



# Oughtibridge Primary School

## English Policy

### Philosophy

At Oughtibridge Primary School, we believe that English is a subject in its own right and also of central importance to the whole curriculum for the following reasons:

- Language is necessary for a child to develop emotionally and intellectually
- Language is the central tool for learning
- Effective communication is an essential life skill
- Access to text has the potential to enrich a person's life

We aim to develop the children's use of the English language through:

- Promoting an enthusiasm and love of English as a foundation for life-long interest and enjoyment in all forms of the language
- Developing knowledge, skills and concepts across the range of language acquisition - speaking, listening, reading and writing

### Aims and Objectives

As teachers, we aim to develop children's ability to communicate effectively in speech and writing by encouraging them to:

- Listen with understanding
- Become enthusiastic, responsive and knowledgeable readers
- Be aware of a variety of forms and purposes in language when reading and writing
- Develop understanding and the use of Standard English

English should be based on effective Foundation Stage provision, developing language through rich and active experiences in keeping with the Foundation Stage Policy.

For secure progress towards Standard English, it is necessary for children to experience dialects, accents and to respect their differences and similarities. Language should be developed using rich and active experiences with the opportunity for reflective learning.

To develop effective **speaking and listening** skills, pupils should be taught to:

- Use the vocabulary and grammar of Standard English
- Formulate, clarify and express their ideas
- Adapt their speech to a widening range of circumstances and demands
- Ensure a progression of skills through use of literature, poetry, song, drama, media, visitors, collaboration, discussion and speaking to an audience

To develop effective **readers**, pupils should be taught to:

- Read accurately and fluently, with understanding and confidence
- Understand and respond to texts they read
- Read, analyse and evaluate a wide range of texts in fiction, non-fiction and poetry
- Develop, build and extend their skills to become independent readers

To develop effective **writers**, pupils should be taught to use:

- Compositional skills - developing ideas and communicating meaning to a reader; using a wide-ranging vocabulary and an effective style, organisation and structuring of sentences grammatically
- The skills of planning, drafting, revising and evaluating their own writing
- Presentational skills - accurate punctuation, correct spelling and legible handwriting

## Teaching and Learning

Our aim is to provide as wide a range of learning experiences as possible within the English curriculum. We aim to provide all children with the opportunity to succeed and this is achieved through carefully planning activities, employing a range of teaching strategies, using a variety of stimuli and enabling the children to respond through a variety of media.

Teachers develop unit plans to meet the needs of the children in their class or group. In some year groups, teachers work as a team to plan appropriate, yet challenging, activities ensuring pupils have similar experiences. The structure of the English lesson enables whole class, group and individual teaching and learning as appropriate.

**Whole class teaching** - This is used to ensure all children in the class acquire specific knowledge and skills through the use of the clear shared objectives, explicit instructions and active interaction. It enables sharing of experiences and gives children the opportunity to develop confidence to express themselves. It allows the teacher to model and scribe for the children, encouraging good practice.

**Focused teaching/learning** - During this type of teaching, children gain a deeper understanding by practising their skills and applying their knowledge. The teacher works with a variety of children and provides appropriate activities leading children to grow in independence. Teaching Assistants will also be used to support groups in their learning or to work with a particular child in order to deepen their understanding of a concept or develop a new skill.

**Individual teaching/learning** - This encourages children to reflect on their work and to concentrate. It gives the teacher the opportunity to support a struggling child, stretch the more-confident and provides an opportunity for assessment.

## Assessment

The aim of monitoring and assessment is to support children in their learning. Evidence of children's learning informs planning, teaching and reporting. Evidence is collected from formal and informal processes. Formal assessment takes place with:

- Baseline assessment including important details about language development at the beginning of FS2
- End of Key Stage 2 SATs
- Optional End of Key Stage One assessment materials.
- Headstart Reading Comprehension tests for Ks2.

