

Worple Primary School English Policy

How is English being developed at Worple Primary School?

At Worple Primary School English is taught in both discreet lessons and is incorporated throughout our cross curricular approach to learning.

Reading is developed by:-

- [systematic, regular teaching of phonological awareness, phonics, word recognition and vocabulary development (Jolly Phonics (letter name and sound), Letters and Sounds (reception onwards), Support for Spelling (Year2 onwards))
- [regular story and poetry time (daily in the Early Years and Key Stage 1, regularly at Key Stage 2) when the teacher or other adult reads aloud to the class
- [whole class shared text work in Literacy sessions where the focus is on a specific assessment focus
- [regular teaching of reading through guided reading in groups. Planned weekly, structured guided group reading, differentiated according to ability
- [use of 'Book Banded' books from Reception onwards for the individual teaching of reading up to Level 5. Oxford Reading Tree and other reading schemes are available as well as some 'Book Banded' texts from outside of reading schemes
- [All children from Reception onwards have individual reading books selected by/with staff/other adults for work at home. These are from the 'Book Banded' selection up to National Curriculum Level 5 or appropriate texts selected with adult supervision from the school library.
- [individual teaching of reading for our younger children and those children who are working below expected attainment level for their age or well below their reading age
- [In Key Stage 2 monitoring reading development and encouraging book reviews and self-assessment through reading records and Junior Librarian
- [providing opportunities for making and sharing books
- [buddy reading sessions when older children read with or to younger children
- [events (World Book Day, Activity-led Book Week and initiatives involving the local library
- [using I.C.T. (reading resources to enhance skills and provide S.E.N./EAL support, programs on LGFL, links from Fronter and Espresso
- [using other adult support (T.As, SENCO, EAL Teacher to enhance reading with specific individuals/groups
- [individual support for children with additional needs through programmes such as Fuzz Buzz, Rigby Star and Wave 3 (FFT)

- [using voluntary support from parent or other adults for listening to individual/group readers, reading stories to a group (particularly K.S.1) and playing language games
- [providing an attractive reading area and a variety of good quality fiction, non-fiction, poetry and reference books in classrooms and the library
- [weekly School Library sessions and loans.
- [regular setting and reviewing of individual targets for reading
- [Reading targets to be set and explain to children.

Writing is developed in Literacy and Cross Curricular sessions by:-

- [presenting and modelling a range of genres regularly
- [shared writing through whole class or group work for a particular writing skill
- [guided writing through whole class or group work for a particular writing skill based on children's individual needs and targets
- [using the Primary Framework for literacy, Alan Peat resource materials to support planning for both fiction and non-fiction writing
- [analysing a genre through reading and to develop specific skills, building to a final written piece of work
- [providing a wide range of contexts for writing so that children develop the ability to write effectively for different purposes and audiences
- [providing regular fortnightly sessions at Key Stage 1 and 2 when extended writing can be encouraged both in Literacy sessions and through Cross-Curricular work
- [paying increasing attention to punctuation, grammar and spelling as children become more fluent and confident
- [encouraging a process of drafting and redrafting
- [using ICT materials to aid reading /writing skills
- [providing writing areas in classes, especially in Foundation Stage and Key Stage 1 to encourage children to see themselves as independent writers
- [regular spelling and handwriting lessons
- [use of cursive script from year 1 to year 6
- [joined up handwriting at end of year 1 to year 6
- [regular setting and reviewing of individual targets for writing
- [using other adult support (T.As, SENCO, EAL Teacher) to enhance skills with specific individuals/groups
- [individual support for children with additional needs through intervention programmes after consultation with the SENCO
- [Writing targets to be set and explain to children. Copy of writing targets to be given to parents in homework book

Spelling is developed by:-

- [from reception up to year 6, systematic, regular teaching of phonological awareness, phonics, word recognition and vocabulary development (Jolly Phonics (letter name and sound), Letters and Sounds (reception onwards), Support for Spelling (Year2 onwards))

