



**TITLE: English Policy**

## **Reading**

At Franche we are passionate about empowering children to become lifelong readers and therefore, the learning and teaching of reading is embedded in every area of the curriculum. Our creative curriculum allows the children to have opportunities to apply and continue to develop English skills in a fun, engaging and meaningful manner. Reading skills, such as decoding, word recognition and phonological awareness, are explored explicitly during daily phonics lessons in Foundation Stage and Key Stage One, and continue to be built upon during Key Stage Two. Children are encouraged to practise a range of reading strategies to develop phonological awareness, vocabulary, fluency, comprehension, grammar, attitude and motivation. Guided reading sessions focus upon explaining vocabulary, retrieving key information and interpreting the meaning of texts. Children explore a wide range of genres, both fiction and non-fiction, exposing them to a broad and balanced range of text. They are given opportunities to discuss the purpose of texts that they explore as well as consider both the texts' themes and audience.

## **Phonics**

At Franche, we follow Letters and Sounds. Our aim is to deliver daily, high-quality phonics sessions to enable our children to blend and segment words with confidence, as well as ensuring phonics is part of a broad and rich language curriculum. In Early Years and Key Stage One, phonics is taught every morning and is embedded throughout our creative curriculum. During each session, we revisit and review previous sounds through fun and creative investigative activities. We then teach, practise and apply new skills to ensure the children are confident, independent learners. The children benefit from actions and rhymes to help them remember new sounds.

We involve our parents throughout the year through a variety of activities, including parent workshops, family learning, stay and share sessions and fun phonics mornings.

## **Home Reading**

It is essential that pupils choose their own book to promote reading for pleasure. Pupils will work through book band colours and then the Ready, Steady, Go Free Readers.

Each class has a 'Home library' where they can borrow high interest books in addition to their home reader. KS2 pupils will also have weekly access to the school library.

Our Reading Every Day (R.E.D.) incentive encourages pupils to read at home for pleasure. Parents need to sign the reading record 5 times a week in order for their child to be entered into the weekly prize draw.

## **Bug Club**

The ActiveLearn website allows teachers to allocate e-books to pupils for them to access at home.



#### **Reading Cloud**

The interactive Reading Cloud [www.readingcloud](http://www.readingcloud) enables pupils in Key Stage 2 to borrow books from the school library and review and discuss them with their friends in a safe, internal online forum.

#### **Guided Reading**

Pupils will read at least three times a week in an adult-led Guided Reading session. Texts will be cross curricular wherever possible.

Please see the planning format on Shared Network - English 2017-2018 – Reading

#### **Teaching sequence:**

Questions should follow the DERIC sequence, whereby:

D = Decode

E = Explain and understand new vocabulary

R = Retrieve basic information

I = Interpret and use inference and deduction skills

C = Choice, understanding author's intention

#### **Moderation and Assessment**

Evidence for Reading assessments can be found in pupils' DART books (Directed Activities Related to Texts)

There is no expectation to keep portfolios of evidence. Day to day assessment is recorded informally, in a format to suit the individual teacher.

The children's work must be regularly monitored by the teacher, so that he/she is constantly aware of the progress and needs of their class or set and the next steps for learning. Progress is constantly monitored through discussion with the child and through marking.

For years 1-6, half-termly PIRA tests will be administered to support teacher assessments.

#### **Writing**

All writing at Franche is for a purpose and is at the core of each of our cross-curricular topics. We find this not only motivates pupils but also gives them a recognisable audience which leads to higher standards of work. This purpose might be letter writing requesting ingredients and materials to make items to sell to raise money for the local foodbank, information leaflets to encourage people to save water or creating a



