

LEOMINSTER PRIMARY SCHOOL

ENGLISH POLICY AND GUIDELINES



All children have a statutory entitlement to access the Programmes of Study for English as set out in the National Curriculum. At Leominster Primary School, we strongly believe that children's mastery of the English language and their ability to read, write and communicate verbally, with confidence, enjoyment and proficiency is the cornerstone to success and enjoyment in all other areas of the curriculum, and indeed, their future lives. Our commitment to prioritise these vital life skills is reflected in our timetable, which provides:

For Key Stage 2:

- Daily hourly English lessons
- Additional 2 sessions each week dedicated to Sustained Writing
- 4 – 5 guided reading sessions each week, providing each child with the opportunity to work with their teacher in a small group, developing their reading fluency and comprehension
- 4 short sessions dedicated to discreet spelling, grammar, punctuation and handwriting skills

For Year 2:

- Daily hourly English lessons (including 2 which focus on Sustained Writing)
- Daily phonics session for all pupils still requiring mastery of the programme, including additional opportunities for developing grammar and punctuation skills (Those pupils who have reached expected levels in phonics will move to a daily ESPG session, focusing on their ability to apply skills and knowledge acquired to become fluent readers and increasingly accurate spellers)
- Weekly opportunity to learn and practise handwriting formation
- 4 – 5 guided reading sessions each week, providing each child with the opportunity to work with their teacher in a small group, developing their reading fluency and comprehension
- Daily 'story time' to promote reading for pleasure and to experience 'model reading' by an adult

For Year 1:

- Daily hourly English lessons (including 2 which focus on Sustained Writing)
- Daily phonics session
- Weekly opportunity to learn and practise handwriting formation
- Two whole class guided reading sessions, which will increase throughout the year, if relevant
- Daily 'story time' to promote reading for pleasure and to experience 'model reading' by an adult

Additionally, intervention programmes are planned for pupils falling behind in the areas of phonics, reading and writing. These are sometimes delivered on a 1:1 basis, or in small, similar-ability groups.

A large proportion of our Inset training has already been dedicated to the guidance of effectively planning, teaching, marking and assessing English in our school.

We highly value the process of self-evaluation to ensure that our procedures are having a positive impact and are continually reviewing and amending our approaches in response to a schedule of lesson observations, pupil work evaluation and feedback meetings with teaching staff.

DIVERSITY

Our commitment to encourage an appreciation of diversity (eg. racism, disability, gender) will be reflected in our English planning. Each year group will identify one genre unit per year which will aim to promote British values and tolerance.

LEARNING ENVIRONMENT

At Leominster Primary School, we insist on our children learning within a language rich environment. Each classroom will contain:

- Attractive reading corners, highlighting significant authors
- An English working wall demonstrating elements of the learning currently taking place, linked to particular genres
- Clear display indicating the spelling, grammar and punctuation foci of the week
- Age appropriate learning prompts (eg. 'sounds' charts, vocabulary, English terminology)

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READING

PHONICS

In order to learn how to read easily, fluently and with good understanding, both for pleasure and for information, pupils need to learn how to decode letters and words using phonic knowledge and blending skills, through a systematic and rigorous phonics programme.

At Leominster Primary School, we follow the **Read, Write, Inc** programme to teach and assess phonics. Staff have received training and the required resources. Sessions are delivered each day to smaller groups, based on ability, starting in Reception and continuing until the programme has been completed.

INDIVIDUAL READING

Reading material (largely currently made up of books from the Oxford Reading Tree scheme) is organised into coloured book bands so that we can ensure pupils are reading material of an appropriate level and can monitor progress.

Children are all encouraged to read their scheme books regularly at home, preferably with an adult. Younger pupils will also be given regular opportunities to read with an adult at school. In order to encourage 'reading for pleasure' we ask pupils to choose a 'non-scheme' book on a Friday to enjoy reading or sharing with an adult over the weekend.

Once they have progressed through the book bands to a point where their teacher judges appropriate, children will also be encouraged and guided to select books outside of the schemes, from the school library, class reading areas or from outside of school, for individual reading at home.

Miscue analysis is used initially to judge pupils' ability to decode text and to select appropriate book levels up to the 'lime' level, then re-assessed every half term to help determine the correct book band for individual reading, for informing groups for guided reading, as well as to identify any pupils requiring intervention.

Children reading books beyond 'lime' will be assessed by their teacher through guided reading sessions, as the focus will be on their comprehension of the text, rather than decoding skills.