- [regular learning of spelling lists (Year 1 onwards) Spelling lists are differentiated for ability levels as appropriate
- [spelling revision sheets are included as part of the guided reading session
- [encouraging phonological awareness-focusing on rhyme, alliteration and the rhythmic pattern of words from Nursery onwards
- [extending phonic and graphic knowledge by focusing on the visual patterns and regular sequences of letters in words and parts of words and the sounds they represent
- [increasing conceptual knowledge relevant to an understanding of spoken and written language by discussing words and their parts, with special reference to letter, whole word, letter pattern, sound, syllable, vowel, consonant etc.
- [extending phonic and graphic knowledge, so that the same sound can be seen to be represented by more than one letter or letters, and that the same letter(s) can represent different sounds
- [examining and classifying words according to spelling patterns so that the grammar of spelling is made apparent
- [modelling the use of dictionaries and other reference books, using word banks, word Logs, dictionaries and thesauruses
- [encouraging the children to take risks and “Have a go” at spelling a word. Fostering a balanced range of strategies for looking at words and parts of words, including segmentation, syllabification and identification of prefixes, stems and suffixes (based on structure in the National Curriculum, Primary Framework for Literacy, Letters and Sounds and Support for Spelling). As well as developing the habit of tackling the whole word in one go (LOOK, SAY, COVER,WRITE and CHECK)
- [checking spelling so that it becomes an essential part of the editing stage of the writing process. (PLANNING-DRAFTING-EDITING)

Handwriting is developed by:-

- [at Worplescott cursive script is taught from year 1 to year 6
- [children are encouraged to join their handwriting from the end of year 1 onwards
- [encouraging children to use pencils and other writing utensils from Foundation Stage onwards, modelling correctly the way they should be used and praising their efforts
- [developing control through fine motor control activities.
- [regular teaching of correct letter formation
- [encouraging all children to progress to joined writing when individual letter formation is correct (physical ability permitting)
- [using handwriting pens in Key Stage 2 when the children are capable of using a joined script with some accuracy (Pens are given when handwriting is fluent and joined in Key Stage 2)
- [discouraging the use of rubbers and discouraging messy crossing out. (one straight line is permissible)
- [encouraging and praising the neat and accurate copying of drafted / re-drafted work- especially in Key Stage 2

- ┌ including examples of neat, well-presented handwriting by both children and adults in classroom displays, class/whole school books and assemblies

Homework is used to support English through:-

- ┌ Home-School Reading which involves each child taking a book to read at home
- ┌ Reading records to be completed by parent/ carer – this book can also be used for home-school communication
- ┌ Weekly literacy homework – related to class based learning
- ┌ The learning of spelling lists. (expected of all pupils from Year 1 onwards)

English is celebrated in displays and performances including:-

- ┌ whole class/school books
- ┌ Fronter work share
- ┌ displays of hand-written and word-processed work
- ┌ read or spoken presentations to the class or whole school at assembly time, entry and exit points
- ┌ performance of improvised and scripted productions
- ┌ Press Gang publications

Planning

Planning in Literacy is based on the statutory National Curriculum, EYFS and supported by the Framework for Literacy, adapted to reflect the needs of the children at Worple Primary School.

Planning is a process in which all teachers are involved. It includes:-

- ┌ being supported by schemes of work for English using Primary framework, the National Curriculum and other Literacy resources
- ┌ allocated staff meeting time to discuss the English curriculum so that consistency of approach and standards can be achieved
- ┌ the use of ICT to support the planning process
- ┌ planning stored centrally on school network system.

Assessment

Worple Primary School uses the principles of assessment for learning as well as formative assessment to inform planning and teaching. It includes:-

- ┌ using regular assessment to aid differentiation and to regularly set appropriate targets
- ┌ keeping records of the children's progress to be shared with pupils, colleagues, parents and governors

- [regular work sampling, peer moderation and joint marking to agree National Curriculum levels and ensure consistency
- [discussing progress with child/children and encouraging them to reflect on what they know and how they can build on this, through self-assessment, peer assessment, marking and target setting
- [informing, advising and involving parents so that they can share in their children's learning

Effective Marking

All marking and Feedback in Literacy should follow the school policy as outlined in the Marking and Feedback Policy.

Feedback to pupils about their own progress in English is achieved through discussion and through the marking of work. Effective marking should:-

- [use WALT /Steps to Success as the focus
- [encourage the children to read through their work before handing it in
- [comments are positive and constructive, moving the child on in his/her learning
- [often done while a task is being carried out, through discussion between child and teacher, reflecting on the particular WALT or steps to success and helping the child to self-evaluate and evaluate the work of others (peer assessment/marking)
- [be used sensitively and with discretion so that a child can assimilate a limited number of corrections (matched to their steps to success) at one time, this will vary according to age and ability
- [encourage children to acknowledge that corrections may be necessary and are helpful to make progress.

