



## **Appleton Primary School English Policy**

We believe that the development of literacy skills is central to a child's life. We are determined that every child will learn to read, as this is the most important gift that we can give to them. All of our children should read and write well by the time they leave primary school.

At Appleton Primary School, children read and write every day, using a variety of resources which stimulate interest in literacy. Their progress in all areas is carefully assessed and recorded. We engage with parents, sharing information on their child's progress as well as how they can help their children to improve. Our consistent, whole school approach, based on the latest research and best practice, encourages children to enjoy their literacy learning. We gather evidence to evaluate the quality of English teaching throughout the school using lesson observations, work scrutiny, reviews of planning and feedback from children and parents/carers. Lesson planning is always reflective and responsive.

### **Aims**

We aim to teach children to be confident and independent in their speaking, reading and writing; adapting their use of language to different circumstances to maximise its effectiveness:

- We aim for children to be confident writers, writing fiction and non-fiction for a range of purposes and producing work that is accurately spelled and punctuated.
- We expect children to be active in their learning, assimilating information and making use of it in their own work rather than merely gaining knowledge.
- To achieve this, children must understand the purpose of their work and the audience they are addressing.
- We aim to develop enthusiastic independent readers who possess perseverance and a willingness to read widely.
- We aim to enable children to read critically and with discrimination; developing the ability to make independent judgements, which they can support with evidence.
- We aim to develop our pupils' learning by developing an integrated approach, making explicit the relationship between reading, writing, speaking and listening.

### **Objectives for Speaking and Listening: teaching and learning**

Effective planning provides for a classroom where children feel sufficiently encouraged and secure to be able to express and explore their feelings, thoughts and emotions. Oral communication skills

are promoted from Foundation Stage using a rigorous and sequential approach, as a gateway to phonics and later reading and spelling skills. Opportunities for a range of speaking and listening activities are explicitly planned and taught to enable children to become powerful communicators.

Teachers facilitate this by:

- Helping to sustain what children are trying to say by showing an interest and modelling listening skills.
- Encouraging an exploratory use of language in all lessons, for example during shared writing.
- Being aware of a child's individual needs be they a hearing or speaking impairment, shyness or aggression.
- Prompting a wider, extended use of vocabulary and developing the ability to use language more precisely by playing games such as 20 Questions.
- Teaching children to adapt their use of language, varying use and register in relation to their purpose and audience.
- Planning for children to listen to spoken language in real contexts such as talks by visitors to the school, radio, television and film.
- Planning for children to take part in group discussions, debates, individual and group presentations.
- Encouraging expression and intonation when reading aloud, and also modelling this during reading to the class.
- Planning for the spoken language of others to be evaluated.
- Planning drama activities throughout the school, ranging from informal role-play to staged productions, supported by specialist drama teaching.
- Modelling spoken language in a variety of contexts, including Standard English.

### **Objectives for reading: teaching and learning**

We promote wider reading and reading for pleasure throughout the school. Teachers have established an atmosphere of enthusiasm for reading in their classrooms that encourages children to read widely for pleasure as well as study, with discrimination and judgement. Teachers facilitate this by:

- Providing interesting, up-to-date collections of reading books in every classroom, chosen to take account of the class' enthusiasms, to which children are allowed free access.
- Providing a fully stocked library, with librarian, which children are encouraged to run and use.
- Ensuring that teachers are up-to-date with authors, illustrators and new publications so that they can act as reading advocates.
- Introducing Foundation Stage children to a range of decodable books, but also giving them access to a range of texts and high quality picture books.
- Inviting a range of authors and illustrators to the school to share their work with the children, to increase enthusiasm for reading.

- Using local amenities, such as the Story Museum, to inspire and engage readers.
- Promoting reading through our Patron of Reading, award-winning author/illustrator Mini Grey.
- Introducing children to wide-ranging texts including fiction, non-fiction and poetry from our own and other cultures and traditions.
- Teaching children a range of strategies to enable them to read unfamiliar texts. This will include consistent high quality systematic phonic teaching from Foundation Stage.
- Using Shared Reading time to model reading and make explicit these reading strategies using Big Books or Interactive White Boards, as well as giving children to opportunity to enjoy a story which they might not yet be able to decode independently.
- Teaching children to understand the textual and literary features of different genre and text types and to investigate the layers of meaning in a text during Shared and Guided Reading sessions.
- Giving children opportunities to read for information in purposeful contexts.
- Giving children opportunities to explore the meaning of texts through drama and art activities.
- Providing opportunities for silent/quiet reading and/or informal shared reading during the week.
- Encouraging children to read a choice of longer texts, appropriate to age and reading ability, to increase reading stamina.
- Encouraging children to read at home to their parents and maintain a Home Reading Record until they are on 'free choice' books or the class teacher thinks it is appropriate.
- Making regular assessments of children's progress to ensure appropriate reading material and noting progress in Teaching Reading Records.
- Reading a range of high-quality texts to the children just for their enjoyment of being read to.

Children will follow the colour-coded reading scheme; with the Foundation Stage and Year One teacher choosing texts for the children and thereafter the children learning to choose their own books, in accordance with the colour-coding, receiving help from their class teacher if necessary. At Stage 12, books are not colour-coded and children select their own books.

<b>Colour</b>	<b>Category</b>
Red	Picture Books Caption books Introductory readers
Yellow	
White	
Dark blue Pink Brown Green Grey Orange Black Cream	Developing readers

During Foundation Induction meetings, new parents will be advised as to the most effective ways of encouraging reading and of conducting a reading session with their children e.g. what to do when your child encounters an unknown word. For example, using picture clues, sounding it out, looking for a little word inside a big word, reading to the end of the sentence and then going back to the unknown word. Parents are also supported with help on how to use the reading records effectively.

