



Adderley Primary School

# English Policy

## 2019-2021

Based on the values and principles of the UN  
Convention on the Rights of the Child



<b>Agreed by:</b>	Governing Body	
<b>Review date:</b>	September 2021	



## **Adderley Primary School English Policy**

Everyone at Adderley Primary School has the right to an outstanding education. As a Rights Respecting School, our English Policy has been developed in line with the articles in the UNCRC.

It is our aim to ensure that every child learns to the best of their ability within the rights-respecting ethos of the school.

### Vision

At Adderley Primary School our vision is to develop pupils' ability to communicate effectively in a wide range of circumstances and equip them with the skills to participate fully and actively in a modern society.

We believe that through building a love of English, via the media of reading, we can enable pupils to develop culturally, emotionally and socially. We intend that all children will leave Adderley Primary School with the skills necessary to succeed in the wider world, able to articulate their opinions, respond thoughtfully to the ideas of others and write clearly for a range of audiences.

We aim to provide a range of experiences to do this; through drama, debate and immersion in an enriched and stimulating English Curriculum across all subjects.

### **Our curriculum- Intent**

Our intent is for children to have equal access to the revised National Curriculum for England 2014. It is important that the activities set for the children are differentiated according to age and ability. We go beyond the context of the requirements of the National Curriculum to provide extension material where appropriate. At Adderley Primary School, we believe that all children should learn, apply and refine the essential skills in a widening range of contexts. It is our aim for children to speak, read and write with confidence, fluency and understanding, enabling them to become independent, confident and creative learners. Through our enthusiastic teaching of English, we aim to foster in children a pleasure for books in their own right.

#### **To enable children to:**

- Enjoy using language in different contexts and have the confidence and ability to do so
- Develop understanding and skills to become independent, enthusiastic readers and writers
- Use a range of spelling strategies and apply them in their independent work
- Enable children to be articulate speakers and good responsive listeners in a variety of situations
- Express their thoughts and ideas with confidence in a way appropriate to the situation
- Listen to the ideas of others
- Perform to small and large groups
- Have an interest in words, their meaning and a growing vocabulary
- Be able to orchestrate a full range of reading cues (phonic, graphic, syntactic, contextual) to monitor their reading and correct their mistakes
- Be interested in books, read with enjoyment and evaluate and justify their preferences

- Understand the sound and spelling system and use this to read and spell accurately
- Understand and be able to write in a range of genres in fiction and poetry, and understand and be familiar
- Understand, use and be able to write a range of non-fiction texts
- Plan, draft, revise and edit their own writing
- Develop a fluent, legible handwriting style and take care with presentation of their work
- Understand that language they have acquired may be relevant across all areas of their learning and life and to apply that language where possible
- Through reading and writing, develop their powers of imagination, inventiveness and critical awareness

### **Teaching and Learning- Implementation**

At Adderley Primary School we value the importance of cross-curricular teaching, and learning opportunities that develop children's creativity to the full. We feel that English teaching is at the heart of this process and our Creative Curriculum Framework is rich with purposeful reading, writing and speaking and listening opportunities. English is one of the most important tools children will ever need; it is a vital way of communicating in school and in public life, therefore at Adderley Primary School it is our aim to make children competent in a key number of English skills and give them the opportunity, support and disposition to use them in a diverse curriculum.

### **Teaching and Learning**

At Adderley Primary School we use a variety of teaching and learning styles in our English lessons in order to meet the needs of all our pupils. Our principal aim is to develop children's knowledge, skills and understanding. In Key Stages 1 and 2 we do this through lessons, in which children experience a range of speaking and listening, reading or writing activities from, focused word or sentence activities, guided group work, independent activities and a whole class review. In all classes children have a wide range of abilities, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. Staff have high expectations that all children can achieve their full potential. Wherever possible, Teaching Assistants work in class, supporting all ability groups, specific individuals or groups of children, ensuring that work is matched to the needs of the child.

### **Curriculum Organisation and Planning**

In Key Stages 1 and 2 there are a wide range of genres taught throughout the year linked to the Creative Curriculum. Planned sequentially within each genre across the school, will be a variety of speaking, listening, reading and writing opportunities, which are clearly mapped out in the Curriculum Intent. English skills are used as the vehicle for communication in all curriculum areas. Approximately 5 hours per week are dedicated towards the teaching and learning of English.

