



Curriculum Policy for Formal Communication

**(speaking & listening, phonics, reading,
writing)**

Reviewed by: Leader of Learning, Communication,

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Introduction

At the William Hogarth we believe that a high-quality education in language is the tool by which we communicate and that it is inextricably bound to all learning. We are committed to ensuring that children develop competence in the understanding and expression of spoken and written language so that they are successful in communicating their ideas and emotions to others. It is our belief that the language skills, knowledge and understanding can be taught and developed in the context of the whole curriculum, and as part of the daily English lesson.

All components of language – speaking and listening, reading and writing – are of equal importance in developing the communicative skills of the individual child. We consider that consistency of approach towards the teaching and learning of language throughout the school is vital for successful language development. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually (National Curriculum, 2014).

Aims and Objectives

At the William Hogarth, pupils receive a stimulating and enriching experience in English, developing the skills necessary to master the English curriculum. Through high quality teaching, well planned and organised lessons, we ensure that the statutory requirements of the National Curriculum are met alongside its aims:

- to promote high standards of language and literacy
- equip pupils with a strong command of the spoken and written language
- develop their love of literature through widespread reading for enjoyment

Our pupils will learn to:

- read easily, fluently and with good understanding
- develop the habit reading widely and often, for both pleasure and information
- encourage children to view reading as a lifelong pursuit, giving pleasure, enjoyment and information and help children to develop the skills required for reading and responding to a wide variety of texts
- provide a stimulating language-rich environment where pupils are able to work collaboratively and where speaking and listening, reading and writing are interrelated
- help children develop competence and confidence in all aspects of their language development
- ensure equal opportunities for all children to gain access to the language curriculum. To foster respect for the different languages brought to school, as well as developing a use and understanding of standard English
- ensure that the teaching of phonics in the Early Years and at Key Stage 1 is taught in line with Read Write Inc and the Early Years Foundation Stage (EYFS) Framework
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn
- become competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate
- actively encourage parents to participate and share in their child's language development, reading and writing, both in English and in any home language

Planning - Teaching and Learning Strategies

- Knowledge, Understanding and skills are taught daily within Read, Write, Inc. lessons.
- Staff teach RWI Phonics - RWI Spelling and RWI Literacy and Language in Reception and Year 1
- RWI teaching and learning takes place in ability groups and also within ability-led
- A well-structured 2 week teaching sequence(including a focus on vocabulary, grammar or punctuation skills) that will enable the children's extended piece of writing at the end of the teaching sequence
- Use of a WAGOLL (what a good one looks like) to support children in their initial attempt at writing
- guided reading groups.
- Learning takes place within the whole school setting.

Inclusion

- We aim for all children to participate in mainstream lessons. Work is differentiated and where necessary extra support is in place for children with S.E.N.D including an I.E.P. and adult support.
- We aim to provide a range of resources that reflect the diversity of culture and language within our school community and the wider school community.

Oracy

We aim for our pupils:

- To develop a rich and varied vocabulary that will support their learning across the curriculum;
- To have the confidence to take risks in using new vocabulary;
- To speak confidently, fluently and clearly and be able to adapt their speech for a range of purposes and audiences;
- To actively listen to others and to evaluate, discuss, question and respect their opinions and input;
- To know about the fundamental links between the spoken word and writing;
- To develop the language to talk about language;
- To develop subject vocabulary associated with the wider curriculum e.g. Science so that children feel confident and at ease in both responding to specialist terms and in using them;
- To have opportunities to develop and use other languages including mother tongue;

What does this look like at the William Hogarth School?

- Daily Oracy lessons (15 minutes)
- Re-telling, role-play, drama, productions, assemblies (see reading and writing)
- Listening to and participating in stories, poems, rhymes and song
- Talking the text – lots of opportunities for children to talk about and discuss their reading and writing (see reading and writing)
- Debate – within classrooms related to topical issues and or current class focus. School Council also provides a forum for debate both in and out of school
- Collaborative work –actively listening to one another to further the aims of

the group

- Reporting back following group work
- Presentations – planning and carrying out presentations in various groupings with various audiences
- Questioning - Children are actively encouraged to raise and answer questions, use talk partners and to express their views and opinions.

