



## COCKFIELD COMMUNITY PRIMARY & NURSERY SCHOOL

### ENGLISH GUIDELINES

#### INTRODUCTION

Literacy is a fundamental life skill; it develops the children's ability to communicate effectively - to listen, speak, read and write for a wide range of purposes. At Cockfield Community Primary & Nursery School we believe that through the spoken language, reading and writing children develop their powers of imagination, inventiveness and critical awareness. Children are enabled to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. In order for children to become literate they must understand that the written word is a representation of the spoken word and that both have a variety of forms related to purpose. Children use their knowledge, skills and understanding across a range of different situations and meaningful purposes.

By the end of the Foundation Stage children should:

- Listen attentively in a range of situations.
- Listen to stories, anticipate key events and respond with relevant comments, questions or actions.
- Give attention to what other say and respond appropriately, while engaged in another activity.
- Follow instructions involving several ideas or actions.
- Answer 'how' and 'why' questions about their experiences and in response to stories or events.
- Express themselves effectively, showing awareness of the listeners' needs.
- Use past, present and future forms accurately when talking about events.
- Develop their own narratives and explanations by connecting ideas or events.
- Read and understand simple sentences.
- Use phonic knowledge to decode regular words and read them aloud accurately.
- Read some common irregular words.
- Demonstrate understanding when talking with others about what they have read.
- Use phonic knowledge to write words in ways which match their spoken sounds.
- Write some irregular common words.
- Write simple sentences which can be read by themselves and others.
- Spell some words correctly and other in a phonetically plausible way.

(EYFS profile 2013)

## **Primary English Curriculum**

The new English programme of study (2014) is based on 4 areas:

- Spoken language
- Reading
- Writing
- Spelling, grammar, punctuation and glossary

The new National Curriculum is divided into 3 Key stages: □ Key Stage 1, Lower Key Stage 2 (Years 3 and 4) and Upper Key Stage 2 (Years 5 and 6). By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. The new National curriculum 2014, gives detailed guidance of what should be taught at each Key stage under the following headings:

- Spoken language
- Reading □ Word reading
- Comprehension
- Writing – transcription, spelling
- Handwriting and presentation
- Composition, Grammar and punctuation

## **TEACHING METHODS**

There is scope for a variety of teaching methods to be used in the delivery of English, for example, individual, paired and group work, teacher scribing, teacher modelling, games, guided writing, drama and play etc. Children in KS1 and KS2 receive a minimum of one hour of English per day, either in an English lesson, through the curriculum or during a Basic Skills lesson. Opportunities are created across the curriculum for children to use and practise reading and writing, speaking and listening.

Staff should plan a wide range of activities including:

At Foundation Stage:

- Listening to stories, rhymes, poems and each other
- Singing songs and rhymes
- Hear and say initial and final sounds in words and short vowel sounds within words
- Link sounds to letters, naming and sounding the letters of the alphabet
- Explore and experiment with sounds, words and texts
- Retell narratives in the correct sequence, drawing on language patterns of stories
- Read a range of familiar and common words and simple sentences independently
- Know that print carries meaning and read from left to right and top to bottom
- Show an understanding of the elements of stories such as main characters, sequence of events, openings, how information can be found in non-fiction texts for research.
- Life corner-imaginative play

At Key Stage 1:

- Listening to stories, rhymes, poems and each other
- Reciting rhymes
- Retelling stories and experiences
- Show and tell activities
- Role play action songs and rhymes
- Life corner- imaginative play and role play
- Following instructions to: complete a task, find an object, in PE, tidy away etc.
- Opportunities for children to communicate thoughts, ideas and feeling
- Problem solving
- Prediction of possible endings to stories and events
- Experimenting with sounds and words, for example, in nonsense rhymes

At Key Stage 2:

- Telling items of news and interest
- Telling/retelling s story
- Reading aloud to each other
- Joining in with rhymes, poems and repetitive stories
- Reporting results in the form of investigations
- Contributing in discussion within a group/whole class
- Explaining about something to the teacher, an adult, children or group of children
- Taking a message accurately
- Asking questions and giving answers
- Listening to stories
- Responding critically to a piece of text by expression preferences for a favourite part or character
- Describing a known every day object without naming it
- Listening to a TV/radio programme and answer questions on it
- Ask questions to find out what the mystery object is inside a box
- Participate in drama activities
- Learn some poems by heart
- Word games
- Role play
- Read plays in groups

Activities which develop the spoken language and drama should be planned across the curriculum.

