**English Policy**

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**English is broken down into the 6 main elements. These are**:

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**There are five main aims to this policy:**

* To ensure good attainment in both KS1 and KS2;
* To have a consistent approach and delivery;
* To establish expectations for teachers;
* To promote continuity and coherence across the school;
* To state the school’s approaches to this subject in order to promote public, particularly parents’ and carers’, understanding of the curriculum.

**Statement of Intent**

At Buckminster Primary School we believe that a quality Literacy (English) curriculum should develop children’s love of reading, writing and discussion. We have a rigorous and well organised English curriculum that provides many purposeful opportunities for reading, writing and speaking and listening. Our curriculum closely follows the aims of the National Curriculum for English 2014 to enable all children to:

● read easily, fluently and with good understanding
● develop the habit of reading widely and often, for both pleasure and information
● acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
● appreciate our rich and varied literary heritage
● write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
● use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
● are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

These aims are embedded across our literacy lessons and the wider curriculum. We will provide the means for children to develop a secure knowledge-base in Literacy, which follows a clear pathway of progression as they advance through the primary curriculum. Rigorous assessment and review will ensure that we are able to provide targeted support so that all children experience success in literacy; we believe that a secure basis in literacy skills is crucial to a high-quality education and will give our children the tools they need to participate fully as a member of society.

**Handwriting**

**Aims**

* To have a consistent cursive approach across the whole school to ensure high levels of presentation.
* To adopt a common approach towards handwriting by all adults when writing in children’s books, on the whiteboard or on displays / resources.
* Children to achieve a neat, legible style with correctly formed letters in cursive handwriting.
* Children to develop fluency and speed whilst writing, so that eventually the children are able to write the letters with confidence and correct orientation.

**Style**

To achieve these aims we have decided to adopt a cursive script which joins all letters. This enables a child to progress naturally and quickly from learning to form a single letter correctly to using the mastered letters in a joined script.

The rules of the Cursive Style help:

* to minimise confusion for the child as every letter starts on the line with an entry stroke and leads out with an exit stroke.
* with the flow of Cursive Writing as letters naturally flow into each other, it is impossible to write separate letters without joining.
* form spacing between words as the child develops whole word awareness
* develop a child's visual memory
* all children's writing skills regardless of academic ability
* to develop skills of punctuation and grammar

**Teaching and Learning**

* As recommended by the British Dyslexia Association, we adopt a continuous cursive style of writing.
* Teachers and Learning Support Assistants model the agreed cursive style when modelling writing both in class, on displays and in feedback in books.

Our agreed cursive style is as below:

The letters will be taught in the following order/groups:

1. i l t u w e c o a d n m h

2. j y g q b p k v s r f z x

 **Handwriting Progression**

|  |  |
| --- | --- |
| Reception  | Children are to take part in activities that develop fine and gross motor skills. The children are introduced to the correct formation as the letter groups are introduced and practised.The children are introduced to number formation.  |
| Year 1 | Children should be taught to: • begin to form lower case letters in the correct direction, starting and finishing in the right place • form capital letters • form digits 0-9 • understand which letters belong to which handwriting “families” (i.e. letters that are formed in similar ways, and to practise these. N.B. The cursive script has a lead in and exit line that naturally encourages the children to join their handwriting. The children are to begin to join when they are ready. |
| Year 2 | Children should be taught to: • form lower case letters of the correct size relative to one another • write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. • Use spacing between words that reflects the size of the letters N.B. If they have not already done so, children should begin to join their handwriting and understand which letters, when adjacent to one another, are best left un-joined. |
| Year 3 and Year 4 | Children should be taught to: • increase the legibility, consistency and quality of their handwriting e.g. ensuring that the downstrokes of letters are parallel and equidistant and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.N.B. When the children are producing consistently formed, sized and joined handwriting, they will be granted a ‘pen license’ and encouraged to write in pen where appropriate. |
| Year 5 and Year 6 | Children should be taught to write legibly, fluently and with increasing speed by: • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the right implement that is best suited for a task |

**Early Years Foundation Stage (EYFS): Communication, language and literacy**

* Children to be introduced to pre-cursive and cursive script at the earliest stages of writing
* Children in the Foundation Stage should be writing in the pre-cursive script to enable an easier transition in Year 1 into the cursive script, depending on their ability. However, the expectation is that by the end of Reception pupils will start to transfer towards a cursive script depending on their skill and ability.
* Implements such as chunky triangular pencils, large chalks and chunky pens etc are used by pupils to rehearse skills on paper, chalk boards, pavement etc.

**Key Stage 1 & Key Stage 2**

* Within KS1, every class will have two 15 minute handwriting sessions per week.
* Within KS2, every class will have a specific handwriting session for 15 minutes per week**.**
* In handwriting sessions, spellings, relevant key vocabulary or sentences/paragraphs related to core texts will be modelled by an adult then practised by children.

**Posture**

* Chairs and desks within classrooms are matched to children’s age and height.
* Children’s backs should be straight and feet resting on the floor. A right-handed child should have their book slanted to the left. For a left-handed child the book should be slanted to the right.
* Always make sure that the hand which is not holding the pencil or pen holds the paper.

**Implements**

* Children use a standard HB pencil, well sharpened.
* When a teacher deems a child ready within KS2, they get a pen licence. They will be provided with a special handwriting pen.
* A pencil is always used within maths regardless of whether children have a pen licence.
* A ‘Pencil Grip’ for those who struggle to maintain an effective grip.

