



Aspire and Grow Together

Charlton-on-Otmoor CE Primary School

Fencott Road
Charlton- on-Otmoor
Kidlington
Oxon OX5 2UT

Headteacher:

Mr Ross Griffin LLB NPQH

Phone: 01865 33

Email: office@charltonono.co.uk

Charlton-on-Otmoor English Policy Revised for September 2021

Introduction

At Charlton-on-Otmoor, we believe that literacy and communication are key life skills. Through the English curriculum, we will help children develop the skills and knowledge that will enable them to communicate effectively through spoken and written language and equip them with the skills to become lifelong learners. By teaching English through rich and exciting texts, we will foster a love of reading in our pupils.

Our school vision ‘Aspire and Grow Together’ underpins the aims of our English curriculum. Aligned with our school vision are our three strategic goals: to prepare children with the skills required for the 21st century; to become global citizens and to have high aspirations for all pupils.

The intent of our English Policy

- 1) To ensure that all pupils from Nursery to Year 6 are exposed to different genres and authors through a curriculum that is (1) rich, exciting and balanced, (2) relevant and engaging, with pupils’ voices driving and shaping the curriculum wherever possible, (3) differentiated to match the needs and abilities of all children within mixed classes (4) secures and embeds the knowledge, skills and understanding to enable pupils to attain highly and (5) prepares them for their next stage of learning.
- 2) To ensure that each teacher is providing pupils with a consistent approach to English teaching.
- 3) To ensure that all pupils are given the opportunity to extend their knowledge and skills, and communicate through spoken and written forms.

Implementation will be achieved via the following means:

- 1) Developing writers at Charlton-on-Otmoor**

The three part planning process

A) Each class has a long term overview consisting of a range of high quality, engaging texts carefully chosen from a wide range of genres. The texts will be explored throughout the year and aligned, where possible, with our Dimension curriculum to promote exciting cross-curricular opportunities. Each text becomes the focal point of a learning journey with the end destination being an independent piece of writing with the purpose being to persuade, inform, entertain or discuss.

Pupils in Key Stage One and Two will explore different texts throughout the year with children in the reception class being exposed to a wide range of rich and themed texts that are carefully planned to fit in with current topics. The English lead will regularly review the long term overview to ensure that the texts are relevant and contain cross-curricular learning opportunities.

B) Teachers start each learning journey with their learning journey overview. This is a vital part of the planning process as teachers will identify the National Curriculum objectives to be covered during the unit as well as mapping out the three stages to each learning journey:

- Stimulate and Generate,
- Capture, Sift and Sort
- Create, Refine and Evaluate

The acquisition and application of skills identified on the learning journey overview will be the driving force.

C) Once the learning journey overview has been written, teachers will produce a medium term plan using the agreed school template. The medium term plan will separate the learning journey into individual sessions, with teachers required to record the learning objective, teaching input, task variation and plenary.

All teachers will use the same planning formats from Year One to Year Six to ensure consistency in application and progression across the school.

Grammar and Punctuation

Grammar and Punctuation skills will be taught within the learning journey unit and evidenced on the learning journey overview as well as on the medium term plan.

2) Having a rich learning environment in every classroom

In all classrooms, an English working wall will be clearly evident. This will be up to date with the latest learning focus, complete with examples of children's work. The working wall will be frequently updated throughout the learning journey. The working wall will be divided into the three sections of the learning journey: stimulate and generate; capture, sift and sort and create and refine and evaluate. As well as this, there will be the purpose, audience and form on the wall for children to see. In Reception, evidence of independent work will be displayed alongside prompts for writing, including 'red words' and the sounds that have been taught in phonics. All classrooms should have an accessible reading area to encourage a love of reading. Opportunities should be taken to develop children's vocabulary, with the Dimensions curriculum display highlighting key words so that they can be utilised by the children. Teachers may also want to use Vocabulary Mats, dictionaries and thesauruses in the classroom, which need to be easily accessible.

3) Effective and regular assessment

Whole school writing moderation will take place every half term. As well as the final outcome, each learning journey will feature a Site of Application piece, where pupils can apply previously taught skills; teachers will use this in the school writing moderation to assess pupils' writing. Each term, teachers will record pupils' writing levels onto our assessment platform 'Insight.' Teachers will assess pupils as working below, just below, working at age expected or greater depth. The headteacher will carry out a pupil progress meeting with class teachers termly to discuss pupil progress.

