



Packmoor

Ormiston Academy

English Policy

Date adopted: 01/04/20 Next review date: 01/04/2023

Packmoor Ormiston Academy English Policy

April 2020 – April 2023

Aim:

At Packmoor Ormiston Academy we firmly believe that English is a significant life skill and that the development of strong learning foundations will enable our children to communicate, read and write confidently throughout their school career and on into adult life. We believe that it is important to foster an enthusiasm for, and appreciation of, the different strands of English in a cross-curricular and real-life sense at all stages throughout the school.

Reading

Rationale

Language and Literacy are central to our ability to understand, interpret, and communicate about the world and with each other. Reading is a thoughtful process which requires the reader to contribute his or her own experiences and thoughts to the comprehension of the written word. The ability to read is fundamental to many aspects of life, and is central to developing understanding in a wide range of areas of the curriculum. As print occurs all around, it is important to think of reading in a wider context than only books.

Aims

We aim for children at Packmoor to:

- Become fluent, confident, readers.
- Read with enjoyment.
- Read and respond to a wide range of different types of literature.
- Understand the layout and how to use different types of books.
- Understand the sound and spelling system, and use this to decode words with increasing accuracy.
- Be able to read aloud with expression and clarity.
- Understand and respond to literature drawn from the English literary heritage and from other cultures.

Continuity and Progression

In the Foundation Stage children should be given opportunities to be immersed in an environment rich in print and possibilities for communication. They use communication, language and literacy in every part of the curriculum, and they are given opportunities to speak and listen and represent ideas in their activities. Early English skills in EYFS and KS1 are learnt through developing work on speaking and listening, early reading and phonics.

Systematic and high quality phonics learning (RWI) takes place daily in FS & KS1 and into KS2 when needed. We believe that this programme of learning will equip our children with a range of decoding skills by the time they leave KS1, in addition to giving them a good grounding in spelling. This is built upon with our KS2 spelling scheme (Spelling Shed). All children are heard read regularly during a 1:1 session at KS1 and are placed on an appropriate

book-banded reading level according to their reading fluency, decoding skills and comprehension. Individual reading to an adult occurs where necessary. All children read on a daily basis using the Read, Write, Inc Programme and 1:1 sessions take place as required. All children read as part of their Guided Reading session. This practises skills acquired during the RWI lesson.

In Key Stage Two, children read a range of texts and respond to different layers of meaning in them. They explore the use of language in literary and non-literary texts and learn how the structure of language works. Individual reading to an adult also takes place at KS2 where necessary although this is progressively supplanted by personal unsupported reading, as the child progresses. In Key Stage Two, all children access and read a book linked to the Accelerated read programme. This Accelerated Reader book is determined based on a child's ZPD level and should be read both in school and at home.

Approaches to Teaching

The teaching and learning of reading will run across the entire curriculum. At Packmoor, we aim to provide a rich reading environment to develop the children's skills in reading. Teaching strategies aim to enhance children's motivation and involvement in reading and to develop their skills through the following:

- Reading with other children
- Reading with an adult
- Shared Reading
- Whole class Guided Reading
- Reading aloud
- Independent reading and reading for enjoyment and pleasure
- Questioning, investigations, debates
- Building phonic skills
- Developing vocabulary
- Understanding of sentence structure and punctuation
- Comprehension, inference and implication
- Ability to skim
- Learning the structure of different genres
- Developing an idea of an audience
- Reading and interpreting dictionaries, index, glossary, contents
- Developing critical skills
- Performance of poetry, song etc

Organisation and opportunities for reading

Reading will be taught in and out of English lessons to mixed ability class groups and to ability groups.

In guided reading time, your child will be taught the key reading skills, including inferring key information, retrieving key facts and details and understanding word meaning and vocabulary. Over the course of a week, your child will be taught the key skill, have to chance to practise and embed the skill before finally having the opportunity to apply that skill in a sustained read. During this guided reading sessions, your child will also develop their reading

speed, as well as fluency through activities such as repeated reading and jump in. In Key Stage 2, all children are exposed to the same level of text and the same reading skills.

Children will always have easy access to quality reading books in our school library and reading areas within each key phase and classroom.

Children will access appropriate reading books using our Accelerated Reader programme and with teacher and teaching assistant support, locate books relevant to them within our library. Children read their Accelerated Read book on a regular basis and complete tests frequently linked to the text that they have just read. Teachers monitor the children's progress throughout the term, ensuring that they are accessing the correct levelled text.

Assessment

At Packmoor, reading assessment is an ongoing process which aims to identify pupil's next steps in learning. Assessment is measured against age related expectations as outlined in the 2014 English national curriculum.

Moderation of reading assessments occurs on a regular basis which is monitored by the senior leadership team.

Termly PiXL assessments are completed and the children are given a standardised score. The level that your child is working at is shared as part of the end of term report in the form of Working Towards (WT), Expected (EXP) or Greater Depth (GD).

Inclusion

Pupils targeting a specific challenge in reading, will be further supported in their progress through a personal pupil passport, and monitored by the class teacher and Special Educational Needs coordinator. Intervention strategies will be put in place according to the child's needs and ability level. Resources will be readily available to aid the development of all children in their reading.

