



Sheep Dip Lane
PRIMARY SCHOOL

English Policy

Summer 2016

Policy ratified on:	Oct 2014		
Date for review:	August 2016		
Signed/Responsible: Chair of Governors	J Thomas		
Signed Head Teacher	F Parish		

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Growing Gifts





Sheep Dip Lane
PRIMARY SCHOOL

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Reviewed: September 2014, August 2016

Linked Policies: Schools Complaints Procedures, Equalities Policy
Child Protection Safeguarding Children Policy, PHSE Policy

ENGLISH POLICY – GENERAL STATEMENT

Rationale

At Sheep Dip Lane Primary School we believe that English is central to all areas of the curriculum. It is essential for communicating ideas, needs, feelings, thoughts, experiences, observations and expectations. We believe that a language rich environment will motivate children to develop as communicators. We believe that there is no one-way to develop children's linguistic skills and we use and encourage different strategies and structures.

We believe that to become confident users of language children need to be able to speak, read and write and read Standard English with fluency and accuracy.

This English policy covers reading, speaking and listening, writing and spelling punctuation and grammar. Teaching should ensure that work in reading, speaking and listening and writing is integrated across the whole curriculum.

Aims

To develop all areas of English.

To value the power of talk throughout school.

To extend and enrich vocabulary and communication skills in a rich stimulating literate environment.

English Curriculum Planning

English is a core subject in the National Curriculum. We use the National Curriculum as the basis for implementing the statutory requirements of the programme of study for English. Our yearly teaching programme identifies the key objectives in literacy that we teach to each year group. We ensure long, medium and short term planning meets the needs of all children and deliver daily literacy sessions for phonics and reading, writing and spelling. In addition we plan and teach a discreet grammar session weekly.

We have school developed processes for teaching and learning in writing, reading, grammar and spelling (see individual guidance below).

Reading at school

At Sheep Dip Lane we want our children to become enthusiastic, engaged readers and to develop a life-long love of books. We introduce the children to a range of good quality fiction, non-fiction and poetry books through our whole-class, core-text approach to teaching reading, and during their weekly guided reading session.

In the early stages of reading, we teach children to decode words using phonic skills as their main approach with the Read, Write Inc programme, alongside which we teach sight vocabulary. Once grasped, the focus for developing reading is on understanding and comprehension. Your child will read with their class teacher once a week during their guided reading session, then independently supported by teacher set activities during the rest of the week. We have daily reading for pleasure sessions in each class and each child from FS2 to Y6 have logins and access to assigned books on the Oxford Owl Active Learn website to read and answer questions as they go.

Reading Buddies

Each week our older children have a buddy session with younger children to share books, model expression, fluency and talk about the images and text. Alongside this we have a weekly community library session and class session in our special school library where children can loan a book to read inside school or at home and we have a range of reading enjoyment activities including reading cafes, comic café and school newspaper time.

Assessment

Each half term teaching staff ensure that a range of methods are used to assess/check each child's reading ability to support planning and target setting to enable all children to make good progress in reading and reach age expectations or better. These include: running record/miscue analysis, comprehension checks, reading band check, sight vocabulary checks, non-standardised assessments (Hodder reading age/published age assessments). The summative assessments are moderated and compared to class track information and assessments and interventions are put into place for support if needed for a child.

We use reading incentives and awards to recognise children's reading achievements.

Reading at home

Developing readers will bring home levelled books (according to their stage of development), and a picture book each week. Independent readers will bring home a self-selected book from their class reading corner. Please encourage your child to change their book regularly so they can read each evening; speak to the class teacher if this is not happening.

Your child should be reading at home for 10 minutes or more each day. Your support is hugely important for developing their reading skills, confidence and understanding. Even if your child is an independent reader, it is still important for you to read with them, listen to them and discuss the books they are reading.

Use the active learn website for your child to access and read books assigned by their class teacher, this site also has quizzes and questions to support your child's comprehension development.