**Planning**

During handwriting sessions, children will apply taught formations to letters, words or parts of text relevant to their current learning. For example, they may practise the letters from their current phonics focus, the letter strings used in their weekly spellings, key vocabulary related to core texts or use parts of text from guided reading or English texts.

Books will be used as evidence for the progression of handwriting.

**Equal opportunities and Special needs**

All children must have the opportunity and the encouragement to reach their full potential regardless of race, creed or sex. Children with Special Educational needs, where necessary, will be provided with specialist equipment such as pencil grips, wider ruled lined paper or coloured paper. Children will also have the opportunity to use iPads to rehearse specific skills on a more regular basis. Intervention is available for children who experience significant difficulties to practise pre writing skills and fine motor coordination.

**Assessment, Monitoring and Moderation**

Children in the EYFS are assessed on an ongoing basis through observation, handwriting informs part of this. Within Key Stage One and Key Stage Two, handwriting is assessed as part of children’s regular writing assessments.

***Education Endowment Foundation Research which supports this policy***

* *Teaching must focus on the speed and fluency of writing, not just accuracy*
* *Practise should be extensive especially in the early years of writing*
* *Practise should be supported by effective feedback*
* *i j a d g r n m h z are often letters that require additional attention*

**Reading**

**Overview**

All children will learn to read using a multi-sensory, synthetic phonics approach. This is when children are taught to read letters or groups of letters by saying the sound(s) they represent (phoneme) – so, they are taught that the letter l sounds like llllll when we say it. Children can then start to read words by blending (synthesising) the sounds together to make a word. We use the Department for Education’s “Letters and Sounds” programme as a basis to plan a complete systematic approach to our phonics curriculum combined with the Oxford Reading Tree Scheme. This scheme is fully aligned to our phonics curriculum to ensure that children are taught to read in a systematic way. Our scheme books directly connect to the phonics knowledge and language comprehension that is being taught in class daily thus helping children quickly gain the necessary skills to decode, gain a wide vocabulary and become fluent readers.

The Oxford Reading Tree Scheme is in place from Reception to Year 6 ensuring that readers benefit from a progressive approach in terms of their decoding and language comprehension skills. In keeping the scheme right up to Year 6, we also ensure that children experience a wide range of reading genres (style or category), growth in their general knowledge and hopefully in their love of reading. They will access: historical texts, non- fiction, classical adaptations, poetry, humorous texts, graphic texts (comic layout), traditional tales, myths and legends, sci-fi and many more.

Additionally, children also select books of their own choice from our wide selection in our library and their classrooms.

**Early Reading and KS1**

Early success gives our children the confidence to have a go at reading for themselves and gain pleasure from this new world they are entering. Daily phonics teaching begins in reception and continues throughout key stage one and if needed into personalised learning sessions at Key Stage 2.

Oxford Reading Tree books are carefully chosen and reinforce the daily phonics teaching and language comprehension skills at each stage of learning. All children will participate in group/whole class reading activities using the Oxford Reading Tree Phonic Scheme. This is a rigorous, synthetic phonics teaching programme enabling reading success. It is linked directly to the phonic phase that they are working on and usually continues to the end of Year 1. After each guided learning session (R to Yr 2) each child will bring home a book from a wider range of Oxford books that are fully decodable. These include a broad spectrum of fiction and non- fiction books that fire children’s imaginations and deepen comprehension whilst supplementing the teaching that has taken place in school.

As well as learning the names of letters of the alphabet, children need to know the **sounds (phonemes)** the letters make in words; this is the basis of a phonetic approach. As children move through the scheme they will begin to use two or more letters to represent one sound. Our phonics scheme outlines an order of learning the letters which is not in alphabetical order. The children will start with the letters “s, a, t, p, i, n” as these six letters can be used to make numerous three letter words, thus allowing children to read and spell some simple words very quickly.

**Key Stage 2**

Focused teaching of reading may be carried out in Guided Learning Groups, individually or as whole class comprehension or topic related lesson.

Engaging with texts at Buckminster School is high on our agenda. Many of our creative curriculum topics have been inspired by wonderful children’s literature.

* All KS2 children will have an Oxford scheme book to ensure progression of depth in language content and vocabulary whilst reading a wide range of genres.
* For those children who continue to need a synthetic phonics approach in order to become fluent readers, we have a range of books that develop key skills whilst providing age appropriate content and higher interest levels.
* All children also take home a free reading choice from the classroom or the library**.**

**How can parents help?**

Throughout the school our children are encouraged to make the most of opportunities to read individually and for personal pleasure. We do welcome parent volunteers to hear children read in school and we offer short, informal training sessions so that volunteers feel confident and well equipped to provide consistent experiences for our children during these individual reading times. If you would like to know more about synthetic phonics and the Oxford Reading scheme please go to www.oxfordowl .co.uk. This is an informative site for finding: free ebooks, looking into which stage your child should be reading at and finding an easy to use Phonics Guide for Parents.

