

## Reading.

In the Foundation Stage children are introduced to reading via big books, stories, songs, rhymes, role-play and books with no words. The school has a programme for the acquisition of phonics, which is implemented throughout Key Stage 1 and is tracked by individual teachers and the Literacy Co-ordinator. We use Read Write Inc materials throughout.

Key Stage 1 and 2 reading skills are taught within Literacy lessons and during class Guided Reading groups. Teachers know there is a link between reading and spelling and plan to provide opportunities for children to practise spelling skills in conjunction with their reading skills and vice versa. Reading also forms an integral part of other lessons in the curriculum and is often consolidated by the use of ICT.

We use Oxford Reading Tree as our primary scheme, in conjunction with books from Ginn and other schemes, these form the basis of our Home/School reading scheme. Children are heard read at least once a week by a teacher/TA and also by volunteers. Books are changed and children moved onto new levels when they can read the text fluently, confidently, with appropriate expression and use of punctuation. Teachers/helpers will also ask children verbal comprehension questions to check their understanding of the text. Children may also be moved onto different books/levels after school reading assessments.

Children's comprehension skills are developed, initially by verbal questioning, during reading sessions at home, to helpers in school, in class Literacy lessons and guided reading. As children become more proficient readers and of recording information, they are taught how to use written comprehension exercises. These are used by children from Y2 upwards and may commence in Y1 depending on the child's verbal comprehension, reading and writing ability.

Guided Reading is an important part of our Literacy teaching. This is taught outside the Literacy lessons in all classes. Children are grouped according to reading age/ability. They participate in Guided Reading activities once a week. Teachers complete a Guided Reading record sheet with objectives linked to the Primary Framework. During this session children read quietly and aloud to the teacher, specific skills are taught and children's phonic needs may be addressed.

We also encourage children to widen their taste in reading materials by including a range of Free Reading books that children can choose at different points in the Home/School Reading scheme. Fiction and non-fiction books appropriate to Year groups and reading ability are also available in Key Stage 2 classes.

The school also participates in the Library lending scheme. Fiction, non-fiction and 'topic' books are available in class reading corners/displays for children to use.

## Spelling.

In the Foundation Stage children are introduced to letters and the sounds they make within words. Spelling and reading are taught as complements of one another.

During the Foundation Stage children are encouraged to use emergent spelling as part of their development of emergent writing. In Key Stage 1 children may begin to spell phonetically, as their knowledge and understanding of spelling develops, they are encouraged to use the appropriate spelling pattern/choice.

When children can recognise and produce a small number of sounds they are taught to blend and segment words. These skills are taught and practised daily, in Foundation and Key Stage 1 classes, in line with current developments (see Letters and Sounds). The school has a programme for the acquisition of phonics, which is implemented throughout Foundation and Key Stage 1 and is tracked by individual teachers and the Literacy Co-ordinator.

Throughout Foundation and Key Stage 1 and into Key Stage 2, where appropriate, children are taught spelling choices/ patterns linked with the programme outlined in Letters and Sounds using Read Write Inc as a scheme.

In Foundation and Key Stage 1 children are also taught to recognise and spell high frequency/tricky words. In Key Stage 2 children are taught to spell words in common usage using Support for Spelling/Get Spelling, as well as, words that are topic linked.

In both key stages opportunities are planned within Literacy lessons for children to practise using and developing spelling skills.

In Key Stage 1 and 2 children are encouraged to solve word problems, word searches and practise using spelling choices. Children have ready access to ICT programs which develop/consolidate spelling and writing skills. These activities are often used within Literacy and as independent activities during Guided Reading.

## Writing.

Children in the Foundation Stage listen to good quality texts and begin to record their ideas by emergent writing. Using their developing phonics skills they are taught to combine these sounds into words. Words are then linked to form sentences, which communicate meaningful ideas.

Throughout Foundation and Key Stage 1 children have access to texts that stimulate their imagination. Teachers in both key stages use the ideas from these texts as a basis for developing children's own ideas and writing skills. Punctuation skills are taught as part of the development of writing skills.

In Key Stage 2 children are taught to analyse and critique texts to develop an understanding of genre and successful writing.

Writing is taught as a process during whole class teaching within the Literacy lesson by teacher demonstration, shared writing and individual practise. In Foundation and Key Stage 1 this often involves children using whiteboards to record their ideas. Teachers in both key stages use follow up sessions to whole class teaching to teach specific skills to small groups of children. Wherever possible teachers work with each group within a week/two week period.

Where appropriate teachers also use cross-curricular links to provide opportunities for children to practise/consolidate/develop their writing skills. Children are also encouraged to write for different audiences and purposes.

In order to further develop these skills, teachers in both key stages give specific feedback to children on their written work. Areas of strength in written work are commented on with one or two areas for development.

