

Aims and objectives:

At Holy Souls Primary School, we believe that literacy and communication are key life skills. Through the English curriculum, we have carefully considered the children's starting points and we help children develop the skills and knowledge that enable them to communicate effectively and creatively through spoken and written language and equip them with the skills to become lifelong learners. We want pupils to enjoy and appreciate literature and its rich variety. Literacy is at the heart of all pupils' learning. Through reading well-chosen literature pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually and this has an essential role across the curriculum that helps pupils' learning to be coherent and progressive.

Oracy – learning to talk and learning through talk:

At Holy Souls, we believe that language provides the foundation of thinking and learning and so ensure that all classrooms are language-rich, with children engaged in high-quality dialogue. We create structured opportunities for meaningful conversation, discussion and talk around learning. Questioning forms the basis of our teaching and we strongly encourage children to be inquisitive and to share their thoughts confidently in a supportive environment. Much of our teaching is dialogic, so that children are actively involved in their learning, with a range of strategies used for checking understanding and taking responses such as talk partners. Through oracy, children learn how other people make sense of the world, how language is used to reason, how emotions and identities are expressed and how to work together to solve problems.

What does oracy look like at Holy Souls?

Across the school:

- Use of class discussion and talk partners.
- Listening to and participating in stories, poems, rhymes and songs.
- Use of sentence-stems to scaffold oral responses in class.
- Questioning across the curriculum.
- Reciting and reading aloud.
- Drama activities to enliven and enrich children's learning.

- Re-telling and role-play.
- Opportunities for children to talk about and discuss their reading and writing.
- Debating.
- Collaborative work and reporting back following group work.
- Presenting in front of an audience

Reading

Our priority is both the teaching of reading skills and the enjoyment of literature, enabling children to become lifelong, confident readers. We know that for all our children to become fluent readers and writers, phonics must be taught through a systematic and structured phonics programme. We follow the 'Essential Letters and Sounds' scheme to plan and provide daily engaging phonics lessons. The daily, same structure approach to teaching phonics gives children and teachers consistency and security and helps children become independent learners. This programme has been developed for teachers by teachers from Knowledge Schools Trust and is designed to ensure that all children learn to read well and make speedy progress. All staff involved in the teaching of phonics are fully trained in this scheme and receive regular updates as needed.

In phonics, we teach children that the letters of the alphabet represent sounds, that these can be used in a variety of combinations and are put together to make words. The children learn to recognise all of the different sounds and combinations that they might see when they are reading and writing. Our explicit phonics teaching begins in the first week of Reception and follows a careful, research-based sequence that allows children to build on their previous phonic knowledge and master all phonic strategies as they move through school. As a result, all our children are able to tackle any unfamiliar words that they may discover. We also model these phonic strategies in shared reading and writing both inside and outside of the phonics lesson and across the curriculum and school. As children build fluency, comprehension skills become our main area of focus and questioning looks at skills such as re-telling, inference and prediction. We believe that high-quality literature is key to motivating children to read and instilling in children a love of literature and children throughout the school are read a high quality story at the end of each

and every day. Children are expected to read every night at home and take home a phonically decodable book that matches the sounds taught in school, as well as one or two shared reading books to enjoy with adult support. School adults communicate in the records so that parents are aware of what books children are reading, which sounds they have been learning and how they are responding to texts at school.

Writing

During the course of the school year, children learn the skills to write a variety of genres. We also use a technique called Talk for Writing. Talk for Writing is an engaging teaching framework developed by Pie Corbett. It is powerful because it is based on the principles of how children learn. It enables children to imitate the language they need for a particular topic orally, before reading and analysing it, and then writing their own version.

You can find more about this technique by clicking here.

<https://www.talk4writing.com/>

Spelling:

Understanding how to spell correctly is important in supporting children to organise their thinking around language. Knowing how to apply spelling rules and recognising key words is empowering for children. Spelling plays a significant part of standardised assessment and is taught throughout the school. We use the 2014 National Curriculum as a guideline as to which spellings should be taught in which year group.

Grammar

An understanding of how to use grammar correctly, use relevant meta-language and identify word classes and sentence types is taught both in the context of a piece of writing and explicitly in whole class work. Linked to the National Curriculum guidelines for year groups, grammar is taught and planned to fit in with relevant genres of writing.