We also ask that all parents (from YrR to Yr6) listen to their child read, share a book or discuss its content at least 4 times a week. Most of our reading books have helpful advice and questions for parents to use at home with their child

Websites to help the development of Reading at home & School:

Oxford Owl Press <http://www.oxfordowl.co.uk>

Wordsforlife.org.uk <http://www.wordsforlife.org.uk/>

A Story For Bedtime [www.astoryforbedtime.com](http://www.astoryforbedtime.com)

BBC Parenting website [www.bbc.co.uk/parenting](http://www.bbc.co.uk/parenting)

Booktrust [www.booktrust.org.uk](http://www.booktrust.org.uk)

The Child Literacy Centre [www.childliteracy.com](http://www.childliteracy.com)

 DfES Parents Centre [www.parentscentre.gov.uk](http://www.parentscentre.gov.uk)

Help them read [www.helpthemread.co.uk](http://www.helpthemread.co.uk)

Parent Link [www.parentlink.co.uk](http://www.parentlink.co.uk)

Read Together [www.readtogether.co.uk](http://www.readtogether.co.uk)

Silly Books [www.sillybooks.net](file:///C%3A%5CUsers%5Cdeborah.clarke%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.Outlook%5CQCNSQ4WU%5Cwww.sillybooks.net)

**The Teaching of Reading**

All long term plans clearly show the range of books and authors that children are exposed to as part of their taught lessons or themed topics; this is to ensure that our reading content remains relevant, wide, and culturally diverse and gender balanced. We want our children to engage and enjoy reading whilst developing a rich vocabulary and broadening their general knowledge.

The Oxford Reading Scheme progresses from Level 1 to 20 and will be used for all children to ensure progression and access to a variety of genres. Books in the final levels are designed for children who are hitting the Good Development Level at Year 6 so there is certainly scope to push our more able readers through this scheme.

**Foundation and KS1**

* All FS and Year 1 pupils work through Phonics books at their appropriate level during individual or guided sessions. The books align to the phonics knowledge and language comprehension that is being taught that week. Year 2 pupils, who have weaker phonetic knowledge, may also be given these books.
* In School- Year 2 children, through individual or guided sessions, access the Oxford Reading Tree books at their appropriate level.
* To take home, there is a selection of Oxford Reading books that correspond to the same level that the child has been working on in class.
* Children, parents and teachers use a reading diary to communicate between home and school.
* Staff make key assessment notes during guided or individual reading and quickly identify gaps in knowledge.
* All KS1 pupils can choose additional books from the library or their classroom to supplement their reading.
* Guided reading lessons may involve role play, games such as card games, discussion and reading aloud

**KS2**

* All KS2 children have an Oxford Reading Scheme book at their appropriate level. Children record information about these books in their reading journals/ records and staff monitor the range of genres that the children are reading. Children are also encouraged to record the range of genres in their reading journals.
* All children then can choose books from their classrooms, the library or from home as their free choices. For the few children that are not fluent readers, staff support the children to choose the right level for them.
* Guided reading lessons may involve role play, games such as card games, discussion and reading aloud

**Throughout school pupils are taught to progressively:**

1. Read and understand word morphology (the study of words, how they are formed, their relationship to other words)
2. Infer and deduct (interpretation that goes beyond the literal information given and an understanding based on the evidence given in the text)
3. Predict
4. Understand authorial intent
5. Summarise, review and evaluate
6. Recognise themes and conventions
7. Read out loud and perform

**Moving up a level in Oxford Reading Tree Scheme**

The point at which a child is ready to move on to the next level depends on the child’s and the teacher’s approach. At Buckminster School all teaching staff use the Oxford Reading Criterion Scale to assess children’s progress. It is also important to bear in mind that not all levels are of equal size. In the first few years of school, the steps of progress are fairly small, and children will move through a number of levels quite quickly. As children move up in levels, the steps become broader and moving on happens less frequently. It is also important to remember that different children develop their reading skills at different rates so comparing children is not helpful.

Some of the levels are broad and shouldn’t be missed because they have a range of genres and in particular a range of traditional stories and classics. These stories have a huge range of new vocabulary vital to a child’s general development and may be referred to in future test papers. Research has shown that more and more children are coming to school with no knowledge of fairy stories/traditional tales. Moving a pupil on too quickly means they could possibly miss out on whole genres (categories of books)

If parents think their child is ready to move up, arrange a time to talk together with the teacher and go through the teacher assessments. There may be good reasons why their child is still reading at that level for a bit longer. It may be to work on their comprehension, fluency or expression.

It is important to ensure that all children continue to get a varied and appropriately challenging reading diet. This is structured and supported here at Buckminster School through Oxford Reading Tree and a range of other good quality texts.

**Equal opportunities and Special needs**

All children must have the opportunity and the encouragement to reach their full potential regardless of race, creed or sex. Children with Special Educational needs, where necessary, will be provided with specialist equipment such as coloured overlays, age appropriate text but more easily decodable, reading pens etc. Children might have more specific support to develop their predictions, questioning, inference, summarising skills etc. Teachers will model and structure support, which will be strategically reduced as a child progresses.

**Education Endowment Foundation Research which supports this policy**

* Both decoding and comprehension skills are necessary for confident and competent reading, but neither is sufficient on its own.
* Progress in reading requires motivation and engagement
* Children will need a range of wider language and literacy experiences to develop their understanding of written text in all their forms.

