

# West Row Community Primary School

## English policy and guide 2016/17



## Teaching of phonics

### Teaching and assessment

In Early Years, Year 1 and Year 2, children are taught synthetic phonics on a daily basis for around 20-30 minutes. Letter sounds, high frequency and common exception words are introduced in the same order as the Letters and Sounds programme and the 2014 National Curriculum. In each session children practise blending (putting sounds together to make words), segmentation (breaking words into sounds) and high frequency/common exception words. Children are taught on a whole class basis through the main strategy of 'my turn' (where a teacher models how to read), 'together' (where teachers and children read together) and 'your turn' (where children read on their own). In addition, phonics in the Early Years and Year 1 is reinforced by continuous provision activities on offer during independent play sessions. Staff observe and interact to extend their learning. In Years 1 and 2 children may also participate in small group phonics work during their English lessons too. We stream children across Early Years and Years 1 and 2 for phonics if necessary but the children will largely be taught in mixed ability groups in line with our Learning Without Limits approach.

## Planning English

### Early Years

English is taught in a cross-curricular way through the Topics that the children cover. They will use a range of texts. The children will have one adult guided writing task each week linked to the theme. The teachers will carry out Objective led planning based on the children's individual next steps in English and this will happen in their 'Exploring Time' through the children's interests. The children will use story sacks to retell familiar stories. We use 'Talk for Writing' to support children to develop oral storytelling and story maps.

### Key Stage 1 and 2

English is planned in blocks of work. Each block will follow the 'Talk for Writing' 3 stage approach of 'Imitation' (reading around the text), 'Innovation' (preparation for writing) and 'Independent Application' (independent writing). Every teacher must fill in a front planning sheet (see Appendix 1), which outlines the genre being taught, the key writing task the children are working towards, the learning objectives for speaking and listening, reading and writing and the spelling, grammar and if appropriate handwriting foci for that unit. The planning sheet can be found on the server at: *Staff resources (T:)/Planningwholeschool/English/Planning*. On the planning sheet, learning objectives are referred to as WALTs (We Are Learning To). Learning objectives are taken from the 2014 National Curriculum for English which can be found on the server at: *Staff resources (T:)/ Planningwholeschool/English/National Curriculum 2014*. Teachers will take particular notice of the key objectives for reading and writing when planning which form the basis of our assessment for English at the end of each term (see Appendix 2). The key objectives can also be found on the server at: *Staff resources (T:)/ Planningwholeschool/English/Key objectives and Interim frameworks*. Year 2 and Year 6 teachers will also take particular notice of the objectives in the interim assessment frameworks for the end of each key stage. The interim frameworks can be found on the server at: *Staff resources (T:)/ Planningwholeschool/English/Key objectives and Interim frameworks*.

## Teaching of reading

### Early Years

In Early Years the teaching of reading is taught through:

Differentiated daily Phonics sessions.

Story sacks - adults will model reading aloud using expression and props.

Spring Term Guided Reading - This will be for every child, once a week and in small groups. Using the Read Write Inc books and structure the teachers will model how to use their phonic knowledge to decode new words. We teach the use of punctuation within the texts and answer questions about what the children have read.

### **Key Stage 1**

The teaching of reading is split into two broad sections – word reading and comprehension. The 'Imitation' week is an opportunity for children to become familiar with the language and the format of the genre they will be writing in the 'Innovation' and 'Independent Application' weeks. The reading WALT is introduced as a whole class and focused on during guided reading sessions.

### **Guided reading sessions**

Children participate in one guided reading session during the 'Imitation' week. For each guided reading session, a guided reading planning and assessment sheet (see Appendix 3) needs to be completed. This can be found on the server at: *Staff resources (T:)/Planningwholeschool/English/Reading*. This contains the WALT, key questions and space for comments on each child. Each group's sheets are kept in a folder for evidence of children's reading skills. While one group are doing guided reading at least one other group will be involved in a 'responding to reading' activity (see Appendix 4). Ideas for these activities can be found on the server at: *(T:)/Planningwholeschool/English/Reading*. Any evidence of these activities is also kept in the children's reading folder.

