

RAYNHAM
PRIMARY SCHOOL



English Policy

September 2023



Intent:

At Raynham Primary School, we believe that literacy and communication are key life skills. Through the curriculum, we help children develop the skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language and equip them with the skills to become lifelong learners.

Literacy is at the heart of all children's learning. Literacy enables children both to communicate with others effectively for a variety of purposes and to examine their own and others' experiences, feelings and ideas, giving these order and meaning. Because Literacy is central to children's intellectual, emotional and social development, it has an essential role across the curriculum at Raynham and helps pupils' learning to be coherent and progressive.

Aims and Vision

By the end of Year 6, we aim for all children to be able 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 develop a growing vocabulary in both spoken and written form;
- have an interest in books and to read for enjoyment, engaging with and understanding 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

Implementation:

The structure of English teaching is based upon the English National Curriculum guidelines and covers the objectives to ensure that a broad and balanced English curriculum is taught to all pupils at Raynham Primary School. Children develop their reading, writing, grammar, punctuation and spelling skills on a daily basis. Each class in KS1 and KS2 has a dedicated English lesson each day with opportunities for extra reading daily and extended writing planned when appropriate. The English skills that the children develop are utilised and supported in every area of the curriculum and are directly linked with other subjects. For example, newspaper articles within English may be developed within a history topic and explanation writing linked to work completed in Science.

Our Approach to Spoken Language (Speaking and Listening)

Our aim is to ensure children can communicate effectively, speaking with increasing confidence, clarity and fluency. They participate in discussions and debates in a variety of contexts and listen with increasing concentration and understanding to the views, opinions and ideas of others with increased interest.

Organisation and Practise

Teachers provide a wide range of contexts for spoken language throughout the school day and across all areas of the curriculum. Teachers and other adults in school model speaking clearly and in full sentences.

This includes clear diction, reasoned argument, using imaginative and challenging language and the use of Standard English.

Listening is modelled, as is the appropriate use of non-verbal communication, respecting the views of others.

Spoken Language outcomes are planned for all areas of the curriculum. Learning takes place in a variety of situations and group settings. 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 visitor to the school or responding to a text in shared or guided reading. Spoken Language is a focus across the curriculum and across the school day in a variety of settings. Teachers have been trained to identify the speech and language needs of children who have difficulties in this aspect.

Our Approach to Teaching Reading

Phonics & Early Reading - (See Phonics Policy)

We use Read Write Inc. to support our teaching of phonics. All children from Reception to Year 2 are screened on a half-termly basis and placed into the appropriate group that matches their phonetic and reading development. Teachers and teaching assistants teach the groups, and there are daily phonics lessons. In year 2, children who have completed the phonics programme and are fluent readers will begin whole class guided reading sessions.

In Key Stage 2, children take part in daily Guided Reading lessons. They demonstrate their understanding and thinking behind a range of texts. During our structured 'Guided Reading' lessons, children are taught very specific skills of reading (content domains). During the lessons, there is a focus on book talk, talking to a partner and explaining ideas as part of a class discussion. We enable children to tackle comprehension through 'scaffold questions', which address vocabulary development and word meaning. Children then progress to developing other skills, such as inference and prediction. Teachers use the progression of the reading skills map when planning.

In order to further develop text meaning and vocabulary, guided reading texts are often linked to other subjects, which enables a cross-curricular approach to developing reading in the wider curriculum. We believe it is important for children to read a range of high-quality texts, including fiction, non-fiction and poetry. We ensure that the provision of reading material within the school provides equal opportunities for all pupils. These need to reflect children's linguistic and cultural backgrounds. Reading activities are differentiated and scaffolded to ensure all the children, including PP, MABLE+, SEND and low attainers needs are met.

Organisation and Practice

During a typical guided reading session, teachers will...

- Share what content domain/s the children will be focusing on for that session.
- Carefully select key vocabulary words they want the children to learn that week. This vocabulary will be taught using the Scaffolding approach. Vocabulary will be taught and embedded throughout the rest of the week and across the wider school day to allow for children to use these words in different contexts. Where appropriate, they are applied during their Writing sessions.
- Teachers should work with a focus group/spotlight children during the session to continue to assess fluency and understanding.