**Grammar, Punctuation and Spelling Policy**

**Spelling; our aims at Buckminster:**

 To enable pupils to become natural and accurate spellers. We approach this in three ways:

1. Firstly, by using a structured approach as outlined in the National Curriculum.
2. Secondly, by ensuring that pupils learn and practise those words which they most frequently misspell as individuals. This is reinforced by sending spellings home with homework.
3. Thirdly, by increasing their spelling vocabulary by learning how to spell and by using the technical and subject-specific words which are specified for year groups within the Curriculum.

**The importance of grammar and punctuation to the curriculum:**

Grammar is concerned with the way in which sentences are used in spoken language, in reading and in writing. Sentences are the construct which help give words their sense. The purpose of grammar teaching is to enable pupils to become conscious of patterns of language which they can apply in their own work to enhance meaning. The purpose of punctuation is to clarify the meaning of texts. Readers use punctuation to help make sense of written texts while writers use punctuation to help communicate intended meaning to the reader.

**Strategy for implementation:**

The National Curriculum gives a clear developmental programme for the introduction and acquisition of knowledge about grammar and punctuation. Grammar and punctuation should be taught as a separate short session and during the Literacy lesson as a starter and should be explicitly referred to during direct teaching, then alluded to during the remainder of the lesson. Therefore the children will receive direct teaching and also be aware of punctuation and grammar within the structures of reading and writing which is the main focus of the lesson.

**Teaching and Learning:**

To teach pupils about grammar and punctuation, the emphasis is on the close consideration of examples of language in use, including pupils’ own writing and on the exploration of language as a system. The aim is to develop pupils’ curiosity about language and their capacity to observe and reflect, which will in turn enable them to develop more control and choice in their use of language.

**The role of the teacher**

**The role of the teacher is to:**

* Follow the school policy to help each child develop as a confident and independent speller;
* To provide direct teaching and accurate explicit modelling of grammar and punctuation choices during daily GPS/spelling lessons and during guided and modelled writing.
* To provide resources and an environment which promotes a developing understanding of grammar and punctuation including a GPS/spelling focussed display referring to their year group’s specific requirements as exemplified by the New National Curriculum in order to allow children to achieve and exceed.
* To monitor pupil’s progress and determine targets via regular teacher assessments, marking and group working and intervene with specific targets as required.
* The teaching of correct grammatical terminology is vital to the children’s understanding and use of the English language and as such all teachers must use the terminology set down in the New Curriculum grammar and punctuation appendices.
* This will enable pupils to discuss, use and recognise their grammatical knowledge in independent reading and writing.
* Within the planning of English the grammar or punctuation feature to be taught must be explicitly referred to.
* Teachers must demonstrate the use of grammatical features at word level (morphology), sentence level (syntax) and text level (conventions of style and organisation).
* Grammar, punctuation and spelling will be marked using the marking codes (see marking policy)

**The Monitoring of Punctuation and Grammar:**

The English exercise books will be monitored regularly by the English coordinator and staff to demonstrate a regular focus upon one aspect of the punctuation and grammar expectations as set out in the New Curriculum appendices.

Regular assessments, spelling tests and assessment using the writing assessment grids will enable teachers to make an informed assessment of their pupil’s ability to:

1. Recognise the use of punctuation and grammar.
2. Recognise grammatical terminology and apply that knowledge.
3. Apply taught spellings within written work.
4. Apply explicit and implicit grammatical knowledge in an assessed situation.

**Continuity and Progression:**

**Key Stage 1**

**Spelling Activities**

It has been found that children learn to spell better, quicker and more easily if they are given short but fun activities on a daily basis. Tasks that are interactive and can be undertaken collaboratively are more effective than worksheets and will lead to pupils becoming more independent and focused learners.

**Key Stage 2**

 In Years 3 and 4 pupils are introduced to the grammatical functions of different types of word and they begin to explore how sentences are constructed. The emphasis will be in the grammatical labelling (the naming of parts of speech) and on discovering and experimenting with their function, i.e. what words can be made to do.

Explicit teaching of a wider range of punctuation marks occurs and this is reflected by their use in pupils’ writing. However, care should be taken that punctuation is taught within the context of what is being read and what the pupils need to use in their own writing. Therefore children should be introduced to an explicit use of punctuation and then guided to see its use in action in text.

In Years 5 and 6 this basic knowledge is extended through the close reading and discussion of carefully chosen examples from a range of text -types. In their writing pupils are encouraged to draw on this understanding to develop a sense of individual, ambitious style, to experiment with the construction of complex sentences and to restructure their own and other’s sentences for clarity and effect.

**Spelling Strategies**

Pupils should be given **strategies** to help them learn to spell.

**Rhyme** – if they can spell mouse, they should be able to spell house

Write the word with **different coloured pens** to break it into sections. This will help to teach the pupils to learn to spell in ‘chunks’ rather than ‘letter by letter’

 Use **different coloured post**- its, one for each word. This will help pupils visualise the word when they are trying to recall it.

Write the word in **sand, finger paint** etc –helps form memory hooks.

Use **big paper and big felt pens** – not always a jotter.

**Chant the syllables** eg Wed-nes-day, emphasising the tricky bit. Use actions for each syllable.

**Draw a picture** to help with a word eg big elephants can always understand small elephants = because

**Make the word into a picture** eg bed could be drawn to look like a bed

Below are some suggestions for spelling activities that you may wish to try out in your classroom. Some are more suited to one particular stage but others can be used in every class from EYFS to Year 6.

