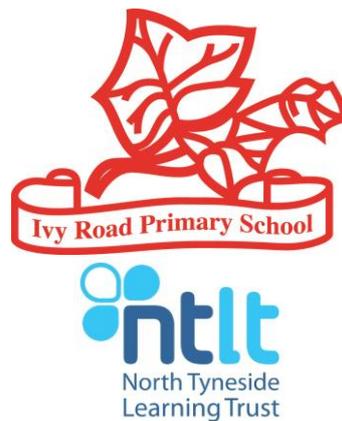


Ivy Road Primary School

January 2017



English Policy

Policy Statement

We believe English underpins all aspects of school life.

In studying English pupils develop skills in speaking, listening, reading and writing. It enables them to express themselves creatively and imaginatively and to communicate with others effectively.

We recognise that English is a core subject within the New National Curriculum and a pre-requisite for educational progress.

Staff expectations for all pupils are high.

Aims

To promote continuity and coherence across the school.

Speaking and listening

- To teach children to speak clearly and convey ideas confidently in Standard English, developing vocabulary and building knowledge.
- To build up confidence and a willingness to contribute in different groupings and for different audiences.
- To develop the ability to listen to what others say and respond appropriately, justifying ideas with reasons.

Reading

- To enable children to become interested, reflective and ultimately independent readers, developing pleasure in reading and motivation.
- To encourage parental involvement in the reading process.
- To use a stimulating range of Fiction and Non Fiction materials to create “readers who love to read and will remain readers for life.”

Writing

- To encourage children to enjoy writing and see the value of it, promoting a “Have-a-go” approach to develop positive attitudes.
- To foster independent writing skills through experience of a range of texts, Shared Writing, Guided Writing and scaffolded writing embedded in a Shared Text.
- To ensure a clear and consistent approach to handwriting throughout the school.
- To use Talk for Writing to build up a bank of stories and help the children improve their writing in all areas.

At Ivy Road Primary School we use a variety of teaching and learning styles in our English lessons as recommended by the North Tyneside Primary Team. We aim for children to become **Literate Pupils** who should:

- Read, write and speak with confidence, fluency and understanding.

- Understand the sound and spelling system and use this to read and spell accurately i.e. deploying a phonics 'first and fast' approach.
- Use a full range of reading cues (phonetic, graphic, syntactic, contextual) to self-monitor and correct errors.
- Have fluent and legible handwriting.
- Have an interest in words, and their meanings and develop a growing vocabulary.
- Know, understand and be able to write in a range of genres in fiction, non-fiction and poetry.
- Be familiar with some of the ways in which narratives are structured through basic literary ideas of setting, character, plot.
- Use punctuation marks as listed in POS. Proof reading to edit and improve writing is a key skill in all year groups.
- Have a suitable technical vocabulary through which to understand and discuss their reading and writing. (Ref Glossary in Appendix 2)
- Be interested in books, read with enjoyment and evaluate and justify preferences.
- Develop their powers of imagination, inventiveness and critical awareness through reading and writing.

Time Allocation

There is a daily English lesson in which children experience a shared whole class activity, reading or writing activity, a guided group or independent activity and a whole-class session to review progress and learning. The creative use of visual images is promoted.

Additional time is allocated outside of this lesson for the provision of the wider English curriculum including:

- Daily phonic sessions (KS1) or daily Spelling, punctuation and grammar (SPAG) for (KS2)
- Drama
- Daily Handwriting lessons using Whole School, Nelson, approach
- Weekly Spelling Tests from Year 1 upwards.
- In other curriculum areas opportunities are planned to enhance the development of writing skills through a range of subjects.

Planning

Class teachers are responsible for weekly planning. This is recorded on the Agreed School Planning Sheet. Specific learning objectives, associated success criteria, key questions for assessment opportunities and the expected outcomes for each lesson are listed with an overview of how the lessons are to be taught. It also includes details of what each ability group will be learning and the support provided where applicable. The Guided Work column should be used to record the focus group for the teacher within each lesson adopting the ECAW approach. Both SEN and higher

ability groups to be labelled along with any extra adult support. Additional planning sheet is used for Phonics and SPAG lessons.

Talk for writing needs to be embedded in every phase of the teaching sequence. All staff are aware that Talk for Writing is an approach which supports children as they explore through talk, the thinking and creative processes involved in being a writer.