### **Key Stage 2**

Children in Key Stage 2 will participate in a daily 30 minute 'Love to Read' session. By the end of Key Stage 2 the children will have read 24 classic novels. During 'Love To Read' sessions, teachers focus on teaching children how to read books in the way the author intended them to be read; use drama to explore character and themes; practise responding to test style questions twice a week which will focus on character, theme, author intention; language and style; format/layout; and record their thoughts, ideas and opinions about the books. Key Stage 2 pupils will record their 'Love To Read' work in a dedicated book and pride in presentation is encouraged.

## **Reading at home**

### **Early Years**

In Early Years children begin to take home a reading book when they can recognise most of the first 44 phonemes and about 16 sight words. The children also need to be beginning to synthesise VC and CVC words. Children in Early Years take home at least one reading book a week. The children will also take home the High Frequency words to practise at home.

### **Key Stage 1**

In Key Stage 1 children take home coloured, banded reading books, which go up to Lime level. Once children have finished Lime level they go onto Free Readers. This means they can choose their own 'real' book from the library. To ensure that they are reading a range of different genres, children choose a fiction, then a non-fiction and then a poetry book. After each book, children complete a different bookmark challenge based on different genres and record their answers in their reading challenge book. This book is kept in the reading evidence folder. When they are ready, Year 2 Free Readers are introduced to the Accelerated

Reader programme. Children are heard reading at least once a week. They can be heard by their teacher, teaching assistant or reading volunteers.

To incentivise the children to read at home, we use a system called 'Stars in the Jar'. The children receive a star stamp in their reading record every time they finish a book at home. If they are reading coloured book banded books then each time they have finished **5** books at home their name goes into a jar. If the child is a free reader or Accelerated Reader then every time they have finished **3** books at home their name goes into a jar. At the end of each half-term, there is an assembly where names are pulled out of each class' jar and the winners get a book.

### **Key Stage 2**

In Key Stage 2 children use the Accelerated Reader programme. Children take a STAR reading assessment to determine which colour reading book to read (please note these colours are **not** the same as the Key Stage 1 banded books). When children have read their book they take an online quiz on that book and get immediate feedback about their reading skills. They are heard reading at least once a week during 'Love To Read' sessions and, if they are making slower progress, in a one-to-one session once a week with a TA.

To encourage the children to read at home, we use a system called 'Star Reader awards' to reward the amount of words they read. At the end of each half-term, there is an assembly where children receive prizes according to their word count:

10,000 words read – bronze award

50,000 words read – silver award

250,000 words read – gold award

500,000 words read – platinum award

When children have read a million words, they join the 'Millionaire's Club' where they receive a certificate and can have a millionaire's shortbread afternoon tea with the Head Teacher.

## **Teaching of writing and speaking and listening**

### **Early Years**

#### **Communication and Language**

This area is divided into three sections: Listening and attention, Understanding and Speaking. The children have to be at an age appropriate level of development in these areas to enable them to access the English Curriculum. These are covered through play-based speaking and listening activities, Philosophy for Children and during 'Exploring Time' through adult interactions.

#### **Transcription – spelling**

This is taught along with the sounds during the phonics sessions.

#### **Transcription – handwriting**

There is continuous provision to ensure there are activities to develop early handwriting skills, including gross and fine motor control. The children will learn letter formation as and when the phonemes in the Letters and Sounds order become secure. The Read Write Inc mnemonics will be used to help learn how to form the letters (see Appendix 5). Learning and practising letter formation will happen on the smartboard, individual whiteboards, in squiggle books as a whole class or in small groups.

