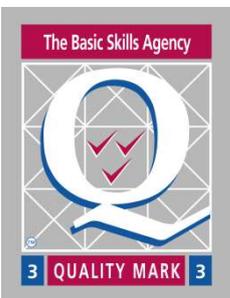




LIPSON VALE PRIMARY SCHOOL

English Policy



Lipson Vale Primary School – English Policy

Reviewed – Summer 2019

Next Review – Summer 2021

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Aims of Policy

To encourage children to:

- ◆ be effective, competent communicators and good listeners;
- ◆ express opinions, articulate feelings and formulate responses to a range of texts both fiction and non-fiction using appropriate technical vocabulary;
- ◆ foster an interest in words and their meanings, and to develop a growing vocabulary in both spoken and written form;
- ◆ engage with and understand a range of text types and genres;
- ◆ be able to write in a variety of styles and forms showing awareness of audience and purpose;
- ◆ develop powers of imagination, inventiveness and critical awareness in all areas of literacy;
- ◆ use grammar and punctuation accurately;
- ◆ understand spelling conventions;
- ◆ produce effective, well presented written work.

Expectations

By the time children leave our school, we expect them to communicate through speaking and listening, reading and writing, with confidence, fluency and understanding and in a range of situations. We will make every effort to foster an enjoyment of literature.

By the end of Key Stage 1 and Key Stage 2 the majority of children should meet Age Related Expectations. At Key Stage 1 we record this as Year 2 Secure and at Key Stage 2 we record this as Year 6 Secure. The expectations are set out as part of Curriculum 2014. At Year 2 and 6 there are some objectives which children must secure (Expected Standards) before they can achieve age related expectations. They cannot move beyond Developing until these gaps have been filled.

The children are also assessed to show the depth of their learning. Most children will be assessed as secure which means that they are able to apply most of their learning independently. They can also be assessed as developing which means they have learnt information, but they cannot use and apply it independently. Children can also be assessed at Greater Depth which means they are able to apply their learning and make links at a greater depth than most other children. Teachers use a combination of assessments against Curriculum

2014 and depth of learning to record a child's achievements. Therefore, the overall average expectation at the end of KS1 is Y2 Secure and for the end of KS2, Y6 Secure.

Teaching and Learning/Planning

Curriculum 2014 forms the basis of teaching and learning. All children receive the minimum entitlement of a daily English lesson.

Teachers work towards independent learning and plan for different working groups e.g. whole class/small group/paired/individual.

Teachers employ a range of generic teaching strategies.

These include:

- ◆ instructing/directing
- ◆ modelling/demonstrating/scribing
- ◆ explaining
- ◆ questioning
- ◆ discussing
- ◆ consolidating
- ◆ evaluating
- ◆ summarising

Teachers plan medium term English planning. These are used as a basis for short term (weekly) planning and are adapted according to the text type and the needs of the children.

Clear objectives are set for each session and are shared with pupils.

Teachers differentiate according to the needs of the pupils and use intervention programmes for targeted support. Although work is differentiated, the expectation of Curriculum 2014 is that all pupils will be working within the Programme of Study for their Year group. The differentiation is to enable those children who are struggling to achieve the objective and extend the depth of learning for those children who are already secure with this objective. ICT is used where it enhances, extends and complements English teaching and learning. Links are made with other areas of the curriculum wherever possible in order to provide creative and stimulating activities.

Additional adults are used to support the teaching of English. They work under the guidance of the teacher with small groups of children or individuals.

Inclusion

All children receive quality English teaching on a daily basis. The Read, Write Inc programme will be implemented at Foundation, Key Stage 1 and where necessary in Key Stage 2. In addition, where identified pupils are considered to require targeted support to enable them to work towards age appropriate objectives, intervention programmes are implemented. These are either run by class teachers, teaching assistants or HLTAs. Booster groups are provided for Year 6. More able pupils are planned for as part of daily planning. The needs of children with English as an additional language will be met through planning and support from outside agencies where appropriate.

In planning and teaching English, teachers will have due regard for the following principles:

- Setting suitable learning challenges;
- Responding to pupils' diverse learning needs;
- Overcoming potential barriers to learning and assessment for individual and groups of pupils.

Parental/Community involvement

We value parent involvement in children's development of English and promote a home school partnership in the following ways:

- sharing information - newsletters, curriculum workshops and evenings, parents' leaflets
- celebrations - open days, school performances, displays, book fairs
- home learning - in line with our home learning policy and home/school agreement.

Assessment, Recording and Reporting

Assessments are made in line with the school assessment policy. Teachers provide opportunities to report to parents three times a year (at parents' evenings and in the annual report to parents). Teachers are always available for extra meetings at the parents' request. Children are assessed on entering the school and are formally assessed at the end of each key stage.