GUIDED READING (1)

Although many reading skills are modelled and practised throughout the timetable (particularly during English lessons), guided reading sessions provide the main opportunity to explicitly teach and assess the National Curriculum programmes of study for reading. They ensure that pupils experience high quality interaction with the teacher, within a small, similar-ability group, to enhance and develop their reading skills at a level appropriate for them.

SCHEME

We are following the '**Project X Origins**' guided reading scheme, which provides teachers with a comprehensive resource for assessing and teaching the reading objectives of the current National Curriculum.

It provides clear structure and progression and aids differentiated learning, so that reading material (which is organised into coloured book bands), discussion and activities are matched to pupils' abilities. It supports the importance of developing both children's discrete word-reading skills and comprehension, as well as developing a love of books.

The scheme is designed to appeal to boys (without disadvantaging girls) and to a 21st century audience.

RESOURCES

(Mainly stored in the 'ICT suite' area, though year group handbooks will be based with a teacher or the phase head.)

- Teaching Handbook for each year group which includes: guidelines, overview of National Curriculum coverage, assessment, photocopiable masters for follow-up activities (+ a handbook containing information on new clusters material for KS2)
- Guided reading notes provided for each book, which includes: which EYOs are being covered, opportunities to develop key strategies - ESPG (Spelling, Punctuation and Grammar) and vocabulary opportunities, reading fluency and comprehension and assessment points
- Reading material: Thematic clusters including multi-copies of five different books, mainly linked to the familiar characters throughout but providing a range of genres

Guided Reading material must be booked and signed out on the sheet provided and returned daily.

ORGANISATION

The structure of guided reading will change to meet the needs of the children at every stage of their development. For example, in the earlier stages, more opportunities will be given to practise phonic decoding and blending skills, whereas more advanced readers will move on to more structured discussions and debate with less reading taking place within the session.

Groups consist of 4 – 6 children of similar ability and these groupings will be reviewed and adapted regularly.

YEARS 2 – 6:

- Daily half an hour session (or 4 sessions per week for smaller class groups)
- Class ability grouped (according to book bands) into 4 - 5 groups (There may be an additional SEN/intervention group working with the SEN support teacher)
- Timetable clearly states Teacher's focus group on each day of the week

YEAR 1:

- Decoding skills will be mostly taught through regular individual reading, supported by the RWI phonics programme
- Whole class guided reading sessions: Two sessions per week (to begin with) to focus on comprehension skills to support the new curriculum
Differentiated follow-up activities will be completed by the children

GUIDED READING (2)

Rotation Activities

Whilst the teacher is focusing on a particular group, assessing, developing and extending their reading skills, the remainder of the class will work independently on a range of activities (on a rotational basis). Suggestions are outlined below:

1. **Teacher focus group:**
Using Project X Origins
Focusing on particular EYO(s)
Children individually reading for no longer than 8 minutes
2. **Independent task:**
Following teacher focus session, pupils given opportunity to demonstrate independent ability in relation to EYO(s) covered
(*Eg. writing task linked to text, oral retelling or drama/role play activity, re-writing text with different focus, answering comprehension question, book review*)
3. **Preparation Reading:**
Prior to teacher focus session, pupils read extended text being used for teacher focus session (If text requires more than 8 minutes to read)
Discussion/comprehension prompts should be provided
4. **Reading for pleasure:** Could include:
Individual/paired reading of 'own choice' book
Use of listening centre
Various reading stimulus (*Eg. project boxes/poetry/author collection/magazines/comics/newspapers/ peer reading/enacting playscripts/following instructions/story dice/drama/performance*)
5. **Reading for a purpose:** Could include:
Finding information from non-fiction
Using a dictionary/thesaurus to identify & find new/interesting words
6. **Drama/Speaking & Listening task:** Could include:
Recording performances (*Eg. poetry/story telling*)
Enacting scenes from a book
Preparing debates
7. **Laptops:**
Reading and comprehension based computer programmes
(*Eg. Oxford Owls + Reading for Literacy*)
8. **Spelling/Grammar/Punctuation Activity:**
Always link with class focus of the week
(*Eg. Investigation/discovery/games*)
Handwriting practice:
Use 'Morrells' material

Guided reading sessions will end with a very brief plenary to encourage the class to share in each other's learning.

Any follow-up tasks should be recorded in pupils' reading journal exercise books (purple).

