

### Children deserve:

- *To be set appropriate learning challenges*
- *To be taught well and be given the opportunity to learn in ways that maximise their chances of success*
- *To have adults working with them to tackle the specific barriers to progress they face*

Excellence and enjoyment: A strategy for Primary Schools

### Aims for English

The specific aims and objectives for the teaching of English within our Academy curriculum are:

- To identify and meet our pupils' needs, taking into account their previous experiences, abilities and learning.
- To develop our pupils' understanding of the spoken word and ability to express themselves verbally in a confident and clear manner, using spoken Standard English as appropriate.
- To develop our pupil's ability to listen effectively with concentration and understanding.
- To enable our children to read with fluency, understanding and enjoyment across a range of fiction and non-fiction texts.
- To enable our children to use the written word as a means of communicating experiences, knowledge and understanding.
- To enable our children to use the planning, drafting and editing process to improve their written work.
- To teach our children to write legibly and correctly in a fluent joined handwriting style to produce attractive and well presented work.
- To develop secure phonic skills in order for them to apply these independently when writing.
- To ensure that all pupils write using grammatically accurate sentence structures.
- To develop our children's ability to acquire and retrieve information.
- To enable our children to use I.C.T as an effective means of communication, research and skill development.

### Curriculum Organisation

- Teachers plan using the new National Curriculum for England and Wales 2014 which gives details of what pupils in each age group will learn.
- We have adopted Read, Write Inc. to support pupils in becoming confident readers and writers. After RWI Phonics, pupils move on to RWI Literacy and Language.

- Teachers aim to make the most of cross-curricular links and creativity when planning relevant and enjoyable learning tasks for their children.

### Spoken Language

*'Writing floats on a sea of talk'*

Author unknown

- Group and paired work, class discussion and debate, role play and drama are fundamental to the development of our children's thinking and rehearsal for writing.
- Teachers incorporate a range of Spoken Language opportunities throughout the planning cycle.
- All classes use talk partners in order to develop our children's ability to work with a range of children and share and develop their strengths and ideas.
- Assessment of the children's abilities is ongoing.

### Reading

Positive attitudes towards reading are promoted in the following ways:-

- Providing a print rich environment in order to stimulate pupils' reading.
- All classrooms have well presented, inviting Reading Areas containing a range of books.
- A selection of books are borrowed from the Mobile Library and changed every 3 weeks.
- A new school library stocks non-fiction texts for children to share in classrooms.
- All classes have story time at 3 pm daily. Fiction and non-fiction texts are read aloud by teachers.
- Our annual Book Fair encourages the children to experience new books with the option to buy.
- Annual book weeks allow the opportunity to have fun around the book theme.
- Home school reading is encouraged and records kept in a home school reading log for children on RWI Phonics.
- Children who have completed RWI Phonics begin the Accelerated Reader Programme. Following an initial test, they select books within their ability range and 'quiz' on each one once read. This allows children to select their own reading books and to take more responsibility for their reading progress.

## **Organisation of reading**

### **Reading sessions**

- These take place as soon as the children enter school for 25 minutes.
- During these sessions, teachers decide upon the most valuable use of the time to have a positive impact on progress in reading.
- For some children, this may be spent playing a phonics game with a group of children and an adult.
- Others may read independently, taking Accelerated Reader quizzes as appropriate.
- Interventions take place at this time - RWI 1:1 tuition, Better Reading Partnership, Write from the Start etc.
- Most children will have at least 1 guided reading session in school per week during this session. This helps children to work towards their targets and to gather evidence of progress and attainment to inform assessments.
- Teachers plan guided reading and a progress record is kept using the teachers' preferred method of recording.

### **Individual reading**

- All children on RWI Phonics have an individual reading record to log home/school reading.
- The log will contain a list of book titles read and there is also a space for comments referring to attitude and success.
- Pupils who are on the RWI programme will have their home reading monitored and book changed by their teacher.
- All children within Key Stage 1 will read individually with an adult in school on a regular basis.
- It is expected that children in Key Stage 2 who are performing below standard will receive appropriate reading intervention - mainly RWI 1:1 tuition, Better Reading Partnership or Reciprocal Reading.
- Pupils begin Reception with RWI Phonics in order to consolidate their acquisition of the sounds that they are learning to read in the classroom. Once pupils are reading ditties they take a copy of their RWI book home weekly.
- Parents are encouraged to provide extra reading support by sharing books with children and maintaining the class teacher's systems for managing book exchange.
- Children who have completed RWI Phonics begin the Accelerated Reader Programme. Following an initial test, they select books within their ability range and 'quiz' on each one once read. The children take 3 further tests

throughout the year to check their ability range. Children are encouraged to take their Accelerated Reader books home to read.

