

RAYNHAM  
PRIMARY SCHOOL



# English Policy

Reviewed September 2020



This English Policy although set out in separate sections should not be viewed as individual areas of learning. Speaking and Listening, Reading and Writing are interrelated and interdependent on each other and they do not happen in isolation. We believe that literacy and communication are key life skills. Through the English curriculum, we will help children develop the skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language and equip them with the skills to become lifelong learners.

This policy reflects Raynham Primary School's aims and objectives in relation to the teaching and learning of English. It sets out a broad framework within which teaching staff can operate and outlines principles of planning, teaching and assessment. This policy is a reflection of our commitment to deliver excellence in teaching and to act in accordance with, or to exceed, statutory requirements. It should be read in conjunction with the National Curriculum and the Early Years Foundation Stage Framework, which sets out the rationale for teaching each area of the English curriculum and specifies the skills to be developed by the majority of pupils in each year group. The Government's Letters and Sounds programme should also be read in conjunction with references to the teaching of phonics.

## **Principles**

- There should be continuity of approach from Early Years, KS1, KS2.
- English activities should be differentiated to meet the needs of all the children in the school; every child's efforts should be valued.
- All staff should understand and implement the English Policy. Support and advice are available from Senior Leaders and the Coordinators for new members of staff.
- The Policy should be accessible to all parents and carers

# ENGLISH Policy

## Purpose

- To promote a shared love and understanding of literacy.
- To establish an entitlement for all pupils.
- To establish high expectations for teachers and pupils.
- To promote continuity and coherence across the school.

## Aims of Policy

To encourage children to:

- be effective, competent communicators and good listeners;
- express opinions, articulate feelings and formulate responses to a range of texts both fiction and non-fiction using appropriate technical vocabulary;
- foster an interest in words and their meanings, and to develop a growing vocabulary in both spoken and written form;
- enjoy and engage with and understand a range of text types and genres;
- be able to write in a variety of styles and forms showing awareness of audience and purpose;
- develop powers of imagination, inventiveness and critical awareness in all areas of literacy;
- use grammar and punctuation accurately;
- understand spelling conventions;
- produce effective, well-presented written work.

## Expectations

By the time children leave our school, we expect them to communicate through speaking and listening, reading and writing, with confidence, fluency and understanding and in a range of situations. We want every child to take pleasure in reading across a range of genres and have a strong motivation to read for a variety of purposes.

## Teaching and Learning

### Planning

The National Curriculum forms the basis of teaching and learning. Teachers work towards independent learning and plan for different working groups. Teachers employ a range of generic teaching strategies. Teachers use the National Curriculum as a starting point for creating their medium term literacy plans. These medium term plans / curriculum organisers follow the five key aspects of Literacy teaching: familiarisation with the genre and text type; planning ideas; teacher demonstration; teacher scribing through supported and shared writing and finally, independent writing to create a teaching sequence. This is used as a basis for short term planning and adapted according to the needs of the children. Teachers plan closely with year group colleagues to ensure consistency of opportunity for all children. Clear aims / objectives are set for each session and are shared with pupils. Teachers differentiate according to the needs of the pupils and use intervention programmes for targeted support. (\*see intervention map / SEND provision map). Literacy is encouraged and developed across our curriculum and links are made where appropriate. Additional adults are used to support the teaching of Literacy. They work under the guidance of the teacher with small groups of children or individuals.

## **Inclusion**

All children receive high quality literacy teaching on a daily basis. We aim to differentiate our practice in all aspects of Literacy teaching in order to meet the individual needs of children and activities are differentiated accordingly. In addition, where identified pupils are considered to require targeted support to enable them to work towards age appropriate objectives, intervention programmes will be implemented designed to ensure that children with identified gaps in their learning are able to close those gaps. Teachers and teaching assistants monitor the progress of pupils.

The needs of children with special educational needs or disabilities will be met through ensuring that resources are provided to enable them to learn in the best possible way. This may include the use of ICT or an adult supporting them.

Pupils that are more able are extended and challenged in lessons. We provide a range of enrichment activities to further extend learning.

## **English as an Additional Language**

We recognise that children developing English as an additional language (EAL) often have considerable language experience, although not necessarily in English. The needs of children with English as an additional language will be met through rigorous planning.

We support EAL readers by providing a wide range of materials and activities that build on children's existing knowledge and experience as readers and writers, including books in relevant community languages and ICT resources. We aim to provide a range of materials in some of the home languages of the children in the school.

