



Hamp Nursery & Infants' School

**English
Policy
2020/21**

Rationale

'English has a pre-eminent place in 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. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also 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; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.'

The National Curriculum 2014'

At Hamp Nursery and Infants' School we believe that English is the principal medium through which we communicate. It is also the means by which we make sense of our world. We use language in many different ways and for a wide range of purposes. Language is integral to learning across the curriculum and is of fundamental importance in all aspects of school and public life.

Recent developments

In order to continue to raise standards in writing we have undertaken an initiative proven to be successful in "closing the gap" in schools with similar settings to our own. Pie Corbett's "Talk for Writing" works on the basic principle that children need to have the necessary language embedded within them in order to be able to employ it in their writing. Only once they have internalised the story, the patterns and the language will they be able to learn and master the skills necessary to produce good quality writing.

At Hamp Nursery and Infants' School our aims for the teaching of English fully encompass the beliefs of "Talk for writing" and as such "Talk for writing" is now our priority for Literacy teaching within daily lessons in all classes following the 6 week structure of Imitation, Innovation, Invention, two weeks non-fiction and one week of assessment. We have invested in resources and training to enable all staff to provide a high quality language rich environment, and to deliver consistently good teaching and learning opportunities. Ongoing monitoring and observations by the subject leader and SLT will continue to raise standards and ensure good practice.

Alongside "Talk for Writing" Phonics and (Guided) Reading will also be taught daily. All learning is differentiated to meet the needs of the children, including any G&T or SEN. Any further intervention, as identified by ongoing formative and summative assessment, must wherever possible be accommodated within the child's own classroom to provide a secure and familiar learning environment.

Aims for the Teaching of English

- To develop children's ability to communicate freely, effectively and confidently in spoken and written English.
- To help children understand how language enables them to experience and appreciate their world and also to experience the world of imagination.
- To encourage children to understand the function and importance of English through the discrete study of its patterns and structures.
- To provide children with opportunities to extend and develop their use of English through a variety of teaching styles and learning situations.
- To provide a range of activities including "Talk for Writing", covering the Early Years Foundation Stage Framework for Communication, Language and Literacy Development, and the twelve strands of learning in the Primary Framework for Literacy.
- To provide activities and links across the whole curriculum where children can develop and practise their understanding and use of English
- To recognise and value the language skills that children have already acquired and to build on these, taking into account individual strengths and weaknesses.

Speaking and Listening Policy

We have been working as a whole staff to develop Speaking and Listening throughout the school. This area of the policy is subject to change and under constant review throughout the 2020/21 academic year.

Rationale

We believe in the importance of Speaking and Listening and the direct influence these have on our pupils' development and learning. Our overall aim is to develop children's ability to speak clearly and confidently, and to listen carefully with understanding in a wide variety of situations. There has been a focus on developing our Speaking and Listening program, we have worked as a whole staff to develop this throughout our school.

Aims

We aim to enable our children:

- To listen attentively and respectfully to the ideas, thoughts and opinions of others, in a thoughtful and reflective manner.
- To communicate their ideas, thoughts and opinions effectively.
- To speak clearly, confidently and appropriately in a variety of situations.

- To develop a wide vocabulary and learn the skills needed to formulate, clarify and express their ideas.
- To appreciate the richness of the English language.
- To respond imaginatively and creatively to language.

These aims are addressed in the following ways:

Prioritising Speaking and Listening

Analysis of data from the Foundation Stage profile entry assessments and Pathways booklets show a trend for declining levels in speaking and listening skills when children begin school. In order to address this ongoing trend and close the gap for this crucial life skill, at Hamp Nursery and Infant's school we place a higher emphasis on the development of Speaking and listening skills. As well as it's vital role in "Talk for writing" this should be reflected in all areas of the curriculum, both in planning and in time allocation. As a whole staff we have worked on developing the teaching and practicing of Speaking and Listening throughout the school. All lessons should, in some part, provide opportunity for speaking and listening development. Teachers will show where the planning of teaching and practicing of Speaking and Listening will take place in lessons by highlighting this in purple on their planning.

Providing Good Models

Teachers and TAs must at all times demonstrate good models of spoken English and good models of interpersonal communication through story-telling, reading aloud, class and group discussions and one to one conversations with children and with other staff.

Encouraging pupil talk in whole class and small group teaching situations across the curriculum

At the beginning of new units of work children are encouraged to recall and explain what they already know. To develop confidence and to maximize opportunities for contributions, teachers often ask children to share ideas with a 'talk partner' before sharing ideas with the whole class. Plenary sessions are seen as opportunities for children to talk about what they have learned and for them to practice new vocabulary.

Using other subjects to reinforce speaking and listening skills

Speaking and listening is central to learning in all subjects. We endeavour to develop these skills across the curriculum and in all aspects of school life. Some lessons such as PSHE and RE provide specific opportunities to teach respectful listening, sharing of ideas and to develop turn-taking skills. Other subject areas must also include opportunities not only to use speaking and listening as a tool, but to teach speaking and listening skills at appropriate levels as identified by EYFS/KS1 assessments. The teaching and practising of speaking and listening will be highlighted in purple on teachers planning.

Using STC to support communication and comprehension

Somerset Total Communication is used throughout the school to support teaching and learning in all areas of school life. "Talk for writing" promotes the same principles. All staff have had some basic STC training, with some staff progressing to level 2. Signing and visual symbols, generated using 'Widget' are widely used to aid comprehension and language acquisition.

Teachers and support staff recognise the importance of eye contact, voice inflection and gesture to ensure children's engagement and understanding.

Teaching specific topic related vocabulary

At the start of all new curriculum topic teachers identify and teach new vocabulary, supported with STC real objects, photographs or symbols as appropriate.

Role-play and Drama

The use of role-play areas, story sacks, puppets and whole class drama is a central feature across the school, and across the curriculum, as well as being a central feature of "Talk for writing". All classes and the Nursery now have both storytelling areas and Role-play areas linked directly to the focus of their "Talk for writing" story.

Teacher Questioning

Teachers aim to challenge and extend children's thinking through differentiated questioning in all subjects. Teachers are aware of the importance of open questions, of allowing 'thinking time' and of the importance of asking children to explain and amplify their answers. Children are encouraged to become "teacher" and to ask and challenge each other through questioning.

Planning for Speaking and Listening

Discrete units of work for Speaking and Listening are planned from the 'Early Years Foundation Stage Framework: Communication, Language and Literacy Development' and from the 'Primary National Strategy Framework for Literacy'. Speaking and Listening Core Learning objectives, Links to the Speaking and Listening objectives are also included in NLS Medium Term Planning Units. Speaking and listening is integral to "Talk for writing".

