



St. Lawrence Primary School



English Policy

Language is the prime medium through which students learn and express themselves within the curriculum and all teachers have a responsibility in developing effective Literacy. All teaching staff are teachers of Literacy.

The staff of St. Lawrence School is committed to developing the Literacy skills of all students (in all subjects), to supporting their learning in this area and raising standards, because students require:

- a wide vocabulary, expression and organisational control to cope with the cognitive demands of subjects.
- the ability to decode text through the rigorous and systematic teaching of phonics (RWInc.Phonics).
- the ability to discuss texts with each other in focused partner work sessions.
- the exposure to modelled examples of 'find it/prove it' questions to aid with the comprehension of all texts.
- a cohesive and thoroughly monitored approach with integral assessment at half termly intervals (Five, including 2 PIRA - in December and at end of Spring Term) – see Assessment section of Teaching and Learning Policy
- speaking and listening opportunities (these are essential to basic life skills in communication and have a high profile in Read Write Inc.Phonics, Rwlnc Comprehension (Yrs. 3 and first half term of 4) and Extension (post RWInc. where whole books – various genre are used as a class vehicle for the teaching of English)
- exposure to sources beyond their immediate experience which aid research, as well as overall performance in all areas of the curriculum.
- proficiency in Reading, in order to develop first (spoken language), second (subject specific language) and third (technical) tier vocabulary and concentration skills, as well as the ability to apply their knowledge to structure complex texts (in a variety of genre) with confidence.
- the ability to use all literacy skills for enjoyment, engagement and pleasure.
- the ability to read a wide variety of writing which will help them organise their thoughts, ideas, moral values and learning.
- language in order to reflect, revise and evaluate the things they do, and the things others have said, written or done;
- the ability to answer higher order questions involving inference, critical thinking skills, reasoning and enquiry, not just in English lessons but across the curriculum.
- functional literacy skills in order to access a secondary curriculum.
- functional literacy skills in order to secure their future economic well-being.
- competent literacy skills to ensure high self-esteem, motivation to engage with the school curriculum and ensure positive behaviour.
- the ability to articulate their own beliefs, structure coherent arguments and take part in debates on social, political and moral issues.

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All schemes of learning, and many lessons, include specific literacy opportunities and the writing lesson, as well as lessons with a humanities context, has specific literacy learning intentions taken from the Jersey Curriculum.

Spoken Language

Spoken language is integral to all subjects and there is a long term plan which details opportunities for these throughout the year groups, from discussions, to partner talk in RWINc, to drama, debates and hypothesizing in Maths, Science and Foundation subjects (where evidence is required to support opinions). Through the introduction of grammar mats, it is hoped to increase pupils' abilities to communicate both orally and on paper. In KS2, children recite classic poetry

Grammar

Grammar is taught explicitly (and through games) according to the curriculum for each year group and is practised in Reading and Writing lessons.

Foundation Stage

The children in our Foundation Stage (Nursery and Reception Classes) follow the curriculum outlined in the *Development Matters in the Early Years Foundation Stage*.

'Communication and Language' is one of the Prime Areas of the Early Years Curriculum and there are three strands within 'Communication and Language':

1. Listening and Attention;
2. Understanding;
3. Speaking.

All children in the Foundation Stage are involved in daily discussions within whole group or small-group situations. Activities are carefully planned to ensure that children engage in dialogue that helps extend their vocabulary and develop their speech and language skills on a daily basis. Children are taught to use language to express themselves effectively, to use past, present and future forms accurately, and to use language to organise, sequence and clarify thinking, ideas, feelings and events. Such activities are planned for both play-based sessions (such as role-play or small-world play) as well as more structured teacher-led sessions.

WellComm

The WellComm screening toolkit is used to assess all children on entry to the Nursery and Reception Classes. This assessment is carried out on a one-to-one basis. Following assessment, interventions are put into place to support the children as necessary. These interventions are carried out on a one-to-one basis, or within a small group setting as appropriate. The Foundation Stage children are regularly assessed using the WellComm toolkit and interventions adapted as required.

