



English Policy

Approved by: Head – R Hancock **Date:**01.09.2025

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Rationale

At Norbreck, we believe that language is the means of learning throughout the school curriculum and to achieve this we aim to create opportunities to develop children's learning through language, about language and as users of language, in all curriculum areas. We feel that it is vital to emphasise the enjoyment of language to ensure children respond to stories, share books they have read and take part in purposeful writing and talking. Since oracy, reading and writing are bound together we believe in providing opportunities for pupils to practise all of these.

All staff are committed to build on the children's background of language and provide opportunities to extend and develop their use of Literacy. We encourage the pupils to increase their knowledge by discussion and analysis of their own use of language and help them to develop an understanding of both the structure of language and how it is used.

Vocabulary

Specific vocabulary activities will be taught as part of whole class guided reading in Key Stage 2 and also through high quality texts. We aim to widen each pupil's vocabulary but also teach it in depth, furthering children's understanding of words and how they can be modified. Key vocabulary will be explored and displayed during topic work, science and maths lessons too.

Aims

Pupils should:

- Experience different contexts for language use.
- Achieve success and enjoyment in writing and in responding to books and visual texts.
- Reflect on and make explicit their knowledge of how language works.
- Work with others.
- Become confident and independent in using language.
- Ask and answer questions.
- Initiate and sustain ideas.
- Take part in planning their own work.
- Experience literature from various cultures.

Objectives

Our objective is to achieve a high standard of Literacy for all children within school.

This needs to be done through:

- Promoting good practice – through training and support to ensure Literacy skills are taught to the whole class.
- Planning for continuity and progression.
- Ensuring differentiation to meet the needs of individual children, especially those with special educational needs to ensure they can enjoy a full curriculum.

Guidelines and Planning

English is taught following the National Curriculum and the Norbreck English Policy document. This has been divided into Speaking and Listening, Reading, Writing and Handwriting. Although English is taught as a whole subject it was felt that this was easier for referencing.

Teachers should follow the planning for their year group to ensure progression. There are frequent and regular opportunities for:

- Extended writing, which will be based on and will develop further skills covered in the English lessons and which will include both fiction and non-fiction in order to facilitate children's ability to develop as independent writers.
- Additional spelling/phonics activities using Little Wandle Letters and Sounds revised and The Spelling Book. Discrete systematic phonics sessions occur from Reception to Year 2.
- Discrete, frequent spelling sessions using Jane Considine's 'The Spelling Book' in Years 3-6 and Little Wandle spelling in KS1.
- Extra reading activities, which may be derived from the School's Reading Scheme or from work on comprehension. We will also provide the opportunity to change their home/school reading books.
- Guided reading (whole class in KS2 and small groups in KS1)
- Handwriting development using Nelson Handwriting and other resources (see the Handwriting Policy for more details).

Key Skills in English (Taken from the National Curriculum)

English Year 1

Key Skills:

Speaking and Listening

- Read aloud, fluently, a book they are familiar with that is appropriate for their current reading ability (e.g. by re-reading the book previously to develop fluency).
- Listen intently to a story being read.
- Join in a discussion about a story, listening to what others say.
- Be able to discuss what they are going to write about before starting to write.
- Compose sentences orally first.

Reading

- Know, on sight, the correct sounds to graphemes for all 40+ phonemes, including alternative sounds for graphemes.
- Decipher unfamiliar words by blending sounds accurately.
- Be able to decode words containing GPCs they have been taught and the endings –s, -es, -ing, -ed, -er and -est. o Begin to read words of more than one syllable.
- Read an increasing bank of 'regular and frequent' words on sight.
- Read words with contractions e.g. I'm, I'll and begin to understand that an apostrophe is instead of certain letters.
- Show understanding of a book that they are familiar with and/or can read quickly and fluently (either a book they have read lots of times to gain fluency or a book that has been read to them), by answering basic comprehension questions.
- Know the difference between an information book and a story book.

Writing

- Sit correctly at a table, holding a pencil correctly and comfortably.
- Form lower case letters correctly.
- Form capital letters correctly.
- Understand 'handwriting families' (letters which are formed in a similar way).
- Leave clear finger spaces between words.
- From memory, write simple sentences that are dictated by the teacher. o Write simple sentences independently.
- Begin to use a capital letter at the beginning and a full stop at the end of their sentences.
- Use capital letters for names of people, days of the week and the pronoun 'I'.
- Be able to write a simple story with some evidence of story language, characters and problem.
- Be able to write a simple recount, information text and poem, with the right amount of support where needed.

