



Curriculum Intent & Policy

"Building a life-long love of learning in a safe and happy school."

English

Principles

At Loughton Manor we believe that Reading, Writing and Communication & Language are among the most essential skills needed, not only to enable best progress in all areas of our rich and varied curriculum, but also in serving as a major factor in contributing to our overall well-being.

We recognise that thorough and consistent use of systematic phonics teaching is the predominant, most effective method for children of all abilities to learn to read and write. We also make clear that these methods underpin a broad and rich reading curriculum which builds on children's own experiences and interests, which engages children and teachers alike.

We recognise that we have a responsibility to go beyond embedding a solid infrastructure of phonic knowledge and skills. We work tirelessly to enable every child to become proficient in their use of phonic strategies whilst simultaneously fostering a life-long love of literacy, as it's not the mechanics of reading alone but the pleasure gained from text that has the power to enrich and positively alter young lives.

We aim to provide literacy knowledge, skills and understanding sufficient for all children to be able to access junior school curriculums with confidence and to support and guide them in their wider life and on into adulthood.

By the time children leave Loughton Manor First School at the age of seven, they will:

- Have learnt the skills to become an effective and competent reader
- Have been stimulated by a range of 'potent' texts and developed their own interests and preferences, reflecting on their reading
- Have developed a love of reading
- Be able to read for different purposes
- Use writing to express ideas, with confidence and enjoyment
- Be able to write for a variety of purposes and audiences
- Have an understanding of the inextricable links between reading, writing and spoken language
- Be competent communicators in a range of contexts and audiences

- Be able to communicate imaginatively and express personal feelings, opinions and viewpoints
- Learn collaboratively with their peers
- Have developed language vocabulary and use of standard English in order to communicate clearly, coherently and with accuracy

Reading at home provides vital opportunities for reading practice, allowing children to further embed the skills they have learnt in the classroom. We recognise the vital importance of the home reading environment as being a rich resource that can allow children to recognise the reading process itself as important and enjoyable. We work tirelessly to support and encourage daily reading practice at home through the use of home/school reading diaries, letters and emails offering 'hints and tips' and regular Reading and Phonics parent workshops. For our many EAL children we make a point of encouraging parents to read them stories in their home language, helping them to understand how language works in more than one context and ensuring that their comprehension skills are not adversely affected. Throughout the range of ages and stages at Loughton Manor, Reading takes precedence over any other form of homework. Moreover, we are unwavering over our expectation of the frequency that this should occur at home (before starting school parents sign our Home/School agreement, part of which states that parents will support their child with reading at home).

Progression in Literacy Skills and Understanding

| KEY VOCABULARY | FS1 | FS2 | Year 1 | Year 2 |
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| Vocabulary that children should know, understand and be able to demonstrate | Book, page, author, picture/illustration, 'blurb', letter, word, story, fiction / non-fiction, list, letter, sound, 'froggy fingers', song, rhyme, poem, character, setting, mark-making, scribbling, roleplay. | Book, page, author, picture/illustration, 'blurb', letter, word, sentence, story, fiction / non-fiction, list, letter, sound, phonics, 'froggy fingers', grip, word/finger spaces, song, rhyme, poem, character, setting, mark-making, scribbling, roleplay, spelling, handwriting, 'curly caterpillar', 'long ladder', 'one arm robot', 'zigzag monster', 'key words', capital letter, full stop. | As FS plus: Grapheme, phoneme, digraph, trigraph, decode/segment, blend, suffix, prefix, grammar, common exception words, statement, question, exclamation, command, noun, adjective, verb, exclamation mark, question mark, plural. | As FS/Year 1 plus: Root word, homophone, contraction, proper noun, expanded noun phrase, adverb, apostrophe, speech marks, editing, subordination, coordination, comma, tense. |
| Com. & Language / Spoken Language | FS1 | Foundation Stage ELG | Year 1 | Year 2 |
| Listening and attention | Take turns in speech and listen to others. Respond to own name. Sit and listen for a short amount of time. | Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to | <p>The following statements are taught to all KS1 at a level appropriate to the pupils building on oral skills taught in FS.</p> <p>Listen and respond appropriately to adults and their peers.</p> <p>Use relevant strategies to build their vocabulary.</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> | |

