



LLOYD WILLIAMSON  
FOUNDATION

# **The Lloyd Williamson Schools Foundation**

## **English Policy**

## **GENERAL STATEMENT**

We believe literacy unites the important skills of reading and writing and involves speaking and listening – all of which enhance the pupils' understanding of language in both oral and written forms and of the way language can be used to communicate. It is also an important part of the process through which pupils read and compose texts.

## **AIMS AND OBJECTIVES:**

At LWSF we aim to encourage our pupils to:

- read and write with confidence, fluency and understanding
- be able to use a range of reading cues (phonic, graphic, contextual), with the emphasis on phonics, to monitor their reading and correct their own mistakes
- understand the sound and spelling system and use this to read and spell
- have fluent and legible handwriting
- have an interest in words and their meanings to develop a growing vocabulary
- be familiar with, and be able to write, in a range of genres
- understand some of the ways in which narratives are structured through basic literary ideas of setting, character and plot
- use and be able to write a range of non-fiction texts
- plan, draft, revise and edit their own writing
- be interested in books, read with enjoyment and evaluate and justify their preferences
- develop their imagination, creativity and critical awareness

## **In the Early Years Foundation Stage (Nursery and Sprites)**

We follow the new EYFS, founded on the principles and practice laid out in the government guidelines.

Speaking and listening skills are vitally important as they underpin all learning at this stage. The English programme builds on the language skills that children bring from home. Development of these skills is encouraged through activities such as listening to stories and poems, joining in with rhymes and songs, participating in drama and imaginative play, responding to simple instructions, talking to accompany play, etc.

Knowledge about books is developed through activities such as, retelling a story in their own words, reading books with the teacher, re-reading favourite stories as a group/class, listening to recorded stories, and taking weekly book bags home.

When a child is ready to begin more formal reading activities (usually during the Reception year) they will embark on the school's reading programme or scheme (predominantly Oxford Reading Tree – ORT). Phonic sounds are introduced through games and practical activities. We use Floppy Phonics as part of our strategy included in the ORT.

Emergent writing is encouraged through role-play, e.g. in the shop, office, café or whatever role-play opportunities are available in the nursery at any particular time, where children are provided with a range of mark making materials. Children are encouraged to 'write' in role, such as lists, forms, menus, prices. When children become more aware of phonics and letter formation, they are encouraged to attempt a more focused form of writing, using the initial, end and medial sounds in words.

In the nursery, children will be given regular opportunities to:

- speak and listen and represent ideas in their activities
- use communication, language and literacy in every part of the curriculum
- become immersed in an environment rich in print and possibilities for communication

**At Key Stage One (Pegasus and Dragons):** children will be given the opportunity to learn to speak confidently and listen to what others have to say. They will begin to read and write independently. They will use language to explore their own experiences and imaginary worlds.

**At Key Stage Two/Key Stage Three (Unicorns, Griffins, Minotaurs, Centaurs and Chalkers):** children will have regular/daily opportunities to speak and write about different situations to suit a variety of purposes and audiences. They will be given the opportunity to read a range of texts and respond to different layers of meaning in them across the curriculum. They will explore the use of language in a range of texts and learn how the structure of language works.

**At Key Stage Four (Hydras):** pupils will additionally experience more emphasis on how to use language for communication in exams and for everyday activities that will support their endeavours outside of school.

## **APPROACHES TO TEACHING AND LEARNING:**

The major focus for the teaching and learning of literacy at LWSF will be through timetabled English lessons. During these sessions, there will be a clear focus on instruction and direct teaching, modelling, and an opportunity for the children to practise what they are learning.

Lessons should include:

- high quality oral work
- pupils' contributions which will be encouraged, expected, and extended
- manageable goals (clear Learning Intention) to include differentiation
- high expectation of success at their level

At LWSF, we aim for pupils to be motivated and engaged. To achieve this, teachers use a wide range of teaching strategies including:

- direction
- demonstration
- modelling
- explanation and discussion
- questioning to investigate pupils' understanding, to facilitate reflection on, and refinement of, their work and to extend their ideas
- initiating and guiding exploration
- investigating ideas
- persuasive arguing where appropriate, as well as being receptive to the ideas and views of others

Teachers at LWSF know and understand that *organisation* is paramount to success in the teaching and learning of literacy. The structure of sessions will include (though not be restricted to) whole-class work, smaller group work and individual work. Teachers will ensure that the needs of the full range of pupils are met, as far as possible, within this structure, including those with SEN and English as a Second Language. Lessons structures will take into account the various learning needs of each child and teachers will work closely with LSAs in their class to ensure best possible coverage of the Learning Intentions for each session.