Weekly planning must show specific speaking and listening opportunities across all key stages and across different areas of the curriculum. These opportunities will be highlighted in Purple on weekly planning. Teachers must plan for and produce a Half Termly Medium term planning using the standardized format.

Implementation in the Foundation Stage

Children enter our Nursery unit and Foundation classes with varying abilities of speech, listening and concentration skills, as identified in the children's baseline and Foundation Stage Profiles. It is our policy that teachers will:

- Plan a range of activities and experiences, including daily "Talk for writing" to develop good speaking and listening skills across the six areas of learning (See Early Years Policy and the Early Years Foundation Stage Framework).
- Promote, through structured experiences, an effective and sustained concentration span.
- Deliver the speaking and listening constituents of the Communication, Language and Literacy Development leading to the Early Learning Goals from the Early Years Foundation Stage Framework.

- In Reception classes, deliver the NLS core learning objectives for Speaking and listening as outlined in the four strands - 'Speaking; Listening and responding; Group discussion and interaction; and Drama' within the Primary National Literacy Framework.
- Plan for children's phonological awareness and development, as detailed in the Primary National Strategy programme 'Letters and Sounds'. Teach phonics daily in appropriate sized groups, providing high quality teaching at the appropriate level as identified by the Letters and Sounds assessments.
- Plan and work with the SENCO, the Gifted and Talented Coordinator and support staff where individual pupil support is required (see Special Needs and Gifted and Talented Policies).
- Use ongoing Letters and sounds, and Pathways assessments to inform planning and provide for children's next steps, including moving onto the National Key Stage One Curriculum when appropriate. This may not necessarily be when children move into Year One, it could be earlier or later.

Implementation at Key Stage 1

Pupils engage in daily "Talk for writing" lessons where speaking and listening are given a high profile. Core Learning objectives from the Speaking and Listening strands of the National Literacy Strategy are included in literacy lessons, and half-termly objectives are planned from the QCA Speaking, Listening, Learning: in order to cover the four strands of Speaking; Listening; Group discussion and Interaction; and Drama. Where appropriate, links are made from the QCA objectives to the NLS Medium Term Planning Units. To ensure a breadth of study we endeavour to teach knowledge, skills and understanding through a wide range of curriculum activities, contexts and purposes. It is our policy that teachers will:

- Organise classroom/lessons to enable a range of teaching styles and learning processes to take place.
- Try to ensure pupils experience a variety of mixed ability and mixed gender groups.
- Deliver a daily literacy lesson following the "Talk for writing" planning which will include both whole class and small group speaking and listening skills.
- Deliver phonological awareness following the Primary National Strategy programme 'Letters and Sounds'.
- Plan and work with the SENCO, the Gifted and Talented Co-ordinator and support staff to meet individual pupils' additional educational needs (See Special Needs and Gifted and Talented Policies).
- Plan for speaking and listening skills to be acquired and practised through a range of

cross-curricular activities.

- Plan for and assess discrete skills, through delivery of the four strands - Speaking; Listening; Group discussion and interaction and Drama from the QCA Speaking, Listening and Learning: working with children at Key Stages 1 and 2.
- Promote the use of expressive and descriptive language.
- Maintain and encourage an environment where pupils' concentration skills can be developed.
- Use Somerset Total Communication as appropriate.
- Implement and promote story- telling throughout the school as part of the 'Talk for Writing' initiative.
- Use ongoing Pathways and KS1 assessments to inform planning and provide for children's next steps, including continuing on the EYFS curriculum until appropriate to move on. This may not necessarily be when children move into Year One, it could be earlier or later.

Reading Policy

"The most proficient writers in any class are always readers. It is impossible to write any type of text without being familiar with the linguistic patterns. The issue for many children is not so much a 'lack of imagination' but rather a lack of the building blocks with which to be imaginative." Pie Corbett 2008

We have been working as a whole staff to develop our Reading schemes throughout the school. This area of the policy is subject to change and under constant review throughout the 2020/21 academic year.

Rationale

We believe reading provides the key for most areas of learning. It is our aim to create a reading environment which provides a rich and stimulating variety of texts, and a reading atmosphere and ethos which values reading and brings words alive. We encourage parents to share books and other reading materials with their children. Our overall aim is to enable children to become fluent, enthusiastic, independent and reflective readers.

Aims

We aim to enable our children:

- To read independently, fluently and expressively, with understanding and enjoyment.
- To read a wide range of texts, both for pleasure and information.
- To respond critically and personally to their reading.

These aims are addressed in the following ways:

Modelling fluent, expressive and enthusiastic reading

Teachers and TAs realise they have an important role in modelling reading behaviours for children across the school. Oral story telling and reading aloud provide opportunities to extend children's language development and to give children access to texts which they might not yet be able to access as independent readers. "Talk for writing" embraces the idea of enthusiastic and exciting storytelling before working to deconstruct a story or text and understand how to create the same styles and techniques in children's own writing. Therefore it is vitally important to provide children with a rich and varied diet of literature, bringing words and stories alive for the children, in order to enable them to begin to develop the skills necessary to do this for themselves. Whole class story time is timetabled daily. Parents are encouraged to read to and with their children.

Classroom Book Corners

Classrooms must all have their own attractively displayed and welcoming "book" or "reading" corners which children can use independently. All have their own book stocks. Children are able to read and browse different types of books which are well organised. The school buys into the county's school library service 'Resources 4 Learning' and teachers make good use of this resource. Topic boxes and fiction are borrowed on half-termly and termly loans, ensuring that classroom collections are regularly changed.

Shared and Guided Reading

In line with the **NLS**, Shared and Guided reading sessions are the vehicles for the teaching of reading. The searchlights model is central (teaching children to use phonic, graphic, contextual and grammatical cues to help them read) and teachers model these strategies during Shared and Guided Reading. Reading for meaning and the development of comprehension skills is encouraged from the start. Reading is taught daily, in all year groups with a balance of Guided and Independent sessions, depending on the age, ability and needs of the class. Guided Reading planning and assessment formats are used alongside individual reading assessments to inform and plan appropriately to meet the needs of all children.

Individual Reading

As a school we feel it is important to continue children's reading development on an individual basis. Individual reading builds on strengths and weaknesses identified in Shared and Guided reading sessions. Similarly, information recorded about an individual's progress can be developed and extended during Shared and Guided reading lessons. Teachers plan for children to read individually, at least twice a week, with either the teacher or the TA. Books and high frequency words are changed regularly and parents are asked to hear their children read at home as often as possible. Individual reading books are levelled according to 'Book Bands for Guided Reading' and have been reorganized by SLT and Literacy Lead to match Phonological phase. (See Appendix B).