### **Early Years Foundation Stage**

Children in the Early Years Foundation Stage experience English through speaking and listening in both formal and informal situations and for different purposes. EYFS writing focuses mainly on narrative and retelling of stories, but also includes non-fiction in terms of reports and recounts. They experience reading through a range of phonetic texts, simple texts and books and are encouraged to write for a variety of purposes through play activities. Children are encouraged to be creative and to experiment through mark-making to record their thinking in a variety of ways. Phonics, spelling and handwriting skills are also taught formally at this stage through activities planned in line with the whole school schemes of work and Early Development Outcomes.

## **Speaking and Listening Vision**

Our vision is to ensure all pupils have opportunities to express themselves and know that their contributions will be valued. All pupils are encouraged to develop their speaking and listening skills to the best of their ability across our inspirational curriculum. All home languages are given status and treated with respect.

### **Our curriculum- Intent**

The intent of teaching Speaking and Listening are:

- to value home language
- be encouraged to develop a wide range of vocabulary and the ability to use language in different situations: recounting, describing, reporting, discussing and presenting across the curriculum
- to show children how to adapt their speech to a wide range of circumstances and demands
- be encouraged to listen attentively and improve oracy skills daily
- use language to create, adapt and sustain different roles through drama, storytelling, role play and hot seating
- listen, understand and respond to others, asking relevant questions where appropriate
- utilise the speaking and listening targets from EDUCATER

### **Teaching and Learning- Implementation**

The skills that children develop in speaking and listening are linked to, and planned for in every subject of our imaginative Creative Curriculum. One of the Success Criteria is linked to Speaking and Listening in every lesson.

Standard English must be modelled at all times and pupil's speech corrected. Speaking and listening runs throughout the curriculum and pupils must be speaking in front of their peers in class, the community, year groups, assemblies etc. The children's skills in speaking and listening enable them to communicate and express themselves in all areas of their life. Planned activities within the classroom encourage children to work together and to respect each other's views. Children work in groups of four with an agreed chair, scribe, spokesperson and researcher.

Class agreed criteria for an interesting speaker and active listener and Tier 2 vocabulary are displayed in every classroom and referred to. Glossaries within the classrooms are developed to increase the range of Tier 2 language spoken and written.

Drama is a vital skill which develops Speaking and Listening across the curriculum and drama is taught weekly. The REP and Adderley school are closely linked with bespoke drama sessions taught to all children linked to the Creative Curriculum and reading. Children perform in front of live audiences at both the REP and at Adderley School. More Able Year 5 children perform Shakespeare plays to a live audience.

Debate Mate is run for Years 5 and 6 children of all abilities by the English lead and Debate Mate. Local competitions take place between schools. Year 6 children lead debating workshops with Year 4.

### **Monitoring**

- Speaking and Listening Targets are assessed on EDUCATER and monitored at the assessment points. Analysed by the SLT
- Planning scrutinise
- Teaching and Learning observations
- Pupil Voice

### **Assessment**

All children are assessed at 3 points during the year using EDUCATER. Speaking and Listening Targets are set.

### **Inclusion**

Pupils who are More Able are stretched through more challenging questioning.

Pupils who are having difficulty are identified and supported in line with the schools SEND policy.

Pupils who are newly arrived, for whom English is not their home language, have an intense Language Intervention led by EAL Instructors delivering the Core Skills curriculum. Bi-lingual input from staff or Language Ambassadors is given where appropriate. **(Refer to EAL Policy)**

EAL, Years 1-5 pupils have access to the REP.

## **Reading**

### **Our curriculum- Intent**

- We intend to enable our pupils to read for enjoyment, confidently, fluently, accurately and with understanding.
- We intend to employ a full range of reading cues – phonic, graphic, syntactic, and contextual – to monitor, correct and make sense of their own reading e.g. miscue analysis.
- We intend to foster an interest in words and their meanings and to gain an appreciation of books from a variety of genres.
- We intend to enable the children to find books interesting, to read with enjoyment and to evaluate and justify their preferences.
- We intend to develop a suitable technical vocabulary through which to understand and discuss their reading.
- We intend to develop reading skills in tandem with those of writing, so that they may function in society, as literate adults and readers for life.
- We intend to create reading opportunities across all areas of the curriculum, to make it more meaningful and relevant to the children.

## **Intent to enhance the Learning of Reading**

We intend that in order for children to foster an enjoyment of reading and in order for them to have an understanding of the texts they read, they must be at the centre of their own learning. Some of the strategies used to enhance this independent learning are outlined below:

- Aim to provide children with a range of visual, kinaesthetic and auditory experiences, which will enhance and improve their reading skills.
- Children will be made aware of / involved in determining the learning focus of the reading session and will have a clear understanding of what the teacher / teaching assistant is looking for in their reading / analysis of the text.
- Children will be given oral and / or written feedback about their reading, in order to help them develop specific aspects of it further, aiding progression.
- Children will be given opportunities to self-assess their own reading. This not only promotes independence, but also assists in their reading development.
- Children highlight evidence in the text to justify their opinions.
- Reading tasks / books will be appropriately matched to individual abilities and needs in the classroom (differentiation).
- Children will support their learning by using the Reading Strategies prompts.
- Children will have a repertoire of authors linked to the Books to Read Before Leaving Adderley.

