



Safeguarding

Threemilestone School is committed to safeguarding and promoting the welfare of all children.
We expect all our team members to share this commitment.

Threemilestone School **English Policy 2016**

Overall Aims

- We aim to develop in our pupils the ability to communicate effectively in speech and writing and to listen with understanding.
- We aim to inspire them to become enthusiastic, fluent and responsible readers who can learn and gain pleasure from written word.

Speaking And Listening

Aim

All pupils will:

- Listen to, understand and be able to respond appropriately to others;
- Speak effectively for different audiences;
- Participate fully in group discussions; and
- Communicate ideas, points of view and explanations clearly.

Scheme of Work

The scheme of work is taken from the Primary Strategy and the New National Curriculum for English. Teachers may also refer to 'Teaching Speaking and Listening in Key Stages 1 and 2' (QCA 1999). Activities for speaking and listening are found on the medium term plans for each year group.

There is special emphasis on speaking and listening in the seven areas of learning in the Early Years Foundation stage Curriculum, and as a school we recognise the importance of speaking and listening underpinning all literacy, so we provide many opportunities to develop these skills including:

- Plenary sessions at the end of literacy and other lessons;

- Group and paired discussions in various areas of the curriculum;
- Drama, including school productions, and role-play;
- Class assemblies and group presentations;
- The Pupil Parliament;
- The School Council; and
- Election for team captains;

Assessment

Teacher assessment is on-going and a comment is made in the annual report. We have adopted Target Tracker to record progress and in line with our cluster school we are using Rising Starts for assessment. This can be either on paper or electronically.

The Progress manager also monitors the termly assessments using a data tracking tool.

Special Educational Needs

Pupils with specific difficulty with speech, language and communication may receive support through:

- Targets and programmes set in their *Speech and Language Special Support Plan (SSP)*.
- Specialised materials;
- Additional interventions and practice provided by support staff; and
- Programmes provided by the speech and language therapist.

READING

Aims

- To provide pupils with the skills to be able to read fluently
- To reflect critically on what is read, both fiction and non-fiction
- To foster an enjoyment of reading
- To be able to locate information (life skills)

Scheme of Work

This is based on the Primary Strategy and requirements of the New National Curriculum for English. Phonics is taught in a multi-sensory way. As they develop as readers, pupils are taught higher reading skills such as comprehension and scanning through text level work in shared and guided reading, and through individual reading.

Texts

From Reception onwards, pupils are introduced to a balance of different types of books, including poetry, fiction and non-fiction and plays as detailed in the Primary strategy.

Shared Reading texts reflect a diversity of race, culture, gender and ability to motivate, challenge and appeal to all children in each class, in line with our Equality policy. They also reflect a balance of reading levels.

Guided Reading texts are from a variety of published texts e.g. Longman, Oxford, Collins. These are book banded within KS1 and more fluent readers in KS2 access books from the multiple copies in the library. Teachers also resource their own class groups for guided reading using leaflets, posters etc. according to the genre focus.

Independent Reading is undertaken using graded, banded material including Oxford Reading Tree. Each child follows a carefully assessed pathway. There are also specific books for those who need more experience before continuing to a higher level. As they become more fluent readers, books are accessed from the library and their selection monitored for variety, level of difficulty and interest.

All opportunities for reading are exploited across the curriculum.

Early Years: library books, reading books, sound books and wordless books are taken home each week.

From year 1, pupils are expected to read at home. Part of each day is set aside for independent and/or Guided Reading in class. Many teachers also have a class book which they read to the pupils in small sessions or have story time. We encourage reading further through in house competitions and reading key rings.

Library: As well as the reading resources in and around the classrooms, we have a well resourced library with a librarian. Once a week the children from Years 2 to Year 4 are taught specific library skills, delivered by our librarian as detailed on each year group's library planning. As part of this session, each pupil chooses a library book to take home for the week. Throughout the week all classes use the library.

Assessment of Reading

Targets for Guided Reading are based on the assessment focus on Target Tracker.

Each pupil has a Home-School Reading Diary (there are four levels with useful information for parents about hearing their child read). Parents sign and add comments if necessary and teachers may also add information. This acts as a dialogue between parents and the class teacher. Teachers monitor the entries and can quickly see if a child has not been reading at home. More fluent readers keep their own reading record up to date and may be asked to complete a comment sheet or review of their book. Reading targets are shared with parents at least twice a year at parent evenings.

End of Key Stage assessments in Y2 and Y6 and the optional tests in Y3, 4 and 5 provide additional data for reviewing pupil progress. A comment is made in each pupil's annual report regarding the progress made throughout the year, and a target for the next stage.