ASSESSMENT (READING/PHONICS)

- Teachers will complete the LPS guided reading record grids for their focus group (one group every day/each group working with the teacher every week) (Grids in 'Common Staff')
- Dated records will state which End of Year Objective(s) (EYOs) are being covered/assessed and will include relevant comments about the group and individual pupils to inform future teaching and end of term assessment
- At the end of each term, the LPS reading assessment grid should be highlighted to reflect the percentage of EYOs each child has achieved. These results will be discussed in termly pupil progress meetings with DHT and English co-ordinator (Grids in 'Common Staff')
- Regular review and assessment of each pupil's 'book band' colour through miscue analysis and guided reading sessions
- Phonics will be assessed using the 'Read, Write, Inc' material

INTERVENTION (READING)

The 'Project X Code' scheme will be used to boost the reading skills of those pupils who are falling behind national expectations. These books are designed to offer a level of interest which is higher than the reading ability required. Children are able to read, within a small group, each day with an adult, focusing on specific areas of difficulty.

INTERVENTION (PHONICS)

The Read, Write, Inc programme provides a rigorous assessment process, which is repeated regularly and highlights any pupils requiring 1:1 tutoring, as well as providing opportunities to review and amend groupings. Any children who still do not pass the national phonics test at the end of Year 2 will continue to work on the appropriate section(s) of the RWI programme, during an additional daily intervention session, with a trained member of staff.

ENGAGING PARENTS AND CARERS

The English Co-ordinator and Phase Head will invite parents to regular workshops focusing on different elements of English, sharing the school's priorities and approaches to English and offering suggestions for how they can best support their children's learning at home.

Following a recent plea, a number of parents/carers have volunteered to regularly listen to individual readers at Leominster Primary School. We are looking forward to welcoming our new team of volunteers and will offer them appropriate training.

We ask that parents/carers listen to their children read aloud from their school 'colour banded' reading book during the evenings of Monday to Thursday, encouraging their enjoyment and understanding of the texts. (Once pupils are able to read with fluency and confidence, they will begin to bring home 'free reader' books in place of the scheme books.) Pupils (or adults, if appropriate) should record their home reading in a provided reading diary – this should be taken home each evening and returned to school each day, along with their reading book.

We also ask that parents/carers share a book of their child's choice over the weekend – this book could be selected from home or school, or elsewhere (eg. library).

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WRITING

At Leominster Primary School, we teach the skills of writing through sharing a range of high quality written text with the children and exploring its language and structure in depth, the knowledge and understanding of which is used to inspire and direct the children's own writing.

PLANNING

The English curriculum is organised through the vehicle of genres/text types so that our pupils are very clear about the language skills they are learning and developing.

OVERVIEW

The LPS 'genre overview' (in 'Common Staff') lays out the expectations of writing to be produced by each year group within each genre type. It offers a suggested time guide for each genre unit but this is flexible and time has been allowed for creative opportunities outside of the main structure (eg. writing competitions/current 'awe-inspiring' events/etc).

GENRE UNIT PLANNING (1)

There is a blank format (in 'Common Staff') which should be completed by year groups/teachers and saved onto Common Staff. Elements to be included on unit plans include:

DATE/PHASES

Teachers should specify which phase of writing each session is based on. The phases (interpreted from the NC) are:

YEAR 1

- Phase 1 - Text: Listen/share/discuss/practise
- Phase 2 - Individual sentences: verbal and written
- Phase 3 - Sequence sentences into short narratives
- Phase 4 - Re-read/check/evaluate

YEAR2

- Phase 1 - Text: Listen/discuss/practise (+ experience)
- Phase 2 - Planning (verbal/notes)
- Phase 3 - Writing
- Phase 4 - Add/Revise/Correct

KEY STAGE 2

- Phase 1 - Text: Discuss/identify conventions/purpose/practise
- Phase 2 - Plan their writing
- Phase 3 - Draft and write
- Phase 4 - Evaluate and edit

GENRE UNIT PLANNING (2)

LEARNING OBJECTIVE

It is crucial that all participants of any lesson are clear about what is being **learnt** in each session. (As opposed to what is being **done**.) See Powerpoint 'Planning' (in 'Common Staff').

The learning objective of each English lesson must be displayed consistently on each IWB page during the lesson and will often be transferred to the class working wall to demonstrate learning progression.

At the beginning of the lesson, teachers must share and fully discuss the learning objective and its vocabulary. The learning objective should then be frequently revisited and understanding of it checked throughout the session.

SUCCESS CRITERIA

Teachers should provide the children with 3 success criteria for each learning objective, during English lessons. These will indicate what the children will need to do or include, to demonstrate their fulfilment of the learning objective.

