



English Policy

Writing Policy

We want our children to leave Allerton CE Primary with a love of words, the ability to manipulate them into different genres, a tool to express who they are and what they stand for and a means to communicate effectively. Therefore, hooking our children with purposeful writing opportunities is essential as is modelling from the outset so that children build up the repertoire required for different genres. In order to do this, talk for writing is essential as is oral story telling. Through exposure to language rich texts, visual literacy, drama and real life experiences, our children will have the chance to imitate, innovate and finally create their independent writes in poetry, narrative and non-narrative. These will be built up on year by year so that by the time they leave us in year 6, they are confident authors, journalists, commentators, poets and playwrights!

Vocabulary, Grammar and Punctuation

The aim is to ensure all children “acquire a wide vocabulary and a good understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.” We want to give our children a rich vocabulary, a love of words and the ability to know how to combine them so that they are articulate, confident and effective communicators. Therefore, soaking them in a literate environment and providing them with opportunities to question, explain, describe, tell stories and justify is essential. At Allerton CE Primary we model correct sentence structure to our children, play with different sentence types and encourage the understanding and use of ambitious vocabulary. We endeavour to create climates where children can talk, explore and have the opportunity to share, as many of our children have gaps in their understanding and use of the English language. Through teacher and peer modelling our children hear and see the language patterns, begin to make sense of the rules and conventions and have opportunities to apply. This learning is contextualised so that the necessary connections are made throughout the curriculum. In order for our children to be confident in their reading, writing and speaking we know that playing with language is important. Play is a powerful tool to ‘have a go’ and ‘rehearse’ without the fear of ‘getting it wrong’. Providing purposeful and planned opportunities for this play and experimentation is actively encouraged. Encouraging the child in their grasp of the English language means that as a school we recognise that learning is a process. We support them as they progress from emerging to secure and finally to a confident learner. Our children ‘learn how to use’ the required vocabulary, grammar and punctuation set out in the 2014 English Curriculum, through teachers knowing what is required for their year group and using that terminology. Modelling, playing and encouraging the learning are the drivers in the delivering. Alan Peat’s Grammar and Punctuation resources are used across school.

Refer to the DFE website for the New English Curriculum 2014 online for a more comprehensive breakdown of year group requirements.

Spelling

Rigorous teaching of year specific spelling objectives is essential if our children are to become competent communicators in the written form. Therefore, each year group, commencing in Reception have age specific word lists and spelling rules that they must know. To aid the teaching of these words years 2- 6 use Read Write Inc Spelling daily. This program takes a systematic approach allowing children to have understanding of the spelling rules, whilst also giving them the chance to embed the new learning.

Each class has a weekly spelling test, with words being taken from that week’s program or topic related vocabulary. Where scores are not as expected children may be asked to learn in their breaktime, make

corrections or write the words in sentences. Successes are celebrated with notes, comments in planners and stickers being sent home.

In addition, dictation is used as a tool for revisiting spelling rules already taught. As children move through school these passages will become longer and more complex. A secondary benefit is that pupils develop their working memory.

Handwriting

At Allerton C of E School we use a continuous cursive handwriting scheme throughout the school. This scheme has been realistically adopted in order to benefit children in the areas of both spelling and writing. Fine motor skills are also fine-tuned. The scheme presents a fluid style that is easy to learn, neat, legible and fast. The resources are all on line at www.letterjoin.co.uk and uses interactive animations to demonstrate joined-up letter formation and hundreds of worksheets for real handwriting practice.

The main features of our style of handwriting are: each letter starts on the line and the child keeps the pencil on the paper for the whole word.

Young children should start with lots of patterns using chalk, paint etc. A sharp pencil should be used at all times. Some children find pencil control very difficult but daily practice will build up control and stamina.

