



# Wood End Park Academy

## English Policy

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## **English statement**

English at Wood End Park Academy has a prominent place in our education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Reading enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society.

At Wood End Park, we aim to have an English curriculum that caters for all needs and interests all groups of pupils.

(Adapted from Primary National Curriculum [NC] 2014)

## **Aims**

The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

## Reading

(NC 2014) The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

- Word reading
- Comprehension (both listening and reading).

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

### Guided Reading

Each guided reading session should consist of:

- 1) A class teacher focus group (guided reading around a chosen key text that is age and ability appropriate- questions to be formulated from this text)
- 2) An independent follow up task (based on the key text shared with the class teacher in the previous guided reading session)
- 3) LSA focus group (planned carefully by the teacher based on classes needs- or one of the following)
- 4) Comprehension activity
- 5) One additional activity which helps to develop reading skills (e.g. a phonics focus in segmenting and blending words with the key phonemes taught, grammar activity).
- 6) Reading for pleasure with a thinking question/target -could be provided on the whiteboard or taken from the pupil's home reading targets.

#### *A recommended structure of a guided reading session*

- 1) The teacher goes through the independent follow up work with the pupils, pupil conferencing via marking with them to show strengths and next steps. Skills seen through the independent work can be marked off Classroom Monitor
- 2) The teacher introduces the learning objective with the focus group.
- 3) The teacher introduces the text, followed by a short discussion about the text. Children should have the opportunity to read aloud a part of the text to the adult or may read in their heads if reading fluency does not need to be assessed

- 4) The teacher asks questions relating to the assessment focus and models how to respond to the question, where possible using evidence from the text to support their answer (e.g. quotes)
- 5) The children have a go answering some of the questions in pairs, or as a group. Pupils having a whiteboard to record on is recommended so the way they form their answer can be seen
- 6) The children answer questions independently on post it note (KS2); at this point, the teacher annotates on their planning whether the child is on their way to achieving the LO and if not, provides prompts to support the child. The children should be encouraged to record their responses so that all children in the group are actively participating in the guided session.
- 7) Some year groups also include a 'mystery question' which is a question using a different comprehension skill and can be used as evidence for assessment, as it is independent.

### *Basic Organisation*

- In KS1 and KS2, there should be five high quality guided reading sessions each week. The duration of each session should be 20-25 minutes for KS1 and 30 minutes for KS2.
- At the beginning of the school year, children should be grouped into manageable sizes of 6-8 children in each group, according to their most recent levels. As the year progresses, teachers should use their professional judgement to regroup children where necessary so that they are working towards their target level. It is also important to consider the needs of the children when grouping them (e.g. phonics focus or comprehension focus). Where possible, teachers should aim to keep the group sizes manageable in order to ensure high quality teaching and learning in each session.
- Throughout the week, class teachers must ensure that they read with each group at least once a week. This needs to be timetabled carefully by the year group leader.

### **Whole class reading**

At the end of the day, children will engage in a shared reading session. Teachers will choose books carefully based on classes interested, topics and age group. Children will have access to a copy of the book and follow as the

teacher reads; other adults and children can read as well. End of day reading is a good opportunity to collect evidence of reading skills by targeted questions based on the objectives and standards. You can mark pupils off on Classroom Monitor if they have shown skills and are able to read the end - of-day Reading Text

### **Star Reader Scheme**

The aim of the star reader scheme is to encourage children to access and read a variety of genres and contexts. The children will fill in a chart with the titles that they have read.

- When they have read 5 books, they receive a Bronze certificate.
- When they have read 12 books, they receive a Silver certificate.
- When they have read 20 books, they receive a Gold certificate.
- When they have read 25 books, they receive a Bronze badge.
- The process then repeats until they receive their silver and gold badges.

The scheme is differentiated by phases (Years 1 and 2, Years 3 and 4, Years 5 and 6).

Each year group has a tracker to record dates that children achieve each certificate and badge.

### **Reading assessments**

Children have a half termly/ termly formal reading assessment. These are created from a bank of resources and children sit them in test conditions.

However, the assessment of reading is an ongoing process. It is the class teacher's responsibility to ensure that the notes made during each reading session will enable them to make a more accurate judgement as to the child's attainment and the progress made.

- The learning objectives for each guided reading session is taken from the rising stars framework. It is the responsibility of the class teacher to ensure that each statement is covered over the year. Class teachers should make a note of any assessment focuses that specific groups of children have found difficult so that they can be readdressed.