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poem or storybook to entertain or inform a specific group of children or adults within the community. Our writing model is taught through a specific writing journey, beginning with sharing a 'WAGOLL' (What A Good One Looks Like) text with the children. This text could be an extract from a book or one written by the teacher. We look at what makes the text effective, pull out key features and examine the language. This is then followed by giving the children an opportunity to plan their writing. To begin with, children are provided with planning templates to choose from. Explicit teaching of skills is then incorporated into the next few lessons in which the children will produce the specific genre. A slow writing technique is employed to help give children a structure but also to produce high quality work on a daily basis. Within this sequence, the teacher models writing similar texts. By the end of the teaching sequence the children will have written their version of the text which shows evidence that they have applied all of their newly acquired skills. This culminates with what we like to call a Franche Write, whereby the children are given the task of independently writing another version of the text but with a different stimulus. Editing and re-drafting time is later given so that their piece of writing is ready to be shared with the audience.

#### Learning and Teaching Strategies

Our Teaching and Learning policy forms the structure of all lessons at Franche:

 <h3>My turn</h3> <p>The teacher explains</p> <ul style="list-style-type: none"><li>• Share L.O.</li><li>• Link to previous learning and the 'Big Picture'</li><li>• Model new learning including S.T.S.</li><li>• Model using the learning environment</li><li>• Share W.A.G.O.L.L.</li></ul>	 <h3>Our turn</h3> <p>Practise together</p> <ul style="list-style-type: none"><li>• Explore W.A.G.O.L.L. or W.A.B.O.L.L.</li><li>• Generate steps to success together</li><li>• Practise the new learning with your teacher and talk partner</li><li>• Ask B.A.M. questions – teacher and children</li><li>• Use the 4Bs</li><li>• Use the IWBs, notebooks and materials (Show me)</li></ul>
 <h3>Your turn</h3> <p>Independent work</p> <ul style="list-style-type: none"><li>• Growth mindset / High expectations</li><li>• Use the steps to success</li><li>• Ask questions</li><li>• Use the 4Bs</li><li>• Choose your chilli challenge</li><li>• Know what to do when you're finished</li><li>• Group(s) will be guided during this time</li></ul>	 <h3>Check</h3> <p>Throughout the lesson</p> <ul style="list-style-type: none"><li>• Mini plenaries</li><li>• B.A.M. questions</li><li>• Self assessment against steps to success</li><li>• Peer assessment using marking code</li><li>• Improvement time: purple polishing pens</li><li>• Think about / discuss next steps</li></ul>



#### Moderation and Assessment

- Half termly, teachers will moderate within year groups and phases to ensure consistency of judgments
- Only independent pieces of writing (Franché Write) will be assessed.
- End of Key stage Statutory Interim frameworks to be used to assess for Years 2 and 6.
- Franché Interim Teacher Assessment Framework (devised using ITAF **and** key SPTO objectives Years 1, 3, 4 and 5) to be used.
- Interim documents to not be used solely to assess a child's writing ability but to assess a single piece of writing.
- Examples of a developing, secure and greater depth piece of writing to be collected for each year band's writing portfolio.
- Teachers will be part of regular Pupil Progress meetings to discuss children's progress in mathematics, identify needs, discuss intervention and focus on the next phase of learning.
- (See separate Writing Moderation and Assessment Policy)

#### Spelling

Spelling is vital to communicating in school and in public life. The ability to write clearly and with accurate spelling is a very important skill that children need to acquire and, as such, it is important to help and encourage children to develop as confident, competent spellers. At Franche Community Primary School it is our aim to promote the development of confident writers who can use their spelling skills competently in all areas of the curriculum.

**Please see: National Curriculum Programme of Study on Shared - English - Spelling** for the progression of spelling through the school

- New spelling patterns and rules will always begin with an investigation by pupils.
- Daily spelling games to be incorporated into the weekly timetable.
- See spelling folder for ideas on Shared - English - Spelling
- Pupils can further explore spelling patterns and rules using their spelling journal 'Spoodle books'.
- Year band Spelling lists to be stuck into the back of Learning Journey and Home Learning books.
- See "No Nonsense Spelling" handbook for more ideas.
- Handwriting sessions should always reinforce spelling and phonic teaching.
- Mnemonics to be taught for trickier spellings.