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| | | <p>clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> | |
| Understanding | <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Understand simple two-part instructions.</p> | (As above) | <p>Ask relevant questions to extend their understanding and knowledge.</p> <p>Listen and respond appropriately to adults and their peers.</p> <p>Articulate and justify answers, arguments and opinions.</p> <p>Use relevant strategies to build their vocabulary.</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p>Use spoken language to develop understanding through speculating, imagining and exploring.</p> |
| Speaking | <p>Have mostly clear speech and can be easily understood.</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Use talk to organise their play.</p> | <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of</p> | <p>Articulate and justify answers, arguments and opinions.</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>Use relevant strategies to build their vocabulary.</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p>Use spoken language to develop understanding through speculating, imagining and exploring.</p> <p>Speak audibly and fluently with an increasing command of Standard English.</p> <p>Participate in discussions, presentations, performances and role play.</p> <p>Gain and maintain the interest of the listener(s).</p> |

| | | conjunctions, with modelling and support from their teacher. | | |
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| Reading | FS1 | Foundation Stage ELG | Year 1 | Year 2 |
| Word Reading | <p>Recognise some symbols or pictures and understand what they represent (E.g. McDonald's, Nike etc.)</p> <p>Recognise their written name.</p> | <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> | <p>Apply phonic knowledge and skills as the route to decode words.</p> <p>Respond speedily with the correct sound to graphemes for all 40+ phonemes, including alternative sounds for graphemes.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Read common exception words, noting unusual correspondences between spelling and sound.</p> <p>Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.</p> <p>Read other words of more than one syllable that contain taught GPCs.</p> <p>Read words with contractions [e.g. I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).</p> <p>Read books aloud, accurately, that are consistent with their developing phonic knowledge.</p> <p>Reread these books to build up their fluency and</p> | <p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>Read accurately words of two or more syllables that contain the same graphemes as above.</p> <p>Read words containing common suffixes.</p> <p>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Reread these books to build up their fluency and confidence in word reading.</p> |

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| | | | confidence in word reading. | |
| Comprehension | <p>Understand that print has meaning.</p> <p>Demonstrate understanding of what has been read to them.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> | <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> | <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. • being encouraged to link what they read or hear to their own experiences. • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. • recognising and joining in with predictable phrases. • learning to appreciate rhymes and poems, and to recite some by heart. • discussing word meanings, linking new meanings to those already known. <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> | <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently. • discussing the sequence of events in books and how items of information are related. • becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. • being introduced to non-fiction books that are structured in different ways. • recognising simple recurring literary language in stories and poetry. • discussing and clarifying the meanings of words, linking new meanings to known vocabulary. • discussing their favourite words and phrases. • continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. <p>Understand both the books that they can already read</p> |

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| | | | <ul style="list-style-type: none"> • drawing on what they already know or on background information and vocabulary. • checking that the text makes sense to them as they read, and correcting inaccurate reading. • discussing the significance of the title and events. • making inferences on the basis of what is being said and done. • predicting what might happen on the basis of what has been read so far. <p>Participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p>Explain clearly their understanding of what is read to them</p> | <p>accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> • drawing on what they already know or on background information and vocabulary provided by the teacher. • checking that the text makes sense to them as they read, and correcting inaccurate reading. • making inferences on the basis of what is being said and done. • answering and asking questions • predicting what might happen on the basis of what has been read so far. <p>Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p> |
| Writing | FS1 | Foundation Stage ELG | Year 1 | Year 2 |
| Transcription | <p>Begin to make marks to represent meaning.</p> <p>Begin to write their own name.</p> | <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> | <p>Spell:</p> <ul style="list-style-type: none"> • words containing each of the 40+ phonemes already taught. • common exception words. | <p>Spell by:</p> <ul style="list-style-type: none"> • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. |