**Planning:** Clear and careful planning is important to the success of the teaching and learning of literacy. Each teacher plans individual lessons personally. Medium term plans are written on a term-by-term basis and are adjusted as objectives and Learning Intentions are met and tasks are completed.

**Equal Opportunities:** At LWSF we are committed to ensuring, as far as possible, that there is equality of opportunity in access to all areas of the curriculum, including Literacy.

## ***ASSESSMENT, RECORDING AND REPORTING***

The assessment of literacy is part of the overall assessment of the complete child and should be seen alongside all the other areas of development. Assessment in literacy should reflect the general principles and procedures laid down in the school's Assessment Policy. The following points should in particular be borne in mind:

- Assessment of written tasks is currently personal to each teacher and individual teachers keep records. However, formal reading records are kept of the books that children are reading in their Reading Diary. This enables the teacher to set targets and assess progress being made.
- Children are assessed for reading age using Star Assessments usually 3 times per academic year as a minimum.
- A written report on each child's achievements in English will be sent to parents as part of an overall report on the child's progress to date in the Autumn Term and Summer Term of each academic year. This report is as informative as possible, citing achievements and offering next steps for ongoing development. Parents will have the opportunity to discuss their children's progress in all subject areas including literacy in Parent/Teacher

consultation evenings as through informal discussions when requested. We have an open-door policy for parents to see teachers at any time of the year.

- In year groups from Sprites onwards, assessments will be made through use of quizzes and non-statutory assessment materials – each of which will be devised by the class teacher to reflect work covered in that year group.
- All children from Pegasus upwards will be assessed in the Summer Term on their level of English against the national average using the Progress in English (GL Assessment)

## **MONITORING AND EVALUATION**

The monitoring and evaluation of the English policy is coordinated by the Headteacher for the development of literacy throughout the school. This is achieved in consultation with staff by:

- regular discussions in staff meetings concerning progress of groups and individuals
- regular classroom observation and supporting individual staff as appropriate
- regular monitoring of resources
- checking that there are appropriate opportunities and resources to raise multicultural and gender issues are created and taken
- moderation of English books that children are making progress and that there is appropriate coverage of work

## **SPELLING**

We believe that pupils should develop as independent and accurate spellers who are confident to use an evolving and adventurous vocabulary in their own writing. They should have a sound knowledge of high frequency words for use in their daily work and a range of spelling strategies, which they can use to attempt unknown words. They should be aware of the differences between spoken dialect and written English in terms of spelling. Younger children are given a set of spellings to learn. Older children are given spellings as part of their next steps.

Lower School pupils will be taught to:

- Write each letter of the alphabet
- Use their knowledge of sound-symbol relationships and phonological patterns: consonant clusters and phonemes
- Recognise and use simple spelling patterns
- Write common letter strings
- Spell common words
- Spell words with common prefixes and inflectional endings
- Check the accuracy of spellings using word banks and dictionaries
- Use their knowledge of word families
- Identify reasons for misspellings

Senior and Upper School pupils will be taught to:

- Sound out phonemes
- Analyse words into syllables and other known words within words
- Apply knowledge of spelling conventions
- Use knowledge of common letter strings, visual patterns and analogies
- Check their spelling using word banks, dictionaries and spell-checkers
- Revise and build on their knowledge of words and spelling patterns
- Use morphology to use words with common prefixes and suffixes, understand the relevance of word families, roots and origins of words

## **CROSS-CURRICULAR LINKS**

English is cross-curricular in nature. Speaking and listening, reading, and writing are an integral part of all other areas of the curriculum. Specific skills can be transferred into other areas. Examples of this are: reportive writing can be developed in science lessons, chronological writing can be used in History to develop sequenced information and explanations and non-chronological explanations can be used in Geography.

