

# **Anchorsholme Academy**



## **English Policy**

## **At Anchorsholme we want to engage and motivate all learners to recognise and achieve their full potential.**

### **INTRODUCTION**

All children have a statutory entitlement to access to the Programmes of Study for English as set out in the National Curriculum. Our vehicles for achieving this access will be our own curriculum planning for English. The skills of speaking, listening, reading and writing are outlined in the National Curriculum.

At Anchorsholme, we encourage children to read and become immersed in a rich world of books as a way of developing confidence and independence alongside a 'love' of words. In pursuit of this aim we believe that children should experience a range of text types and be exposed to the variety of writing styles used by different authors. Their reading development will be supported throughout their school life with a close partnership with home.

### **READING**

- It is our aim to develop enthusiastic and confident readers who can understand a wide range of texts.
- Children will read for interest, information and enjoyment.
- Develop the ability to read aloud fluently and with expression;
- Develop the ability to read for meaning;
- Develop the skills required for the critical reading of texts;
- Be encouraged to read a wide range of fiction, poetry and non-fiction materials;
- Be taught an orchestrate full of cueing strategies for reading including:
  - Phonic (sounding the letters and blending them together);
  - Visual (whole word recognition and analogy with known words);
  - Contextual (use of picture and background knowledge);
  - Grammatical (which words make sense);
- These to be taught by shared and guided reading.
- Be encouraged to listen attentively;
- Gain awareness of the close links between reading and writing activities.

## **Shared Reading**

In shared reading the teacher's role is to make overt what good readers do. During shared reading the children can access a text which may be challenging to them individually. Reading skills and strategies should be clearly modelled, and discussion should help children to gain a deeper understanding of the text. Shared reading has a specific focus and all abilities are included in discussions by differentiated questions which challenge and support comprehension.

Shared reading will take place within the English lessons as well as through the reading of information texts in other curriculum areas.

## **Guided Reading**

For guided reading the class is divided into groups of children of similar reading ability. Guided reading is shown on weekly plans. Lower ability groups have interventions to support their reading development each week which must be in addition to English lessons and guided reading sessions.

The text is carefully selected at instructional level for the group and plans for each session should reflect a specific teaching focus appropriate to the group.

## **Structure of a Guided Reading Session**

1. Book Introduction - This provides the context for the reading. The teacher will activate children's prior knowledge and/or discuss the main themes of the text, including some prediction of the contents.
2. Strategy Check - Just prior to independent reading the teacher guides the children to focus on and apply key strategies while reading independently.
3. Independent Reading - Children will read independently while the teacher gives focused attention to support, monitor and assess individuals as they read. This will inform tracking of pupil achievement.
4. Returning to the Text - The teacher asks questions, promotes discussion and interacts with the children to extend their thinking and develop their responses to the text.
5. Follow Up - An element of the text is used to teach a specific point related to current word or sentence level work. Children may be given the next section/chapter of the book to read with questions to think of as they read.

## **INDEPENDENT READING**

Children are given the opportunity and encouragement to read independently in order to build confidence, stamina and fluency, as well as develop their experience of a range of books and authors.

Throughout school there are timetabled opportunities for periods of silent reading several times a week, including library visits. Children are encouraged to keep a reading record of books which they have read. In KS1, it will link in with the home/school reading record. Teachers will record every time a child is heard read with areas that may require further support or celebrating at home.

Children have access to a wide range of books including fiction and non-fiction via the school library, public library visits, book fairs and their classroom library. Children should be encouraged to take home a book from the school library. The books are colour coded according to level of difficulty. Selecting their own texts is an important part of developing independence. Selecting texts motivates readers and helps children to develop and discuss their reading preferences.

Throughout both key stages, children are given a reading book at an appropriate level to take home, together with a reading record. Children's individual reading will be monitored by staff and supported by teaching assistants. Each time a child reads, at home or at school, a comment will be written in the reading record. Where children do not read regularly at home teachers will arrange for them to read individually at school to parent helpers, teaching assistants or older children.

