.

Progression in handwriting is influenced by the presentation strand on the revised primary framework. A cursive script, based on the 'Penpals for Handwriting' scheme, will be formally taught across the school. At least one discrete handwriting session will be taught every week. Some focus work will take place during English lessons and additional times can be made available as and when class teachers feel appropriate.

Staff will ensure a high standard of handwriting in their own work, marking, and signs around the classroom. Gold handwriting pencils will be used as an

incentive to encourage children to improve their handwriting skills. When a child has reached a good standard of handwriting they will be acknowledged during 'Special Book' assembly and presented with a golden pencil. Children in KS2 with good presentation skills will be given a pen to use for their written work.

Policy Agreed

December 2014

Date of next review:

December 2016