Phonics & Spelling

- Vowel digraphs and trigraphs:
 - ai (rain, sail)
 - oi (boil, coin)
 - ay (play, say)
 - oy (boy, enjoy)
 - a_e (made, came)
 - e_e (these, theme)
 - i_e (like, kite)
 - o_e (home, bone)
 - u_e (rule, tune- both /yoo/ and /oo/ sounds)
 - ar (car, park)
 - ee (see, meet)
 - ea (/ee/ - sea, leaf)
 - ea (/e/- head, bread)
 - er (stressed sound- her, term)
 - er (unstressed sound- butter, letter)
 - ir (girl, bird)
 - ur (turn, curl)
 - oo (food, cool)
 - oo (/u/ - look, good)
 - oa (boat, road)
 - oe (toe, goes)
 - ou (cloud, out)
 - ow (/ou/ - now, clown)
 - ow (/oa/ - blow, snow)
 - ue (blue, true)
 - ew (new, chew)
 - ie (/igh/ - lie, pie)
 - ie (/ee/ - field, chief)
 - igh (high, night)
 - or (for, born)
 - ore (more, sore)
 - aw (saw, yawn)
 - au (August, author)

- air (pair, stairs)
- ear (dear, hear)
- ear (/air/ - pear, bear)
- are (/air/ - care, stare)
- Words ending in –y (sorry, happy, party - /ee/ or /i/ sound)
- Words with ph or wh (photo, dolphin, which, where, when)
- Words using k for the /k/ sound (kit, skip)
- Simple words with the prefix un – (undo, unhappy, unlock)
- Compound words (laptop, bedroom, carpark, playground)
- Words with tch (catch, hutch, fetch)
- Words with /v/ sound at the end (have, live, give, love)
- Plurals with s or es at the end (sounded /s/ /z/ or /iz/ - cats, logs, foxes)

English Year 2

Key Skills:

Speaking and Listening

- Read aloud, fluently, a book they are familiar with that is appropriate for their current reading ability.
- Listen intently to a story/poem being read.
- Discuss books and poems that are read to them, giving opinions and listening to others.
- Be able to recite well known poems and rhymes clearly and fluently and with intonation.
- Know how spoken language is different from written language.

Reading

- Read accurately by reading frequently encountered words on sight and by blending the sounds to decipher unfamiliar words.
- Read words of two syllables or more that contain the GPCs taught.
- Read on sight common exception words for Year 2 (see spelling & phonics)
- Show evidence of self-correction when reading.
- Make sensible predictions about what might happen next.
- Show an understanding of the books they are reading through discussion and answering basic comprehension and inference questions.
- Pick out ‘wow’ words from the text and talk about why they have been used.
- Know the difference between an information book, a story book and poems.

Writing

- Form lower case sentences correctly that are consistent in size.
- Begin using pre-cursive diagonal and horizontal strokes (when letters are formed correctly and consistently).
- Form capital letters correctly and of the correct size in relation to lower case letters.
- From memory, write simple sentences that are dictated by the teacher.
- Plan writing first, at a basic level (can be oral or written).
- Write for a sustained period of time (e.g. 25 minutes).
- Write simple sentences and compound sentences using but, and, because.
- Use full stops and capital letters to separate sentences.

- Begin to use an exclamation mark or question mark sometimes instead of a full stop.
- Begin to use the apostrophe for contracted words.
- Begin to use commas in a list.
- Begin to use adjectives.
- Be able to write a recount, simple story, letter, instructions and invitation and use some of the right features.
- Use the past tense correctly when writing stories.
- Read their own writing, or that of others, check it makes sense and check for punctuation.

Phonics & Spelling

- To revise GPCs taught in Year 1.
- To spell words with:
 - The /j/ sound spelt ge and dge (badge, ledge, fudge)
 - The /s/ sound spelt c (race, prince, fancy)
 - The /n/ sound spelt kn or gn (gnome, knight, knife)
 - The /r/ sound spelt wr (write, wrong, wrap)
 - The // spelt le (apple, bottle) • The // spelt el (camel, towel)
 - The // spelt al (metal, animal)
 - Ending in il (pencil, fossil, nostril)
 - The /igh/ sound spelt y at the end of words (July, cry, reply)
 - The /u/ sound spelt o (mother, other, Monday, wonder)
 - The /ee/ sound spelt ey (donkey, honey, key, chimney)
 - The /o/ sound spelt a after w (wash, want, wander)
- To add es to nouns and verbs ending in y (cries, replies, flies)
- To add –ed, -er, -ing, -est to words ending in y (happiest, happier, flying, copied)
- To add –ed, -er, -ing, -est –y to words ending in e (Shining, shinier, shiniest, shiny, hiked, hiker, hiking)
- To add –ed, -er, -ing, -est when the consonant is doubled (running, runner, fatter, fattest, skipped)
- To spell contracted words (can't, didn't, haven't)

English Year 3

Key Skills:

Speaking and Listening

- Speak in front of a small group or class with appropriate volume and clarity.
- Listen to and follow stories, being able to answer key questions about the text.
- Listen to and discuss poetry and non-fiction texts.
- Understand the difference between spoken and written language.