Other assessment is on-going and includes:

- Daily talking with children
- Live marking and feedback within children's work
- Individual reading records
- Read Write Inc Phonics assessment records

- Assessment for Learning strategies

The assessments are used to inform parents of a child's progress, both at parents' meetings, interim reports, and in the annual written report. Teacher assessments are added to the school's assessment tracker system to monitor a child's progress through school.

## Monitoring

Throughout the year, English is monitored through scrutiny of teachers' planning and pupil books, to ensure progression and continuity of the children's learning and to maintain high standards. This is in conjunction with staff lesson drop-ins as well as pupil forums and other evidence which could be found, such as in displays.

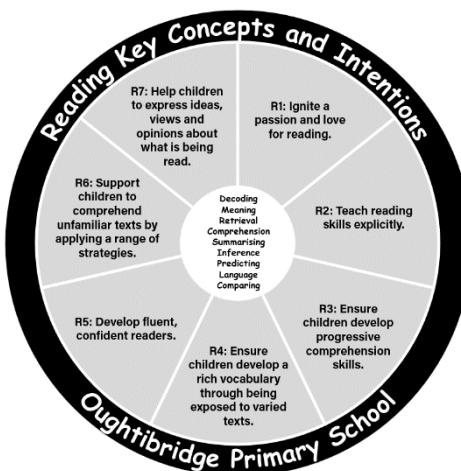
## Support for SEND Pupils

Children with Special Educational Needs are supported in many ways. These can include:

- Communication in Print used within school
- Use of Lexia and Clicker in lessons
- Screen mirroring the board on iPads.
- Work displayed in books
- TA support in lesson time
- Specialised interventions
- Termly SEND meetings with parents/carers
- Pupil progress meetings
- Scaffolds during lessons
- Read Write Inc Fast Track 1:1 Tutoring
- Use of Birmingham Toolkit assessment to create bespoke learning programmes.

## Reading

By the end of Year 6, we want children at Oughtibridge Primary school to be able to understand the concepts below and to be able to answer these key questions about them.



## Reading Key Concepts

**Decoding** – How can we apply our knowledge of phonics to sound out unfamiliar words?

**Meaning** – What does a word mean and how does it affect a sentence or text as a whole?

**Retrieval** – How can we find information or key details from a text?

**Comprehension** – How can we understand, interpret and process what we have read in order to form conclusions?

**Summarising** – How can we identify the most important parts of the text and recall the main points and ideas?

**Inference** – How can we use the information we already know and clues within the text to help us understand the meaning of the text as a whole?

**Predicting** – How can we connect our existing knowledge to make informed predictions based around the text we have read?

**Language** – How is the meaning of a text enhanced through the choice of words and phrases?

**Comparing** – How can we make comparisons within a text and use our existing knowledge of texts to compare them with other texts?

## Reading Intentions

**R1:** Ignite a passion and love for reading.

**R2:** Teach reading skills explicitly.

**R3:** Ensure children develop progressive comprehension skills.

**R4:** Ensure children develop a rich vocabulary through being exposed to varied texts.

**R5:** Develop fluent, confident readers.

**R6:** Support children to comprehend unfamiliar texts by applying a range of strategies.

**R7:** Help children to express ideas, views and opinions about what is being read.

## Whole School and Key Stage Reading

A love of reading is promoted, with a rich variety of texts shared with the children in a variety of ways.

### Whole School

- Daily class novel sessions take place at the end of each year group's day in all classes (principally focussed on promoting enjoyment and understanding of vocabulary). Each class displays their text following a whole class introduction.
- Reading challenges (where parents log reading with their child in order for the child to receive a reward such as a book or certificate).
- Themed weeks, for example Poetry Week, promote engagement with real writers and lead to high quality outcomes.
- Cross-curricular reading events (for example, Maths Week with a focus on Maths through stories, which promoted application in real world scenarios).
- Author visits promoting aspiration and allowing opportunities for performance of studied texts.
- World Book Day allows staff to dress up in character and many children join in. The day is themed to promote a different text in each year group.
- The Book Fair comes to school allowing families to come in and purchase high quality texts.
- Regular book swap events are held when families can come in and swap old texts for a donated book. This allows families a wider range of texts to access, at little cost.
- The school subscribes to the School Library Service and prioritise this spend to ensure children have access to a wide range of topics and genres. Books are displayed around school i.e. books are available in the reception area for visitors to read with their children.
- Children have access to the School Library and borrow books to take home.