At the bottom of the weekly planning grid teachers can record additional opportunities identified for teaching English e.g. weekly spelling test focus, handwriting or hearing individual readers. Literacy plans are shared with TAs every Monday and annotated daily by all staff after each lesson.

Planning is monitored by the Senior Management Team and the Literacy Coordinator.

To ensure that a balance is achieved between the use of Focus Books (to foster a creative approach promoting incidental writing opportunities) and the delivery of a range of genres prescribed by the former NLS Units, as well as the Statutory Requirements of the revised 2016 National Curriculum, a Coverage Grid has been produced by the Pyramid Schools. Staff are expected to highlight each of the POS Statutory Requirements, using year group specific colour code, as they are taught.

Meetings are designated to discuss planning the English curriculum, ensuring balance and progression across the key stages. All staff have access to target tracker grids and national curriculum objectives to reference when planning lessons. A consistency of approach, standards and expectations is promoted throughout the school.

Teaching and Learning

The classroom environment for each year group will be “Literacy Rich” to support the development of English as a whole.

Teachers will have a clear understanding of the objectives being taught and openly share these with the children.

Lessons will be well paced and interactive. These will be underpinned by the 2016 Statutory Requirements. Where appropriate, these will also incorporate materials from:

- Letters and Sounds Phonic Programme
- Read Write Inc. Programme Materials
- KS2 Revised Spelling Programme
- Talk for writing
- Exemplar Planning

Opportunities will be planned for whole class, paired, group and independent work.

A range of strategies will be deployed to secure and sustain effective teaching, which caters for every child's learning style. These will include:

- Direction
- Demonstration
- Modelling
- Scaffolding
- Explanation to clarify and discuss
- Questioning
- Initiating and guiding exploration
- Investigating ideas
- Discussing and arguing
- Listening to and responding
- Chunking
- Promoting the use of Talk Partners

Homework will be set in accordance with whole school guidelines, as outlined in the 'Homework Policy' booklet for parents. This includes reference to home school reading expectations. A Reading Club is provided during Monday and Thursday breaks for children who need an opportunity to read their individual reading books in school.

Achievements will be celebrated and rewarded in line with the whole school approach to raising standards of literacy skills across the curriculum. This will include:

- House points system incorporating Literacy awards
- Writer of the Week Certificates
- Star Writer's Corridor of Fame Display
- Reader of the Week Certificate

Entitlement / Equal Opportunities

All children are entitled to equal access to the English Curriculum irrespective of race, gender, physical disability, FSM, SEN or any other vulnerable group. Ivy Road Primary School will ensure that:

- All children cover the content made statutory by the programmes of study within National Curriculum
- Children access the curriculum at the appropriate level, thus ensuring progression and differentiation.
- Suitable resources and learning environments will be available to enable children access to the learning required.

S.E.N.

Differentiated activities will be planned to support less able and extend more able pupils during group and individual work time.

We seek to provide effective learning for all children by matching the challenge of the task to the ability of the child.

Children with learning difficulties will be identified and have provision made for their particular needs, where necessary outside agencies will be involved through the S.E.N. Co-ordinator.

I.E.P.s and Pupil Progress forms are produced for S.E.N. pupils.

Teaching Assistants are deployed to work with individuals / groups of children who are working below age related expectations. They feed back directly to class teachers, to inform future planning.

Reading Recovery and BRP programmes are delivered. ECAR writing strategies e.g. Elkonin Boxes are used with all less able pupils.

Teachers are deployed to deliver 1 to 1 tuition as well as targeted teaching to address the needs of vulnerable groups.

Resources

All Home School Reading Resources are Book Banded.

Reception children are introduced to the Oxford Reading Tree (Book Band Pink) as the core Home School Reading Scheme in Foundation. At every stage of ORT a selection of phonic based, (Fiction and Non Fiction), reading materials matched to Letters and Sounds Phases (Floppy's Phonics) are available to support pupils.

Supplementary resources including Story Chest, Spirals, Ginn and ORT Snapdragon / Fireflies materials are also available for pupils who have reached a 'plateau' in their reading development.

From Purple Book Band a wide range of fiction and non-fiction resources are provided from a variety of levelled reading scheme books including Traditional Tales, Treetops, Pocket Reads, Project X and Dorling Kindersley Four Corners. Pupils select their own reader.

After working through the Book Band resources children are invited to move over to Library Choice Books. Titles include a wide range of fiction books by familiar authors and a selection of inviting non-fiction titles.