Writers developing English as an additional language must be encouraged as follows:

- Permitted to write in their first language as well as English, especially newly-arrived children who are literate in their first language.
- Be supported by classmates including other bilingual writers, staff and family helpers
- Have access to stories in different languages, bilingual dictionaries and, if confidently literate in their first language, an electronic translation dictionary.
- Have access to a range of visual aids, eg videos, pictures, illustrated word banks, charts and diagrams.
- Have access to ICT aids eg English Romanian electronic dictionary, Talking books, IWB, online activities

Provision for recently arrived beginners in English:

In KS1 and KS2 very early EAL children have weekly support sessions to accelerate acquisition of spoken English. Language Support Assistants are deployed in Early Years and across the school as and when necessary. Intervention for early learners of English is implemented for identified children. This is supported by our equal opportunities policy.

## **Assessment, Recording and Reporting**

Assessments are made in line with the school assessment policy.

Teachers use effective assessment for learning to ensure planning is based on prior attainment, closing gaps in learning and that pupils know what they need to do to achieve the next steps. Group or individual targets are set accordingly. Marking is in line with the school marking and feedback policy.

Analysis of assessment data is used to set targets and is regularly reviewed. Where applicable, school issues are addressed through targets linked to Appraisal.

Children are informed of their own targets for learning and supported to make progress towards them. Children are also involved in setting their own steps to success and encouraged to review their progress towards these through self, peer and teacher assessment. Staff use writing and reading assessment criteria to assess work and set future targets. (See Assessment Policy)

The teacher keeps records that enable them to deliver an effective, creative and relevant curriculum that builds on prior attainment and meets the needs of all pupils.

### **Staff Development**

Teachers are expected to keep up to date with subject knowledge and use current materials that are available in school, online or from training sessions. Staff are also sent on local and national training.

Training needs are identified as a result of whole school monitoring and evaluation, performance management and through induction programmes. These will be reflected in the School Development Plan. The English co-ordinator will arrange for relevant advice and information, such as feedback from courses or newsletters, to be disseminated. Where necessary, the English co-ordinator lead or organise school based training. Additional adults who are involved with intervention programmes will receive appropriate training that may be school based or part of central training.

### **Monitoring and Evaluation**

SLT continues to monitor English. Having identified priorities, SLT and the English Co-ordinator construct an action plan that forms part of the School Improvement Plan. This forms the basis for any monitoring activities and will clearly identify when, who and what is to be monitored and how this will take place e.g. classroom observation, planning scrutiny, work sampling etc.

## **Appendix 1 - Reading**

### **Aims**

- For pupils to become confident, competent and fluent readers.
- Phonics should be taught as one of a number of approaches in the teaching of early reading.
- To ensure that reading is given a high priority within the classroom environment
- For pupils to foster a love of books and enjoy reading for pleasure.
- To encourage pupils to read, analyse and evaluate a broad range of texts and reading material.
- To develop children's reading strategies in order to extend their full range of reading skills (comprehension, predicting, summarising, informing) as the children move through the key stages
- To teach children to make informed choices about the reading material they select.
- To ensure that the provision of reading material within the school provides equal opportunities for all pupils. These need to reflect children's linguistic and cultural backgrounds.
- To encourage parents to be partners through the home reading scheme.
- To read to children at least once a day using a wide range of literature in Foundation Stage and KS1, and approximately 3 times weekly in KS2.
- To provide opportunities for pupils to read and undertake reading activities through individual, shared, group and class situations.
- To assess and monitor each child's reading in order to plan for their individual needs.

### **Organisation and Practice**

- Daily guided reading lessons.
- Teachers hear children read in both shared and individual context on a regular basis, in EY, KS1 and KS2.
- Guided reading texts are chosen to match the ability of the group but still provide an element of challenge.
- Guided reading provides a forum for pupils to demonstrate what they have learned about reading; the focus for the reading is concerned with extending strategies/objectives taught.
- Teachers discuss progress with individual pupils on a regular basis.
- Pupils who are working below age appropriate objectives are supported through intervention programmes.
- Children must be given the opportunity to choose their own books with the teacher's guidance. The child's choice of books will be carefully monitored by the child, teacher and parent.
- Whenever possible IT software must be used to extend pupil's reading experiences
- Teachers read regularly, in planned slots, to their classes, to foster and inspire interest in a love of books in the children, and to motivate them to borrow from the class library.
- Reading at home is regarded as an important part of reading development. Parents are encouraged to hear their children read regularly and respond to their child's reading through Home-School Link Books (EY & KS1).
- All teachers are responsible for providing a stimulating reading environment, promoting book ownership and recommending books to pupils. Classroom and central displays are language rich and special displays promote authors and books.
- All classrooms have a well-stocked book area with a range of fiction and non-fiction. Pupils also have opportunities to read magazines, information leaflets and ICT texts. The school library is an important resource and pupils are taught how to use it appropriately.
- Planning for guided reading is based on the reading content domains. Teachers scaffold questions to support children in developing vocabulary and progressing to tackling retrieval and inference questions.