Home reading record books will be monitored on a regular basis and reports will be made by the class teacher as a means to monitor home/school reading. Comments made by parents will also be encouraged.

Reading is not seen as just a 'school activity'. Wider family involvement supports reading and ensures children have access to reading materials at home. Parents are always welcome to come into school to share reading opportunities with the children.

## **HEARING BOOKS READ ALOUD**

This builds enthusiasm and enjoyment. It influences independent reading and tunes children in to book language. Teachers of all age groups read aloud to their class every day introducing books beyond their independent level of reading. With the older children this may include reading more lengthy novels over a period of time.

## **CHILDREN READING ALOUD**

This will be modelled during shared and guided reading and hearing books read aloud.

Children should have the opportunity to read aloud to a variety of audiences, including their own age group, younger children and class assemblies.

## **READING ENVIRONMENT**

Classrooms and all school areas should provide a print rich environment. Reading displays form a part of that environment – library corners, favourite books, book reviews, book of the week, author displays and collections of books on a similar theme will help to develop enthusiasm.

## **READING IN FOUNDATION STAGE**

Reading opportunities are given on a daily basis. A wide range of approaches are used to provide first hand experiences for the children. The children are taught in a stimulating environment that is rich in written print. There are focussed periods within the day when small groups of children share books in a more structured way - i.e. guided reading. The class teachers will share big books and text using books on the smart boards with the class in addition to regularly reading stories and singing rhymes. There are designated book areas in every classroom to inspire a love of reading.

Our Phonics programme “Letters and Sounds” is taught daily and is supported by The Oxford Reading Tree Floppy’s Phonics Programme and ‘THRASS’. It covers all the pre requisite skills for reading such as sound identification, sequencing, reproduction, discrimination, segmenting and blending. The children also begin to read “tricky” words on sight.

The children are given an individual reading book to take home from September, which is changed twice a week. The teacher and teaching assistants will read with each child and encourage reading to take place at home. Comments about reading progress are recorded in a home/school reading record book by both teachers and parents.

## **KEY STAGE 1**

“Letters and Sounds” is taught daily through discrete phonics teaching. Children are ability grouped within their year group to ensure that each child accesses the Phonics programme at the appropriate level. Phonics activities are practical and fun, to encourage engagement and learning. During shared and guided reading, phonics work is reinforced in the context of real texts. Children also continue to learn the “tricky” and high frequency words.

The English Scheme of Work encourages the use of a wide range of text types. Through shared and guided reading, skills such as segmenting and blending are modelled and developed. Writing activities often follow on from shared reading.

## **KEY STAGE 2**

The English Scheme of Work for KS2 encourages the use of a wide range of text types, and children are provided with daily reading opportunities, through shared texts, guided reading, silent reading and weekly comprehension lessons. Within English lessons, shared reading sessions are used to identify key features of particular text types, and support writing activities. Weekly comprehension lessons and guided reading sessions enable the teaching of specific reading strategies and comprehension skills. Children requiring additional support, read daily to an adult within the class, and are provided with regular support during reading activities.

## **EXTRA SUPPORT**

Programmes such as Early Literacy Support (ELS) in Year 1, Additional Literacy Support (ALS) in Year 3 and Further Literacy Support (FLS) in Year 5 will provide extra support for small groups when appropriate. Where necessary, identified children also benefit from additional 1-1 reading with an adult in school.

Where further support is needed programmes such as Better Reading Partnership, Toe-by-Toe, Springboard, Oxford Reading Tree Code will be used. Teacher consultation with the SENCO and parents is essential to ensure children are placed on programmes appropriate to their needs.

## **PARENTAL INVOLVEMENT**

Co-operation and support from parents is paramount if a child is to become a successful and competent reader. At Anchorsholme Academy we strive to develop and encourage a strong partnership between home and school. It is our policy to send reading books home regularly and to encourage parents and carers to contribute to their child's reading development, welcoming comments in individual reading record book.