**1.Look, Cover, Write, Check - TRIOS**

This is often the basic method used in classes but the expectation is that the pupil will be motivated and be able to self-teach. Mistakes should be written out three times and become embedded.

Try putting them in same ability trios. They check each other’s lists and then swap around again so the checkers are checked.

Alternatively, *the teacher* shows the pupils the word, covers it and then the pupils write the word. The teacher would then show the word again for the pupils to check. Again this method has a higher success rate than when the pupils work as individuals.

**2. Look, Cover, Write, Check – ‘SHOW ME’**

Pupils work in pairs. Both pupils look at the same word. It is then covered and both pupils write the word on an individual whiteboard. They then reveal their word - ‘one two three, show me’ and check that they both have the same spelling. This is repeated with every word on their list. A quick activity that is very effective, it can also be done in trios or quartets.

**3.FLASH CARDS**

This is similar to the ‘show me’ activity above. Pupils quickly write out words on flash cards making sure that they have the correct spellings. One reads aloud from a card and the other pupil writes the word on a whiteboard. This time when they say ‘show me’, one shows the correct spelling on the card and the other shows their attempt on the whiteboard. Pupils take turns reading or spelling.

**4.DEFINITIONS**

Make this exercise a more worthwhile learning experience by asking pupils to work in pairs. Pupils are given one dictionary to share and work together to find and write the definition of each word. By using a selection of dictionaries, pairs can then share and compare their definitions with another pair.

**5.SPELLING ALOUD**

Using flashcards, as above, one pupil reads a word aloud. Their partner spells the word out loud. If they spell correctly, they ‘win’ the card. If they are incorrect, the card is put to the bottom of the pile. Pupils take turns and the ‘winner’ is the one who has most cards at the end of the game.

**6.SPELLING TENNIS**

Pupils work in trios. One takes on the role of both ‘reader’ and ‘checker’. The other two pupils spell the word by saying alternative letters until the whole word is spelt. If a mistake is made, the checker stops the game and shows them the correct spelling. The word is then spelt again and then put to the bottom of the pile. Correct words are discarded. Pupils take turns to be the checker.

**7. ALPHABETICAL ORDER**

Pupils write out their spelling list in alphabetical order.

**8. MUDDLED LETTERS**

Pupils rewrite each of their spelling words in a muddled up fashion eg ‘beautiful’ could be written ‘ befitualu’. It is better if they always put the initial letter in the correct place. These muddled lists are then swapped with someone with same spelling words. Without looking at the correct list, pupils have to rewrite each word correctly.

**9. DICTIONARY RACE**

Pupils work in threes using a dictionary each. They take turns to call out one of their spelling words which is then hidden. The idea is to be the first to locate the word in the dictionary. This not only helps them to remember how to spell, it is also excellent for practising dictionary skills.

**10. SYLLABLES**

Working in twos, pupils split their spelling words into syllables eg beau-ti-ful. Again close attention to details is needed so it helps them to retain more difficult spellings.

**11. WORDS WITHIN WORDS**

Pupils try to find smaller words inside each of their spelling words without rearranging the letters. Eg using the word ‘practising’ , you could find – ‘act’ ‘sing’ ‘in’ ‘is’. Set a time limit, say 10 minutes, for them to work individually to find as many as possible using all their spelling words. Finish off with an oral feedback session to pull all their suggestions together.

**12. SILLY STORY**

Working in pairs, pupils write a short story (about a paragraph) using as many of their spelling words as possible. Again, set a time limit of about 10 minutes. Stories can be shared with another pair or with the whole class – the stories are usually very silly so children enjoy this activity.

**13. KIM’s GAME**

This game can be played in groups of 4 to 6. Spelling words are written on cards and laid out on the table. The pupils study the words. They then look away and a nominated person removes one of the cards. Pupils turn back, look at the remaining cards and have 2 minutes (use an egg timer) to write the missing word on a whiteboard which they keep hidden. All the guesses are then revealed at the same time. If they are correct, they win a point, but only if it is spelt correctly!

**14. MAGNETIC LETTERS**

Working with a partner, younger pupils would first look at a word from their list or from a flash card, cover it and then make their word using magnetic letters. This would continue until all the words are displayed. Another pair would then be asked to check their spellings.

**15. WORDSEARCH**

Using squared paper, pupils make a word search with their spelling words. Words are NOT written out underneath. They need to look really closely to make sure that they haven’t made a mistake and that they have included all their words. For the next spelling session, word searches are swapped with another member of the same spelling group. Words are ringed and then written out underneath. How many can they find? They are then swapped back and marked by the original owner of the word search.

**16. MNEMONICS**

Show the children an example of a mnemonic and explain why they are used eg *big elephants can always understand small elephants* (because). Working with a partner, pupils try to make up a mnemonic for one or two of their trickiest spelling words. A time limit should be set – again about 10 minutes. Their mnemonics can then be shared with another pair, the whole group or displayed on the wall for everyone to use.

**17. LUCKY DIP**

This is a game best played in twos or threes. Pupils take turns to pick out 12 plastic letters from a bag. They mustn’t look into the bag, as it is ‘lucky dip’. The picked letters are placed in front of them and the rest of the letters are left in the bag. The idea is to make one of their spelling words out of the letters. The pupils take turns to pick one new letter out of the bag and discard one that they don’t want any more. This carries on until someone has the right letters to make one of their spelling words. The others check that it is indeed spelt correctly. The game then starts over again.