Reading

- Read age appropriate books accurately and at a speed that allows understanding of the meaning of the text.
- Use decoding skills to decipher new vocabulary (when not completely decodeable, identify the 'tricky' bit).
- Show an awareness of different genres by describing attributes.
- Be able to describe themes in stories (e.g. a happy ending, good over evil).

- Show an awareness of basic inference.
- Make sensible predictions that follow the story.
- Summarise the main points from a text.

Writing

- Use clear, joined up handwriting.
- Write sentences expressing time and cause, using conjunctions (when, while, before, if, after) or time words (then, next, soon, meanwhile, afterwards).
- Use full stops, capital letters, exclamation marks and commas in a list accurately and begin to use question marks and apostrophes for singular possession and contractions.
- Show some use of speech marks.
- Write for a sustained period of time (30 minutes).
- Write sentences that are grammatically correct e.g. the subject must match the verb (The children **were** happy).
- Use pronouns to avoid repetition.
- Begin to chunk related materials into paragraphs.
- Plan writing at a basic level first (orally or on paper).
- Use features of different text types in their writing.
- In narrative texts, write about characters, setting and plot.
- Begin to use exciting adjectives and verbs and more precise nouns to add description.
- Make changes to their writing to improve it and correct any errors.

Phonics & Spellings

- To learn to spell words with:
 - The /u/ sound spelt ou (young, cousin, double)
 - The suffix -ly (sadly, happily)
 - The /k/ sound spelt ch (Greek in origin- school, chorus, chemist)
 - The /ch/ sound spely ch (mostly French in origin- chef, machine)
 - Ending with the /g/ sound spelt -gue (tongue, league)
 - Ending with the /k/ sound spelt -que (antique, unique)
 - The /s/ sound spelt sc (Latin in origin- scene, science, scissors)
 - The /ai/ sound spelt ei, eigh or ey (vein, weigh, neighbour, they, obey)
 - The /ur/or/aw sound after w (worm, work, warm, water)
 - The /zh/ sound spelt s (vision, usual, treasure)
 - The suffixes -ment, -ness, -ful and -less.
 - Ending in -tion.
 - Similar sounds but different spellings (homophones).
 - From the Year 3/4 Spelling list.

English Year 4

Key Skills:

Speaking and Listening

- Read aloud a range of different texts with fluency, clarity and intonation (their own writing, stories, poems, playscripts, information texts).
- Listen to a wide range of texts and take part in the discussion about these texts.
- Discuss what they have learnt from their reading, including new vocabulary.

- Be able to distinguish between spoken and written language and identify 'slang' terms that we might not use in our writing.

Reading

- Read age-appropriate books with fluency, aiding comprehension of the text.
- Show a clear understanding of the text they are reading.
- Infer character's thoughts and feelings from their actions.
- Identify words the author has used for effect and what effect these have.
- Research effectively by reading, summarising and then noting down the main points.
- Comment upon the organisational features of the text they are reading.

Writing

- Use clear, joined up handwriting, consistent in size, orientation and shape.
- Plan before writing - orally or on paper.
- Organise their writing well, using paragraphs, headings, sub-headings.
- Write compound sentences using the conjunctions because, if, while and when and begin to use complex sentences.
- Write for a sustained period of time (e.g. 35 minutes).
- Use capital letters, full stops, exclamation marks, question marks, speech marks and commas in a list.
- Begin to use commas to mark clauses in sentences.
- Use the apostrophe for singular possession and to mark contractions.
- Use the correct features of different text types in their writing.
- Stick to the correct tense throughout their writing.
- Use adjectives, exciting verbs and begin to use adverbs.
- Proof read their work, make improvements and correct any errors in spelling or punctuation.
- To know technical vocabulary on relation to their writing (e.g. adverb).