All Key Stage 1 and 2 teachers carry out a formal writing assessment each half term. Teachers use assessment for learning to ensure planning is based on prior attainment and that pupils know

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what they need to do to achieve the next steps. Group or individual targets are set accordingly. Pupil profile meetings (also known as class conversations) are held at the end of each term with the Headteacher to assess progress towards these targets. Curriculum 2014 objectives are used to assess reading and writing. Moderation meetings are held on a regular basis to ensure accuracy. Marking is in line with the school marking and feedback policy.

Staff Development

Teachers are expected to keep up-to-date with subject knowledge and use current materials that are available in school.

Training needs are identified as a result of whole school monitoring and evaluation, performance management and increasingly by teachers /teaching assistants reflecting on their own practice. The School Improvement Plan will take account of these needs. The English co-ordinators will arrange for relevant advice and information, such as feedback from courses or newsletters, to be disseminated. Where necessary the English co-ordinators will lead or organise school-based training.

Additional adults who are involved with intervention programmes receive appropriate training that may be school based or part of PTSA central training.

English leaders attend regular after school English Hub meetings in order to be informed of new approaches and opportunities as soon as possible. They also encourage other members of staff to attend and benefit from these opportunities. (Reading Hub members in particular)

Resources and Accommodation

A comprehensive range of resources is available in school. Every class has a selection of reference books, a class fiction library and dictionaries/ thesauruses.

The school library contains a range of fiction, non-fiction books and ICT equipment. The school subscribes to the Schools Library Services.

Guided reading books and teacher resources are kept in shared areas.

Special English events each year may include displays, library visits, visiting drama specialists, theatre visits, book fairs, storyteller and author visits.

Monitoring and Evaluation

English is monitored by English Co-ordinators, the Headteacher and English Governors. Having identified priorities, the English Co-ordinators construct an action plan that forms part of the School Improvement Plan. This forms the basis for any monitoring activities and will clearly identify when, who and what is to be monitored and how this will take place e.g. classroom observation, planning scrutiny, work sampling etc.

Review

This policy will be reviewed every two years.

READING

Aims

To enable children to:

- secure basic reading skills at the earliest opportunity through fast paced and well-planned phonics delivery.
- develop positive attitudes towards reading so that it is a pleasurable and meaningful activity;
- use reading skills as an integral part of learning throughout the curriculum;
- develop a range of strategies which children can draw upon when they are trying to understand their reading.
- read and respond to a variety of texts whilst gaining increased level of fluency, accuracy, independence and understanding
- develop different strategies for approaching reading and be able to orchestrate the full range of strategies

Entitlement

Pupils have access to a wide range of reading opportunities that include:

- shared reading
- guided reading
- regular independent reading
- home/school reading
- hearing books read aloud on a regular basis
- selecting own choice of texts including ICT texts
- reading whole texts
- reading in other subjects
- whole class reading comprehension lessons.

Teaching and Learning

Teaching and Learning

Curriculum 2014 reading objectives are taught in English lessons, particularly during shared reading sessions. In addition, Guided Reading takes place and additional time is provided on a regular basis for reading at other times. There is time set aside for independent reading, using the library, listening to whole class stories and research linked to other subjects.

Guided Reading takes place on a weekly basis within Foundation and Key Stage 1 and on a fortnightly basis in Key Stage 2.

Children are set objectives to help them improve their reading, which are shared with them as part of the Guided Reading lesson. These targets should also be shared with parents as part of the weekly dialogue in the reading diary. In addition, each class should be providing whole class reading comprehension lessons and these should be happening at least twice a week.

Early Reading

The school is in the process of adopting the Read, Write, Inc programme to support the teaching of Early Reading. The programme enables pupils to learn to read accurately and fluently with good comprehension. Throughout the programme learn the English alphabetic code: the 150+ graphemes that represent 44 speech sounds. They rapidly learn sounds and the letters or groups of letters they need to represent them, in three sets of Speed Sounds lessons. Simple and enjoyable mnemonics help all children to grasp the letter sound correspondences quickly, especially those who are at risk of making slower progress or those who are new to learning English. This learning is taught and consolidated every day. High frequency words that are not phonically regular are taught as 'tricky' words and are practiced regularly.

Lively phonic books are closely matched to children's increasing knowledge of phonics and 'tricky' words so that, early on, they experience plenty of success. Repeated readings of the texts support their increasingly fluent decoding.

A thought-provoking introduction, prompts for thinking out loud and discussion help children comprehend what they are reading.

Teachers read aloud and discuss picture books with similar themes to those in the Storybooks, so children build up background knowledge ready for the next Storybook.

Accelerated Reader

The school uses Accelerated Reader, a computer program that helps teachers manage and monitor children's independent reading practice. Children will participate in the program when they have completed Read, Write, Inc. They do this by completing a Star Reading Test to

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assess their reading level (at the start of each term) which usually takes around 20 minutes. The software assesses pupils' reading ability, by analysing the child's responses to each question and recommends the ideal readability level of books at which each pupil should read – their ZPD. The results of this assessment provide valuable information for teachers, who monitor the children's progress and identifies any child requiring additional support with their reading.