Other Key Points for Reading

- We have a soft start in the morning, where children will begin their day engaging in reading books.

- Teachers to model reading strategies
- All adults support reading activities to ensure that children have more frequent opportunities to read with adults.
- When possible/appropriate IT software is also used to extend pupils' reading experiences.
- A stimulating reading environment and class library are available in all classes.
- The school library is an important resource, and pupils are taught how to use it appropriately.
- The reading corner/class library must be organised and clearly labelled wherever possible so that the children can easily find appropriate reading material and encourage interest in the reading material.
- Classroom and central displays are language-rich, and special displays promote authors and books.

Reading For Pleasure

At Raynham, we believe that reading for pleasure should be at the core of every child's education. We aim for every child to become a lifelong reader, and that is based on developing a deep love of reading. We make reading a key part of our curriculum and expose pupils to a wide range of texts in a variety of different situations and across all areas of the curriculum.

Access to a wide range of texts/books

We give our children the opportunity to read a wide range of texts within the classroom.

These texts include:

- fiction and non-fiction books
- picture books
- poetry
- magazines and comics / graphic novels
- newspapers
- internet-based texts (Google Chrome Books).

Teacher's Role

The teachers and other adults have the important role of fostering a love of reading with the children.

- Teachers regularly read aloud to the children
- Teachers encourage a love of reading and promote the reading of a wide range of books
- Teachers model themselves as readers by discussing their own reading experiences with the children
- Teachers recommend books to the children and together complete book reviews promoting books they have read in class
- Teachers use the class library as a place of importance and encourage children to borrow books to take home regularly

Activities to Promote Reading for Pleasure

Class reading books (Reading Spine)

All teachers will read a core selection of books to the children throughout the year; these form our reading spine. In the Foundation Stage and Year 1, these include a spine of 12 great picture books. In Year 2 pupils, there is a mixture of great picture books and chapter stories. In Key Stage 2, each year group has five / six novels. In addition to the spine, the reading is supplemented with a range of books taken from the book corner, often selected by the children to develop their interest and love of reading.

Virtual Library

We have a virtual library linked to our reading spine books and reading-for-pleasure links available on our school website.

School Assemblies

Assembly time is used to share reading books or extracts, authors and experiences with the children. Each class gets the opportunity to perform a poem, song or extract from a book during the assembly.

Library Visit

All children have the opportunity to visit the school library and the local library. This develops choice and interest. It also promotes joining a library and visiting outside of school with parents/carers.

Home School Reading Partnership

We encourage parents to take an active part in their child's reading through the home reading scheme across the school. Sharing a book at home with their grown-ups not only helps to develop inferential skills but also supports a lifelong love of reading.

- All children take home a school book to read with their parents/carers or independently
- Each child has a reading communication book which they or their parent/carer can comment in
- As part of our phonics programme, all children in EY & KS1 take home a decodable book that is matched to their phonics stage.
- In KS2, the lowest 20% of readers are given a decodable book alongside their reading-for-pleasure book.
- All children in Early Years, Key Stage 1 and the lowest 20% in KS2 have a login for Oxford Owl to read their assigned decodable phonics books online and complete a short comprehension task.
- In KS2, the lowest 20% of readers in Y5 & Y6 on the FreshStart programme take home a RWI anthology which is matched to their reading stage.
- All reading books sent home are closely monitored by the adults in the class to ensure books are accessible to the children.

Extra Reading Material and Resources

- Every class has a selection of reference books e.g. dictionaries, thesaurus etc. and a class library.
- Year 6 shares a whole class collection of etymological dictionaries.
- Extensive range of Guided reading books, which are kept in a central classroom/mezzanine.

Our Approach to Teaching Writing

At Raynham, we use 'The Write Stuff' approach by Jane Considine across the school, which follows a forensic approach to writing. It promotes enjoyment in writing, exposes the children to a variety of genres and helps the children to sequence their learning and use the knowledge to produce quality writing.