## **ORGANISATION OF BASIC SKILLS**

Basic Skills lessons are taught every morning Monday-Thursday across the school. Children within each key stage are split into smaller groups which are matched to the child's level of need and ability. These lessons aim to improve skills in handwriting, spelling, phonics, reading comprehension, vocabulary, grammar and punctuation. They can be 'stand-alone' lessons or they can link to the genre of writing being taught in English lessons or as part of the class topic.

## **SPOKEN LANGUAGE**

We aim to develop as fully as possible each child's competence, confidence and enjoyment in the spoken language. Such activities are embedded throughout the curriculum and opportunities are made in planning for children to develop their spoken language through specific speaking, group discussion and listening tasks. Throughout the school day children are involved in: -

- Listening to talk
- Asking and answering questions
- Play where fictional roles are explored
- Small group story reading
- Small group oracy support activities
- Using spoken language to get things done
- Adjusting what they say depending on others' response
- Use in other areas of the curriculum

In addition the Pupil Task Force promotes confidence in speaking and listening. The children also take part in assemblies, Christmas and end of year productions, which provide opportunities for public speaking.

In order to achieve this we must: -

- Provide a stimulating environment, which arouses children's interest and curiosity.
- Provide good role models
- Listen carefully and with respect and interest to what the children say
- Extend their range by encouragement, explanation and interpretation
- Give all children equal opportunities to develop their oracy.

## **READING**

The children will be given the opportunity to read a variety of different text types and genres in each year group. There will be a broad and balanced coverage of fiction, non-fiction, poetry and play-scripts for each year group and the primary literacy curriculum as a whole.

- Whole class shared reading within the daily literacy lesson where all children have access to a common text (in the form of Big Book, visualiser, pupil book, a class books set or other texts, interactive ICT text, online texts, phonics resources etc.) which is read, interpreted, responded to and analysed.

- Guided reading where a group of around six children of similar reading ability read, discuss and respond to a text with teacher input.
- Paired/group reading and discussion of reading between children within the class and across year groups, plus between year groups.
- One-to-one reading between child and a member of staff who foster a love of reading.
- Personal sustained silent reading with associated follow-up to ensure active participation (for example, a quiz from the Accelerated Reader Programme (ARP) or a book review sheet)
- Accelerated Reader (AR) is a computer program that helps teachers manage and monitor children's independent reading practice. The child picks a book at his /her own level and reads it at his/her own pace. When finished, the child takes a short quiz on the computer. (Passing the quiz is an indication that the child understood what was read). AR gives both children and teachers feedback based on the quiz results, which the teacher then uses to help the child set targets and direct ongoing reading practice. Children using AR choose their own books to read, rather than having one assigned to them. This makes reading a much more enjoyable experience as they can choose books that are interesting to them. The book levels, known as the ZPD (Zone of Learning), ensures that the child will choose books at an appropriate reading level that are challenging without being frustrating, and that the child can pass the quiz and experience success. If the child does not do well on a quiz, the teacher may help them:

- Choose another book that is more appropriate.
- Ask more questions as the child reads and before taking a quiz
- Read the book with the child, or even read it to them.

Children have to be assessed to find out their book level.

- Reading by the class teacher of a class novel.