### **Key Stage 1 and 2**

To make writing meaningful, all tasks are driven by purpose and an audience. The teaching of writing is split into two broad sections – composition and transcription

#### **Composition**

In order for children to successfully compose a piece of writing, they are taught the different processes necessary – planning, drafting, evaluating, editing and proofreading. Prior to writing, a particular genre is read, enjoyed and discussed, so that children are familiar with the language structures and vocabulary of that particular genre. This is called the 'Imitation' stage. A variety of speaking and listening activities are planned to help children generate and share ideas and underpin the vocabulary and language structures ready for planning their writing. Once the children are familiar with a text they are then ready to use the original text as a basis for creating something new. This is called the 'Innovation' stage. Children will draw upon the underlying structure and language features of the original model to enable them to create their own version. The final stage is 'Independent application' where the children move towards becoming more independent in their writing. This is an opportunity for the children to 'show what they know' without the use of scaffolding.

### **Transcription – spelling**

From Year 2 onwards spelling is taught using the 'No Nonsense Spelling' programme. The requirements for the 2014 National Curriculum have been broken down into termly overviews for each year group (see Appendix 6). Each termly plan follows a model of five spelling sessions across two weeks, except in Year 2 where sessions are daily. Each session is approximately 10 to 15 minutes long. Children in Year 2 and Year 6 have fortnightly or weekly spelling tests, which may focus on a spelling rule, letter combination or sound, a group of topic words or high frequency/common exception words. When possible the spelling tests reflect the format of the KS1 and 2 SATs.

However, a weekly spelling test will not be the only way to help learn spellings. Pupils access a range of learning strategies which have been taught in school and to use in home learning too (see Appendix 7).

In Year 1 children are taught spelling according to the 2014 National Curriculum (see Appendix 8). The children will be given specific words relating to a spelling rule or letter combination to learn e.g. 'oo' boost, smooth, roost.

### **Transcription – handwriting**

In Key Stage 1 whole class handwriting sessions are taught daily during English lessons when the focus is not a writing week. Letters in Key Stage 1 are referred to as the following groups: 'small', 'tall' and 'fall' to aid with sizing and positioning of letters. Once children can form all letters correctly, they then practise writing CVC/CVCC/CVVC words, to reinforce sizing and positioning of letters. The basic structure of a handwriting session are as follows:

- Teacher modelling
- Children practising independently with teacher model
- Teacher/Teaching assistant monitors children handwriting, marking as necessary with the child, giving verbal feedback and modelling correct formation in their book if needed.

When children are producing correctly formed letters, which are consistent in size and sitting on the line, in all their writing, they are taught to join. There is a joiner's booklet (Appendix 9) that children complete, to take them through all of the join groups below, which they complete at their own pace.

Joins are made both **to and from** the following 20 letters:

a b c d e f h i k l m n o p r s t u v w

Joins are made **to but not from** the following 5 letters:

g j q x y

Joins are never made to or from the letter z.

The 4 basic joins are:

1. Diagonal joins to letters without ascenders e.g. in, on, at
2. Diagonal joins to letters with ascenders e.g. at
3. Horizontal joins to letters without ascenders e.g. on
4. Horizontal joins to letters with ascenders e.g. og

Handwriting will be practised in the back of the children's writing books. When children can consistently join all their writing, in all their work, they do not need to continue to have handwriting lessons.

### **Teaching of punctuation and grammar**

From Year 1 onwards the teaching of punctuation and grammar will be taught through the 'No Nonsense Grammar' programme. The requirements for the 2014 National Curriculum have been split into 6 strands according to this programme:

1. Different ways to construct sentences
2. Nouns and noun phrases
3. Adverbials
4. Verbs
5. Cohesion (this is taught through strands 1-4)
6. Punctuation (this is taught through strands 1-4)

The progression of these strands across each year group can be found on the server at: *(T:)/ Planningwholeschool/English/No Nonsense Grammar*.

Each week Teachers will teach a grammar lesson, which focuses on an element within one of these strands. The 'No Nonsense Grammar' programme provides ideas for a generic lesson on each element within these strands. The children will explore and embed these skills through the block of work the Teacher has planned using authentic texts with good models of writing and by giving children opportunities to make controlled choices in their own writing. Year 2 and Year 6 will have opportunities to practice SATs style grammar questions in these lessons too.