Phonics & Spellings

- To learn to spell words with:
 - The /i/ sound spelt y elsewhere than at the end of words (myth, gym, mystery).
 - The suffix -ation (information, adoration, sensation)
 - Endings sounding like /ahuh/ or /chuh/ (measure, pleasure, picture)
 - Endings which sound like /zhun/ spelt sion (division, confusion, invasion)
 - The suffix -ous (poisonous, dangerous, ravenous)
 - Endings which sound like /shun/ spelt -tion, -sion, -cian, -ssion (invention, expression, musician)
 - The same sound but different spellings (homophones)
- Add suffixes -er, -ed, ing, -en to root words with more than one syllable (forgetting, forgotten, beginning, beginner)
- Spell words from the Year 3/4 word list.

English Year 5

Key Skills:

Speaking and Listening

- Read aloud a range of different texts with fluency, clarity and intonation.
- Listen and respond to a wide range of texts, showing understanding through discussion.
- Adapt the formality of spoken language, depending on who they are speaking to.

Reading

- Read fluently and with clarity a range of different texts, using their growing knowledge of root words and prefixes/suffixes to identify unfamiliar words, if any.
- Thoroughly understand a text they've read at a literal level and use inference and deduction skills to read between the lines and understand the text at a deeper level.
- Pick out sections from the text to support their views.
- Pick out words and phrases used by the author for effect (including figurative language) and identify the effect these have.
- Summarise and identify the main points in a text.
- Research quickly and effectively by using summarising skills and noting these down.
- Identify the organisational and text-level features of a text.
- Skim read to find key vocabulary and answers to questions.
- Ask questions to improve their understanding of a text.
- Use a dictionary to look up the meaning of new words encountered.

Writing

- Write fluently, quickly and legibly, with a clear, consistent handwriting style.
- Plan writing first, noting down ideas and identifying the purpose and audience and ensuring they know the organisational features.
- Write using a mixture of compound and complex sentences, using simple sentences for effect.
- Ensure consistency of tense and subject-verb agreement throughout.
- Use a wider range of connectives (e.g. which, while, when, because, if, although)
- Write for a sustained period of time (e.g. 40 minutes)
- Use figurative language (metaphor/simile) to enhance writing.
- Use adventurous vocabulary including a range of adjectives, adverbs, exciting verbs and precise nouns.
- Experiment with different ways of opening sentences.
- Use commas accurately to mark clauses in sentences.
- Use a wide range of punctuation and begin to use brackets, dashes and ellipsis.
- Use the apostrophe accurately to show singular and plural possession and to mark contractions.
- Organise work well, into paragraphs, using sub-headings and heading where applicable and arranging text on the page appropriately.
- Use the features of different text types in their writing.

- When writing narrative, describe characters, setting and plot.
- Proof-read and edit their work effectively, making improvements to sentence structure or punctuation and language used.
- Use a wider range of technical vocabulary in relation to their writing (e.g. metaphor, adjective, adverbial).

Phonics & Spelling

- Revise trickier spelling patterns from previous year groups.
- To learn to spell words with:
 - The letter string 'ough' (rough, cough, through)
 - The /ee/ sound spelt ei after c (deceive, receive, perceive)
 - Endings which sound like /shus/ spelt -cious or -tious (vicious, precious, delicious)
 - Endings which sound like /shul/ (official, special, essential)
 - Silent letters (doubt, island, solemn, lamb, thistle)
 - Ending in -ible (possible, horrible, visible)
 - Ending in -able (adorable, applicable, considerable)
 - The same sound but different spellings (homophones)
 - Spell words from the Year 5/6 spelling list.

English Year 6

Key Skills:

Speaking and Listening

- Read aloud with fluency, clarity and intonation (own writing, class text, own text)
- Listen and respond to a wide range of texts, showing understanding through discussion.
- Speak in front of other people (whole class, small groups) clearly and precisely, maintaining eye contact with audience members.

Reading

- Read fluently and with clarity a range of different texts, using their growing knowledge of root words and prefixes/suffixes to identify unfamiliar words, if any.
- Thoroughly understand a text they've read at a literal level and use inference and deduction skills to read between the lines and understand the text at a deeper level.
- Pick out sections from the text to support their views.
- Pick out words and phrases used by the author for effect (including figurative language) and identify the effect these have.
- Research quickly and effectively by using summarising skills and noting these down.
- Distinguish between fact and opinion.
- Skim read to find key vocabulary and answers to questions.
- Ask questions to improve their understanding of a text.
- Use a dictionary to look up the meaning of new words encountered.

