



# Glen Hills Primary School

## English Policy

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At Glen Hills we aim to help the children to develop an understanding that the written word is a representation of the spoken word, and that both have a variety of forms related to purpose. We understand that language is the main instrument, both written and spoken, for learning throughout the curriculum.

We recognise that literacy skills not only empower children to communicate creatively and imaginatively, but also enable them to develop skills and attitudes which they will use, enjoy and benefit from into adult life.

### **Aims**

We aim to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

#### **AT GLEN HILLS SCHOOL WE ENCOURAGE CHILDREN TO BE ABLE TO:**

- Read, write and speak with confidence, fluency and understanding.
- Develop an interest in books and to read for both pleasure and information using a wide range of strategies to self monitor and correct.
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- Appreciate our rich and varied literacy heritage.
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.
- Make formal presentations; be able to participate in debate and to be competent in the arts of speaking and listening.

#### **AROUND THE SCHOOL, CHILDREN CAN BE SEEN:**

- Working as individuals, with partners and in groups of various sizes, helping them appreciate the need to consider the range of audiences for which their work is intended.

- Listening to the views and opinions of others and responding appropriately. This will include discussing aspects of literacy learning, interacting with both adults and other children contributing to discussions, offering positive criticisms leading to the improvement of reading and writing.
- Working with a sense of urgency and pace in a well structured learning environment, showing the need and desire to make progress and respond to challenges.

### **The Learning Environment**

The environment of Glen Hills School will support and enhance the teaching of literacy in the following ways:

- Where possible, there is in each area a book corner which each child can have access to;
- Children's' work is well presented and clearly labelled;
- Collections of words of all kinds eg. families, high frequency words, conjunctions, common exception words, phonic sounds are displayed around the classrooms;
- Displays are interactive whenever possible;
- Resources are easily accessible;
- Class story is a regular experience;
- A wide range of writing implements and papers are available;
- Learning walls displaying objectives and success criteria.

### **Throughout the school teachers show that they:**

- Have a clear grasp and understanding of the objectives and success criteria being taught, sharing these with the children at the beginning of every lesson or activity.
- Have high expectations for all children, regardless of age or ability.

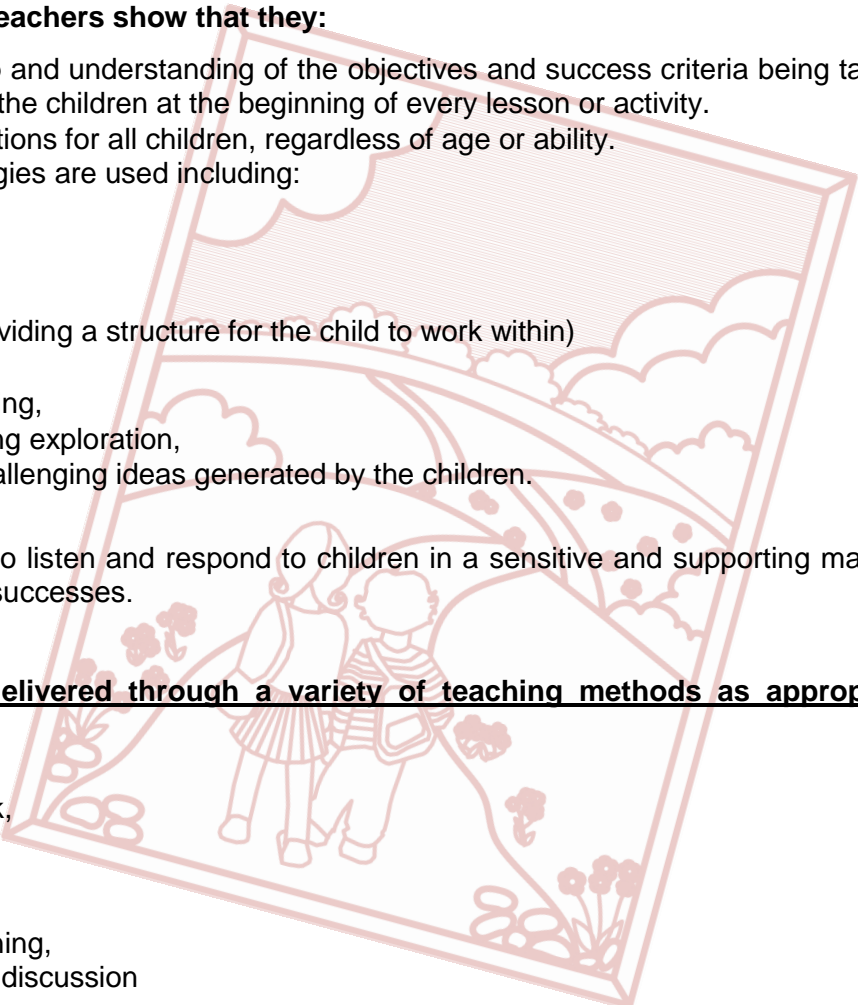
A range of teaching strategies are used including:

- Hot seating,
- Visualising,
- Modelling,
- Scaffolding (ie. providing a structure for the child to work within)
- Explanation,
- Targeted Questioning,
- Initiating and guiding exploration,
- Discussing and challenging ideas generated by the children.

Teachers at Glen Hills can be seen to listen and respond to children in a sensitive and supporting manner, discussing and evaluating children's successes.

### **The English curriculum will be delivered through a variety of teaching methods as appropriate including:**

- Whole class work,
- Group activities,
- Paired work,
- Individual work,
- Accelerated learning,
- Opportunities for discussion



- Where it is possible provision will also be made to support children who have particular learning needs in small groups out of the classroom.