In Key Stage 2 writing is completed in a separate exercise book with the page next to the writing left blank for comments from the teacher.

In Foundation and Key Stage 1 children record their work in pencil. In Key Stage 2 work is recorded using ink. All children are encouraged to present their work in a neat, legible manner.

In both key stages letter formation is taught incidentally during Literacy lessons with time outside the Literacy lesson used to teach and develop handwriting skills. We have a handwriting policy and use cursive script. Time to practise skills may also be provided as an independent activity during Guided Reading time. We aim to teach children to produce a legible, quick, cursive handwriting style.

We have a planned programme of writing assessment activities, which are linked to the Primary Framework. Children produce one piece of writing for assessment at the end of each term. Writing results are recorded on class tracking grids. The Literacy Co-ordinator analyses these to provide information regarding under/average/over achievement. The Head and Assessment Co-ordinator also have an overview of writing achievement/under achievement.

Speaking and Listening. (The following pages are an expansion of the reference to Speaking and Listening in the main body of the English policy)

'Children's ability to speak and listen is fundamental to their language development learning in school and to social development...School provides new contexts for talk that demand new and greater oral skills. However, simply providing contexts for talk is not sufficient to ensure development of speaking and listening. As with reading and writing, direct teaching of the skills involved is important'. Teaching Speaking and Listening at Key Stages 1 and 2, QCA 1999.

At Barton St. Peter's school we believe that speaking and listening is fundamental to pupils' language and social development. It is an essential tool for all areas of the curriculum, as talk underpins learning and thinking. Pupils need to be provided with many and varied contexts for talk, but they also need direct teaching in the skills of speaking and listening.

In the Foundation stage, we incorporate the Early Years Foundation Stage: Setting the Standards for Learning, Development and Care for children from birth to five into our planning and teaching, which ensures that pupils

- Use language to imagine and recreate roles and experiences.
- Develop active listening and response.
- Interact with others in play.
- Use language to 'get things done'.

Speaking and Listening is at the core of the curriculum in the Foundation Stage. Pupils have extensive opportunities to develop and practise their skills through play, to listen attentively with increasing stamina and discrimination, to respond appropriately and confidently and to interact with others.

Role-play areas in the Foundation Stage are changed regularly and are linked with the children's current topic. The area is used on a daily basis.

Foundation Stage children attend the weekly Gold Book Assembly, where children from each class in the school, are encouraged to speak about activities that they have been engaged in during the week.

They are also timetabled to participate in our rolling programme of celebrations, to the school and community, where they are given the opportunity to speak in front of an audience.

PSHCE plays an important role in the school timetable. In the Foundation Stage and throughout the school children are encouraged to discuss their opinions and feelings freely in a secure, non-judgemental environment.

### Foundation and Key Stage 1

During Foundation and Key Stage 1 we build on pupils' prior learning in speaking and listening. We

- Encourage pupils to speak according to the context, with consideration for their audience.
- Develop pupil's ability to use language imaginatively.
- To express their ideas and feelings when working in drama activities.
- Teach pupils to work effectively and collaboratively in groups.
- To join in discussion, making relevant contributions.
- To listen carefully and actively.

Great importance is placed on speaking and listening skills within Foundation and Key Stage 1 and teachers understand the importance of these skills within children's literacy development.

In Foundation and Key Stage 1 pupils have opportunities to speak to a range of audiences:

describing incidents from their own experience, retelling and telling real and imagined stories, reading stories and poems aloud and giving presentations to explain a process or impart information. They listen to stories and poems, sustaining concentration and participating appropriately, follow teachers' instructions and express their views about versions of stories on tape or video. They ask relevant questions of adults and peers, and express their opinions of others' plays and presentations. They are taught how to operate in groups, e.g. taking turns to speak, listening to others' suggestions, allocating tasks and reporting group views to the rest of the class. While engaged in speaking and listening activities, pupils are introduced to some of the main features of spoken standard English and they are taught how speech varies according to circumstances and audience.

In Foundation and the Year 1 classrooms, each classroom has a role play area linked to an area of the curriculum.

Teachers recognise the importance of "Talk for Writing" within the Teaching Sequence for Writing and literacy lessons therefore have a strong emphasis on speaking and listening. Children are also involved in the performance of poetry and oral storytelling. The use of "talking partners" has been developed in all subject areas.

As in Foundation, children attend the weekly Gold Book Assembly and are encouraged to speak about activities that they have been engaged in during the week. They are also timetabled to participate in our rolling programme of celebrations, to the school and community, where they are given the opportunity to speak in front of an audience.

PSHCE plays an important role in the school timetable. In Key Stage 1 and throughout the school children are encouraged to discuss their opinions and feelings freely in a secure, non-judgemental environment.

As in Foundation, children follow the Health for Life scheme for PSHE, which encourages children to speak freely, and safely about things that are important to them.