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| | | | <ul style="list-style-type: none"> the days of the week. <p>Name the letters of the alphabet:</p> <ul style="list-style-type: none"> in order. using letter names to distinguish between alternative spellings of the same sound. <p>Add prefixes and suffixes:</p> <ul style="list-style-type: none"> using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs. using the prefix un–. using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]. <p>Apply simple spelling rules and guidance, as listed in 'English appendix 1'.</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p> | <ul style="list-style-type: none"> learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones. learning to spell common exception words. learning to spell more words with contracted forms. learning the possessive apostrophe (singular) [for example, the girl's book]. distinguishing between homophones and near-homophones. <p>Add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly</p> <p>Apply spelling rules and guidance, as listed in English appendix 1.</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p> |
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| Handwriting | <p>Use large muscle movements to paint and make marks.</p> <p>Use one-handed tools and equipment.</p> <p>Develop a preference for a dominant hand.</p> | <p>Write recognisable letters, most of which are correctly formed.</p> <p>Below Taken from 'Physical Development': 'Fine Motor Skills' (Revised Development Matters)</p> <p>Begin to show accuracy and care when drawing.</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> | <p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters.</p> <p>Form digits 0-9.</p> <p>Understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these.</p> | <p>Form lower-case letters of the correct size relative to one another.</p> <p>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another.</p> <p>Use spacing between words that reflects the size of the letters.</p> |
| Composition | <p>See Speaking (above)</p> | <p>Write simple phrases and sentences that can be read by others.</p> | <p>Write sentences by:</p> <ul style="list-style-type: none"> • saying out loud what they are going to write about. • composing a sentence orally before writing it. • sequencing sentences to form short narratives. • re-reading what they have written to check that it makes sense. <p>Discuss what they have written with the teacher or other pupils.</p> <p>Read their writing aloud, clearly enough to be heard by their peers and the teacher.</p> | <p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> • writing narratives about personal experiences and those of others (real and fictional). • writing about real events. • writing poetry. • writing for different purposes. <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> • planning or saying out loud what they are going to write about. • writing down ideas and/or key words, including new vocabulary. • encapsulating what they want to say, sentence by sentence. |

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| | | | | <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> evaluating their writing with the teacher and other pupils. rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. proofreading to check for errors in spelling, grammar and punctuation. <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p> |
| Vocabulary, grammar and punctuation | <p>See Communication and Language (above)</p> | <p>(Communication & Language: Speaking)</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> | <p>Develop their understanding of the concepts set out in English appendix 2 by:</p> <ul style="list-style-type: none"> leaving spaces between words. joining words and joining clauses using 'and'. beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. | <p>Develop their understanding of the concepts set out in <u>English appendix 2</u> by:</p> <ul style="list-style-type: none"> learning how to use both familiar and new punctuation correctly - see <u>English appendix 2</u>, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular). <p>Learn how to use:</p> <ul style="list-style-type: none"> sentences with different forms: statement, question, exclamation, command. expanded noun phrases to describe and specify [for example, the blue butterfly]. |

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| | | | <ul style="list-style-type: none"> learning the grammar for year 1 in 'English appendix 2'. <p>Use the grammatical terminology in 'English appendix 2' in discussing their writing.</p> | <ul style="list-style-type: none"> the present and past tenses correctly and consistently, including the progressive form. subordination (using when, if, that, or because) and co-ordination (using or, and, or but). the grammar for year 2 in 'English appendix 2'. <p>Use and understand the grammatical terminology in 'English appendix 2' in discussing their writing.</p> |
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Our English Policy is comprised of three distinct policy areas that address all aspects of children's language and literacy acquisition, learning and development: **Reading, Writing and Spoken Language.**

This document sets out those three policies within one framework regarding implementation, responsibilities, monitoring and review. As with all policies at Loughton Manor First School, we set out a statement of the underlying school aims. These are the founding principles upon which policy development is based.

