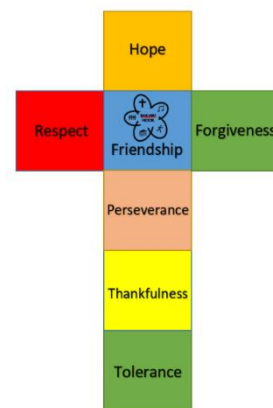


Barmby Moor and Garton on the Wolds CE Primary School

Tolerant, Caring and Understanding

Sharing, caring, forgiving and being kind



Our School Vision is to work as a community within the school's Christian ethos. We learn about world faiths alongside our Christian Values to work towards creating an Outstanding school where all can flourish. Through

the provision of a broad and balanced curriculum we encourage every child to develop lively, creative and enquiring minds enabling them to become confident individuals who reach their full potential and succeed in Modern Britain.

Our school works in partnership with the church and the wider community to give a caring and nurturing environment. Together we enable and equip each child to "I have come that they may have life, and have it to the full" (The Gospel of John – Chapter 10, verse 10).

We will realise our Vision by:

- demonstrating, as a Church school, our Christian values in action
- consistently high standards of teaching
- providing a happy, healthy and secure environment where all are respected, valued and encouraged to contribute
- excellent leadership and governance
- encouraging a love of learning by participating in experiences full of opportunity and creativity
- pursuing excellence in every aspect of school life, supporting one another and celebrating the achievements of all
- a partnership of pupils, teachers, parents, governors and the local community
- Targets are challenging and achievable.

Our Values

Our Values are at the heart of our school vision and are illustrated in the Cross and shared with children on a regular basis, in Collective Worship and reinforced through our teaching and every day school life.

We established these in collaboration within our school community.

Our values can be said to be 'Human Values' and inclusive for all. As a Church of England school, however, we have rooted these Values in our Christian beliefs and in stories from the Bible making it particularly memorable for children.

ENGLISH POLICY

At Garton on the Wolds CE (VC) Primary School and Barmby Moor CE School we believe that spoken language, reading, writing and vocabulary are integral aspects in the teaching of every subject. They are fundamental to the overall development of each child and their access to the curriculum in all its aspects. We aim to deliver quality teaching of reading, writing and listening skills to promote high standards of literacy and to enable children to become confident and successful. We aim to equip all our pupils with a wide vocabulary, a secure understanding of grammar and an appreciation of our rich literary heritage. We follow the New National Curriculum to enable this quality learning and teaching to take place. Teaching should develop pupils' ability to write clearly, accurately and coherently in a wide range of different contexts. We will also encourage children to develop a wide and varied vocabulary so that they become competent in speaking in a range of settings, from formal presentations to taking part in discussions and debates. We believe that fluency in the English language is an essential foundation for success in all subjects.

We want all our pupils by the end of Year Six to be able to:

- ❖ Read and write with confidence, fluency and understanding;
- ❖ Be able to orchestrate a full range of reading cues (phonic, graphic, syntactic, contextual) to monitor their reading and correct their mistakes;

- ❖ Understand the sound and spelling structure and use this to read and spell accurately;
- ❖ Have fluent and legible handwriting;
- ❖ Have an interest in words and their meaning and a wide vocabulary;
- ❖ Know, understand and be able to write in a range of genres in fiction, non-fiction and poetry.
- ❖ Plan, draft, revise, orally rehearse and edit their own writing;
- ❖ Have a suitable technical vocabulary through which to understand and discuss their reading and writing;
- ❖ Have a secure understanding of grammar and linguistic conventions;
- ❖ Be interested in books, read with enjoyment and evaluate and justify their preferences;
- ❖ Through reading and writing, develop their powers of imagination, inventiveness and critical awareness.
- ❖ Enjoy reading for pleasure.
- ❖ Be confident speakers who can take part in discussions and debates.
- ❖ Appreciate our country's wide and varied literary heritage.

Assessment

Alongside the introduction of the new National Curriculum 2014, levels were removed for all year groups except Year 2 and Year 6 in September 2014

- No levels for any year group from September 2015
- Children will carry out the Key Stage 1 and Key Stage 2 SATS at the end of Year 2 and Year 6.
- All children throughout the school will be assessed on their progress in reading, writing, grammar, punctuation and spelling. Assessment take place at the end of each half term and children are tracked using Rising Stars tracking grids in Reading and GPS. The Local Authority grid is used for Writing.
- We will assess pupils progress towards the end of year expectations for each year group using the terms; **Working Towards Expected Standards, Expected Standards and Greater Depth** within their year group.
- Phonics will be assessed each half term. A result within the phases for phonics will be given. Letters and Sounds is used to teach phonics. A running record is carried out to assess the progress made.