Reading scheme books are stored in four locations:

- Reception Cloakroom Pink, Red and selected Yellow Book Bands (ORT Stage 2 titles)
- Year 1 / Year 2 Corridor Yellow Book Band (ORT Stage 3) to Lime Book Band
- Upper School Library (Boxes colour coded in Book Bands for pupils to select their own title from)
- Resources Room Cupboard (Range of schemes for intervention 1 to 1 including Wellington Square, Fuzz Buzz)

Additional Book Banded reading resources for ECAR and BRP are located in the ECAR Room and adjacent corridor.

Guided Reading Resources for KS1, including Decode and Develop and Story Steps, are located in the Y1/Y2 Corridor on top of the book boxes. Sets of Copymasters are also available.

Guided Reading Resources (Book Banded) are located in the Resources Room Cupboard. Pelican NF Guided Reading Worksheets are available adjacent to the books.

Further resources are stored on the Teacher Reference shelf

- NLS Activity Resource Banks including generic worksheets
- Teacher Reference /duplicating materials
- Longman Guided Reading Support Materials
- Writing Frames etc.

Comprehension Resources are located in the Literacy Cupboard in the corridor.

Including-

- Key Comprehension Resources-Starter (Y2) to Book 4 (Y6)
- Key Comprehension Teacher Books / Answers
- Daily Comprehension activity books
- Puzzlers cloze procedure passages

Shared Texts (Big Books) stored in Year Group Classrooms

Nelson Handwriting resource packs are stored in each Year Group Classroom. Able pupils will begin to join up letters in Y2. In Y3 all pupils will use joined handwriting as advocated in the 2014 POS. Berol handwriting pens are introduced when confident and fluent at teacher's discretion.

I.C.T

I.C.T. is used at whole class, group and independent level to support and enhance many aspects of Literacy teaching. It should be a significant part of every child's experience of learning to be literate.

- Screen projection of texts, images, video clips, sounds.
- Projection of a word processor permits the writing process to be modelled effectively.

Pupils are taught to:

Use programs designed to consolidate Basic Skills

- Use e.g. Crazy Talk and Comic Life to promote creativity
- Word process on screen to draft, revise and edit writing
- Use Word Art/Clip Art/Powerpoint to explore presentation
- Access information using Internet / C.D.Roms
- Communicate to others, sharing information via E-mail

Library Links

Additional resources for English can be borrowed from C.Y.P.

Children's Librarians are available to deliver talks to classes or groups of parents in school (Tel: 0191 200 8223).

Visits to Forest Hall Library are organised for Foundation to Y6 to link in with Book Week and World Book Day. The children participate in workshops led by the Librarian and are encouraged to borrow books. Pupils are actively encouraged to become library members.

In the Summer Term the local Librarian visits school and joins an assembly to advertise the Nationwide Summer Reading Challenge. Pupils are encouraged to participate in Reading Challenges, where these are age appropriate.

Parental Involvement

The role of the parent / carer in the development of children's reading and writing skills is deemed by the school to be highly relevant, desirable and complementary to teaching taking place in school. Parental involvement is encouraged by:

- Holding New Starter meetings in Early Years to establish the importance of parental involvement
- Holding reading themed Class Assemblies to convey positive messages about reading to the community
- Distributing specific information booklets and sheets to all parents at various stages of their child's school career
- Placing a strong emphasis on the child's Comment Book as an important link between home and school

Assessment for Learning

Formative assessment is carried out by the teacher informally on a daily / weekly basis. This includes making classroom observations and marking pupil's work using the agreed school approach of Three Stars and a Wish/Target for all pieces of writing, including writing in other subjects as identified in staff planning.

- Learning objective highlighted if objective has been met. Examples are highlighted in a green pen.
- Wish /target identifies how a pupil can improve the piece of writing and this has replaced individual target setting procedures

- Up to 3 spelling errors are identified using the code “sp” in the margin for pupils to write correctly. Put spellings as tracking and chaining, which leaves the child to complete the missing letters.
- Support is identified by the letters T or TA
- Verbal feedback is noted as VF
- Excellent parts of the work should be highlighted by T using ‘Green for good’. (Phased in from Spring Term in Y1)
- One area of work to be improved by pupils should be highlighted in ‘Pink for think’. Phased in from Autumn Term in Y2).