Encouraging and Inspiring

We operate a 'Share-a-book' scheme in order to expose children to a larger range of texts and to widen their reading experience. Children choose a book from a selection of 'real' books stored in the classroom. They take this book home and keep it for a week. The intention is that parents and/or siblings will share these texts with the children, reading and talking about

the stories or information. We hope to encourage parents to share texts with their children in order to develop their reading independence and enjoyment. (See Appendix A). **Children are encouraged to use the local library through organised visits from the local children's librarian and class visits to the town library. School runs a monthly book club, and a yearly book fayre, and activities are organised to support and celebrate World Book Day.**

Display and Use of STC

Displays around the schools are given high priority. They are well labelled, and captions and notices are used to provide opportunities for discussion and shared and independent reading. Somerset Total Communication symbols are used to support text in a range of curriculum areas. Teachers use real objects, photographs or Widget symbols to introduce new vocabulary and to supplement word banks. Visual clues are used to support and develop the early reading process.

Reading across the Curriculum

Children are encouraged to apply their reading skills across all curriculum subjects. This includes an understanding of information texts and how they work both in print and on screen (ICT). Each "Talk for writing" unit includes both a fiction and non-fiction element, which provides an ideal opportunity to enlarge children's reading material and experience with a broad range of non-fiction text types. Planning for the Foundation subjects, such as Science or History is linked to these units wherever possible to ensure breadth of learning, and to provide a "real" context and purpose for reading and Literature.

Implementation in the Foundation Stage

Children enter our Nursery and Foundation classes with differing experiences of reading and understanding of books, stories and rhymes. It is our policy that teachers will:

- Create an attractive and stimulating reading environment that is rich in a variety of texts and reading experiences.
- Plan a variety of pre-reading activities to develop visual awareness and an understanding that print conveys meaning.
- Deliver the reading constituents of the Communication, Language and Literacy Development leading to the Early Learning Goals from the Early Years Foundation Stage Framework.
- **In Foundation classes, deliver the NLS core learning objectives for Reading, as outlined in the three strands- 'Word recognition: decoding (reading) and encoding (spelling); Word structure and spelling; and Understanding and interpreting texts'.**
- Plan and teach phonics daily, one blending session and one segmenting session, in order to develop phonological and phonemic awareness as detailed in the Primary National Strategy's programme 'Letters and Sounds'. This will be supplemented with actions and resources from the 'Jolly Phonics' scheme.

- Introduce the 'Share-a-Book' scheme, encouraging parents to share texts with their children (See Appendix A).
- In Foundation classes, by October half term pupils will begin their individual reading and will be taught to read a set of 9 words from the first 45 high frequency words. Once familiar with these children will then be given further words and a book to learn. They will be able then to take these home to practise with parents/carers.
- Plan and work with the SENCO, the Gifted and Talented Coordinator and support staff where individual pupil support is required (See Special Needs and Gifted and Talented Policies).
- Use Somerset Total Communication as appropriate.
- Use ongoing Pathways assessments to inform planning and provide for children's next steps, including moving onto the National Key Stage One Curriculum when appropriate. This may not necessarily be when children move into Year One, it could be earlier or later.

Implementation at Key Stage 1

Children engage in literacy lessons where reading strategies are taught and where a range of texts are used to deliver the learning objectives. To ensure a breadth of study we endeavour to teach knowledge, skills and understanding through a wide range of activities, contexts and purposes. It is our policy that teachers will:

- Create a varied and stimulating reading environment and plan for a range of reading experiences.
- Deliver the National Literacy Core Learning objectives for reading, as outlined in the three strands- 'Word recognition: decoding (reading) and encoding (spelling); Word structure and spelling; and Understanding and interpreting texts'.
- Deliver daily literacy lessons following the "Talk for writing" structure which will include shared text work; phonic and word activities; guided group reading and plenary sessions where pupils can practice and demonstrate their understanding of reading strategies.
- Through daily lessons, plan and teach phonological awareness and spelling activities following the Primary National Strategy's programme 'Letters and Sounds' and as appropriate 'Support for Spelling'.
- Plan and work with the SENCO, the Gifted and Talented Coordinator and support staff, where individual pupil support is required (See Special Needs and Gifted and Talented Policies).
- Plan for reading independence to be acquired and practiced through a range of cross-curricular themes and activities.

- Continue to offer the 'Share-a-Book' scheme and encourage parents to read and share texts with their children (See Appendix A).
- Develop individual reading using the banded reading materials and the high frequency words from National Literacy Strategy.
- Use ongoing Pathways and KS1 assessments to inform planning and provide for children's next steps, including continuing on the EYFS curriculum until appropriate to move on. This may not necessarily be when children move into Year One, it could be earlier or later.

Writing Policy

"Good writing arises out of having something to say - a view, an idea, a story, an exciting event and intriguing discoveries." Pie Corbett 2008

Rationale

We want our children to understand the need to organise and communicate their ideas effectively and accurately in written form, to feel they have something of value to write about, to know they have "something to say". Our overall aim is to enable pupils to write confidently, clearly and enthusiastically for a range of purposes.

Aims

We aim to enable our children:

- To develop an understanding of the writing process to convey meaning.
- To write accurately and confidently for a variety of purposes and audiences.
- To understand the conventions of writing, including grammar, punctuation and spelling.
- To develop a consistent and clear handwriting style and to be aware of the importance of presentation in order to communicate effectively.
- To plan, draft and edit their writing.
- To feel valued as writers and to appreciate the writing of others.

These aims are addressed in the following ways:

The Development of Writing Skills

"Talk for writing" is taught from the beginning of the Early Years right through to the end of Key Stage One. Children learn to join in and tell a story or non-fiction text. Through shared and modeled writing children are taught how to recognise the patterns, language and style, to repeat these, to change and adapt them, then to invent their own ideas, and finally to put their ideas down on paper; how to "write". Children are initially taught through guided group sessions to use their phonic skills, to space words and to understand the idea of a sentence. As they make progress the focus and learning objectives progress to include higher level skills. Through these sessions the practitioner may be focusing on particular learning objectives and as such helping children to achieve by correcting their work and identifying next steps. However we strongly believe that to encourage enthusiastic writers and to promote self-esteem we need

to place equal value on the child's "creations". We need to praise children's attempts at writing whatever the outcome, helping the child to acquire the drive to improve and become more efficient learners. We use next steps (EYFS) and targets (KS1) with the children, alongside the promotion of independent learning.