Pupils then choose and read a book from the school library at the right level for their individual needs. Once they have finished, they take an Accelerated Reader quiz. Accelerated Reader is a database of quizzes to test comprehension of books read. Their correct score (recorded as a percentage) and the points that are awarded for passing a quiz, are highly motivating for pupils. Teachers give pupils praise for achievement and decide on incentives and rewards. With staff guidance and reviewing their latest score, pupils then make an informed decision about the next book to choose.

Accelerated Reader ensures that students at all levels achieve and make optimal progress in their reading. The programme helps motivate pupils to read, by guiding them to books that are just right for them and promoting rewards for their progress. Pupils can then build on their reading skills and enjoy reading whilst becoming more confident and independent.

Closing the word gap

Research has found evidence of a significant word gap between children in UK schools. The word gap refers to children whose lack of vocabulary significantly affects their learning and, as a result their life chances. Lack of understanding of vocabulary has an impact on children's ability to both decode and comprehend what they have read. English is one of the platforms which can contribute to vocabulary development. For example, regular shared reading can have a significant impact on children's vocabulary development. Discrete oracy lessons are also a valuable part of our curriculum.

Reading for Enjoyment

There is strong evidence linking reading for pleasure and educational outcomes. We strive to make the reading journey an enjoyable one in many different ways. These include:

- Regular visits to the school library
- Dedicated class libraries and Honesty libraries
- Competitions to increase the amount of reading and the variety of books read.
- Good modelling of a variety of texts in shared reading.
- Visits by authors and storytellers.
- Support for the Summer library challenge
- Accelerated Reading Scheme

Comprehension

Teachers plan for a range of comprehension strategies which allow pupils to engage with text in a variety of ways to suit different learning styles.

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In shared reading the teacher models the reading process to the whole class as an expert reader providing a high level of support. Teaching objectives are pre-planned and sessions are characterised by explicit teaching of specific reading strategies, oral response and collaboration. Texts are rich and challenging, beyond the current reading ability of the majority of the class.

In guided reading, the responsibility for reading shifts to the learner. The teacher structures all reading tasks with pupils, who are grouped by ability or need, who are required to read and respond to the text themselves with the teacher supporting. Texts of graded difficulty are carefully chosen and matched to the reading ability of the group. This enables pupils to read the text with sufficient ease but with a limited amount of challenge. It is intended that guided reading provides a forum for pupils to demonstrate what they have learned about reading; the focus for the reading is concerned with reinforcing and extending strategies and/or objectives already taught in shared reading.

Teachers plan for independent reading activities as well. Texts are selected so pupils can access them without support. The focus for this reading is to provide practice and promote enjoyment of books and also to encourage the children to develop their own personal response to texts.

In whole class reading comprehension lessons the teacher carefully scaffolds learning so that the children explicitly learn that their reading should always make sense to them and that there are a variety of techniques they can use to ensure it does. The skills which should be explicitly taught include:

Questioning

Asking questions as you read helps to deepen your understanding. Good readers ask themselves questions all the time while they are reading and read to answer those questions. Children are encouraged to ask "teacher like" questions.

What is going on...?

When is this happening?

Where is...?

Who will...?

How is...?

Why is...important?

Why is that happening?

How are _____ and _____ alike or different?

Why would happen if...?

What does ... mean?

How will it?

How come...?

What might...?

Why can...?

They are encouraged to ask questions which can be answered by using their eyes (literal who, what, where, when questions), questions where they need to use their minds (inference and deduction - why, how, could, would, should type questions) and questions where they need to respond with their hearts such as: Has something like this ever happened to you? How does this make you feel? Etc.

Summarising

Summarising a text means picking out the main ideas and leaving out anything that is not essential. Good readers look for the main ideas as they read and can give 'the gist' of what they have read in their own words.

Useful strategies to be taught:

Look at the topic sentences - the first sentence in each paragraph.

Look at the concluding sentence or last sentence in each paragraph.

Answer the - Who? What? When? Where? Why? How? of the text.

Focus on key details.

Use key words and phrases.

Leave out little details that aren't important.

Write only enough to convey the gist.

Use thinking maps, mind maps, graphic organisers, etc. to plan your summary.

Useful sentence starters children could be taught to use:

- This text is mostly about ...
- The topic sentence is ...
- The author is trying to tell me...
- This story/passage about ____ begins with ____, discusses (or develops) the idea that ____, and ends with ____

Clarifying

Clarifying means making the meaning of the text clearer. Clarifying helps you recognise when you don't understand parts of a text. Good readers, when they notice they don't understand what they've read take steps to figure out the meaning.

Clarify hard parts when:

- You don't understand
- You can't follow the text
- You don't know what a word means

Useful strategies to be taught

- Re-read the part you don't understand, you may 'get it' the second time.
- Read forwards and backwards.
- If it's a word you don't understand, use the rest of the sentence to figure out what it means.
- Look at the text features for clues.
- Use a dictionary to look up words

Useful sentence starters children could be taught to use.