## **Teaching and Learning- Implementation**

In order to deliver the above, we will meet the National Curriculum objectives. This will ensure that all children are given opportunities to study a range of good quality and interesting fiction and non-fiction texts from a variety of genre, which are monitored by the English lead. They will have the opportunity to read 'real' books and newspapers, big books, posters, ICT based texts, on individual computers, iPads, kindles and interactive whiteboards, large texts, information booklets, banded guided reading materials and reading schemes.

## **Early Readers and Phonics**

In Early Years - Letters and Sounds delivered through the kinaesthetic approach using Jolly Phonics, are used as the tools to teach phonics.

The Early Readers Team lead coaching to all staff - Catherine Nowek, Beverly Wigfield, Anjum Daoudi and Natalie Foster.

### **Letters and Sound training to all staff by Catherine Nowek.**

Focus on fluency – reading HFWs on sight linked to Letters and Sounds – and retrieval of information.

Develop fluency through lower readers and higher ability from home readers.

Half termly tracking and assessment through Educater.

## **Spelling**

Half termly overviews show spelling patterns and word lists.

Rising Star Assessment. Gap analysis and gaps addressed on overview.

Nelson Spelling patterns are to be **taught** from the new National Curriculum and evidence of this will be in the Magpie books.

10 words (5-10 words years 1 and 2) that include these patterns will then be sent home and tested.

5 CEWs to go home each week.

Half termly spelling homework to be typed and go home in the homework book.

The spelling test will be in the small yellow books. A record of the test results will be kept by the teacher. Interventions are to be put into place for the pupils not learning their spellings, to support them.

Prefix/suffix of the week onto English Wall. A record of the prefix/suffix to be taught on the SPaG overview.

## **High Frequency Words**

A record of high frequency/CEW words that the children can spell and read are kept in the back of the Creative Curriculum book and annotated to show which words children can read and spell; linked to the weekly spelling test.

Years 1 and 2 Update half termly for reading and spelling.

## Phonics and Book Band Timeline

	<b>Reading EYFS ORT</b>	<b>Letters and Sounds EYFS</b>	<b>Letters and Sounds Year 1</b>	<b>Letters and Sounds Year 2</b>
<b>Autumn 1</b>	<ol style="list-style-type: none"> <li>1. Class reading begins.</li> <li>2. EYFS week 1 take a reading book home linked to Letters and Sounds.</li> <li>3. Home Reading Journal to record.</li> <li>4. ORT 0/1 Pink</li> </ol>	<ol style="list-style-type: none"> <li>1. Children are Base lined upon entry.</li> <li>2. Phase 1 and 2 in class groups.</li> </ol>	Phase 4/5 (alternative sounds and split diagraphs).	<ol style="list-style-type: none"> <li>1. Target interventions for those children who didn't meet the Phonics Screening Test Standard or who are Newly Arrived and Base Lined as needing phonic interventions.</li> <li>2. ½ termly Phonic Assessment checks.</li> </ol>
<b>Autumn 2</b>	<ol style="list-style-type: none"> <li>1. Autumn 2 formal Guided Reading groups begin.</li> <li>2. ORT 2 Red</li> </ol>	<ol style="list-style-type: none"> <li>1. Autumn 2 phonic tracking begins.</li> <li>2. Pupils are set according to their phonetical development.</li> <li>3. Phase 2 secure December</li> </ol>	<ol style="list-style-type: none"> <li>4. Phase 5</li> <li>5. Tricky words and Pseudo words consolidated.</li> </ol>	
<b>Spring 1</b>	<ol style="list-style-type: none"> <li>1. EXP ORT 2 Red</li> <li>2. EXC ORT 3 Yellow</li> </ol>	Phase 3	Application of all the Phases.	
<b>Spring 2</b>	<ol style="list-style-type: none"> <li>1. EXP ORT 2 Red</li> <li>2. EXC ORT 3 Yellow</li> </ol>			
<b>Summer 1</b>	<ol style="list-style-type: none"> <li>1. EXP ORT 2 Red</li> <li>2. EXC ORT 3 Yellow</li> </ol>	Phase 3 is completed by May (vowel phonemes, diagraphs and trigraphs).		
<b>Summer 2</b>	<ol style="list-style-type: none"> <li>1. EXP ORT 3 Yellow</li> <li>2. EXC ORT 4 Blue</li> </ol>	<ol style="list-style-type: none"> <li>1. Phase 4 completed by July (CVCC and CCVC words).</li> <li>2. Summer 2 Phonic Gap analysis, tricky word/HFWs assessment ready for Year 1.</li> </ol>	<ol style="list-style-type: none"> <li>1. Phonics Screening Test - Week commencing Monday 8 June 2020</li> <li>2. Target interventions for those children who didn't meet the standard.</li> </ol>	<ol style="list-style-type: none"> <li>1. Phonics Screening re-take.</li> <li>2. Target interventions for those children who didn't meet the standard.</li> <li>3. Summer 2 Phonic Gap analysis, tricky word/HFWs assessment ready for Year 3.</li> </ol>
<b>Years 3 – Year 6</b> <ol style="list-style-type: none"> <li>1. Target interventions for those children who didn't pass the Phonics Screening Test Standard or who are Newly Arrived and Base Lined as needing phonic interventions.</li> <li>2. ½ termly Phonic Assessment checks.</li> </ol>				