Punctuation will be reinforced through the sentence toolkit images (see Appendix 10) and Kung Fu punctuation actions (see Appendix 11).

Grammar will be reinforced through the sentence toolkit images (see Appendix 10) and actions for grammar (see Appendix 12).

### **Recording of children's work**

#### **Early Years**

Staff collect any mark-making and writing examples and collate them in learning journeys for each child. In summer term staff collect at least two pieces of independent writing which are stuck into writing books, which are then passed onto Year 1 class teachers. These pieces of writing will be in their squiggle books.

#### **Key Stage 1 and 2**

Children write in their writing books. At the top of each piece of writing there is a learning ticket which indicates the task, learning objective and success criteria that the child is working on (see Appendix 13). When they have finished the task the children check their work against the success criteria and colour a traffic light next to each statement to indicate how successful they think they have been. Any SPAG work is recorded in the children's SPAG books. Again, at the top of each piece there is a learning ticket.

Any handwriting practise is recorded in the back of the writing books.

In Key Stage 1 any phonic assessments, guided reading notes and responding to reading is kept in the children's reading folders.

### **Marking**

### Early Years

The children receive instant verbal feedback during each guided activity they do. Children work on next steps during the guided session. Teachers may decide to re-teach part of the session on another occasion/date. Codes used are: (S) supported, (I) independent and (VF) verbal feedback. Adults will initial the guided activities they have led.

### Key Stage 1 and 2

Writing is marked according to the school's marking code for English (see Appendix 14). Each code should be put in the margin on the same line where they child has made the error. Teachers should use their discretion when marking using the codes so as not to dishearten children e.g. pick out a few key spellings.

Teachers should mark at least 1 piece of extended writing with 2 stars and a wish at the end of a writing unit. This could be in an English lesson or topic.

Underneath the writing, Teachers will write 2 stars (positive comments) against the learning objective or success criteria e.g.

- ☆ You've used a good range of noun phrases to describe the setting – I like 'spooky, creepy house'.
- ☆ I can see you've used full stops at the end of each sentence today.

Then they will write 1 wish (something the pupils needs to improve on). The wish should **not always** relate to presentation or handwriting. In most cases, it should relate to the learning objective, success criteria, key objectives or a wish that can apply to any piece of writing. Here are some examples:

- w: Try starting your sentences in different ways.
- w: Use a tall capital letter at the beginning of each sentence.
- w: Use an exclamation in your next piece of writing.

After marking, Teachers should plan for children to respond to their marking using their purple pens. In Year 1 teachers will build up to responding to marking by starting it with small groups and then progressing to whole class. Teacher should also plan for children to indicate where they have met their wish and/or the success criteria using the highlighters.

Teacher marking of the learning tickets:

- Indicate TA for target achieved
- Indicate WT for working towards target
- Indicate IE for insufficient evidence

When marking a piece of work that is not extended writing, Teachers mark the learning ticket as above and put a single comment noting something of value in the work e.g. Well done, you've used some interesting noun phrases; I especially like 'shiny, golden pot'.

### Assessment

#### Early Years

Assessment of Communication, Language and Literacy is based on observation – looking at mark-marking and writing, listening to children talk, observing how they interact with books, role-play and small world resources, observing how they listen to others and attention skills during independent and adult led activities.

#### Phonics

Children's knowledge of reading letter combinations, high frequency and common exception words is assessed half-termly. Each child has an assessment sheet called a Phonics Profile (see Appendix 15). They are assessed at the phase that they are currently working within. This information is put onto a phonics tracker grid for each class (see Appendix 16). In collaboration with the English leader teachers will identify who is not achieving age-related expectations and decide on actions for intervention together. Both assessment sheets and tracker grids can be found on the server at: (T:)/ Planningwholeschool/English/WestRowPhonics.