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'Literacy' is one of the Specific Areas of the Early Years Curriculum and there are two strands within 'Literacy':

1. Reading;
2. Writing.

As part of the curriculum within Reading, all Nursery pupils are taught to:

- Enjoy rhyming and rhythmic activities;
- Listen to and join in with stories and poems;
- Join in with repeated refrains;
- Anticipate key events and phrases in rhymes and stories;
- Be aware of how stories are structured;
- Describe main story settings, events and principal characters;
- Recognise familiar words and signs such as their own name and advertising logos;
- Hold books correctly and turn pages carefully;
- Know that print carries meaning and, in English, is read from left to right and top to bottom.
- Be introduced to the RWInc Phonics' Programme

As part of the curriculum within Reading, all Reception Class pupils are taught to:

- Continue a rhyming string;
- Hear and say the initial sounds in words;
- Segment the sounds in simple words and blend them together, knowing which letters represent some of them;
- Link sounds to letters, naming and sounding the letters of the alphabet;
- Begin to read words and simple sentences;
- Use vocabulary and forms of speech that are increasingly influenced by their experience of books;
- Decoding, through the use of RWInc Phonics
- Know that information can be retrieved from books and computers.

As part of the Writing curriculum, all Nursery pupils are taught to:

- Give meaning to the marks that they draw and paint;
- Ascribe meaning to the marks that they see around them.



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As part of the Writing curriculum, all Reception Class pupils are taught to:

- Record the initial sounds within words;
- Segment the sounds in simple words, blending them together and recording the sounds;
- Link sounds to letters and record letters of the alphabet;
- Use clearly identifiable letters to communicate meaning representing sounds correctly and in sequence;
- Write their own name as well as labels and captions;
- Write short sentences in meaningful contexts.

Whilst many of these activities form a part of play-based sessions, there are more structured times in both Foundation Stage classes whereby children are taught phonic and blending skills according to the Read, Write, Inc. programme of study. Parents are invited to meetings to find out more about the RWI programme and are also invited to observe sessions taking place in the Reception Class when COVID guidelines enable them to do so.

Assessment for 'Communication and Language' and 'Literacy' is ongoing. The EExAT tracking system is used in both the Nursery and Reception Classes and assessments from these are used to inform future planning. Within the EExAT system, there are also digital learning journals for each child that can be accessed by parents. Parents are also able to contribute to the Learning Journals and this in turn gives a more holistic picture of the child.

Literacy Across the School

- All students in KS1 have one a 1 hr. lesson per day in RWInc Phonics – this is mainly pupils in Reception (from Spring term where appropriate), Y1 and Y2.
- When Y2 move to Comprehension, the lesson changes from 5 times per week to 3 times per week.
- In Years 3 to 6, pupils have 3 hours specific RWInc Comprehension or Extension Group work (mainly Years 5 and 6), where whole books are read. SPAG forms part, or all of one of these lessons and a lesson format has been implemented.
- Pupils who have completed Phonics will join a 3 hr week in Reading, initially in a RWInc. Comprehension group.
- All pupils have targets set in their work books, in line with the statements in the Jersey Curriculum and the Marking and Feedback Policy. These make it clear to pupils where they are and what they need to do in order to achieve the next step in Reading, Writing, Spelling, Grammar and Spoken language.
- Pupils take part in Christmas Pantomimes/shows, special assemblies, exhibitions of learning and activities which celebrate achievements in Literacy e.g. recitation of class poems (one per term, per class). These are well-known poems from famous poets and contain high level vocabulary which is explained to the pupils prior to learning the verses. Teachers should use technical terminology when discussing this poem – genre, theme, title, verses (what is the focus of each verse), line-breaks, rhyme, rhythm, metre, metaphor, simile, personification, pathetic fallacy etc.)