## **Opportunities for Reading**

### **Individual Reading:**

Children in EYFS and Year 1 or reading 2 years below their chronological age or children who are not on track to meet their targets are to be heard weekly by an adult and recorded into their Journal/Reading Planner. The class teacher is primarily responsible for organising and listening to readers.

Pupils identified as having SEND will have greater input in reading as identified on their Learning Plans. EAL children will have extra support with phonics and understanding of the text from the EAL Instructor.

### **Riveting Read - Morning Activity (8.35 – 8.50)**

Monday - Thursday 8:35-8:50, a short text on board (copies for those children who cannot see the board clearly). 1 x language question; 1 x retrieval question; 1 x inference question in SAT style. Pair lower ability children with higher ability children. Use text to model reading fluently with expression. Text can be part of a SAT paper, a paragraph from the class reading book, Cracking comprehension, a book from the library etc. Record onto wipe boards. Teacher to explain how to answer the questions with evidence in the text.

TA to develop fluency by listening to home readers with targeted children during this time.

When children finish the task, pair a higher ability child with a lower ability child to read their home reader with fluency.

## **Weekly Structure of Guided Reading**

### **Years 1-3**

#### **Letters and Sounds**

Fast catch-up for pupils not achieving the Phonic Screening Check Standard or who are Newly Arrived (track progress through regular Phonic Screening tests). Intervention Action Words for HFWs and Letters and Sounds. Visual Literacy for Guided Reading Mrs P. Direct Instruction.

SEND - Read to Write booklets. Direct Instruction.

**Focus** - Develop fluency, retrieval and phonics.

**Years 1 - 3 Structured sequence of lessons 5 mornings a week for 45 min-1 hour.**

Monday and Tuesday whole class text and teaching. **All pupils have the same text on a Monday and Tuesday, with differentiated questions.**

Wednesday, Thursday and Friday group teaching using ORT, differentiated texts etc.

TA to work with a group.

**SEND and EAL must have fluency of reading.** Pre-tutor and provide resources to allow independent learning/sit in mixed ability pairs.

## Structure of lesson:

**Monday Language Foci 1a, 1c, 1e:** Introduce high quality text (e.g. part of a SAT paper; old QCA papers; passage from class novel; Cracking comprehension). Choose 5 Tier 2 words from the text and write up for the Glossary with definition and written in context. Put onto the Glossary after the lesson. Write words onto a sheet. Before pupils read the text, they practice reading out the words and try to identify the meaning through knowledge of the root word, meaning of prefix etc. Teacher/pupils read the text. Give the pupils a definition of the Tier 2 vocabulary and get children to match word and definition. Teach strategies for any more unknown vocabulary. **Independent learning** – language and summarising/prediction questions in SAT style. Use scaffolded resources to ensure that all pupils have access to the learning e.g. picture word prompts, jumbled sentences, word banks. **Teacher guides a group** and assesses the pupils using the planning proformas using annotations.

**Tuesday Retrieval Foci 1b:** Reread text for fluency. Model how to skim and scan a text. Model how to answer retrieval questions by highlighting evidence in the text. **Independent learning** – answer retrieval questions in SAT style. Use scaffolded resources to ensure that all pupils have access to the learning e.g. picture word prompts, jumbled sentences, word banks. **Teacher guides a group** and assesses the pupils using the planning proformas using annotations.

