

## Robert Arkenstall Primary School English Policy

It is the aim of Robert Arkenstall Primary School to provide a broad curriculum and education of the highest quality within a happy, safe, secure and stimulating environment, which enables each child to experience success; to equip them with skills as thoughtful, caring and active citizens, eager to explore the possibilities of the world.

*pursue possibilities; love learning*

This policy is published on the School website, stored on the server  
and is available on request from the school office

Governor Committee	Curriculum & Standards
Reviewer	Dan Carless
Ratified	January 2022
Review period	as and when required
Next review due	

Our school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

### **Statutory Requirements**

The overarching aim for English in the ‘National Curriculum in England: Framework Document (2014)’ is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The statutory requirements for the teaching and learning of English are also laid out in the National Curriculum and ‘Statutory Framework for the Early Years Foundation Stage (2012)’ and should be read and adhered to in conjunction with this English policy.

### **Our Philosophy**

At Robert Arkenstall Primary School we believe the development of rich language, both in spoken and written form, fuels the heart of our English curriculum, as it not only lays the foundations for reading and writing, but also helps develop essential skills for thinking and communication. Children gain an understanding of how language works by looking at its patterns, structures and origins, fostering word curiosity and expanding word consciousness. We actively encourage children to develop their skills to communicate effectively in speech and writing; to listen with understanding; and to be responsive, enthusiastic and passionate readers. Children are provided the opportunity to have expectations for high achievement. We aim for children to use their knowledge, skills and understanding in speaking, reading and writing across a range of different situations and across the wider curriculum, enabling **every** child to reach and fulfil their full potential such that no one is disadvantaged by circumstance.

### **Our Aims**

Our aim is to provide high quality teaching and learning experiences so our children become enthusiastic, confident and independent users of language in the spoken and written word.

#### **Therefore, we will:**

- Set high expectations so our children will achieve their full potential.
- Respond to our pupils’ diverse learning needs, differentiating or scaffolding tasks when appropriate and use the deployment of teaching assistants to support learners as required.
- Provide pupils with opportunities to consolidate, practise and develop new English skills in discrete English sessions and across the wider curriculum.
- Encourage confidence and enjoyment in speaking and listening, reading and writing.

#### **During their education at Robert Arkenstall we aim:**

- To create word curious children who develop a rich and wide vocabulary.
- To enable children to speak clearly, fluently and audibly, and to take account of their listeners.
- To encourage children to listen with concentration, in order to identify the main points of what they have heard.
- To show children how to adapt their speech to a wide range of circumstances and demands.
- To teach children effective communication, both verbal and non-verbal, through a variety of channels, including through the use of information communication technology (ICT).
- To support children in becoming confident, independent readers, through an appropriate focus on word, sentence and text-level knowledge.
- To develop children into enthusiastic and reflective readers, through contact with high-quality and varied texts.
- To foster and instil an enjoyment of reading in children, and a recognition of its value.
- To foster and instil an enjoyment of writing in children, and a recognition of its value.
- To encourage accurate, meaningful and purposeful writing from children, be it narrative or non-fiction, and be able to write for a range of audiences.

- To develop children's understanding of spelling, grammar and punctuation.
- To support children with the process of writing such as the planning, drafting and editing.
- To develop children's handwriting and promote high standards of written presentation.

### **Learning English in the Early Years Foundation Stage (EYFS)**

Children in the Foundation Stage follow the Early Years Foundation Stage Curriculum. We relate the literacy aspects of the children's work to the objectives set out in the Early Learning Goals. These Early Learning Goals underpin our curriculum planning for the children and we aim to follow children's interests in order to offer rich stimuli for reading and writing. We give all the children the opportunity to talk and communicate in a widening range of situations, to respond to adults and to each other, to listen carefully, and to practise and exchange their range of vocabulary and communication skills. They have the opportunity to explore, enjoy, learn about and use words and text in a range of situations.

