



Hunnyhill Primary School

Date of Review	September 2020
Next Review Due	September 2021
Staff Responsibility	Headteacher / English Lead
Notes / Source	
Signed by Chair of Governors	

English Policy

Introduction

At Hunnyhill Primary School we know that English is a fundamental life skill. Literacy develops children's ability to listen, speak, read and write for a wide range of purposes. Children are enabled to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as of non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. They use their knowledge, skills and understanding in speaking and writing across a range of different situations.

Aims and Objectives

- to enable children to speak clearly and audibly and to take account of their listeners
- to encourage children to listen with concentration, in order to identify the main points of what they have heard
- to show children how to adapt their speech to a wide range of circumstances and demands
- to teach children effective communication, both verbal and non-verbal, through a variety of drama activities, including the communication of their ideas, views and feelings
- to help them become confident, independent readers, through an appropriate focus on word, sentence and text-level knowledge
- to develop enthusiastic and reflective readers, through contact with challenging and substantial texts
- to promote the enjoyment of writing, and a recognition of its value
- to encourage accurate and meaningful writing, be it narrative or non-fiction
- to improve the planning, drafting and editing of their written work

Purpose

- To promote a shared love and understanding of literacy;
- To establish an entitlement for all pupils;
- To establish high expectations for teachers and pupils
- To promote continuity and coherence across the school.

Expectations

By the time children leave our school, we expect them to communicate through speaking and listening, reading and writing, with confidence, fluency and understanding and in a range of situations. We want every child to take pleasure in reading across a range of genres and have a strong motivation to read for a variety of purposes.

Time Allocation

Children are taught through discrete English lessons daily. In addition, they will also take part in discrete spelling/phonics lessons dependent upon their stage of development.

In addition, it is expected that cross-curricular links will contribute to pupils' effective learning in speaking and listening, reading and writing. This is reinforced through our delivery of the curriculum. Children will also benefit from daily story sessions.

Planning

The National Curriculum 2014 forms the basis of teaching and learning. All children receive at least the minimum entitlement of a daily English lesson.

Teachers work towards independent learning and plan flexibly for different working groups. Teachers employ a range of generic teaching strategies.

Teachers use the National Curriculum 2014 as a starting point for creating their medium term English plan with support from the Hampshire Assessment Model Planning.

These medium term plans follow the five key aspects of English teaching: familiarisation with the genre and text type; capturing ideas; teacher demonstration; teacher scribing through supported and guided writing and finally, independent writing to create a teaching sequence. This is used as a basis for short term planning and adapted according to the needs of the children.

The length of a unit may vary and will be based upon key texts for teaching. Where appropriate teachers plan closely with year group colleagues to ensure consistency of opportunity for all children.

Clear objectives are set for each session and are shared with pupils. Teachers differentiate according to the needs of the pupils and use intervention programmes for targeted support.

English is encouraged and developed across our curriculum and links are made where appropriate.

ICT is used where it enhances, extends and complements literacy teaching and learning.

Additional adults are used to support the teaching of English. They work under the guidance of the teacher with small groups of children or individuals.

Inclusion

All children receive quality first English teaching on a daily basis and activities are differentiated accordingly. In addition, where identified pupils are considered to require targeted support to enable them to work towards age appropriate objectives, intervention programmes will be implemented.

The needs of children with English as an additional language will be met through planning and support where appropriate. This is supported by our equal opportunities policy.

Assessment, Recording and Reporting

Assessments are made in line with the school assessment policy.

Teachers use effective assessment for learning to ensure planning is based on prior attainment and that pupils know what they need to do to achieve the next steps. Group or individual targets are set accordingly. Marking is in line with the school marking and feedback policy.

Analysis of assessment data is used to set targets.

Through verbal feedback and comments in books, children are informed of their own targets for learning and supported to make progress towards them. Children are also involved in setting their own steps to success and encouraged to review their progress towards these through self, peer and teacher assessment.