## **RESOURCES**

Classes have their own stock of resources appropriate to age and ability. Library resources are held centrally. Teachers use a variety of school-based resources and their own personal resources. For reading we mainly use the Oxford Reading Tree.

**ABOUT THIS POLICY:** This policy is an evolving document and will be reviewed as and when statutory changes are made, which affect the teaching of literacy, or when the requirements of the school change.

**Updated: November 2022**

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**Aaron Williams**  
**Co-Principal**

**Lucy Meyer**  
**Co-Principal**

# Programmes of Study

## **Early Years:**

The Nursery follow the **Early Years Foundation Stage** guidelines and aim to teach the key basic skills required for successful language and literacy learning.

Staff will:

- provide opportunities throughout the day for children to communicate thoughts, feelings, and ideas to both peers and staff
- promote interaction with the children and those around them in the nursery environment, and teach verbal negotiation and turn-taking
- immerse the children in an environment where language is relevant and meaningful – with focus on writing and making their own books, puppet-play and individual reading sessions
- model and teach the importance of clear, confident speaking
- initiate discussion by asking children about their families' holidays and their experiences from their lives.
- create a print friendly environment, where children have the opportunity to discover and explore sounds, patterns and letters and written words
- ensure all children have access to paper, pens, pencils, crayons and paint so they are able to experiment with mark making
- teach all children the beginning stages of phonics and alphabet recognition through stimulating interest in ordinary, everyday factors in the children's lives – this encourages children to see meaning in the sounds and letters: e.g. an a becomes the start of someone's name, part of the school sign and it is found in book titles
- encourage an appreciation for print and that it conveys a message
- plan for and discuss book topics
- place legible labels around the nursery for children to recognise and begin to read
- support the children who are ready to begin reading the school reading scheme

It is anticipated that children will enter Sprites with an appreciation for print within their world and be an emergent reader. Children will be able to demonstrate the ability to listen to others and communicate needs and ideas.

## **Sprites (EYFS):**

As each child develops their natural abilities to listen and communicate both verbally and in the written form, a more formal approach to teaching will commence:

### **Working with text:**

- Listening to stories and recounting main incidents with focus on sequence
- Learning to read more fluently and locating parts of text as part of discussion
- Listening to and reading poems: with some focus on features of poems
- Identifying main characters in a story

### **Writing focus:**

- Continue mark making
- Understanding that writing is for communication
- Letter formation and starting to write high frequency words
- Begin to write simple sentences

## **Pegasus:**

### **Texts (for study and comprehension)**

- Stories: with particular focus on recounting main incidents in sequence, locating parts of text, picking out incidents, characterisation, linking story to experience
- Poems: with particular focus on identification of main features
- Rules and instructions
- Reading a labelled plan

### **Writing focus**

- Writing daily/weekly news
- Continuing stories
- Stories: with particular focus on experience
- Poems
- Writing rules and instructions

### **Use of Language and Grammar/sentence level work**

- Reading for sense
- Sequencing instructions
- Predicting word meanings in context
- Predicting missing words
- Re-ordering words in a simple sentence to make sense
- Capital letters and full stops
- Capital letters and question marks
- Alphabetical order
- Abbreviations
- Nouns: common, proper and collective
- Simple homophones
- Plurals: adding s
- Simple connectives: but/and
- Use of written numbers in text: I am five years old, etc.

### **Range of texts for reading:**

- The children follow a varied diet of reading books – primarily the Oxford Reading Tree, supplemented by other reading schemes in use in the school
- Supplementary reading materials are used at the discretion of the teacher

Supplementary materials will include (though not be restricted to):

- Stories about fantasy worlds
- Information text
- Poems with pattern and predictable structures
- Recount of a visit



## **Dragons:**

### **Texts (for study and comprehension)**

- Stories: with particular focus on characters and setting
- Stories by a significant children's author e.g David Walliams and Roald Dahl
- Poetry e.g. by Spike Milligan, Michael Rosen, Edward Lear
- Age appropriate newspaper articles with particular focus on reportive writing
- Comparison of different authors e.g. as above
- Book blurbs
- Fiction/Non-fiction
- Contents page, Index, glossary