### **Assessment of Reading**

- For most year groups, reading is assessed against the 2014 National Curriculum's objectives, in line with the Academy's Assessment Policy. The Assertive Mentoring Programme is used to record progress and attainment. Evidence of objectives met is recorded and dated so that cross correlation can occur with English and other curriculum work books. Where objectives are met verbally, teachers may record V against the date.
- For Years 2 and 6, the Assertive Mentoring Programme identifies the NC level which the child is working within and the appropriate objectives and expectations within that level.
- RWI assessments are carried out regularly, at least every 6 weeks and the RWI Leader monitors progress.
- SATS and Optional SATS material can also be used to assign a level at the end of each academic year, in addition to ongoing teacher assessment.
- Accelerated Reader Tests and Quizzes are used as additional evidence of reading ages and levels.

### **Phonics/Spelling**

- Teachers in Foundation, KS1 and in some cases Year 3, teach the rapid acquisition of letter sounds and corresponding graphemes using RWI Phonics
- Spelling is delivered in accordance to the Spelling Policy. (See Appendix)
- Some pupils in Years 5 -6 may take part in the Fresh Start Programme to continue to develop the key skills required for reading and writing.

### **Writing**

#### **Planning**

- Teachers of RWI Phonics groups follow the RWI Get Writing planning, which is linked to RWI Phonics. In Y3-6 the RWI Literacy and Language scheme is used to plan 3-4 week units of work based around a specific genre. However, teachers are free to plan from their own resources in addition to this.
- Teachers then use objectives from the new National Curriculum 2014 as a structure for the remaining weeks each half term.
- Opportunities to promote writing through cross curricular links are identified in Cross-curricular writing planning grids and foundation subject planning.

- Planning is outcome based. The children firstly experience a range of high quality texts that model the genre being focused upon within the unit plan. The teacher then models writing in the style of the genre and finally the children write in the genre.
- Flexibility will be used to ensure that relevant writing experiences are made the most of.

### **Teaching Methods**

- Teachers plan a minimum of one extended piece of writing each week - this can be in English lessons or any other subject.
- In both KS1 and 2 writing is taught during the daily English sessions (RWI/Literacy and Language/Fresh Start), through explicit teaching in shared and guided writing sessions and through whole class word and sentence level activities. Modelled writing of both narrative and non-fiction will also take place in foundation subjects where appropriate.
- Spoken language skills are fundamental to the development of the writing process, therefore children are given the opportunity to participate in speaking and listening activities throughout the writing process, E.g. Hot seating, drama, paired discussions, sharing work, collaborative work, discussing ideas.
- Children are encouraged to write independently supported by direct teaching as required.
- Children are given opportunities to write in groups, in pairs or individually.
- Children are given the opportunities to edit and re-draft work in order to focus on the specific skills needed to construct a text, and the secretarial skills needed in order to publish written work.
- Children are encouraged to organise their written work and develop an understanding of the key differences between genre through the use of scaffolding i.e. Skeleton plans, writing frames, teacher modelling.
- Children are given the opportunity to write at length at the end of a unit of work in English.
- Grammar teaching is an ongoing feature of the teaching of writing through RWI Phonics and RWI Literacy and Language. Grammar Hammer is also used from Years 1-6 as a means of teaching, reinforcing and assessing progress in SPAG.
- Appropriate use is made of ICT as necessary.

### **Promoting a positive writing environment**

Children need to feel that written work is valued. This is achieved through a variety of methods:-

- Display of all children's written work.

- Publication of class books e.g. collection of poetry, letters to an author.
- Marking using whole school policy of highlighting and next steps.
- All classrooms and shared areas are word rich environments with captions, labels, explanations etc, as well as children's writing. Working Walls feature in all classrooms.