## **Planning**

- Planning is based around the objectives and requirements of the National curriculum.
- Planning ensures that lessons are well paced and that the challenges set will drive children forward in relation to their own learning.
- Opportunities for differentiated work targeted at particular groups of children will be an integral part of this planning.

## **Planning for English is achieved through**

- Yearly planning within year groups,
- Medium-term planning in year groups,
- Weekly plans with year group partners or individually,
- Daily, individual plans.

Teachers work together to plan the overall English programme for the school, ensuring balance and progression across all Key Stages, using the National Curriculum.

Staff meetings are used to discuss the English curriculum and to ensure consistency of approach, standards and expectations.

## **During the course of planning teachers aim to:**

- Match plans to the requirements of the curriculum to the needs of the children; identifying the appropriate teaching and learning strategies required,
- Provide a systematic, year by year, term by term approach to the teaching of phonics, spellings, grammar and punctuation,
- Make provision for cross- curricular links where appropriate or necessary,
- Provide balance and variety both in content and opportunities for learning in the classroom,
- Assess and plan for the specific needs of all of the children in their class.

## **Time Allocation**

- There are five allocated English hours per week.
- There is also provision for extended writing sessions with cross curricular work where appropriate.
- There are allotted times for individual quiet reading and Guided reading which vary throughout the school.
- Library times, additional spelling, handwriting, phonics and drama sessions may also take place outside the English hour.

### **Homework**

Creative cross curricular homework is set weekly throughout the school. The aim of the homework is to consolidate and extend skills learned in the classroom. In addition this would include regular reading practice.

### **Cross-Curricular links**

The skills taught in English lessons are also to be applied across the curriculum and the expectations of teachers should be the same as if the work was being done as part of the English hour. There are many opportunities for excellent cross-curricular work and teachers utilise them whenever possible.

### **ICT**

ICT is used to support and enhance the teaching of English.

Teachers use ICT as a tool for teaching, for listening and responding to books and the children are also able to access opportunities to broaden their learning experience with Applications and special programmes.

### **Target Setting**

Targets are set throughout the school. These may be individual targets, or group targets. The children are aware of them and they are regularly reviewed and assessed.

### **Entitlement and Equal Opportunities**

Each child regardless of race, age, gender, creed or level of ability should have access to an English Curriculum that aims to equip them with the skills to enable them to not only become effective communicators but also derive enjoyment from speaking, listening, reading and writing.

#### **The school will endeavour to do this by ensuring that:**

- All children cover the content made statutory by the programmes of study within the National Curriculum,
- Children access this curriculum at the appropriate level thus ensuring progression and differentiation,
- Suitable resources, learning environments and opportunities will be provided to enable this access.

### **Special Educational Needs**

**Glen Hills School aims to address the provision and requirements for children with special educational needs in Literacy by:**

- Providing differentiated activities to support less able and to extend the learning opportunities of the more able.
- Making provision in English for pupils with special educational needs by addressing targets on I.E.Ps. (Individual Education Plans). This is mostly addressed within small group situations with the support of Special needs teachers or Teaching assistants.
- Consulting outside agencies where necessary to assess children's educational and emotional needs and by then using this information to inform future planning and support needed.
- Keeping parents informed of progress by the class teacher/SENCO through formal/informal consultations and review meetings as and when appropriate or necessary.
- Class teachers and SENCOs making periodic reviews of the child's progress.

- Where funding is available, the school will support small groups of children through the provision of intervention programmes.

## **Resources**

- The resource needs of the English curriculum will be met by the provision of updated books stored in specific areas for the children and staff to access.
- Within classrooms additional reading materials are kept. These include books stored in reading corners, big books, phonic games and other materials. Children have access to the school library, including magazines and newspapers.
- Sets of books are also used for Guided Reading throughout the school.

## **Assessment and Recording**

- This is made through formative assessment by class teachers on a daily/weekly basis. Assessments are used to inform future planning and target setting.
- This information is also be used to move children on to the next stage of learning.
- Children receive immediate feedback on their work through the use of the school marking policy and pupil termly feedback sessions.
- Informal tests may be made by the class teacher throughout the year to assess children's understanding of work already covered.
- Standardised spelling tests are administered twice a year and the results collated and scrutinised by the English co-ordinator, SENCO and Head teacher.
- Phonics is tested regularly to inform teachers of the next steps and phases needed to be taught.

## **Monitoring and Evaluation**

- Formal assessments are made using the Statutory and Optional QCA tests and progress is tracked through the use of Assessment Manager year upon year.
- This enables cohorts to be compared and issues such as gender to be studied closely.
- Moderation exercises take place to ensure consistency in levelling pieces of writing across the year groups.
- Termly work scrutinies take place involving the Literacy co-ordinator, SENCO and the head teacher. Feedback from these scrutinies is given to the staff.
- Lesson observations are undertaken by senior staff members and staff involved given feedback.
- Phonics screening is undertaken in Year one.

## **Parental, governor and community involvement**

Parents are made aware and informed about their child's progress through twice yearly meetings with class teachers, and when necessary the SENCO. A written report is sent home once a year and an interim summary report is explained and distributed at the February parent's evening.

Parents are encouraged to become involved in their children's learning by:

- hearing their children read regularly,
- helping their child with homework,
- assisting in the learning of spellings/blends,
- being aware of their own child's English targets.

The governing body is kept informed of current issues and work being done by the school and the literacy co-ordinator and lessons are observed as part of a rolling programme. The Literacy Governor and the Literacy co-ordinator liaise at regular intervals to discuss the development of English within the school.



# **Glen Hills School-Writing Policy**

## **Appendix 1**

At Glen Hills School we aim to nurture and foster children's ability to enjoy writing and to realise the value of being a writer. Primarily, children will be given opportunities to acquire these skills through the English National Curriculum but also through cross curricular writing.