### **Book Corners**

- All classrooms must have a book area which is comfortable, welcoming and attractive.
- The reading corner must be organised and clearly labelled wherever possible so that the children can easily find appropriate reading material and encourage interest in the reading material.

### **School Library.**

The library is overseen by the English Coordinator. Classes are invited to visit the library half termly. Children can borrow books for reading for pleasure. In addition, storytime sessions are delivered during these sessions and members of SLT are often invited to visit these sessions to read to the children.

### **Reading Material**

- Each year group has an extensive class collection of books.
- Class reading material also includes a range of fiction and non-fiction texts.
- The range of reading material may also include: newspapers, comics, information leaflets, brochures.
- All guided reading books have been banded according to National Curriculum levels.
- All Early Years and KS1 classes have book sets that are used for home reading and are regularly sent home.

### **Resources**

- Every class has a selection of reference books e.g. dictionaries, thesaurus etc. and a class library.
- Year 6 shares whole class collection of etymological dictionaries.
- Oxford Reading Tree – Biff & Chip, Floppy’s Phonics, Traditional Tales
- Collins Big Cat
- Rigby Star Guided Reading Packs
- Pearson’s Bug Club
- Songbird Phonics
- Extensive range of Guided reading books which are kept in a central classroom / mezzanine. All books are banded according to the National Curriculum colour codes.
- All classes have a range of fiction and non-fiction books in class libraries
- The school library contains an extensive up to date range of fiction and non-fiction books
- Headstart

## **Appendix 2 - Writing**

### **Aims**

Children should learn to:

- To write in different contexts and for different purposes and audiences
- To be increasingly aware of the conventions of writing, including grammar, punctuation and spelling relevant to their individual needs and ability levels.
- To plan draft and edit their writing to suit the purpose
- To form letters correctly, leading to a fluent joined cursive script which is legible, giving increasing regard to presentation
- To use Talk for writing (T4W) approach across the school to promote children's oracy and to provide extensive opportunities for oral rehearsal.

### **Entitlement**

Pupils have access to a wide range of writing opportunities that include:

- shared writing
- Big Writing
- independent writing
- writing different text types and narrative styles
- writing in different curriculum areas
- handwriting practice
- collaborative writing
- writing related to own experiences and enjoyment
- writing from a variety of stimuli
- planning, drafting, editing and presenting
- using ICT

### **Organisation and practice**

- Teachers must provide rich, varied and purposeful curriculum activities and experiences which will provide children with opportunities for writing. These must include role play, drama, bookmaking, as well as factual writing, diaries, letters, lists etc.
- Children must be given access to resources which support their independent writing
- Children are given opportunities to talk about, then plan, draft, revise and improve their writing (closing gaps and next steps).
- All classrooms must be equipped with alphabets, wordbooks and dictionaries and thesauruses as appropriate. Alphabets in foundation/Key Stage 1 classrooms must be placed at eye level.
- Displays and resources must be clearly labelled in a balance of school script and word processed captions and, where appropriate, in different community languages. The classroom environment must provide many examples of writing using a balance of the school script and word-processing. eg labels, lists, captions. These must be shared with children frequently.
- Children must be given the opportunity to use word processing software on the computer to develop their writing. This is particularly important for those children who find handwriting difficult and tiring.
- We use Pie Corbett's Talk for Writing (T4W) across the school: the model of imitation / immersion (EY/KS1), innovation and invention. KS2 children produce a '*have a go*' piece of writing before a starting a new genre/topic and, at the end of a topic they write an independent '*show what I know*' piece of writing that is assessed.
- We use 'Talk Partners' in class to encourage children to verbalise and structure their ideas.
- Children must be given time to complete their writing and appropriate space in which to work.

- Teachers must be actively engaged in modelling the process of writing through shared writing. The teaching of writing skills (communicating meaning, appropriate genre, punctuation, grammar, handwriting, spelling patterns) must be carefully planned and delivered explicitly.
- Children must have opportunities to write across the curriculum and in a variety of settings (individually, in pairs, various groupings, whole class, and for a range of purposes demanded across the curriculum).
- Children's writing is displayed prominently around the school in line with the teaching and learning policy.
- The Early Years and Foundation stage follow a creative approach to writing in the curriculum. This is developed through play and through structured writing lessons.
- Targets for children are to communicate meaning and simple sentences with some consistency with punctuating sentences. Children are encouraged to use their phonic knowledge to write regular words and make phonetically plausible attempts at more complex words. Children are encouraged to orally rehearse their sentences using T4W
- Subject-specific texts that link to work being undertaken in other areas should also be used in literacy lessons to support the wider curriculum.
- Teachers use shared writing to model the writing process. Shared reading and writing provide a context for discussion and demonstration of grammatical features at word level, sentence level and text level. Activities are differentiated through the use of writing frames, spelling banks, collaborative work and peer or adult support. Teachers encourage 'talk for writing' as an integral part of the process.