Writing

- Write fluently, quickly and legibly, with a clear, consistent handwriting style.
- Plan writing first, noting down ideas and identifying the purpose and audience and ensuring they know the organisational features.
- Use a range of sentences to make their writing flow and ensure writing is appropriate to task
- Use relative clauses beginning with who, which, where, why or whose.
- Use a wider range of connectives (e.g. which, while, when ,because, if, although, otherwise, however)
- Write for a sustained period of time (e.g 45 minutes)
- Use adventurous vocabulary and language including expanded noun phrases and figurative language.
- Use effective openers, appropriate to the task.
- Use a wide range of punctuation including brackets, semi-colons, dashes and ellipsis.
- Organise and present work well to ensure cohesion and clarity appropriate to text type.
- Use the features of different text types in their writing.
- When writing narrative, use devices to build atmosphere and tension.
- Proof-read and edit their work effectively, making improvements to sentence structure or punctuation and language used.
- Use a wider range of technical vocabulary in relation to their writing (e.g. metaphor, adjective, adverbial).

Phonics & Spelling

- Revise trickier spelling patterns from previous year groups.
- To learn to spell words with:
 - The endings –ant, -ance/-ancy, -ent, -ence/-ency (observant, hesitant, hesitancy, tolerance, innocent, innocence, decency)
 - The same sound but different spellings (homophones)
 - Spell words from the Year 5/6 spelling list.

Monitoring and Evaluation

Monitoring and evaluation is a continuous progress. Monitoring of work is done by gathering written evidence over a period of time. Staff meeting times and INSET sessions are used throughout the year to examine and discuss aspects of English and any changes can then be implemented. The Senior Leadership team will make checks of written work, planning and classroom teaching to ensure guidelines are being followed.

Staff will have the opportunity to make analysis of test data focusing on progress made by individual students and areas for development. Pupil progress meetings occur three times a year with the Headteacher and Deputy Headteacher.

Oracy at Norbreck

It is important to develop the pupil's understanding of the spoken word and develop their capacity to express themselves effectively in a wide variety of speaking and

listening activities. Talk is our main means of communication in everyday life and is fundamental to the development of understanding.

Aims

We want our pupils to develop increasing confidence and competence in speaking and listening so that they are able to:

- clarify and express their ideas and explain their thinking
- adapt their speech to a widening range of circumstances including paired and group discussions and speaking to a larger audience
- use varied and specialised vocabulary
- speak for a range of purposes e.g. to narrate, to analyse, to explain, to reflect and evaluate
- listen with understanding and respond sensitively and appropriately

Fulfilling these Aims within Norbreck School

Pupils' abilities are developed within an integrated programme of speaking and listening, reading and writing. Oracy is seen to have a primary role in developing pupils' language skills throughout the school.

Talk is used to share experiences, to explain, to report, to describe, to express ideas, to predict, speculate and persuade. The school provides contexts for talking and audiences for children to talk to. It provides situations where pupils can initiate talk and learn to ask questions. It provides contexts which allow children to explore ideas and meanings collaboratively.

Contexts provided for talk

Areas within classrooms for role play

Creative play

Use of puppets

Drama

Story telling

Using objects in a bag for story telling

Use of recording devices, talking tins, video cameras

Discussion on news, topical events, poetry and stories.

Discussion and collaborative work on all curriculum areas.

Circle time

Prediction

Opportunities for pupils to make assessments of their own and others work in a positive manner.

School performances, school council, performing poetry in class are examples of some of the opportunities for speaking in front of others.

Type of discussion

Discussion takes place in various ways:

- Whole class
- Small groups
- Pairs
- Individual – one to one with an adult.
- In front of larger audiences (assembly, nativity, performance)

These types are built into planning and take into account the subject to be covered, the level of confidence of the pupils concerned and the result required from the task set.

Value of Oracy

Oracy helps to develop pupil's self awareness and makes them assess and understand their value within the school community. It is the ability to speak and listen in a range of different contexts. Oracy skills set children up for success in school and life.

Drama at Norbreck

Aims

Drama offers great opportunities for developing language skills over the whole age range within school and children find it a rewarding and enjoyable activity. At Norbreck we wish to build on this positive aspect and use it to develop all pupils' skills and abilities.

Within the school, drama is a medium for promoting several aspects of the pupils' development. It provides an area for development with the opportunity for less formal, as well as the formal use of language, giving children a variety of ways in which to express themselves.

There is the chance of group work and the concept of working as a team is developed. Children are given the opportunity of role play where they can express feelings and thoughts within a role or situation.

All aspects of drama are used, from role play, within the classroom and the play area, through improvisation, directed drama activities and the writing and performing of scripted drama for class work and school performances, such as seasonal productions. Also hot seating and thought tracking is used to develop and explore a character's feelings and behaviour.