### **Reading at Key Stage 1**

- The children are encouraged to acquire a love of books and to develop a respect for them. We aim to use books to stimulate the child's imagination.
- Children are introduced to the conventions of books, left to right, regarding the illustrations as an integral to the story, turning the pages singly etc.
- Each child takes home a book (appropriate to their level) every day from the school reading scheme, which is Rigby Star. The reading books are graded by difficulty in reading levels known as Book Bands and each Book Band has its own colour. Each child has their own reading record to record reading at home and school. Parents and guardians are greatly encouraged to participate and share in the children's reading at home.

- When the child is a competent reader and at the discretion of the class teacher they can read AR books and complete a quiz after reading a book.
- The children share their books with an appropriate adult in school at least once a week. The adult asks questions relevant to the interest of the child and encourages predictions. The children are encouraged to decode unknown words using appropriate strategies.
- Guided reading takes place within groups, the children are grouped according to ability; each group has at least one guided session per week with either the teacher or teaching assistant.
- A 'Class Reader/novel' is also used to encourage children's enjoyment of literature. This is read regularly and work based on the book is undertaken in English and topic lessons.
- Reading Comprehension activities are planned weekly within the Literacy lesson and/or Basic Skills lessons.
- The Letters and Sounds phonics programme is introduced in EYFS and continued throughout the Foundation Stage and Key Stage 1 and into Key Stage 2 as necessary. It focuses on phoneme / grapheme recognition and the strategies of blending to read and segmenting to spell. Children in KS1 are grouped according to phonic ability within the Basic Skills lesson. Regular assessment ensures children who are not working at an appropriate level access intervention groups for regular pre and post teaching of the required phase.
- Children may borrow "own choice" books to take home from the library.

## **Reading at Key Stage 2**

- We encourage children to be able to read for pleasure, information and with comprehension.
- AR is continued at Key Stage 2. A full range of reading genre is offered from the class libraries. Children are given up to 20 minutes per day in school to read, they complete the quiz after reading the book on the computer and are expected to record their score in a central file.
- Children take home an AR book daily and a reading record. They are also expected to record when they have read in their own reading record books.
- Guided reading continues as in Key Stage 1.
- The 'Class Novel' is also continued into Key Stage 2. Related work from the novel is carried out either in Basic Skills lessons, English lessons or through topic work.
- Reading comprehension continues to be taught weekly in a Basic Skills lesson and also in English lessons if it applies to the genre of work and at the discretion of the teacher. The comprehension covers a wide range of activities including answering questions related to the text, picture, comprehensions and rewriting text from a different viewpoint.
- Children are also encouraged to read books from the individual and class libraries.
- Both oral and written book reviews are undertaken to encourage a desire to widen their reading experience.
- As the children progress, they are encouraged to widen their use of books for reading for information, developing specific skills, for example, looking up and locating information, skimming, scanning and making notes.

At both Key Stages we need to:-

- Expose the children to a stimulating range of books and texts, fiction / non-fiction / poetry / play scripts.
- Provide a range of reading experiences, individual reading / shared reading / guided reading / class reading / class stories and poetry / use of school and class libraries.
- Involve parents/guardians as much as possible.
- Ensure reading is structured and enjoyable.
- Use record keeping and assessment to monitor progress.
- Provide support for children with Special Educational Needs as appropriate
- Provide stimulating texts which are age related with appropriate graduated vocabulary.
- Encourage independence through the development of a variety of skills.

## **WRITING**

The children's writing will reflect the wide variety of text types and genres which they are reading. The children will be taught the specific features of different types of writing. The teaching of writing will include:

- Whole class shared writing within the daily literacy lesson where the writing process is discussed and modelled by the teacher with class input and interactive involvement. Different types of writing are modelled along with the accompanying thought processes. The initial ideas come from the children and they contribute throughout, often having short time-out sessions to confer with a partner or to record ideas on a white board.

- Whole class consideration of other children's writing of a similar type within the daily literacy lesson to illustrate what is required

- Guided writing where a group of similar writing ability work on a writing task with teacher input to develop a range of skills, for example, planning a story, choice of vocabulary/sentence structure and proof-reading.