### **Assessment of Writing**

- Children's independent writing is assessed using the new Assertive Mentoring Writing Grids (following the new National Curriculum 2014).
- The children are encouraged to use self assessment methods. This starts with assessment against success criteria and peer discussions of achievements in their work.
- Marking identifies success and areas of further development (see marking policy).

### **Handwriting**

#### **Aims and content:**

At Frederick Nattrass we believe that good handwriting is fundamental to our children's achievement. We follow a carefully structured programme throughout the whole school - Penpals for Handwriting.

Penpals for handwriting encourages a flexible, fluent and legible handwriting style which in turn empowers children to write with confidence and creativity. Handwriting is a developmental process with its own stages of progress. The stages that we follow are:

1. Readiness for handwriting; gross and fine motor skills leading to letter formation (Foundation/3-5 years)
2. Beginning to join (Key Stage 1/ 5-7 years)
3. Securing the joins (Key Stage 1 and lower Key Stage 2/ 5-9 years)
4. Practising speed and fluency (lower Key Stage 2 / 7-9 years)
5. Presentation skills (upper Key Stage 2/ 10-11 years)

Handwriting is actively taught at Frederick Nattrass Primary Academy, using the interactive activities and teachers' modelling. Teachers are given the flexibility to teach Handwriting alongside spelling rules and patterns. Learning to associate the kinaesthetic handwriting movement with the visual letter pattern and the aural phonemes will help children with learning to spell.

#### **Timetabling:**

Penpals for Handwriting sessions take place as follows:

- Nursery - Daily Squiggle sessions and Penpals Handwriting FS1 taught a minimum of twice a week.

- Reception - Penpals Handwriting FS2 taught daily, alongside letter formation tasks in daily RWI Phonics and emergent writing activities.
- KS1 - Penpals Handwriting taught daily for 15-20 minutes.
- Y3/4 - Penpals Handwriting taught 3 times a week for 15-20 minutes.
- Y5/6 - Penpals Handwriting taught a **minimum** of once a week for 15-20 minutes.

Teachers need to make an informed decision about pupils who may need additional interventions eg. Write from the Start, and arrange for this to take place.

Handwriting Awards are also presented on a half termly basis to celebrate effort and progress with handwriting.

### **Expectations in English**

Teachers are very aware of the end of year expectations for their children.

This is achieved through:-

- Staff meet to moderate writing.
- Regular discussion of expectations by the end of a year.
- Tracking of the children's writing each half term.
- Knowledge of national expectations.
- Tracking into Action is completed each term to plan for intervention.

### **Differentiation**

Planned activities should be appropriately differentiated for a class of children, allowing for the full range of abilities and appropriate challenge for our most able children. This can be :-

- By objective and success criteria.
- By support.
- By outcome.
- By amount of scaffolding/ words given.
- By type of activity offered.
- By allowing choice in representation of learning.

### **ICT**

Full use of interactive whiteboards and resources on the World Wide Web are encouraged and teachers are constantly looking for opportunities to include this in a meaningful way to stimulate learning. Pupils will regularly use ICT to present their learning, drawing on all aspects of the English Curriculum.

### **Homework**

- Spellings are sent home for children to learn. This may be on a weekly or half termly basis. Spelling Assessments are then updated following tests.
- Homework Grids are sent home each half term, with a variety of tasks for all subjects. Teachers ensure that there are multiple opportunities for writing.
- Reading is expected daily.

### **Marking**

- Teachers use highlighting and next steps to support children in recognising their successes and aims for the next piece of work.
- Staff and pupils (using peer and self assessment) mark against the success criteria and learning objectives identified for the session.
- Staff annotate if a piece of work is completed independently (I), guided group (G) or with support (S). Where verbal feedback is given this is indicated (VF).
- Spelling and grammatical errors will be identified in line with the Marking Policy.

### **Assessment**

- Is in line with the Academy's assessment policy.
- Formative assessment is used continually to inform next steps in planning and target setting.
- Summative assessment is used half termly and is used to plan interventions and challenge.
- Individual targets are evident in pupil learning books for reading and writing and are used to inform a child of their next step in their learning. Children are taught to check their targets before starting a new piece of work and to use them to self and peer-assess a piece of work.

### **Inclusion**

- All children's literacy skills will be valued and built upon with positive praise and encouragement.
- Children with special needs in English will be helped by appropriate teacher intervention.