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- Spelling is taught explicitly in RWINc lessons. Students follow the Suffolk PSP – Personalised Spelling Programme (children tested from Year 1 Summer Term onwards only, but only those pupils off RWInc Phonics will follow the personalised spelling programme). Each group's teacher will teach a spelling rule, grapheme or phoneme during the week. This session (through homework spelling sheets) will also include the use of dictionaries, alphabetical ordering, synonyms/antonyms, complex sentence structures with clauses and connectives (Extension Gp.) and the use of a thesaurus at upper KS2 (see below – Spelling Across the School). In line with the Jersey Curriculum, pupils in the last extension group will also be expected to find the etymology of one word selected by the teacher. Any high frequency words which are misspelt in the sentences should be added to the next week's list but any misspellings should at least be identified.
- Prefixes and suffixes are also explicitly taught, in context, to aid spelling and understanding of which word class/part of speech a word is. This helps pupils who may not have a strong 'visual memory'.
- Grammar and sentence types are taught explicitly in both Reading and Writing Groups, linked to the genre being taught.
- At Y6, Grammar and Punctuation is also covered in a grammar game and through the IXL English program (for revision and hitting personal targets). Some grammar and punctuation comes into the spelling homework sheets e.g. antonyms/synonyms, embedded clauses, parts of speech etc., by the time the pupils reach Year 6.
- All pupils are taught from the Spoken Language (Spoken English long term plan for each class). This includes oral presentations (to be formalised by Y6, with the children using prompt cards and visual aids), drama, annual pantomime (Y5 and 6 together and Y3 and 4 together) or Christmas Show to include all of KS2. Years 1 and 2 have their own Christmas performance, as does reception and Nursery.
- The class recitation of the group poem is recited in assembly or recorded and played to the school.
- Explanations in Maths/Science/Foundation lessons, debates, feedback, conferencing etc. allow for opportunities to consolidate oral Literacy. Debates and oral presentations take place in each year group and children are taught skills explicitly to help them improve over time.
- A systematic approach to teaching sentence structure has been planned with pupils in all year groups being designated specific sentence types.
- Writing Formulae are used to improve the standards of writing and give children a focus for each part/paragraph of their writing.
- Each class has a spoken language element in their exhibition at the end of a project.
- CPD is provided for all staff to improve standards and knowledge across the school.
- All classes have Reading linked vocabulary sheets (TShared/New Curric/Literacy/Vocabulary/year group), with a 'childspeak' definition, image to accompany, etymology, word class and example. These are to be tested informally throughout each half term/term and should be displayed on the classroom wall, as well as being placed in the child's work book for reading.



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- The number of words on grammar sheets for year groups are as follows:
 - Year 1 – 5 words
 - Year 2 – 5 words
 - Year 3 – 8 words
 - Year 4 – 10 words
 - Year 5 – 12 words
 - Year 6 – 12 words plus (some to be grammatical terms required for SATs)
- Consideration is also given to EAL pupils within a class who may need to have first/second tier vocabulary on the sheets and this should be included at the teacher's discretion.

READING - RWInc Phonics

- Students are taught in groups where the processes and planning are cohesive, sequential and allow for smooth movement
- Students on RWInc Phonics (including Reception children by at least Christmas) are tested and grouped on the RWInc phonic reading tests - groups are reassessed every 6 - 8 weeks at this stage. A record of the pupils' progress is in T/Shared/Assessment (years).
- Post RWInc Phonics, pupils are also assessed every half term and their progress is tracked by the group's teacher.
- We teach our phonics through RWInc Phonics and all sounds will be covered by the end of the phonics' programme.
- Where children enter KS2, and are still on the Phonics' programme, interventions are agreed with the SEN Coordinator. These are based on the data analysis done at the end of each term.
- Groups Pink, Green and Purple are assessed orally and their answers scribed for them in assessments. This is dependent on the child's age and ability.
- Children are offered the 1 to 1 tuition kit to help with relevant sound/s or graphemes, spelling if they have missed a number of sessions of RWInc Phonics, or need extra support to keep-up within their group, or are not making the expected progress. Again, these are instituted in agreement with the SENCo.
- Where possible, children will be in groups dependent on their decoding ability whilst they are in RWInc Phonics.
- Vocabulary is taught using grammatically correct terminology which is used in the 'build a sentence' part of the lesson and children are encouraged to edit and improve their writing by employing an 'adjective' or using a sentence type. Punctuation is also taught in reading sessions but children are explicitly taught how to use it in both Reading and Writing time.
- Students have experience of partner work, where speaking and listening, as well as co-operation, is explicitly taught and used as a means of making sure all children are active learners and engaged in the assessment of their own and others' work. Specific phrases are used throughout the school e.g. TTYP, perfect partner position etc.



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READING - after RWInc Phonics

