



Jersey College Preparatory School English Policy

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Principles:

English is a vital way of communicating in school, in public life and internationally. Literacy in English is rich and influential, reflecting the experience of people from many countries and times.

At JC Prep we are encouraging pupils to develop skills in speaking, listening, reading and writing. We provide opportunities for all children to express themselves creatively and imaginatively and to communicate with others effectively. Pupils learn to become enthusiastic and critical readers of stories, poetry and drama as well as non-fiction and media texts.

The study of English helps pupils understand how language works by looking at its patterns, structures and origins. Using this knowledge, pupils can choose and adapt what they say and write in different situations.

All teachers and support staff have a responsibility to develop effective learning and will foster a love of Literacy. Positive relationships will support learners in their endeavours and encourage them to take risks to further develop their understanding. Teachers enhance the study of English through accessing a variety of media, including interactive resources. Throughout the whole school and beyond there will be a culture of sharing good practice and celebrating achievement.

The 2014 Jersey Curriculum for Literacy consists of the following 3 broad strands:

1. Spoken Language

Spoken language underpins the development of reading and writing. It is vital for pupils to orally develop vocabulary and grammar in order to be competent in Literacy. Teachers should ensure that pupils are confident in skills of spoken language and listening. Pupils should be taught to understand and use the conventions for discussion and debate, as well as being able to adopt create and sustain the artistic practice of drama. Our overall aim is for our children to become efficient language users. This will be achieved by devoting time, energy and resources to the development of

oral communication. Through purposeful interaction with teachers, children will be provided with experiences that develop their skills and their thinking

Statutory Requirements that underpin all aspects of spoken language across the year groups are reflected and contextualised within the reading and writing domains which follow.

Pupils should be taught 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 for 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 of Standard 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.

Pupils are given opportunities for purposeful Speaking and Listening through: speaking, listening, group discussion and interaction, and Drama. These opportunities permeate the whole curriculum. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life. At JC Prep we are working to ensure that a variety of skills are continually developed and refined. Through the development of oral and aural skills, they learn about language and this equips them to demonstrate and refine their learning.

Speaking and Listening in KS1:

Pupils learn to speak clearly, thinking about the needs of their listeners. They work in small groups and as a class, joining in discussions and making relevant points. They also learn how to listen carefully to what other people are saying, so that they can remember the main points. They learn to use language in imaginative ways and express their ideas and feelings when working in role and in drama activities. Pupils learn to speak confidently and listen to what others have to say. All pupils have an opportunity to publicly speak/perform to an audience through class Assemblies and productions.

Speaking and listening in KS2:

Pupils learn how to speak in a range of contexts, adapting what they say and how they say it to the purpose and the audience. Taking varied roles in groups gives them opportunities to contribute to situations with different demands. They also learn to respond appropriately to others, thinking about what has been said and the language used. Pupils learn to change the way they speak and write to suit different situations, purposes and audiences. Pupils learn to explore and investigate ideas/scenarios through a progression of drama conventions. Pupils have opportunities to be able to recite poems and take part in collaborative/choral speech. All pupils have an opportunity to publicly speak/perform to an audience through class Assemblies and productions. Year 5 pupils take part in the States Chamber Debate.

2. Reading

Reading is composed of two dimensions:

- word reading
- comprehension (both listening and reading)

Word reading

The teaching of phonics is emphasised in the early teaching of reading with the aim that pupils will read most words quickly without overt decoding. Pupils will also be taught appropriate common exception words that are not phonetically plausible.

Comprehension

In order to develop comprehension skills pupils will access a wide range of high quality stories, poems and non-fiction texts. Teachers will support the development of linguistic knowledge, in particular vocabulary and grammar through questioning, discussion, and debate.

Aims of reading:

Our aims are that our pupils will learn to read, will enjoy a wide variety of texts and will become independent, critical, life-long readers and learners. At JC Prep, all pupils will have an opportunity to engage in Shared Reading, Guided Reading, Independent Reading and Phonic Development. These sessions are planned for on a daily and weekly basis, (depending on the year group and text levels). All pupils are encouraged to enjoy a reading book from the banded book boxes. This particular book is for all pupils to take home and enjoy with a level of success, which age appropriate and ability text. The pupils are asked to monitor their own reading books, by ensuring that they reading a variety of genres, which is then overseen by a class teacher. The pupils are also invited to ensure a variety of Library books from our school Library. All pupils are encouraged to read every night with a parent to ensure that that they consolidating their skills, which they have been refining and developing whilst at school.