## **Resources**

Each class has a range of materials to support the writing process. Writing materials are kept accessible and organised and pupils are encouraged to take care of the equipment and return it to where it belongs. Each class also has a set of age appropriate dictionaries, thesaurus and word lists. Teachers use National Curriculum to support writing. These include:

Big Writing & Grammar for Writing

Talk for Writing materials

A 'washing line' to display shared writing.

## **Handwriting**

Aims are:

- To develop a legible, cursive and fluent style
- To appreciate the aesthetic qualities of handwriting
- To gain pleasure from presentation
- To ensure that a good standard of handwriting is used and maintained in all areas of the curriculum.

Children are taught handwriting from Foundation Stage and discrete handwriting sessions then help children to progress through three stages:

- Stage 1 – developing correct letter formation, posture and pencil grip
- Stage 2 – learning to join letters and developing a cursive style
- Stage 3 – to be increasingly able to make their first draft their best copy.

## **Organisation and practice**

- All children must be taught how to write the school print or the school cursive script as appropriate. From Year 2 the cursive script is taught to all children. Enlarged exemplar script-sheet is displayed in each classroom for staff and children; a copy is also sent to Years 3, 4, 5 and 6 parents and carers in September. In the Early Years and Key Stage 1 the separate

nature of each letter is taught first with the expectation that cursive writing will be developed by most children, at least, during Year 2.

- Handwriting books (with guidelines) are used for handwriting practice
- During handwriting practice teachers move around the room to monitor letter formation, pencil grip and posture.
- In Year 3 cursive handwriting is done 3 times weekly for ten minutes. In subsequent years twice a week may suffice. Only cursive handwriting must be accepted after the first term in year 3, although consideration must be given to the individual needs of a small group of children who may need longer to develop their cursive script.
- In Key Stage 1, handwriting is done daily (link to phonics sessions). In Early Years, provision is made for children to use a range of mark making equipment throughout the day eg painting, drawing, clay modelling. New KS2 arrivals to the country must be inducted into cursive rather than printed script.
- In KS1 and KS2 children must be reminded, before doing written work; eg "I expect this in your best handwriting."
- Left-handed children must be seated on the left-hand side of right-handed children.
- Teachers are expected to set a good example by writing neatly and in the school's handwriting script when marking children's work or writing on the board.
- Children who are not forming their letters correctly will be supported by the class teacher and/or support staff working in the class.
- Aims for handwriting lessons in KS2 must be handwriting aims – eg slant; correct join of e and r, etc.

#### **Children will be supported through:**

- Activities to develop their fine motor skills e.g. threading, weaving, peg boards, painting, playdough etc
- Activities to develop their gross motor skills where appropriate e.g. throwing and receiving
- Opportunities to practise letter patterns through art activities.
- Pencil Grips (see SENDCO)
- Intervention - small-group gap-closing handwriting / presentation sessions.

#### **Spelling**

Children are taught to spell words accurately by combining the use of grapheme-phoneme correspondence knowledge as the prime approach, and also morphological knowledge and etymological information.

Children are taught strategies enabling them to:

- Spell accurately and identify reasons for mis-spellings
- Proof-read their spelling
- Recognise and use word origins, families and roots to build their skills
- Use dictionaries, thesauruses and spell-checks.
- Looking for words within words
- Write words in context
- Practise letter patterns.
- Use phonic strategies when spelling
- Use the National Curriculum Spelling Lists (Appendix 1)
- SpellingShed (online programme)

Spellings will be taught in the context of the children's own writing, topic work, and in line with the scheme of work. Staff must take account of children's abilities ensuring that they build on success. There are regular, structured, teacher-led spelling lesson with whiteboards. Spelling is also taught by using games, puzzles and challenges, ICT spelling games and through shared writing. In Early years and KS1 there is a planned home-school spelling programme led by teaching assistants.

The majority of children are expected to spell words specified in the appendices of the National Curriculum by the end of each school year and/or key stage.