## Key Stage 2

As in Foundation and Key Stage 1, all teaching staff acknowledge the importance of speaking and listening in all areas of learning. We build on pupils' attainment and speaking and listening experiences at Key Stage 1. We

- Develop pupils' ability to speak in range of contexts with increasing sense of audience and purpose.
- Encourage more sophisticated interaction in groups.
- Develop pupils' ability to respond appropriately to others.

Children have the opportunity to take part in performance poetry, oral storytelling and oral presentations within Literacy.

Drama is used increasingly to assist with many areas of children's learning. Discussion and debate are used when looking at argument or persuasion. Teachers recognise the ability to present an argument orally as an important skill underpinning many other areas of learning.

Teachers are familiar with the Teaching Sequence for Writing and understand the role played by speaking and listening skills within this sequence.

Group interaction is encouraged in all subject areas through the use of "talking" or response partners e.g. agreeing a plan for an investigation in science, accommodating

different views within a debate in PSHCE or working through possible strategies within maths.

Children at KS2 take part in the weekly Gold Book Assembly. They are encouraged to plan and clearly present information to their fellow pupils regarding sports fixtures, activities outside school and their own personal achievements. They also present their work from the week to other classes.

Key Stage 2 children are also timetabled to participate in our rolling programme of celebrations, to the school and community, where they are given the opportunity to speak in front of an audience.

They also receive weekly lessons in French where they can hone their speaking and listening skills in a foreign language.

In Years 3 and 4 pupils continue to read stories and poems aloud, both individually and as a larger group with an increasing emphasis on the use of voice for effect. There are opportunities to listen to, and participate in, storytelling, and pupils develop their use of talk to explain a model, process or impart information. Pupils also reflect on talk, e.g. how it varies for purpose and audience. When listening to a talk by an adult, an audio/video broadcast or class discussion, pupils identify main points, ask relevant questions and offer their own opinions. Group interaction is developed, e.g. agreeing a plan for investigation, identifying and using resources effectively, accommodating different views and looking for consensus.

In Years 5 and 6 pupils have opportunities to give individual talks, conduct interviews, both individually and in groups, and, having presented arguments on matters of concern, participate in whole-class debates. They consider language variation, standard English and dialect, and identify features of language used in formal and informal contexts. They focus on the language of persuasion and identify how words, sounds and images relate to each other in audio and video broadcasts. Group work is further developed, e.g. identifying next steps for action, modifying plans, achieving compromise, taking on a variety of roles and evaluating the work of the group.

In drama the pupils develop scripts based on incidents from novels. They write for a specific audience and redraft their work in the light of feedback. Improvisation and working in role are used to explore ways of life, attitudes and themes.

Pupils in Key Stage 2 develop the way they use talk in a variety of contexts to ask questions, explain, inform, persuade, argue, dispute, disagree, negotiate, clarify, analyse, share, hypothesise, evaluate, predict, comment, think aloud, explore ideas, interview, report, describe, narrate, present, express and justify an opinion, express feelings, discuss, develop an idea, collaborate, make decisions, compare, reasons, reflect, criticise, suggest, answer, demonstrate, summarise, encourage the views of others, recite and read aloud, role play and hot seat.

Across the school opportunities to develop speaking and listening are also provided by

- Inviting visiting speakers in Assembly
- The annual end of Year 6 production.
- The annual end of Year 6 Leavers Assembly.
- Class productions.
- Learning log both written and spoken.
- Class presentations.
- Using live performances from visiting theatre groups each school year.
- Working with outside performers through drama, dance, story telling or music activities.

- Including speaking and listening activities, which are linked to writing tasks.
- Speaking and listening activities that are linked to the use of an interactive whiteboard, coomber, computer, tape recorder, camera or video recorder.
- Foundation to Year 6 pupils having the opportunity to work on the School Council.

Equal opportunities. (refer to the Equal Opportunities Policy)

Children with English as an additional language have an entitlement to support from the County Advisory Service.

Special Educational Needs. (refer to the Special Educational Needs Policy)

Children with speech and language impairment are identified on the SEN list and receive programmes of support through their IEP'S. Teachers will support the implementation of these targets and we also have TA's who support and deliver programmes to these children.

In order to support Speaking and listening activities the school should

- maintain the importance of speaking and listening skills as facilitators for the whole curriculum
- actively encourage listening on a whole school basis, in particular through assemblies.
- continually update listening resources.
- encourage listening and reasoned argument as vehicle for the avoidance of physical confrontation and aggression
- facilitate opportunities for speaking and listening.

The teacher should

- provide an example of clear diction, accurate instruction, reasoned argument, imaginative language and considerate attention to speakers.
- give opportunities for a variety of speaking and listening situations within the classroom.
- be aware that listening is a skill which increasingly needs to be taught to children and should provide specifically designed activities to this end.