- I don't really understand ...
 - A question I have is ...
 - A question I'd like answered by the author is ...
 - One word/phrase I do not understand is...

Predicting

Good readers make predictions before they read and as they read. They use headings, pictures and other text features. They also draw on their own experience and knowledge to support them. They use skimming, scanning and re-reading text to check their predictions.

Useful strategies to be taught

Make prediction when:

- A title is given
- Headings are provided
- The author poses a question in the text
- The text suggests what will be discussed next

Useful sentence starters children could be taught to use:

Based on the title, subheadings, picture/diagram, etc), I predict that this page/chapter will be about...

I think the next chapter (or page) will be about...

From the questions I think that I will find out about...

Based on (a clue), I imagine that...

Based on what I know about... I believe that...

My prediction is....

My evidence is....

- Based on the title, I predict this is going to be about...
- I already know these things about the topic/story...
 - I think the next chapter or section will be about...
- Based on... (a clue), I predict...
- Based on what ____ said/did, I predict..

Inference and Deduction

Inference is an interpretation that goes beyond the literal information given.

Deduction is an understanding based on the evidence given in the text.

These are pivotal skills in learning to read. In order to be able to infer and deduce from a text, children need to be able to decode confidently. The text should not be too hard for them or they will focus all their energies on trying to find a literal meaning and will miss the subtle clues given.

Useful strategies to be taught:

- Links with drama and PSHE
- Teachers thinking aloud their thoughts as they read aloud to pupils
- Teachers asking themselves questions to show that they monitor their own comprehension
- Teachers making explicit the thinking processes that result in drawing an influence
- Emphasising that fiction allows multiple interpretations and inference making
- Activation of prior knowledge
- Choosing the right text

Useful sentence starters children could be taught to use:

- This happened because...
- The character says ... because...
- The character feels... because
- I know this because...
- Due to the fact that ... I know that ... will happen
- Perhaps the reason is... because...
- X has happened, therefore I think that ...
- I have worked out that... This is supported by the fact that...

Many other opportunities are provided for pupils to practise and extend reading in other subjects. Pupils select texts under the guidance of the teacher for independent and home/school reading. Teachers monitor independent reading and Key Stage 2 pupils are encouraged to write book reviews sometimes.

Reading at home is regarded as an important part of reading development. Parents are encouraged to respond to books using reading diaries and/reading journals. Each child is given a weekly comment in their home school diary which may be a focus or encouragement, depending on what is needed. All pupils are expected to read at home a minimum of three times a week and they are rewarded with incentives to do so.

Assessment

Teachers assess ongoing independent reading against the Curriculum 2014 objectives for their year group. These are regularly uploaded onto Educater (the new, school assessment program) Each child is assessed on an ongoing basis using the assessment foci from Curriculum 2014 and/or the PM Benchmark materials. This provides the teacher with a sound knowledge of where each child is in relation to their reading and the next steps can be appropriately planned. In Key Stage One, children will be assessed using the Read, Write, Inc assessment materials. This will determine which group they need to work in as well as rate of progress. When children have completed the Read, Write, Inc programme their progress will be assessed using Accelerated Reader STAR reading tests. At the beginning and end of the academic year each child (from Year 3 onwards) is assessed again using the NFER reading tests. This gives a reading age.

Resources

All classrooms have a book area with a range of fiction and non-fiction. Classroom collections are changed at regular intervals. Pupils also have opportunities to read magazines, information leaflets and ICT texts. The school library is an important resource and pupils are taught how to use it appropriately. Guided reading resources and teacher resources are key stage or class based.

All teachers provide a stimulating reading environment, promote book ownership, and recommend books to pupils. Classroom and central displays are language rich and special displays promote authors and books.

Some Characteristics of Effective Teaching and Learning

Children:

- Have access to a range of books
- Enjoy reading at their level
- Talk about reading and reading material
- Use a range of comprehension strategies to engage with text

Teachers:

- Offer a range of reading opportunities
- Encourage independence

- Read to children
- Teach the full range of reading strategies
- Understand the progression of skills in reading development
- Plan for shared and guided reading
- Monitor independent reading
- Promote reading for enjoyment and as a life skill
- Use reading in other subjects to consolidate skills
- Maintain home/school links

Library

We are fortunate to have an attractive and well stocked Learning Resources room which includes both non-fiction and fiction stock which is suitable for all ages.

Aims:

- Identify and develop a range of life skills and interests.
- Learn, using a wide and interesting variety of opportunities, both within and beyond the school.
- Provide an additional and complementary learning environment which gives opportunities to raise attainment.
- Develop creative thinkers and independent learners.

The purpose of the Library:

To provide children with a stimulating, yet relaxing environment, in which they feel comfortable selecting texts and learning materials of their choice.

To celebrate reading, both within school and the wider community.