We do also recognise that the earlier children acquire the necessary phonic skills, the easier it will be for them to write in this way. For this reason, a strong emphasis is placed on the teaching of phonics. As they go through the school, children are encouraged to use phonic knowledge alongside a growing repertoire of 'sight' words and to use dictionaries to help them to spell. Children are taught to plan and talk about what they intend to write and to rehearse their sentences orally before committing them to paper and teachers model this approach in Shared Writing. At the end of each "Talk for writing" unit a piece of individual writing is assessed, from which writing targets are set. Planning for the next unit can then incorporate the needs of the individual writers. Evidence of writing is kept in a separate "writing assessment" book with one piece of work from the end of each term. This is updated from the beginning of Early Years to the end of Key Stage One.

Providing a Purpose for Writing

We recognise the need to provide stimulating shared experiences to encourage and inspire children to write and now use the 'Talk for writing' approach across all areas of the curriculum. We also recognise that the most proficient writers in any class are always the readers. Children need plenty of reading experience in any new genre before attempting to write in that way for themselves. Teachers plan for writing across the curriculum to encourage children to see the relevance and application of different text types in a variety of situations.

Shared and Guided Writing

"Talk for writing" in line with the National Literacy Strategy, promotes the importance of Shared Writing and Guided Writing for the teaching of writing. Whilst in some situations whole class delivery may be appropriate, we believe that to meet the needs of all individuals in each class, identified by their assessments, shared and guided writing are most effective when taught in smaller groups. Teachers use the strategies of 'teacher modelling', 'scribing' and 'supported composition' flexibly and imaginatively in order to help children to 'think like a writer'. Each class is stocked with whiteboards and pens so that all children can be actively involved in Shared Writing at all times. Interactive whiteboards, across the school, are also used in the shared writing process. 'Talk for Writing' actively promotes shared reading and writing.

Creativity and Thinking Time

Teachers realise the importance of thinking time within the creative writing process. Story-telling, drama and role-play are also given high priority in the writing process. Children can develop story ideas - characters, settings, openings and events through drama, dance and discussion.

Encouraging and Celebrating

We aim to create an environment which encourages children to develop their interest and enthusiasm for writing. Real purposes for writing are highlighted and encouraged where -ever possible. Children's attempts at writing are valued as forms of communication and expression. Their writing is celebrated through class display work and celebration assemblies.

Implementation in the Foundation Stage

Children enter our Nursery and Foundation classes with varying abilities of writing and mark-making. They also have differing experiences and understanding of the purposes of writing. It is our policy that Nursery and Foundation teachers will:

- Follow the "Talk for writing" structure, giving it priority within the timetable to deliver high quality daily lessons.
- Create stimulating environments within the classrooms where children can develop their understanding of the purpose and range of writing.
- Provide a varied range of opportunities for children to practise mark-making and early pre-writing skills.
- Develop 'emergent writing opportunities' where children are encouraged to produce their own attempts at writing through structured activities and 'play writing' through the use of role-play and writing areas.
- Deliver the writing constituents of the Communication, Language and Literacy Development leading to Early Learning Goals from the Early Years Foundation Stage Framework.
- **In Foundation classes, deliver the NLS Core Learning objectives for Writing, as outlined in the five strands - Engaging with and responding with texts; Creating and shaping texts; Text structure and organization; Sentence structure and punctuation; and Presentation.**
- Plan and teach daily phonics, in order to develop phonological and phonemic awareness as detailed in the Primary National Strategy's programme 'Letters and Sounds'. This will include the teaching of letter shape recognition and letter formation. This will be supplemented with actions and resources from the 'Jolly Phonics' scheme.
- Plan structured activities to develop awareness of presentation; good pencil control and to practise correct letter formation using our agreed school handwriting style (See Appendix C).
- Plan experiences in order that children can develop an understanding of grammar and punctuation.
- Plan and work with the SENCO, the Gifted and Talented Coordinator and support staff where individual pupil support is required (See Special Needs and Gifted and Talented Policies).
- Use ongoing Pathways assessments to inform planning and provide for children's next steps, including moving onto the National Key Stage One Curriculum when appropriate.

This may not necessarily be when children move into Year One, it could be earlier or later.

Implementation at Key Stage 1

Children engage in literacy lessons where the purposes of writing and writing processes are made explicit. To ensure a breadth of study teachers endeavour to teach knowledge, skills and understanding through a wide range of activities, contexts and purposes across the curriculum. It is our policy that teachers will:

- Follow the "Talk for writing" structure, giving it priority within the timetable to deliver high quality daily lessons.
- Create a varied and stimulating writing environment where children can continue to develop their understanding of the different purposes and audiences for writing.
- Plan activities where children can extend their emergent writing skills and self correction strategies in their spelling.
- Deliver the NLS core learning objectives for writing, as outlined in the five strands - Engaging with and responding with texts; Creating and shaping texts; Text structure and organization; Sentence structure and punctuation; and Presentation.
- Deliver literacy lessons following the NLS Framework and Medium Term Planning Units which will include areas of 'Developing Early Writing' and 'Talk for Writing'; drama and role-play; shared writing; guided writing; directed phonics and spelling sessions; grammar and punctuation activities; and plenary activities where children can demonstrate their understanding of the writing processes.
- Plan daily phonic and spelling activities following the NLS 'Letters and Sounds' programme and as appropriate teach activities from 'Support for Spelling' and 'No-Nonsense Spelling'.
- Plan and work with the SENCO, the Gifted and Talented Coordinator and support staff where individual pupil support is required (See Special Needs and Gifted and Talented Policies).
- Plan structured activities to teach neat presentation and correct letter formation following our agreed handwriting style. (See Appendix C). Children will be taught joined writing in Year 2, as felt appropriate by the teacher.
- Provide regular handwriting practice in order to develop spacing; sizing ascenders and descenders; and using lines accurately.
- Plan for writing independence and presentation skills to be practised through a range of cross curricular themes and activities.

- Use ongoing Pathways and KS1 assessments to inform planning and provide for children's next steps, including continuing on the EYFS curriculum until appropriate to move on. This may not necessarily be when children move into Year One, it could be earlier or later.

Phonics and Spelling

Rationale

In order to write competently and with confidence we believe children need to be aware of a range of phonic and spelling strategies. As their writing is to be read by others, children's writing will need to become increasingly more accurate, legible and well presented.