The Write Stuff is based on two guiding principles:

- Teaching sequences that are made up of experience days and sentence stacking lessons. The Sentence stacking lessons are broken into chunks that have modelling at the heart of them.
- Sentences are taught under the structural framework of The Writing Rainbow and teachers preparing children for writing by modelling for the ideas, grammar or techniques of writing.

Teaching Sequence

Fiction:

Teaching Sequence

DAY 1 ★ Woodland creatures in Winter	DAY 2 S The animals gather	DAY 3 S Animals think about the journey	DAY 4 S Crow will go
DAY 5 S Swooping through the seasons	DAY 6 S Meeting the sun	DAY 7 ★ Sunshine & storms	DAY 8 S The Crow changes
DAY 9 S Gathering around the fire	DAY 10 ★ Words can hurt	DAY 11 S Crow's beauty	DAY 12 Pencil Independent Writing Sequence
DAY 13 Pencil Independent Writing Sequence	DAY 14 Pencil Independent Writing Sequence	DAY 15 Pencil Independent Writing Sequence	DAY 16 Pencil Independent Writing Sequence


Non-Fiction:

Teaching Sequence

DAY 1 Find a shape (Terrifying Tigers)	DAY 2 Find a shape (Terrifying Tigers)	DAY 3 ★ Exploring documentaries & books	DAY 4 S Heading, rhetorical question & Fact
DAY 5 S Overarching information	DAY 6 ★ Savannah experience & vocabulary hoard	DAY 7 S Subheading / information	DAY 8 S Labelled photograph / caption & Fact
DAY 9 ★ Cheetah attack!	DAY 10 S Subheading / information	DAY 11 S Dialogue / joke & call to action	DAY 12 ★ Lion experience
DAY 13 ★ Research for a lion report	DAY 14 Pencil Independent Writing Sequence	DAY 15 Pencil Independent Writing Sequence	DAY 16 Pencil Independent Writing Sequence
DAY 17 Pencil Independent Writing Sequence	DAY 18 Pencil Independent Writing Sequence		

Poetry:

Build it like Lego!



Teaching Sequence

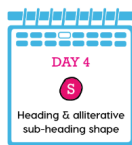
Mon	Tues	Wed	Thurs	Fri
Find a shape	Exp	Verse 1	Verse 2	
Verse 3	Verse 4	Exp	Plan	Plan
Sequence	Plan	Write	Edit	

Metaphor Action



Writing Units:

- Will be made up of experience lessons – where pupils gather ideas, or stimulus for writing
 - Sentence stacking lessons, made up of three learning 'chunks':
 - **Initiate:** teacher shares a stimulus e.g. Film clip picture, drama; word gathering and discussion; 'chotting' – pupils chat and jot words they want to use in their exercise books/whiteboards
 - **Model:** the teacher does demonstration writing, explicitly explaining choices of words etc, using 2-3 lenses from the Writing Rainbow, modelling thesaurus thinking – to write three sentences, using vocabulary gathered in the initiate stage
 - **Enable:** Being clear about the sentence idea, the children are then asked to write their sentences sticking to the clear criteria. The children have their 'chottings' to support their word choices.
- For every sentence written:** children need to think about the IDEA of writing and the INTENT – e.g. positive or negative – that will affect word choice



Sentence Stacking Lesson 1

Learning Objective:

To write effective sentences for our sporting biography.