You can find out more by clicking on the long term overview for each year group or by visiting the National Curriculum.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf

Handwriting

We encourage children to take pride and care over their work and handwriting across the curriculum. Having a fluent, comfortable handwriting style is crucial for children to develop writing stamina and feel proud of their work. In EYFS, there is a big emphasis upon fine motor skills and we use a range of resources to practise these basic skills. This moves into correct letter formation with a focus on both upper and lower case letters.

What does handwriting look like in our school?

Across the school:

Basic letter formation is taught in EYFS and Year 1. From the Summer term of Year 1, children are taught how to start joining their writing.

- We use the online letter join app as a basis for our teaching, which builds a consistent style across the school.
- We take the view that handwriting should be taught often – at least 4 X 15 minutes in Key Stage One and at least twice every week in Key Stage Two.
- Our end goal for all children is to have a fluent cursive script and so we encourage children to join their writing as soon as they are forming their letters correctly from Year 1.
- Once children have a neat, legible style of writing, children are awarded their handwriting license.
- Extra handwriting groups occur in classes throughout the school where extra support is needed.

For a detailed account of our handwriting programme, please visit the handwriting tab via the English page.

Assessment and Target setting

We believe in the power of immediate, personalised feedback, so much of our marking in EYFS and KS1 is done 'live' by teachers during lessons. We feel this has much more impact as young children are then aware of their positive achievements and where they need to go next. Regular written feedback is still given, especially in KS2, following our marking policy, and after all extended pieces of writing.

<u>Reading</u>	
<u>Formative Assessment</u>	<u>Summative Assessment</u>
<p>In Reception, children are assessed in their early literacy development against The Early Learning Goals.</p> <p>Starting in Reception, teachers read decodable phonic readers with groups of children and monitor progress using the Essential Letters and Sounds Assessment Tool.</p> <p>In Reception, Year 1 and Year 2 weekly review sessions recap the learning. There are also whole review weeks to address gaps identified by the class teacher's ongoing formative assessment.</p> <p>Children identified in Reception and Year 1 as in danger of falling behind are immediately identified and daily 'keep up' sessions are put in place – which follow the Essential Letters and Sounds Revised programme.</p> <p>Children in Year 2 who did not pass the Phonic Screening Assessment in Year 1 and any children in KS2 who have been identified as reading below Phase</p>	<p>In Reception and Year 1, the children are assessed at the end of every half term using the Essential Letters and Sounds assessment tracker.</p> <p>All children in Y1 complete the statutory Phonics Screening Check in the summer term. Children who do not pass the Phonics Screening Check in Y1, will re-sit this in Y2.</p> <p>Children in Years 1 to 6 complete termly NFER reading comprehension tests, which triangulate with teachers' formative assessment of comprehension skills in class and provide reliable standardised scores to monitor attainment and progress.</p>

6, will be included in Phonic interventions. Sessions are assessed through the teacher's ongoing formative assessment as well as half-termly summative assessments.

Writing

Formative Assessment

At every opportunity, children receive 'live' marking within lessons to move their learning on.

Children in EYFS and KS1 have learning ladders or 'Success criteria' using WILF. KS2 children will often have their success criteria in their books so they can reflect on their own learning within the lesson. If their success criteria is not in their books, it will be visible to them during the lesson.

'Cold tasks' are used at the beginning of a unit of work where teachers can set targets. Extended pieces of writing or 'hot tasks' are then given at the end of a unit to show progression.

Green highlighters are used to highlight words, phrases that have achieved the learning objective and orange highlighters are used to highlight areas for development. (See marking policy)

Summative Assessment

Unaided writing takes place at the end of each unit, where children demonstrate the skills learnt so far in a short piece of independent work.

Writing at the end of KS1 and KS2 is teacher assessed. There is no external assessment of composition, however we moderate writing samples alongside other schools to provide consistency in teacher judgment.

As we do termly assessments, these, along with the children's literacy books, help to form a profile for final teacher assessments at the end of Year 2 and 6.

Weekly spelling tests are taken from Year 1 to 6.