Aims

We aim to teach phonics and spelling systematically and regularly in all classes and the following principles are followed:

- Aural discrimination, phonemic awareness and rhyme awareness are vital prerequisites for good spelling.
- Repetition and consolidation are important, in order that spelling becomes automatic. Children need to learn specific strategies to help them remember spellings (visual, auditory and kinaesthetic).
- The teaching of phonics and spelling is most effective where teaching is lively, interactive and investigative.
- Children should be encouraged to apply their phonic and spelling skills in all areas of the curriculum.

Implementation at EYFS and Key Stage 1

Phonics is to be taught daily in appropriately sized smaller groups with activities differentiated to meet the children's individual needs. Letters and sounds Phase assessments are used alongside the Pathways assessments for planning.

The teaching of phonics is based on the Primary National Strategy's programme 'Letters and Sounds: Principles and Practice of High Quality Phonics.' Where the children attain Phase Six in 'Letters and Sounds' further teaching of spelling activities are planned from 'Support for Spelling' and 'No Nonsense Spelling'.

We also use actions and visual supports from the commercial scheme 'Jolly Phonics' to reinforce phoneme/grapheme awareness. High frequency words, which are not phonetically regular, are taught discretely in accordance with the National Literacy Strategy and 'Letters and Sounds'. As children progress through the school, dictionaries and spelling banks are used as appropriate. Spelling lists are also given, when appropriate, to practise at home to support key aspects of learning but these are not given as 'spelling tests'.

Handwriting

Rationale

We believe it is important for children to develop pride in their work and its presentation. Children need to develop clear legible handwriting for all curriculum areas.

Aims

We aim to develop handwriting by:

- Planning for the development of fine motor skills from the earliest stage through manipulation activities e.g. scissors, painting, sewing etc.
- Encouraging children to hold writing implements correctly and to sit appropriately;
- Providing regular opportunities for handwriting sessions.
- Using the school handwriting style and teaching the correct letter formation of this style in EYFS (See Appendix C) and then following the Penpals program when ready to move onto KS1 (which includes joined writing).
- Modelling correct letter formation and good presentation in Shared writing activities and in general classroom practice and display.
- Use ongoing Pathways and KS1 assessments to inform planning and provide for children's next steps, including continuing on the EYFS curriculum until appropriate to move on. This may not necessarily be when children move into Year One, it could be earlier or later.

Teachers also refer and use the handwriting guidance in [NLS 'Developing Early Writing'](#) and 'Letters and Sounds'.

Our Approach to the Teaching of English

The school has embraced the aims of the [National Literacy Strategy](#), and each class now prioritises a daily "Talk for Writing" lesson, daily phonics and daily reading. Individual reading continues to be planned for within the weekly timetable. Where appropriate, teachers plan in additional time for extended writing. At the end of the Reception Year children are streamed into Year One classes by the SLT where they follow the curriculum most appropriate for their needs, and again when moving from Year 1 to 2. Children with identified Special Educational Needs are therefore streamed together where additional TA support is provided. The SENCO works alongside the class teacher to plan literacy objectives and to provide additional support programmes. The Early Years Foundation Stage Framework and [the NLS](#) are delivered in the following ways:

The Foundation Stage

The teaching of English in the Nursery and Foundation classes is developed through "Talk for writing", phonics, guided reading, topic based activities, stories, rhymes, games and imaginative play providing daily experiences in a stimulating environment. Teachers follow the 'Early Years Foundation Stage Framework and Curriculum Guidance for Communication, Language and Literacy Development'. It is our policy that teachers will:

- Deliver a high quality and well planned "Talk for writing" lesson, phonics and reading session every day.
- Enable children to become independent learners.
- Pay particular attention to the development of phonological awareness using 'Letters

and Sounds' supported with actions from the 'Jolly Phonics' scheme.

- Plan, as appropriate, directed group activities, plenary sessions and whole class activities in order to prepare children, by the end of the Foundation Stage for the dedicated KS1 literacy lesson.
- Develop children's independence and awareness of pace.
- Use a range of teaching strategies to encourage high levels of motivation and to actively engage children.
- Provide continuous provision activities to reinforce directed activities and give children time and opportunity to practice and develop new skills.

Key Stage 1

Children in Key Stage 1 classes are taught objectives from the NLS through a daily "Talk for writing" lesson. It is our policy that teachers will:

- Deliver a high quality and well planned "Talk for writing" lesson, phonics and reading session every day.
- Provide a balance of reading and writing activities.
- Enable children to become independent learners.
- Plan work to include a range of teaching strategies, ensuring a balance between audio, visual and kinaesthetic techniques, in order to encourage high levels of motivation and to actively engage children.
- Use effective questioning and maintain a good pace during the lesson.
- Encourage children to use appropriate literacy vocabulary.
- Provide lessons which include whole class teaching, guided and independent activities and plenary sessions.
- Ensure differentiation and plan positive, targeted support as necessary.
- Allow access to a variety of appropriate resources - including ICT
- Plan with colleagues across the school to ensure consistency and progression.

At both Key Stages

- Use ongoing Pathways and KS1 assessments to inform planning and provide for children's next steps, including continuing on the EYFS curriculum until appropriate to move on. This may not necessarily be when children move into Year One, it could be earlier or later.
- Ensure through efficient and effective time-management that all children receive high quality teaching and learning.

Equal Opportunities

All children have an entitlement to participate fully in English, regardless of gender, race, age or ability. English activities are differentiated carefully to take into account the needs of all children. This is achieved by task, resource, or additional adult support wherever necessary. Every effort is made to ensure that boys and girls have equal access to the curriculum, to teacher's time and attention and to the use of resources. Where assessment identifies individuals or groups that are performing at a lower level than their peers then intervention strategies will be put into place. The SENCO and the Gifted and Talented Coordinator provide

additional literacy/language support both within and out of the classroom setting.

English as an additional language (EAL)

Children whose second language is English are identified to the SENCO and other staff on admission. They are given additional support throughout their school journey, both in lessons and also throughout other less structured times of the day eg lunch and play times. STC is widely used to support EAL children alongside their peers providing them with full access to the curriculum. Further support is given depending on the individual needs of the child and their family. This may include STC vocabulary books being sent home, extra time to explain and communicate letters and procedures, resources going home or reading letters with parents.

Spiritual Development

Pupils are given opportunities to:

- Express personal thoughts, feelings and ideas in creative writing.
- Understand human feelings (eg hopes, fears) through stories, which tell of human achievement.
- Reflect on issues raised in texts (eg relationships and moral dilemmas).
- Explore values and attitudes expressed through texts and language.
- Experience and share a sense of wonder through the beauty of language used in poetry, literature and the spoken word.