### **Learning English in Key Stage 1 (KS1) and Key Stage 2 (KS2)**

In KS1 and KS2 we teach English lessons promoting strong speaking and listening skills, vocabulary development, spelling, punctuation and grammar, reading, writing and handwriting. Our English lessons support a variety of teaching and learning styles to support the needs of our children and allow all children to achieve their best. Much of our English work is based around an exciting and engaging text, with children enjoying a wide and varied range of authors and genres, enabling our children to experience and be exposed to the wonderful breadth of literature the world has to offer. Key skills in reading, writing, speaking and listening will be developed and consolidated upon and many opportunities will be planned for to allow children to apply their growing repertoire of skills.

### **Our English Curriculum**

#### **❖ Vocabulary**

At Robert Arkenstall we firmly believe vocabulary is the golden thread that supports and unlocks children's potential in all other areas of literacy. Without this thread, children's ability to comprehend and make sense of the world is significantly weakened and therefore reduces their life chances. Ludwig Wittgenstein said, "The limits of my language are the limits of my world." At Robert Arkenstall we aspire to reduce word poverty by placing vocabulary instruction at the centre of our curriculum. We use vocabulary resources to make learning words 'stick' through the use of fun and engaging characters and pictures; child-friendly definitions; and collocation/synonym word maps. We teach words in discrete vocabulary lessons but also embed vocabulary instruction throughout other subjects within the wider curriculum so that their word consciousness is always being built upon and expanded. We also make reference to the morphology and etymology of words so that children can make lasting connections.

#### **❖ Speaking and Listening (Oracy)**

Spoken language underpins the development of reading and writing. The quality and variety of language which pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. In formal and informal situations, we create and encourage opportunities for meaningful conversation, discussion and talk for learning.

Questioning forms the basis of our teaching and we strongly encourage children to be inquisitive learners; to share their thoughts; to build upon ideas with confidence; to challenge ideas respectfully and summarise what they have heard. Through the use of discrete 'Speaking and Listening' lessons and embedded oracy practices across our curriculum, children at Robert Arkenstall 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 through the use of constructive talk.

Speaking and listening skills are directly taught, modelled and sensitively encouraged in whole class and smaller group settings. Opportunities across the whole curriculum are planned for and developed. Children play an active

part in presentations, recitals, group discussions, debates and drama activities. We follow the guidance and ideas from Voice 21 to support the teaching and learning of speaking and listening skills.

### ❖ **Reading Overview**

At Robert Arkenstall, our priority is both the teaching of reading skills and the enjoyment of literature, enabling children to become lifelong, confident readers. We aim to foster a love of reading and we encourage children to read a wide range of books both at school, and at home. All children have access to our wonderful school library and each classroom has carefully selected books from it to compliment the attainment and needs of our pupils. We do our best to refresh the books on offer to ensure all of our children have a varied and rich reading diet. We have high expectations of children and the progression of their reading skills. Therefore, we offer as many opportunities for reading as we can. This may happen in English lessons or across the wider curriculum. We believe that high-quality literature is the key to motivating children to read and instilling in children a love of literature. Because of this, we also ensure we read a class book to our children each and every day.

### ❖ **Early Reading and Phonics**

In order to teach our pupils to become fluent, confident readers, who have a love of reading; we make it our priority to teach a daily phonics lesson using a schematic synthetic phonics programme. From Reception onwards, pupils receive a daily phonics lesson, targeted at their current level of attainment, and are encouraged to apply this learning in their reading and writing. Teachers and teaching assistants assess the children half-termly. Interventions are used for children who are significantly behind.

Discrete phonics teaching continues into Year 3 for pupils who require additional support and learning time to focus on securing their phonics knowledge. We work within all Key Stages to ensure that all pupils who would benefit from extra phonics teaching receive it. Any pupil, who has not reached the expected phonics level by the end of Year 1, as assessed by the national screening check, receives additional phonics intervention within Year 2, so that they can catch up with their peers.

Pupils at Robert Arkenstall benefit from a high level of phonics knowledge by all staff involved with the teaching of phonics; the consistent use of language throughout the school and the high emphasis that phonics receives in all reading and writing activities.

### ❖ **Reading in KS1**

As children begin to read, we focus on decoding, primarily through phonics in addition to other strategies, e.g. whole word recognition, rhyme and context. Children's reading ability is developed during guided reading sessions, and specific reading objectives from the National Curriculum Programme of Study (PoS) may also be covered in text-based units of work during English lessons.