Reading Policy

Specific Aims

- We aim to provide a stimulating reading environment which includes wide-ranging texts of high quality, sufficient to engage the interests and extend the skills and knowledge of all our children.**

Each class teacher is responsible for providing a space where books are accessible and inviting. Each room has a "book-box" filled with books suitable for the age-range and a collection of poetry books and anthologies. Some books remain as a core of familiar books, whilst others are changed regularly. In line with our outdoor curriculum, we also encourage children to use every opportunity to read outside.

The library is available for all to use. All children have regular, time tabled, library lessons where they select books to take home. The children are taught how to care for books and respect their organisation. There is also time for teaching library skills and information retrieval skills. Parents are asked to sign an undertaking to care for books taken home and replace in the event of loss or damage.

We have collections of multiple copies of 'Monster Phonics' books which correspond directly to the phonics lessons and are used for guided reading.

We include in our book resources a range of dual-language texts in acknowledgement of the cultural diversity of our pupils and to provide experience of the many forms of language that exist.

We provide an environment throughout the school which promotes and encourages reading; e.g. labels, notices, posters, a variety of handwritten and printed lettering, interactive displays, which often show children's writing, Interactive whiteboards and iPads. We also have dedicated reading displays which show reading events in school, i.e. World Book Day, Books for Breakfast, Books in the Woods and Books at Bedtime.

- **We teach the children the skills and strategies they need to become effective and competent readers.**

We teach reading in line with the National Curriculum. Phonics is taught daily across the whole school, using the Systematic Synthetic Phonics Scheme, Monster Phonics. In addition, class teachers implement daily English lessons at KS1, including a weekly whole class reading lesson. Teachers in the Foundation Stage use the Early Years Foundation Stage Curriculum (EYFS) and expectations within the National Curriculum for English. Teachers target their direct teaching towards a range of literacy skills throughout this period and all pupils engage in literacy work for the majority of these sessions.

'Monster Phonics' books which the children take home to practise their reading are stored in the shared areas in book trolleys. Towards the end of Year Two, more fluent readers are able to make their choice from the "Chapter Books" on the shelves in the Year Two Shared Area. Monster Phonics books are changed weekly, with the children having one new book, relating to their phonics learning, and one previously seen book to support increasing fluency within their reading.

- **Children are encouraged to use a range and variety of reading strategies. Although they predominantly use their phonics knowledge, children also use picture cues, knowledge of the story, context cues, graphic cues (word shape), syntax cues, the length of a word and analogy.**

Introducing children to a wide range of texts, including e-books, is a vital part of the reading process. As children progress it is necessary to encourage the development of higher-order reading skills such as discussing characters, predicting, setting and plot, relating texts one to another, reading for inference and deduction, recognising style and genre, giving preferences and supporting their opinions, often with direct reference to the text as evidence and sharing knowledge about authors and poets. Additionally we seek to develop children's skills in reading aloud, encouraging expression, intonation, clarity and confidence of speech.

Children are taught how to use reference books competently and how to select and extract information by means of a structured approach to working with non-fiction as part of our literacy teaching. Children's reference skills are also developed by using a wide selection of non-fiction books and the Internet.

- **To provide opportunities and time for reading and reflection.**
- **To read for different purposes.**

Children hear their teacher and other adults reading aloud to them fiction, poetry, rhymes and non-fiction. The children read as a whole class in shared reading, whole class reading sessions, individually, in pairs and in a group. We acknowledge the importance of Guided Reading where the activities have direct teacher involvement. The teaching of reading strategies and skills feature strongly as an element of our whole-class reading, guided and shared reading sessions. We also teach children how to use a text when finding evidence to support their particular preferences. The number of times a child reads individually is for class teachers to organise. Pupils will have a regular individual reading consultation with their class teacher where quality one-to-one attention is given and assessments can be made at least once every half-term. Volunteers helping with reading practise are briefed by the class teacher and given clear guidance.

