



Greek Primary School
Teaching & Learning Policy
2019-2020



Written by: Despina Kyriakidou
Approved by: Barvara Masourou
To be reviewed: November 2020



CONTENTS

1. Teaching Greek and English Language
2. Our strategies
3. Handwriting in Y1 and Y2
4. Whole school approach of the English language
5. The nature of reading
 - a. Objectives
 - b. Aims
6. Daily Reading
7. Independent and Home Reading
8. Assessment
 - c. Reading and Writing
 - d. Marking
 - e. Oral Feedback
 - f. Maths



1. Teaching Greek and English Language

At Greek primary school we know that the development of strong literacy skills is a core priority which must be embedded across all aspects of our work. The teaching of literacy includes the development of good speaking and listening skills, the teaching of reading and the teaching of writing (including composition, grammar, spelling and punctuation).

We believe that a very strong emphasis on the correct use of Greek and English language helps all children to achieve their potential and to excel across the curriculum. As a school of with proportion of pupils who are learning English as an additional language, we understand that as well as teaching pupils to be literate, we are teaching them to use both languages with confidence and accuracy.

By supporting children to develop strong Greek and English language and literacy skills, we enable them to access the whole curriculum, communicate effectively and to take their place in society.

2. Our strategies

In order to achieve the above we adopt the following approaches to teaching and learning:

- 1) Dedicated daily reading of at least half an hour with every child four times a week;
- 2) Daily teaching of phonics (Letters and Sounds) until the end of Year 1 (and into Year 2 where necessary);
- 3) Daily grammar, punctuation and spelling sessions for years 6-12 to practise and consolidate key literacy skills;
- 4) Provision of a well-stocked book corner in each class as well as a whole school library and book areas in reception;
- 5) Expectation of home reading supported by a wide variety of resources (including on-line resources <https://dschool.edu.gr/> suggested by the Greek ministry of Education);
- 6) A range of interventions which support children requiring additional support in one or more aspects of literacy.



In particular,

Whole school approach of the Greek language developing areas

- Exploring the meaning of word by analysing the context and language surrounding it;
- Explaining and commenting on writers' uses of language, including grammatical and literary features at word and sentence level;
- Identifying and commenting on the structure and organisation of texts;
- Relating texts to their social, cultural and historical contexts and literary traditions;

(see Greek Statutory Language Framework for more details)

3. Handwriting in Years 1 and 2

- Children are taught each letter join whilst they are learning that particular phoneme.
- Discrete 1/2 hour handwriting sessions are held on a weekly basis. Children write into handwriting
- Notebooks and books which develops their understanding of letter size and orientation. These sessions should be a high level of adult guidance and support. Children will need to be watched by an adult who has the appropriate training to ensure correct letter formation is established in the motor memory.

4. Whole school approach of the English language developing areas

During the daily literacy lesson children will develop their skills in speaking and listening, reading, analysing and understanding texts and writing genres and writing for a wide range of purposes.



Teachers are expected to plan stimulating lessons that show high levels of challenge, high quality pupil talk and high quality models of reasoning, explaining and justifying.

Pupils are active throughout lessons and work collaboratively supporting and challenging one another effectively. At all stages, the children should be given the opportunity to discuss their ideas with each other, thereby better equipping them for when they come to write.

Children with no previous experience of English or with limited English may join the school at any point in the school year and in any year group. It is recognised that, with the correct support, these children can make rapid progress and it is an expectation that teachers differentiate lessons so that these children can access learning alongside their peers.

(see Greek Statutory Language Framework for more details, see also Curriculum Policy)

5. The Nature of Reading

Reading is a multi-strategy approach to understanding the written word. It is not simply the decoding of black marks on the page but involves the ability to read with understanding a wide range of different texts, including fiction, non-fiction, real world texts such as labels, captions, lists and environmental print. Competence in reading is the key to independent learning and therefore the teaching of reading is given a high priority by all staff. Success in reading has a direct effect on progress in all areas of the curriculum and is crucial in developing children's self-esteem, confidence and motivation.

Objectives

- It is our aim to develop enthusiastic, confident and skilled readers who can understand a wide range of texts. Children will read for interest, information and enjoyment.
- Y2, Y3, Y4, Y5 & Y6 children will be taught to be more active readers who better understand how to engage with a wide variety of texts by fully embedding Reciprocal Reading Strategies across their year groups.