### **Grammar, Punctuation and Vocabulary**

Teachers should understand, teach and demonstrate in their everyday practice the formal conventions of Standard English language. They should emphasise their importance to meaning and effect. Teaching in all areas forms part of everyday English lessons, whether discrete or in active context, and should be developed across all areas of the wider curriculum. Grammar is taught systematically from EY onwards guided by year on year progression grid (see Pie Corbett's grammar progression grid). The Freya (Alex Quigley) model is used to develop vocabulary across the curriculum.

### **Assessment of Writing**

Teachers use assessment as an integral part of the teaching and learning process and link it clearly to learning objectives. They record and track each child's progress, showing analysis of achievement in relation to learning objectives and using this to set future targets. A programme of 'closing the gaps' is put in place by the teacher during the early morning programme and with support from the KS2 Language coordinator and the additional teachers, or experienced Teaching Assistants, who support the closing the gap process. They use a variety of formative assessment methods and constructive closing gaps / next steps marking strategies, involving children in their own assessment through explicit understanding of learning objectives and target-setting for personal improvement.

- Children do an independent piece of writing ('show what I know' writing) half termly from Year 1 – 6. This writing informs the assessment.
- Outcomes are discussed with teachers in Progress Meetings and support put in place, or curriculum for next half term adjusted, as appropriate.

## **Appendix 3 – Spoken Language (Speaking and Listening)**

### **Aims**

Children need to be able to:

- Communicate effectively, speaking with increasing confidence, clarity and fluency.
- Participate in discussions and debate in a variety of contexts.
- Listen with increasing concentration and understanding to the views, opinions and ideas of others with increased interest.
- Articulate ideas and thoughts clearly with appropriate tone and vocabulary recognising the audience.
- Respond to questions and express opinions appropriately.
- Retell stories and poems which are known by heart.
- Ask questions with increasing relevance and insight.
- Children talk in preparation for written work – this oral rehearsal is particularly vital for developing bilinguals, as well as being best practice for all children – we therefore teach writing through the Talk for Writing approach, for which all staff have had extensive and ongoing training.

### **Organisation and practice**

Pupils have access to a wide range of speaking and listening opportunities that include:

- Talking about their own experiences, recounting events
- Participating in discussion and debate
- Talk for Writing
- Paired talk
- Retelling stories and poems
- Expressing opinions and justifying ideas
- Listening to stories read aloud
- Presenting ideas to different audiences
- Choral recitation of poems in all Key Stages
- Taking part in school performances
- Responding to different kinds of texts
- Talking to visitors in school
- Listening to ideas and opinions of adults and peers
- Role-play and other drama activities across the curriculum.
- Use dramatic techniques, including work in role to explore ideas and texts
- Create, share and evaluate ideas and understanding through drama
- Bilingual stories and poems (Support and resources for bilingual learners are available).
- Watching professional drama performances through theatre visitors, poets, or through drama groups performing in the school.

### **Teaching and Learning**

Teachers provide a wide range of contexts for spoken language throughout the school day.

Teachers and other adults in school model speaking clearly. This includes clear diction, reasoned argument, using imaginative and challenging language and use of Standard English. Listening is modelled, as is the appropriate use of non-verbal communication, respecting the views of others. Teachers are also sensitive in encouraging the participation of retiring or reticent children.

Spoken Language outcomes are planned for in all areas of the curriculum. Roles are shared amongst pupils: sometimes a pupil will be the questioner, presenter, etc.

Learning takes place in a variety of situations and group settings. For example, these could include reading aloud as an individual, working collaboratively on an investigation, reporting findings as a newscaster, interviewing people as part of a research project, acting as a guide for a visitor to school or responding to a text in shared or guided reading.

Spoken Language is a focus across the curriculum and across the school day in a variety of settings.

Teachers have been trained to identify the speech and language needs of children who have difficulties in this aspect.

### **Reading aloud and reciting**

Opportunities should be made to allow all children to develop their confidence and ability to speak to a wider audience. Pupils are taught to read aloud, to recite poems and rhymes, and to perform from scripts. All children should have the opportunity to use these skills in a variety of settings, such as in front of a class, in an assembly (eg KS1 achievement assembly) or as part of a play or end of year performance.

### **Resources**

Earlier year group have access to appropriate materials.

Such as:

- visual aids to accompany stories and discussions
- puppets
- masks, costumes and other drama/role play props
- TV programmes
- ICT
- construction equipment
- posters, pictures etc
- books
- Online stories, poetry and music as well as
- Microphones and digital cameras for the children's own recordings

### **Environment**

Classrooms need to be organised to give opportunity to promote the development of communication skills throughout the school

The following areas may be established in order to promote talk

- role play areas such as hospitals and travel agents;
- a variety of interest tables to promote discussion;
- sand, water and craft areas;
- a main carpet discussion area;
- tables which are appropriately arranged to allow discussion and collaboration;
- Listening games;
- Listening area in EY and Year 1.