Reading

At the William Hogarth we aim for our pupils:

- To value and use books as a basis for learning, pleasure, talk and play;
- To have access to a range of high quality reading material for example stories drawn from a variety of cultures, technical magazines, newspaper articles, sports reports, catalogues etc;
- To develop a range of independent strategies for tackling print including contextual clues, grammatical cues, phonemic (sounds) cues; graphical clues (what the word looks like, its shape) self-correction skills and a diverse sight vocabulary;
- To become fluent and questioning readers who are able and confident to access a wide range of texts that become increasingly challenging;
- To extend and develop understanding, as well as creativity and imagination, by exploring texts in a wide variety of ways and settings. For example, through drama, art, discussion and play;
- To look beyond what is given and use inference and deduction;
- To become critical readers, who are able to evaluate and discuss their opinions about texts, differentiate between fact and opinion and discuss bias;
- To know that texts can be presented through a variety of mediums including: www, film and T.V. and be able to access and use them effectively;
- To be able to carry out research effectively using contents, index, glossary and search engine, to support work across the curriculum;
- To be able to scan and skim a page looking for key words to support research or to evidence a personal opinion.

What does this look like at the William Hogarth?

- RWI Phonics and Literacy and Language
- Story telling and sharing of good quality whole texts, on a daily basis.
- Retelling familiar stories. As well as teacher led classroom activities we have story telling activities with invited storytellers who perform and involve both parents and children in storytelling.
- Teachers read a new class novel every half term/term depending on content and level of complexity.
- Lots of talk and discussion about reading in a variety of contexts, both formal and informal, for example assemblies, book club, carpet sessions or just having a chat about a favourite author or 'bit'.
- Structured early learning programme – The teaching of early reading skills begins in Phonics Lessons
- Regular use of books from the school non-fiction library and opportunity to read.
- Detailed systems to track and assist those children who need additional literacy support

throughout

- Hot seating to enliven and enrich children's understanding of character and character Relationships;
- Re-enacting stories through: role-play, use of puppets and productions;
- Reading for enjoyment! Time is set-aside for children to read books of their own choice during the school week;
- Reading for real purpose i.e. to research information;
- Reading across the curriculum linked to well-planned stimulating class topics;
- Time is set aside for sharing books in different settings depending on the needs of the child and the teaching and learning purpose. For example; Individual reading with an adult for pleasure, as well as learning
- Volunteer Reading Help – outside volunteers work with individual children on a one to one basis
- Paired/individual reading for personal interest or to carry out research
- Sharing books in any context is special and we aim to create an environment and atmosphere that is conducive to the sharing of ideas, thoughts and enjoyment of books;
- Regular modelling of good reading practice through whole class shared and guided group sessions;
- Regular and differentiated teacher led guided reading sessions that focus upon explicit learning goals that are shared with the children;
- Language rich environments - well-presented displays and word banks in classrooms that reflect cultural diversity, bring language to life and record children's developing vocabulary for later use;
- We expect and encourage children to read regularly at home. Reading is seen as an integral part of pupil's homework. They are provided with a folder and home/school reading journal. All parents are encouraged to write in the home school reading record and in doing so maintain a dialogue with the school, aimed at helping their child learn to read. Time is set-aside for children to change books as and when this is needed. Support is given in choice of books for younger children or where it is needed;

Writing

We aim for our pupils to:

- Build upon what they learn through talk and reading by teaching and consolidating writing skills across the school;
- Have a clear understanding of Audience and Purpose and to be able to adapt their writing accordingly;
- Be able to draw upon their experiences as a basis for writing
- Be willing to take risks in their writing to make mistakes and learn from them;
- Recognise the role of and be skilled in planning, drafting proof reading, editing and publishing;
- Become increasingly independent when proof reading and editing their own work and to be able to work with a writing partner/group in a supportive and effective way to improve on first drafts;
- To distinguish between writing that is public and writing that is personal;
- To be able to spell accurately and to have a range of strategies for tackling unknown spellings;
- To write with a legible joined handwriting style by the time they reach Year 3 and improve on this as they progress through the juniors;