Assessment for Learning

Each half term assessment will be carried out in Reading, Writing and GPS alongside the performance descriptors. Assessment will then be made as to whether a child is working towards, meeting or at greater depth.

Marking

Marking of children's writing is completed by the teacher providing positive comments that is specifically linked to the objective, and a target, where necessary in order to move children on in their writing. The school marking scheme 'Tickled Pink' and 'Green for Growth' ensures that diagnostic and effective marking is carried out daily which also allows for children to respond to feedback within their book. Please refer to the marking and feedback policy.

Structure

Foundation Stage

We believe that communication and language with opportunities to explore reading and writing underpins children's future learning.

In Foundation Stage 1 and 2 the daily routine will include planned and spontaneous activities that include:

- ❖ A wealth of opportunities to develop and experience speaking and listening;
- ❖ Experiences that develop gross and fine motor skills through play and handwriting activities;
- ❖ Sharing and enjoying a range of rhymes, songs, stories and books;
- ❖ Immersion in a print rich environment with opportunities for oral language and written communication, e.g. differentiated phonic activities;
- ❖ Focus activities that teach children early communication language and literacy skills.

- ❖ Reading groups which are central to the week
- ❖ Daily phonics activities
- ❖ Big book activities with a shared reading and writing focus each week

Teachers meet with parents and carers to discuss transition issues and are given direction on how they can help their child prepare for Year 1.

Key Stage One

At the beginning of Year 1 the assessments from the Foundation Stage enable a smooth transition.

The teaching of English in KS1 will include: Explicitly taught and planned sessions following the guidance and objectives of the National Curriculum 2014.

- ❖ Speaking and listening activities, e.g. role play, pair talk, drama, discussion and hot seating in order to prepare pupils for the writing process;
- ❖ Word level work with explicit teaching of phonics and spelling through the Letters and Sounds programme;
- ❖ Sentence level work led by quality texts to develop grammatical awareness and punctuation skills;
- ❖ Daily phonic activities to prepare the children for their Phonics Screening assessment in the summer term;
- ❖ Text level work using a range of genres will develop comprehension and composition skills and the understanding of print;
- ❖ Grammar understanding taught systematically within a range of contexts;
- ❖ Letter formation and handwriting taught and modelled using a cursive handwriting script;
- ❖ Immersion in a print rich environment that promotes a reading culture and develops children's oral and written communication.

Key Stage Two

At the beginning of Year 3, teacher assessments in writing, reading and grammar from KS1 enable a smooth transition.

The teaching of English in KS2 will include:

- ❖ Explicitly taught and planned sessions following the guidance and objectives of the National Curriculum 2014;
- ❖ Word level work with explicit teaching of spelling strategies, rules and phonics if required;
- ❖ Sentence level work led by quality texts to develop grammatical awareness and punctuation skills;
- ❖ Text level work involving reading a range of genres to develop comprehension skills and scaffold writing;
- ❖ A wide range of text types, including cross-curricular writing, modelled to promote sustained composition;
- ❖ Handwriting and presentational skills taught and modelled using a cursive handwriting script;
- ❖ Immersion in a print rich environment that promotes a reading culture and develops speaking and listening.
- ❖ The use of Wordsmith to develop Reading, Writing and GPS to a high standard.
- ❖ Grammar focus within English and Cross-Curricular writing lessons.

Phonics

The school follows the 'Letters and Sounds' scheme. Phonics is taught from FS1 and concentrates in developing children to become skilled in word reading and the speedy decoding of unfamiliar words. It is our aim that children will be well-placed to read and spell words with fluency and confidence by the time they reach the end Year 1 in preparation for the Phonic Screening.

In Foundation Stage Two most children begin to read and write one grapheme for each of the 44 phonemes. They blend and segment CVC (consonant – vowel –consonant), CCVC and CVCC words for

reading and spelling and use their phonic knowledge when trying to read and write more complex words.

Once children are secure up to, and including, Phase 5 of 'Letters and Sounds' they then enter the school's spelling system.

Speaking and Listening

Through speaking and listening opportunities all pupils are taught to speak clearly and to express their ideas confidently using Standard English. They are encouraged to support their ideas with reasons; ask questions to check their understanding; develop a broad and wide ranging vocabulary and to acquire knowledge which will then enable them to; negotiate; evaluate and build on the ideas of others; and to select the appropriate language to help them communicate effectively. All pupils are encouraged to give well-structured, detailed oral descriptions as well as explanations and helped to further develop their understanding through discussions, speculating, hypothesising and exploring ideas. Their speaking and listening skills will then enable them to clarify their thinking as well as to organise their ideas for effective writing.