For the children to enjoy visiting the library and be confident in their abilities to use the library system independently and efficiently, therefore developing a valuable life skill and a love for reading and learning.

To ensure that available resources are current and also reflect and respond to the needs of the curriculum and the children.

Accommodation:

The library is now housed in one of the upstairs classrooms. It has been refurbished and it is shared with ICT equipment in order to provide a modern learning resource centre.

The layout of the library ensures that it is accessible to all adults and children within the school, including wheelchair users.

The organisation of the library supports children in learning to read and reading to learn.

Fiction and non-fiction books are grouped according to reading level. All KS2 children and some KS1 children have their reading ability assessed on a termly basis and this is used to guide their choice of books. This forms part of the Accelerated Reader programme.

Kinder boxes are also available with a wide range of books suitable for KS1 and KS2.

Each class has the opportunity to visit the library on a weekly basis at the very least.

Books are also stored in classrooms and staff are encouraged to return and replenish their classroom stock frequently.

Management and Staffing:

The English co-ordinators are responsible for the management of the library but as they have class responsibilities the day-to-day use and maintenance falls to classroom teachers and their Teaching Assistants.

Book Stock/Resources:

The school subscribes to Plymouth School Library Service. As part of this regular book exchanges take place throughout the year.

Books are also purchased through Plymouth School Library Service and these can be exchanged when they become damaged or outdated.

The PSLS subscription also offers advisory services, which include a stock audit. This ensures the library has a well-balanced, up-to-date selection of stock which is suited to the needs of the children and school community.

We also take advantage of the PSLS Topic Boxes, which support teaching and learning across the curriculum. Each teacher is entitled to two Topic Boxes at one time, with the additional opportunity to request extra Topic Boxes to support particular needs, for example, children with SEN, Primary Modern Languages, EAL, GTMA, Multicultural and service families.

WRITING

Aims

Children should learn to:

- write in different contexts and for different purposes and audiences;
- form letters correctly, leading to a fluent joined and legible handwriting style, giving increasing regard to presentation;
- be increasingly aware of the conventions of writing, including grammar, punctuation and spelling
- plan draft and edit their writing to suit the purpose
- use ICT as a literacy medium for presenting work and manipulating text

Entitlement

Pupils have access to a wide range of writing opportunities that include:

- shared writing
- guided writing
- independent writing
- writing for different purposes and audiences
- writing different text types and narrative styles
- writing in different curriculum areas
- handwriting practice
- spelling practice
- opportunities to practice the grammar expectations for their year group.
- collaborative writing
- writing related to own experiences and enjoyment

- writing from a variety of stimuli
- planning, drafting, editing and presenting
- using ICT

Teaching and Learning

Teachers promote writing and look for ways to inspire and motivate pupils so that they see themselves as 'writers'. Teachers establish the purpose and audience for writing and make teaching objectives explicit to pupils, so they know why they are studying a particular text type, the kind of writing activities they need to undertake and what the expected outcome will be. Usually, though not always, the teaching sequence for reading and writing will be used as a framework:

Talk for writing: reading, discussing, planning, drafting, revising, editing

⇒ Reading and Responding: In depth reading of the text type in order to immerse children. Lots of vocabulary work and discussion. Possibly text maps if appropriate.

⇒ Analysing: Analysis of texts for structural and language features; teacher demonstration of usage of sentence and word level features; further consolidation of key features. Teaching and practice of purposeful grammar and spelling related activities. Shared writing with class.

⇒ Planning and writing: Children take responsibility for planning in the style of the text type and writing using all the skills which have previously been identified and taught. They are given opportunities to edit their work and produce a final draft.

Subject-specific texts that link to work being undertaken in other areas may also be used in English lessons to support the wider curriculum. Teachers use shared writing to model the writing process. Shared reading and writing provide a context for discussion and demonstration of grammatical features at word level, sentence level and text level. Activities are differentiated through the use of writing frames, spelling banks, collaborative work and peer or adult support. Teachers encourage 'talk for writing' as an integral part of the process. Progress Writes accompanying oracy activities are carried out twice each half term. Teachers provide stimulating displays to support this work.

Teachers and children identify features of the genre as part of the teaching sequence. They work together to produce success ladders which children are expected to use to scaffold their

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writing. Success ladders should be on display in the classroom. They should also accompany writing progress and writing outcome pieces so children can self-assess their work. Success ladders should encourage children to think about the skills they need to produce a piece of work but they should not be too prescriptive. For example, you might include 'Can I use conjunctions?' rather than 'Can I use and, or, but in a sentence?' This is the guidance that Year 2 and 6 teachers are provided with by the STA. The children are enabled to achieve the task rather than given a prescription of what to do. They are being encouraged to become independent writers.

Assessment

Teachers assess ongoing independent writing using the Curriculum 2014 objectives for their year group. These are regularly uploaded onto Educater. Each half term, teachers formally assess a piece of independent writing using the progress sheets for their year group. This is used to inform assessment that are entered onto Educater.