There are many games which can be played with the class or with groups which need little or no special equipment and which are often used in circle time to develop confidence in speaking and listening. These include:

- Chinese Whispers. A whispered sentence is passed around a circle of children. The aim is to pass the message back to the start with as few changes as possible!
- 'I Spy' this can be played using single sounds and then developed to include letter blends.
- 'Who am I?' Various games can be played with the children having to identify the voice of a speaker who they cannot see. This can be made more difficult if the children attempt to disguise their voices. Squeak, Piggy squeak is a variation of this game.
- The honey pot game. A child sits in the middle of a circle of children and is prevented from seeing in some way. Another child is selected to steal the honey pot from the middle child. The honey pot is a jar of beads which will rattle when moved. The middle child has to point in the direction of the sound as soon as it is heard.
- Tongue twisters. Traditional and made up by the class.

- Phonics games such as creating silly sentences and silly soup game around a certain sound. Alliteration game children finish the end/middle sound.
- Cumulative stories or rhymes such as:  
My grandmother went to market and she bought...  
In my suitcase I've got a... Each child recites the list and adds a new object.
- Comprehension activities when the children listen to a passage or story and then answer verbal questions. This can be in the form of a team or individual quiz.
- Whole class story. A story is begun by one child and then continued by each child in turn adding a section to the story.
- Ros Wilson's oracy resources are available electronically in every classroom – VCOP Games, Big Word Games and Big Spelling Games, as well as the Give Me Five oral-grammar games.

### **Circle Time**

This will involve the whole class speaking and listening to each other and should have clear guidelines about who is allowed to speak and when. Often an object is passed around by the teacher or the children themselves, to indicate who 'has the floor' at any time. It is often a time which is used to discuss important issues and to work on building self-esteem and good social skills.

Activities might include:

- Telling jokes
- Sharing news
- Singing songs
- Telling stories
- Talking about and sharing issues that concern members of the class
- Talking positively about members of the group
- Debating a contentious issue
- Discussing items of news or current affairs

### **Drama and role play**

Drama and role play can be a particularly effective way of developing a variety of speaking and listening skills. There are many different activities which could be used and these may vary according to the age of the children involved. They may include:-

- Hot seating
- Use of home corner/ imaginative play area
- Acting out familiar stories
- Telling stories using props eg puppets, felt-pictures, magnetic boards
- Using small world items to stimulate role play, eg play people, forest, farm set, dolls house
- Story boxes
- Hats and masks
- Drama from scripts
- Drama from children's own scripts
- Drama linked to topic
- Mime
- Frozen tableau eg scenes from familiar stories or from history/geography etc
- Conscience Alley
- Finger puppets

## **Appendix 4 – Phonics**

### **Aims**

Children should be able to:

- To ensure that the teaching of phonics is lively, interactive and investigative and that each lesson is clearly divided into sections showing the following features – Introduction, Revisit and Review, Teach, Practise, Apply, with assessment continuous throughout the sequence.
- To learn their phonemes through the “Jolly Phonics” approach linked to Letters and Sounds making learning fun and to consolidate and build on this with the Letters and Sounds programmes.
- Blend and segment sounds easily
- Learn that segmenting words into their constituent phonemes for spelling is the reverse of blending phonemes into words for reading
- To ensure that the teaching of phonics is lively, interactive and investigative.
- To encourage children to apply their phonic skills in all curriculum areas.
- Spell high frequency words correctly and the word lists for their particular year group.

### **Entitlement**

Pupils have access to a range of phonics opportunities that include at EY and KS1:

- Daily discrete phonics teaching
- Whole class teaching of specific spelling patterns
- Using phonics knowledge in real life contexts
- Applying skills in cross curricular contexts

Pupils have access to a range of phonics opportunities that include at KS2:

- Whole class teaching of specific spelling conventions and rules (phase 6)
- Discrete phonics teaching as part of an intervention group where gaps in phonological knowledge have been identified
- Using phonological knowledge in real life contexts
- Applying skills in cross curricular contexts

### **Teaching and Learning**

All teachers use multi-sensory phonics materials based on Letters and Sounds in EY and KS1. Learning takes place in a variety of situations and group settings. For example, these could include working independently to practise tricky/common exception words, using ICT; working collaboratively on an investigation and participating in short, focused whole class activities.