- Children progress to RWInc Comprehension, when they have finished the phonics scheme, where the deconstruction of text, writing skills, inference, sentence structure, understanding of different genre are explicitly taught through modelling by the teacher.
- Students are assessed in Reading (three times a year on a teacher assessment) against the Jersey Curriculum Statements using an unseen excerpt from a book, on the areas covered in class.
- PIRA is used twice a year to give a standardised score and reading age, so enabling the tracking of progress.
- In Years 2, 3 and 4, a speedsound lesson is still taught 2 to 3 times per week - depending on the group.
- In Year 5, a speedsound lesson is taught once a week.
- For home readers, the children who have just come off RWInc Phonics and have started RWInc Comprehension, will read from the home reading boxes which are 'levelled'. The Year 3 teacher will help children select appropriate books so that they can be read by the pupils themselves at home.
- The Post RWInc Extension Groups, will read from a selection of books, chosen by their literacy teacher from the library, on the genre they are studying, or will choose their own.
- Pupils use the school library as appropriate to choose a book for enjoyment and 'on a need to' basis for research/information.
- A record of the books a child has read is kept in their Reading Challenge Sheet for younger children and in a class folder or journal for older pupils.
- Students use the internet and various interactive literacy activities to enhance learning in the genre being studied, or to reinforce or revise skills as decided by the group's teacher.
- Y5 and 6 pupils who require extra help with reading and writing skills, are taught in withdrawal groups on RWInc Fresh Start in the first term, and subsequent terms if required (informed by assessments).

Assessment of Reading

- In Reception, every 6-8 weeks children will be assessed on their phonics knowledge and reading speed using RWI assessment and grouped accordingly.
- In Reception, from Orange level up, the children are asked one or two questions that probe their comprehension of the texts at each level. The children's answers are compared with evidence of their ongoing learning which is tracked using EExAT and the teacher's professional judgement is used to decide level of knowledge/understanding the child has.
- In KS1, children's phonics knowledge and reading speed is tested every 6-8 weeks and RWI groups are set for the following half term. Children's comprehension is assessed on a half termly basis using no more than 10 questions about an unseen RWI excerpt. This assessment should take no more than 1 lesson, for those children not on the SEN register.
- After children have completed the RWI phonics scheme, those presenting with reading difficulties have their progress tracked using PM Benchmark tests (end of each half term) and interventions are organised by class teachers with support from SENCo.



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- For those children who have finished RWI phonics, reading skills are assessed on a half termly basis.
- After reading tests have been marked, the child will respond to the teacher's target. The teacher will prioritise one or two targets for the children to respond to. The children will have responded to their target within a week of completing the assessment.
- At KS1, pupils will respond to/bridge the gap on class targets – one or two
- In line with new RWInc assessments, generally, pupils will not be 'off' RWInc Phonics until they can read at 90 words a minute on a levelled text. There is no expectation for pupils to be finished the RWInc Phonics' Programme until the end of the Spring Term, in Y2.

Writing Across the School

- Pupils take part in focused writing sessions (in their year groups) where they can practise, as well as learn, the skills of writing in a cross curricular context (if applicable). In these sessions (approx. 45 mins dependent on age) a writing/handwriting intention is identified in the teacher's planning and shared with the children, as well as any contextual learning intentions. These sessions are around a genre, which is developed and modelled by the teacher over a half term. Timings are particular to classes and in line with curriculum entitlements.
- Teachers select the genre and skills to be taught from the yearly planner for their year group and assess pupils on that genre at the end of each half term.
- The main foci at Y1 will be story writing, recount or diary, with other genre covered as appropriate.
- At Y2, the main foci will be story writing and recount, as well as other genre being added in the summer term.
- Children's writing is assessed continuously in their Reading and Writing books against Jersey Curriculum statements on the block/genre they have studied and half termly in an unaided piece of writing, again, on a genre which they have studied. These levels are then moderated in staff meetings at points throughout the year.
- Each writing session is based around a 'formula' for writing in that genre so that there is a collegiate approach throughout the school. Teachers model the task and support children in their attempts, giving feedback along the way in the form of targets and comments.
- Time is given at the start of some sessions each week, for children to respond to these targets.
- Punctuation and Grammar is taught explicitly within the context of the genre being covered and on Spelling Sheets for homework (from Y2 upwards).
- Vocabulary catches are encouraged to support pupils' writing within a particular context e.g. where a mood is gloomy in a story, then a vocabulary catch for sad verbs, adjectives, adverbs, supports pupils' work.
- Good and 'poor' examples of work are shown to pupils to critique/annotate – when using pupils' work, permission is asked for and the pupil is not identified. Teachers could use 'WAGOLL' (What A Good One Looks Like) for examples of high quality work.
- Feedback is given in line with the Marking and Feedback Policy



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Handwriting

Handwriting will be taught in line with the RWInc Phonics Handwriting Programme and there is a separate Handwriting Policy explaining this.

High levels of presentation within pupils' work are expected and Handwriting has a designated time slot on the timetable in classes from Y1 to Y5.

Handwriting sessions take place four times per week for KS1, twice a week for KS2 (Yrs. 3 and 4) and once/twice a week for Yr. 5 if required).