Children are encouraged at all stages to respond to drama that they have watched as well as that in which they have participation and as their skills develop, they are encouraged to evaluate their own and other's contributions. We have an annual performance from a travelling theatre group which all children have the opportunity to watch.

Reading at Norbreck

There is a real focus on reading at Norbreck. Accelerated Reader is used in Key Stage 2. We also have whole school author visits, book fairs, World Book Day and a reading workshop in Reception. This academic year, we will trial 'Reading Champions' for the first time in KS2. Children will have the chance to apply and be part of a reading team who promote reading for pleasure, assist with ordering new books, making sure all libraries and the Bookpool are well stocked and championing reading in their classes.

Our aim at Norbreck Academy is to ensure that children develop as effective readers using the skills they have acquired in a confident manner and develop a love of reading that they will have throughout their lives. To do this we aim to teach the children to read accurately, fluently and with understanding, encouraging and developing their responses to the texts they read.

We use a wide range of texts including modern and traditional literature from English literacy heritage and from other cultures and traditions, in the form of prose, poetry and plays. Also, our aim is to develop the children's skills in referencing and in using non-fictional material to help in cross curricular learning.

In Foundation stage and Key Stage 1, we follow the Little Wandle Phonics scheme and children participate in three reads a week in class, focusing on decoding, prosody and comprehension. Further information on this is in our Early Reading Policy.

In Key Stage 2, classes will read a novel each term, enabling the children to become immersed in a book and complete drama, roleplay, written activities as well as comprehension skills.

At Norbreck, we feel it is important that children have the opportunity to explore and analyse different types of texts in order to understand how they are constructed and formed. This will help children to have a fuller understanding of the skills and features needed to write for different audiences and purposes.

In Key Stage 2, whole class guided reading sessions take place regularly. Reading interventions such as daily reading and Little Wandle rapid catch up take place when required.

General characteristics we expect of our readers based broadly on year groups:

Reception

We relate the English aspects to be objectives set out in the Early Years Foundation Stage (EYFS). A keenness to read and an enjoyment and enthusiastic attitude to books. An awareness of rhythm. A sharing of reading. Listening to stories from a variety of people told and read. The wish to ask questions and talk about reading and stories. They are beginning to develop strategies and have a confidence in approaching reading. Children are offered a wide variety of material in a positive enthusiastic way.

Year 1

Children are slightly more independent. The initial enthusiasm is being built on and maintained by helping the development of understanding, expression and meaning. Strategies for tackling text by knowing what to try, using phonics, illustrations and context clues. Developing a sense of rhythm and rhyme and developing a wider experience of reading both in the classroom environment and outside, with fiction, non-fiction, poetry and plays. Year 1 children also complete the Phonics Screening test at the end of the year.

Year 2

Work in Year 2 continues work from Year 1 and also includes the confidence to approach different books and different types of text. They are beginning to develop some dictionary skills, and an understanding of story structure, awareness of “book language”. Children are aware of links with writing.

Year 3

By year 3 children are developing reading stamina. They are confident using books. They use all available clues and are encouraged to read with expression and some fluency. Strategies for independence are developed including those for non-fiction and referencing. Confidence in performing and reading to different audiences individually and with others. Encouraging self-awareness – their own reading, awareness of own errors and self-correcting. Identifying and choosing suitable material.

Year 4

Continued development from Year 3 by widening their range of strategies and materials. There is a transfer of skills and strategies to other areas of the curriculum. Dictionary and library skills are refined and improved.

Year 5

Concentrating on using expression, intonation and phrasing to reflect increased understanding and skill. Using this knowledge to infer and develop critical skills. Authors and illustrator’s styles are examined. The wide genre of books available are used to consider bias, knowledge of various narrative structures and conventions, e.g. flashbacks, plot twists etc.

Year 6

Children are expressing preferences, reading a wide range of books for enjoyment and interest, including traditional classics. Confident use of dictionaries and handling of complex reference materials has developed through skills learnt in previous year groups.

Reading – Planning and Resources

In Key Stage 1 we use the Little Wandle fully decodeable texts. In Key Stage 2, children will move from our reading scheme onto accelerated reader and this is further explained below.