Handwriting

Teachers provide opportunities to practise and improve handwriting and encourage pupils to develop a fluent legible style. Teachers model the agreed style (Penpals) consistently across the school. A mixture of whole class, small group and individual teaching is planned. Children are set targets about how to improve their writing through marking and feedback. These targets are shared with the children. Children and teachers monitor progress towards these targets.

Termly assessment opportunities are provided as part of the Penpals handwriting scheme. Suitable pen grip is closely monitored throughout the foundation stage. In addition, assessment is regularly carried out using the Curriculum 2014 objectives. These assessments are uploaded to the SPTO on a half termly basis. Where a child is failing to make expected progress, Handwriting intervention activities which accompany the Penpals programme are available from the SENCO. Intervention programmes are run by teachers, TAs and HLTAs.

Spelling

Aims

To enable children to:

- develop the ability to write competently and with confidence
- be aware of phonics and spellings
- become increasingly more accurate, legible and well presented

Broad guidelines

At Lipson Vale Primary School we teach spelling by:

- Teaching children to hear phonemes through the daily teaching of phonics within Foundation and Key Stage 1
- Teaching children to identify graphemes through the daily teaching of Read, Write, Inc.
- Teaching children to memorise visual patterns
- Teaching children to recognise silent letters
- Teaching children to hear and identify sounds in words (phonemes)
- Teaching children to use knowledge of rhyme to identify families of rhyming words
- The use of dictionaries and spelling logs
- The use of the 'Look Say Cover Write Check' approach to improve spelling independently;
- The use of the high frequency word sheets
- Creating mnemonics for difficult words
- Partitioning words into syllabic parts
- Developing an understanding of spelling rules - and exceptions.
- Teaching techniques to help children visualise what a word looks like.

Teaching and Learning

Every year group provides spelling practice based on the expectation for their year group. In Key Stage One this takes place in the daily phonics lesson and in KS2 there is a daily dedicated spelling lesson. In Foundation and Year One, 'Read, Write Inc.' will be used to support Phonics teaching. From Year Two upwards the 'No Nonsense' spelling scheme is used to support the teaching of spelling. All children have access to the Spellodrome website which is used in school to provide regular spelling practice. It can also be accessed from home and the expectation is that children will be using this as part of their home learning.

Assessment

From the Summer term of Year One, children are given weekly spellings to learn at home. These are based on skills which are being learned in the classroom. Sometimes the spellings focus on a particular spelling pattern, and sometimes the words are a selection of common exception words. In Key Stage One children are assessed each half term to check which of the expected words they can spell from each phonic phase. Regular assessment of the non-statutory word lists for year 1 and 2 are also carried out.

Grammar

Aims

To enable children to:

- put words, phrases and clauses together which communicate information clearly to the reader.
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences

Broad Guidelines

The grammar of our first language is learnt naturally and implicitly through interactions with other speakers and from reading. Explicit knowledge of grammar is, however, very important, as it gives us more conscious control and choice in our language. Building this knowledge is best achieved through a focus on grammar within the teaching of reading, writing and speaking. Once pupils are familiar with a grammatical concept [for example 'modal verb'], they should be encouraged to apply and explore this concept in the grammar of their own speech and writing and to note where it is used by others. Young pupils in particular, use more complex language in speech than in writing, and teachers should build on this, aiming for a smooth transition to sophisticated writing.

Teaching and Learning

Sometimes grammar is taught and practised as part of the English teaching sequence and sometimes explicit grammar lessons are used. It is a regular feature of English teaching and staff and pupils from Year One upwards are supported by the No Nonsense Grammar scheme.

The Sentence Toolkit

The abstract nature of grammar can make it difficult for young pupils to understand. The Sentence Toolkit has been developed and provided with the No Nonsense Grammar programme to help teachers make grammar come alive in the classroom and develop pupils' awareness and understanding.

Each tool makes an association between the use of the tool in real life and a writing skill that can be viewed in a similar way. Each one has a specific name and purpose. For example, we can show pupils that a spanner is used to tighten bolts and join pieces of wood or metal together. In the same way, subordinating conjunctions can be used to join clauses together. Pupils can use this analogy to help them understand the terminology as well as the writing process and how it works. The visual clues provided and actions that can accompany the tools make this a multi-sensory approach to learning about grammar.

Writing Resources

Each class has a range of materials to support the writing process. Writing materials are kept accessible and organised and pupils are encouraged to take care of the equipment and return it to where it belongs. Each class has age appropriate dictionaries, thesauruses, word banks and/or phoneme friezes. Teachers use the following resources to support writing:

RWI handbooks and resources

Devon Babcock teaching sequence subscription

No Nonsense Spelling

No Nonsense Grammar

Other teacher resources are kept in a central resource area and in classes.