As children build fluency, comprehension skills become our main area of focus. At Robert Arkenstall, in Key Stage 1 we use content domains to scaffold and support our pupils learning five fundamental skills of reading:

- To draw on knowledge of vocabulary to understand texts.
- To identify/explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.
- To identify and explain the sequence of events in texts.
- To make inferences from the text.
- To predict what might happen on the basis of what has been read so far.

The reading objectives from the National Curriculum PoS for KS1 are mapped to each content domain to ensure the skills are referred to and practiced regularly and that the National Curriculum PoS is covered extensively, giving children opportunity to consolidate and extend their skills.

Children take home books from a book banded system, which give children the opportunity to practise the sounds they have already learnt during discrete phonic sessions. KS1 classrooms are also equipped with an excellent range of fiction, non-fiction and poetry books to allow pupils to read for pleasure and increase their reading diet with an exciting range of engaging texts and authors to choose from.

Teachers and teaching assistants assess children's progression in early reading regularly using the 'PM Benchmark' scheme. A percentage result and response to comprehension questions indicate whether the child is secure at that level and thus ready to move up. Children progress through our colour book banded system, with an aim to be 'off the scheme' by the end of Year 2. Children's reading progress is also assessed using a formal written paper to identify their attainment against the key reading skills outlined above (see Assessment Policy).

### ❖ **Reading in KS2**

During KS2, we continue to promote a passion for reading. Children's reading ability is developed during whole class reading sessions, and specific reading objectives from the National Curriculum Programme of Study (PoS) may also be covered in text-based units of work during English lessons.

Fluency continues to be developed and monitored, particularly for children not reading age appropriate texts and comprehension skills are extended. In KS2 we continue to use content domains to support our pupils learning, but increase children's exposure to seven fundamental skills of reading:

- To give/explain the meaning of words in context.
- To retrieve and record information/identify key details from fiction and non-fiction.
- To summarise main ideas from more than one paragraph.
- To make inferences from the text/explain and justify inferences with evidence from the text.
- To predict what might happen from details stated and implied.
- To identify/explain how information/narrative content is related and contributes to meaning as a whole.
- To identify/explain how meaning is enhanced through choice of words and phrases.
- To make comparisons within the text.

The reading objectives from the National Curriculum PoS for KS2 are mapped to each content domain to ensure the skills are referred to and practiced regularly and that the National Curriculum PoS is covered extensively, giving children opportunity to consolidate and extend their skills.

Children's reading ability is assessed using Accelerated Reader Star Reader Tests to obtain a ZPD (Zone of Proximal Development) book level. Children use their ZPD to select books appropriate to their current reading attainment. After completing a book, children take a short online quiz to assess how well they read and understood the text. KS2 classrooms are equipped with an excellent range of fiction, non-fiction and poetry books to allow pupils to increase their reading diet with an exciting range of engaging texts and authors to choose from. Star Reader Tests are carried out throughout the year to track children's progress in reading and ensure they are continuously given the right level of challenge. Children's reading progress is also assessed using a formal written paper to identify their attainment against the key reading skills outlined previously (see Assessment Policy).

### ❖ **Home Reading and How Reading is Celebrated**

Home reading is strongly encouraged with an expectation that children read at least five times weekly. In the EYFS and KS1, we ask that parents record instances of this inside their child's Reading Record. We also encourage parents to question their children using question stems found inside their Reading Record. Children receive 'Reading Milestone' certificates based upon the number of 'nights' read to celebrate their commitment towards reading.

In Lower Key Stage Two (LKS2), children are encouraged to record their own comments in their Reading Record. We also encourage parents to question their children using the question stems found within their child's Reading

Record. Children receive 'Reading Milestone' certificates based upon the number of 'nights' read to celebrate their commitment towards reading.

In Upper Key Stage Two (UKS2) children are expected to read regularly but there is no requirement for children to record comments within a Reading Record. Instead we encourage children to autonomously read for pleasure and reflect upon the content they read as they read. Children receive Accelerated Reader (AR) certificates to celebrate their reading achievements and successes.

