

Selby Community Primary School
Talk 4 Writing School
English Policy

RATIONALE

English comprises the important skills of reading, writing, speaking and listening and drama. English has a pre-eminent place in education and society. At Selby Community Primary School English is central to the curriculum and the school's priorities for development.

AIM

- All children enjoy English, attain high standards and achieve in line or higher to their potential.
- To create an ethos and environment in which children can enjoy learning and reflect, improve and grow in confidence.
- To encourage positive attitudes through the enjoyment and appreciation of language in all its forms.
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistics conventions for reading, writing and spoken language.
- Develop the habit of reading widely and often, for both pleasure and information. Furthermore read easily, fluently and with good understanding.
- To enable our children to become confident, effective communicators equipped with the life skills necessary for living, learning and achieving in the wider world.
- To ensure equality of opportunity in language development for all children, taking account of the rich and culturally diverse society in which we live.

ROLES AND RESPONSIBILITIES

The Headteacher, Senior Leadership & Management Team will:

- Set high expectations and monitor and evaluate learning, teaching and progress towards targets every half term.
- Ensure there is a consistent whole school approach to learning and teaching in English in accordance with this policy.
- Keep parents, governors and all staff well informed of developments.
- Support the subject leader and individual teachers.
- Regularly review the development of English through the monitoring and evaluation of English Development Plan and Action Plan.

Governors will:

- Support the staff in implementing the school's policy and action plan for English.
- Be well informed about the attainment, achievement and progress of pupils in English and how standards and achievement compare to the national picture and schools in similar contexts.

- Be involved in monitoring and reviewing progress on the development of English and planning further improvement.
- Hold the school to account over standards and achievement.

The English Subject Leader will:

- Lead by example, showing a thorough understanding of the subject.
- Offer support to teachers in areas of planning, teaching, learning and assessment.
- Work alongside the Headteacher to monitor and evaluate teaching, learning, attainment, achievement and progress of all groups of pupils.
- Identify training needs and plan and deliver training through Professional Development Meetings.
- Monitor resources, identify areas of need, prioritise and purchase within the allocated budget.

Teachers will:

- Set high expectations of themselves and the children.
- Plan, teach and assess learning through a daily English lesson, additional target times, guided reading sessions and cross curricular opportunities.
- Plan provision to meet the learning needs of all children so they make good or better progress and achieve in line with their potential based on their prior attainment.
- Regularly mark work according to the school's Marking and presentation policy and use this to identify individual and more general gaps in learning.
- Allow the opportunity to follow up and edit based on the marking and targets.
- Monitor and keep a record of pupil progress through the cold, innovate and invent (hot task) pieces of writing.
- Monitor and keep a record of writing assessments (termly into their blue folders) and adapt teaching and learning to support findings.
- Work with the Leader for inclusion to ensure that pupils with special educational needs and other vulnerable groups such as pupils with EAL, Travellers and Looked After children participate fully in the English lesson and have access to other provision as is necessary so that they make good progress and achieve well.
- Maintain an up to date 'Working wall' with resources that model, support and extend learning linked to the current unit of teaching and display more permanent resources that pupils will need throughout most units of work.
- Teach spellings explicitly.
- Communicate with parents of the learning taking place in English and support parents and carers on how they can support the children at home.

Support staff will:

- Set high expectations of themselves and the children.
- Have good subject knowledge in preparation for sessions.
- Have a clear understanding of their role in lessons, reading sessions and intervention sessions.

- Understand the specific learning before each lesson and intervention session, particularly for the child/children they are focussing on and communicate these to the children clearly.
- Where appropriate prepare resources to support the steps to successfully understanding the learning in each session.
- Communicate progress the children have made in the session to the class teacher. Record in books where children have been successful and what they need to focus on next.
- Undertake where possible continued professional development for learning and teaching in English.

Parent/Carers will:

- Be encouraged to develop positive attitudes to English and actively support their children.
- Be well informed of their children's attainment, progress and achievement through annual reports and termly parent's evenings and opportunities to watch lessons.