**18. GUESS THE WORD**

Pupils work in pairs. One pupil chooses one of their spelling words, and then writes one letter on a whiteboard at a time. They can begin anywhere in the word – it does not have to be at the beginning. The other pupil tries to guess the word after each letter is added. If they guess correctly, they must spell the whole word to win the points. The fewer letters that have been given – the more points to be won.

**19. CROSSWORD**

Using squared paper, pupils make a crossword using their spelling words. Definitions are written below to form the clues. The children may have already written the definitions during a previous spelling session.

During a further session, crosswords are swapped and completed by another member of the group. These would then be checked by the pupil who created the crossword. ·

**Equal opportunities and Special needs**

All children must have the opportunity and the encouragement to reach their full potential regardless of race, creed or sex. Children with Special Educational needs, where necessary, will be provided with specialist equipment such as coloured overlays, cue cards, word banks etc. Children might have more specific support to develop their spelling, grammar and punctuation. Teachers will model and structure support, which will be strategically reduced as a child progresses.

**Writing**

Writing is one of the primary forms of communication. It allows thoughts to be clarified, emotions to be expressed, opinions to be stated, experiences and explanations to be shared. It is also one of the more difficult aspects of the language as its many conventions are difficult to follow and master. The written word is open to critical appraisal as writing faces scrutiny and correction in areas which go beyond meaning and content. Harsh judgements are made about those whose writing shows grammatical, structural and other weaknesses.

However, given the right environment and stimulus it is an aspect of literacy that can give enormous pleasure. We aim to enable our pupils to consider themselves as ‘writers’, to encourage confidence and the motivation to want to write and to have sufficient control over the mechanics of writing to allow for skilful development of the writing process. We aim to develop fluency and legibility. We aim to offer a whole language approach so that pupils can learn to express clarity of thought and be able to manage language appropriately. We aim to set high expectations of pupils and to give writing a high profile in all its forms.

• Pupils need much experience of a variety of reading materials and writing styles in order to develop confidence and control, appreciate and understand the purpose of writing. This will be built into the language programme.

• Pupils should be provided with the opportunity to write for real reasons, for different purposes and for a range of audiences. (see Writing Genre Grids pg21)

• Pupils should be given the opportunities to exercise choice over the process, content, method, presentation and intended audience.

• The conventions of written Standard English must be modelled and pupils helped to move towards accepted adult forms of writing. This is best done through children’s own work and through that of other writers when it is appropriate.

• Pupils need frequent opportunities to discover the links between the skills of writing, reading, speaking and listening, drama and role play. This will help ensure a range of genres are covered.

• A wide range of resources will be used to support pupils and enable them to become independent writers. Dictionaries, thesauruses, common word books, spell checkers, wall displays and prompts will allow the developing writer to concentrate on content.

• The writing process will be monitored to match the appropriate task to the individual through differentiation with the use of continuous assessment as a tool for deciding suitable teaching strategies as a way to develop and sustain progress. (see assessment policy)

* Pupils will be taught to plan their writing such as pre-writing activities, drafting, editing, and revising and then sharing. Teachers will model these strategies and gradually reduce support as children progress.
* Effective feedback is required to develop fluency and accuracy of writing.

**Organisation**

The skills of speaking, listening, reading and writing need to be considered when planning and assessing work. It is the purpose to which they are put which provides the real learning process. Assessment will need to extend beyond the English curriculum into other areas if it is to really evaluate and reflect the pupil’s ability. The ‘Themed’ curriculum should allow pupils to develop these skills to motivate a pupil to express an opinion, debate a point, observe and experiment, find and classify information.

The aim of the writing policy is to underpin every subject area; language work is implicated in all social, emotional and intellectual activities within the school. Planning work in all subject areas should consider the need to make provision for the development of the following motivational skills;

• Finding and classifying information.

• Evaluating and interpreting.

• Observation

• Experimentation

• Imaginative and creative

• Social

• Aesthetic and moral

• Recording skills

We should as class teachers, aim to offer experiences which will provide a balanced selection of activities aimed at developing spoken and written skills. The writing experiences we offer pupils will aim to extend and develop the skills they already have and introduce new ones appropriately. A wealth of resources within school can be used to create a positive environment and support the pupils in their development.

|  |
| --- |
| **Year A Writing Genres** |
|  | Autumn  | Spring  | Summer  |
| Reception | Reception practise a range of skills throughout the year such basic mark making, letter formation, word writing, lists, signs, short sentences and labels |
| Year 1/2 | Tales from different culturesLabels, lists, signs and postersFairy Stories | Information textsTales from a variety of culturesClassic contemporary fiction | RecountsStories involving fantasyInstructions |
| Year 3/4  | War poetryLettersBiographies Persuasive writing | Historical fiction Information – recounts and explanations | Realistic fictionNon-chronological reports |
| Year 5/6 | Performance poetryNon-chronological reportsBiographiesFiction – short stories | Myths and Legends Persuasive textsReports and journalistic writing | Adventure storiesBalanced argumentsPlay scripts/Drama |