### ❖ **Writing Overview**

At Robert Arkenstall, we strive to create an environment that will promote both reading and writing. In order to ensure that all pupils learn to be confident writers we encourage children to write creatively whilst teaching key writing skills explicitly and systematically. We give children experiences to write at regular opportunities throughout the school week, whether this be in English lessons or wider curriculum subjects. Our principal aim is to develop children's knowledge, skills, and understanding of writing and the writing process such as planning, drafting and editing. The children may experience writing opportunities in guided groups or independently. Importantly, we ensure children have a clear understanding of the purpose for their writing and an awareness of their intended audience so that they can consider the language and text features they need to make their writing appropriate and meaningful.

### ❖ **Writing in the EYFS**

The Early Years Foundation Stage (EYFS) framework sets literacy as one of the seven areas of learning for children, and this includes beginning to write. It says, 'literacy development involves encouraging children to link sounds and letters and to begin to read and write'. We believe that communication and language, with opportunities to explore reading and writing underpins the future learning of our children. Within our reception class children have access to planned whole class or group writing activities but also many opportunities for child-initiated writing activities. We understand the importance of modelling purposes for writing and plan mark-making and literacy activities centred around children's interests so that we can capitalise on their engagement with a particular theme or topic. We value thinking allowed so that children hear the language of thinking and learning. This helps to promote the important skill of metacognition – the act of thinking about and becoming aware of our own thought processes. By doing this, we help children understand the thinking processes that happen when a writer works. We talk about vocabulary and the choice of words writers make when we share stories with our Early Years children to develop their understanding of thinking creatively.

### ❖ **Writing in KS1 and KS2**

In KS1 and KS2 teachers work from weekly plans which focus around a specific text (fiction, non-fiction or poetry based) or they may focus on a text type instead. Often planning links closely with a stimulating class novel or a rich-language text that runs over several weeks and provides a range of opportunities to practise and widen reading, writing, spelling, punctuation and grammar skills. Links may also be made with other subjects in our curriculum where children can apply skills learnt in English into other contexts.

Children are given the opportunity for a range of independent writing activities with a clear audience and purpose. Text-based units of work may provide an opportunity to cover a range of text-types in which children can demonstrate writing objectives from the national curriculum PoS and develop themselves as writers. Alternatively, text-types may be covered more explicitly.

We teach our children the process of writing and understand that the writing process does not necessarily happen in a linear order. Throughout the planning, drafting and editing or their writing, children have access to a variety of resources, such as dictionaries, thesauruses and vocabulary books to support them. We also value the importance of children receiving guidance and advice from their peers, as well as feedback from adults, whether it be their teacher or teaching assistant. Ideally, writing is marked alongside the pupil to allow children to go through their work with an adult, hearing verbal feedback and being given advice for future pieces of writing.



### ❖ **Punctuation and Grammar**

An understanding of how to use punctuation and grammar correctly, use relevant meta-language and identify word classes and sentence types is taught both in context of a piece of writing and explicitly in whole class English lessons. Linked to the National Curriculum guidelines for year groups, grammar is taught and planned to fit in with relevant genres of writing. Punctuation and Grammar is formally assessed termly (see Assessment Policy) to track progress and inform future planning.

### ❖ **Spelling Overview**

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 and supports both their reading and writing. Spelling plays a significant part of standardised assessment and is taught weekly throughout the school.

### ❖ **Spelling in the EYFS and KS1**

Within the EYFS and KS1 the focus is on phonics and children are immersed into the world of phonics as soon as they enter school. Part of phonics is learning grapheme-phoneme correspondences supporting their ability to decode (read) and encode (spell). Therefore, in KS1, phonics lessons also act as spelling lessons. Words, with the sound being taught, are sent home weekly to be practised at home and children are then tested on these the following week. We also ensure children are given opportunity to learn and practise the statutory spelling patterns and common exception words as prescribed in the 'National Curriculum (2014) English Appendix 1: Spelling' for Year 1 and Year 2.