#### Home learning

- Spellings will be taken from the relevant N.C. spelling list and sent home with different strategies to learn e.g .pyramid, block, rainbow. Please see No-nonsense spelling handbook for ideas.
- Number of spellings to be sent home: Emerging: 5, Developing: 7, Secure: 9



#### Assessment of spelling

- Pupils will be encouraged to self assess at the point of writing, using Spoodle books to 'have a go'.
- Following the school editing code, a misspelled word will be identified by a wiggly line in pink underneath the word.
- Half termly, teachers will test the children on their year band's statutory word list for years 3-6, while reception tests phase 2 tricky words, year 1 the first 100 high frequency words and year 2 the common exception words.
- Teachers then record each child's score on a tracking document, where they also highlight the children they are going to target for spelling interventions. This data will then be analysed by class teachers and monitored by the lead for Spelling half-termly. This analysis will identify pupils in need of spelling intervention and year groups in need of specific support.
- Please see the tracking document on Shared Network - English - English 2018-2019 – Spelling - Spelling Tracker

#### The Learning Environment

- Dictionaries and word mats will be made available at all times.
- Word banks will be generated by pupils on working walls, alongside spelling investigations.
- New Exciting Word displays will encourage accurate spelling and vocabulary development.

#### Marking of incorrect spellings

- In Early Year s and KS1, 'tricky words (common exception words) will be identified as misspelled in guided learning groups, underlined with a pink wiggly line and letter dashes for pupils to complete. For phonetically plausible words, sound buttons are drawn for pupils to complete.
- For non-assessed pieces of writing, KS2 misspelled words will be identified with a pink wiggly line and it is pupils' responsibility to find the correct spelling using resources provided.

#### Handwriting

At Franche Community Primary School we recognise that handwriting is an important skill and children's ability to write fluently for the rest of their lives depends on a good foundation of taught handwriting in the early years of their education.

We believe that handwriting is a developmental process with its own distinctive stages of progression from readiness for handwriting, through to letter joins, practicing speed and fluency and higher presentation skills.

A flexible, fluent and legible handwriting style empowers children to write with confidence and creativity. This is an entitlement that needs skilful teaching if each individual is to reach their full potential at our school. However, it is essential that handwriting is an intrinsic part of every phonics/spelling/writing/maths/curriculum subject lesson.



#### Expectations:

- To be consistent in the way in which we form individual letters by following the Cambridge Penpals Handwriting guidance
- To follow the Cambridge Penpals Handwriting guidance for 'Joining letter sets' which builds on letter formation in Foundation stage with no joining letter sets to the teaching of joins throughout each year group.
- That we are consistent in the way in which we join letters i.e. it must be remembered that some letters never join: **All capital letters and x and z; g,j and y are joined *into*, but not out of**
- We aim for all children to be using a pen by the time they enter Year 5. Since handwriting is an essential movement skill, correct modelling of the agreed handwriting style by all adults is very important. We will never simply ask children to copy models from a sheet or practice book.
- Some children who may need extra support with handwriting, may receive extra interventions to support them with their writing development. For children who may need extra support with developing their hand writing skills, may receive a *motor skills intervention* program to address gaps within their hand writing skills.

#### Pencil/Pen Grip

The pen or pencil should be gripped comfortably between forefinger and thumb with the second finger below to steady it. If you pick up a pen which is lying on the table in front of you with its nib towards you in line with your forearm, you instinctively pick it up in the correct grip.

#### Posture

Children should be encouraged to sit up straight with their feet on the floor. The non-writing hand must be used to steady the book or paper.