Some Characteristics of Effective Teaching and Learning

Children:

- Take pride in their writing and know when different writing styles are appropriate
- Understand why they are writing
- Experiment and draft ideas
- Talk about what they are going to write (mentally rehearse)
- Are confident to share ideas with others

- Write for different audiences and purposes
- Plan effectively
- Use support materials effectively
- Use ICT as a tool

Teachers:

- Make clear links between reading and writing
- Offer a wide variety of writing opportunities, including handwriting practice
- Are confident in modelling the writing process
- Know key features of different text types and narrative styles
- Use modelling/scribing and supported composition
- Plan outcomes and clarify audience and purpose
- Provide equipment to allow children to achieve their best results
- Clearly outline objectives and targets
- Encourage children to self-correct and redraft work
- Identify and use cross curricular links
- Plan to use ICT in writing activities
- Provide prompts and scaffolds to support independence

Speaking and Listening

Aims

Children need to be able to:

- Communicate effectively, speaking with increasing confidence, clarity and fluency
- Participate in discussions and debate in a variety of contexts
- Listen to the views, opinions and ideas of others with increased interest
- Articulate ideas and thoughts clearly with appropriate tone and vocabulary recognising audience

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- Respond to questions and opinions appropriately
- Retell stories and poems which are known by heart
- Ask questions with increasing relevance and insight

Entitlement

Pupils have access to a wide range of speaking and listening opportunities that include:

- A daily vocabulary lesson
- Talking about their own experiences, recounting events
- Participating in discussion and debate
- Talk for writing
- Retelling stories and poems
- Expressing opinions and justifying ideas
- Listening to stories read aloud
- Presenting ideas to different audiences
- Taking part in school performances
- Responding to different kinds of texts
- Talking to visitors in school
- Listening to ideas and opinions of adults and peers
- Role-play and other drama activities across the curriculum.

Teaching and Learning

Teachers provide a wide range of contexts for speaking and listening throughout the school day. Teachers model speaking clearly. This includes clear diction, reasoned argument, using imaginative and challenging language and use of Standard English. Listening is modelled, as is the appropriate use of non-verbal communication and respecting the views of others. Teachers are also sensitive in encouraging the participation of retiring or reticent children. Roles are shared with pupils: sometimes a pupil will be the questioner, presenter, etc. Speaking and listening outcomes are planned as part of the English unit.

Learning takes place in a variety of situations and group settings and across the curriculum. For example, these could include reading aloud as an individual, working collaboratively on an investigation, reporting findings as a newscaster, interviewing people as part of a research project, acting as a guide for a school visitor and responding to a text in shared or guided reading.

Assessment

Statutory requirements which underpin all aspects of spoken language across the 6 years of primary education form part of Curriculum 2014. They are detailed within the reading and writing programmes of study and are regularly assessed by teachers in these contexts.

Assessments are regularly uploaded to Educater. Where a child is not making expected progress in either speaking or listening, this is a huge barrier to all of their learning. Advice should be sought from the SENCO and where necessary referrals will be made to outside agencies. Teachers, TAs and HLTAs also run social groups when necessary. The focus of these varies. They may offer confidence building opportunities for shy children or training in social conventions such as turn taking. The intervention will be tailored towards the needs of the children and assessed according to identified objectives.

Resources

Teachers have access to a range of resources for speaking and listening activities. There are some useful PSHE and circle time resources which also support this area on the 'SEAL' website.

Some Characteristics of Effective Teaching and Learning

Children:

- Feel their ideas and opinions are valued
- Listen to verbal instructions which are clear
- Offer ideas and opinions which may differ from others
- Verbalise ideas in a variety of situations
- Ask and answer questions appropriately
- Think before they speak - plan out
- Appreciate opinions of others
- Speak aloud with confidence for the appropriate audience
- Communicate collaboratively

Teachers:

- Plan for speaking and listening
- Speak clearly
- Listen

- Consider oral outcomes
- Encourage discussion, debate and role play
- Value and build on pupils' contributions
- Understand how to develop skills progressively
- Use resources effectively
- Set realistic goals
- Use different approaches

ORACY POLICY

Aims and Objectives:

At Lipson Vale we believe that a child's spoken language and communication skills are vital for future success both academically and later in life. We are aiming to develop and encourage fluent speakers, who are confident in a wide range of situations and contexts.

The aims of Oracy across Lipson Vale are to enable children to:

- Be encouraged to speak with confidence, clarity and fluency.
- Recognise the value of listening
- Build a wider vocabulary
- Value the contribution of others and take account of their views
- Engage in a variety of Oracy opportunities throughout the curriculum.

Teaching and Learning:

"Links between oral language skills and literacy, as well as broader education outcome have frequently been highlighted in academic literature. [...] Teachers play an important role in developing their pupils' spoken vocabulary, which in turn can boost the pupils' decoding skills and reading comprehension." *The State of Speaking in Our Schools, Will Millard and Loic Menzies.*

At Lipson we are ensuring that our pupils have a variety of Oracy opportunities across the curriculum areas and teachers plan to develop these skills in a wide variety of ways.