### **Writing focus**

- Stories: with particular focus on one key incident and description of characters
- Character profiles
- Reportive writing: personal accounts
- Letter/postcards
- Finishing a story and writing a story sequel
- Poems (to include nonsense / shape poems)
- Writing an information text: with use of labelled diagrams

### **Use of Language and Grammar/sentence level work**

- Basic parts of speech: nouns (common, proper and collective), verbs, adjectives
- Past tense: subject/verb agreement
- Sentence structure
- Speech marks
- Commas in lists
- Phonemes and antonyms
- Syllables
- Simple prefixes
- Rhyming
- Question marks and turning statements into questions
- Synonyms
- Spelling strategies
- Alphabetical order
- Abbreviations
- Adverbs: definition and recognition of, formation and use of
- Apostrophes for contractions and possession
- Compound words
- Dates: appropriate formation for a variety of tasks
- Introduction to direct and reported speech
- Homophones
- Opposites: use of prefixes
- Plurals: adding s and es, changing y to i and adding es, changing f to v
- Usage: correct use of a/an, did/done, do/does, has/have, saw/seen, was/were, etc

**Range of texts for personal reading**

- Stories by significant children's authors (see above)
- Non-chronological report
- Texts with language play
- Stories about fantasy worlds
- Information text
- Poems with pattern and predictable structures
- Recount of a visit

## Senior School

### Unicorns:

#### Texts (for study and comprehension)

- Stories: with particular focus on descriptions of settings, characterisation and key incidents
- Poetry: various forms including shape poems, and performance poetry and humorous poems e.g. Hilaire Belloc
- Fiction and non-fiction writing: with particular focus on specific features of non-fiction writing
- Letter writing for a variety of audiences – also real letters
- Difference between FACT and FICTION – locating facts/library classification systems
- Instructions
- Word puzzles, puns and riddles
- Dictionaries and Thesaurus with particular focus on alphabetical order

#### Writing focus

- Story structure: with particular attention paid to a variety of settings, clear and interesting characterisation and focus on a key incident
- Paragraphs
- Shape poems / Acrostic poems etc
- Play scripts
- Posters with effective labelling
- Information leaflets
- Writing reports
- Writing fairy stories
- Instructions
- Rules of games
- Book reviews
- Letters for a variety of audiences – to be posted
- Non-fiction

#### Use of Language and Grammar

- Revision of basic parts of speech: nouns, verbs, adjectives, adverbs and pronouns etc
- Verb tenses
- Punctuation awareness: with focus on capital letters, full stops, comma use and exclamation/question marks
- Correct presentation of speech: NEW SPEAKER – NEW LINE, speech marks
- Nouns: common, proper and collective
- Verb tenses
- Use of 1<sup>st</sup> and 3<sup>rd</sup> person
- Subject/verb agreement
- Making notes with quick reference phrases
- Conjunctions
- Apostrophes: contractions and possession
- Grammatical sense and accuracy (checking work and self-correcting)
- Alphabetical order
- Idioms
- Opposites using prefixes: un, in, im, dis
- Proverbs
- Connectives

- Synonyms to promote extended vocabulary
- Usage: correct use of there/their, are/our, where/were, etc

**Range of texts (for children to read for themselves)**

- Stories with familiar settings e.g. school and home e.g. Zanib Mian,
- Traditional myths, legend, fables
- Traditional tales
- Adventure and mystery stories
- Poetry
- Play scripts
- Information text
- Instructions
- Real life adventure
- Biographies e.g. Vashti Harrison (Little Leaders series)
- Letters
- Diaries
- Word puzzles

## **Griffins:**

### **Texts (for study and comprehension)**

- Stories with particular focus on historical settings and characterisation
- Play scripts: with particular focus on settings and key incidents in 3 scenes
- Information text: with particular focus on text organisation and writing for different audiences (e.g. different age groups)
- Non-fiction text
- Poetry: similar themes, from different cultures, from different times
- Instructions: with particular focus on features of instructional text (use of 2<sup>nd</sup> person/easy to follow/logical order)
- Explanatory texts: with particular focus on features (opening explanation, bullet points, labelled diagrams)
- Contents page, Index, Glossaries
- Stories from different cultures: with particular focus on setting, relationships and issues
- Points of view: fact or opinion (e.g. Newspaper articles)
- Moral dilemmas and solutions
- Advertisements
- Persuasive writing
- Legends
- Folk tales and Myths