- Paired/group writing between children.

- Independent writing including planning, drafting, self-evaluation, revising, editing. Children practise the skills of writing in the independent group work and teachers aim to create a balance between word, sentence and text level activities.

- Opportunities to produce interactive writing using computing software resources.

- Assessed writing throughout the school at least once a term

- Note taking when researching and listening.

## **Writing at Key Stage 1**

Writing will sometimes be factual, sometimes imaginative and sometimes based on

own experiences. Writing will be cross curricular and used to write recounts and reports of investigations and trips or visitors to school. Children's work is discussed and used to draw attention to purpose, style, presentation, vocabulary, grammar, punctuation and spelling.

### **Writing at Key Stage 2**

The children extend their experiences in writing to write in various ways for different purposes and audiences.

#### **Fiction:**

- Stories
- Diaries
- Play scripts
- Letters

#### **Non-fiction**

- Reports
- Recounts
- Explanations
- Instructions / Lists
- Arguments / Persuasive
- Letters

Having experienced these different types of writing we hope that children will:-

1. Derive an interest and pleasure from writing
2. Express their feelings in writing.
3. Show logical thought in planning and editing.
4. Be able to direct and instruct through writing.
5. Write for a clear purpose.
6. Write for a variety of audiences.
7. Transmit information.
8. Write coherently.
9. Write imaginatively.

To achieve this we need to:-

- Provide a variety of stimuli including writing for a purpose
- Provide a range of examples of different types of writing.
- Give feedback, support and encouragement
- Give time for the children to act upon feedback
- Provide a variety of materials.
- Ensure that necessary skills are in place.
- Use record keeping and assessment to monitor progress and set targets.
- Encourage independence and confidence through the development of skills and experiences.
- Display children's written work around school



## **SPELLING**

- In the Foundation Stage and at Key Stage 1 phonics are taught using Letters and Sounds. The Foundation Stage introduces letters and sounds and, as the children learn to recognise and read these words, they learn to spell them, too. They practise the words and sounds whilst also practising handwriting. When Foundation Stage children have become accomplished in reading the words and sounds, only then will they be expected to take spellings home.
- During Year 1 and Year 2 children follow a programme of phonics, in which they learn to read and spell the sounds of the English language. Children apply phonic knowledge and skills to enable them to decode words. They do this through a variety of activities and investigations.
- At Key Stage 2 spelling objectives are covered in a weekly Basic Skills lesson. A list of spellings reflecting the spelling rule studied in class are sent home with the children and learnt for a weekly spelling test. At Key Stage 2 spellings are based on the needs of the children and the expectations set out in the The National Curriculum framework document and the Durham County National Curriculum 2014: Progression Guidance document. At Lower Key Stage 1 spellings build on Key Stage 1 phonic knowledge. At Upper Key Stage 2 spellings are based on spelling patterns and rules.
- Children in Years 3 and 4 continue to be taught spelling patterns and rules, and carry out investigations into words to find out what these rules are, and how they affect words. They are also taught to use dictionaries and other spelling aids to help with unknown words.
- During Year 5 and 6, children are expected to be largely independent spellers, and should be practising techniques to spell throughout their writing. They continue to use a dictionary to aid spelling and gather meaning and use a thesaurus to further develop understanding of words.

## **Spelling Tests**

- Each week children are given spellings in a slim notebook to learn at home. The amount of spellings and the difficulty is organised by the class teacher in accordance to the age and ability of the child.
- Each basic skills group has their own day for a spelling test (usually a Wednesday). The spellings are read out in a sentence and the child has to write down the word. Marked spellings and new spellings are returned to the child as soon as possible.
- Every third week the children will be tested on previous spellings that they have learnt. Three spellings from the previous three weeks will be randomly selected for the children to spell. Each word will be given in a sentence and the child has to spell the word. This will enable us to establish if the children are internalising spelling rules and patterns and are not just learning their spellings for the test that particular week.