Teachers are to ensure that they are using a variety of speaking and listening protocols during their lessons for instance: talking partners/trios, circles and solo time. Teachers are expected to gradually introduce these protocols to their class and introduce the expectations that accompany them.

In order to develop children's vocabulary, teachers will provide a daily vocabulary lesson in which children will learn a word a day based upon their current class text. The format of these vocabulary lessons will vary for Key Stage and year group moving from orally learning new vocabulary in Foundation and Year One to looking at synonyms and antonyms and creating a written record in Year Six.

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Teachers are expected to establish clear “Talk Rules” for their class, again these will vary from Year Group and Key Stage but should show clear progression of Oracy skills throughout a child's school life. Classes should refer back to these throughout the year to assess and re-model their talk rules dependent upon their current class' needs.

Sentence stems and key vocabulary should be made clear during lessons and children should be encouraged to use these during classroom discussions and when providing oral feedback.

The *Tower Hamlets Language Progression Map* can be used to provide developmentally appropriate and “type of talk” sentence stems. (See Oracy Resources folder) Key topic vocabulary should be displayed for children to refer to during lessons and discussions.

Speaking and Listening. Years One to Six.

Statutory requirements

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

Notes and guidance (non-statutory)

Attention should also be paid to increasing pupils' vocabulary, ranging from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and to enhancing their knowledge about language as a whole.

Pupils should receive constructive feedback on their spoken language and listening, not only to improve their knowledge and skills but also to establish secure foundations for effective spoken language in their studies at primary school, helping them to achieve in secondary education and beyond.

Notes and guidance (non-statutory)

These statements apply to all years. The content should be taught at a level appropriate to the age of the pupils. Pupils should build on the oral language skills that have been taught in preceding years.

Pupils should be taught to develop their competence in spoken language and listening to enhance the effectiveness with which they are able to communicate across a range of contexts and to a range of audiences. They should therefore have opportunities to work in groups of different sizes – in pairs, small groups, large groups and as a whole class. Pupils should understand how to take turns and when and how to participate constructively in conversations and debates.

LIPSON VALE LIBRARY POLICY

This policy will help us to achieve the following school aims:

Identify and develop a range of life skills and interests.

Learn, using a wide and interesting variety of opportunities, both within and beyond the school.

Provide an additional and complementary learning environment which gives opportunities to raise attainment.

Develop creative thinkers and independent learners.

The purpose of the Library:

To provide children with a stimulating, yet relaxing environment, in which they feel comfortable selecting texts and learning materials of their choice.

To celebrate reading, both within school and the wider community.

For the children to enjoy visiting the library and be confident in their abilities to use the library system independently and efficiently; therefore developing a valuable life skill and a love for reading and learning.

To ensure that available resources are current and also reflect and respond to the needs of the curriculum and the children.

Accommodation:

The library is now housed in one of the upstairs classrooms. It has been refurbished and it is shared with ICT equipment in order to provide a modern learning resource centre.

The layout of the library ensures that is accessible to all adults and children within the school, including wheelchair users.

The organisation of the library supports children in learning to read and reading to learn. Fiction and non-fiction books are grouped according to reading level. All Ks2 children and some KS1 children have their reading ability assessed on a termly basis and this is used to guide their choice of books. This forms part of the Accelerated Reader programme.

Kinder boxes are also available with a wide range of books suitable for KS1 and KS2.

Each class has the opportunity to visit the library on a weekly basis at the very least.

Books are also stored in classrooms and staff are encouraged to return and replenish their classroom stock frequently.

Management and Staffing:

The English co-ordinators are responsible for the management of the library but as they have class responsibilities the day-to-day use and maintenance falls to classroom teachers and their Teaching Assistants.

Book Stock/Resources:

The school subscribes to Plymouth School Library Service. As part of this regular book exchanges take place throughout the year.

Books are also purchased through Plymouth School Library Service and these can be exchanged when they become damaged or outdated.

The PSLS subscription also offers advisory services, which include a stock audit. This ensures the library has a well-balanced, up-to-date selection of stock which is suited to the needs of the children and school community.

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We also take advantage of the PSLS Topic Boxes, which support teaching and learning across the curriculum. Each teacher is entitled to two Topic Boxes at one time, with the additional opportunity to request extra Topic Boxes to support particular needs, for example, children with SEN, Primary Modern Languages, EAL, GTMA, Multicultural and service families.

Community Links:

Links with local libraries are made wherever possible and children are encouraged to take part in local library initiatives such as the Summer Reading Challenge.

Regular author visits are organised together with whole school initiatives such as book weeks to raise the profile of reading for pleasure and for information. A number of classes have been able to take part in author visits which have been arranged by the library service and Lipson Academy free of charge.

Next steps:

To continue to build on the stock needed to support the Accelerated Reader Programme.

To investigate different ways to organise the stock to make book choice easier for the children.

To consider additional ways to reward and motivate use of the Accelerated Reader Programme.