### **Aims**

- To enable all children to write independently and with purpose; thereby communicating meaning to the reader.
- To display appropriate knowledge and use of skills in vocabulary, grammar, punctuation and spelling.
- To encourage creativity and clarity in writing.
- For children to use adventurous and wide ranging vocabulary.
- To be able to plan and review their own writing, leading to critical self-evaluation of work done.
- To understand the link between writing and reading.

These aims are intended to be achieved by the end of year 6 with the foundation work beginning in the 4+ and carrying on throughout the child's time at Glen Hills.

### **Organisation**

- In the English National Curriculum writing is split into transcription, spelling, composition and Vocabulary, grammar and punctuation.
- All children have a daily, dedicated English time. Within this time skills connected to grammar, spelling and punctuation are learnt.
- Year 1-Year 6 have daily English hours.
- Where possible, time is allocated to extended writing outside of the Literacy Hour in order to practise and extend skills already.
- Writing also takes place across the curriculum giving the children more opportunities to utilise their skills.
- Where possible, children work in ability groups supported by other teachers and teaching assistants.
- Special needs children are taught in withdrawal groups in KS2 and intervention schemes and Teaching assistants in KS1.

### **Planning**

- All weekly and medium term planning is mainly based on the National curriculum and on the needs of our children.
- Teachers have high expectations for the children they teach.
- Planning leads to well paced interactive lessons.
- Opportunities for writing are included in all year groups' medium term plans reflecting a range of genres
- Teachers co-operate in year groups to make this planning effective.

- This planning ensures that there is balance and progression throughout the school in terms of the acquisition of writing skills.
- Planning is online so The Literacy co-ordinator is able to scrutinise these plans.

## **Teaching and Learning**

Clear objectives are set for all writing activities which aim for high levels of motivation and active engagement for pupils. This gives focus and direction to the teaching. Suitable resources and learning environments are available to enable children access to the learning required. At Glen Hills teachers model the writing process and they also teach the skills needed for composing, spelling and handwriting both with the class as a whole, or to small groups.

## **Grammar and Punctuation, Spelling and Phonics and Hand writing are all taught as skills which enable the children to become accomplished writers.**

To achieve this teachers use a wide range of teaching strategies including:

- Demonstration,
- Modelling,
- Scaffolding,
- Explanation,
- Questioning,
- Investigating ideas,
- Discussing and arguing,
- Listening to and responding to.

There are also opportunities to engage in:

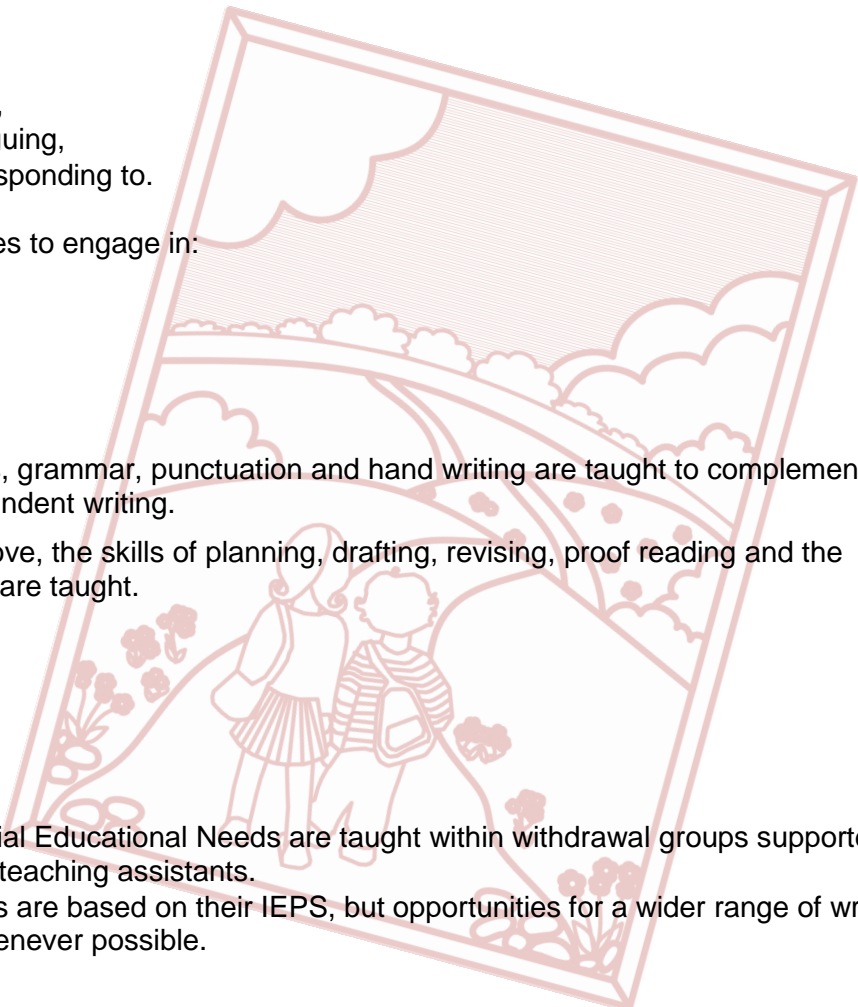
- Whole class work,
- Group work,
- Paired work,
- Individual work.

**KS1**.-Spelling, phonics, grammar, punctuation and hand writing are taught to complement the development of independent writing.

**KS2**.-In addition to above, the skills of planning, drafting, revising, proof reading and the presentation of writing are taught.

## **SEN**

- Children with Special Educational Needs are taught within withdrawal groups supported by SEN teachers and teaching assistants.
- Their literacy needs are based on their IEPs, but opportunities for a wider range of writing are engaged in whenever possible.





- Outside agencies are involved in assessing children who are perceived to have specific difficulties in writing such as dyslexia, autism etc.