Progress is identified against teaching objectives determining what has already been achieved and identifying what is needed to move the child on to the next stage of learning.

Targets for writing and reading are located in the front of the child’s literacy book.

Pupil self-assessment using a Traffic Light colour coding system is undertaken at the end of each piece of work. Peer assessment is also encouraged both informally and formally.

Foundation Stage assessment profiles are initiated in Early Years.

Formal summative assessments are carried out at the end of K.S.1 / K.S.2 in accordance with National Curriculum assessment requirements.

Each term teachers make assessments of pupil progress in Reading and Writing using target tracker. Results are compiled in the Tracker. Individual and group progress is monitored. Vulnerable pupils are identified.

Literacy Records Agreed Practice

Records for English move through the school with the child at the end of each academic year in July. (Master set in appendix.)

A consistent format will be used throughout the school.

Colour code to indicate progression: -

Reception- Red	
Year 1- Orange	Year 2 – Blue
Year 3- Pink	Year 4 – Green
Year 5- Purple	Year 6 – Yellow

- Target Tracker objectives in Reading
- Target Tracker objectives in Writing
- Core vocabulary tracking sheet.

Class teachers are responsible for recording progress as above.

There are nine sets of colour coded High Frequency words.

These encompass all of the Letters and Sounds tricky words.

Yellow	Phase 2	Lime	Phase 6
Blue	Phase 2 / 3	Red	Phase 6
Green	Phase 3 / 4	Cream	
Orange	Phase 4	Grey Days /Months	
Pink	Phase 5		

Three further word lists (Sets 10, 11, 12) make up the old NLS Y4/Y5 Medium Frequency Word List.

In KS2 the Statutory Word Lists for Spelling are taught and assessed.

Duplicated sets of words are located in the Y1/2 Shared Reading area drawers.

An individual Core Vocabulary assessment sheet is set up in Reception. When assessing pupils the words that can be read are highlighted using the appropriate year group colour code.

From Year 1 the box is subsequently dated when the child can spell the word. All children (except Reception pupils) are expected to be able to spell at least 50% of the target words before moving onto the next set. This equips children with a working vocabulary for independent writing in KS 1 and KS 2.

- Phonics Individual Tracking Sheet.

Phonic Records are updated at the end of each half term. This data is used to review progress and inform planning.

From September 2011 a new improved sheet was introduced.

This document is used to record pupil progress through each phase of the Letters and Sounds Programme. It is comprised of one Phase One sheet to be started in Nursery. Two sheets for Phases Two and Three to record reading and writing progress separately. One sheet each for Phases Four and Five to record reading and spelling in one subdivided column. Boxes need to be colour coded in line with the Agreed Key to monitor progress over one year.

Autumn 1 Orange
 Autumn 2 Yellow
 Spring 1 Light Blue
 Spring 2 Green
 Summer 1 Pink
 Summer 2 Purple

There is an agreed expectation that pupils must be secure within Phase 5 before embarking on the revised spelling programme in KS2.

- Individual Reading Record

From Reception a school based, Individual Reading Record sheet is updated by both teachers and other adults who hear children read in school. Feedback is specific and constructive.

- Guided Reading Records

To be used with a specified group of children to record the assessment focus of the session and key questions asked.

Reporting procedures are in line with D.C.F.S. regulations. Parents are invited to attend two parental interviews during an academic year, in the Autumn Term and in the Spring Term. Parents receive a written report in July.

Monitoring

The English curriculum is monitored by the coordinator through:

The collection of planning and feedback as appropriate.

- Literacy Work Scrutiny
- Target Tracker Scrutiny
- Auditing and updating resources.
- Compiling a Literacy file noting courses attended, training delivered, staff meetings etc.
- Taking photographs of displays and literacy initiatives.
- Reading Portfolio and Writing Portfolio
- Analysis of SAT papers to identify key issues.

The Senior Management Team observe Literacy lessons and give feedback as part of the Performance Management process.

This policy was originally prepared in Autumn 2001 after discussion with the North Tyneside Literacy Consultant, teaching staff, head teacher and governors. It provides a point of reference from which we can review and evaluate the English curriculum we offer. It is a means of identifying our strengths and weaknesses of policy and practice, areas of the curriculum that need to be developed further, our In-service needs and resource implications. The policy is regularly reviewed by the Literacy Coordinator.

Most Recent Update: January 2017