Big write

'Big write' or 'Big Talk' is an opportunity for children to 'show off' what they can do in different genres, independently and within a set time. Vocabulary, Conjunctions, Openers and Punctuation are the four generic targets that are assessed by the teacher within this independent cold write:

- Vocabulary is the range of ambitious vocabulary a pupil knows; WOW words
- Conjunctions the range of ways pupils have of joining ideas, phrases & sentences
- Openers the strategies pupils have for opening sentences; especially the 3 key openers: connectives, 'ly' words & 'ing' words but also year specific Alan Peat sentence types.
- Punctuation the range of punctuation a pupil can use & the accuracy with which they use it.

At Allerton CE Primary, Read Write Inc is the scheme that we have implemented to target the implicit and systematic teaching of reading and writing in Foundation and Key Stage 1.

However, it is very prescriptive and the writing is not necessarily sustained. Therefore, having an extended weekly write, 'Big write' or 'Big Talk' (Foundation) is an important session as it enables the children to demonstrate what they can do within a genre over a sustained amount of time, appreciates the importance of talk and focuses on VCOP.

IPEELL

IPEELL (Introduction, Point, Explain, Ending, Links, Language) is a novel approach to writing which encourages increased self-regulation as pupils use the mnemonic and apply it to most genres of writing. As part of the writing process pupils look at examples of writing with the mnemonic in mind, to identify strengths and weaknesses as well as text specific features and language. They also assess their own and peers work using this same framework. As a result, they can quickly see where they are lacking and set personal targets in agreement with their class teacher.

Year 5 and 6 use this program from the outset. To prepare for this, Year 4 adopt the approach in the summer term so there is easy transition into Upper Key Stage 2.

Reading at Allerton C of E Primary

We want our children to leave Allerton with a love of reading and books. It is not just about decoding but also engaging with words and phrases, reading illustrations and stills/scenes from a film as well as learning how to understand, empathize, justify and make connections. Therefore, we believe decoding, comprehension and inference are all important in the teaching of reading. Hearing books read aloud on a regular basis (particularly stories and poems but sometimes including non-fiction) should be a part of children's daily experience. Reading aloud to children, for their pleasure and interest, should build enthusiasm and enjoyment. This is a reason why a class novel is read regularly within Key Stage 2 and story time is vital in Key Stage 1 and Foundation. It influences and encourages independent reading, introduces children to new ideas and vocabulary and tunes children into book language. We also believe hooking children with a book can drive other learning opportunities. Therefore, in our planning and provision of an engaging curriculum a book is central and may be used for a week to a term!

Read Write Inc

See individual policy.

Guided Reading at ACE

Guided Reading at Allerton is a focused teaching session. It aims to work on the application of reading skills and the development of comprehension and inferential understanding. From the outset real books and visual literacy opportunities are also given so that children are developing their comprehension and inferential understanding by focused and open questions. Here we also explicitly teach skimming, scanning alongside clarification, justification and summarising. In some sessions this may be in small groups, while in others it may be whole class.

Fluency and stamina play a vital role in pupils becoming competent readers. This is explicitly taught through various strategies including choral reading and the chance to revisit familiar texts.

Reading Journals

From Year 1 to Year 6, our pupils are encouraged to record their thoughts, feelings and opinions regarding a book, extract, illustration, character, author etc. in their reading journals or daily logs. They are an excellent way of developing the ability to reflect and evaluate books and should be seen as a catalyst for the exploration and enjoyment of texts. They can also be used in the Guided Reading session.

Independent Reading

While this also aids building of stamina and fluency, independent reading is essential for developing children's knowledge and experience through a range of books and authors. Throughout school children have a reading book (library/scheme) that they are encouraged to read at home. Obviously if the child has chosen the book they will be more motivated to read it and no doubt have selected it for a reason which again helps them to develop and discuss their reading preferences. However, independent reading is not shared reading and so the child must be able to access the majority of the reading content.

This Policy has been drawn up and written by the Learning Lead and Subject Co-ordinator. The policy and future amendments to the policy will be communicated clearly and consistently to pupils, parents and staff.

This will be reviewed when updated legislation or guidance is issued by the DfE, Local Authority or other relevant organisation.

This will be reviewed annually by the Governing Body

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Date: Annually