### **The English Environment**

Around the school the environment supports and enriches the teaching of writing.

Displays include:

- **Examples of children's own writing** and also writing modelled by the teacher. Invitations to read and write for specific purposes-serving as good models for the children to use in their own work,
- **Notes, diagrams, labels** and other prompts which remind children of the writing process, accessible prompts and check lists to support the organisation and structure of writing.
- **Cross-curricular topic vocabulary** and banks of favourite words and phrases.
- **Dictionaries and Thesauruses** are available in all classrooms for pupils to use.
- **Alphabet strips** and phonic sound mats are on display particularly in the Early Years.
- Spelling is supported with **word families and word walls** displayed; try a word books used when appropriate.
- Lastly children further their learning by **actively engaging** with the prompts and displays, adding to them and developing them as progressive and cumulative support systems.
- Learning Walls to display objectives, vocabulary and success criteria.

### **Links To Other Curricular Areas**

Writing is implicitly linked to all other parts of the curriculum. There are opportunities for children to consolidate and extend their skills writing for different audiences and purposes.

The expectations in terms of attainment that we have at Glen Hills in English also extends to other curriculum areas.

ICT is used to support the teaching of writing skills; it is an important tool and for many children can facilitate the physical process of writing.

### **Parental and Governor Involvement**

- Parents support the school's home school agreement by ensuring that homework is completed and returned.
- They attend the twice yearly parents evenings to be informed of their child's progress
- The Literacy governor makes formal and informal visits to the school to form an overview of English within the school. The Literacy co-ordinator and the literacy governor liaise in order to discuss the development of English at Glen Hills.
- The Literacy governor is invited to join with the Head, the Literacy co-ordinator and the SENCO to undertake termly work scrutinies to ensure standards are being upheld within the school with regards to writing.

## **Assessment, Recording and Reporting**

- Pupils are individual targets for writing which will ensure progression.
- Writing is continually assessed and on a termly basis the levels will be entered into each year group's cohort file.
- There are opportunities for the whole staff to take part in moderation exercises which compares samples of work.
- Daily/weekly formative assessments are made by teachers about their children's writing abilities.
- These assessments inform future planning and ensure that next steps are taken.
- Parents are informed of their children's progress through twice yearly parental consultation, interim summary reports and annual written reports.

## **Resources**

Resources to encourage and facilitate the children's abilities to write and to enjoy writing are kept throughout the school alongside other English resources.



# **Glen Hills School-Reading Policy**

## **Appendix 2**

At Glen Hills school we aim to help the children to learn to be proficient and enthusiastic readers. Through their reading we hope to encourage imagination and creativity, as well as engaging with the world at large. We hope that they will take the skills and attitudes that they have learnt and enjoy and benefit from them in adult life.

### **Aims**

- For all children to develop an interest in books that stays with them into adulthood.
- To read for pleasure and information with increasing confidence, fluency and understanding, using a wide range of strategies to self monitor and correct.
- To allow all children, irrespective of ability, to have access to a wide range of quality texts both fiction and non-fiction.
- For children to be able to discuss their reading, expressing opinions and justifying preferences.
- To have an interest in books and read for enjoyment.
- To have an interest in words, their meanings; developing a growing vocabulary which can be applied in both written and spoken forms.

This is done within the context of a broad and balanced curriculum, with English being taught across the curriculum but mainly within the context of the English hour.

### **Time Allocation**

Reading skills are reinforced and built upon during regular guided reading sessions, English lessons and reading time throughout the school. These sessions may take place within the English lesson or at another time during the school day, but happen according to the requirements of the curriculum and needs to the child.

Individual reading times, when children read to the teacher with their own reading book take place at least once a week in KS1 but in KS2 increasing emphasis is placed on teaching skills through guided reading sessions.

Times will be set aside for children to read independently leading to sustained concentration and ultimately, the ability enjoy a book for pleasure.

Where possible classes will utilise the library to learn library skills and children from KS2 have a library book to read in school which they change weekly.

### **Planning**

All short term planning for the English Hour includes details of objectives for the teaching of reading and comprehension both in the shared text session and in Guided Reading sessions.

Medium term planning also reflects the aims and objectives.

Teachers plan in year groups to ensure consistency and progression.

There should be a balance between the reading and use of fiction, and non-fiction texts. Children should have opportunities to access both text types.

The literacy co-ordinator is able to scrutinise all plans on a regular basis.

### **Teaching and Learning**

- Much of the teaching is whole class or in small groups but individual teaching takes place where it is necessary.
- The objectives for this learning are made clear and should aim to raise expectations both for the teacher and the child.
- Suitable resources are available and the quality of the learning environment should be an important consideration.
- The relationship between reading, phonics and writing is made explicit.

Strategies used by the teacher to facilitate learning might include:

- Demonstration,
- Modelling,
- Scaffolding,
- Explanation,
- Questioning,
- Discussing and arguing,
- Listening to and responding to texts.
- Applying phonic knowledge
- Read aloud
- Sounding/blending/segmenting words

The teacher may choose to work in several different ways:

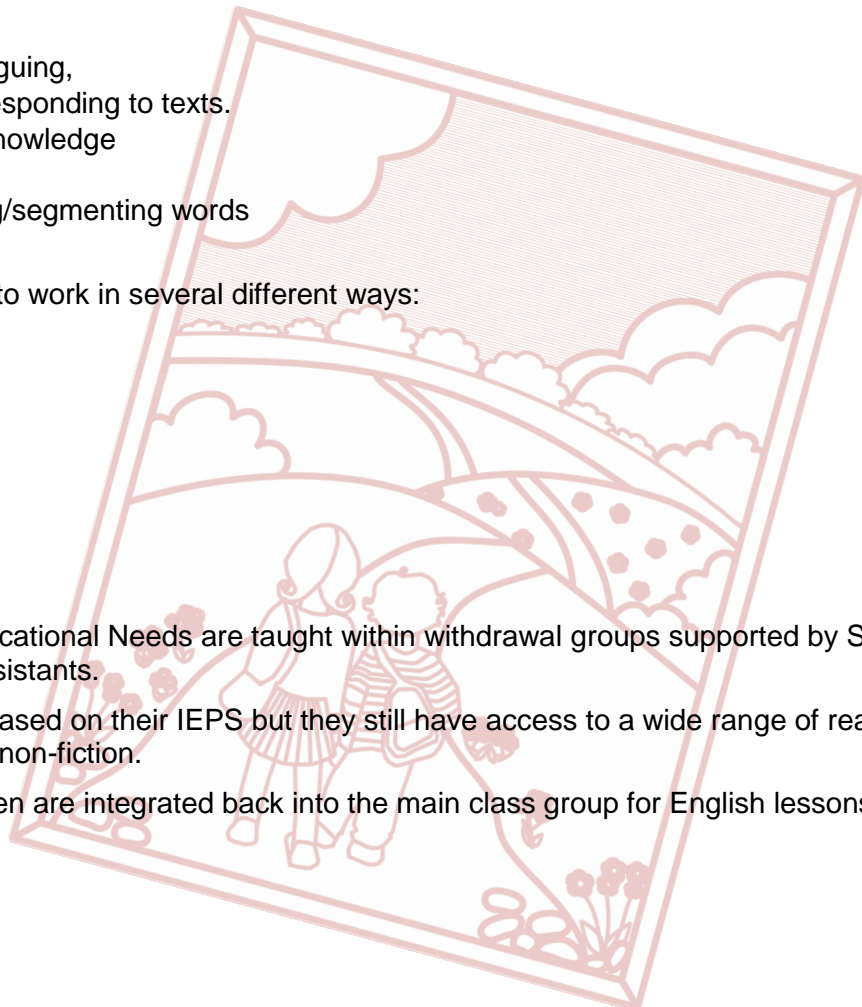
- Whole Class,
- Groups,
- Paired Work,
- Individual work.

### **SEN**

Children with Special Educational Needs are taught within withdrawal groups supported by SEN teachers and teaching assistants.

Their English needs are based on their IEPs but they still have access to a wide range of reading materials both fiction and non-fiction.

Whenever possible children are integrated back into the main class group for English lessons.



## **The Reading Environment**

Around Glen Hills School the emphasis is on raising the profile of reading in the following ways:

- Promotion of interesting and lively book corners where a good range of books are on display,
- Book corners that include books other than fiction- directories, catalogues, comics, leaflets, children's own published writing etc.
- Labels and signs on displays that are worded to invite responses from the pupils in terms of engaging with books,
- Book clubs where children may order books are promoted in order to encourage reading,
- Whole school book fairs to which all children and parents have access.
- The Big read competition to encourage reading at home.

## **Resources**

### **Individual Reading books**

To promote independent reading, sets of reading books are available for children to choose from in a number of locations around the school including classrooms, corridors, The Reading Area etc.

The reading books in both Key Stages come from a number of schemes and when new books are purchased attention is paid to the needs of the cohorts of children at that time.

### **Group Reading Books**

Theses are stored in the Old Infant Library and The Reading Area

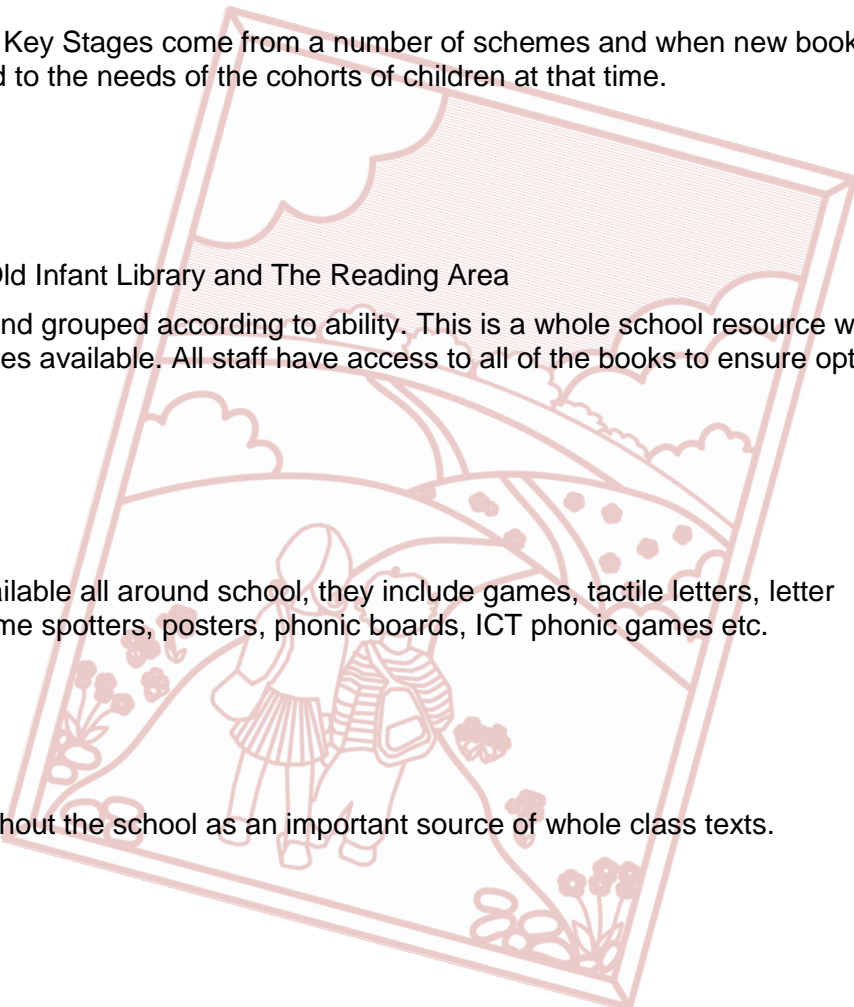
They have been labelled and grouped according to ability. This is a whole school resource which makes best use of resources available. All staff have access to all of the books to ensure optimum use of these resources.