Parents are invited into school, in the Summer before their children begin in our Foundation Stage, to an Induction Evening which incorporates a seminar about how reading is taught and developed. In the Autumn term, parents and Foundation Stage children are invited to a 'Bedtime Story Night' where staff and parents share stories with the children in an informal setting. The purpose of the evening is to promote a love of reading. At any point in the year, parents are welcomed and encouraged to come into school and read to/with the children

## WRITING

At Anchorsholme, we encourage children to write in creative and imaginative ways developing confidence and independence alongside a 'love' of words. In pursuit of this aim we ensure that children experience a range of purposes and forms of writing. They are supported in the exploration of chronological and non-chronological writing and the wide variety of types of writing and writing formats.

### OBJECTIVES:

- Children will develop a capacity to convey meaning to a range of audiences e.g. self, other pupils, teacher and family;
- Children will become familiar with a range of forms of writing e.g. books, brochures, letters, diary entries and oral presentations;
- Children will learn to write in a fluent joined handwriting style, starting with the cursive formation in Foundation Stage and beginning to learn letter families in Year 1;
- From the Foundation Stage, children follow the structured "Letters and Sounds" Phonics Programme, supplemented by the use of Floppy's Phonics (Oxford Reading Tree) and THRASS.
- At the end of KS1 a comprehensive assessment (Phonics Trackers) of each child's phonic ability informs ongoing daily phonics teaching in Lower KS2.
- In Key Stage 2, teachers will continue to develop phonic awareness and to plan word level work as appropriate
- Children are taught to plan, draft and edit to improve their work;
- Children will learn the conventions of written language and grammar using Standard English.
- Children will complete a short dictation each week, as required by the National Curriculum.
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## **PROGRESSION AND CONTINUITY:**

- Language and English plans in the Foundation Stage provide a progression through the Early Learning Goals for children;
- Weekly English plans from Year one to Year six provide a progression of word level, sentence level and text level skills throughout the school;
- Key word lists provide an additional structured spelling plan to the phonics. The lists are used to support word level work;
- Phonics trackers provide a detailed picture of the progression in phonics;
- We teach the cursive handwriting style throughout the school from the Foundation Stage.

## **APPROACHES TO TEACHING WRITING**

### **WRITING IN FOUNDATION STAGE**

The children are encouraged to take part in mark making and writing activities in every session. This may take the form of writing their names or sentences they have said; writing taking place in role play; or to write about a model they have made in the construction area. Writing can take place at any point in the day and in any area in the setting. Writing is modelled daily by the class teacher to develop writing skills.

During focussed tasks, the children are encouraged to 'line write' when they have enough knowledge of the alphabet and the fine motor skills to hold a pencil effectively. The children are then encouraged to 'sound out' each word in their sentence and write down the sounds they can hear in each word until they are writing whole words spelt phonetically. As the children develop their understanding of phonics, they are then able to use this knowledge in their writing to make sensible spelling choices. The children who are not ready for 'line writing' are supported in completing an 'Initial Sound Book'. This booklet goes through the alphabet combines more handwriting practise with finding pictures beginning with that sound and writing words they can think of beginning with the same sound. They then start to write the words they can think of themselves. When they have developed enough confidence, the children go on to 'line writing' their own sentence ideas.

### **SHARED WRITING AND MODELLED WRITING IN KEY STAGE 1 & 2**

Shared writing is a whole class activity where the teacher models the writing of text. In shared writing, the children will contribute to the text by suggesting words or sentences to be used; they are critical partners for the teacher. The teacher demonstrates how to write and explains decisions. S/he will model thinking, rehearsing sentences, writing and re-reading constantly generating

words and ideas. Across the key stages, teachers will focus on the purpose, audience, level of formality, structure and organisation of the text. A particular aspect of word or sentence level work provides an additional focus depending on the objectives and targets being worked on at that time. (See additional **SPAG** grid for more information).