<https://www.activelearnprimary.co.uk/login?c=0>

Your child will bring home a bookmark in their reading diary that has their login details on.

How to support developing readers at home:

- Try to listen to and read with your child regularly, 10 minutes a day is better than a longer session once a week. It can help if a regular time is set aside so that it becomes part of a routine.
- Find a quiet place to share books where you can feel comfortable and relaxed – learning to read needs to be a positive experience - build their confidence by praising their efforts.
- Encourage your child to have a go at reading words, by using phonic skills to read any unfamiliar words, and by working on building up their sight vocabulary.
- Talk about the meanings of words to help to develop your child's understanding and use of language.
- Encourage your child to read a range of texts such as stories, newspapers, comics, labels, poetry, non-fiction, tickets, signs, leaflets etc.
- Read books to your child as well; if they see you enjoying a book it will encourage and motivate them to want to learn to read.
- Ask them questions about the text to develop their understanding.

Questions to Develop Understanding:

Where/when does the story take place?

Who are the characters in the story?

What happens in this part of the story?

Tell me one/two things that the main character does in this part of the story?

Can you retell the story using your own words?

Tell me what this character was like?

Tell me the most interesting/ exciting/ funniest/ your favourite part of the story? Why?

What do you think the character feels about...? How can you tell?

What do you think would have happened if...?

What do you think is going to happen next?

Which part of this book did you like best/least? Why?

How has the author used words/phrases to make this character funny/ sad/ clever/ frightening/ excited etc?

Why is ... a good title for this story/book/chapter/play?

Do you know any more stories like this? Tell me how they are alike.

Do you know another story with similar characters in? Tell me how they are similar.

What do you think this story is trying to tell us?

Has anything like this ever happened to you?

Non Fiction

Tell me two things you found out that you didn't know before.

What does this part of the text tell us about ...?

Which part of the text tells us about ...?

Why are some words in bold?

How does this text/ layout help the reader?

How does (a diagram/picture/caption) help you to understand the information on this page?

If you have any questions or would like any further support please speak to your child's class teacher.

Grammar, Spelling and Punctuation

The school uses a discreet grammar lesson per week this is then linked to the writing steps to success and process.

Children have weekly spellings to learn which they practice daily. We use the Read Write Inc spelling online programme to support teaching and learning. Children from FS2 to Year 6 are taught spellings linked to patterns and common rules as well as red and orange words which cannot be phonetically learnt.

Assessment

Assessment - Each week Y1-6 children are assessed against the weekly spelling list and this is marked by staff and reported back to parents/carers along with the next week's spellings every Monday. Spelling test results are tracked half termly and shared with parents/carers, SLT and Governors to inform next steps.

Teachers also assess pupils' work on grammar and enter this onto school's Class track system regularly. Summative assessments are moderated and entered onto O track data system. School in addition uses published non-standardised assessments to track progress against age expectations and set targets and planning to enable good progress for each child.

Children are actively involved in their own assessments through Assessment for Learning (AFL). The children are involved in reviewing and setting up their own targets in peer/small group.

Through the LPPA programme our school has developed a range of Parental workshops are planned throughout the year to enable parents and carers to work alongside their children with staff and practitioners to share practice and provide support materials for learning to link between home and school.

Links of English to other areas

The skills that children develop in English are linked to, and applied in, every subject across our curriculum. The children's skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their work in school.

See Appendix 2,3 & 4 for high frequency words that we teach children to read and spell.

Writing

At Sheep Dip Lane we want our children to develop the knowledge and skills to be confident writers. We use a core-text approach to teaching writing and link opportunities to their half termly curriculum themed topic or real events to ensure writing has a purpose and is exciting.

In the early stages of writing, we teach children to write phonetically as they build their understanding of letters, their shapes and that they can represent words for labelling/names/stories/poems... alongside which we teach the spelling of their name and sight vocabulary. We use the Read, Write Inc programme to help children develop their writing skills to simple captions and beyond. Once grasped, the focus for developing writing is on understanding and composition. Your child will write daily with their class teacher and also independently supported by teacher set activities during the rest of the week. We develop our writing process in a specific way using a range of approaches including Big Writing, Talk for Writing and Alan Peat's sentence types.