### **Phonics**

Phonics resources are available all around school, they include games, tactile letters, letter strings, letter flaps, phoneme spotters, posters, phonic boards, ICT phonic games etc.

### **Big Books**

Big books are used throughout the school as an important source of whole class texts.



## **Whole Class text**

There are sets of whole class texts but many different sources may be utilised in order to demonstrate particular genres.

## **The School Library**

Able readers throughout the school may use the Library as an independent reading resource from which they may borrow both fiction and non-fiction readers.

The Library stock is updated throughout the year and the needs of groups of such as 'reluctant boy readers' is considered when new stock is purchased, it also has monthly updated newspapers and magazines. New readers are added to the Library stocks throughout the year.

## **Digital texts**

These are available of the netbooks and ipads and in addition in the computer suite and classrooms.



## **Glen Hills School Spelling Policy**

### **Appendix 3**

#### **Aims**

The ability to express oneself quickly and accurately on paper is a necessary part of life today. To spell correctly is an essential part of this process. At Glen Hills School we aim to enable children to develop this essential life skill so that it becomes an integral part of their learning. We wish to enable the children to write independently; encourage creativity and the use of more ambitious vocabulary; develop and teach the children to use strategies for spelling confidently and to enhance skills of proof reading.

#### **The Nature of Spelling**

- The ability to spell easily enables children to become more effective writers.
- Spelling that can be done without extra thought and effort means that more energy can be put into the content of work.
- Children who can 'spell' take responsibility for spelling words correctly-they try to ensure that they use a variety of strategies to ensure that spellings are correct.
- They can use a dictionary to check the meaning of unknown words.
- Learning to spell is a process of working out the patterns and systems which exist in the English language and applying them to new words.
- Learning to spell is not just learning lists of words, it is also a process of learning to apply different strategies appropriately.
- Spelling is a thinking process, not a rote learning task.

#### **Spelling Development**

Spelling is learnt best if it is TAUGHT. Children do not become good spellers simply by reading. To become competent spellers they need to look at words and write them down. In this way they become familiar both visually and kinesthetically with the patterns of letter strings which characterise the written language. This takes practice and time.

The phases of spelling development are:

**Preliminary Spelling**-Random letters used to communicate meaning for the child.

**Semi- phonetic Spelling**-Use of initial consonant to represent a word.

**Phonetic Spelling**-Learning to encode the letters of the alphabet at the beginning and ends of words.

Learning to encode the initial and final digraphs and blends.

Learning to encode the medial digraphs. eg. ar, ee, oo ,etc

**Transitional Spelling** – From sounds to structures.

Knows how to encode the medial digraphs (as at the phonetic stage) but is also beginning to know when to use , for example, ee or ea.

**Visual Spelling**

Beginning to remember and generalise about visual letter patterns eg. air, tion, earn, ious, ough, etc.

**Mature or Independent Speller**

Can use a full range of cues, has knowledge of rules, derivations etc. Spelling including that of complex words is usually correct.

In order to be an independent efficient speller, a child needs to:

- Be able to segment words into component phonemes;
- Know which graphemes represent the phonemes in words;
- Be able to distinguish visually between words which are 'legitimately' spelled, eg wait, wate;
- Know the meanings of the homophones, eg been and bean, so that the correct spelling is used;
- Recall, eg by mental image, by memorising order of tricky letters, 'tricky' words;
- Know spelling conventions, eg, relating to double letters;
- Look for similarities in the spellings of words which are etymologically related eg, sign, signal.
- Children who are able at spelling are self-monitoring, they take responsibility for spelling
- words correctly. They are children who are able to identify which words do not 'look right' and check the spelling using a dictionary.
- Learning to spell is not just learning lists of words. It is a development process of learning to apply different strategies appropriately. Wordlists and tests are not enough because children need focused interactive teaching that can only be provided by a teacher.

**Key Objectives for Spelling**

- To provide strategies and techniques to support the development and competence in spelling
- To encourage children to have a go and spell words independently
- To introduce children to the most common spelling patterns
- To teach high frequency words



- To ensure that children have access to a range of resources to support their development in spelling
- To ensure that children are taught to use a dictionary and thesaurus
- To ensure that there is ongoing assessment to identify individual needs in spelling
- To ensure that children are taught the use and spelling of some common prefixes and suffixes in the content of their own writing and reading
- To encourage children to check their own spellings when revising and proof reading.

### **Role of the Teacher**

- To recognise the stage at which individual children are operating and be able to offer appropriate support.
- To provide children with effective strategies for learning and remembering words.
- To ensure that children have access to the resources they need at each developmental stage.
- To monitor individual development and record process.
  - draw attention and focus on the patterns and rules of English spelling
  - help them to remember these rules and recognise exceptions and anomalies
  - provide a variety of strategies for remembering spellings
  - interest pupils in the English language

At Glen Hills spelling is taught as part of a planned programme. In addition handwriting lessons and shared and guided reading and writing sessions afford many opportunities for talking about spelling and revisiting and practising strategies. It is recognised at Glen Hills that cursive handwriting aids the motor memory which in turn reinforces the pupils ability to spell. Alongside a discreet lesson spelling should be taught daily and, mostly for short bursts - little and often.