High expectations through writing non negotiables

We aim to foster a love of writing as soon as children enter school. This is achieved through many different teaching and learning strategies which we have highlighted below:

Within the **FSU** you will see evidence of:

- Daily planned whole class lessons for Nursery and Reception children that develop literacy and communication and language skills
- Weekly adult-focused writing tasks for Reception and regular adult-focused literacy tasks for Nursery children
- Opportunities for child-initiated writing activities in both the indoor and outdoor areas, with one piece of independent writing celebrated daily.
- Opportunities to develop and experience speaking and listening skills (e.g. in stimulating roleplay areas, themed show and tell sessions and puppet play)
- Experiences that develop fine and gross motor skills through play and mark making activities.
- Sharing and enjoying a range of rhymes, songs, stories and books.
- Immersion in a print rich environment with opportunities for oral language and written communication.
- Whole class shared text activities
- Daily phonics session which provides opportunities for children to practise forming letters and sounds.
- Nursery children start with Phase 1 of the Letters and Sounds programme and move onto Read, Write Inc when they are ready, either at the end of Nursery or the beginning of Reception.
- Literacy integrated throughout the Early Years curriculum.

Within **Key Stage One** you will find:

- A consistent approach to writing using the learning journey approach
- Using the three stage approach to plan learning that engages the children and aids their learning.
- Extended opportunities for discussion of writing, e.g. role play, paired talk, drama and hot seating to prepare children for the writing process.
- Modelled, shared and guided writing examples
- Opportunities for children to write for and share their writing with different audiences.
- Songs, rhymes and games to develop English skills.
- Text level work using a range of genres and texts which will develop comprehension skills and understanding and enjoyment of books, helping to promote a

love of writing.

- ICT work that complements and supports work in English, helping children to develop skills learnt through quality first teaching.
- Immersion in an environment which promotes a reading culture and develops children's oral and written communication.

Within **Key Stage Two** you will see evidence of:

- A consistent approach to writing using the learning journey approach
- Using the three stage approach to plan learning that engages the children and aids their learning.
- Experience of a wide range of genres used in reading and writing.
- Grammar and punctuation work led by quality texts to develop grammatical awareness and key punctuation skills, building on and deepening key skills across different year groups.
- Text level work reading a range of genres to develop comprehension skills and support writing. Also, making cross-curricular links where possible to help promote sustained composition.
- Spelling and grammar games and activities to familiarise children with key skills.
- Extended independent writing opportunities to apply the skills learnt when writing within different genres.
- Opportunity for children to draft, edit and refine their own work as well as that of others.
- Immersion in an environment that promotes a reading culture.
- Extended opportunities for discussion of writing, e.g. role play, pair talk, drama and hot seating to prepare children for the writing process.
- Modelled, shared and guided writing takes place in the classroom.
- Opportunities for children to write for and share their writing with different audiences.
- ICT work that complements and supports work in literacy, helping children to develop skills learnt through quality first teaching.

Timetable for English in the FSU

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|--------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|
| 09:10 – 9.25 | Literacy/C&L | Literacy/C&L | Literacy/C&L | Literacy/C&L | Literacy/C&L |
| 10.00- 10.30 | Read Write Inc/ Nursery Phonics | Read Write Inc/ Nursery Phonics | Read Write Inc/ Nursery Phonics | Read Write Inc/ Nursery Phonics | Read Write Inc/ Nursery Phonics |

*Nursery Phonics timings may change on a day by day basis

Timetable for English in **Key Stage One**

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 08:45 – 09:00 | Handwriting Letter Join | Handwriting Letter Join | Handwriting Letter Join | Handwriting Letter Join | Handwriting Letter Join |
| 09:00 – 09:30 | Spelling Input | Read Write Inc | Read Write Inc | Read Write Inc | Spelling Recap |
| 09:30 – 10:00 | Read Write Inc | Writing Learning Journey | Writing Learning Journey | Writing Learning Journey | Read Write Inc |
| 10:00 – 10:30 | Writing Learning Journey | | | | Writing Learning Journey |