Spelling

The teaching and development of spelling across the school is consistent as well as thorough. Emphasis is given to children being able to spell quickly and accurately through their knowledge of the relationship between sounds and letters as well as their understanding of word structure and spelling structure.

Specific lesson time is given to spellings (10 minutes a day) and each year group follows a specific spelling word list which allows children to understand the spelling rules. This is achieved through a variety of weekly spelling activities. Teaching follows the guidance appendices on spelling which is set out in Appendix 2 of the New National Curriculum. Dictionaries are given an important emphasis in both Key Stage 1 and Key Stage 2 to enable children to investigate and check their own spelling through the school's spelling system. High frequency words are also a class focus to ensure that children are spelling words accurately, as well as consistently, within their writing. Each child has a specific spelling book for these spelling activities within class.

Across the school spellings are given out on a Friday and spelling tests are held the following Friday. Class spellings for the week are displayed within each classroom and updated on a weekly basis.

Spellodrome has been introduced in January 2019 to aid the progress in each child's spelling ability.

Grammar

At the start of each English lesson, or cross curricular writing lesson, grammar is taught in a systematic way following the grammar expectations for each year group. Grammar activities and lesson work is recorded in a specific 'Grammar Book' which each child has.

Children are assessed half termly in grammar to assess whether they are working towards, meeting or exceeding expectations.

Classrooms have grammar rich resources and prompts and these lessons are designed to provide practical and enjoyable learning opportunities. Skills learnt are then seen to be used within the children's writing and assessed accordingly alongside their writing ability.

Reading

We believe in developing a wide ranging and varied reading culture throughout the school by creating welcoming reading areas in classrooms, a school library which hosts a variety of books, and raising the profile of reading through a print rich environment, attractive book displays and promoting the written word at all times. Topic themes are reflected in books borrowed through the East Yorkshire school lending library system.

High priority is given to reading across the whole school.

Children are placed in ability groups for guided reading (which is structured from Year 1 to Year 4) and read a wide range of reading books; fiction, non-fiction as well as poetry. These Guided Reading sessions help develop children's comprehension skills as well as promoting discussion and debate about the books that the children are reading. This emphasis on reading cascades into writing where vocabulary and writing skills are further enhanced. This method of guided reading ensures all children are taught a range of reading skills which they practice at school and home.

Children take home a reading scheme reading book which reflects their current reading ability. Parents are encouraged to make a comment in their child's home-school reading record on the progression of their child's reading ability along with the teacher's comment. Certificates are used to reward the children who read regularly at home.

Each child will be heard to read individually by a teacher, or member of the teaching staff, twice weekly. Priority will be given to children who find it difficult to read or who are not given the opportunity to read at home.

A half termly assessment of children's comprehension and reading ability takes place to assess whether children are working towards, meeting or exceeding expectations.

Reading is taught through:

Whole class reading, across the whole curriculum, that develops listening skills, a love of story, poetry, non fiction, research and the embodiment of reading for pleasure. Through this a wide ranging and rich vocabulary is developed and promoted within the whole school from an early age.

Shared reading that immerses children in the pattern of story and features of text types. This happens in literacy sessions when introducing text and prior to writing. The teacher models as an expert reader and draws out the key elements of the content.

Guided reading may take place in small groups with teacher/teaching assistant or as a whole class input using a text which reflects the child's current reading ability. Focus is given to comprehension and the discussion of texts to promote a detailed level of understanding amongst all children. Across the school the reading scheme books are rigorously levelled which means that children are challenged at the right level to help develop their reading further.

Independent reading in school and at home is promoted. Library books can be taken home along with a reading scheme book.

In the Foundation Stage, KS1 and KS2 children take home a home/school reading book and can choose a book from the reading area or library to read or look at with their parents. Books are changed when the child completes their book and a reading log is kept within school to ensure that children are giving a new reading book on a regular basis.

The reading environment. The print rich environment encourages children to interact with displays, to follow instructions and signs, promoting functional language. Within the classroom the reading area is attractive and inviting, books are clearly accessible. To develop further we will be introducing a school library.

Themed displays are encouraged along with opportunities to write book reviews and book journals along with showing homemade books. Books are also displayed and promoted around the classroom and the whole learning environment of the school.