## **GUIDED WRITING**

Guided writing is the mid-way point between independent and shared writing. It is the teacher or teaching assistant guiding a group of children through a piece of writing, helping and supporting them. It is focused and addresses the needs of a specific group allowing the adult to give immediate feedback on the successes and areas for development.

## **INDEPENDENT WRITING**

Opportunities for independent writing are planned weekly in all year groups. Although the children may have received input from the teacher in shared or modelled writing, independent writing gives children the chance to apply the writing skills that they have been taught and to demonstrate their understanding and ability.

## **EXTENDED WRITING BOOKS**

At least once every half term pupils complete a piece of writing (a range of text types, fiction and non-fiction) in their extended writing books, written independently. This can be a cross-curricular piece of writing so that children are able to work through a range of text types. Each piece of writing is levelled by the teacher. The input given for the highlighted writing sessions is minimal so that teachers may then assess which elements of a level are featured and identify specific achievements and steps for future development. Teachers discuss progress made with the child. This writing assessment is used to inform teachers when placing the end of term results on the ZAPP.

## **A WRITING LEARNING ENVIRONMENT**

Each classroom has a working wall which includes reference points for the children to use when writing and examples of shared or modelled writing. Display is an important aspect in writing development and reflects the high status attached to writing at Anchorsholme Academy. Displays provide a range of models for writing including environmental print, books and other print resources, the teacher's writing, the pupil's own writing, examples of different types of writing from the adult world and bilingual models for writing. Books made by pupils are valued and used in the classroom library.

# **PHONICS AND SPELLING**

## **PHONICS IN FOUNDATION STAGE**

Every class has a 15 minute discrete Phonics session within the classroom every day, based on the Letters and Sounds programme and incorporating THRASS. In this session the children learn the letter names and the sounds they make. They learn how to blend and segment the sounds, in order to develop their word building skills. These sessions are enhanced with the use of fun ICT phonics based games, individual whiteboards and pens, flashcard games and quizzes. The children are assessed regularly and this information is used to group the children appropriately. Over the course of the year, the children are introduced to the “Letters and Sounds” Phases 1-4 (5 for the most able) at differing paces according to groupings. Parents are informed on a weekly basis of the sounds and words of the week their child has been working on, to enable them to support their child at home. The “Letters and Sounds” programme runs throughout Key Stage One and our assessments at the end of Foundation Stage inform Year One to ensure a smooth transition and progression.

## **KEY STAGE ONE**

Throughout Key Stage One, and into Year three (and beyond if necessary) children receive daily phonics lessons in each class following “Letters and Sounds” using the principles of ‘Revise, Teach, Practice and Apply’. In addition children are grouped according to their ability and receive extra phonics sessions where necessary. A key focus is learning to segment and blend both real and non- words confidently. Children are given time to work on and learn the spelling of high frequency words. There is a weekly spelling test on these words and words related to their phonic phase.

## **KEY STAGE TWO**

In KS2, the KS1 individual Phonics Trackers are used to identify any weaknesses in children’s knowledge of phonics, and we delivering daily Phonics sessions, using the Letters and Sounds programme, in order to address any learning gaps.

Where necessary, children with significant learning gaps receive appropriate intervention support in small groups.

Children are grouped for weekly spelling sessions according to ability, and a different spelling pattern is taught and tested each week. Spellings are also delivered thorough English lessons, with spelling patterns being taken from the National Curriculum.

## **WEEKLY SPELLING TESTS**

Children will work on the New National curriculum spellings with an objective through the week (this may be to learn the spelling of high frequency words) and be tested on the words at the end of the week. Results inform the teacher of the progress individual children have made towards achieving that objective. The LOOK, COVER, WRITE, CHECK method will be used. Termly assessment for Year 1 to Year 6 will take place in September, January and July. (\*Spellings currently under review.)