Timetable for English in **Key Stage Two**

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 08:45 – 09:00 | Handwriting Letter Join | Handwriting Letter Join | Handwriting Letter Join | Handwriting Letter Join | Handwriting Letter Join |
| 09:00 – 09:30 | Spelling Input | Reading Session | Reading Session | Reading Session | Spelling Recap |
| 09:30 – 10:00 | Reading Session | Writing Learning Journey | Writing Learning Journey | Writing Learning Journey | Reading Session |
| 10:00 – 10:30 | Writing Learning Journey | | | | Writing Learning Journey |

4) Having high aspirations for all pupils' handwriting through a consistent approach across the school

Handwriting at Charlton will prioritise:

- The development of neat, well-formed writing; this should be encouraged for all pupils.
- Promoting legible, aesthetically pleasing and consistent style of handwriting throughout the school.

- Encouraging pupils to gain satisfaction from a neatly presented piece of work.

Whole school consistency is vital to ensuring success and progress in handwriting. Pupils must take care and pride in every piece of work with teachers accepting only the best from all pupils.

We will use **Letter-join** to teach children cursive handwriting. Letter-join is a school approach which will start in Year One and be continued into Year Six. When children enter Nursery, they will use a pre-cursive approach. As children progress through the school, they will be shown how this can progress into cursive script, where letters are all joined. Pre-cursive and cursive letters start at the base of the letter.

The letter join program will form the basis for all handwriting lessons. Each class from Year 1-6 will have a handwriting booklet and practise their letter formation on a **daily basis**.

Teachers will exemplify the cursive style in their marking of books, in classroom displays and when writing within lessons (On interactive whiteboard/flipchart paper). Children should experience daily practice of handwriting in a variety of places – from English lessons to practise in Handwriting books.

Handwriting timetable

In Early Years handwriting will consist of the following:

- Movements to enhance gross motor skills such as air-writing, pattern making, dancing and physical use of the play equipment and outdoor resources.
- Exercises to develop fine motor skills such as making marks on paper, whiteboards, blackboards and sand trays.
- Daily opportunities to take part in gross motor activities in their independent time e.g. on the play equipment, using bats and balls outside and fine motor skills e.g. cutting, tracing, pegging on the fine motor table.
- Letter learning to familiarise letter shapes, formation and vocabulary.

In KS1 handwriting will be incorporated into daily morning activities between 08:45 and 09:00.

Sessions will include:

- Gross and fine motor skills exercises.
- Cursive handwriting reinforcement, learning and practice.
- Numerals and capitals letters: where and when to use, learning and practice.

In KS2: More advanced handwriting techniques will be taught during the daily morning session from 08:45 to 09:00 and include:

- Cursive handwriting re-enforcement.
- Dictation exercises to teach the need for quick notes and handwriting at speed.

5) Developing pupils' vocabulary and word knowledge through a consistent and engaging approach to teaching spellings.

Spelling and word knowledge are key components in the process of learning to read and write. From September 2021, Charlton will be using Spelling Shed to support children in making the acquisition of these skills fun and engaging for pupils.

Spelling Shed ensures 100% National Curriculum coverage and is divided into six stages, corresponding to the respective school year. Within each stage, there are weekly objectives and spelling lists that give a steady progression through the English curriculum but also offer opportunities for our children to review spellings and attempt additional challenge lists to extend vocabulary.

Every Monday, the teacher will set lists of words that children should practise and will monitor their progress over the week and provide opportunities for their pupils to practise within school. Children will practise their spellings online using the Spelling Shed platform.

Every Friday, children will take part in the 'Hive Game.' This is a more interactive whole-class spelling test which will engage all of our learners and continue to create a fun environment for practising spellings.

The Spelling Shed helps children to practise spelling via fun, engaging games. The game gives four different degrees of support in the form of difficulty modes: Easy, Medium, Hard and Extreme. Higher levels allow a higher score to be achieved but children can practise as much as they like on lower levels before trying to gain high scores. The scores achieved give a league position and each class has its own league position within the school league. It also creates a supportive environment for our learners to practise and master their spellings at their own pace.

Teachers will plan in vocabulary which they expect all children to learn within the learning journeys.