**Wednesday, Thursday, Friday in groups using ORT, differentiated texts, Cracking Comprehension etc.**– Pupils independently apply the learning from Monday and Tuesday - fluency, language, key events and retrieval questions in SAT style. **Teacher guides a group** - explain key aspects (1b), summaries key events (1c), make inferences (1d). Choose one focus each week ensuring there is an equal balance over the half term.

### **Afternoon:**

Fluency and retrieval through non-fiction texts linked to the creative curriculum.

## Years 4-6

**Fast catch-up for pupils not achieving the Phonic Screening Check Standard or who are Newly Arrived** (track progress through regular Phonic Screening tests). Intervention Action Words for HFWs and Letters and Sounds. Visual Literacy for Guided Reading Mrs P. Direct Instruction.

**Years 4-6 Structured sequence of lessons 5 mornings a week for 45 min-1 hour.**

**All pupils have the same text on a Mon-Wed, with differentiated questions. Different extract from the text can be used on the Wednesday.**

**TA to work with a group.**

**SEND and EAL must have fluency of reading.** Pre-tutor and provide resources to allow independent learning/sit in mixed ability pairs.

**More Able** to use KS3 texts for More Able Year 6; Year 6 texts for More Able Year 5 etc.

## Structure of lesson:

**Monday Language Foci 2a, 2g, 2c, 2e:** Introduce high quality text (e.g. part of a SAT paper; old QCA papers; passage from class novel; Cracking comprehension). Choose 5-10 Tier 2 words from the text and write up for the Glossary with definition and written in context. Write words onto a sheet. Before pupils read the text, they practice reading out the words and try to identify the meaning

through knowledge of the root word, meaning of prefix etc. Teacher/pupils read the text. Give the pupils a definition of the Tier 2 vocabulary and get children to match word and definition. Teach strategies for any more unknown vocabulary. **Independent learning** – language and summarising/prediction questions in SAT style. Use scaffolded resources to ensure that all pupils have access to the learning e.g. picture word prompts, jumbled sentences, word banks. **Teacher guides a group** and assesses the pupils using the planning proformas using annotations.

**Tuesday Retrieval Foci 2b:** Reread text for fluency. Model how to skim and scan a text. Model how to answer retrieval questions by highlighting evidence in the text. **Independent learning** – answer retrieval questions in SAT style. Use scaffolded resources to ensure that all pupils have access to the learning e.g. picture word prompts, jumbled sentences, word banks. **Teacher guides a group** and assesses the pupils using the planning proformas using annotations.

**Wednesday Inference Foci 2d:** Read another extract from the same text. Model using *In the Moment of Reading* how to answer inference questions. **Independent learning** – answer inference questions in SAT style. Use scaffolded resources to ensure that all pupils have access to the learning e.g. picture word prompts, jumbled sentences, word banks. **Teacher guides a group** and assesses the pupils using the planning proformas using annotations.

**Thursday Independent:** Using differentiated texts (e.g. Rising Stars, SAT papers, Cracking Comprehension and Differentiated texts), children independently apply the learning from the week in SAT style questions. **Teacher guides a group** and assesses the pupils using the planning proformas using annotations.

**Friday Independent 2c, 2f,2h:** Using differentiated texts (e.g. Rising Stars, SAT papers, Cracking Comprehension and Differentiated texts), children independently make comparisons between texts, the structure of text, ordering events/summaries in SAT style questions. **Teacher guides a group** and assesses the pupils using the planning proformas using annotations. Choose one focus (2c, 2f,2h) each week ensuring there is an equal balance over the half term.

### **Afternoon:**

Fluency and retrieval through non-fiction texts linked to the creative curriculum.

### **Reading Challenge**

Reading Challenge competition to be set over the half term, in Homework books, by the class teachers linked to *Books to Read Before Leaving Adderley* or the Reading Intent for the Year Group.

### **Assessment**

Rising Stars assessments take place three times a year. Using the EDUCATER assessment, teachers identify objectives met at 3 points during the year. This is analysed by the SLT and interventions set. SLT English lead moderates reading across the school.

Years 1 Rising Stars assessment takes place twice a year.

Years 2 & 6 SAT assessments take place five times a year.

Years 3-5 Rising Stars assessment takes place three times a year.

The school use the PiRA assessments to ascertain and track reading ages during the Autumn and Summer Term. The strengths and weaknesses will be identified and planning adapted to close the gaps.

The school tracking system for reading is updated regularly.

## Case Study

Every class to video a Case Study of 3 children reading; videoed 3 x a year, with Reading criteria. (LA, MA, HA, GD).