- **We actively encourage Home-School partnerships**

Whilst the structured teaching of reading is a carefully planned element of our work in school, we consider home practice to be an important factor in a pupil's success in learning to read and in fostering positive attitudes towards reading. Children have two Monster Phonics books in their book bags at a time: one new and related to current teaching and one previously seen, to develop fluency. We also allow children to borrow library books so that they can choose books to read for pleasure, with their grown-ups. These are often not linked to their ability but to their interests.

Parents are actively encouraged to attend the Monster Phonics webinars annually and a video link is also sent home to encourage parents who are unable to join, to watch at a time of their suiting. In the Spring Term, FS2 parents are invited into school to observe a reading consultation taking place between their child and the class teacher. All children have a home-school diary where family members are invited to comment. Teachers monitor the diaries weekly to check that home practice is being undertaken and try to add comments to encourage reading as homework. We are happy to answer queries at any time and regular parent consultation evenings provide good opportunities for discussing progress.

We acknowledge that some children will not make the expected progress in their reading.

We consider regular assessment to be essential to a child's progress through which we pinpoint individual needs and offer extension or additional support as appropriate.

In the first instance, class teachers will offer as much extra support as possible and consult with the English Subject Leader and/or the Inclusion Manager, for help with diagnosis and strategies. Individual children may receive extra support from one of our Teaching Assistants after consultation with the Inclusion Manager.

All levels of support are provided in accordance with the Inclusion Code of Practice and our own school Inclusion Policy.

Assessment

Assessment should take account of:

- accuracy, fluency, expression and understanding,
- response to texts,
- attitudes and preferences.

Reading is formally assessed, at least half termly in an individual reading assessment and this feeds into Progress Tracking meetings. In addition, formative phonics assessments are carried out as part of the Monster Phonics scheme.

In Year 1, children do the Phonics Screening check. Children who do not meet the expectations in Year 1 repeat the check in Year 2.

In Year 2 children have End of Key Stage One Assessments.

Informal assessments are ongoing.

Reading records should include information concerning:

- what has been read and when;
- reading strategies and attitudes;
- level of comprehension;
- tastes and preferences;
- individual pupil's reading targets.

Our records consist of:

- The Reading Record, Class Reading Records and an individual comment sheet, guided reading group records, phonic check lists, teachers' own personal records, written reports and where appropriate SEN related targets.

For further details please refer to the Schools' Assessment, Recording and Reporting policy.

Writing Policy

Specific Aims

To encourage children to explore, experience and convey information and ideas with confidence, enjoyment, commitment and vitality.

1. To enable children to have the compositional and transcriptional skills, through which they can develop their understanding and use of Standard English.
2. To enable children to write in many different forms and for a variety of purposes and audience across the curriculum, through stimulating and rewarding activities.
3. To arouse in children an interest and enthusiasm for words themselves, their roots, derivations and meanings.
4. To emphasise the close links between writing, reading and spoken language.

Composition Objectives

1. Provide children with a variety of activities and stimuli for writing, both relevant to their own experience and also to extend their imagination.

2. Provide a range of writing forms including imaginative and non-fiction in order that children learn to organise their writing in different ways, helpful to the purpose, task and reader.
3. Value and give recognition to children's creative ideas and provide discussion and sharing of thoughts in a safe and supportive environment.
4. Give children opportunities to comment upon their writing, to recognise their strengths and to set up targets for further attention.
5. Teach children, at a stage appropriate, the importance of correct grammar and punctuation, ensuring that it is made relevant to their own experience as writers and readers.
6. Teach children to develop their compositional skills through learning to talk for writing, plan, draft, revise and edit.