In Early Years and KS1 phonics lessons should be:

- Part of a broad and rich curriculum that engages children in a range of activities and experiences to develop their speaking and listening skills and phonological awareness
- Multi-sensory, encompassing simultaneous visual, auditory and kinaesthetic activities to enliven core learning
- Time-limited, such that the great majority of children should be confident readers by the end of Key Stage 1
- Systematic, and follows a carefully planned programme with fidelity, reinforcing and building on previous learning to secure children’s progress. (Using Letters & Sounds lesson framework)
- Taught discretely and daily at a brisk pace
- Have opportunities to reinforce and apply acquired phonic knowledge and skills across the curriculum and in such activities as shared and guided reading

The children’s progress in developing and applying their phonic knowledge is carefully assessed and monitored regularly.

### **Beginner readers should be taught:**

- grapheme–phoneme correspondences in a clearly defined, incremental sequence
- to apply the highly important skill of blending (synthesising) phonemes in the order in which they occur, all through a word, in order to read it
- to apply the skills of segmenting words into their constituent phonemes in order to spell
- that blending and segmenting are reversible processes

### **Organisation of Phonics**

Raynham implements the Letters and Sounds programme through the 6 structured phases. However, in Letters and Sounds, the phases are deliberately porous so that no children are held back or unduly pressured to move on before they are equipped to do so.

#### Nursery

The children have a discrete phonics teaching input once a week building up to daily short sessions, from teachers and practitioners. Nursery works towards having constant and enhanced activities within the environment for the children to access during independent learning. The activities have learning outcomes specifically planned from the Letters and Sounds Document.

#### Reception

In Reception have daily phonics lessons and are grouped according to the stage at which they have reached in the Letters and Sounds phase. We relate the Literacy development of the children to the objectives set out in the Early Learning Goals. We also assess the children in relation to the Foundation Stage Profile statements. The children's learning includes developing letter and sound recognition, word building and word recognition as part of their phonic, spelling and handwriting development. The activities have learning outcomes specifically planned from the Letters and Sounds document. There are also enhanced activities within the environment for the children to access during independent learning.

#### KS1

The children in KS1 are grouped according to the Letters and Sounds phase they are working in – ranging from phase 2 to phase 6. They are taught on a daily basis for 25 minutes. Extra intervention phonics sessions take place for Year 1 & 2 children.

#### KS2

Identified children in KS2 have phonics sessions as an intervention delivered by teachers and/or teaching assistants which is tracked and regularly assessed. Children are assessed regularly and this informs classroom practice in terms of closing phonics gaps.

There is a consistent use of games during phonics teaching to engage the children. These are modelled and played in phonics sessions, as well as being used for table top activities during guided reading and at other points in the day. These games should be easily accessible to children and can be modified to focus on a particular sound or skill.

### **Classroom Environment**

In Foundation Stage and KS1, classes have displays that are age-appropriate, concentrating on both sounds and key words that remind and encourage children to use their phonic knowledge. These visual prompts and cue cards aid children with independent phonic work.

### **Assessment and Monitoring**

Opportunities for assessment are identified in planning. There is phonics homework in Reception and to support children in KS1. At the end of each phase in Letters and Sounds children will be assessed on their progress and grouped accordingly. Children in Year 1 and (Year 2 support) are

periodically tested (see Assessment policy) using in-house tests which are then used to identify gaps and areas of focus for teaching lessons. In Year 1 the children are screened for phonics in the summer term.

Year 1 and children in Years 2, 3 and 4 who did not achieved the threshold mark in the past, who were disapplied, or who are new to the school, are subsequently tracked throughout the year and retested at the end of the year (see Assessment policy). The in-house check identifies gaps and shows progress in more detail than a simple score.

### **Resources**

Letters and Sounds

Giant Phonics

Jolly Phonics

Phonics Play

Weekly Spelling Lists (NC Appendix1)

All resources are stored centrally on the Curriculum Server

## Appendix 5 – Marking of written work in English

### English Marking – KS1

#### Big Writing

##### Week 1 ~Immersion / Imitation~ (Shorter writing piece / oral immersion)

- Evidence of the immersion into the language of the text – Use of photographs, pupil voice if relevant.
- Mark two or three spellings and address high frequency words.
- Address basic punctuation. Use 'Aim Met' stamp.
- Support group – provide oral feedback.

##### Week 2 ~Innovation~

- Use 'Aim Met' stamp and 'Next step' stamp
- In-depth marking – check HF / Keywords spellings, grammar and structure and content.
- Include 'Next Steps' question – this could be specific to the child's work or a generic next step that addresses wider gaps that other children in the class have. (Can be printed for a group or individual next step)
- Avoid comments such as 'You can use.....' Comment as a reader e.g. 'What a gripping story'.
- Use stickers.