- Technology is used to promote reading, particularly when children are fluent readers (e.g. iPads, Kindles) and these are used both for research and reading across the curriculum.
- The local Library Reading Challenge is actively promoted in school leading to children receiving medals and certificates.
- Peer reading takes place both within Year 6 through the use of reading buddies.
- A PM Benchmark assessment maybe used to assess children's ability to read and understand specific book band texts and support teacher judgements.
- The Oughti Reading Spine ensures each year group is reading a wide variety of age appropriate texts, which are not duplicated across year groups.
- See Appendix 1 for our 'Purposes for Reading' document which explains a child's reading journey through school.

### **Foundation Stage**

From the very beginning we establish links between experience, speech and the written word. Children will learn nursery rhymes, poems and songs and listen to stories with predictable and patterned language to build up vocabulary and to increase phonological awareness.

Picture books, rhymes and oral stories will be used to introduce vocabulary and to teach children the pattern of stories. They will listen to a wide range of stories and traditional tales and they will celebrate and share stories with staff, parents and one another.

Children will be made aware that print in the environment and in texts carries meaning. Stories will be read and retold to give opportunities to experience reading and associate spoken with written word.

### *Individual Reading*

- All children in Foundation Stage read individually with an adult once a week.
- The less confident readers are listened to twice weekly.
- Each class has a class list of readers, which is updated each time a child reads. This list has the dates recorded for each week and initials of the adult who has read with them.
- Home-school reading record books are used each time a child reads individually and a comment is given each time (by the teacher or TA).
- Children have a sound book which they use both in school and at home.
- Children use Read Write Inc. (RWI) book bag books or sound books as their main reading book. This book includes phonetically decodable words which directly relate to the sounds taught in RWI sessions in school. This is read to an adult at school and at home.
- In addition to the RWI phonetically decodable book, children who are on the RWI scheme also have a book for enjoyment. This is shared with an adult and the adult reads this book to the child. The purpose of this is to promote excitement and a love of reading.

### *Whole Class Shared Reading*

- Books and texts on the interactive whiteboard are used with the whole class. Each text is used daily for one week with prior knowledge, vocabulary and understanding the story being the main focus points.
- Children make book recommendations and they explain the reasons they enjoyed their book to the class.

## **Key Stage 1 (Y1-2)**

### *Individual Reading*

- Each class teacher has a class list of readers, which is updated each time a child reads. Each entry indicates which adult has listened to each child so that teacher/TA/ student/parent volunteer rotate equally through the list of children.
- Home-school reading record books are used each time a child reads individually.
- Children use RWI book bag books or sound book as their main reading book. This book includes phonetically decodable words which directly relate to the sounds taught in RWI sessions in school. This is read to an adult at school and at home.
- In addition to the RWI phonetically decodable book, children who are on the RWI scheme also have a book for enjoyment. This is shared with an adult and the adult would read this book to the child. The purpose of this is to promote excitement and a love of reading.
- Once children have completed the RWI scheme and passed the phonics screening check, they will be given a book band 8 book to practise fluency and comprehension skills. The children will progress through the book bands 8, 9 and 10.
- PM benchmarking is used to assess children's reading level and appropriate book band book (when needed). They will also be given a book for enjoyment which they can share with an adult (but may be able to read part of this independently). The focus of this book is to promote fluency, language comprehension and enjoyment.
- Once they have completed book band 10 and are a fluent reader, they are given a book for enjoyment which promotes fluency, language comprehension and enjoyment.