### **Progression**

#### **Foundation Stage**

The emphasis at this stage is multi-sensory linking the teaching and practising of letter shapes and patterns with the development of pupils' ability to listen to, and discriminate between, the constituent sounds which make up a word. Much of this occurs through games and activities which encourage focused listening in music, dance and physical education, as well as literacy activities where there is a focus on rhyme, rhythm and alliteration. Pupils learn at an early stage how to discriminate and make connections between letter sounds used in reading and letter names used in spelling.

Children are introduced to phonics on a daily basis. This occurs through Phonics Play where children are progressively taught speed sounds in an increasingly structured session. Where appropriate, children will also experience Jolly Phonics and Letters and Sounds to aid a multi-sensory approach.

In conjunction with the National curriculum 2014 children will be expected to work on CVC/CCVC/CVCC words and words ending with *nk, ff, ll, ss, zz, ch*, and words with more than one syllable. Children will be given the opportunity to practise high frequency words from the Reception list in the 2002 Literacy Framework.

#### **Key Stage 1**

The Progression in Phonics will continue to be taught on a daily basis with pupils becoming increasingly independent. Emphasis will be placed on the acquisition of phonics using Phonics play throughout year one as a basis for phonic application in spelling and reading. Direct reference to the speed sound chart is essential to aid risk taking when spelling independently. The completion of teaching of sounds phase 5 will be achieved by the end of

Key stage one with the introduction of spelling rules and common exceptions being explored in year two. Sight and high frequency words for years one and two, from list one of the 2002 Literacy Framework will be completed by the end of Key Stage One.

## **Key Stage 2**

At Key Stage 2 there is an emphasis on the recognition of letter strings, visual patterns and analogies, the application of spelling conventions, the use of a range of word resources and the morphology of words. Nevertheless, it is recognised that some pupils will need to consolidate the phonic knowledge and skills from Key Stage 1. Children will build on the approaches introduced in Key Stage 1, especially the speed sound chart which is essential to develop confidence and independence.

Teaching focus for year 3

- See appendix 3/4 of the draft
- Suffixes and prefixes vii
- List 2 2002 Literacy Framework high frequency words

Teaching focus for year 4

- Exploration of spelling rules and consolidation of year 3
- Suffixes and prefixes viii

Teaching focus for year 5

- Teaching spelling patterns, rules and exceptions
- Appendix xi, xii and xiii
- In addition teach the word list from the National Curriculum 2014

Teaching focus for year 6

- The application and revision of spelling rules, patterns and exceptions focusing particularly on common mistakes to enable pupils to become independent spellers.
- Accurate use of many strategies to facilitate spelling and decrease the fear of using advanced and unfamiliar vocabulary.

## **Spelling Strategies**

The spelling strategies to be taught across KS1 and KS2 are;

**1. Look, cover, say, write and check** – this is a multi-sensory approach which needs to be taught and practised

**2. Interest students in words.**

Find root words within a word and get the student to see the connection: e.g. 'musician' is easier to spell if you realise that it contains 'music'

**3. Collect word families** - e.g. ought, bought etc.

**4. Pay attention to letter clusters** - e.g. -ant, -sion etc.

**5. Encourage students to identify their own errors**

**6. Use mnemonics** - e.g. There is a **bus** in **business**. You **hear** with your ear.

**OR**

Never **eat** chocolate **eat** salmon **sandwiches** and **remain** young = **necessary**

**7. Remind students of simple rules** - e.g. i before e except after c when the sound is ee  
cross off the e when adding ing

**8. Break words into syllables** - e.g. chem / i / cal - pent / a / gon

**9. Any game** which develops interest in, or involves looking at word structures (e.g. add - a - letter, scrabble, lexicon, hangman) is good fun as well as useful. Use of ICT programmes. A subject-related crossword or word search helps students to focus on word structures in a way which is fun.

**10. A fast flowing hand** helps to reinforce accurate motor responses, and so encourage students to use 'joined up' writing.

### **11. Support for spelling**

The school utilises a number of ICT packages to assist in the development of students spelling ability. This is especially helpful for those students with significant spelling difficulties or for students who are dyslexic. E.g. Word Wasp

**12. Words within words-** look closely at the word and identify any letter strings within the word that make up smaller words e.g. *business* is discussed as bus-i-ness.

### **13. Dictionary Use.**

There are a range of dictionaries and thesauri in each class which are differentiated in ability levels to suit the range of needs within the Literacy groups. As well as doing investigations using dictionaries and undertaking specific dictionary work, the children are also encouraged to have dictionaries on the table during Guided Reading in order to research the meaning of an unknown word. The use of dictionaries also plays a part in the Spelling Strategy Checklist for KS2.

### **Assessment and Recording.**

The most appropriate means of collecting evidence of children's spelling abilities in order to make assessments and inform future planning is through-

- **Daily observations,**
- **Marking of work,**
- **Dictation,**
- **Cloze procedure,**
- **Lists,**
- **Peer testing**
- **Self assessment.**

When marking staff are asked to correct only those words which you might expect that child to know-staff are to use their professional judgement here. It is counter productive to insist that a child corrects all mistakes when they are developing fluency in writing. Other words which a child might not be expected to know are to be written over or near the mis-spelt word. Sympathetic,

constructive marking increases 'risk-taking' in the use of more interesting vocabulary and gives the pupils the opportunity to generalise about letter patterns learned and how to apply them to new words.

- **Discussions with children regarding strategies,**
- **Spelling test scores,**
- **Standardised score spelling test** results (twice yearly.) These are compared year upon year.
- **Scrutiny of a piece of English work** (in September, January and May). This work is then kept as evidence of children's attainment.
- **IEP's may identify specific spelling patterns to focus on.**

### **Reporting**

Any concerns are passed on to the SENCO and parents.