Reading in KS1:

During Key Stage One, pupils read with interest and pleasure. Reading is developed as they learn confidence and independence. They focus on words and sentences and how they fit into whole texts. They work out the meaning of straightforward texts and say why they like them or do not like them. They should begin to read and write independently and with enthusiasm.

Reading in KS2:

Pupils read enthusiastically a range of materials and use their knowledge of words, sentences and texts to understand and respond to the meaning. They increase their ability to read challenging and lengthy texts independently. They reflect on the meaning of texts, analysing and discussing them with others. They should read a range of texts and respond to different layers of meaning in them. The focus is to have a shared experience of reading *whole books* rather than extracts.

Reciprocal Reading:

JC Prep is adapting to a Reciprocal Teaching and Reading approach to Guided Reading. Elements are introduced in Year 1 and then from Year 2 pupils develop their Reciprocal Reading skills. These skills focus on the comprehension strategies of predicting, clarifying, questioning and summarising. The Reciprocal Reading model develops higher order thinking skills and develops sophistication in analysing texts. Pupil led dialogue is a crucial element of Reciprocal Reading.

3. Writing

Writing is composed of three dimensions:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing)
- vocabulary, grammar and punctuation

Transcription

Pupils will learn to spell quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure, National Curriculum, Appendix 1) of words. The school has a handwriting framework that is used to ensure appropriate progression.

Composition

Teachers ensure opportunities for pupils to plan, revise and evaluate their writing.

Pupils will be taught to develop an awareness of audience, purpose and context. Their writing will show an increasingly wide knowledge of vocabulary and grammar. Pupils will have varied opportunities to present, read and perform work to their peers.

Vocabulary, grammar and punctuation

Pupils are taught to use the elements of spelling, grammar, punctuation and language within the teaching of Literacy. As skills develop there is an

expectation that correct grammatical terminology is explored, discussed and applied through writing.

National Curriculum Appendix 2 details the statutory requirements for vocabulary, grammar and punctuation for each year group.

Aims of Writing:

Writing is an essential tool in the learning process. Pupils write to express their emotions, to convey their thoughts and opinions and to present evidence of research. By developing these skills we can equip our pupils to use writing across the range of curricular activities in which they are involved. Our aim is that our pupils will develop the ability to write effectively in various forms according to purpose and audience through these methods:

Phonics:

Throughout the school, all pupils have been supported with their phonetic knowledge and spelling. In Key Stage One and Foundation, teachers use the *Letters and Sounds* phonic programme.

Emergent Writing

In the Foundation Stage, early writers are beginning to create shapes and coordinate their pencils to the paper.

Shared Writing

Throughout all year groups in the school, teachers are using Shared Writing to develop, refine and enhance the pupils' writing. This is where the teachers model writing or enable pupils to work collaboratively on a piece of writing.

Guided Writing/Independent Writing

All pupils are given opportunities to write independently, as this supports the teacher assessments. Guided Writing is the opportunity to have writing tasks scaffolded to support the pupils whilst they are refining their skills.

Extended writing

All pupils are given the opportunity to extend their writing. This is achieved through the creative writing curriculum, where pupils are engaging/responding with a scenario. They are also able to extend their writing through the Big Write sessions, where they are able to write for a sustained amount of time responding to a task.

Alan Peat Sentence Work:

At JC Prep we have adopted the Alan Peat Sentences model to enhance and extend pupils' writing skills. It focuses on syntax and grammar and delivers practical, effective and enjoyable strategies for raising pupil achievement in both reading and writing. We follow a comprehensive progression of skills:

from talk in Foundation to extended exploration of syntax and text in Year 6. We have a shared language across the school and are working to ensure that the children are able to articulate all aspects of their reading and writing, with particular reference to syntax and grammar.

Writing in KS1:

During Key Stage 1 pupils start to enjoy writing and see the value of it. They learn to communicate meaning in narrative and non-fiction texts and spell and punctuate correctly. They should use language to explore their own experiences and imaginary worlds. Talk for writing involves making explicit the thinking involved in the writing process so that it can be internalised and ultimately applied by children to their writing.

Writing in KS2:

Pupils develop understanding that writing is both essential to thinking and learning, and enjoyable in its own right. They learn the main rules and conventions of written English and start to explore how the English language can be used to express meanings in different ways. They use planning, drafting and editing process to improve the way they work and to sustain their fiction and non-fiction writing. They should explore the use of language in literary and non-literary texts and learn how the structure of language works

Handwriting:

Pupils are taught Handwriting through the Penpals for Handwriting scheme across the school. In Foundation it is through the letter formation for the sound that they are learning, with teachers accessing a variety of mediums to encourage children to write and form the correct letter shape. From Year 1 to Year 6 pupils have a formal weekly handwriting session and have opportunities throughout the week to practice their skills. The Penpals scheme focuses on the progression of letter formation to the development of cursive writing that can be introduced midway through Year 1 to the pupils that are developmentally ready. By Key Stage 2 all pupils must write in a cursive style. We have a Pen Licence initiative to motivate and celebrate cursive writing. With today's technological advances it is even more crucial to develop this life skill and the Pen Licence Award system ensures cursive writing maintains a high profile.