Pupils who have a particular need at Year 6 will have short, focused sessions for 6 weeks to improve fluency of joining and general presentation. These sessions will be based on Stage 3 of the RWInc. Handwriting Policy

Processes Involved in Spelling

1. Suffolk Spelling Test (September and February) - Children are tested in their year groups on the supplied sheets on the indicated test.
2. These sheets are assessed and recorded by the class teacher.
3. The class teacher then indicates on the spelling test which spelling cards/sounds/rules the pupil needs to focus on. These tests are done as a class and kept in the purple Writing Assessment Folder, but a copy is passed on the child's Reading teacher to be used by the child and inform them as to which card/rule etc. they need to address.
4. Teachers should ensure that the child understands the grapheme, phoneme, prefix or suffix being taught and that they understand the meaning of any tricky words on their weekly PSP card.
5. Children add the words which were spelt incorrectly to their Spelling list in their Target/Homework Booklet.
6. Children's scores are recorded on SIMS

Personalised Spelling Sheet Homework

A PSP spelling sheet for children to do their spelling work on is available for younger and older children, and teachers can amend these to suit their group's needs, as long as they contain a section for:-

- practising each spelling in different colours/fonts – to aid memory.
- sentence level work demonstrating the meaning of the word/using a sentence type/demonstrating use of conjunctions, or the grammar being taught e.g. the use of a semi colon/use of a relative clause/use of an adverbial phrase/use of two adverbs etc.
- alphabetical ordering.
- Two statutory spellings for all year groups

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- Four further spellings from Yellow Group up (6 in total).

- Six further spellings for Years 3, 4, 5 and 6

...and also for older children in extension groups

- definitions of the words

- synonyms and antonyms

- practising sentence level work with clauses and complex sentences or designated Alan Peat sentence types.

- Most able Extension group only– etymology of words and understanding of what parts of word mean e.g. autocracy *auto-* self, *-cracy* – strength. This in turn, links to prefixes and suffixes to help those children who a poor visual memory.

All pupils should have high frequency words, which they have misspelt in their sentences, added to their spelling list for the next week and pupils from Y3 upwards should have a personal target to meet each week, which is appropriate to their learning.

As a staff, across the school, we shall:

- Identify the strengths and weaknesses in students' literacy work, identifying progression in the main forms of Reading, Writing, Handwriting, Spelling and Speaking and Listening undertaken in each class or group and strengthen learning plans accordingly.
- Create a vocabulary list for our class for Reading activities, linked to the book or theme and probe working memory on these on a regular basis.
- Assess and track pupil progress as a way of planning for and assessing Literacy skills so that appropriate changes are made to curriculum delivery and appropriate interventions are targeted for individual need.
- Set targets and success criteria, for and with the children, to ensure understanding and progression.
- Implement and identify literacy priorities and activities for each year.
- Plan for and teach the literacy skills required for success in each subject area.
- Ensure that children regularly use the school library and have access to books for enjoyment and research.
- Make provisions for children to revise and consolidate their Literacy skills through independent work in Topic and in the Foundation subjects.
- Ensure all KS2 pupils take part in quality oral performances with a wide audience.
- (In Y6 and Y5) prepared and teach children how to do a quality oral presentation with emphasis on the skills of speaking to an audience e.g. researching a topic/making notes/bullet pointing, giving good eye contact, vocal projection, tone, use of visual aids, (use of prompt cards – Y6) and body language.

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- (In Y6) set coursework, based on a Science or Foundation Subject topic, where literacy skills are revised and consolidated explicitly. In this area, pupils are also encouraged to write independently after they have researched an area. Feedback to parents is sent home in the form of a report or assessment after each project is complete. The children will also assess their own and a peer's coursework formatively, as well as summatively.
- In Key Stage 1, make sure written topic work is only be on the genre taught – narrative/recount/diary – Y1 and narrative, recount, diary and any other genre taught in the summer term.
- inform parents about their child's progress in English, through consultations (twice a year) and in a summative report in February or April.
- Assure high expectations of standards of presentation so that pupils' work is set out neatly, handwriting is cursive by the end of Y4 and pupils then develop their own high expectations of independent (presentation standard) work.

Version	Date Issued	Issued by	Reason for Change	Presented To (initials to agree policy has been read and understood)	Approved by:	Date
0.1	Jan 2021	Carolyn McCartney	Review and update			Jan 21
0.2						
0.3						