- As the class teacher reads with each group, they should be noting down the child's understanding against the learning objective (LO), using LO? (LO not met), LO/ (LO partly met) or LO\* (LO achieved).
- Teachers may find it helpful to include quotes from the children and any other useful notes which show how the child has demonstrated understanding of the LO.
- During a guided reading session, children should be encouraged to use post its and mini whiteboards to respond to the text and discussion questions. It is useful to keep a record of the post it notes/photocopies of children's responses as evidence. (Ensure that any work is dated and titled with the assessment focus for cross referencing).

Classroom monitor should be updated regularly (Years 1, 3, 4, 5) with objectives 'taught', 'almost', 'met' and 'exceeded'. Descriptors of what each of these look like for each objective are on Classroom Monitor when you hover on the statement. Gaps should be analysed by class teachers and during moderation to ensure that they are retaught.

Years 2 and 6 are assessed against the government Standards for Reading. Evidence should be collected throughout the year for each standard. They also sit SATs (government set and assessed tests).

### **Promoting a love of reading**

As a school we aim for all children to enjoy reading. We promote this in a range of ways:

- Reading for pleasure in GR
- Shared reading experiences
- Whole school events (World book day)
- Displays
- Topic boxes with books related to topics
- Work with local library

### **Reading across the curriculum**

Children are encouraged to apply their reading skills to all subjects.

Teachers should identify opportunities in each lesson for children to read or show their understanding of what they have read. Topic boxes include non-

fiction books to support learning in foundation lessons. Themed days e.g. History Day should include comprehension opportunities.

### **Home reading**

Children are required to read at home for 10 minutes daily. They should be listened to and questioned about the book. An adult/ sibling is required to sign their reading records daily.

Each year group has a reading 'catch up' session for children who are unable to do this.

Reading targets, specific to each year group, have been sent home to support children with a range of comprehension skills.

## **Writing**

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing).

It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.

### **Overviews**

Each team leader creates an overview of text types relevant for that year group. Each writing unit is given a context (sometimes linked to their topics in other lessons e.g. WW2 in History) to give the children a clear purpose for writing. A good example piece and a checklist are created by the teachers to ensure that children have seen and use high quality skills in the text type.

### **Writing lesson structure**

Wood End Park Academy have a unique lesson structure for writing that embodies learning writing and grammar skills, planning, drafting and editing:

Features lesson	Children will unpick the good example piece to
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	make a 'text type' features list and look for the 'at' writing features. They will say the effect of these features
Skills lessons	These will be the lessons before drafting. They will be planned by the teachers based on the skills and features (including grammar skills) that the children need to learn/ practise before writing their final piece.
Oral rehearsal	These should be once a week. They contain a speaking and listening skill, where children can develop a feature through spoken language to a higher level and then use in their writing
Planning	This gives children an opportunity to plan their final piece of writing. They can use a taught format and should be encouraged to develop their own style. (see appendix 1 for success criteria)
Drafting	This gives children the opportunity to draft their final piece. They should be encouraged to use all of the taught skills and refer back to their planning. Each adult to have an active role during the lesson e.g. supporting focus children. (see appendix 1 for success criteria)
Editing	This gives children the opportunity to edit and improve their draft before publishing. Teachers will have marked all drafts and chosen 4 features for the children to improve based on the needs of the class. Each feature should be taught one at a time with further guidance for higher attainers. Children should be using their green editing pens to do this and will then publish the final edited piece. . Each adult to have an active role during the lesson e.g. supporting focus children. (see appendix 1 for success criteria)

Lessons should be planned in accordance with the Teaching & Learning Policy.

### **Marking and assessment**

All writing work should be marked before children next use their English

books.

Features and skills lessons are marked against the learning objective (LO), using LO? (LO not met), LO/ (LO partly met) or LO\* (LO achieved). A presentation and handwriting mark (PH) should also be given using PH?, PH/ and PH\*. Next steps (small step focuses) are given to support children with developing their writing further. Next steps are written using child friendly vocabulary. Presentation Expectations exist in every year group and we do expect our books to be as well presented as possible - this is a reflection of the expectations we have for pupils as they work.