Aims

- To enable children to develop as independent and competent writers.
- To build children's confidence in their ability to write for a range of purposes and audiences.
- To ensure equal opportunities and access to the writing curriculum for all children.
- To provide a range of stimulating experiences for the children to respond to.
- To encourage them to write with interest, commitment and enjoyment.

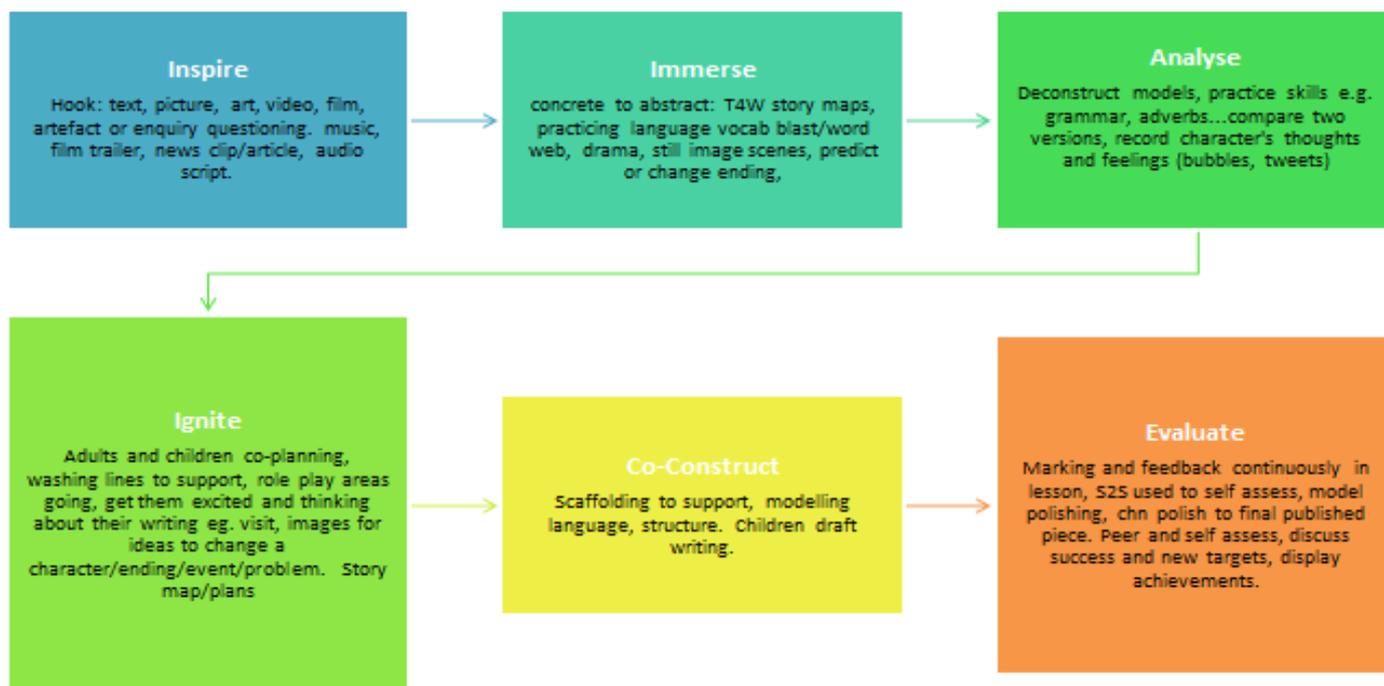
Objectives

What we are doing to help children to become competent and confident writers:-

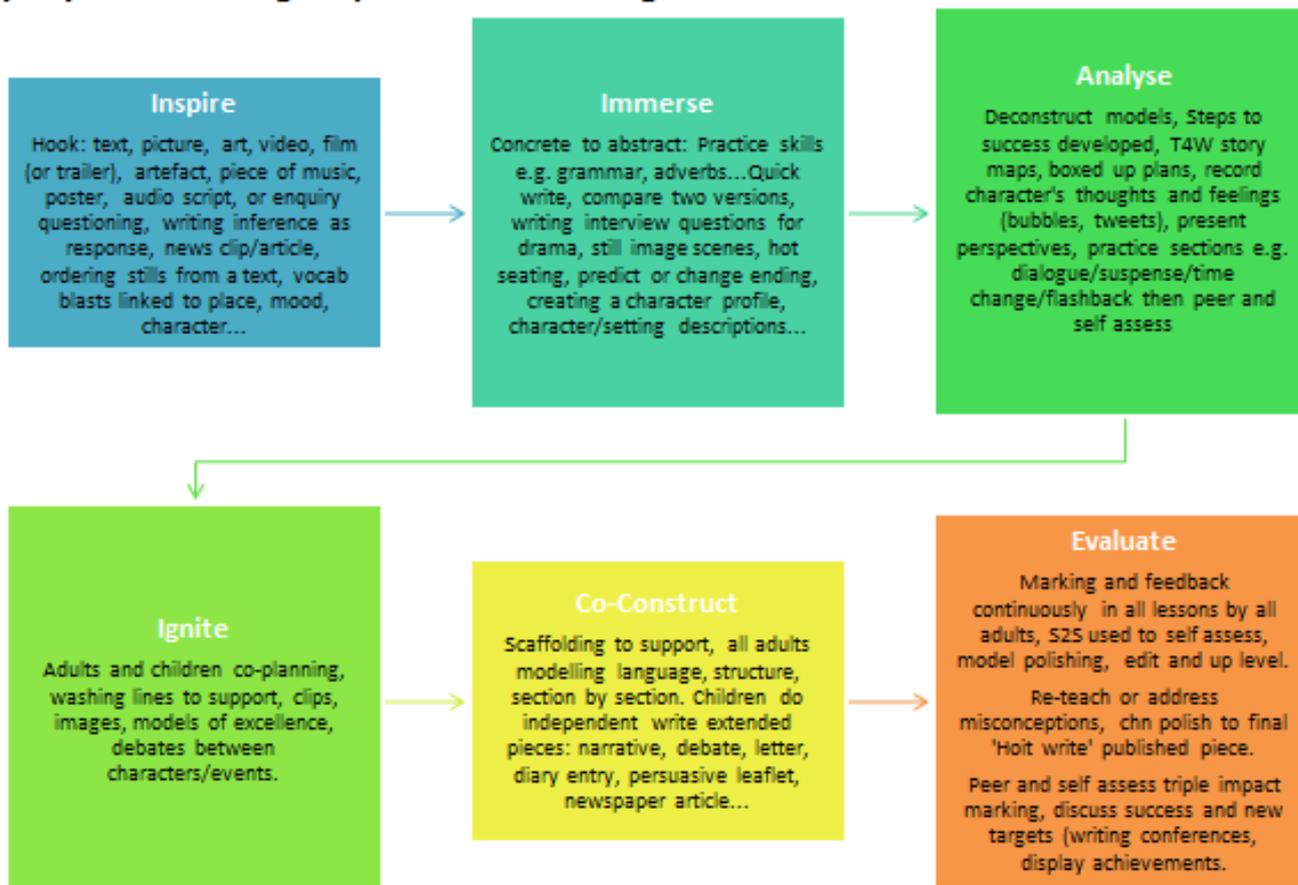
- To provide a stimulating literate environment which encourages children to write for a range of purposes and audiences, adapting their vocabulary, style and structure as appropriate.
- To provide opportunities for quick writes, shared, guided and collaborative writing.
- To encourage children to revise, edit and publish writing through the use of ICT.
- To provide socio-dramatic play opportunities to help children become competent, independent writers.
- To teach grammar, punctuation and spelling strategies through word, sentence and text level work and the Read Write Inc programme in KS1. For children to apply this independently in their written work.
- To provide a range of strategies for the teaching of writing including; modelling, scribing, shared writing, paired writing, quick-writes and the VCOP approach. We also have been trained and use Pie Corbett's 'Talk for writing approach' across school for both narrative and non-narrative genres.