### *Book Study*

- Once a child in ks1 has finished the RWI phonics scheme and passed the phonics check, they will begin book study sessions.
- Book study is a daily 30 minute session where reading comprehension skills are taught.
- Each year group will focus on different texts and each book study unit will cover all the necessary content domains.
- Work will be recorded in Book Study Jotters.
- Children, who are on the RWI scheme, will continue with their phonics lessons and receive informal comprehension teaching through the reading of whole class stories.

## **Key Stage 2**

### *Individual Reading*

- Children who are reading the book-banded/phonetically decodable books are given opportunities to read individually to an adult to improve their fluency and understanding of the texts. This takes place with either a teacher, teaching assistant, student or parent helper.
- All children take reading books home to read with an adult. This is recorded in their reading record book.
- Individual reading takes place at selected times during the day.
- Any children who are working on the RWI scheme will follow the same system as in FS2 and KS1 (see above).
- Year 3 staff use Dandelion Reader books to assist pupils with their independent reading fluency.
- Year 4, 5 and 6 staff use Catch-Up Reader books to assist pupils with their independent reading fluency.

### *Book Study*

- All children will be taught daily book study sessions (unless they are still on the RWI scheme in Y3, then see above).
- Book study is a daily 30 minute session where reading comprehension skills are taught.
- Each year group will focus on different texts and each book study unit will cover all the necessary content domains.

- Work will be recorded in Book Study Jotters.

## Phonics

- Daily phonics is taught using the Read Write Inc scheme.
- Phonics is a priority in terms of the school day and days are reorganised to ensure that phonics sessions are not missed for any reason.
- In FS2 and KS1, all children receive discreet 40 minute phonics sessions daily based on their stage of development. The children are assessed half term and regrouped accordingly. Progress is tracked and shared with SLT. Practitioner experience is matched to the most vulnerable children to ensure needs are met.
- Children take home RWI book bag books or sound books to support learning at home. At the end of each week, children also take home a RWI black and white teaching book/sound book to reinforce the week's phonics learning (see individual reading section in FS2 and KS1 for more details around individual reading).
- In y3, children who are on the RWI scheme join in with the daily phonics sessions in KS1. Y3 TA's also teach a phonics group.
- In KS2 (y4 onwards), targeted vulnerable learners are identified using the RWI screening (which is administered to all children). Children demonstrating any gaps are included in TA led RWI interventions for three 30 minute sessions per week.
- Ruth Miskin's online school portal is used for teaching videos in school, to send home for parents or for staff training.
- RWI development day supports staff's ongoing CPD in phonics.