### **Reading**

When children are ready, teachers will carry out a running record to ensure that a child's current reading book is the correct level. At the end of each half term, teachers put children's names onto a reading tracker grid (see Appendix 17) for their class. In collaboration with the English leader teachers will identify who is not achieving age-related expectations and decide on actions for intervention together. The reading tracker grid can be found on the server at: (T:)/ Planningwholeschool/English/Reading.

### **Writing**

The children complete a baseline piece of mark making. They will then complete an independent piece in December, February, April, June and July. In summer term staff collect at least two pieces of independent writing to be marked against the Literacy and the Physical Development statements. Teachers will highlight statements to show the writing skills the children have achieved.

## **Key Stage 1 – half-termly assessments**

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### **Writing**

Each half term teachers assess a range of writing in order to inform teaching and planning. Teachers identify gaps from the key objective descriptors or interim frameworks to show the writing skills that children need to work on. How to address these gaps will be discussed at pupil progress meetings.

## **Key Stage 2 – half termly assessments**

### **Reading**

At the beginning of the year children will complete a Star Reading screening report as a baseline assessment. At the end of each half term children take another Star Reader test and teachers use the children's Star Reading growth report to track progress. In collaboration with the English leader teachers identify



who is not achieving age-related expectations and decide on actions for intervention together.

### Writing

Each half term teachers assess a range of writing in order to inform teaching and planning. Teachers identify gaps from the key objective descriptors or interim frameworks to show the writing skills that children need to work on. How to address these gaps will be discussed at pupil progress meetings.

Schedule of English assessment for all year groups:

	<b>Formative – half termly</b>	<b>Summative - termly</b>
<b>Early Years</b>	Half termly phonics tracking grid When ready - Half termly reading tracking grid – running records Baseline writing assessment. Story scribing to evidence Language and Communication development. Summer term – independent writing assessment	Daily observations Independent writing activities every 6-8 weeks.
<b>Key Stage 1</b>	Phonics tracking grid Reading tracking grid – running records Spelling/grammar diagnostic assessment Writing assessment	Rising Stars assessments Progress grids Key objectives grids Phonics screening check for Year 1 SATs for Year 2
<b>Key Stage 2</b>	Star Reading screening reports – baseline Star Reading growth reports – tracking Spelling/grammar diagnostic assessment Writing assessment	Rising stars assessments Progress grids Key objectives grids SATs for Year 6

### English interventions

#### Early Years and Key Stage 1

#### Phonics and reading

There are coloured cells on the tracker grids, which indicate where children should be at any given time in Early Years (Spring and Summer term only), Year 1 and Year 2, to be 'on track'. Children who are not on track will be discussed with the English leader and together they will decide on actions for intervention together.

#### Intervention groups for children not 'on track' in phonics and reading:

- Small group alternative phonics
- Extra 1:1 reading
- West Row reading partnerships
- Precision teaching

**Intervention for children in writing:**

Writing interventions should relate to a pupil's individual piece of writing, so children will receive one-to-one or two-to-one feedback on a piece of writing. If there are common spelling, grammar or punctuation issues with a few pupils they will participate in a short refresher intervention relating to these areas. After half-termly formative assessment of writing Teachers will discuss the gaps the children have in their pupil progress meetings and identify actions for these children.

**Key Stage 2**

Pupils requiring intervention are identified via pupil progress meeting discussions; gap analysis of half termly tests and gaps in security in objective assessments using the tracking grids. In addition, children who have struggled during a lesson may also be involved in a small afternoon group in order to secure the skill/knowledge they struggled with earlier in the day – this can be identified by discussion with the pupil in the lesson or by marking in relation to the success criteria. Other KS2 interventions include:

- Y5 booster classes for writing and SPAG (Summer term)
- Y6 booster classes for writing, reading and SPAG (Autumn and Spring Term)
- Precision teaching for spelling and punctuation.
- Small group phonics
- Extra 1:1 reading