## HANDWRITING

The school policy is to use the Penpals for Handwriting scheme. (Sassoon Primary font) Children learn correct letter formation and begin to join their letters in KS1. All children are taught and expected to fully join their handwriting from year 3. Handwriting is specifically taught and practised outside the daily literacy lesson, in years 3 and 4 and as considered appropriate by the class teacher in years 5 and 6. Pencil or pen may be used for written work in literacy as considered appropriate by the class teacher. Children will usually make the transition from pencil to handwriting pen in Year 4 or Year 5. Currently children whose handwriting is controlled and consistent are given a 'Pen Licence' from Year 4 onwards. The licence entitles the child to use a pen provided their handwriting standard is maintained.

## ENGLISH IN OTHER CURRICULUM AREAS

Skills in speaking, listening, reading and writing are taught directly in a basic skill lesson and practised throughout the curriculum. Opportunities are planned for reading, writing, speaking and listening across the curriculum, as part of the creative curriculum.

**Maths:** Children read and interpret 'real life' word problems in order to identify the mathematics involved. Children explain their work to others orally and in writing, communicating clearly using precise mathematical vocabulary.

**Computing:** Children use and apply their English skills in computing. KS1 children use computing as an information source and as a way of presenting their work. KS2 children use the internet to research topics in English and in other subjects. Children use different software to plan, proof and present their work as appropriate.

**Science:** Children talk about aspects of science that affects their daily lives; plan different types of scientific enquiry; read about, research and discuss areas of scientific study; record observations, outcomes and conclusions in oral and written forms, including displays and other presentation.

**History:** Children ask perceptive questions, think critically, weigh evidence, sift arguments and develop their perspective and judgment. Discussion and research helps children understand connections between different contexts. Children often, but not exclusively, record their work in written form.

**Geography:** Children use their knowledge of information texts to use atlases and research the local area and beyond. Children understand and describe geographical similarities and differences between human and physical features around the world.

## **SPECIAL EDUCATION NEEDS**

Each pupil will be offered the opportunity to reach his or her potential. Children experiencing difficulties in reading or writing or speaking and listening are identified as early as possible and intervention strategies and support are put into place.

The following programmes are available to support children where appropriate:

- Early Literacy support- a catch up programme for Year 1 children experiencing difficulties in phonics/reading.
- Talk time- speaking and listening activities.
- Talk write- a programme based on speaking then writing
- Speech programmes provided by Speech and Language Therapy
- Additional one to one reading support
- Ginger Ted
- Kofi

## **RESOURCES**

Resources are stored in four main areas-within the classroom, in the staff room and in the main and upper corridors.

**Computing-** can support the teaching of English in several ways. Activities to support Literacy can be found on the interactive white boards, the programmes held on the network/shared area, using links to the Durham Learning Gateway and internet sites such as the Literacy Shed.

**Library-** it contains a large collection of books. All books are labelled and banded by colour. Fiction books are also levelled according to the Accelerated Reader Programme.

More specific books and class sets of novels can be obtained from the loan service from Durham Learning Resources.

## **ASSESSMENT**

We believe that effective assessment provides information to improve teaching and learning, please refer to The Assessment, Record Keeping and Reporting Policy and Guidelines.

## **MARKING AND PRESENTATION**

All written work at KS2 should include the date and learning objectives underlined using a ruler. There is a transitional period for Lower KS2 between Autumn 1 and Autumn 2 for this expectation to be fulfilled. Children are encouraged to take pride in the appearance of their work. If a child's presentational features does not meet the expectations of the teacher it is at the teacher's discretion to ensure the children writes out work again neatly.

Marking and presentation of mathematics will be carried out in line with The Whole School Marking and Presentation Policies.

## **PROGRAMME OF STUDY**

The school's programme of study is The National Curriculum framework document and the Durham County National Curriculum 2014: Progression Guidance documents.