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| **Year B Writing Genres** |
|  | Autumn  | Spring  | Summer  |
| Reception | Reception practise a range of skills throughout the year such basic mark making, letter formation, word writing, lists, signs, short sentences and labels |
| Year 1/2 | Stories in familiar settingsTraditional Tales – re tellStories about feelings Letters  | Fantasy storiesTales from different culturesInformation texts | Labels, lists, signs and postersStories in familiar settingsRecounts  |
| Year 3/4  | FictionHistorical fiction Chronological reports | Realistic fictionInstructionsLetters | Realistic fictionPlays and dialogue |
| Year 5/6 | Recounts/dairies and lettersFiction – short storiesScience fiction stories | Information textsSignificant authorsStories with historical settings | Flashback storiesInstructionsExplanations |

**Assessment**

Assessment of writing is done continuously and progress is tracked on the individual assessment grids (see page 23) and the school’s tracking system. Termly in-house moderation sessions take place amongst teaching staff to ensure judgements are robust and are standardised across the school. These are led by the English Lead.

**Equal opportunities and Special needs**

All children must have the opportunity and the encouragement to reach their full potential regardless of race, creed or sex. Children with Special Educational needs, where necessary, will be provided with specialist equipment such as coloured page writing books, word banks, punctuation/grammar cue cards. Children might have more specific support to develop their fluency, planning and creative skills. Teachers will model and structure support, which will be strategically reduced as a child progresses.

***Education Endowment Foundation Research which supports this policy***

* *Teach pupils to use strategies for planning and monitoring their writing*
* *Teach writing composition strategies through modelling and supported practice*
* *Develop pupils’ transcription and sentences construction skills through extensive practice*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Name: |  |  |  |  |
| Pupil(s) are beginning to meet the following aims with support:  |  |  |  |  |
| To use their own simple story ideas or retell a familiar story using short, simplistic sentences.  |  |  |  |  |
| To reread their writing aloud to check that it makes sense.  |  |  |  |  |
| To use adjectives that have been modelled.  |  |  |  |  |
| To use simple sentence structures (which may often be repetitive).  |  |  |  |  |
| Has an awareness of: | capital letters for names, places, the days of the week and the personal pronoun ‘I’.  |  |  |  |  |
| finger spaces |  |  |  |  |
| full stops to end sentences. |  |  |  |  |
| To spell some words containing previously taught phonemes and GPCs (Grapheme, Phoneme Correspondence) accurately.  |  |  |  |  |
| To spell some Y1 common exception words accurately (from English Appendix 1).  |  |  |  |  |
| To write lower case letters in correct direction, starting & finishing in the right place.  |  |  |  |  |
| Pupil(s) are beginning to meet the following aims with support:  |  |  |  |  |
| To write sentences in order to create short narratives and non-fiction texts.  |  |  |  |  |
| To use some features of different text types (although these may not be consistent).  |  |  |  |  |
| To reread their writing to check that it makes sense and make suggested changes.  |  |  |  |  |
| To use adjectives to describe.  |  |  |  |  |
| To use simple sentence structures.  |  |  |  |  |
| To use the joining word (conjunction) ‘and’ to link ideas and sentences.  |  |  |  |  |
| Has an awareness of: | capital letters for names, places, the days of the week and the personal pronoun ‘I’.  |  |  |  |  |
| finger spaces. |  |  |  |  |
| full stops to end sentences. |  |  |  |  |
| question marks |  |  |  |  |
| exclamation marks |  |  |  |  |
| To spell most words containing previously taught phonemes and GPCs (Grapheme, Phoneme Correspondence) accurately.  |  |  |  |  |
| To spell most Y1 common exception words & days of week accurately -see English Appendix 1 |  |  |  |  |
| To use -s and -es to form regular plurals correctly.  |  |  |  |  |
| To use the prefix ‘un’.  |  |  |  |  |
| To add suffixes –ing, -ed, -er and –est to root words (with no change to root word).  |  |  |  |  |
| To write lower case & capital letters in correct direction, starting & finishing in the right place.  |  |  |  |  |
| To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.  |  |  |  |  |
| Pupil(s) are beginning to meet the following aims with support:  |  |  |  |  |
| To write sentences in order to create short narratives and non-fiction texts that are consistent in their features and purpose.  |  |  |  |  |
| To use a number of features of different text types and make appropriate topic / subject matter vocabulary choices. |  |  |  |  |
| To reread their writing to check that it makes sense and independently make changes.  |  |  |  |  |
| To use adjectives to describe (sometimes ambitious beyond the year group).  |  |  |  |  |
| To use simple and compound sentence structures.  |  |  |  |  |
| To use the joining word (conjunction) ‘and’ to link ideas and sentences.  |  |  |  |  |
| Are able to regularly use | capital letters for names, places, the days of the week and the personal pronoun ‘I’. |  |  |  |  |
| finger spaces. |  |  |  |  |
| full stops to end sentences.  |  |  |  |  |
| question marks.  |  |  |  |  |
| exclamation marks. |  |  |  |  |
| To spell all words containing previously taught phonemes and GPCs (Grapheme, Phoneme Correspondence) accurately.  |  |  |  |  |
| To spell all Y1 common exception words and days of the week accurately (from English Appendix 1).  |  |  |  |  |
| To use -s and -es to form regular plurals correctly.  |  |  |  |  |
| To use the prefix ‘un’.  |  |  |  |  |
| To add the suffixes –ing, -ed, -er and –est to root words.  |  |  |  |  |

**Speaking and Listening**

In the Early Years, attention is focused on children being able to listen attentively to the teacher, other adults and to each other. They are encouraged to communicate orally to express their needs, feelings and observations. This is developed through circle-time, role-play, story-telling, puppets, games, multi-media activities, exploratory play and creative and social experiences.