## **Reading Criteria**

<b>Working towards the expected standard</b> The pupil can:	<b>SAMPLES</b>			
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
• Begin to apply phonic knowledge to decode words.				
• Read some common exception words.				
• Begin to read with some fluency and understanding of the text.				
• Start to predict what the text may be about from the front cover or the start of the book.				
• Show an interest and pleasure in reading.				
• Listen to and discusses a range of poems, stories and non-fiction texts.				
• Recall well known stories and retell them, using predictable and repeating phrases.				
• Begin to self-correct so that the text makes sense to them.				
• Begin to explain what they have listened to and explain their ideas.				
<b>Working at the expected standard</b> The pupil can:				
• Apply phonic knowledge and skills to decode words and respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.				
• Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught and -s, -es, -ing, -ed, -er and -est endings.				
• Read most common exception words in Year 1 list.				

Children to have a Reading Criteria stuck on the inside front cover of their Guided Reading book.

Highlight/tick a **class target** for every child and ensure they can articulate it. Pupil Voice to monitor.

## The Class Story

The Class Teacher to read 2/3 times a week to the class from the class book linked to guided reading; the creative curriculum; *Books to Read Before Leaving Adderley*. Book displayed in reading area in the classroom.

## **Library Skills:**

All classes are timetabled to visit the school library on a weekly basis. The Library team will lead the sessions with teachers to ensure that children are exposed to a wide range of reading material and can take at least one book per week (in addition to their class home reader) to take home over the week or, in case of longer texts, for as long as is needed to finish the book. Children also access the library for research purposes, when appropriate, developing skills needed to locate and effectively use information. Junior Librarian teams are appointed and trained in how to run the library. (See Library Policy)

## **Home Reading:**

From Reception children take home book banded (colour-coded) reading books, which are suitable for their reading ability matched to the PiRA test reading age (these books are mainly from Oxford Reading Tree reading schemes) to read at home. When children have progressed through all book bands the teacher will then recommend and monitor books for the children to read. Children from Reception to Year 6 change their books at least once a week. The Journal/Planner must be written by the child at least two times a week and the teacher written a comment in it once a fortnight.

**Accelerated Reader:**

Years 4 and 5 have Accelerated Reader to support and develop their reading comprehension. Children take assessments during library time or during home reading slots in the mornings. The class teacher oversees the progress of the children and reports to the SLT.

**Parental Involvement:**

Parents are urged to share books with their children and hear their children read at home. Parents are encouraged to use the reading prompts and make relevant comments about their child's reading or understanding in their Planner. Children can reserve books at home using Junior Librarian. Parent workshops are held every term. Parent volunteers support in class with home readers for children identified as not reading at home.

**Reading Ambassadors:**

More able children from Years 3, 4 and 5 are Reading Tutors who work with Years EYFS - 3. This opportunity not only helps to develop the child's fluency and understanding of a text, but also allows them to build on their interpersonal and social skills. Reading Ambassadors from higher year groups are assigned to listen to and support SEND readers or challenge More Able readers in lower year groups.

**Disabilities & Special Educational Needs (SEND)**

In line with the Equality and SEND policies, Adderley Primary School believes all children are entitled to high quality learning and teaching, with regard to reading and we embrace the philosophy of inclusion.

Children with disabilities and/or special educational needs are encouraged to take full part in reading sessions. All children with disabilities and/or special educational needs will follow the same educational curriculum as their peers, differentiated where necessary to meet their individual needs. Children that require one to one support or individual attention are withdrawn for short periods, to participate in individual and small group programmes, based on their provision maps or Individual Learning Plans. Care is taken not to disadvantage pupils by this withdrawal.

**Resources**

- Guided Reading folder
- Planning proforma
- Record Breaker comprehension books
- Comprehension in Themes
- Cornerstones Love to Read
- Reading strategies to support individual aid
- Differentiated Texts
- Test Base
- Reading criteria
- Rising Stars
- Cracking Comprehension
- QCA papers

## Writing

Children have the opportunity to experience a wide range of texts, and to support their work with a variety of resources, such as dictionaries, thesauruses and individual word banks. Children use ICT in English lessons where it enhances their learning, as in drafting their work and in using visual English to study how words and images are combined to convey meaning. Wherever possible we encourage children to use and apply their learning in other areas of the Curriculum through developing close, well-planned cross-curricular links.