Aims

Children should:

- Develop the ability to read aloud fluently and with expression;
- Develop the ability to read for meaning;
- Develop skills of inference and deduction;
- Develop the skills required for the critical reading of texts;
- Be encouraged to read a wide range of fiction, poetry and non-fiction materials;
- Be taught different cueing strategies for reading including:
 - (Phonic (sounding the letters and blending them together); Visual (whole word recognition and analogy with known words); Contextual (use of picture and background knowledge);
- Grammatical (which words make sense); Be encouraged to listen to texts; Gain awareness of the close links between reading and writing activities.

6. Daily Reading at Greek Primary school of London

For Early Years please see EYFS Policy

In Years 1 – Year 2 children are taught reading skills systematically in a daily 30 minute reading lesson.

The children should explore different elements of reading five days a week. Also will be:

- Exploring books around the class topic
- Listening to audio books
- Interacting with online texts (during IT lesson)
- Completing comprehension activities
- Building work knowledge through dictionary work / phonic activities



- Reciprocal Reading where appropriate

In Years 3 –Year 6 children have high quality, appropriately pitched reading sessions daily. All teachers will ensure that Reciprocal Reading strategies are embedded throughout the first term before moving to a more traditional guided model. This model of guided session must ensure that child-led discussion and Reciprocal Reading strategies are continued. During reading sessions a variety of approaches will be used, with Reciprocal Reading skills of Prediction, Clarification, Questioning and Summarising utilised to maximise pupils' engagement with the text prior to reading, to encourage active reading for meaning on first reading of the text, and to promote meaningful discussion and questioning subsequently. Children should have a clear understanding of what is expected of them during Reciprocal Reading sessions and, as a result, will engage more actively with a wider variety of texts. They should be guided and encouraged to comment effectively on texts, identify language techniques and ask questions about content and style.

Reading skills and specific strategies should be clearly and explicitly modelled as part of a guided session, and discussion should help children to develop deeper understanding of the text. Teachers should plan appropriately challenging questions for each session and record progress for individual children on their Reading Record Books/Sheets. The questions that are asked of the children should cover a range of the statutory Assessment Domains within a single session and support the children in developing areas identified through gap analysis of previous assessments. These can include:

- Exploring the meaning of word by analysing the context and language surrounding it;
- Explaining and commenting on writers' uses of language, including grammatical and literary features at word and sentence level;
- Identifying and commenting on the structure and organisation of texts;
- Relating texts to their social, cultural and historical contexts and literary traditions



7. Independent and Home Reading

Children need to be given the opportunity and encouragement to read independently in order to build confidence, stamina and fluency, as well as develop their experience of a range of books and authors.

All children have a Home Reading book and their teacher is responsible of keeping records.

In Year 1 and Year2, children should take home an appropriately levelled text every other week.

8. Assessment

Assessment is a continuous process integral to learning and teaching. It is how teachers gain knowledge of their pupils' needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every child.

Principles of assessment are:-

- to provide information to support progression in learning through planning
- to provide information for target setting for individuals, groups and cohorts
- to share learning goals with children
- to involve children with self - assessment
- to help pupils know and recognise the standards they are aiming for
- to raise standards of learning
- to identify children for intervention
- to inform parents and other interested parties of children's progress

→ Reading and Writing

School Reading record Book

Each child has their own individual Reading record Book/sheet. These should be annotated each week (by class teacher) with notes on the individual child's reading and



next steps. In addition textbooks are used in a daily basis as part of Greek and English language developing areas.

→ **Marking**

Marking and feedback should:

- be manageable for teachers and accessible to children;
- relate to the learning objective, success criteria or individual targets for each child;
- give recognition and praise for achievement and clear strategies for improvement;
- allow specific time for children to read, reflect and respond to marking;
- inform future planning and target setting;
- Peer marking and self - marking may be used to mark 'exercises'.

All pieces of work must be marked in some way and you will need to make a professional judgment about the intensity of marking required for each piece of work.

→ **Oral Feedback**

This is the most regular and interactive form of feedback. It should:

- Emphasise the learner's progress and achievement;
- Focus on being constructive and informative to help pupils take the next step in their learning, emphasising the learning progress and achievement.

→ **Maths**

In- depth marking in Maths should be carried out at least once a week. As with reading and writing, marking is discussed with the children who should be given adequate time to reflect and respond.

Maths work is marked with ticks when correct. An error should be highlighted.

The error should be highlighted at the end of the work and the child expected to correct it. A prompt, such as an example of the correct strategy to use should be given. In the case of children who have completed all work correctly an extension question should be given. All responses should be marked.

This policy was written in November 2019