PLANNING, TEACHING & LEARNING

Speaking and Listening

Objectives

To speak confidently and clearly whilst considering the needs of the listener.

To join in with discussions.

To listen to what others have to say and remember the main points.

To use language in an imaginative way and express their ideas and feelings.

To speak in a range of contexts and be able to adapt what they say and how they say it depending on audience and purpose.

To respond appropriately to others, thinking about what has been said and the language used.

Guidance

- Identifying opportunities for speaking and listening in planning and maximising cross-curricular links.
- Providing opportunities to use drama, improvisation and performance (e.g. hot seating, freeze frame, puppets, debates)
- Providing real life situations to apply their speaking and listening skills e.g. class assemblies, visitors invited into school to share their knowledge and expertise.
- Using talk partners to generate and share ideas in small groups.

READING

Objectives

- To promote a love of reading.

- To enable each child to read at an appropriate level of fluency, accuracy and comprehension, supported by good quality reading resources.
- To enable children to create a full range of reading cues to monitor their reading and correct their own mistakes.
- To enable children to understand the phonic and spelling system and use this to read and spell accurately.
- To foster an interest in words and their meanings and enable children to develop a growing vocabulary.
- To teach a suitable technical vocabulary through which pupils can question, interrogate, investigate, understand and discuss their reading.
- To enable children through reading, to develop their own powers of imagination, inventiveness and critical awareness.
- To develop reading skills across the whole curriculum.

Guidance

- Each pupil will be engaged in meaningful reading activities every day.
- Each pupil will receive at least four good quality reading sessions each week.
- All staff must have a good knowledge of their text/ book prior to the session.
- All reading sessions will be planned for and have a key assessment focus
- Staff are to plan questions which will develop all key areas of being able to read as a reader: e.g comprehension, inference and deduction.
- Each guided reading session will include an emphasis on phonological awareness and comprehension skills.
- Children in foundation stage will be heard individually once a week.
- In both Nursery and Reception children must have access to a variety of reading books inside and outside. Activities are set up to include books to help and inspire children's learning.
- Work completed in reading sessions is to be in a separate book.
- Each pupil will have their individual reading book changed at least once a week and wherever possible heard read individually by an adult.
- Children will be read to daily by an adult for 10 minutes a text which is at a higher level.
- All children are to have a silent reading session once a week to encourage enthusiasm passion, fluency and concentration.
- All lessons are to start with a short text based on that lesson.
- Pupils are encouraged to read out loud as often as possible.

Assessment of reading

- Half termly and termly reading tests are to be completed from Year 1 to Year 6
- All teachers are to assess children each term against the age related expectations.
- All children in EYFS are assessed against the reading strand of the EYFS profile and will have built a portfolio of evidence to say what age stage they are 30-50 months or 40-60 months and whether they are either beginning, developing or secure in whichever age stage they have chosen. The age stages change to the Early Learning goal at the end of Reception and they will decide whether they are emerging, expected or exceeded at the reading ELG
- Half termly reading results to be put on the rising stars grid on the staff server.
- End of term assessments are transferred onto O track. www.otrack.co.uk

WRITING

Objectives

- To give children frequent opportunities to write in different contexts across the curriculum and for a variety of meaningful **purposes** and **audiences**.
- To encourage children to see writing as interesting, useful, challenging and rewarding.
- To ensure that the range of writing activities creates an appropriate and adequate opportunity for the introduction and practise of handwriting, spelling, punctuation and composition.
- To give children the opportunities to plan, draft, revise, edit and present their writing with increasing regard for appropriate organisation and structure.
- To enable children to develop fluent and legible handwriting.
- To teach children a suitable technical vocabulary through which to understand and discuss their writing.
- Children use and understand the correct terminology in regards to grammar and punctuation.