Book and CD's along with story props and puppets enhance the reading environment and process in the Foundation Stage and within Key Stage One.

The school library will provide reference and reading materials for children and teachers. A yearly interview process will be established so that all children have the chance to become a school librarian. The library opens twice a week throughout the school year and school librarians set up their own initiatives to promote the use of the library across the school. Librarians from Key Stage 2 will visit the Foundation Stage once weekly to read stories with the younger children.

Writing

We believe that writing should be a creative/developmental process both at a functional and an imaginative level. All attempts at writing are valued and we know that all children have potential to be successful writers. The compositional and transcriptional skills are taught alongside the creative aspects. Immersion in reading, talk and preparation for writing is essential to the writing development process. Children are encouraged to plan, orally rehearse and then draft as well as edit their own work.

Writing is taught through:

- ❖ Shared writing that is modelled by the teacher as the expert writer with contributions from the children. This is teacher-led writing with children watching and contributing ideas. Shared writing is not exclusive to literacy sessions and can be taught across the curriculum. The emphasis may be on the generation of ideas, grammatical awareness, spelling and phonics, compositional, transcriptional, presentational and text level skills or other key strategies needed in writing. Not all of these can be modelled in one session, but the teacher as the expert writer leads the cumulative writing process.
- ❖ Cross curricular writing is given a priority and high quality writing is expected to emerge through many different areas of the curriculum but especially through history, geography and science.
- ❖ Guided writing takes place in small groups with a teaching focus using targets and writing already modelled.
- ❖ In the Foundation stage the child receives more individualised support from the teacher at the point of writing during adult led activities.

Opportunities for developmental writing.

In the Foundation stage children should experience writing in a range of settings and opportunities for developmental writing should be available through all areas of learning and throughout the learning environment. Children's own attempts at early writing should be celebrated and promoted, alongside the direct teaching of the key skills that will enable the children to progress through the stages of writing development. In the Foundation Stage and KS1, children's writing that needs interpretation must be scribed by a teacher or adult working with the group.

Independent writing.

Throughout the school children need opportunities to develop their confidence and practise their writing skills. Children are given a range of opportunities to write across the curriculum. All writing activities should have a purpose, and quality should be promoted through book making, topic folders, publication or presentation to another audience. Writing is modelled and supported from immersion to quality writing. Independent writing is supported through the use of dictionaries, word banks and writing frames. Effective composition is encouraged by teachers teaching how to articulate and communicate ideas, and then organise them coherently for a reader. Children are also taught how to develop an awareness of the audience, write for a purpose and context, and have an increasingly wide knowledge of vocabulary and grammar. Emphasis is also put on oral rehearsal and re-drafting in order to promote good quality work.

Writing environment.

The school environment celebrates quality writing through displays of work and our weekly Celebration Assembly in both handwritten and typed form as well as signs and labels. All classrooms should have attractive and well-equipped resources for writing that children can access easily, as well as writing

prompts and language at an age-appropriate level. Opportunities for writing are planned for throughout the whole curriculum.

Handwriting

Handwriting and letter formation is taught throughout the school in a systematic way using a cursive writing script. The correct way of forming letters is modelled by the teacher and each child has a handwriting book in school. Good presentation is emphasised at all times and through all forms of writing across the curriculum. Emphasis is put on the fact that good writing also depends on fluent, legible and eventually speedy handwriting.

Writing displays and posters are evident within school, both in the terms of children's work as well as actual letter formation displays.

In the Foundation Stage children are taught the cursive handwriting script from entry in order to build a sense of continuity across the school. Foundation Stage children are initially taught to write their name through tracing, copying and writing from memory using a cursive handwriting support materials. Support is given to those with poor pencil grip through triangular pencils and writing support stands.

The Subject Leader

The role of the subject leader involves:

- ❖ Modelling good practice;
- ❖ Being responsible for the upgrading and ordering of resources and arranging for their storage;
- ❖ Keeping informed about developments and new initiatives to support the teaching of language and literacy and ensure staff are informed; auditing needs and organise staff training;
- ❖ Training staff in teaching and learning of English;
- ❖ Responsibility for the Guided Reading scheme within school;
- ❖ Monitoring planning on a termly basis with other teaching staff; scrutiny of books and lesson observations with constructive feedback;
- ❖ Monitoring of Grammar teaching throughout the school;
- ❖ Supporting teachers in planning and using resources;
- ❖ Organising an annual school themed week in collaboration with other staff;
- ❖ Updating the school policy when necessary.
- ❖ School library and librarians.

January 2019