These should be discussed and modelled at the beginning of the lesson, then referred to throughout the lesson, giving opportunities for the pupils to self-evaluate.

PITCH/DIFFERENTIATION

Independent activities should be provided, which match the pupils' abilities. Provision should be made for the following groups:

- 'Age appropriate focus' for those children who are able to achieve the main LO
- 'Bridging focus' for those children who require support (eg. through adult guidance, extra resources or adapted activity)
- 'Enhancement focus' for children who are already capable of the main LO before input, and should be offered the opportunity to extend their knowledge, skills or understanding (eg. through additional adult input, extended or adapted activity)

FOCUS GROUP(S)

The teacher (and any additional adults) should always focus on working with a particular group, during English lessons, so that the specific needs of children in the class can be met, and specific areas developed, in smaller group situations. The groupings will often be determined during the lesson, through elicitation of pupils' understanding. The plan should specify the focus group(s) and adult(s).

PUNCTUATION/GRAMMAR FOCUS

Although there are opportunities to discreetly discuss and explore the use and terminology of punctuation and grammar (see below), it is important that pupils are able to identify their use and effectiveness in the context of a 'real text'.

It is also important for the teacher to model the writing process, including the use of any punctuation or grammar which is being focused on.

There will always be a weekly punctuation or grammar focus identified in each class, which may be referred to in this section but it could also introduce a new element, or revise one previously covered.

Vocabulary use may also be focused on in this section.

MODERATION

Unit plans should be saved into Common Staff (current PLANNING folder) and plans will be regularly monitored by the English co-ordinator and oral and written feedback provided.

SUSTAINED WRITING

In order to ensure that pupils are provided with regular opportunities to practise and apply the knowledge, skills and understanding obtained during English lessons, through producing extended pieces of 'whole text' writing, we insist on certain sessions containing this element alone.

These sessions sometimes act as a continuation of the current genre unit being taught, if the group have reached the point of planning, writing and editing their complete 'Sustained Writing' piece, after practising the components separately.

If the current planning has not yet fallen in to these phases, Sustained Writing sessions provide the opportunity to briefly recap and practise writing in the genre of a previously taught unit. They may also be used to produce a piece of cross-curricular writing (see below), to complete a termly 'Assessment' piece, or an 'Elicitation' piece at the beginning of a new unit (see below).

A learning objective will be provided for these sessions, but a 'features checklist' will take the place of the English lessons' success criteria and the main focus of these lessons will be on the achievement of children's individual targets (see below).

This piece of writing will be produced with support and guidance from the teacher (and any additional adults), who will work with a focused group of children, again concentrating on individual targets set. Any direct support, which will impact on assessment judgements, will be noted with a circled S.

CROSS-CURRICULAR WRITING

Some of the genre units have been consciously placed alongside topics which support opportunities for cross-curricular learning and meaningful audiences and purposes.

However, in addition, we do expect all pupils to produce a piece of cross-curricular writing each half term so that we can monitor their ability to apply knowledge and understanding gained during English lessons, in other subjects and situations.

ELICITATION , ASSESSMENT & TARGETS

From Year 2, pupils will produce an 'elicitation' piece of writing, with no support, before the teacher plans the genre unit. This work will inform the teacher of which elements need to be taught to the whole class, and which individuals and groups may require further support or development. It will also provide the basis for setting the pupils' individual targets to aim to achieve by the end of the unit, therefore directly furthering their individual progress.

English lessons will contain the teaching and learning of the targets which have been set, as they will have driven the planning process. However, during the Sustained Writing process, these targets will be explicitly focused on.

SPELLING/GRAMMAR/PUNCTUATION/HANDWRITING

Once the RWI phonics programme has been completed, children will begin to work from the 'No Nonsense Spelling' scheme, which provides teachers with a tool for meeting the requirements of the National Curriculum, ensuring consistent coverage and progression. In KS 2, 2 to 3 weekly sessions of 15 minutes of the timetable will be spent on revising, teaching, learning, practising, applying and assessing spelling strategies, knowledge and skills.

Effective learning of grammar and punctuation conventions is largely gained through exploration in context and this is provided regularly during English lessons, which specify grammar/punctuation foci, as well as during guided reading sessions. However, we also value the opportunity to explore these skills and terminology discreetly, through 1 to 2 short, succinct sessions each week, displaying and sharing the weekly focus with the children.