6) Providing a reading curriculum where pupils are able to read with fluency and understanding

Introduction:

Learning to read is the most important thing your child will learn at our school. Everything else depends on it, so we put as much energy as we possibly can into making sure that every single child learns to read as quickly as possible. We want every child to love reading – and to want to read for themselves. This is why we put our efforts into making sure they develop a love of books as well as simply learning to read.

Learning to read in the Early Years and Key Stage One:

In the Early Years and KS1 we teach **Read Write Inc. Phonics**. Read Write Inc teaches children to read accurately and fluently with good comprehension. They learn to form each letter, spell correctly and compose their ideas step by step.

The five key principles underpin the teaching in every Read Write Inc session at Charlton:

- 1) Purpose – teachers know the objective of every activity and share it with the children so they know the focus of the lesson.
- 2) Participation – every child participates in all aspects of the lesson with lots of opportunities for partner talk.
- 3) Praise – children are praised for their effort and learning, not ability
- 4) Pace – each session is taught at an engaging and effective pace to promote teaching and learning opportunities
- 5) Passion – all of our teachers and teaching assistants who deliver Read Write Inc are passionate about this scheme and have had up to date training.

During Read Write Inc sessions, pupils will learn how to blend the sounds in words and how those sounds can be written down. This is essential for reading, but it also helps children learn to spell well. We teach the children simple ways of remembering these sounds and letters. The children also practise reading (and spelling) what we call 'red words', such as 'once,' 'have,' 'said' and 'where'. The children practise their reading with books that match the phonics and the 'red words' they know. They start thinking that they can read and this does wonders for their confidence.

Teachers are to read to the children, too, so the children get to know all sorts of stories, poetry and information books. They learn many more words this way and it also helps their writing.

By the end of Year 2, children should be able to read aloud books that are at the right level for his or her age. All the staff delivering RWI will be trained to teach reading.

Read Write Inc weekly timetable in **Early Years** and **KS1:**

FSU:

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------------|----------------|----------------|----------------|----------------|----------------|
| 10:00 – 10:30 | Read Write Inc | Read Write Inc | Read Write Inc | Read Write Inc | Read Write Inc |

KS1:

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------------|-----------------------------|----------------|----------------|----------------|-----------------------------|
| 09:00 – 09:30 | Read Write Inc (9.30-10.00) | Read Write Inc | Read Write Inc | Read Write Inc | Read Write Inc (9.30-10.00) |

Reading in Key Stage Two

When pupils enter Year 3, they will be given a reading journal to allow them to respond to a variety of texts in different ways. The reading journal will provide space for reflection and evaluation as well as speculation and exploration of ideas, giving teachers valuable insight to pupils' thinking and comprehension skills as they engage with texts.

In the mixed Year 3 and 4 class, there will be a focus on small group work. The timetable below shows how a week of reading sessions are structured:

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------|----------------------|----------------------|----------------------|----------------------|----------------------|
| Group 1 | Teacher-led activity | Independent activity | Independent activity | TA-led activity | Teacher-led activity |
| Group 2 | TA-led activity | Teacher-led activity | Independent activity | Independent activity | TA-led activity |
| Group 3 | Independent activity | TA-led activity | Teacher-led activity | Independent activity | Independent activity |
| Group 4 | Independent activity | Independent activity | TA led activity | Teacher-led activity | Independent activity |

Groups 1 and 2 will be children with lower attainment in reading, who need more supported time with the class teacher and teaching assistant.

In the final Summer term, the mixed Year 3 and 4 class will have a whole class guided reading session once a week to prepare the Year 4s for the next academic year.

In the mixed Year 5 and 6 class, all of the guided reading sessions will be whole class:

| Monday | Tuesday | Wednesday | Thursday | Friday |
|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| Whole-class guided reading | Whole-class guided reading | Whole-class guided reading | Whole-class guided reading | Whole-class guided reading |

Teachers in KS2 will plan their guided reading sessions using guided reading plans. These plans are primarily for the teacher-led reading group while the other pupils are engaged in purposeful tasks, including the TA hearing 1:1 readers. The plans will include selected reading assessment statements which will be the driving focus of the session.

Developing reading fluency across the school

Every day, across KS1 and KS2, there will be 20 minutes after lunch for children to read and have ‘eyes on text’, in order to build reading fluency and foster a love of reading. For one of these days, each class will be able to go to the library, to enjoy the library books and read for pleasure.