#### Guidance for Left-handers

Left-handed children will not in any way be discouraged from favouring the left-hand in their work. However, special rules apply for left-handers. They should sit on the left-hand side of double desks or tables. They must be able to rest their left forearms on the edge of the desk. The book or paper must slope in line with the left forearm. As writing is completed down the page, the paper must be moved away from the body in the same line. The aim is to keep the left arm in much the same position at all times to avoid the elbow being cramped by the chest. Moving the paper away from the body prevents writing becoming cramped at the foot of the page. Practice on a vertical board could help this position. The right hand must be used to control the movement of the page.

The left hand should end up below the line of writing to avoid smudging and to give a clear view of what is being written. Children should be discouraged from hooking their left hand above the line of writing to avoid smudging. The tripod grip (thumb and first finger grip the pencil, which then rests on the side of the second finger) should be encouraged.



## **Guidance for Right-handers**

Right-handers do not face the same problems as left-handers, but many children will find it helpful to slope the paper slightly and to move it away from the body as the page is completed.

## **Monitoring and Assessment**

- The monitoring of the teaching of handwriting is carried out by Class teachers, Middle and Senior leaders in line with the school development plan.
- Assessment of handwriting is an on-going process and will take place formally and informally, during the regular, focused handwriting sessions and across other curricular areas. This will provide evidence of children's progress and attainment, will serve to inform the children's future learning targets and provide information when reporting to parents.

## **Foundation Stage**

**It is expected that most children will be forming each letter correctly by the end of Reception.**

Handwriting should be taught alongside phonics making use of the kinaesthetic learning to help children to internalise the letter shapes that go with the sounds. Children should write on wide-lined paper when they have the hand control to do it confidently. Lined paper is important because so much about handwriting is to do with the letters' orientation to the line.

### **Possible child-initiated activities:**

<ul style="list-style-type: none"><li>• large-scale motor movements</li><li>• sky-writing</li><li>• writing with a stick or finger in sand</li><li>• seeds and other tactile materials</li><li>• letter shapes/feely letter shapes</li><li>• tactile letter tracing using textured shapes</li><li>• large paper and brushes to make writing patterns</li><li>• whiteboards and pens</li></ul>	<ul style="list-style-type: none"><li>• making letters with malleable materials e.g. plasticine, play dough, clay.</li><li>• roller ball</li><li>• write Dance CD</li><li>• laminated name cards <b>with starting dots and arrows</b></li><li>• copy writing own name</li><li>• using paints, chalks or large felt tips</li><li>• tracing over lines and shapes/ letters and simple words</li></ul>
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## **Key Stage 1**

### **Year 1**

Pupils practise forming letters and are introduced to diagonal joins, horizontal joins both to letters with and without ascenders. An introduction to joined writing can be started when a child has developed a



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consistent, clear print style, where letters are generally correctly formed.

### Year 2

Pupils should be moving towards a joined handwriting style and be able to write with a reasonable degree of accuracy. They practise and build on Year 1 joins and are introduced to break letters.

Children need to be made aware of:

- |  |  |
|--|--|
| (a) Where the letter starts<br>baseline; | (b) Where the individual letter stands with regard to the<br>baseline; |
| (c) Ascenders and descenders;            | (d) Spacing and finger space between words;                            |
| (e) Consistent writing size;             | (f) Capital letters and their appropriate use                          |

### Key Stage 2

#### Year 3

The introduction of **handwriting pens** will begin in Year 3 through children being awarded 'pen licenses': a special award given to pupils who demonstrate a clear, joined and legible style. It is our aim that the majority of Year 3 have been taught the whole range of joins and will be developing a degree of accuracy and fluency by the end of the year.

#### Year 4

Formation of capitals, lower case letters and the two basic join types (horizontal and vertical) should now be familiar and secure. The majority of children should be able to use joined-up writing for most of their work. Whilst there is continued emphasis on using the movements of handwriting to support spelling through the revision of common letter patterns, they will also be given opportunities to develop speed and accuracy.

#### Years 5 and 6

It is now expected that most children will be writing fluently and consistently joining their writing. The emphasis is on increasing speed, developing presentation skills and learning how to use different styles for different purposes.