Planning, Assessment, Recording and Reporting

Planning

Long term English is planned using the Hamp Nursery and Infant's school "Talk for Writing" framework, the 'Renewal of the Literacy Framework'; the 'National Literacy Strategy'; 'Speaking , Listening, Learning: working with children in Key Stages 1 and 2' and the 'Early Years Foundation Stage Framework'.

Medium Term plans are on a half- termly basis. All planning follows the "Talk for writing" framework, and should show text, sentence and word level activities. Phonics is also planned on a half termly basis, as is Speaking and listening and reading. This is all based on vigorous and continuous assessment and therefore may not be from age related expectations. Planning is adjusted where necessary to reflect pupils' progress and attainment. Planning for Literacy wherever possible provides cross-curricular links to other curriculum areas.

Short Term planning is shown in these ways:

The Foundation Stage

The 'Early Years Foundation Stage Framework Guidance for Communication, Language and Literacy Development' is used to identify objectives and 'next steps' working towards the Early Learning goals. Specific language and literacy activities are identified on a weekly plan and on a cross-curricular grid. A literacy timetable showing differentiation for each group is also used, and also plans for adults and the environment to facilitate the children's learning

.Foundation Stage teachers also use a daily (week at a time) phonics planning format to show assessment and next steps.

Key Stage 1

Weekly planning must include the objectives for word, sentence and text level teaching, including the teaching of phonics and spelling; speaking and listening objectives and the intended outcomes or audience. These are annotated and adjusted as necessary to reflect children's needs and to build in differentiation. Teachers use weekly timetables to show objectives and activities for each part of the literacy lesson, including how children will be grouped, differentiation, which groups the teacher will work with, how any TA support is to be used and Assessment.

At KS1 speaking and listening is also planned for in discrete blocks of work, and can be taught outside of literacy lessons. **Teachers use 'Speaking, Listening, Learning: working with children in Key Stage 1 and 2' to identify objectives and activities from the four strands - Speaking, Listening, Group Discussion and Interaction and Drama.** These are identified in medium and short term planning. All plans are submitted to the Head Teacher each half term. Planning is monitored termly by the Coordinator at Whole School Planning Meetings and through teacher monitoring.

Assessment and Recording

Assessment is integral to the learning process. Assessment is ongoing and evidence for recording and reporting purposes is gained from teacher observation; written and recorded work where necessary; The Foundation Stage Profile, Pathways booklets, KS1 assessments and Year 2 SATs. Target setting is used throughout the school and tracking data is used both by class teachers and the SLT to analyse pupil progress and inform planning. We have worked as a whole staff to revise our assessment systems. This is ongoing and assessment records are reviewed each academic year.

Formative Assessment

Formative assessment is carried out on a daily and weekly basis to inform future planning. It involves identifying children's progress against teaching objectives, determining what children have already achieved and moving them on to the next stage of learning. Teachers annotate their weekly plans to assess the progress of groups within the class and to highlight areas of concern for the future. Formative assessment includes:

- Teacher/TA observations and notes on individual children.
- On-going Guided Reading recording grids.
- On-going Individual Reading record cards.
- On-going checklists for high frequency words
- On-going assessment of phonics using 'Letters and Sounds' assessment materials.
- On-going assessment sheets for Speaking, Listening, Group discussion and interaction; and Drama.
- Discussion and marking of children's work.
- Next steps and Targets.
- Writing assessment books - children complete one piece of writing per term which is

assessed using the Early Years Writing assessment sheets for Foundation Stage and the writing level descriptors' at KS1.

- Foundation Stage Profile and personal 'Pathways' book.
- Home/school assessment books ('blue books')

Summative Assessments

Summative assessments are:

- Nursery and Foundation Stage pupil 'Pathways' book where children's attainment is recorded in the six areas of learning on a daily/weekly basis.
- Foundation Stage Profile completed on entry to school in the first half-term and then at the end of each subsequent half-term.
- Nursery and Foundation stage tracking which identifies which month band pupils have achieved, at the end of each term.
- KS1 assessments (Literacy, Numeracy and Science)
- Year 2 SATs results.
- High frequency word record.
- 'Letters and Sounds' assessment sheets.
- Individual literacy objective recording sheets.
- Termly levels for Literacy from which targets are set

Recording

Details of formative assessments are kept in planning and assessment files by class teachers. Group files are also kept in classrooms where both formative and summative assessments and recording sheets are kept. Details of summative assessments are kept by the Literacy Co-ordinator and head teacher. Pupil Progress meetings are held termly, to discuss and analyse progress.

Data Analysis

Half termly and termly assessments are recorded on appropriate tracking sheets. Teachers in consultation with the Coordinator and with the Head use this information to plan next steps for children and for discussion at Pupil Progress meetings.

Reporting to Parents

Parents have an opportunity each term, to meet with staff in order to discuss children's literacy and language development and to see the children's work. Reception teachers share the Foundation Stage Profile and personal 'Pathways' books with parents at these meetings and their discussions are recorded in the 'Pathways' book. At the end of the Reception year, parents receive a report based on their child's profile and are invited to discuss their child's progress with the class teacher. At KS1, parents receive an annual written report at the end of each school year. This includes details of their children's progress and areas for future development. At the end of Year 2 National Curriculum levels are reported. Parents receive informal or verbal feedback as to their child's progress in Literacy and are always welcome to talk to teachers throughout the year if they have any specific concerns or questions.

Home/school books ('blue books') are sent home once each half term to show what every child

has been working on. Work is annotated and levelled to show the child's attainment and achievements. Parents are asked to comment on their child's work and to inform teachers of their child's interests outside school.

Homework activities are provided to support and reinforce work which children have undertaken at school. These activities provide valuable links between home and school and give parents the opportunity to support and monitor their child's learning. Individual reading practice and the 'Share-a-Book' Scheme also form part of regular homework.

Further details of assessment, recording and reporting are included in our School Assessment Policy.

Monitoring and Evaluation

In order to monitor standards and progress the following systems are in place:

- The Literacy Coordinator, as part of an ongoing monitoring program, as identified by the SLT/SDP observes practice in each class. A focus for lesson observations is agreed. Oral and written feedback is given in order to promote good teaching and learning, and therefore raise standards. Copies of lesson observation notes are kept in the Coordinators' file, and fed back to the Head.
- Staff meet during the year to scrutinize and level writing across the school. After completion of the KS1 SATs, teachers moderate the writing before final levels are decided.
- KS1 and optional QCA test results are analysed by the Literacy Coordinator and Assessment Coordinator. Errors and common difficulties, differences according to gender or class groups and children performing below or above their targets can be identified and appropriate action taken.
- Children identified as having additional educational needs are assessed regularly by the class teacher, SENCO and the Gifted and Talented Coordinator and steps are taken to provide the necessary additional support.
- Regular feedback is given to the Governing Body.
- Literacy issues are included in the School Development Plan.