### **Our curriculum- Intent**

We intend to enable every child to:

- experience success from the earliest possible stage
- study language usage and use models of good writing to develop their own skills
- value their own work and that of others, discuss their writing with peers and adults
- write for a variety of audiences and purposes, using a range of genres and standard formats in fiction, poetry and non-fiction texts
- know how written Standard English varies in degrees of formality
- read more challenging literature, broadening their reading horizons
- know and use VCOP (Vocabulary, connectives, openers and punctuation)
- know and use the Writing targets displayed in their own English books and on the learning wall
- be able to use the 5 senses within their writing
- be provided with scaffolded support and other creative tools, such as an object and thought boxes to utilise and inspire their thoughts and writing
- know a range of language features and use these within their creative writing
- be exposed to multimedia such as images and videos as a starting points for writing
- build children's writing stamina
- have a choice of topic and opportunity to write regularly

### **Teaching and Learning- Implementation**

At Adderley Primary School the writing is linked to the Creative Curriculum where each genre is linked to the current topic. These opportunities enable children to use their imagination, exploration and build their writing experience. Genre overviews across the school ensure a wide genre breath is covered.

The relevant Writing criteria will be stuck in the back of the Creative Curriculum book.

Our process for writing entail:

- 1) Use the model with planning the sequence of work – read, comprehension, identify features, write, redraft and publish. Children will write one outcome for each formal genre taught in English. Outcomes will be assessed using the Writing Criteria.
- 2) Use the LI (Learning Intention) (WALT – EYFS) from the EDUCATER in the planning.
- 3) Ensure that writing stamina develops as the year progresses.
- 4) Writing moderation in year group meetings and whole school moderation. Moderation takes place externally with the Cole Heath Consortium.
- 5) Publish an unaided piece of writing for every genre and assess against the writing criteria.

### **Glossary**

Each classroom has a Glossary area, where words form reading, writing and the curriculum are displayed with a brief definition and written in context. This builds up over the term and be referred to by the pupils.

Tier 2 vocabulary will include a definition, written into a sentence and a picture (where possible).

### Assessment

Tracking Points are imputed on EDUCATER at 3 points during the year and then monitored for progression in line with the Assessment Policy and interventions set.

At the end of each genre an unaided piece of writing is written and assessed against the Writing Criteria.

## Handwriting

### Our curriculum- Intent

- 1) To know the importance of clear and neat presentation in order to communicate meaning effectively
- 2) To write legibly in both joined and printed styles with increasing fluency and speed by:
- 3) To have a correct pencil grip
- 4) To know that all letters start from the bottom. (v, w, o, r, join from the top).
- 5) To form all letters correctly
- 6) To know the size and orientation of letters

### EYFS

EYFS is taught print writing in line with the Jolly Phonics scheme. Rapid Graspers are taught pre-cursive from Spring 1.

*a b c d e f g h i j k l m n o p q r s t u v w x y z*

### EYFS Rapid Graspers from Spring 1 and Years 1-2

#### Lower case letters

*a b c d e f g h i j k l m n o p q r s t u v w x y z*

#### Capitals

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

#### Numbers

1 2 3 4 5 6 7 8 9 0

### The Basic Letter Shapes

1. These are the body letters *a c e i m n o r s u v w x*
2. These letters have ascenders *b d h k l t f*
3. These letters have descenders *g j p q y x z*

Years 3-6

### Lower case letters

*a b c d e f g h i j k l m n o p q r s t u v w  
x y z*

### Capitals

A B C D E F G H I J K L M N O P Q R S T U V W X Y  
Z

### Numbers

1 2 3 4 5 6 7 8 9 0

### THE BASIC LETTER SHAPES

- 1 These are the body letters *a c e i m n o r s u v w x*
- 2 These letters have sticks (or ascenders) *b d h k l t f*
- 3 These letters have tails (or descenders) *g j p q y x z*

### Teaching and Learning- Implementation

#### Books

Reception (Summer 2), Year1, Year 2: Red handwriting books.  
Year 3 and interventions in Years 4-6: Purple lined handwriting books.  
Years 4-6: English books

#### Teaching Time

EYFS and Year 1 have daily 5-10 minute handwriting session.  
Years 2- Year 6 have two x 15 minute handwriting lessons a week in class time.  
Pen Pal and Nelson are used to support the teaching of handwriting.  
Children who find handwriting difficult should receive intervention.

#### Assessment

SLT monitor children's writing and presentation in books regularly. The following will be considered:

- Is the writing generally legible?
- Are the letters correctly shaped and proportioned?
- Are the joins made correctly?
- Are the spaces between the letters, words and lines appropriate?

- Is the size of the writing appropriate?
- Is the writing properly aligned?
- Are the writing standards achieved by the majority of pupils in line with the Level Descriptors in the National Curriculum?

Once the handwriting is consistently formed correctly the class teacher gives a **Provisional Pen licence** (this is indicated with a black spot in the top right hand corner). This enables the child to write in handwriting pen during the handwriting lessons. Once a child has sufficiently mastered writing in pen they are written into the Pen Licence book and awarded a **Pen Licence** during the Handwriting assembly. Their name is written onto the Pen Licence board in the Hall.