Formative Assessment

This is used to guide the progress of individual pupils in English. It involves identifying each child's progress in each aspect of the subject, determining what each child has learned and what therefore should be the next stage in his/her learning. Formative assessment is mostly carried out by teachers in the course of their teaching. Suitable tasks for assessment include:-

- [hearing children read in a one-to-one context
- [regular check of high frequency words
- [following a guided group reading/ guided or whole-class writing session
- [small group/whole class discussions perhaps in the context of a practical task or particular project
- [short tests in which the teacher gives questions orally and pupils write answers (such as spelling tests or dictionary exercises)
- [specific assignments for individual pupils/writing and reading targets
- [individual discussions with the teacher in which children are encouraged to appraise their own work and progress using their writing/reading target/s as a focus.
- [regularly updating Assessing Pupil Progress (APP) level grids, a teacher assessment tool, in reading and writing

Formal Summative Assessment in English

This is carried out at the end of each School Year /National Curriculum Key Stage through the use of SATs and teacher assessment.

Tests/Assessments include:-

Class	Type of Assessment	Completion of Assessment
Nursery	Observations (including 'catch me as you can' as well extended observations working towards the completion of the Foundation Stage Profile at the end of the Early Years as appropriate (Development Matters)	Throughout year
	Annotated work sampling	Throughout year
	Teacher Assessment using EYFS Development Matters	Termly
Reception	Observations (including 'catch me as you can' as well extended observations working towards the completion of the Foundation Stage Profile at the end of the Early Years as appropriate (Development Matters)	Throughout year
	Annotated work sampling	Throughout year
	Teacher Assessment using EYFS Development Matters	Termly
Year 1	Teacher Assessment in Literacy (relating to National Curriculum levels)	Regularly and reported on Pupil Asset every term
	Phonic assessment/sight words summary	Throughout year
	GLT and Salford Reading Tests	Autumn Term 1 st Half/ Summer Term
	Year 1 Phonic Screening Test	Summer Term
Year 2	Teacher Assessment in Literacy (relating to National Curriculum levels) Speaking and Listening, Reading and Writing	Regularly and reported on Pupil Asset every term Throughout year

	<p>Phonic assessment/sight words summary</p> <p>GLT and Salford Reading Tests</p> <p>Phonic Screening Test retake</p> <p>Key Stage 1 SATs – teacher assessment through tests and tasks.</p>	<p>Autumn Term 1st Half/ Summer Term Summer Term</p> <p>Summer Term</p>
Year 3	<p>Teacher Assessment in Literacy (relating to National Curriculum levels) Speaking and Listening, Reading and Writing</p> <p>Phonic assessment/sight words summary (those below 2C/SEN)</p> <p>GLT and Salford Reading Tests</p>	<p>Regularly and reported on Pupil Asset every term</p> <p>Throughout year</p> <p>Autumn Term 1st Half/ Summer Term</p>
Year 4	<p>Teacher Assessment in Literacy (relating to National Curriculum levels) Speaking and Listening, Reading and Writing</p> <p>Phonic assessment/sight words summary (those below 2C/SEN)</p> <p>GLT and Salford Reading Tests</p>	<p>Regularly and reported on Pupil Asset every term</p> <p>Throughout year</p> <p>Autumn Term 1st Half/ Summer Term</p>
Year 5	<p>Teacher Assessment in Literacy (relating to National Curriculum levels) Speaking and Listening, Reading and Writing</p> <p>GLT and Salford Reading Tests</p>	<p>Regularly and reported on Pupil Asset every term</p> <p>Autumn Term 1st Half/ Summer Term</p>
Year 6	<p>Teacher Assessment in Literacy (relating to National Curriculum levels) Speaking and Listening, Reading and Writing</p> <p>GLT and Salford Reading Tests</p> <p>KS2 SATS – Test and teacher assessment through tests and tasks</p>	<p>Regularly and reported on Pupil Asset every term</p> <p>Autumn Term 1st Half/ Summer Term Summer Term 1st half</p>