The Role of the Coordinator and Staff Development

The Literacy Coordinator is responsible, with the Head Teacher, for the monitoring of standards of literacy within the school.

The Literacy Coordinator:

- Identifies staff development needs and arranges In-Service training.
- Shares expertise.
- Ensures that resources are available and appropriately deployed.

- Monitors lessons through observations and feedback.
- Analyses pupil data where appropriate alongside the Assessment Coordinator.
- Keeps abreast of relevant publications and information relating to the subject.
- Organises induction of new staff.
- Liaises with outside agencies ie county advisors, librarians etc.

Resources

The Literacy Coordinator, in consultation with colleagues, is responsible for ordering, costing and the allocation of resources to support the teaching of English. English is funded from within the school budget each year and respective Standards Funds granted centrally. Additional fund-raising is achieved through annual sponsored events.

Resources are stored in individual classrooms and held centrally in the School's Resources Room and Literacy Cupboard. Each class has the basic equipment and materials to deliver most aspects of the curriculum. Teachers often swap and share classroom resources to provide pupils with wider experiences. The school uses Resources 4 Learning, the county's school library service in order to supplement and extend the school's range of fiction and non-fiction materials. The service is also able to loan additional audio-visual resources for the teaching of English.

General classroom resources include:

- Individual reading books levelled according to 'Book Bands for Guided Reading' and Phonological Level.
- A "storytelling" area.
- A "Talk for writing" role-play area, and resources.
- A Reading or book corner.
- A varied and interesting range of texts (updated and changed regularly to link with topic teaching).
- A selection of alphabet resources; pictionaries and dictionaries as appropriate to age group.
- A range of phonic and spelling equipment as appropriate to age group.
- Word banks for the first 45 high frequency words.
- Listening centres; tape/CD players; access to television, video and DVD players;
- Large and small whiteboards.
- A range of games and activities to develop speaking and listening; reading and writing as appropriate to age group.
- Computers, appropriate software, including the Somerset Literacy Grids, and access to the internet.
- Interactive Whiteboards.
- A variety of mark-making tools and equipment.
- Examples of different forms of writing - books, posters, labels, captions, computer print.

Centrally stored resources include:

- Reading Scheme materials.
- Teachers handbooks and publications linked to the National Literacy Strategy and

teaching of English.

- A collection of taped stories and some story videos.
- BBC 'Words and Pictures' videos, handbooks and posters.
- A selection of posters demonstrating a range of texts collected from 'Child Education' magazine.
- Materials from the 'Jolly Phonics' scheme.
- A collection of Sunshine Reading Scheme materials for use in literacy lessons: including big books, plays and sets of guided reading books.
- A collection of fiction including real books, traditional tales and texts to teach specific genres in big book format and in guided reading sets.
- A selection of non-fiction big book and guided reading sets/posters covering a wide range of curriculum subjects.
- A collection of poetry and rhyme anthologies, alphabet books and picture dictionaries in big book format and guided reading sets.

The main publications used in the teaching of English are:

- **The Primary National Literacy Strategy and PLS Medium Term Planning Units**
- **QCA The Foundation Stage Curriculum Guidance**
- **QCA Speaking, Listening, Learning: working with Children in Key Stages 1 and 2**
- Letters and Sounds: Principles and Practice of High Quality Phonics
- **NLS Developing Early Writing**
- PLS 'Support for Spelling' and 'No Nonsense Spelling'.
- 'Book Bands for Guided Reading'
- Rigby Rocket Reading Scheme materials
- NLS Developing Early Writing
- 'Talk for Writing' books by Pie Corbett.

Review

This policy will be reviewed annually by the Literacy Coordinator following discussions with the Head Teacher and colleagues. Amendments will be presented to the whole staff before implementation.

Appendix A

Share-a-book

We operate the 'Share-a-Book' Scheme in order to expose children to a larger range of texts and to widen their experience. At the same time, we hope to encourage parents to help their children develop their reading independence and give them opportunities to enjoy their child's choice of text and to support them in obtaining both meaning and enjoyment from a variety of reading material.

Parents are encouraged to join the 'Share-a-Book' Scheme in the first term of their child's reception year. Nursery pupils/parents are invited to join the scheme when it is felt appropriate by the Nursery staff. An initial meeting with parents introduces the scheme and allows the teacher to explain how the Share-a-Book scheme will operate. Parents who wish to join the scheme are asked to sign a consent form agreeing to read with their children and to replace lost or damaged books.

Implementation

- Each classroom is equipped with a selection of texts in a clearly marked 'Share-a-Book' box.
This collection belongs to the school and is regularly updated with new material bought from the English Budget and fund raising activities. Teachers should regularly check and maintain books. Teachers should keep a list of book titles and prices, so they can be replaced if necessary by parents.
- Pupils take turns to choose a Share-a-Book on alternate weeks (alternating with the

Maths 'Share-a-Game' Scheme). Pupils are usually organized in 4 / 5 small groups who have designated days for changing their Share-a-Book. A list is posted on the classroom door, or the day written on the child's Share-a-book diary in order to inform parents on which day their child's group will need to return their Share-a-Book.

- Pupils are provided with a Share-a-Book Diary. The teacher/LSA records the title of the book chosen and the date and encourages pupils to draw or write (as appropriate) about the story/text, at home, after sharing it with an adult. There is space on each diary for the parent to make comments about their child's reading enjoyment and development. Pupils are encouraged to express opinions about what they have read and can also add comments on the diary page.
- Where appropriate the Teacher or LSA may make a note in the diary on how the text might be shared with children in order to develop specific reading strategies.
- Books and diaries must be returned in to bag provided on a weekly basis. On return, pupils are encouraged to discuss their book choice and their diaries with an adult - often the LSA, who can also check texts for damage before they are borrowed again.
- If books are lost or damaged, parents must be asked to pay the full replacement value or provide a replacement book to the same value.
- Teachers can swap Share-a-Book collections to provide extra reading material for their classes.