### *Foundation Stage and Key Stage 1*

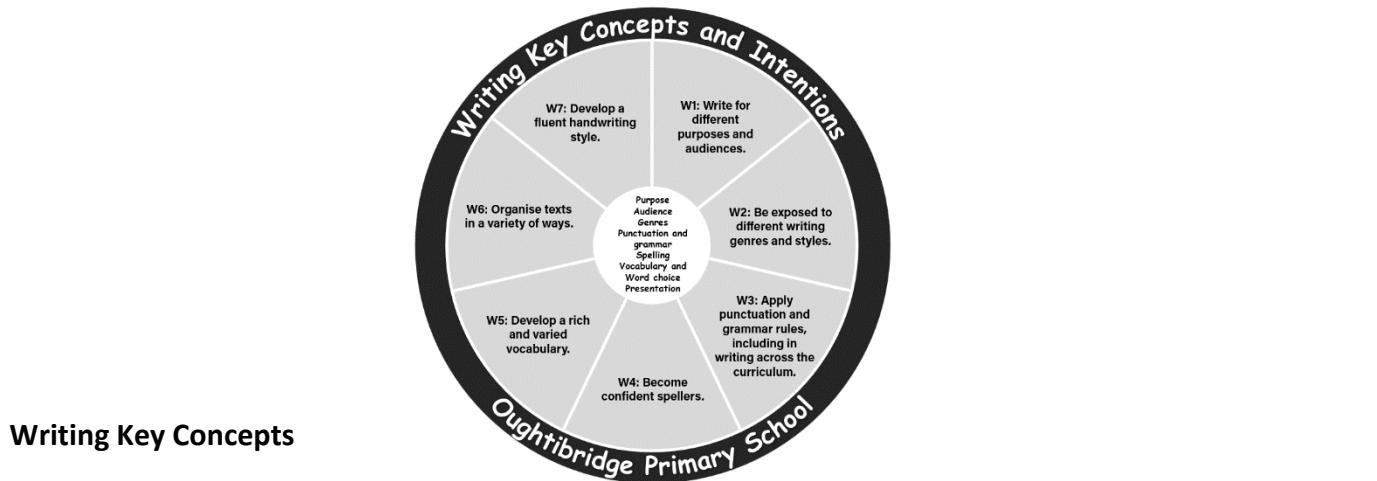
- In FS2 and KS1, children have daily phonics sessions using the Read Write Inc Scheme.
- Book bag books, black and white books and speed sounds books are sent home weekly to promote decoding strategies at home.
- During individual reads with children, decoding strategies are used and practised using their phonics book. Individual reads happen regularly for all FS/KS1 children and may include reads with Teachers, Teaching Assistants and Reading Volunteers depending on the level of need of the child.
- Speed sound charts are displayed on the wall where each phonics group is being taught in FS2 and KS1.
- Speed sound mats are used on the children's desks in FS2 and KS1.
- In KS1, handwriting lessons are linked to the RWI handwriting scheme and further support the learning of letter sounds.
- Interventions are put in place for children identified as needing further support with decoding across the school.

### **Key Stage 2**

Children in Key stage 2 (y4 onwards) that need further support with phonics are placed into intervention groups. These groups are regularly assessed on a cycle and groupings are changed accordingly.

## Writing

By the end of Year 6, we want children at Oughtibridge Primary school to be able to understand the concepts below and to be able to answer these key questions about them.



**Purpose** – What is the reason for producing a particular piece of writing?

**Audience** – Who will be reading the piece of writing and how should we change our writing style to communicate with them effectively?

**Genres** – What style of writing do we want to produce?

**Punctuation and grammar** – How will our chosen punctuation and grammar improve our writing as a whole?

**Spelling** – How can we use strategies we already know to help us to spell a word correctly?

**Vocabulary and Word choice** – How can we select the most appropriate words and phrases to include in our writing and how does our choice of words affect our writing overall?

**Presentation** – How can we modify our handwriting and layout of our work to make sure our writing is clear and suits the purpose?

## Writing Intentions

**W1:** Write for different purposes and audiences.

**W2:** Be exposed to different writing genres and styles.

**W3:** Apply punctuation and grammar rules, including in writing across the curriculum.

**W4:** Become confident spellers

**W5:** Develop a rich and varied vocabulary.

**W6:** Organise texts in a variety of ways.

**W7:** Develop a fluent handwriting style.

## **The Writing Sequence**

We follow Teresa Heathcote's The Writing Sequence across school.

Each unit of work in key stage 1 and 2 follows the same 5 part sequence.

- **Immersion**

Real audience and purpose with a clear outcome.

Broad, rich and engaging reading curriculum.

Planned drama, speaking and listening opportunities

- **Analyse**

Define features and characteristics of text/genre.

Agree and understand the success criteria.

- **Writing skills**

Teach the aspects of the success criteria that the pupils have not met or find challenging.

Focus on grammar/ punctuation/ vocabulary.

- **Think and Write**

Use the success criteria.

Planned drama, speaking and listening opportunities.

Demonstration, teacher scribing and supported composition.

Use knowledge of reading to help compose and make informed choices in writing.

Structured, visual and dynamic literacy environment.

- **Edit/Review**

Self and peer assessment.