### **Writing focus**

- Writing story plans: with particular focus on main characters/archetypes, setting (time and place), key events, ending
- Paragraphs
- Play scripts – turning stories into plays
- Writing an interview
- Writing a magazine article
- Writing reports
- Descriptive writing
- Writing for a variety of audiences
- Note-making
- Explanatory texts with use of clear explanation, diagrams with labels and bullet points
- Writing poetry
- Book reviews, reviews of theatre shows/trips
- Writing with points of view/opinion (e.g. newspaper articles)
- Advertisements

### **Use of Language and Grammar**

- Revision of basic parts of speech: nouns, verbs, adjectives, pronouns etc
- Verb tenses: past, present, future
- Punctuation: to include colon and semi-colon
- Adverbs: definition, formation and recognition of
- Adjectives: to include use of similes and metaphors, comparison of adjectives and formation
- Synonyms
- Word order in sentences: with particular focus on how to formally answer question in written form in full sentences
- Apostrophes
- Connectives
- Prefixes and suffixes

- Prepositions
- Dashes and hyphens
- Conjunctions
- Alphabetical order
- Abbreviations: revision
- Direct and reported speech
- Homophones
- Idioms
- Proverbs
- Prepositions
- Connectives: simple, complex and time connectives
- Usage: correct use of its/it's, passed/past, began/begun, broke/broken, came/come, whose/who's, etc

**Range of texts (for children to read for themselves)**

- Historical stories
- Playscripts
- Newspaper articles
- Poems: from different cultures/different times
- Magazine articles
- Instructions
- Fantasy stories
- Sci-fi stories
- Information books
- Stories from different cultures

## **Minotaurs:**

### **Texts (for study and comprehension)**

- Stories with clear structures: with particular focus on beginning, middle and end
- Play scripts: with particular focus on conventions (format, stage directions and asides)
- Story beginnings
- News reports: with particular focus on specific features of, fact and opinion
- Instructional texts
- Poetry: with particular focus on Narrative poems
- Stories from ancient cultures
- Persuasive/Informative writing
- Letters: with particular focus on letters to persuade and argue

### **Writing focus**

- Story structure: with particular focus on beginning, middle and end, and story beginnings (description of the main character, description of the setting, speech to break up the narrative and an introduction to the main event/key incident of the story)
- Paragraphs
- Play scripts
- Instructions
- News reports
- Description of character/characterisation
- Writing from a point of view
- Communicating information
- Poetry – narrative poems
- Writing an argument – using persuasive language
- Book Reviews/reviews of shows and trips
- Note-taking
- Advertisements

### **Use of Language and Grammar**

- Revision of all basic parts of speech and their use in sentences
- Dialogue: understanding of, and correct presentation of, in written work
- Person and tenses of verbs
- Imperatives and tenses of verbs
- Making complex sentences: extension of simple sentences with conjunctions and description
- Direct/Reported speech
- Agreement: noun and verb
- Agreement: tense and subject
- Categories of nouns
- Summarising sentences
- Ambiguity and subtleties
- Apostrophes
- Phrases vs. sentences: appropriate use of
- Clauses
- Prepositions
- Time-connectives
- Synonyms to extend vocabulary
- Homophones
- Antonyms
- Alphabetical order

- Complex abbreviations: e.g./i.e./R.S.V.P./via/viz, etc
- Double negatives
- Idioms
- Proverbs
- Prepositions

**Range of texts (for children to read for themselves)**

- Novels from the school library
- Playscripts
- Poems e.g. Francisco X. Alarcón
- Instructions
- Short stories
- Legends: with particular focus on Greek legends (e.g. Heather Amery – school library)
- News reports
- Narrative poetry
- Folk tales
- Stories from different cultures
- Persuasive writing e.g. young people's newspaper available at the school.