KS1:

Here is a timetable of reading sessions after lunch for KS1. When a group is working with the class teacher, they will be doing a planned guided reading session based on an appropriately levelled book-banded book. The other two groups will be doing either an independent phonics activity or reading for pleasure, choosing a book from the range of texts available in their classroom’s reading corner. Group 1 will be a lower attaining group you need more teacher-led sessions weekly.

Teachers in KS1 will plan their guided reading sessions using guided reading plans. These plans are primarily for the teacher-led reading group while the other pupils are engaged in purposeful tasks. The plans will include selected reading assessment statements which will be the driving focus of the session.

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------|------------------------------|----------------------|------------------------------|------------------------------|-----------------|
| Group 1 | Teacher-led activity | Reading for pleasure | Independent phonics activity | Teacher-led activity | Library session |
| Group 2 | Independent phonics activity | Teacher-led activity | Reading for pleasure | Independent phonics activity | |
| Group 2 | Reading for pleasure | Independent phonics | Teacher-led activity | Reading for pleasure | |

| | | | | | |
|--|--|----------|--|--|--|
| | | activity | | | |
|--|--|----------|--|--|--|

KS2:

In KS2, there will be more of a focus on children reading independently and developing their reading stamina. While most of the class are reading independently and quietly, the Class Teacher and Teaching Assistant will have the opportunity to ‘target’ certain children in their class, and work 1-1 with them to develop their reading fluency. This will mainly involve hearing them read aloud and discussion of the book they are currently reading.

Year 3 and 4:

| Monday | Tuesday | Wednesday | Thursday | Friday |
|----------------------------------|----------------------------------|----------------------------------|-----------------|----------------------------------|
| CT hear individual readers | CT hear individual readers | CT hear individual readers | Library session | CT hear individual readers |
| TA hear individual readers | TA hear individual readers | TA hear individual readers | | TA hear individual readers |
| Independent reading for pleasure | Independent reading for pleasure | Independent reading for pleasure | | Independent reading for pleasure |

Year 5 and 6:

| Monday | Tuesday | Wednesday | Thursday | Friday |
|----------------------------------|----------------------------------|-----------------|----------------------------------|----------------------------------|
| CT hear individual readers | CT hear individual readers | Library session | CT hear individual readers | CT hear individual readers |
| TA hear individual readers | TA hear individual readers | | TA hear individual readers | TA hear individual readers |
| Independent reading for pleasure | Independent reading for pleasure | | Independent reading for pleasure | Independent reading for pleasure |

Developing reading at home

Home school links are very important in reading, with children taking home books regularly from our extensive resources in school. These reading books are matched to children’s reading

abilities and phonics level.

Every child in the school is heard reading once a week, which is recorded in their reading record, to build the link between home and school. In Early Years and KS1, children will take home RWI Book Bag books weekly which are matched with the phonics rule that they are currently learning; the expectation with these books will be that children read them aloud to their parents. They will also take home a black and white copy of their class RWI book (phonics storybook) which they practise reading at home. In addition to this, they will also take home a book-banded book or a book from the class reading corner; this will include words that do not match the phonics rules they have learnt, so will instead be a book that they can share with their parents, with more of an emphasis on the parent reading to the child. Children share these books with parents/carers at home and also teaching assistants and teachers in school. Any comments made during these sessions by either party can be recorded in children's reading records, therefore it is very much a two way process.

Children in KS2, especially in Years 5 and 6, are encouraged to use the school library, bring books in from home or choose from a range of class novels that we have in school.

We actively encourage parents/carers to share a good book with their children. Once they become independent readers, comments can still be made in their reading records. Children will move through the RWI colours at the class teacher's discretion.

Schedule for handing out books in Early Years and KS1:

| | Monday | Wednesday |
|--|--|---|
| | Black and white phonics storybook Sharing book (book banded book or book from the reading corner) | Book Bag Book (after their RWI 'Get Writing' session) |

7) Having an effective system of assessment to accurately track children's progress

Assessment is crucial to the learning process. Every term a monitoring schedule will be in place to identify key dates for formal assessments and learning walks to take place. The English Lead and Headteacher will also carry out a range of informal monitoring.