### **Monitoring and evaluation**

The standards and quality of the teaching and learning of spelling is monitored in the following ways;

- Scrutiny of all test results,
- Provision of adequate resources,
- Dissemination of knowledge from INSET,
- Work sampling,
- Lesson observations,
- Regular policy review.

All teachers in the school are involved in monitoring and evaluating children's progress.

The literacy co-ordinator and the head teacher are responsible for other aspects of monitoring and evaluation. The curriculum sub-committee of the governing body report to the governors and parents on standards and progress in spelling.

### **Special Educational Needs**

Some children experience more difficulties than others in their journey towards becoming an accomplished speller.

This is particularly true of children who have specific learning difficulties.

A number of approaches are used to support progress; these include more individual time with an adult, specific guidance in how to learn spellings, structured homework-with parents supporting and becoming involved, extra phonic sessions, Toe by Toe, Word Wasp etc

In some cases the Learning Support Service may be consulted and their expertise made use of.

### **Home/School Links**

At Glen Hills we recognise that parents have an active part to play in all aspects of their children's learning and can be of enormous help in helping their children to learn how to spell. Their continued support is much valued and appreciated.

### **Resources**

Resources are kept in Year group areas.

## **Glen Hills School – Spoken Language**

### **Appendix 4**

#### **Aims**

Children at Glen Hills need to be able to:

- Listen and respond appropriately to adults and their peers.
- Ask relevant questions to extend their understanding and knowledge.
- Use relevant strategies to build their vocabulary.
- Articulate and justify answers, arguments and opinions.
- Give well –structured descriptions, explanations and narratives for different purposes, including expressing feelings.
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- Speak audibly and fluently with an increasing command for Spoken English.
- Participate in discussions, presentations, performances, role play, improvisations and debates.
- Gain, maintain and monitor the interest of the listener(s).
- Consider and evaluate different viewpoints, attending to and building on the contributions of others.
- Select and use appropriate registers for effective communication.

#### **Entitlement**

The children at Glen Hills have access to a wide range of speaking and listening opportunities that include:

- Talking about their own experiences; retelling events or reporting on a sports match for instance.
- Participating in discussion and debate.
- Talk with peers, to enable them to express and clarify ideas both before and during writing.
- Retelling stories and poems.
- Expressing opinions and justifying ideas.
- Listening to stories read aloud.
- Presenting ideas to different audiences.
- Taking part in at least one class or year group assembly each year, departmental productions and also to contribute to assemblies which have a central theme such as Harvest or Christmas.
- Responding to different kinds of texts.
- Talking to adults in school including visitors.
- Listening to ideas and opinions of adults and peers.
- Role play and other drama activities across the curriculum.

**It is our intention to provide these opportunities across the whole of the curriculum**

### **Teaching and Learning**

The teachers at Glen Hills provide a range of contexts or spoken language throughout the school day.

Teachers and other members of staff model **clear speech** to the children.

#### **The essential features of clear and effective speech are;**

- Clear diction,
- Reasoned argument,
- The use of imaginative and challenging language,
- The use of Standard English.
- 

The need for **careful listening** is stressed and teachers again model this to the children.

The need to respect the views of others by listening and responding in an appropriate way is a vital part of the learning.

Teachers encourage children who are sensitive or reticent to participate; all contributions being acknowledged and appreciated.

**Learning** takes place throughout the school in a variety of situations and settings.

These include;

Role Play-particularly in the Early years,

Listening to instructions,

Reading aloud,

Participating in assemblies,

Reading play scripts,

Sharing opinions about topics such as Healthy Living,

Working as part of a group on an investigation in Science,

Acting as a guide for a visitor to the school,

Responding to a text in shared or guided reading,

Preparing and reading a match report in assembly.

**Resources**-Teachers have access to a range of resources to support the teaching of speaking and listening activities. These are kept within the appropriate key stage areas.

Planning across the curriculum includes opportunities for spoken language. PHSE (Personal, Health and Social Education) -is an area which particularly lends itself to opportunities for speaking and listening.

### **Handwriting At Glen Hills**

## Appendix 5

### Aims

**At Glen Hills we aim for all children to be able to write in a neat legible style and that by the end of year 4 all pupils are able to write in a fluent, joined style with these skills transferring to other areas of the curriculum.**

### Planning

Short term planning includes regular slots for the teaching and practise of handwriting.

The specific termly objectives for each year group as set out in the National Curriculum 2014 form the basis for this planning.

Hand writing is linked to the teaching of spelling and at Glen Hills we recognise the close links between these two areas of English, as cursive handwriting aids the motor memory which in turn reinforces the pupils ability to spell.

### Teaching and Learning

**Clear objectives** are set for all hand writing sessions. Learning objectives are made clear and pupils can be seen actively engaged in improving their skills.

Handwriting is **modelled** by the teacher with the children closely following the examples shown.

Suitable **resources and equipment** are available as needed.

In the Early Years the focus will be on correct **letter formation**, effective **pencil grip and sitting correctly at the table**.

By the end of Year 1 pupils are beginning to form **lower-case letters** in the correct direction, forming **capital letters**, forming **0-9 digits** and understanding which letters belong to which handwriting 'families' and are practising these.

By the end of year 2 pupils can be seen practising the **four basic handwriting joins**, form lower case letters, upper case and 0-9 digits of the correct size relative to one another and also applying these skills to their own writing.

By the end of year 3 pupils at Glen Hills can be seen to write using letters of **consistent size and proportion**. Speed, fluency and legibility have developed.

By the end of year 4 children use **joined handwriting** for all writing except where other forms are required.

By the end of year 5 and 6 all pupils are using **pen** for all writing. **Speed, fluency and legibility** are of a good standard.

Policy	<i>English</i>
Reviewing Committee	<i>Curriculum Committee</i>