### **Objectives for Writing: teaching and learning**

The classroom environment should encourage enthusiastic writing with a clear purpose and a real audience. Real world situations mean that the writing matters, and this encourages children to invest in their writing. Teachers facilitate this by:

- Planning exciting opportunities to write for a range of purposes: e.g. to communicate to others, create imaginary worlds, to explore and describe experience, organise and explain information, imagine and explore feelings and ideas, use language creatively to engage the reader, to persuade.
- Planning opportunities to write fiction, non-fiction and poetry in a variety of forms, e.g. narrative, letters, poems, notes. The children will have learnt the main features of those forms through the investigation of examples of specific genre and where appropriate, a Talk for Writing approach.
- Teaching children how to write fluently and accurately, understanding how to use the main rules and convention of written Standard English, by modelling how writers talk and think.
- Teaching children how to plan their writing and how to transfer information from plans to their work successfully.
- Teaching children to write with vitality and style by giving them opportunities to expand and rearrange sentences, play with words and create adventurous word-images for fun.
- Teaching children to edit, revise and redraft through modelling and direct teaching, in order to improve and develop content, style and accuracy.
- Planning opportunities for children to evaluate their own writing and that of their peers in order to make improvements.
- Teaching children to choose form and content appropriate for the given purpose and audience.
- Planning for children to write on paper and computer screen, using different formats and layouts.
- Planning drama activities as a means of developing writing.
- Assessing children's writing regularly and setting short-term targets for improvement, which are shared with the children and parents/carers.
- Giving children effective evaluative comments when marking their work, following our marking and feedback scheme, as well as the time to digest and discuss these comments.
- Allowing children to self-evaluate their writing, so that they can improve and edit it.
- Using a range of marking techniques to engage children in assessment.

- All children will have the opportunity to craft extended pieces of writing, appropriate to their age group, both to increase writing stamina and to explore a genre more deeply.
- Planning exciting, whole school activities to use as a writing stimulus (e.g. a dragon nesting on the back field)
- Sharing and celebrating children's writing achievements.

## **Drama**

Drama involves re-enactment, communication and sharing. As an educational tool it allows children to formulate an understanding of the world around them and provides them with an opportunity to explore their own feelings and conflicts from a safe distance.

Drama:

- Builds self-confidence
- Develops the ability to interact positively and creatively with others
- Improves verbal and language skills
- Develops listening skills
- Creates a sense of "group"
- Creates an awareness of the immediate and wider world around them

As such, it is a valuable way to develop the creative skills of storytelling in children as a pre-cursor to writing. Different contexts, roles, themes and conflicts will provide stimulus for different kinds of writing:

- Structured stories with characterisation
- Descriptive writing discussing feelings
- Character reviews
- Persuasive writing
- Discussion writing expressing points of view

Drama activities might include:

- Children in role improvising role-play in a given context e.g. explorers discovering a new creature in the jungle
- Reading play texts in groups and discussing a character or dilemma arising from their reading
- Performing a presentation of recent topic work in assembly
- Acting out traditional rhymes or action songs
- Performing a well-rehearsed play in costume on the stage in front of an audience
- Interpreting a scene from a story using sound effects created by the children
- Access to role play areas where children can take on a persona of their choice, for example a vet or a café owner

- Freeze-framing parts of a story, to discuss a character's feelings

## Computing

Computing is an important means of developing language use and will be used to support pupils' learning. Potential uses of computing could include:

- Children composing writing directly on the screen.
- Teaching children to use program tools to ensure accuracy of spelling and grammar.
- Teaching children to use a range of fonts and layout presentation features to ensure writing is suitable for audience and purpose.
- Children using computers to read for information.
- Using the interactive white board in whole class teaching to model and edit texts.
- Using a range of programs to aid the teaching of phonics, spelling, reading and writing, both on laptops and iPads.
- Allowing children access to apps which promote any aspect of literacy, such as *Hairy Letters* or *Puppet Pals*.
- Using collaborative storytelling games to inspire and encourage readers.
- Using word processing software to edit and improve writing.
- Using sound and video editing software alongside drama techniques to create real versions of advertisements, plays and persuasive texts.

## English Study

Pupils will be taught the following formal conventions of Standard English language use:

- To use spoken Standard English according to circumstance.
- How word order and choice are crucial to meaning and effect.
- The relevance of word origins, families and roots.
- Spell accurately and identify reasons for mis-spellings.
- Proof-reading their writing to check written accuracy using dictionaries, spell-checks and thesauruses.
- KS2 children to use "polishing" pens to correct their own work at the end of writing sessions, including independent writing.
- To write in sentences from entry into school, putting in appropriate punctuation.
- Develop legible joined handwriting, appropriate to purpose.
- Recognise the importance of clear and neat presentation.

More details of our approach to this area can be found in our Spelling, Punctuation, Grammar and Handwriting policy.

## **Assessment**

Teachers will use a range of informal, formal, standardized and statutory assessments to monitor pupil progress over the year. These will help teachers to set targets for groups and individuals, which are shared with the children involved. At key points in the year progress will be assessed against National Curriculum key performance indicators. These assessments will be moderated across the school, as well as with external colleagues where appropriate. Examples of work will be drawn from children's independent writing across the curriculum, from a variety of contexts. At the end of each year, children's achievement should be matched against expected attainment and targets set.

## **Cross-curricular Links**

Links are made to work being undertaken in other subjects, which will facilitate the application of skills across the curriculum. Writing in other lessons is expected to be at the same high standard as writing in English lessons. Therefore, teachers mark writing in other subjects (such as history or science) to the same standards.

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