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MARKING AND FEEDBACK

At Leominster Primary School, we believe that our pupils' efforts should be valued and rewarded. This is partly achieved through the knowledge that their work will regularly and promptly be carefully considered, in terms of what has been achieved along with clear guidance as to how their learning can be reinforced or further developed, and that this will be communicated clearly back to them.

In line with our commitment to clarity of learning, feedback will be led by the Learning Objective of the lesson and, in particular, the children's understanding of the success criteria which have been set, or by progress made in terms of the pupils' individual targets. It is vital that the children are fully aware of the criteria their work will be marked against and this should always be made clear throughout the lesson.

Crucially, pupils will be given regular opportunities, and will be expected, to reflect upon, to respond to and act upon feedback given.

It is important that our policy and practice remain focused on the purpose and the desired outcomes of effective feedback, which are:

- To highlight and celebrate success
- To generate improvement
- To model and guide pupils towards self-evaluation
- To identify and tackle misconceptions
- To identify and support next steps in learning
- To establish high expectations
- To give pupils opportunities to act upon feedback
- To allow the pupils a chance to re-try or demonstrate their level of understanding
- To motivate pupils to strive to reach their full potential
- To raise children's own awareness of their strengths and areas for development

INSET and MONITORING

The guidelines for marking are set out in the summary below. More detailed information, including examples can be found on the 'Marking and Feedback' Powerpoint (in 'Common Staff').

MARKING SUMMARY (ENGLISH)

- Teachers should always mark using red ink.
- Teachers and TAs should indicate in pupils' books when support has been given, which compromises the work as 'independent', with a circled S.
- Pupils should always self-correct and edit in green.
- Redrafting will often be focused on parts of a whole text and can be written in pencil/pen.

ENGLISH BOOKS

- Pink highlighter to show example of where success criteria have been met. (1 example of each is adequate.)
- Yellow highlighter (3 in KS2, up to 3 in KS1) to show errors for the children to self-correct, along with an 'error type' symbol (see symbols suggestions). Teachers should then supply corrections if pupils' amendments are still incorrect.
- Teacher to **selectively** correct other errors. (Eg. Common spelling patterns/age appropriate punctuation.)

Comments

- If LO met:
 - Clearly write 'LO met'.
(If LO met throughout week, write an additional 'development prompt' with example and, where possible, a short practice task for the pupil to complete.)
- If LO not met:
 - Indicate with an arrow '→' followed by a scaffold or example prompt (linked to reason LO has not been met. Again, provide a short practice task, where possible.
- Teacher should mark pupils' responses to practice tasks with a tick (if achieved) or an initial (if not achieved).

SUSTAINED WRITING BOOKS

Elicitation Pieces:

Comment on EYOs achieved and create targets for subsequent unit.

Sustained Writing Pieces:

- Pink highlighter to show examples of features used or targets being met (along with numbered/circled T).
- Yellow highlighter to show errors (3 for KS2, up to 3 for KS1) for children to self-correct (in green).
- Comments to focus on pupils' individual targets, as well as against teaching points covered in the unit.

CROSS-CURRICULAR WRITING

Focus and comments to be based on subject matter and features of the relevant genre.

Use of pink highlighters for examples of SC achieved.

Use of yellow highlighters for self-corrections. (Teacher to selectively correct other errors.)

ALSO: When writing (in either books) is due to be redrafted, comments should guide pupils on specific areas to focus on during redrafting session.

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SPEAKING AND LISTENING

At Leominster Primary School, we recognise and value the emphasis placed on the skills of 'Speaking and Listening' in the new English Curriculum, understanding the huge advantages to be gained from learning to become articulate and confident verbal communicators.

Through the teaching of all subjects, we recognise the significance of pupils having the opportunity to discuss their thoughts and ideas with one another, in order to clarify and enhance their learning, giving pupils frequent opportunities to offer ideas to the class/group or to verbalise their thoughts to a 'talk partner'.

In English lessons, when studying genres of writing, pupils often have opportunities to tackle learning objectives specific to the skills of speaking and listening (eg. performing poetry).

When they are writing, we also encourage children to habitually 'try out', amend and rehearse their sentences aloud before writing them down, then to read them aloud when checking for accuracy.

'Guided Reading' sessions also offer excellent, regular opportunities for the children to engage in high quality discussions, both in a small group with the teacher, and independently with one another.

In addition to these opportunities, we have devised units of learning which will focus specifically on the development of our pupils' speaking and listening ability, which will be taught and assessed by their PPA teachers on a regular basis.

This policy will be reviewed regularly.

Literacy Co-ordinator: Olivia Thomas
Date of last review: September 2015
Date of next review: September 2017