At Norbreck we also have:

- displays of reading material relevant to the topic or national curriculum subject and of relevant vocabulary in classrooms
- relevant material at appropriate levels of interest and difficulty and from a range of text types
- reading material of high quality which is up to date, relevant, and balanced in its presentation of ethnicity, culture and gender

- access to the class library and to ICT sources of information
- a classroom environment which is conducive to good literacy practice

Accelerated Reader

September 2017 saw the launch of Accelerated Reader in Key Stage 2. A new book room, 'The Bookpool' was created and all of our books have been colour coded into their correct ZPD range and labelled up with the interest level, number of points and ZPD code. In September, Years 3, 4, 5 and 6 will all assess their children using the STAR Reading programme and this will be done four times a year (September, December, March and July). This will give each child their ZPD range. Teachers in Key Stage 2 will then print off the diagnostic and screening report and analyse their class data. Children will choose books in their correct range and read these at home and at school. Once they have completed a book, they will take a quiz in their classroom. A key part of the programme is for children to read regularly and this will be built into the school day in KS2. During this time, the teacher will monitor children's participation and progress with Accelerated Reader and have regular conversations with individual children when necessary. Any child who reads a million minutes will receive an exclusive invite to an end of the year afternoon tea with the headteacher.

Phonics

See separate policy

Writing at Norbreck

Our aim is to develop the children's variety of the written language by purposeful activity so that the children can see themselves as writers. To do this we aim to give children the opportunity to produce wide, varied forms of writing for different audiences. Through these experiences they can use writing to develop ideas and communicate meaning to a reader using wide ranging vocabulary and an effective style.

Spelling, punctuation and grammar work hand in hand in our English lessons, and across the curriculum. Strong knowledge of grammar gives us more control and choice in our use of language. We weave the teaching of grammar throughout our teaching of speaking, reading and writing. We do this by modelling the correct use of language, looking closely at the written word and understanding how to improve our writing through our grammar choices. Good use of grammar brings our writing to life, makes our speech more powerful and engaging and increases our understanding and enjoyment when reading. Texts used in English lessons and as class reads are carefully chosen to allow us to explore grammar in detail.

To support explicit teaching of grammar, we use the Grammarsaurus 'Place Value of Punctuation and Grammar' resources. We focus on the foundations of accurate grammar and each year group will begin the year with lessons dedicated to the understanding of nouns, verbs and subjects, so vital in the structure of sentences. These lessons enable pupils to learn and understand grammatical terms and to practice their use. Our grammar progression allows for learning from earlier year groups to be frequently revisited, consolidating knowledge and building a secure understanding and a foundation for use of increasingly complex language.

Writing is a tool for learning. Children are taught from the beginning that writing is a part of a process. Where possible writing should have a real purpose and real audience.

- A wide range of writing types should be attempted.
- Writing should be given time to develop at length with opportunities to draft, develop and re-write.
- Fluent writing can be influenced by lively reading and active discussion.
- Through reading and discussing good models of Standard English, children will develop a growing awareness of appropriate usage in their own writing.
- Teachers, other adults and authors can provide insights into the writing process.
- Teachers are seen as writers.
- Children have the opportunity of working together and sharing writing experiences.
- Children's work should be displayed throughout the school.
- Writing permeates the whole curriculum - opportunities are made for writing across the curriculum.
- The use of ICT is an important part of the writing process, and all children should be given opportunities to develop their ICT skills in word processing.
- Children have the opportunity to complete extended writes after warm up games and activities in the classroom.

To teach students to use a range of strategies to learn spellings including:

- look - say - cover - write – check
- making connections between words with the same visual spelling pattern
- exploring families of words

Writing resources:

- The National Curriculum objectives are the basis for the planning of teaching writing.
- Grammarsaurus 'Place Value of Punctuation and Grammar' units
- 'Story-cubes' with pictures of different story settings and characters on are used to inspire story telling and story writing.
- Other equipment includes computers, dictionaries, glossaries and thesauruses.

Writing Key Stage 1

- Children should be taught to apply their existing linguistics knowledge, drawn from oral language and their experience of reading, and taught how word choice and order are crucial to clarity of meaning.
- They should be taught that a sentence is a unit of sense demarcated by an initial capital language and final punctuation mark, such as a full stop or a question mark.
- When writing sentences, pupils should learn to ensure that subject and verb agree.

- They should be introduced to the use of the verb 'to be' in the past and present tenses.
- Later, they should discuss the organisation of more complex texts and the way sentences link together.
- Pupils' vocabulary should be extended through consideration and discussion of words with similar meanings, opposites and words with more than one meaning.
- Teaching should develop pupils' interest in words and their meanings, e.g. by reflecting upon the way an author uses words; using word display in the classroom, considering alternative word choices.
- Pupils should be encouraged to ask about the meanings of unfamiliar words.
- In Year 2, children move towards developing their 'authors voice'.