##### Week 3 ~Invention~

- Use 'Aim Met' stamp.
- In-depth marking – check HF / Keywords spellings, grammar and structure and content.
- Include 'Next Steps' question – this could be specific to the child's work or a generic next step that addresses wider gaps that other children in the class have. (Can be printed for a group or individual next step)
- Pupil Voice / Self-Assessment– what that they have learned during the topic
- Children comment on what they need to do next. Use magic ingredients.

#### Phonics

- All light touch marking. Tick and use 'Aim Met' stamp.
- Peer marking if relevant.

#### Guided Reading

<b>Year 1</b>	<b>Year 2</b>
Monday – Comprehension, check, mark, stamp.	Mon – oral - no marking.
Tues – oral - no marking.	Wed – Comprehension - check, mark, and stamp.
Thurs – Independent oral task – no marking	Thurs – Independent oral task – no marking
Fri – Book questions - check, mark, stamp.	Fri – Book questions - check, mark, stamp.

KS1  use of ongoing assessment grid when guided reading with a group.

#### General Marking in English

- Grammar / phonics exercises  light touch marking.
- Planning (BME / Story mountain)  light touch

## English Marking – KS2

### Big Writing

#### Week 1 ~Imitation~

- Mark spellings and punctuation. Use 'Aim Met' stamp.
- Support group – provide oral feedback. Mark two or three spellings and address high frequency words. Check grammar and syntax.

#### Week 2 ~Innovation~

- Use 'Aim Met' and 'Next Steps' stamp.
- In-depth marking – check spellings, grammar and structure and content.
- Include 'Next Steps' question.
- Can be printed for a group or individual next step.
- Avoid comments such as 'You can use.....' Comment as a reader e.g. 'What a gripping story'.
- Use stickers.

#### Week 3 ~Invention ~

- Use 'Aim Met' stamp.
- Assess their writing
- Use Ros Wilson criteria when assessing.
- Give children a copy of the writing criteria (NC -see Scholarpack) for them to see gaps.
- Pupil Voice / Self-Assessment– what that they have learned after children have seen the grid (gaps). Children comment on what they need to do next. Use success criteria.

### Grammar

- All light touch marking. Tick and use 'Aim Met' stamp.
- Peer marking when possible.

### Guided Reading

- Monday – oral, no marking.
- Tuesday – oral , no marking.
- Wednesday- Friday – peer mark and T checks and stamps.

### General Marking in English

- PAVGO  light touch marking.
- Planning (BME / Storymountain)  light touch

## Appendix 6 - Some Characteristics of Effective Teaching and Learning of English

### Spoken Language

Children:

- Feel their ideas and opinions are valued
- Listen to verbal instructions which are clear
- Offer ideas and opinions which may differ from others
- Verbalise ideas in a variety of situations
- Ask and answer questions appropriately
- Think before they speak – given time to plan what they want to say
- Appreciate opinions of others
- Speak aloud with confidence for the appropriate audience
- Communicate collaboratively

Teachers:

- Plan for speaking and listening
- Speak clearly
- Listen
- Consider and evaluate oral outcomes
- Encourage discussion, debate and role play
- Value and build on pupils' contributions
- Understand how to develop skills progressively
- Use resources effectively
- Set realistic goals
- Use different approaches

### Reading

Children:

- Are motivated to read a variety of genres for a range of purposes
- Have access to a wide range of stimulating books
- Enjoy reading at their level
- Talk about reading and reading material
- Use a range of comprehension strategies to engage with text

Teachers:

- Offer a range of reading opportunities
- Encourage independence
- Read to children daily
- Teach the full range of reading strategies
- Understand the progression of skills in reading development
- Plan for shared and guided reading
- Monitor independent reading
- Promote reading for enjoyment and as a life skill
- Use reading in other subjects to consolidate skills
- Maintain home/school links

### Writing

Children:

- Take pride in their writing and know when different writing styles are appropriate
- Understand why they are writing
- Experiment and draft ideas
- Talk about what they are going to write (mentally rehearse)
- Are confident to share ideas with others
- Write for different audiences and purposes
- Use a variety of sentence types and structures
- Are taught note-making skills
- Plan effectively
- Use support materials effectively
- Use ICT as a tool

Teachers:

- Make clear links between reading and writing
- Offer a wide variety of writing opportunities, including handwriting practice
- Are confident in modelling the writing process
- Know key features of different text types and narrative styles
- Use modelling/scribing and supported composition
- Plan outcomes and clarify audience and purpose
- Provide equipment to allow children to achieve their best results
- Clearly outline objectives and targets
- Encourage children to self-correct and redraft work
- Identify and use cross curricular links
- Plan to use ICT in writing activities
- Provide prompts and scaffolds to support independence