As children move through the school, speaking and listening skills are developed through more specific tasks e.g. discussion, drama, oral presentation, debates, giving explanations and communication with a variety of audiences in social and formal situations. The children are given opportunities to listen to authors, visitors and theatre groups.

It is important that as a school, we provide children with good role models and demonstrate high expectations of the spoken word. Respect should be given to all children as we develop their communication skills and sensitivity should be shown to those who have pronunciation difficulties, have a pronounced regional dialect and for those for whom English is not their first language.

**Teaching Vocabulary**

Vocabulary is the knowledge of words and word meanings. As Steven Stahl (2005) puts it, "Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world." Vocabulary knowledge is not something that can ever be fully mastered; it is something that expands and deepens over the course of a lifetime. Instruction in vocabulary involves far more than looking up words in a dictionary and using the words in a sentence. Vocabulary is acquired incidentally through indirect exposure to words and intentionally through explicit instruction in specific words and word-learning strategies.

Our effective vocabulary teaching program involves:

* wide or extensive independent reading to expand word knowledge (see reading policy)
* instruction in specific words to enhance comprehension of texts containing those words
* instruction in independent word-learning strategies (see grammar and punctuation policy)
* word consciousness and word-play activities to motivate and enhance learning (see spelling policy)

**Education Endowment Foundation Research which supports this policy**

* High quality adult-child interactions are important and sometimes described as talking with children rather than to children.
* Use a wide range of implicit and explicit approaches including planning the teaching of vocabulary as well as modelling and extending children’s language and thinking during activities such as shared reading.

**Presentation**

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| **Buckminster Primary School Presentation Protocols**  |
|  | **FS2** | **Year 1** | **Year 2** | **Year 3 & 4** | **Year 5 & 6** |
| Writing implements  | A selection of ‘beginners’ thick and fine writing implements. Chunky triangular pencils are introduced. | Thin hexagonal pencils with grips if needed. | Thin hexagonal pencils with grips if needed. | Introduce handwriting pens (blue ink) as appropriate for all written work.Pencils are always used for maths work. | All pupils should be using handwriting pens for written work and pencils for maths. |
| Felt tip pens should not be used where they will come through onto the reverse of the paper **in books** |
| Self-correction  | Simple, straight line through to show where they have self-corrected. | Simple straight line through to show where they have self-corrected.An eraser may be used at the discretion of the teacher for final draft work. |
| Ruler use |  | All straight lines to be drawn with a ruler. Younger pupils will need to be taught how to do this.  |
| New Work | New work to commence on a new page. | New work will usually commence on a new page, unless advised against by the teacher.  | New work to be commenced after ruling off previous work, if there is usable space available.  |
| Date | All work to be dated by an adult | All work to be dated by the child or teacher at the top left (short date in the margin), unless it is already on the L.O. sticker | All written work to be dated by child at the top of the piece of work using the full date and underlined.Maths to use the numbered date on the left-hand side in the margin. |
| Paper | To use unlined and wide lined paper for the majority of the time. | Children to use 1cm wide lined paper and guided handwriting paper for handwriting practise.1cm squared paper to be used in maths | Narrow lines and small squared exercise books (0.8cm).Wider lines and squares for some children at the teacher’s discretion.  |

**General**

**Classroom Environment**

Each class has an English working wall. This is an interactive display board to show the process of writing and should show the journey through imitation, innovation and invention. This board is regularly changed to reflect the teaching and learning activities happening in the classroom. This display should include materials to support children in accessing their learning independently. In addition to this, each class also has a display board showing examples of quality pieces of work produced by the children. This should also be changed regularly and show a range of abilities and text types.

**Equal Opportunities**

All pupils are entitled to English regardless of race, creed, gender, physical abilities, special needs or where English is a second language. Where a child requires help in accessing the subject, assistance will be given via adult intervention, scribes, ICT or resources. More able children will be challenged and motivated by greater differentiation of materials and tasks. The class teacher will also aim to identify those children who may be high achievers in English and provide them with appropriate learning opportunities.

**Teaching English to Children with Special Educational Needs**

English lessons, tasks and materials are differentiated by the class teacher to meet the needs of individual children. Children identified as having Special Educational Needs may need greater differentiation of materials and tasks consistent with that child’s ISP. (See SEN and Inclusion policy) but high-quality in-class support and teaching must be prioritised. Where high quality teaching is not having the desired affect on progress, appropriate interventions will be carefully matched to the child’s needs. 1:1 and small group tutoring will involve structured interventions and staff will review progress on a regular basis to ensure the support enhances their learning.

**Assessment**

Teachers use a range of sources to assess children’s progress such as observations, discussions, work in books, reading discussions and activities. Children also complete a 20 minutes diagnostic reading assessment three times a year (minimum requirement) where their scaled scores are converted into reading ages, compared against national average and where small steps are can be measured more accurately.

**Our Teaching Approach**

Clueing

Greater pupil independence

More help from an adult

Correcting

Modelling

Prompting

Self-scaffolding