Spelling in KS1:

Pupils will be able to write each letter of the alphabet and use their knowledge of sound-symbol relationships and phonological patterns (for example, consonant clusters and vowel phonemes). They will be able to recognise and use simple spelling patterns and write common letter strings. Pupils will be able to spell common words and move onto spelling words with common prefixes and inflectional endings. Pupils will use a variety of resources to identify spelling errors such as word banks, dictionaries and word books. They will be spelling more sophisticated vocabulary using their phonetic knowledge, making plausible attempts. Spellings in Key Stage 1 are part of the *Letters and Sounds* scheme. Dictation is introduced to Year 2 children.

Spelling in KS2:

Pupils will be able to sound out phonemes and analyse words into syllables and other known words. They will be able to apply knowledge of spelling conventions, therefore being able to use knowledge of common letter strings, visual patterns and analogies. Pupils will be confident to check their spelling using word banks, dictionaries and spellcheckers. They will revise and build on their knowledge of words and spelling patterns.

Pupils are assessed at the beginning of each academic year and are then set into differentiated groups. Pupils are given weekly spellings which are tested within a weekly dictation. Should additional time be needed to practice a particular pattern/ rule, time is allocated to them. Pupils also need to learn statutory spelling lists specific to their faculty (see appendix).

Cross-Curricular Literacy Opportunities:

Teachers will seek to take advantage of opportunities to make cross-curricular links, particularly within Curriculum Innovation. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum.

Use of IT:

Opportunities to use IT to support teaching and learning in Literacy will be planned for and used as appropriate by individual class teachers. There are many interactive resources that can be accessed by class teachers to support learning on the school's system for example: Phonic Clipart, Smart Phonics, Starspell, Big Write and VCOP games and interactive texts. We are developing the use of ipads and appropriate APPs to support and enhance learning.

Assessment and Target Setting:

At JC Prep, all teachers are committed to raising the standards. We believe that through ongoing teacher assessment and purposeful target setting this can be achieved. All pupils participate in a regular unaided Big Write/Extended Writing opportunities. Pupils complete a piece of Unaided Writing each half term (on a different genre) to support Teacher Assessment. Reading is regularly monitored through weekly guided reading sessions, comprehension tasks and reading activities. In Key Stage 1 the children are regularly benchmarked for their reading level and in Key Stage 2 each child has a Probe reading test twice a year. We also use a variety of other assessment tools, for example: Suffolk Reading Test, Progress in Reading Test.

Inclusion:

We aim to provide for all pupils so that they achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Gifted pupils will be identified and suitable learning challenges provided. Please see Special Needs and Teaching and Learning Policies. Teachers should set high expectations for every pupil. They should plan

stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious.

For learners with a Literacy learning difficulty, their targets will be included on the group or Individual Education Plan. These will be taken from the Jersey Curriculum.

Roles and Responsibilities:

Subject Leader:

The Subject Leader should be responsible for improving the standards of teaching and learning in Literacy through:

Monitoring and evaluating Literacy:-

- Support teachers with implementation of strategies
- Sharing practice
- Pupil progress
- The quality of the Learning Environment;
- Taking the lead in policy development
- Auditing and supporting colleagues in their CPD
- Purchasing and organising resources
- Keeping up to date with recent Literacy developments

Senior Management:

The role of Senior Management are to lead and give a high profile to English across the school, including identifying areas of teaching and learning that need revising and adapting to promote better literacy outcomes.

Special Educational Needs Co-ordinator (SENCO):

The role of the Special Educational Needs Co-ordinator is to identify the needs of individual pupils and ensure appropriate interventions are in place to support those needs; to provide monitoring and tracking of interventions to ensure their efficacy; support staff to ensure curricular access through reading and writing materials and tasks reflect pupil literacy levels.

Class Teachers:

The role of the class teachers is to provide pupils with knowledge, skills and understanding they need to read, write and speak and listen effectively.

Support Staff:

The role of all support staff is to plan for, contribute to and reinforce pupils' development of language, since speaking, listening, writing and reading are, to varying degrees, integral to all lessons; differentiate reading and writing tasks to reflect pupil needs: mediate curricular access where necessary.