### ❖ **Spelling in KS2**

Within KS2 we follow schemes which ensure the coverage of all statutory spelling patterns and word lists as prescribed in the 'National Curriculum (2014) English Appendix 1: Spelling' for Years 3 and 4 and Years 5 and 6. Children receive weekly spelling lessons giving them the opportunity to think like 'spelling detectives'; unpick rules and patterns; discuss the meanings of words; and learn ways to embed spellings into their long-term memory. Children are also given a termly standardised test to determine their spelling age and identify spelling pattern gaps. If a child's spelling age is behind their chronological age, they will receive intervention to address the gaps in their spelling knowledge and catch them up.

### ❖ **Handwriting**

At Robert Arkenstall we teach a cursive script and aim for a consistent, whole school approach which sets high expectations and maintains a constant awareness of the importance of presentation.

Handwriting begins in the EYFS with mark-making and patterns. All pupils are given access to a wide range of writing tools and mediums to practise their fine motor skills. The needs of left handed children, or those with physical difficulties are also taken into consideration and where necessary accommodated with resources or specific intervention.

Pupils are encouraged to develop fluent lines of correctly orientated letters from an early age and emergent writing is encouraged. We believe that discrete handwriting sessions where children's formation and pencil grip can be readily overseen should take place regularly within the EYFS/KS1 and as required throughout KS2. Correct posture and positioning of paper or books are also emphasised during these sessions. Letter formation and handwriting is taught and modelled using a range of resources.

As children move up through the school they are encouraged to think carefully about the presentation of their work and to develop clear, legible and fluent handwriting. The national expectation is that children will write neatly and legibly and with increasing speed in a carefully considered cursive script by the end of KS2.

Teaching staff throughout the school model a cursive script in their own writing, on boards and in any written feedback to children.

**Planning of English**

English planning at Robert Arkenstall reflects a learning journey through a unit of work. Like all journeys, the plan should aim to have a specific destination and journey time. There may be detours, hold-ups or opportunities for acceleration which arise from Assessment for Learning (AfL), but the acquisition and application of skills provide the driving force. All planning carefully considers the implementation of the National Curriculum (2014) Programmes of Study (PoS) in all year groups.

**Assessment of English**

Assessments are made in line with the school assessment policy. The basic principle of AfL is that whatever day to day judgements are made by the teacher about a child's attainment, go on to inform planning, teaching and learning. These judgements are made through talking and listening to the children, marking, observations, and low-stakes quizzes throughout a unit of work. This is known as formative assessment. The children are central to AfL and should be involved in their own progress. They should have a good awareness of themselves as learners and what their next steps are.

Children may also be more formally assessed using tests or through assessed writing tasks. This is known as summative assessment. Staff record their assessments termly and monitor progress. Assessments may be discussed at pupil progress meetings with the head teacher/members of the SLT to ensure provision is in place to support children meeting age related expectations (ARE). Children undertake national tests at the end of Year 2 and Year 6. Please see 'Assessment Policy' for more information on whole school assessment and monitoring procedures.

**Marking**

We firmly believe in the power of immediate, personalised feedback, so much marking is done 'pen-in-hand' or given verbally by teachers during lessons. Being next to a child and having a conversation in the moment about their work has far more impact than lengthy written feedback in many instances, so adults create classrooms where this dialogue is possible and powerful. Written feedback is given following marking code for assessed writing. Please see 'Marking Policy' for more information on whole school marking procedures.

**Contribution of English to Teaching in Other Curriculum Areas**

The skills that children develop in English are linked to, and applied in, every subject of 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 at school.

- **Mathematics**

The teaching of English contributes significantly to children's mathematical understanding, in a variety of ways. Children in the Foundation Stage develop their understanding of number, pattern, shape and space by talking about these matters with adults and other children. Children in KS1 meet stories and rhymes that involve counting and sequencing. They develop mathematical language associated with telling the time and describing shapes. Children in KS2 are encouraged to read and interpret problems, in order to identify the mathematics involved. They explain their reasoning and understanding in sentences, and they communicate mathematically through the developing use of precise mathematical language.