## **HANDWRITING**

### **HANDWRITING IN FOUNDATION STAGE**

The children are taught to write in a cursive style from the beginning of the school year. In every classroom there are opportunities for the children to develop their fine motor skills, mark making skills and handwriting. As part of the continuous provision in the Literacy room, there are always pincer grip development activities, whiteboards and pens, a range of pencil control sheets, magnetic pencil control activities, sand trays, ribbons, pencils with grippers etc available for the children to access. The children complete a handwriting booklet at the beginning of the year to introduce them to the cursive style of handwriting. This helps them practise and improve their script with our support. A copy of our handwriting policy is sent home to the parents along with practise sheets for the children to complete at home if they wish. Evidence of the children's writing is recorded in their Literacy book.

### **KEY STAGE ONE**

#### **Handwriting**

Through weekly discrete handwriting lessons, children are taught to form lower-case letters in the correct direction using the cursive style, starting and finishing in the right place. They are also taught to correctly form capital letters and the digits 0-9. They learn which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. They start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. They learn correct letter orientation and their relationship to one another and use spacing between words that reflects the size of the letters.

## **KEY STAGE TWO**

### **Handwriting**

Handwriting is taught through weekly discrete handwriting lessons, where children are encouraged to increase the legibility, consistency and quality of their handwriting. They are taught to use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. They must ensure that the downstrokes of letters are parallel and equidistant; and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. Children who require support with handwriting, receive intervention in the form of additional handwriting practice in class, and some children take home handwriting booklets to complete at home.

### **ASSESSMENT AND RECORDING**

A whole school approach to assessment and record keeping is used.

Spelling Age: September and July.

Salford Reading/Comprehension Age: September, January and July.

The Phonics Tracker is updated half termly and is sent up with the child each year.

Writing is assessed half termly.

Reading Comprehension is assessed half termly.

Phonics screening test in June Year 1 and re-screening June Year 2.

### **ASSESSING PUPIL PROGRESS**

We follow the APP process of gathering evidence of different writing from children to produce an accurate level of their achievement. Using the APP materials over the year, we are able to assess the children against the National Curriculum levels to monitor their progress. The progress is recorded on ZAPP throughout the term and then results are placed on the Recording part of ZAPP.

### **TARGET SETTING**

Children are set new Reading and Writing targets each half-term. They spend time over the half term working towards achieving these targets. There is a discussion between the child and their teacher regarding progress to ensure that pupils are aware of their successes and their next steps. Results of the children's achievements are placed on the ZAPP. Levelled written work is moderated within phases every half term.

Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology for Pupils
Regular <b>plural noun suffixes</b> -s or -es (e.g. dog, dogs; wish, wishes)	How <b>words</b> can combine to make <b>sentences</b>	Sequencing <b>sentences</b> to form short narratives	Separation of <b>words</b> with spaces	word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark
<b>Suffixes</b> that can be added to <b>verbs</b> (e.g. helping, helped, helper)	How <b>and</b> can join <b>words</b> and join <b>sentences</b>	The consistent use of <b>present tense</b> versus <b>past tense</b> throughout texts	Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b>	verb, tense (past, present), adjective, noun, suffix, apostrophe, comma
How the <b>prefix un-</b> changes the meaning of <b>verbs</b> and <b>adjectives</b> (negation, e.g. unkind, or undoing, e.g. <i>untie the boat</i> )	<b>Subordination</b> (using when, if, that, or because) and <b>co-ordination</b> (using or, and, or but)	Use of the <b>continuous</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress (e.g. she is drumming, he was shouting)	Capital letters for names and for the personal <b>pronoun I</b>	word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause
Formation of <b>nouns</b> using <b>suffixes</b> such as -ness, -er	Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon)	Introduction to paragraphs as a way to group related material	Capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b>	pronoun, possessive pronoun, adverbial
Formation of <b>adjectives</b> using <b>suffixes</b> such as -ful, -less (A fuller list of <b>suffixes</b> can be found in the spelling annex.)	<b>Sentences</b> with different forms: statement, question, exclamation, command	Headings and sub-headings to aid presentation	Commas to separate items in a list	relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity
Use of the <b>suffixes -er</b> and <b>-est</b> to form comparisons of <b>adjectives</b> and <b>adverbs</b>	Expressing time and cause using <b>conjunctions</b> (e.g. when, before, after, while, because), <b>adverbs</b> (e.g. then, next, soon, so), or <b>prepositions</b> (e.g. before, after, during, in, because of)	Use of the <b>perfect</b> form of <b>verbs</b> to mark relationships of time and cause (e.g. I have written it down so we can check what he said.)	<b>Apostrophes</b> to mark contracted forms in spelling	active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points
Formation of <b>nouns</b> using a range of <b>prefixes</b> , such as <i>super-</i> , <i>anti-</i> , <i>auto-</i>	Appropriate choice of <b>pronoun</b> or <b>noun</b> within a <b>sentence</b> to avoid ambiguity and repetition	Use of paragraphs to organise ideas around a theme	Introduction to speech marks to punctuate direct speech	
Use of the <b>determiners</b> a or an according to whether the next <b>word</b> begins with a consonant or a vowel (e.g. <i>a rock, an open box</i> )	<b>Fronted adverbials</b>	Appropriate choice of <b>pronoun</b> or <b>noun</b> across <b>sentences</b>	Use of speech marks to <b>punctuate</b> direct speech	
<b>Word families</b> based on common words	<b>Relative clauses</b> beginning with <i>who</i> , <i>which</i> , <i>where</i> , <i>why</i> , or <i>whose</i>	Devices to build <b>cohesion</b> within a paragraph (e.g. then, after that, this, firstly)	Apostrophes to mark singular and <b>plural</b> possession (e.g. the girl's name, the boys' boots)	
The grammatical difference between <b>plural</b> and <b>possessive -s</b>	Indicating degrees of possibility using <b>modal verbs</b> (e.g. might, should, will, must) or <b>adverbs</b> (e.g. perhaps, surely)	Linking ideas across paragraphs using <b>adverbials</b> of time (e.g. later), place (e.g. nearby) and number (e.g. secondly)	Use of commas after fronted <b>adverbials</b> (e.g. Later that day, I heard the bad news.)	
Standard English forms for <b>verb inflections</b> instead of local spoken forms (e.g. <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i> )	Use of the <b>passive voice</b> to affect the presentation of information in a <b>sentence</b> (e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken)	Linking ideas across paragraphs using a wider range of <b>cohesive devices</b> : semantic <b>cohesion</b> (e.g. repetition of a <b>word</b> or phrase), grammatical connections (e.g. the use of <b>adverbials</b> such as <i>on the other hand</i> , <i>in contrast</i> , or <i>as a consequence</i> ), and <b>elision</b> .	Brackets, dashes or commas to indicate parenthesis	
Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> (e.g. -ate; -ise; -ify)	Expanded <b>noun</b> phrases to convey complicated information concisely (e.g. <u>the boy that jumped over the fence</u> is over there, or <u>the fact that it was raining</u> meant the end of sports day)		Use of commas to clarify meaning or avoid ambiguity	
<b>Verb prefixes</b> (e.g. <i>dis-</i> , <i>de-</i> , <i>mis-</i> , <i>over-</i> and <i>re-</i> )	The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he?, or the use of the <b>subjunctive</b> in some very formal writing and speech)		Use of the semi-colon, colon and dash to indicate a stronger subdivision of a <b>sentence</b> than a comma.	
The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said versus reported, alleged, or claimed in formal speech or writing)		Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text	<b>Punctuation</b> of bullet points to list information	
			How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man eating shark, or recover versus re-cover)	

All terms in **bold** should be understood with the meanings set out in the glossary.

Key	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