Writing Key Stage 2

- Pupils should be encouraged to reflect on their use of language, beginning to differentiate between spoken and written forms.
- They should learn that written standard English varies in degrees of formality.
- When writing they should identify their audience and purpose, making careful choices and constructing effective, well-organised sentences and paragraphs in order to make meaning clear and interesting to a reader.
- Pupils should begin to develop their understanding of sentence grammar, specifically the syntax of complex sentences, including clauses and phrases.
- They should be taught how to use correctly nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, singular-plural forms and verb tenses.
- Pupils should be taught to distinguish between words of similar meanings, to explain the meanings of words and to experiment with choices of vocabulary.

General characteristics we expect of our writers based broadly on year groups:

Reception

Initial efforts – marks on a page are followed by emergent or free writing, characterised by invented spelling and letter formation. Developing the idea of writing for communicating using their own initiative. A wide variety of writing and opportunities for writing.

Year 1

Children are communicating through simple words and phrases. They are showing a partial understanding of the many conventions of Standard English. They have a growing understanding of how to plan and organise writing so that its meaning is clear. They are developing their vocabulary and increasing their knowledge of simple spelling and accuracy in punctuating sentences.

Year 2

Building on the foundation of Year 1 children's writing communicates meaning in narrative and non-narrative forms. Children are becoming aware of the reader and a

wider audience. Ideas are being developed in a sequence of sentences and the children are beginning to plan and review their work with help from the teacher.

Year 3

The children's work is becoming more organised, imaginative and clear. Different forms of writing are used appropriately and different audiences are recognised. Children are using a wider, more varied vocabulary and are developing an understanding of how their writing can be improved.

Year 4

Using a wide variety of writing forms children are beginning to develop skills in planning, drafting and revising work. They are using punctuation marks such as full stops, capital letters and question marks and the basic grammatical structure of sentences is usually correct. Opportunities are given for children to share writing in class.

Year 5

Children are developing their skills across a wide range of experiences and learning that writing is essential to thinking and learning. Their ideas are more sustained and are developed in interesting ways. They are becoming aware of different layout and presentation and the structural devices for organising information.

Year 6

Building on the work of previous years children are becoming skilful in planning, reviewing and re-drafting. They are developing a command of the grammar and punctuation, using it with confidence and accuracy. Children are using layout and presentation with skill to produce a wide variety of writing. Children are aware of the different styles of writing and which style to use for particular audience.

Marking and Assessing English

Marking will be carried out regularly and in accordance with the school's Feedback and Marking Policy.

In the short term, teachers will carry out continuous assessment of children's progress in all aspects of the English Curriculum. Such assessment will be formative: progress with specific skills or objectives will be assessed with a view to informing the subsequent appropriate teaching and learning for the children.

In the medium term, teachers will make non-formal assessments of children's progress at the end of each term, focussing on the testing of phonics, high/medium frequency words and other spellings. The outcomes of such assessments will inform the following term's planning. The teacher will keep these assessments.

Summative assessments will take place at the end of each term and tests will be administered in Key Stage 2.

In the long term, there will be formal assessments towards the end of the year for Year 2 and 6. The outcomes of formal assessments will be recorded for the child's records and for her/his next class teacher.

Special Educational Needs

The SEN Co-ordinator will liaise with the class teachers to ensure that the individual needs of pupils with special needs are met and that appropriate targets are set and are regularly reviewed.

Any EHCP's (Education Health and Care plans) will be linked, where appropriate, to the suitable Year and Term objectives from the English curriculum. Teachers will be mindful of the literacy needs of the children and differentiate questions and activities to allow all children access. Please also refer to the SEN Policy.

Gifted and Talented children

Teachers will be mindful of the extra needs of gifted and talented children and will differentiate questions and activities to allow for further progression and challenge.

Cross-Curricular Links

Teachers will consider the opportunities for developing English skills across the curriculum. Different types of writing will be taught to children through the daily English session and also via a cross-curricular approach. Teachers will be asked to carefully plan their approach to all subject areas in order to ensure that structured opportunities for their work are provided, thus stimulating the development of pupils' independent writing skills.

Use of ICT

The use of ICT will be built into the delivery of the English programme wherever possible. In particular, activities for word/sentence level can be demonstrated through use of the Interactive Whiteboard (IWB). The English subject leaders will continue to liaise with the Computing subject leader to ensure ICT resources are being used as part of English.

Equal Opportunities/Race Equality

We are committed to an environment that promotes equal opportunities for all children, regardless of their race/colour/gender and religion and any work undertaken reflects this commitment. Please also see the school's Race Equality and Equal Opportunities policy.