Special Educational Needs

Pupils with special educational needs may receive additional support

Through:

- Targets and programmes set out in their Special Support Plans (SSP);
- Additional classroom support from teaching assistants (Early Literacy Strategy, Additional Literacy Strategy, Further Literacy Strategy);
- Individual interventions;
- Specialised reading materials;
- Support from other professionals with learning aids such as cerium overlays for example

WRITING

Overall Aims:

- To enable pupils to communicate with others and to help in their thinking, investigating, organising and learning
- To write for a range of purposes and experience different forms of writing
- To imagine and explore feelings and ideas, focusing on creative uses of language and how to interest the reader.

Scheme of Work

This is taken from the Primary strategy. In the Foundation Stage, The New Curriculum Guidance and the National Literacy Strategy are used. Teachers endeavour to use writing opportunities in all subject areas (cross curricular writing).

A structured approach is used in all Key Stages.

This includes:

Shared reading – a whole class approach to reading text to understand how it is structured. Where possible, grammar teaching is taught through the context of a shared text and through role play to bring it ‘alive’.

Shared writing- a whole class approach to enable pupils to share ideas and produce written text with the teacher.

Modelling- teacher models how to construct text, thinking aloud as a writer to show children how a writer makes choices etc.

Guided writing- differentiated group approach to develop writing.

Independent writing- a structured opportunity to develop skills taught. This enables extended writing to take place.

Blocked units of work are followed, with a written outcome for each unit. Where possible, the read/write/read/write sandwich way of working is used.

Toolkits and marking ladders are used informally in KS1. In KS2, pupils work with the teacher to produce ‘Toolkits’ or Success Criteria for each genre being studied, and pupils refer to these when producing their written outcomes.

Assessment

At KS1, targets are shared with individual children or group alongside more modelling.

At KS2, teachers set targets for groups of pupils based on the objectives for each block of work. Individual targets are also set from marking ladders which are used to assess written outcomes to units of work. These marking ladders involve self-assessment and teacher assessment. A target for improvement is given on these ladders. Marking ladders may be attached to the piece of writing and placed in a writing file where these are used.

Targets are shared with pupils and parents at parent evenings. Annual reports also show a target for future development.

Year 2 and Year 6 SATS, and the optional tests are used to inform standards achieved and to highlight any evident weaknesses in writing.

“Our big write” assessment books are used to record independent writing. Moderation with our cluster schools and the LA also help to inform standards at KS1.

SPELLING

Skills and strategies are taught in line with the National Curriculum. Pupils are taught through schemes which follow the Letters and Sounds structure. We also use the Spell Zoo resources to support the teaching of spellings.

At the Foundation stage and at Key Stage 1, the Letters and Sounds/LCP scheme is used. Pupils learn all 42 sounds and learn to write Consonant Vowel Consonant words as the letter sounds are introduced. For tricky words, the Look/Say/Cover/Write/Check method is employed. Sound books . blending and tricky words are taken home regularly, and these are followed by word lists and tricky words to learn as spellings.

Once ready, children learn spellings at home each week. Words to learn may be cross-curricular in nature (e.g. based on a Science topic), follow patterns as stated in the National Curriculum or chosen to meet a particular group’s difficulties. These are tested, and at Key Stage 2, pupils are encouraged to discuss the meaning of the words to ensure the correct usage.

Assessment: See Assessment policy

HANDWRITING

Foundation Stage: Pupils are introduced to the correct letter formation alongside the sound. They learn the sound of the letter, the shape of the letter and how it is formed, and blend letter sounds together and write these sounds. This will include capital letters and lower case letters.

Handwriting is taught in both key stages, using the Nelson handwriting scheme. Pupils are encouraged to use the correct pencil grip, and for those finding this difficult, hand huggers are available.

Pen licence is introduced in KS1. When a child is a confident user of a pen, they will be presented with a pen in assembly.

Joined writing is introduced when appropriate to the developmental needs of the child.

Assessment

Teachers monitor handwriting within their class, and provide additional practise for those targeted. Handwriting and presentation is monitored during work scrutiny by the Senior Leadership Team and the optional and statutory SATs tests provide further assessment opportunities.

English Resources

Resource audits are undertaken by the subject co-ordinator on an annual basis prior to making a bid to the Head teacher and governors for additional resources. Money is allocated to subjects on the basis of school priorities as expressed in the School Development Plan and then in response to the needs of individual subjects.

Ratified at Full Governing Body Meeting: 15 March 2016

Date of next review: March 2019