Writing

Rationale

English skills are essential to our ability to understand, interpret and communicate about the world and with each other. Writing is the ability to effectively communicate ideas, information and opinions through the printed word, in a wide range of contexts. It offers the opportunity to store information for later retrieval, to interact with others, to reflect and to express ideas creatively. Skilled writers understand the characteristics of writing's many forms, and are able to adapt their style to suit a wide range of audiences and purposes. We aim to equip children with the skills necessary to do this throughout the curriculum.

Aims

We aim for children at Packmoor to:

- Write with confidence, clarity and imagination

- Understand how to write in a range of genres for fiction, non-fiction and poetry using structures as agreed by all staff to ensure whole school consistency
- Experience a wide range of stimuli in order to produce meaningful and purposeful writing
- Plan, draft, revise and edit, and sometimes publish their own writing and to learn how to critically and constructively appraise and assess writing.
- Develop a secure knowledge of a variety of sentence structures
- Develop their imagination, creativity and vocabulary through writing
- Develop a fluid, cursive handwriting style (see handwriting policy)

Continuity and progression

In the Foundation Stage children should be given opportunities to speak and listen and to represent ideas in their activities, to use communication, language and literacy in all areas of the curriculum, and to become immersed in an environment rich in print and possibilities for communication.

In Key Stage One, children should learn to speak confidently and listen to what others have to say. They should begin to read and write independently and with enthusiasm. They should use language to explore their own experiences and imaginary worlds.

In Key Stage Two, children should learn to change the way they speak and write to suit different situations, purposes and audiences. They should explore the use of language in literary and non-literary texts, and learn how language is structured.

Approaches to Teaching

At Packmoor, we believe that a whole school approach to the teaching of writing is vital to long term, sustained success. English lessons are planned directly from the 2014 English national curriculum. Teaching strategies from foundation stage through to year 6 are based around a progressive structure, enabling children to build on their skills from year to year.

The teaching of writing is predominantly through English lessons; however it will cross over into other curriculum areas where appropriate. As of Summer 2019, we adopted the Power of Reading programme across the whole school. This is a programme that encompasses all elements of the English lesson, including speaking and listening, drama, reading and writing. The purpose behind the programme is based upon a key text, which predominantly links in with the current topic. Each unit of work within the Power of Reading, runs for 2-3 weeks and provides the children with many opportunities to master the key English skills. The Power of Reading texts are age appropriate, and used to engage and enthral the children.

Teaching styles and strategies aim to motivate and engage children through:

- Wow starters to a topic – experiential, quality books, real life situations, displays, gender appropriate
- Interaction, communication and discussion about writing
- Modelling quality writing
- Editing writing which refines or extends ideas
- Ensuring activities cater for all types of learners
- Quality writing on display throughout the whole school

- Learning award, which is celebrated during our weekly achievement assembly

Organisation and opportunities for writing

Writing will be taught during English sessions to class groups, and in some cases to year group classes grouped by ability. In guided writing time, it will be taught to smaller ability groups.

Many writing opportunities arise in other areas of the curriculum, and it will be taught where relevant as part of other curriculum subjects and children will be encouraged to apply their writing skills across the curriculum.

Children will experience:

Shared writing - the teacher models new skills, discusses different genres of writing adding actions to help learn different non-fiction text types, extends creative ideas, verbally rehearses writing.

Independent writing – children have the opportunity to practise the skills they have been learning through shared and guided writing in our assessed write. An assessed write takes place 6 times over the academic year, with 3 cold tasks and 3 warm tasks being completed. A cold task is completely independent, where a child has to showcase their knowledge and understanding of a genre previously learnt. A warm write, allows the class to build up to the write over a week: looking at the genre, the different GPS elements and finally the structure before writing independently at the end of the week.

Handwriting:

Handwriting is taught as a discreet subject from Nursery onward with all staff ensuring that a weekly handwriting session is timetabled in to practise the cursive and pre- cursive approach. From Nursery through to Key Stage 1, the children are encouraged to use the pre-cursive approach as part of the RWI programme, this is then followed through in modelling from the teachers.

In Key Stage 1, the teacher models the pre-cursive approach to children, until they are ready to join the letters confidently. The children have formal handwriting books alongside tracing activities to master the pre-cursive letters.

In Key Stage 2, the children are encouraged to master the joined cursive approach, with the teacher modelling this at all times for the children to follow.

Once the children have mastered the cursive approach, they may apply for their pen license. This can be at any stage from Key Stage 1 onwards. Please note that your child needs to maintain a consistent, cursive handwriting script to keep their pen license.

Assessment

At Packmoor, writing assessment is an ongoing process which aims to identify children's next steps in learning. Assessment is measured against age related expectations as outlined in the 2014 English national curriculum.

Basic Skills

Children in key stage 1 and 2 will have a weekly skills session focusing on spelling, punctuation and grammar. Lessons are planned from the 2014 national curriculum and will follow the school's progressive SPaG document. Spelling lists for children to learn will be sent home on a weekly basis. These spelling lists can be practised and consolidated on Spelling Shed to encourage further practise.

Inclusion

Pupils targeting a specific challenge in writing, will be further supported in their progress through a personal pupil passport, and monitored by the class teacher and Special Educational Needs coordinator. Intervention strategies will be put in place according to the child's needs and ability level. Resources will be readily available to aid the development of all children in their writing.

(Policy updated April 2020)