Steps to Success:

- Heading
- Alliteration
- Question

	Initiate	Model	Enable
Learning chunk 1	Heading Show the children three sentences that includes the sporting names home, when they were born and when they died. Now share a pair ones pupils work that was really rough and slipping called 'Mandy' number. Show the information and children look for the mistakes. Model with the children how to improve. Now share these three sentences, Florence Joyner was born in 1924 and grew up with ten brothers and sisters. She died an exciting life but died suddenly when she was 38 in 1958.	Heading Teacher model: Shirley Chisholm, 1924-2005. (Obviously the one for our model is 'Florence Joyner 1924-1958')	Heading Pupils to write the heading for Florence information with no spelling mistakes and accurate numbers.
Learning chunk 2	Alliteration Put four hula hoops on the floor. One 'Competitor' another 'Sprinter' another 'Turner' and lastly 'Macho' winner. Jumble up a range of words on flash cards and the pupils sort into the correct heading (eg. spectacular, splendid, splendid, brilliant, speedy, special, 'R' words: rapid, ruthless, red-hot, refined, ribbon, 'M' words: marvellous, marvellous, magnificent, massive, marvellous, marvellous, marvellous, 'C' cracking, clever, courageous, colourful, coordinated.	Alliteration Teacher model: Ambitious, adept athlete.	Alliteration Pupils to choose two alliterative verbs before their noun.

- Each sentence stacking lesson is based around a 'plot point' for narrative, or part of the 'shape' for non-fiction genres
- Pupils then plan, write and edit an independent piece where success criteria are shared, and they have the chance to demonstrate the skills and knowledge about sentences and genre they have learnt.
- During the Independent Write it is crucial that children's errors or amendments are pointed out to them.
- The final part of the writing process looks at revision of what has been crafted.
 E1 = Revise - spelling, punctuation
 E2= Rewrite i.e. a *sentence is re-written by the child
 E3= Re-imagine ...tell me more - write additional sentences or sentences

The Writing Rainbow:



The zones of writing in the rainbow:

The FANTASTICS: The Ideas of Writing	THE GRAMMARTASTICS: The Grammar of Writing	THE BOOMTASTICS: The techniques of writing
Feeling Asking	Adverbials and adverbial forms Basics (word classes)	Simile Alliteration

Noticing Touching Action Smelling Tasting Imagining Checking	Complex sentences Dialogue and contracted forms Structure and style: <ul style="list-style-type: none"> ● Purpose ● Paragraphs ● Passive or Active voice ● Past and present tense Punctuation	Rhyme Onomatopoeia Repetition Personification Pun Symbolism Pathetic Fallacy Metaphor
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Spelling and Grammar

The teaching of Grammar and Spelling is in line with the requirements of The National Curriculum.

Grammar is taught explicitly during each Sentence Stacking lesson.

Children are taught to spell words accurately by combining the use of grapheme-phoneme correspondence knowledge, morphological knowledge and etymological information.

Children are taught to:

- Looking for words within words
- Write words in context
- Practise letter patterns
- Use phonic strategies when spelling
- Spell accurately and identify reasons for mis-spellings
- Proof-read their spelling
- Recognise and use word origins, families and roots to build their skills
- Use dictionaries, thesauruses and spell-checks.

Home spelling work is set weekly using the Spelling Shed Programme which is interactive and monitors each child's progress and score.

Handwriting

Our aim is to develop a legible, cursive and fluent style and to ensure that a good standard of handwriting and presentation is used and maintained in all areas of the curriculum.

Children are taught handwriting from the Foundation Stage, and our discrete handwriting sessions help children progress through three stages:

- Stage 1 – developing correct letter formation, posture and pencil grip
- Stage 2 – learning to join letters and developing a cursive style
- Stage 3 – to be increasingly able to make their first draft their best copy.

Organisation and practice

- All children in Reception learn to form letters using the RWI picture cards and rhyme to support. This is continued in KS1 phonics lessons, including daily early morning handwriting work.
- From Year 2, the cursive script is taught to all children. This is on display in the children's handwriting books for easy reference and teaching sequence.
- Enlarged exemplar script sheet is displayed in each classroom for staff and children.
- In the Early Years and Key Stage 1 the separate nature of each letter is taught first (using RWI) with the expectation that cursive writing will be developed by most children during Year 2.
- Handwriting books (with guidelines) are used for handwriting practice
- During handwriting practice, teachers move around the room to monitor letter formation, pencil grip and posture.