- **Personal, Social and Health Education (PSHE)**

English contributes to the teaching of PSHE by encouraging children to take part in class and group discussions on topical issues. Older children also research and debate topical problems and events. They discuss lifestyle choices, and meet and talk with visitors who work within the school community. Planned activities within the classroom also encourage children to work together and to respect each other's views and learn how to challenge opinions appropriately.



### ▪ **Spiritual, Moral, Social and Cultural development**

The teaching of English develops skills through which our children can offer critical responses to the moral questions they meet in their work. Their understanding and appreciation of a range of texts brings them into contact with their own literary heritage and with texts from a diverse range of cultures. The organisation of our lessons allows children to work together, and gives them the chance to discuss and hear a wide range of viewpoints.

### ▪ **Computing**

The use of information and communication technology, with clear learning objectives, will promote, enhance and support the teaching of English at word, sentence and text level. It also offers ways of impacting on learning which are not possible with conventional methods, for example interactive and non-linear stories. ICT is used at whole-class, group and independent level. The use of IWB's to show text enables it to be read and shared. The use of a word processor permits the writing process to be modelled effectively. Software is used to support independent reading and writing. A range of software is used to develop specific grammatical and spelling skills.

### **Inclusion and Equal Opportunities**

At Robert Arkenstall we teach English to all children, whatever their ability and individual needs. In all classes children have a wide range of abilities, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies. In some lessons we do it through differentiated group work, while in others we ask children to work from the same starting point before moving on to develop their own ideas. We deploy classroom assistants to support children, and to enable work to be matched to the needs of individuals.

Through our English teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected steps. This ensures that our teaching is matched to the child's needs.

If intervention is needed to support progress this will lead to the creation of an Individual Support Plan (ISP) for children with special educational needs. The ISP may include, as appropriate, specific targets relating to English. We enable all pupils to have access to the full range of activities involved in learning English. Where children are to participate in activities outside the classroom (a theatre trip, for example) we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

### **Monitoring and Review**

The English Lead and the Senior Leadership Team (SLT) monitor English. Having identified priorities and after consultation with all staff members, the School Improvement Plan is written by the SLT and governors. The English Lead also writes an action plan. This forms the basis of monitoring activities including classroom observations, book monitoring and the analysis of data.

**Roles and Responsibilities****Head Teacher and Governing Body**

- To support the use of appropriate teaching strategies by allocating resources effectively.
- To ensure that the school buildings and premises are best used to support successful teaching and learning.
- To monitor teaching strategies in the light of health and safety regulations.
- To monitor how effective teaching and learning strategies are in terms of raising pupil attainment.
- To ensure that staff development and performance management policies promote good quality teaching.

**English Lead**

- To have an impact on raising standards of attainment for English across the whole school.
- To ensure the effective implementation of the National Curriculum for English.
- To adapt and use the Programme of Study for English across the whole school so that it meets the needs of our children.
- To monitor the whole school and individual needs to be able to assess individual professional development opportunities.
- To maintain the availability of high quality resources.
- To maintain an overview of current trends and developments within the subject.
- To ensure, together with the Head Teacher and Deputy Teacher, a rigorous and effective programme of moderation of assessments.
- To ensure a regular and effective programme of analysis of children's work sample monitoring is in place.
- To ensure a regular and effective programme of analysis of short-term planning is in place.
- To effectively manage any funding designated to English.

**Class Teachers**

- To ensure the effective implementation of the National Curriculum for English.
- To adapt and use the Programme of study for English across the whole school that meets the needs of our children.
- To make effective use of Assessment for learning within English.
- To ensure work is differentiated to enable all children to reach their full potential.

**Teaching Assistants**

- To support the class teacher in the effective implementation of English.

**Parents/Carers**

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- Holding parents' evenings to discuss children's progress.
- Sending an annual report to parents in which we explain the progress made by each child and indicate how the child can develop their learning.
- Explaining to parents how they can support their children with homework expectations.

