

APPENDIX TO ENGLISH POLICY 2014

Speaking and Listening are developed through:

- providing a range of opportunities for children to talk and listen in formal and informal settings
- providing opportunities for play and child initiated activities
- the use of drama and role play to explore imagined situations in language and music, exploring rhythm
- a regular story time when the teacher or other adult reads aloud to the class
- class discussion and debate on topical issues
- opportunities for pair partner activities and collaborative tasks
- showing-times or news-sharing when pupils are encouraged to speak to the assembled class
- interviewing carried out as part of a topic or project
- encourage children to experiment with words and sounds
- 'performance' of poems or stories

Reading is developed through:

- exploring and experimenting with sounds, words and texts
- promoting an appreciation and love of reading which is encouraged by class displays and the reading environment:
- providing a wide range of reading material and opportunities for children to select from this for information and for entertainment;
- shared and guided reading
- use of an agreed reading programme which has been devised by and colour coded by staff and kept in a central resource area;
- a standardised reading record, which is complete by the teacher for each Key Stage 1 pupil and is passed to the following class teacher.
- the programme 'Letters and Sounds' linked to the Literacy Framework delivered from Foundation through to KS2
- introducing children to a range of material genre;
- teachers liaising with parents to support the children in their reading development.

Writing is developed through:

- drawing, painting and mark making in the early years and the development of fine motor skills
 - the provision of a wide range of contexts for writing as specified in the Early Years Foundation Stage and the Literacy Framework.
 - paying increasing attention to punctuation, grammar and spelling in word level and sentence work as children become more confident
 - encouraging a process of drafting and redrafting through the use of writing frames in the development of children's genre writing
 - providing opportunities within the framework for shared writing times
 - allowing opportunities outside the literacy hour for extended writing
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- following a programme of development using the Bristol marking scheme to assess levels
 - termly assessments of writing will be set and formed into exemplars of writing levels

Spelling is developed through:

- strategies for the learning of spelling is taught according to the Literacy Strategy
- shared word work focusing on spelling strategies and rules
- the marking of work (see marking policy)
- regular learning of spelling lists, allocated according to ability from year 1 onwards.
- encouragement of dictionary, thesaurus and computer spellcheck use from Year 2
- use of individual spelling or word mats

Handwriting is developed through:

- weekly discrete lessons
- modelling by the teacher
- inclusion of tracing and other preliminary activities to encourage pencil control and correct grip of pencil and posture
 - regular teaching and practice sessions using printing in the Foundation Stage and developing a cursive form in Year 1
 - introduction of blue ink when children are ready
 - drafting work for display purposes