Guidance

- Children are taught through the 'Pie Corbett' - Imitate, Innovate, Invent and Apply sequence.
- Each child will imitate a fiction and non-fiction text each half term.
- Y2 to Y6 children will cover every non-fiction text in each year group at the correct level.
- All children are to write daily.
- All English lessons are to start with a jump start activity.
- All imitated texts and story maps are recorded into children's writing book.
- All writing is to be marked - see marking policy.
- All children have the opportunity to edit their work based on the marking and feedback.
- A piece of writing termly is placed into the children's blue folders.
- Children are provided with frequent opportunities to observe modelled writing by the teacher.
- All children are provided with frequent opportunities to participate in shared writing.
- All children have the opportunity to participate in short burst writing.
- Classrooms are to have a word 'display' which supports their extending vocabulary and is used regularly in all lesson. These are to be contributed by staff and children.
- The 'Working wall is used to support children's writing in each classroom.
- Magpie books are to allow children to record vocabulary/synonyms that they have borrowed and will want to use at a further date.
- Writers tool kits are to record the language and layout features of non-fiction texts plus tool kits for the different fiction genres e.g. suspense.

Phonics

EARLY STAGES

- Starting in the Foundation Stage and going up to Y2 all children must be systematically taught phonics using the Sounds Write programme. This will be a 30 minute session a day.
- As much as possible the developing phonological knowledge needs to be applied in contexts outside this discrete time.
- Children are taught write the word at the same time as reading.

Spellings

- Spellings are to be taught daily and ensured these are applied.
- All Children are to be taught their year groups word list.
- Children are to be taught their year groups spelling patterns.
- Sounds write for children where extra support is required.

Handwriting

- All children in FS are taught to hold a pencil correctly and form all letters correctly.
- All children from Year one onwards are taught to use the cursive handwriting script. All letters start from the same entry point on the line and the pencil should not leave the page for each word.
- From year 2 children are expected to join up their writing.
- All staff should model the handwriting cursive script when they write for any purpose within the classroom.
- All children should be expected to write in this style of handwriting whenever they write, in all subjects.

Presentation of writing

- Leave the top line empty.
- Write the date in full
- Leave a line between the date and learning objective/title.
- Write the learning objective/title.
- Any mistakes should have a single horizontal line put through them.
- Rule off after the teacher's comment.
- Start the next piece of work directly underneath.

Planning

Planning ensures work is matched to the needs of the class/year groups age related expectations. Planning recognises the three key stages of Talk 4 Writing - Imitate, innovate and invent.

The daily English lesson

The daily English lesson will include:

- A jump start activity.
- An aspect of Imitate, innovate or Invent:
 - Imitate - familiarisation - retelling a story until it can be told fluently.
Multi sensory approach made memorable.
 - Innovate - adapting a well known tale.
Substitution, addition, alteration, changes of view point and altering the basic story pattern.
 - Invent - creating your own new story.
Building up a story - drawing, drama, images, video, firsthand experience, location, quality reading etc
- Reading/writing texts that are linked to real life contexts and other curricular areas wherever possible e.g. using real information leaflets.
- Modelled writing where the class teacher models the techniques used to write a text or shared writing where the class and teacher compose a text.
- A wide range of effective questioning to challenge, probe and extend children's understanding and learning.
- Guided writing sessions should be used to meet specific objectives for individuals or groups.
- Opportunities to reflect and edit their work whilst drafting - teachers gauge when these times are best.
- Opportunity to act on marking.
- In years 1 - 6 teaching will take place as a daily lesson but in Foundation Stage elements may be taught throughout the day.

Assessment of writing

- Writing is continuously assessed by class teacher and as a result planning and teaching changes to meet the needs of the children.
- A formal assessment of writing is made at the end of each term based on age related expectations.
- Children are assessed on a wide range of genres (both fiction and non-fiction) throughout the year. It is essential that all children have a balance of both fiction and non-fiction and the genres in these.
- Writing is moderated within and across year groups every term to ensure assessment is accurate.
- End of term assessments are transferred onto otrack.

Homework

Children are encouraged to read regularly at home.

Naomi Smales

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