Our Writing Process

Sheep Dip Lane Writing Sequence for Learning KS1



Sheep Dip Lane Writing Sequence for Learning KS2



Handwriting

Handwriting is a taught skill and it is important that teachers are seen to put a high value on teaching and sustaining good handwriting. Daily handwriting session gives children time to practice skills to develop to become confident, fluid, legible writers.

Our procedure for handwriting is based on a simple cursive style linked to a reward progression scheme; we use Nelson handwriting online materials to support lessons.

See posters for style and rewards.

Handwriting progression reward scheme

Rainbow Handwriting reward scheme (Please take evidence from children's writing books not specific handwriting activities)		85% of children to have achieved by
1 Red (YR)	To accurately copy the 7 basic writing patterns using an effective handwriting grip (straight lines, downward loops, circles, zigzags, eights, spirals).	End of term 1 YR
2 Orange (YR)	To write all long ladder letters (l, i, t, u, j, y), curly caterpillar letters (c, a, d, o, s, g, q, e, f) consistently using the correct letter formation. To write their first name clearly and consistently using correct letter formation with letters positioned correctly on the line	End of term 2 YR
3 Yellow (YR)	Correct number formation 0 to 9. To write one armed robot letters (r, b, n, h, m, k, p) and zigzag monster letters (z, v, w, x) consistently using the correct letter formation.	End of term 3 YR
4 Green (YR)	To write all 26 lower case letters consistently using the correct letter formation, in captions, labels or other genres. To write their first name and surname with correct formation.	End of term 5/ 6 YR
5 Blue (Y1)	To write all 26 lower case letters with entry and exit strokes, using the correct letter formation.	End of term 2 Y1
6 Indigo (Y1)	To write consistently using the first set of 2 letter joins (basic diagonal and horizontal joins – vowel joining one or two other letters e.g. at, all while meeting the criteria above.	End of term 4 Y1
7 Violet (Y1)	To be able to write their first name and surname with upper and lower case letters the correct size and positioned correctly on the line, with joins between letters (apart from initial capital letters).	End of term 6 Y1
8 Bronze (Y2)	To be able to write words with diagonal joins to anticlockwise letters (e.g. ace, ide).	End of term 1 Y2
9 Silver (Y2)	To write consistently using all diagonal and horizontal joins while meeting the criteria above. To be able to consistently join high frequency words.	End of term 2 Y2
10 Gold (Y2)	To write consistently in a neat joined fluent script using entry strokes.	End of term 5 Y2

For every 3 certificates a child will receive a pencil prize.

Once a child earns a gold certificate they have earned their pen license from Headteacher.

For this academic year we are expecting children to be working a term behind the given deadlines. Children in key stage 2 still need to progress through the certificates as quickly as possible.

If children are falling behind the deadlines and their peers then a handwriting intervention needs to be developed.

See our handwriting progression poster attached in the appendices.