## **Centauris:**

### **Texts (for study and comprehension)**

- Events from different points of view
- Established authors
- Fact/opinion/fiction
- First person narration/thirds person narration
- Scripts
- Information texts
- Poetry e.g. Jaqueline Woodson
- Argument – persuasive writing
- Examples of suspense
- Stories: different genres – comparison of styles
- Official language: formal vs. informal
- Writing style: different authors

### **Writing focus**

- Stories: various styles and genres
- Stories: with particular focus on narrative viewpoints
- Autobiography
- Poetry
- Playscripts
- Biographies
- Journalistic writing
- Controversial issues: debating and use of persuasive language
- Rules and instructions
- Reviews
- Blurbs
- Letter writing
- Advertisements and promotions
- Note making

### **Use of Language and Grammar**

- Revision of all parts of speech
- Complex sentences
- Dashes and brackets
- Prepositions
- Verbs and tenses
- Active/passive verbs
- Colons and semi-colons
- Clauses
- Tone and voice of formal/informal language
- Summary work
- Roots of words
- Prefixes/suffixes
- Language changes over time
- Idioms
- Proverbs

**Range of texts (for children to read for themselves)**

- Short stories and novels: all genres
- Classic and modern poetry e.g. Jacqueline Woodson
- Autobiographies and biographies e.g. Going Solo, Boy
- Play scripts – Shakespeare e.g. Midsummer Night's Dream
- Diaries and letters
- Journalistic writing
- Information texts
- Travel writing

## Upper School

### **Chalkers:**

#### **Text styles and genres for study and comprehension:**

- Short stories
- Legends
- Science fiction
- Horror e.g. Dr Jekyll and Mr Hyde
- Ghost stories
- Crime
- Television sketches
- Monologues
- Television screenplays
- Stage plays
- Poetry
- Newspaper reports
- Biographies
- Autobiographies
- Travel writing
- Letters
- Brochures
- Speeches
- Advertisements

#### **Writing and Language Focus:**

- Spoken English – accent and dialect, informal/formal register, how spoken language changes, differences between speech and writing
- Spelling – English word roots, rules, using a dictionary and Thesaurus
- Grammar – nouns, adjectives and articles, pronouns and noun phrases, verbs, adverbs and prepositions, tenses and phrases, simple and compound sentences, complex sentences
- Punctuation – commas, full stops, apostrophes, colons, semi-colons, inverted commas and paragraphs
- Authoring skills – reasons for writing, planning, proofreading and presentation
- Study skills – skimming, scanning and close reading, using the library, research from information texts, making notes and summaries
- Literary devices
- Dissecting unseen poetry

#### **Speaking and Listening:**

- Being an active listener
- Interviewing – thinking ahead, questioning, listening to / building on responses
- Group work
- Confidence in front of an audience
- Making a persuasive speech

## **Hydras:**

### **Text styles and genres for study and comprehension:**

- International short stories
- Legends
- Science fiction
- Horror e.g. Frankenstein
- Ghost stories e.g. Wilkie Collins
- Crime
- Television sketches
- Monologues
- Television screenplays
- Stage plays – more Shakespeare
- Poetry e.g. Benjamin Zephaniah, Maya Angelou, the War Poets: Wilfred Owen, Siegfried Sassoon, Marjorie Pickthall, Robert Graves,
- Newspaper reports
- Biographies
- Autobiographies e.g. I Am Malala, Marcus Rashford, Steve Jobs
- Travel writing
- Letters
- Brochures
- Speeches e.g. Churchill, Martin Luther King
- Advertisements

### **Writing and Language Focus:**

- Spoken English – accent and dialect, informal/formal register, how spoken language changes, differences between speech and writing
- Spelling – English word roots, rules, using a dictionary and Thesaurus
- Grammar – nouns, adjectives and articles, pronouns and noun phrases, verbs, adverbs and prepositions, tenses and phrases, simple and compound sentences, complex sentences
- Punctuation – commas, full stops, apostrophes, colons, semi-colons, inverted commas and paragraphs
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### **Speaking and Listening:**

- Being an active listener
- Interviewing – thinking ahead, questioning, listening to / building on responses
- Group work
- Confidence in front of an audience
- Making a persuasive speech