**Appendix 1**

<b>Key Points for Vocabulary at Robert Arkenstall</b>	
<b>The teaching of vocabulary in the EYFS and KS1:</b>	
-	Vocabulary instruction woven within curriculum subjects (as required).
-	Access to Tier 2 rich language books in classrooms and school library.
-	Word posters displayed in classrooms and around school.
-	Access to Oxford Primary Dictionaries/Thesauruses.
-	Access to word mats to support vocabulary selection during the writing process.
<b>The teaching of vocabulary in KS2:</b>	
-	Vocabulary instruction woven within curriculum subjects (as required).
-	Access to Tier 2 rich language books in classrooms and school library.
-	Word posters displayed in classrooms and around school.
-	Discrete vocabulary lessons
-	Access to Barrington Stoke and Oxford Primary Dictionaries/Thesauruses.
-	Access to word mats to support vocabulary selection during the writing process.
-	Access to Mrs Wordsmith dictionaries to support vocabulary selection.
-	Access to The Week Junior magazine to broaden Tier 2 and Tier 3 vocabulary exposure.

<b>Key Points for Speaking and Listening at Robert Arkenstall</b>	
<b>The teaching of speaking and listening across the school:</b>	
-	We share the rules for good speaking and listening and actively refer to them.
-	We give our children confidence in themselves as speakers and listeners by showing them that we value their conversations and opinions.
-	We, as teachers, provide a role-model for good speaking and listening in our day-to-day interactions with children and with other adults in our school.
-	We help children to articulate their ideas and provide purposes and audiences for talk within a range of formal and informal situations and in individual, partner, group and class contexts.
-	We scaffold talk through the use of 'Talk Roles' and 'Discussion Protocols'.
-	We provide opportunities to perform to a larger audience, in assemblies or productions, where children's efforts and skills are acknowledged by staff, parents, carers, visitors and peers.
-	We provide a range of experiences where children can work collaboratively and participate in opportunities to reflect on talk.
-	We explore real and imagined situations through role play, hot-seating, drama, discussions and debate.
-	We develop the children's ability to listen with attention and understanding in all areas of the curriculum.
-	We listen to and participate in stories, poems, rhymes and songs.
-	We use sentence-stems to scaffold and structure oral responses in class with increasing complexity as they move through school.
-	We use questioning across the curriculum to probe ideas further and encourage children to do the same.

### Key Points for Phonics at Robert Arkenstall

#### The teaching of phonics in the EYFS:

- We use a schematic synthetic phonics programme.
- We teach daily phonic sessions.
- We have a wide selection of phonetically decodable reading books available.

#### The teaching of phonics in KS1:

- We use a schematic synthetic phonics programme.
- We teach daily phonic sessions.
- We assess phonics attainment half-termly.
- We use interventions for pupils significantly behind.

#### The teaching of phonics in KS2:

- Discrete phonics teaching continues in Year 3 for those that need it.
- Gaps are identified and addressed.

### Key Points for Reading at Robert Arkenstall

#### The teaching of reading in the EYFS:

- We use a schematic synthetic phonics programme.
- We have a wide selection of early reading books available that are banded into the PM Benchmark scheme 'colour steps'.
- We also have a collection of phonetically decodable books linked to the early phases available.
- Children are taught during shared and guided group reading using structured and repetitive 'big books', guided texts and short stories.
- Teachers and teaching assistants also read on an individual basis with children as necessary: how often and who, is based upon assessment of progress.
- A high-quality text is read to the children daily.

#### The teaching of reading in KS1:

- We use a schematic synthetic phonics programme.
- We have a wide selection of early reading books available that are banded into the PM Benchmark scheme 'colour steps'.
- We have 'guided reading' lessons.
- Our guided reading lessons use 'Reading Dogs' to support the teaching of the national curriculum PoS and five fundamental reading skills.
- The national curriculum PoS objectives may also be covered during English units of work.
- A high-quality text is read to the children daily.

#### The teaching of reading in KS2:

- We have 'whole class reading' lessons.
- Our 'whole class reading' lessons use 'Reading Dogs' to support teaching of the national curriculum PoS and seven fundamental reading skills.
- The national curriculum PoS objectives may also be covered during English units of work.
- Children take home a school book based upon their zone of proximal development (ZPD).
- Children have access to high quality and language rich texts.
- A high-quality text is read to the children daily.