Transcription Objectives

1. Take a positive attitude towards spelling and the emergent speller whilst using errors to diagnose problems in order to help them become more successful.
2. Through a multi-sensory approach, using a variety of strategies, teach essential and consistent spelling rules, letter patterns and word families.
3. Teach children grapheme phoneme correspondence and phonological patterns through a systematic phonics programme (Monster Phonics).
4. Provide access to the high frequency words, topic words and "tricky words" (Monster Phonics).
5. Teach children dictionary skills, through games and activities, for speed and proficiency.
6. Teach children the elements and correct usage of grammar.
7. Ensure, through direct observation and daily handwriting sessions, that letter formation, size, shape and spacing is correct.
8. Provide the necessary materials and tools at appropriate stages of proficiency.
9. Provide opportunities for children to see adults writing in a variety of different contexts.
10. Promote a high standard of handwriting and presentation throughout the school environment, through displays, notices and other forms of visual communication.
11. Teach children to develop their presentational skills beyond a first draft, learning to proof-read and present.
12. Teach children the correct way to sit, hold a pencil, and slant paper for writing.

Planning

The aim for English in the National Curriculum is to promote high standards of literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature.

Weekly short term plans are delivered in year group teams whereby activities that give access to specified objectives can be developed to match the needs of the children.

Organisation/Teaching Methods

Children at Loughton Manor have a daily English lesson. We know that flexibility is the key when writing across the curriculum for purpose and an audience. This philosophy also allows for spontaneity responding to special visitors, trips, festivals, end of term performances and the weather!

Children will see the writing process being modelled by the teacher and they will take part in composing, spelling and handwriting activities with the class as a whole, as a member of a smaller group, and independently.

We are committed to valuing emergent writing as an imperative first step for the children to see themselves as writers.

We provide additional time for extended writing with a focus on talk and drama before writing. Our 'writing days' are now part of our year school plan. We aim to have a focus once every term. Other curricular areas are used to provide contexts for literacy work, particularly non-fiction writing, e.g. writing up a Science investigation, reporting on the Great Fire of London in history, discovering places in the world to write about in geography. In line with our outdoor curriculum we also encourage writing activities out of doors, using the many stimulating areas of our school grounds.

We provide regular feedback to pupils about their work. At least once a week in Key Stage One, a 'whole-class feedback' session provides brief evaluation of the learning that has taken place, addresses misconceptions and provides opportunities to further embed and extend knowledge, skills and understanding. This is followed by termly individual consultations with each child and teacher, one-to-one, where success is celebrated and targets mutually agreed for the future. A more detailed summary of these processes can be found in the Curriculum Policy.

Assessment

Writing is continually assessed. Children are assessed through regular independent writing tasks. We confirm our judgements during our termly Key stage progress tracking meetings and whole school writing moderation. Children are assessed at the End of Key Stage One Assessments.

Resources

Each classroom has a range of good quality resources:-

- Dictionaries, thesauri, word books, phonic books.
- word banks
- iPads
- writing tools
- lined writing books
- Interactive whiteboard writing activities
- Small individual white boards and pens

- Magnetic letters
- Phoneme frames
- Word origin dictionaries

Foundation Stage pupils have a choice of books and paper suitable for differing purposes and audiences to stimulate emergent writing. Also in Foundation 1 and 2 children are encouraged to take part in the 'Write Dance' activities. The lessons are structured to help children to develop their fine motor actions that are needed when writing, such as: wrist twists, up and down strokes, the anticlockwise and clockwise movements. In addition, children who have poor fine motor skills take part in an intervention called "Funky Fingers" in order to further develop these fundamental skills.

Spoken Language Policy

Specific Aims

1. To develop children's oral and listening skills, enabling them to become competent communicators in a wide range of contexts, matching their style and response to audience and purpose.
2. To promote a positive attitude to learning through interaction as speakers and listeners.
3. To help and encourage children to listen attentively and respond appropriately with confidence and enjoyment to instructions, questions, information, different cultures, children's own work, stories and poetry.
4. To encourage children to communicate imaginatively and to express their personal feelings, opinions and viewpoints.
5. To help children empathise and respond to what is said by adapting views and opinions and by evaluating and reflecting.
6. To promote collaboration within learning, where children share their ideas and knowledge and help and support each other, clarifying and consolidating their thoughts and personalising information.
7. To teach children clear diction and audibility.
8. To develop children's language acquisition and use of standard English, in order to communicate clearly, fluently, coherently and with accuracy.
9. To develop an awareness of the varieties of spoken language and the relationship between spoken and written language.