Appendix 1) RWInc

RWI 3 day plan

Day 1- decoding	Day 2 – fluency and expression	Day 3 - comprehension
Teach a new sound, remember say the sound, read the sound (green word and alien words) then write words with the sound in so children can apply this sound	Teach a new sound, remember say the sound, read the sound (green word and alien words) then write words with the sound in so children can apply this sound	Teach a new sound, remember say the sound, read the sound (green word and alien words) then write words with the sound in so children can apply this sound
Review all sounds taught to date and previous set sounds	Review all sounds taught to date and previous set sounds	Review all sounds taught to date and previous set sounds
Speed sounds from books with partner (in and out of order)	Speed sounds from books with partner (in and out of order)	Speed sounds from books with partner (in and out of order)
Read red and green words from the book	Read red and green words from the book	Read speed sounds from the book – include a challenge: Can you do it in 20 seconds?
Listen to the story introduction (remember to write before the lesson to include the new vocabulary)	Children to read the story. Discuss with the children what reading with fluency means – only stopping at punctuation, sounding out words in our head, using expression and reading is quicker. Ask children to model for other children. Again if the children finish before the group encourage re-reading If children lack fluency and expression switch to whole group reading where adult models how to read a page and then the children read the next page together working on speed and expression.	Children to read the story. Discuss with the children what reading with fluency means – only stopping at punctuation, sounding out words in our head, using expression and reading is quicker. Ask children to model for other children. Again if the children finish before the group encourage re-reading
Children to read the story. If children read it before the rest of the group they must read it again.	In the book are questions to talk about. These are for the children to ask each other and answer together. Once children have answered discuss as a group.	Find it/ Prove it questions. These are the questions that the adult reads and the children discuss. This must be done to encourage comprehension skills
		If you have time on whiteboards children to write a sentence based on the story. The adult generates the sentence e.g. The chick went out. Children to say the sentence in different voices then write.

Above tells you what you need to cover daily in RWInc. You must ensure you cover everything in order for the programme to work and for children to make progress. You can plan your own games/ activities to deliver the intended outcome. Here are a few ideas to help you...

- Bingo games
- Fastest finger first
- Saying the sounds in different voices
- Spelling games for red words on whiteboards
- Matching games
- Sorting games for alien words and real words
- Dots and dashes games – put sound buttons on words, who can do it the quickest etc
- Isabella Wallace games – splat, got that tell me more cards (See English Coordinator if you need support)

Where to start...

A new sound must be taught every day! Below tells you which sounds to teach and which sounds to review as well as which red words you need to teach.

Stage/ book	Review	Teach	Red words to learn and spell
Initial sounds		Set 1: m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk	
Ditties	m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l,	sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk	l, the, my, you, said your, are, be, of, no
Green/ Purple	Set 1: m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk	Set 2: ay, ee, igh, ow, oo, oo (look), ar, or, air, ir, ou, oy	what, all, was, we, so, to, me, call, her, there, want, go, old, some, he
Pink	Set 2: ay, ee, igh, ow, oo, oo (look), ar, or, air, ir, ou, oy	Teach any set 2 children are unsure of – lots of reading in words without the sound buttons (dots and lines underneath)	does, tall, come, watch, who, were, brother, any, their, where, two, small, love, many, here
Orange	Set 2: ay, ee, igh, ow, oo, oo (look), ar, or, air, ir, ou, oy (Plus green words without sound buttons)	Set 3: ea, oi, a-e, i-e, o-e, u-e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure, tion, cious	once, buy, worse, thought, talk, caught, bought, walk, could, anyone, would, great, son, water, should
Yellow	Set 2: ay, ee, igh, ow, oo, oo (look), ar, or, air, ir, ou, oy (Plus green words without sound buttons)	Set 3: ea, oi, a-e, i-e, o-e, u-e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure, tion, cious	they, half, Monday, eight, eighteen, going, over, fourteen, orange, Wednesday, by, laugh, April, don't July, do, these, four, because, can't
Blue	Set 2: ay, ee, igh, ow, oo, oo (look), ar, or, air, ir, ou, oy	Set 3: ea, oi, a-e, i-e, o-e, u-e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure, tion,	One, people, February, grey, another, ball, Mr, Mrs, bear, other, though, baby, only, told, why,

	(Plus green words without sound buttons)	cious	even, key, mother, eye, friend, though,
Grey	Set 3: ea, oi, a-e, i-e, o-e, u-e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure, tion, cious	Re teach any sounds the children haven't grasped. Read set 3 words without sound buttons. Begin to use spelling patterns.	