Appendix B

Individual Reading

As a school we feel it is important to continue children's reading development on an individual basis. Individual reading builds on strengths and weaknesses identified in Shared and Guided reading sessions. Similarly, information recorded about an individual's progress can be developed and extended during Shared and Guided reading lessons. Teachers plan for children to read individually, at least once a week, usually twice a week, with either the teacher or the LSA. Books and high frequency words are changed regularly and parents are asked to hear their children read at home as often as possible. Individual reading books are levelled according to 'Book Bands for Guided Reading' and Phonological Level.

Implementation

Each classroom is well stocked with books from the Heineman 'Sunshine' and 'Rigby Rocket' reading Schemes which provide a range of texts, appropriate to age-range, and good support materials. These schemes are levelled into colour coded sets in line with 'Book Bands for Guided Reading', which follow the National Curriculum reading levels. These have recently been sorted by phonic level by SLT and Literacy Lead.

Children in Foundation Stage begin to practise their pre-reading skills by taking home a

language game to share with parents. They also practise some of the simpler high-frequency words and as they begin to recognise these words and demonstrate an understanding/enthusiasm for print they are introduced to the emergent levels of the banded reading materials. Nursery children may be asked to practise individual reading materials in the Summer Term, if felt appropriate by Nursery Staff.

Throughout the school individual reading books are sent home on a daily basis for children to read with their parents. Where appropriate a marker card showing the pages to read is included with the book and also allows for teachers to comment on pupils reading progress. High frequency words are also sent home to help in the development of word recognition. Pupils work through the word banks (the first 45 high frequency words identified in the National Literacy Framework) displayed in all classrooms and then progress to learn the further high frequency words for Years 1 and 2.

Children continue on the banded reading materials progressing through the Emergent Levels (pink and red) to Level 1 (yellow, blue and green) and Level 2 (orange, turquoise, purple, gold, white and lime.) Children who complete the banded materials are reading fluently and confidently and can proceed to read a collection of real books such as 'Happy Families' series, 'Banana Books', 'Cartwheels', 'I can Read ...' series and a selection of paperback novels housed centrally in the school library. Children with additional educational needs are supported by the SENCO.

Class Reading Record Book

Recording of individual reading will be kept in an easily recognisable book. Each entry will be dated and will show the one to one reading experience that a child has had during each week. The record should also show (in red) if a child has been absent or has forgotten his book/words.

Pupil Reading Cards

Type A

This card is made from thick card and is stored centrally in the classroom. It is strong enough to be used by children. Children's names should be printed clearly on the top and the books that they read should be printed so that children can use the cards too.

The card is ruled with space for date; title and level/colour band of book; and teacher's comment. As a child finishes reading, comments can be recorded about their development and the level and title of the new book can then be written down. High frequency words which are given to the child to practise should also be recorded on the card. When recording page numbers on cards, the card should be marked with the number of the last page that the child has read, i.e. P1 - 6 (the child has read up to and including page 6).

If the child needs to re-read, this can be marked on the comment column and if the pupil is ready to continue it can be marked P1 - 6 □ 7.

As the child moves on to a book which is not read at one sitting an individual book mark can be slipped into the book so that parents can see easily which parts they need to practise and comments can be added.

When cards are complete they should be transferred to a child's individual records and will be forwarded to the child's next teacher.

Type B

The child has an individual bookmark with their name printed on it which is taken home with the reading book. The teacher records information onto larger cards which are kept in the Reading Record file in the classroom. When these are complete or at the end of each year these cards are transferred to the child's individual records and will be forwarded to their next teacher/school.

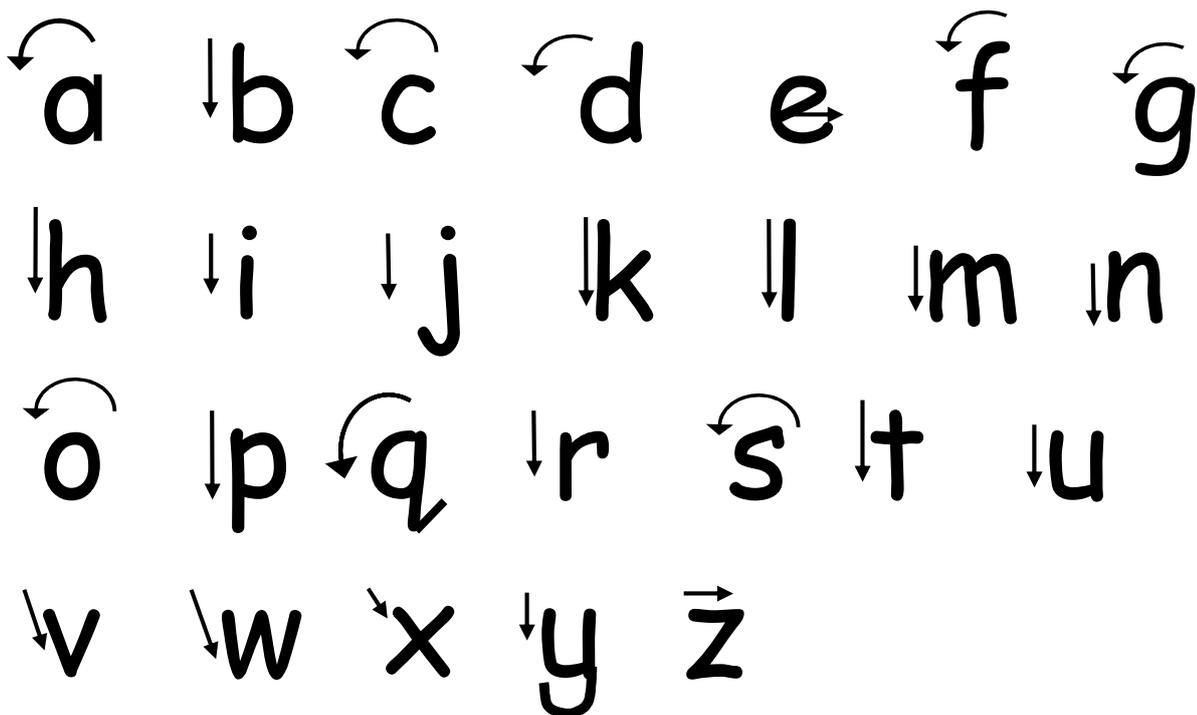
The individual reading record can be used alongside the Guided Reading Target/Record Sheets

in order to develop an overall picture of a child's reading attainment. They will enable teachers to assess and plan future strategies for reading development and independence.

Appendix C

Handwriting Style and Formation

Lower case



Capital letters

A B C D E F
G H I J K L
M N O P Q R
S T U V W X
Y Z