Parental Involvement:

Parents are asked to support and encourage their children to use the range of strategies they have learnt to improve their levels of literacy, by ensuring they are reading regularly, completing literacy focused homework to the best of their ability and feeding back on homework to the class teacher. Class teachers ensure that at the start of each year, that the systems are

procedures are explained to parents. Parents are also invited to join in opportunities to celebrate Literacy in school, such as World Book Day.

Pupils:

The role of the student is to take increasing responsibility for recognising their own literacy needs and making improvements through self assessment.

Conclusion:

In conclusion, as a school we shall:

- Identify the strengths and weaknesses in pupils' literacy work, identifying progression in the main forms of reading, writing, speaking and listening undertaken in each department, class or year group and strengthen learning plans accordingly.
- Assess pupil progress as a way of planning for and assessing literacy skills so that appropriate changes are made to curriculum delivery and appropriate interventions are targeted for individual need.
- Implement the identified literacy priorities and activities for each year.
- Plan for and teach the literacy skills required for success in each subject area.

Additional:

In conclusion, this policy also needs to be in line with other school policies and therefore should be read in conjunction with the following school policies:

- Teaching and Learning Policy
- Assessment and Record Keeping
- Responding to pupils' work / Feedback / Marking policy
- Special Educational Needs Policy
- IT Policy
- Equal Opportunities Policy
- Health and Safety Policy

Appendices:

1. National Curriculum 2014:
<http://www.jlp.sch.ie/?page=113&t=Curriculum>
2. List of Resources on School System:
 - VCOP and Big Write games
 - Phonic Clipart
 - Interactive Literacy texts
 - Smart Phonics (1, 2 & 3)
 - Star SpellAPPS
3. Alan Peat Sentences
4. Statutory Spelling Lists

5. KS2 Spelling procedure
6. Pen Licence procedure
7. Reciprocal Reading

Strategies used for the Teaching of Literacy

<u>What</u>	<u>When</u>	<u>Why</u>
<u>Alan Peat and VCOP</u>	Daily	Children are given opportunities to extend their use of vocabulary, connectives, openers and punctuation through short focused activities to up level their writing.
<u>Big Write/Extended Writing opportunities embedding Alan Peat</u>	Weekly or at least once a fortnight	Big Write is a strategy to raise standards in writing through the development of the writer's voice. It was developed, tried and tested by Ros Wilson. Big Write incorporates everyday activities, games and strategies that focus on VCOP (within the context of a genre of writing or a particular writing purpose) and culminates each week in a Big Write time where children bring together the skills learned and practised during the week.
<u>Letters and Sounds</u>	Daily: foundation and KS1	Letters and Sounds is a structured phonics programme that teaches children to synthesise and segment and to recognise letter combinations and key words. Each session should last no longer than 15 minutes. Children should be given an opportunity for a second phonics session during the day.
<u>Guided Reading and Reciprocal Reading</u>	Foundation: Twice a week. KS1 and KS2: Once a week	Guided Reading focuses upon teaching children how to progress from their current reading level to the next, whether this be below, at, or above a level appropriate to their age
<u>Handwriting</u>	Once a week	Children are taught the correct letter formation (including joins from Year 1 when ready), in line with PenPals Handwriting Scheme.
<u>Shared Reading (WHOLE BOOK)</u>	Daily	This is the opportunity to share texts with children that they would not normally access or be able to interpret on their own. The reading skills taught in the shared reading session are usually appropriate to the age of the children rather than their reading ability.
<u>Independent Reading</u>	Daily	Independent reading is the reading students choose to do on their own. It reflects the reader's personal choice of the material to be read as well as the time and place to read it. Independent reading is done for information or

		for pleasure.
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Appendix 4
Update to Policy Record Sheet

Date	Reference / aspect of policy to update	Suggested amendments to consider at next review.
May 2013	Frequency of delivery of spellings, handwriting and phonics.	Amended to include frequency of spelling, phonics and handwriting practice. Amended to include the use of the Personalised Spelling Programme. Perhaps will need revisiting next amendment.
November 2014	<ul style="list-style-type: none"> • New Curriculum requirements • New Spellings and Dictation • SPAG • Alan Peat • Probe 	Assessment
September 2016	<ul style="list-style-type: none"> • Letters and Sounds taking the place of JEL 	

CHANGE HISTORY			
Version	Date Issued	Issued by	Reason for Change
0.1	June 2012	Carolyn Scott and Heather Milburn	New Policy requirement
0.2	5.11.14	Angie Pateman	New Subject Leader and new policy required – amendments in line with New National Curriculum (2014)
0.3	September 2016	Angie Pateman	Review