Objectives

1. Provide many and varied opportunities for talking and listening as an inherent part of classroom work and outside the classroom, in line with our outdoor curriculum.

2. Facilitate a daily talk circle to foster an ethos of community within the classroom.
3. Make children aware that their talk is valued within the classroom and the school environment.
4. Provide a safe and friendly learning environment which will encourage children to talk and listen, and to be successful in both the process and outcome of talk. For example, flexible arrangement of furniture, quiet corner, comfortable, attractive and stimulating surroundings including displays, games, toys and dressing up clothes.
5. Have available a wide range of attractive, good quality books both fiction and non-fiction, which will stimulate talk and discussion.
6. Act as a positive role-model, by listening carefully and when appropriate, responding to children's conversations.
7. Provide opportunities through imaginative play, hot seating, role play, freeze framing and improvised drama for children to explore ideas, experiment with and safely extend their skills of speech and listening.
8. Give children opportunities for many different kinds of talk such as presenting, recounting an event, describing, storytelling and persuading.
9. Provide different strategies for promoting group talk including talk for writing, brainstorming and talk partners and vary the group dynamics including gender, ability, group size, age and personality.
10. Encourage collaborative learning by offering children a purpose and outcome that require interaction with others, such as investigations, problem solving, decision making, planning and presentation.
11. Give children experience in a variety of different roles such as observer, reporter, secretary, chairperson, investigator, interviewer, negotiator, presenter.
12. Plan differentiated activities to extend children's vocabulary and understanding of grammar.
13. Provide children with a variety of different audiences, including other children, parents, adults and visitors, both formally and informally.
14. Involve parents through home/school liaison, by building on the foundations of speaking and listening already established at the pre-school stage and by heightening their awareness of the importance of talk for learning and development.
15. Provide opportunities for children to reflect on and discuss their strengths and weaknesses as speakers and listeners.
16. School council: assemblies, meetings, circle time and Kaleidoscope therapy.

Planning

The English Curriculum states that pupils should be taught to develop their competence in spoken language and listening to enhance the effectiveness with which they are able to communicate across a range of contexts and to a range of audiences.

Teachers should ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Daily English planning reflects this approach detailing speaking/listening activities.

Organisation/Teaching Methods

Speaking and Listening activities may be carried out in small groups or whole class, depending on the task and purpose. Children have talking partners and are encouraged to share their ideas.

Assessment

- Assessment in the End of Key Stage One Assessments.
- Ongoing teacher assessments.

Resources

We have a range of resources to promote and encourage Spoken Language

- puppets
- imaginative play areas
- small world toys
- toys to develop imaginative play at lunchtimes
- focussed writing days

General Aspects of the English Policy

Roles and Responsibilities

The School's Subject Leader for English is Laura Harvey. Together with the curriculum team they ensure implementation of policy and practice in English, carry out agreed aspects of monitoring and evaluation and lead curriculum developments in this subject area.

Additionally, although it is recognised that in terms of the National Curriculum, Spoken Language falls under the umbrella of English, because of its importance to all aspects of learning we are agreed that all curriculum managers have an active responsibility for this subject.

Equal Opportunities

All children will have equal access to the English curriculum in line with the school's Equal Opportunities Policy. Appropriate support will be provided for children who have special educational needs.

Outdoor Learning

At Loughton Manor First School we pride ourselves in our school grounds and benefit from a community rich with learning opportunities. We recognise the importance of Outdoor Learning on our children's development and plan Outdoor Learning opportunities whenever possible.

Monitoring and Evaluation

Monitoring and evaluation will be within the remit of the English Curriculum Team, which meets half termly. Their annual SIP Action Plan will identify aspects for development/improvement that help to support and sustain our high standards. The action plan details aspects to be monitored and evaluated, and identifies these members of staff/governors involved.