## **Grammar**

### **Our curriculum- Intent**

To support pupils in developing grammar and punctuation skills, children in EYFS focus on the key skills of using full stops and capital letters correctly, before moving on to use exclamation marks for effect and question marks. In Years 1-6 children are taught the appropriate grammar and punctuation as stipulated in the National Curriculum.

Years 1 and 6 incorporate grammar and punctuation into their English lesson.

SPaG is timetables for one hour a week and is identified in planning. Specific published resources are purchased to structure the teaching of this. (Jumpstart English-Pie Corbett and Jumpstart Grammar – Pie Corbett and Julia Strong; Nelson)

### **Teaching and Learning- Implementation**

- ❖ Grammar will be a focus as part of the English lesson. Where possible, the grammar is linked to the genre and one of the SC.
- ❖ Discreet lessons will be taught to teach grammar for 30 minutes a week.
- ❖ The grammar taught is from the new National Curriculum expectations.
- ❖ The terminology from the NC will be displayed with examples and referred to.
- ❖ Grammar should be taught through fun interactive games as well as formal written exercises.
- ❖ Test Base is used to apply the learning.
- ❖ Nelson grammar will be implemented.

### **Assessment:**

Data is imputed onto EDUCATER at 3 points during the year and then monitored for progression in line with the Assessment Policy and interventions set.

Years 1 Rising Stars assessment takes place twice a year.

Years 2 & 6 SAT assessments take place five times a year.

Years 3-5 Rising Stars assessment takes place three times a year.

### **Roles and Responsibilities**

It is the role of the Governors to:

- have a strategic overview and agree the English policy, ensuring the policy is known to staff and parents
- monitor English targets and ensure that they take account of national and local targets

- monitor the teaching and learning in English including the standards attained at the end of each Key Stage
- include an English action plan as a feature of the school development plan
- appoint a curriculum governor to liaise with the school English Subject Leader
- ensure that the curriculum governor is able to fulfil his/her role description

It is the role of the Head Teacher and Strategic Leadership Team to:

- oversee monitoring and evaluation procedures
- provide support for the Subject Leader(s)
- be accountable to governors so that they can fulfil their monitoring role

It is the role of the Subject Leader(s) for English to ensure that:

- teachers have secure subject knowledge of English
- English resources are adequate and accessible
- there is equality of opportunity with regards to race, culture, gender, physical abilities and learning needs
- initiatives and information are disseminated to staff
- methods of assessment, recording and reporting are effective and in line with school practice
- the English policy, scheme of work and guidance material are updated
- they are the lead professionals in monitoring and exemplifying standards and practices
- they evaluate the teaching of English in the school and use this analysis to identify effective practice and areas for improvement

It is the role of teachers to ensure that:

- medium and short term plans are readily available and set out in accordance with an agreed format
- where applicable, learning support assistants are involved in English planning and training sessions and are fully briefed prior to the lessons
- homework is set on a regular basis
- issues pertaining to low/exceptional achievement in English are communicated to the subject leader and SEND Leader /More Able and Talented Leaders as appropriate
- English is taught according to the learning styles of the children in the class
- regular and appropriate assessment and recording is undertaken
- they keep up to date with current thinking, informing Subject Leader(s) of training requirements

### **Equal Opportunities and Inclusion**

All pupils are entitled to English regardless of race, creed, gender, physical abilities, special needs or where English is an additional language. Where a child requires help in accessing the subject, assistance will be given via adult intervention, scribes or ICT. If a child is performing well above or below the National Expectations, it is the responsibility of the teacher to inform the EAL/SEND/More Able Leaders and Subject Leader and set appropriate English targets on the child's Individual Learning Plan.

### **Monitoring, Evaluation and Review**

Monitoring is an important way of improving/maintaining quality and standards. The close scrutiny of planning/books and children's work is an effective means of monitoring and accessing good practice within the school. The AHT English subject leader and SLT will carry out regular focused observations of English. These ensure continuity, progression and maintenance of standards across the school. Immediate feedback is given to the class teacher, then to the Head teacher, culminating in a written report given to whole staff and Governors.

Evaluation and analysis of End of EYFS Early Learning Goals (ELGs), Key Stage 1 SATs and Key Stage 2 SATs results allow whole school target setting. Targets are set two years in advance. Whole staff meetings focusing on assessing children’s writing allow for consistency in levelling, resulting in children’s work being placed in a whole school portfolio for writing.

Adopted by Governors on \_\_\_\_\_

Signed by Chair of Governors \_\_\_\_\_

Date \_\_\_\_\_

Review Date \_\_\_\_\_