- From Year 3 onwards, cursive handwriting is done 3 times weekly for ten minutes.
- Consideration must be given to the individual needs of children who may need longer to develop their cursive script, and activities should be provided to aid development and pencil grip.
- Left-handed children must be seated on the left-hand side of right-handed children.
- Teachers are expected to set a good example by writing neatly and in the school's handwriting script when marking children's work or writing on the board.
- Children who are not forming their letters correctly will be supported by the class teacher and/or support staff working in the class.

Children will be supported through:

- Activities to develop their fine motor skills e.g. threading, weaving, peg boards, painting, playdough etc
- Activities to develop their gross motor skills where appropriate e.g. throwing and receiving
- Opportunities to practise letter patterns through art activities.
- Pencil Grips (see SLT / SENDCO for support or advice)
- Intervention - small-group fine motor skills
- Extra handwriting homework

English as an Additional Language

We recognise that children developing English as an additional language (EAL) often have considerable language experience, although not necessarily in English. The needs of children with English as an additional language will be met through rigorous planning.

We support EAL readers by providing a wide range of materials and activities that build on children's existing knowledge and experience as readers and writers, including books in relevant community languages and ICT resources. We aim to provide a range of materials in some of the home languages of the children in the school. In addition to this, new arrivals who need extra language development are identified and receive extra support from an experienced HLTA / TSA.

Impact:

Assessment, Recording and Reporting

Assessment for learning occurs throughout every lesson through discussion and evaluation of the children's work. This is invaluable for teachers to ensure that children have grasped the main teaching focus of the lesson and to adjust planning accordingly; group or individual targets are set accordingly and marking is in line with the school policy.

Formal records for each pupil will consist of:

- Independent written work (kept in pupils' Progress Writing Folder) – teachers provide accurate teacher assessments based on their analysis of pupils' work and the use of TAFs in Y2 and Y6 and writing descriptors for the rest of the school.
- Moderation of pupils' work, as a whole staff, at least termly. progress is agreed between professionals. Moderation with other schools is timetabled into the CPD programme (working with our school in our Trust).
- **Personal targets** - children are expected to work towards achieving their personal targets through self-assessment, aided by teacher assessment.
- Work is assessed via discussion, marking and improvements encouraged through next steps and re-drafting.
- Spelling is set on SpellingShed and tests are carried out weekly.

- Phonics screening is undertaken at the end of Year 1 and Y2 for children who did not meet the threshold in year 1.
- Reading and writing assessments are recorded on ScholarPack, which is kept updated by the teachers.
- Analysis of assessment data is used to set targets and is regularly reviewed.
- **As reading is a school improvement focus, it is linked to Appraisal targets.**

The teacher keeps records that enable them to deliver an effective, creative and relevant curriculum that builds on prior attainment and meets the needs of all pupils.

Monitoring and Evaluation:

English will be monitored by the English lead, SLT and HT. Having identified priorities, SLT and the English Coordinator construct priorities as 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.

Staff Development


Teachers are expected to keep up to date with subject knowledge and use current materials that are available in school, online or from training sessions. Staff are also sent on local and national training. Training needs are identified as a result of whole school monitoring and evaluation and performance management. Where necessary, the English coordinator leads or organises school-based training. Additional adults who are involved with intervention programmes will receive appropriate training that may be school-based or part of central training.

English Marking

Teachers will provide you with verbal feedback in your English, phonics or reading lesson. They will also take a look at your books, read your work and may give you written feedback.

You will see a stamp on your work if the work meets the learning objective, and you may receive a sticker if your teacher is proud of you.

Your responsibility is to make changes to your work. Use a green pen to make changes. Your teachers may use symbols when looking through your work:

Symbol	Meaning
✓	This means that your teacher likes something you have done or written.
○ —	A circle or underline means you need to check something. This could be a spelling, capital letter or missing punctuation mark.
➔	An arrow means you need to complete or add additional work or follow an example.
^	This means a word is missing from your sentence.
Pr	Careful with your presentation/handwriting/letter formation.
	Finger spaces are missing.
[]	You need to read this part and check for meaning.

- Children respond in green pen
- Teacher to write in neat cursive script