Clear feedback linked to success criteria.

Understand next steps in developing writing.

Clear feedback linked to success criteria.

The sequence is reduced to Immersion, Skills and Write for the foundation stage.

The sequence can be flexible in terms of length of each section and the length of the unit, this is left up to individual teachers to plan according to the needs of the class.

### *Foundation Stage*

- A unit of work will usually be 3 weeks long. 1 week on Immersion, 1 Week on skills and 1 week on writing.
- During the immersion section time will be spent orally retelling and rehearsing stories, facts and other speaking sentences out loud.
- In the skills week, children will look at simple sentences and the grammar features, such as letter formation, finger spaces, sounding out words, capital letters and full stops.
- During the writing week children will with support generate and write their own simple sentence or caption.
- Children will complete 2 pieces of written work in their books in each unit.
- During Autumn 1, children will only work on the immersion section and move to start the writing sequence fully during Autumn 2.
- Each term each child will also write their own name and draw a picture of themselves to demonstrate progress in their writing development.

### *Key stage 1 and 2*

- Children will be taught an English session each day. The length of the units and each block within the unit will vary between year groups and texts.
- Writing books will show less written work during the immersion stage moving through to detailed written work in the think and write stage.

- Books will be live marked during the Immersion and skills section and a more in depth mark with happen by teachers during the write and edit sections.
- In key stage 1 (and identified children in key stage 2), dictation will be used until children are ready to transcriptionally fluent, then a graduated approach will be used (dictate one sentence, write one sentence) until children are writing independently.

## Handwriting

Please see the Handwriting Scheme and Policy for further details.

## Spelling, Punctuation and Grammar

### Foundation Stage

- Children are encouraged to use their phonetic knowledge to sound out and write down phonemes they can hear in words.
- Within the classrooms, there are displays of phonemes in line with those taught within RWI as well as an alphabet line. These are in a range of fonts and formats so the children become used to seeing graphemes presented in various ways.
- Communicate in Print is used on word walls and word banks are added to writing sheets.
- Children practise word building and segmenting words within their daily RWI session.

### Key Stage 1

- Children are encouraged to make phonetically plausible attempts at new/unfamiliar words and use RWI sound mats for support.
- RWI sound charts are displayed in working areas.
- Red words are displayed in the classroom. During the daily RWI sessions, children are encouraged to practise spelling these words. Children are also encouraged to spell familiar red words correctly in their writing.
- Children who are phonetically secure and have completed the RWI scheme will be given access to Read Write Inc spelling.

### Key Stage 2

- Children are given a list of spellings to learn and are tested each week. These are taken from the Spelling Shed Scheme that links to the National Curriculum. Teachers may adapt the order of the spelling lists/rules to suit the needs of the children in their class. Children who access the Read Write Inc scheme may not have a list of specific spellings.
- The Spelling Shed scheme aligns with the English National Curriculum. The game aspect of Spelling Shed ensures children are engaged and eager to practise their spellings regularly. The games, quizzes and reward systems ensure that children find spelling fun. The games can be played in class or assigned for home learning.

## Speaking and Listening

Opportunities are provided for the children to learn speaking and listening skills from one another. Children are encouraged to listen respectfully, as well as expressing oneself thoughtfully. Talking partners are embedded throughout the school. At different times, children work in different groupings to discuss, debate, think, share ideas and present. This may be one to one with an adult, in pairs, small groups, with the whole class and with the whole school. Opportunities for speaking and listening in all curriculum areas are identified by staff. Links between speaking and listening, reading and writing are recognised as crucial for all children.

All children are given opportunities to develop their speaking and listening skills in a variety of contexts. All pupils are able to participate in and gain knowledge, skills and understanding from a range of activities linked to speaking and listening.

Speaking and Listening is a vital part of the writing process that is encouraged in all year groups and is a particular focus during the Immersion section of the writing sequence.

The English Policy is reviewed and updated bi annually.

## Appendix 1