- To think about and know about what they want to write before they begin;
- It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching sequences;

What does this look like at the William Hogarth School

- Writing takes place within English lessons and in other lessons linked to the wider curriculum.
- Teachers plan towards a writing outcome which may be fiction or non-fiction that is linked to the wider curriculum. Extended writing is encouraged and developed at all times. We teach writing as a sequenced activity:
- Reading examples
- Focused teaching of particular aspects for example highlighting effective vocabulary - adjectives
- Summarise learning e.g. 'adjectives can bring a setting to life but don't use too many within the sentence – make them earn their place!'
- Discrete explicit teaching of grammar within the 2 weekly teaching sequence;
- Demonstration (WAGOLL) – show pupils how to write, using the focus
- Shared composition – pupils compose with the teacher as a scribe, focusing and challenging their suggestions.
- Supported writing within guided ability groups – mini rehearsals, e.g. using whiteboards to practise a feature
- Supported/Independent writing – trying it for themselves.
- Review – polishing the writing
- Establish a real purpose for writing from the outset;
- Provide stimulating first hand experiences beyond the reading model:
- We capitalise on children own experiences and add to these by taking children on regular class visits linked to well-planned and stimulating topics.
- We use drama, art and role-play as starting points for writing.
- We publish children's writing and poetry in books and anthologies.

Create the right atmosphere for writing – we do not settle children down to write unless they have already generated ideas for writing - as above.

Provide regular helpful feedback

Teachers and children work together to; review, revise and improve their writing using a shared marking/editing code. From Reception, pupils are introduced to the principle of 'editing' e.g. adding in a word using 'green' editing pens. This skill is then developed year on year with the aim that by year four children will be confident in reviewing and revising their work.

Our aim is to create a dialogue with the child that is pro-active and helpful in establishing next steps.

Spelling

Spelling is learnt as we use it. We aim for pupils to:

- To explore words through their reading and writing and develop an interesting and wide

- vocabulary;
- In doing so develop their ability to recognise common spelling patterns, roots, prefixes and suffixes and derivations;
 - Develop a number of strategies in order to spell correctly;
 - Use mistakes in their own writing to identify and practise common spelling errors;
 - To be able to use 'look, say, cover, write, spell' - to learn and practise correct spellings.

What does this look like at the William Hogarth School?

- K.S. 1 pupils are encouraged to 'have a go' in their first drafts and refer to class word banks when writing.
- All classrooms have relevant word banks and dictionaries that are displayed in visually interesting ways.
- Children learn to spell through active investigation of words and patterns
- From year 1, children are actively encouraged and taught to proof read their writing for spelling errors.
- Spellings/Word Investigations are routinely set as part of homework from Year 1 onwards and, as appropriate, children have a weekly spelling test.
- We link handwriting to common spelling patterns.

Handwriting

We aim for all our pupils to:

- Have a legible, joined handwriting style by the end of Year 2;
- To know when it matters to use 'best handwriting';
- To have the confidence to experiment and develop their own individual style using what they have learnt about how to write clearly and well;

What does this look like at the William Hogarth School?

- In the early years there is a big emphasis upon fine motor skills, starting and finishing in the right place. We also encourage parents to model lower case letters with the correct formation
- We encourage young children to copy under model words and sentences rather than transfer from a board or separate sheet.
- We link handwriting to common spelling patterns.
- We take the view that handwriting should be taught little and often – 3 X 15 minutes per week in KS1 and 3 X 30 minutes per week in KS2.
- The teacher models the expectation.
- In KS2 and when appropriate pupils work with handwriting pens in the back of their Communication book
- Sessions are very quiet or silent.
- Children are expected to use what they learn in these lessons particularly when redrafting to a final copy.