Drafting work is marked based on elements which the children can edit in the following lesson. This is through use of marking codes (appendix 2) and focused questions to scaffold pupil's editing. As the year goes on, less detailed draft marking can be completed as children become more independent editors.

Each child is also given a yellow target card. This target is based on a writing skill target that children can apply to their next unit of writing. Targets are given per unit based on marking of the big write.

Big Writes (final drafts) are assessed using Year Group standards. This is an ongoing document which shows what skills children are able to use independently. Year 2 and 6 use government standards to assess writing and report attainment.

The Writing Wizard should be displayed on the English learning wall in all classes, along with a writing criteria to promote high expectations of writing in each lesson. At the end of each English lesson, the class teacher should reward a child/children who have demonstrated how they have applied the features of the writing wizard in their writing. This does not need to be the best writer - but a child who has demonstrated great effort in their writing for that lesson. The child receives a special writing wizard sticker and should have their name written on the writing wizard display.

### **Writing across the curriculum**

Children are encouraged to apply their writing skills in all subjects. Teachers should identify opportunities in lessons for children to complete written tasks/text types. Some units may include a writing lesson (e.g. I can write a

diary of an evacuee) where features of known text types can be revised. Themed days e.g. History Day should include appropriate writing opportunities.

### **Homework**

One piece of English homework to be given at least fortnightly where children can practise the writing skills of the unit they have been taught. A grammar activity should be included (see homework policy).

### **Handwriting**

Nelson handwriting scheme is used across Wood End Park Academy. Children are encouraged to join handwriting from Year 1 and by Year 6 should be developing their own style. Handwriting is included in the government standards for writing and children cannot be assessed as achieving 'greater depth' in writing if their handwriting is not joined and legible.

Teachers should use correct handwriting when modelling, marking etc. Handwriting sessions to be included weekly whether in the English session or standalone.

## **Spelling, vocabulary, grammar and punctuation (SPAG)**

The National Curriculum's appendices - on spelling and on vocabulary, grammar and punctuation - give an overview of the specific features that should be included in teaching the programmes of study.

### **Spelling test**

Spelling lists for each year group are available (from the National Curriculum) and sent home. Spellings to be learnt are sent home weekly and a spelling test is completed in school. These spellings either follow a phoneme, spelling pattern or contain words from the year group lists. Children are encouraged to use and spell these words correctly in their written work.

### **Spelling across the Curriculum**

Glossaries for each topic are created for children to refer to throughout the unit. Key topic spellings are corrected and displayed throughout.

**Grammar lessons**

Years 1-4 include Grammar objectives in their English units. Year 5 and 6 also have a separate grammar lesson timetabled to teach discreet skills. Grammar skills are constantly modelled in writing sessions and included in success criteria/features lists.

**Grammar Assessments**

Each year group sit a half-termly grammar assessment, based on objectives taught. These are created from a bank of resources and children sit them in test conditions. Year 2 and 6 complete SATs style assessment to prepare for SATs papers.

**Grammar Homework**

A grammar activity should be included in the writing homework. One piece of English homework to be given at least fortnightly where children can practise the skills of the unit they have been taught (see homework policy).

## Appendix 1

When **planning** a piece of writing, the children will be taught to:

- Identify their purpose/audience (who they are writing for)
- Make notes e.g. in bullet points
- Think about how many paragraphs they might need
- Pick a paragraph and add the key point of the paragraph
- Include example sentences (with punctuation)
- Make sure features are included
- Make sure they have used their writing target
- Manage your time (split equally between paragraphs)

When children are **drafting** their writing, the children will be taught to:

- Understand the purpose and audience
- Look over their plan
- Write a paragraph based on their plan-including all relevant information
- Proof read each paragraph
- Refer to the features checklist
- Add in any missing features
- Check their spellings using the dictionary
- Select good vocabulary and use the thesaurus

When **editing**, the children will be taught to:

- Read back their work
- Make sure each sentence is complete and makes sense
- Use the text type features checklist
- Identify what is missing
- Get a critical friend to check their work
- Identify what is good- keep that in
- Uplevel words using a thesaurus
- Check spelling using a dictionary
- Check where they have used punctuation for effect

- Uplevel openers to make their writing exciting
- Re-read their edited paragraph

## Appendix 2 - Marking Codes

### What do your teacher's codes mean?

sp - spelling

// - new paragraph

Circle - change needed (unspecified e.g. basic skills)

^ - missing word

? - Unclear sentence