### Key Points for Writing at Robert Arkenstall

#### The teaching of writing in the EYFS:

- Experiences that develop fine and gross motor skills through play and mark making activities.
- Immersion in a print rich environment with opportunities for oral language and written communication.
- Whole class shared text activities.
- ICT opportunities on PC's, iPad and smartboard.
- A focus literacy session in the morning with different activities that teach children early communication language and literacy skills.
- A daily phonics session which provides opportunity for children to practise their handwriting.
- Literacy integrated throughout the Early Years curriculum.

#### The teaching of writing in KS1 and KS2:

- A purpose and audience for each piece of writing is decided from the outset.
- Writing is displayed and celebrated all over the school.
- We provide stimulating first hand experiences, e.g. trips, storytellers and drama.
- Writing is taught as a carefully sequenced activity.
- Writing opportunities are provided across the curriculum.
- Teachers support children by providing verbal feedback or written marking (as appropriate).
- We ensure progression in complexity of tasks and expectations year on year.
- We build stamina for writing by providing opportunities to write independently and for extended periods of time.
- The writing process (planning, drafting, editing, publishing) forms a large part of lesson time.
- Children edit their writing with 'Purple Polishing Pens' in KS2.
- Peer feedback is encouraged as an additional way for children to respond to writing.
- Children have access to word mats, dictionaries, thesauruses and vocabulary books.

### Key Points for Punctuation and Grammar at Robert Arkenstall

#### The teaching of punctuation and grammar across the school:

- We start with the basics of sentence construction including full stops and capital letters.
- Children begin to identify word classes early on (e.g. noun, verb, adjective etc.).
- Children are taught and expected to use grammatical terminology when appropriate.
- We follow the National Curriculum (2014) statutory guidance as to what is taught in each year group.
- Grammar, Punctuation and Spelling (GP&S) assessments take place termly.

### Key Points for Spelling at Robert Arkenstall

#### The teaching of spelling in the EYFS:

- Children are introduced to the concept that words are broken down into sounds and begin to learn grapheme-phoneme correspondences.
- Visuals are available on tables and on displays to remind children of letters and graphemes to support children beginning to write.

#### The teaching of spelling in KS1:

- We send home weekly spellings based on the phonic pattern covered within the week.
- Spelling lists will be 5 words seen by the children, and 3 words unseen but follow the same pattern so children can still apply their phonetic knowledge.
- Statutory patterns and common exception words are covered from the National Curriculum English Appendix 1: Spelling for Years 1 and 2.
- Word mats, high frequency word lists, and dictionaries used to support the spelling of words.
- From Year 1, children are actively encouraged and taught to proof read their writing for spelling errors.

#### The teaching of spelling in KS2:

- We follow 'The Spelling Book' scheme by Jane Considine in LKS2 (being trialled in the 2021-22 academic year) and 'Twinkl Plan It' Spelling Scheme in UKS2.
- Statutory patterns and word lists are covered from the National Curriculum English Appendix 1: Spelling for Years 3 and 4 and Years 5 and 6.
- Word mats, high frequency word lists, and dictionaries used to support the spelling of words.
- When writing is marked, teachers may indicate incorrect spellings with 'sp' in the margin. During the editing process, children are encouraged to correct misspelt words.
- SWST taken termly to identify children who need intervention.

### Key Points for Handwriting at Robert Arkenstall

#### The teaching of handwriting across the school:

- We develop children's fine motor skills.
- We use cursive script and encourage children to join their writing as soon as they are forming their letters correctly during Year 2.
- We conduct handwriting interventions for children where additional support is needed.
- We teach children the importance of correct posture and paper position whether right or left handed.
- We teach children to hold and use a pen/pencil effectively.
- We show children how to start and finish letters correctly.
- We teach children to form letters a consistent size and shape.
- We teach children to use and understand the language of writing and how to use the correct terminology (e.g. ascender and descender).
- We expect children to use reasonable spaces between words.
- We teach children to form upper and lower case letters correctly.
- We teach children to join letters correctly and consistently.
- We expect children to be able to write legibly in both joined and printed styles.
- We encourage our children to use different styles of writing for different purposes.
- We nurture our children to understand the importance of neat and clear presentation in order to communicate meaning effectively.