Summative assessment scheduled during the year will include:

- Baseline testing in Reception
- Phonics testing in Year 1
- Year 2 National Curriculum tests
- Years 3, 4 and 5 NFER termly tests
- Year 6 National Curriculum tests

8) Having clear marking expectations within all books

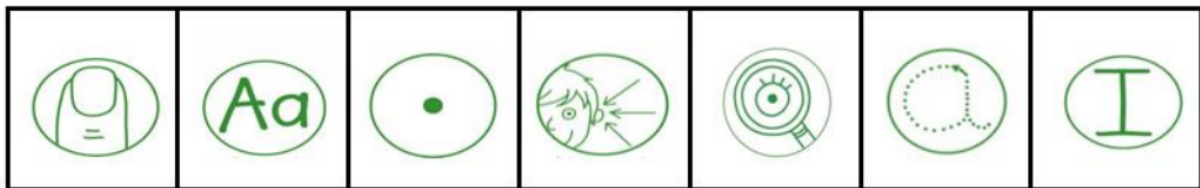
Early Years

In Early Years, children have the date and learning intention stuck in their writing books. Underneath the learning intention, an editing strip is stuck on their page, which has visual codes of the different elements and rules they need to think about when writing (e.g. finger spaces and capital letters). The number of visual codes will increase throughout the year, as they learn more writing rules.

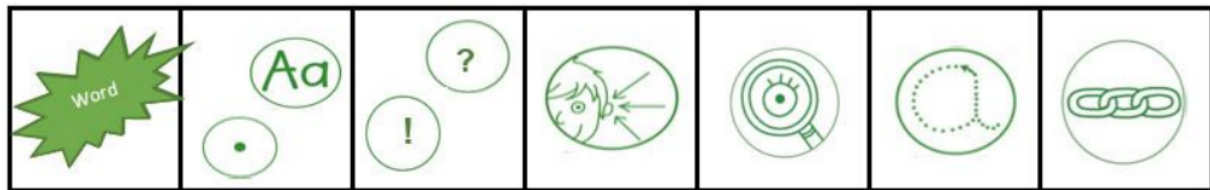
KS1

In KS1, children write the date and stick their learning intention into their book at the beginning of the lesson. Below this, they stick editing strips:

Year 1:



Year 2:



These editing strips will be visual codes of the different elements and rules they need to think about when writing (e.g. finger spaces and capital letters). When marking work, the Year 1 and 2 teacher will tick the elements the child has used effectively and circle the elements the child has not achieved. In the first 10 minutes of every lesson, children will be given the chance to look at their editing strips and edit the piece of work from the last lesson.

When a pupil is doing a Site of Application or Final Outcome write, they will stick a success criteria table below their date and learning intention, and the teacher will mark their work using the success criteria (ticking the success criteria they have achieved and circling the success criteria they have not achieved).

KS2

In KS2, children will write their date and learning intention in their book at the beginning of the lesson. For most pieces of work, teachers will use the '2 Stars and a Wish' model, writing a positive comment- a '2 Stars'- about something the child has done well, and a 'Wish' with a target for the child. The teacher will always mark the work against the learning intention. In the first 10 minutes of every lesson, children will be given the opportunity to respond to their wish and edit their work.

When a pupil is doing a Site of Application or Final Outcome write, they will stick a success criteria table below their date and learning intention, and the teacher will mark their work using the success criteria (ticking the success criteria they have achieved and circling the success criteria they have not achieved).

9) Building effective relationships with parents

Parents will receive regular informal or verbal feedback as to their children's progress in English. Each child has a home-reading record book to record progress in reading at home and school. Spelling lists are also given and set using the Spelling Shed. In addition, parents have the opportunity each term to meet with the teacher to discuss progress and to see work. Parents receive an annual written report at the end of the school year. This includes details of their children's progress and areas for development.

Impact

The impact across the school will be:

- Develop a shared reading history throughout the school because of the text-led approach and make rich connections between texts and their themes.
- Children will read widely for pleasure.
- A high quality education in English, with pupils able to write and speak fluently so that they can communicate their ideas and emotions to others.
- Through reading, pupils will be able to develop emotionally, intellectually, socially and spiritually.