The teacher keeps records that enable them to deliver an effective, creative and relevant curriculum that builds on prior attainment and meets the needs of pupils.

Staff Development

Teachers are expected to keep up to date with subject knowledge and use current materials that are available in school or online.

Training needs are identified as a result of whole school monitoring and evaluation, performance management and through induction programmes. These will be reflected in the School Improvement Plan. The English lead will arrange for relevant advice and information, such as feedback from courses or newsletters, to be disseminated. Where necessary, the English coordinator leads or organises school based training.

School staff who are involved with intervention programmes will receive appropriate training that may be school based or part of central training.

Resources and Accommodation

A range of resources is available in school.

Guided reading books are kept in the school resource room. These books are banded according to the Hampshire Inspection and Advisory Service (HIAS) book band guidance.

The school library contains a range of fiction and non-fiction books and children should have weekly library visits.

Monitoring and Evaluation

Having identified priorities, the Senior Leadership Team (SLT) and English co-coordinator construct an action plan that may form part of the School Development Plan. This forms the basis for any monitoring activities and will clearly identify when, who and what is to be monitored and how this will take place e.g. classroom observation, planning scrutiny, work sampling etc.

READING

Aims

To enable children to:

- develop positive attitudes towards reading so that it is a pleasurable and meaningful activity;
- use reading skills as an integral part of learning throughout the curriculum;
- read and respond to a variety of texts whilst gaining increased level of fluency, accuracy, independence and understanding
- develop different strategies for approaching reading and be able to orchestrate the full range of strategies

Entitlement

Pupils have access to a wide range of reading opportunities that include:

- guided reading
- shared reading
- regular independent reading
- home/school reading
- hearing books read aloud on a daily basis
- selecting own choice of texts including ICT texts
- reading in other subjects including ICT texts

Much of the Programme of Study will be taught through English lessons. Additional time is provided on a regular basis for reading at other times. There is time set aside for independent reading, using the library, listening to whole class stories and research linked to other subjects.

Reading

Teachers promote and value reading as an enjoyable activity and a life skill. Teachers plan for a range of comprehension strategies that allow pupils to engage with text in a variety of ways to suit different learning styles.

Many opportunities are provided for pupils to practise and extend reading in other subjects. Pupils select texts under the guidance of the teacher for independent and home/school reading. Teachers monitor independent reading and discuss progress with individual pupils on a regular basis. Where pupils are working below age appropriate objectives they have the opportunity to participate in appropriate intervention strategies.

All teachers are responsible for providing a stimulating reading environment, promoting book ownership and recommending books to pupils. Classroom and central displays are language rich and special displays should promote authors and books.

Reading at home is regarded as an important part of reading development. Parents are encouraged to hear their children read regularly and respond to their child's reading through Home-School Link Books.

Reading Frequency

All teachers are responsible for hearing children read at least once per week either individually or through guided reading and teaching assistants or other trained adults hear children read weekly where possible. This should ensure that all children are heard read by an adult at least twice per week although this may be more frequent depending on need.

Resources

All classrooms have a well-stocked book area with a range of fiction and non-fiction. Pupils also have opportunities to read magazines, information leaflets and ICT texts. The school library is an important resource and pupils are taught how to use it appropriately.

WRITING

Aims

Children should learn to:

- write in different contexts and for different purposes and audiences
- be increasingly aware of the conventions of writing, including grammar, punctuation and spelling
- plan draft and edit their writing to suit the purpose
- form letters correctly, leading to a fluent joined and legible handwriting style, giving increasing regard to presentation

Entitlement

Pupils have access to a wide range of writing opportunities that include:

- shared writing
- guided writing
- independent writing
- writing different text types and narrative styles
- writing in different curriculum areas
- handwriting practice
- collaborative writing
- writing related to own experiences and enjoyment
- writing from a variety of stimuli including high quality texts
- planning, drafting, editing and presenting
- using ICT

Teaching and Learning

Teachers promote writing and look for ways to inspire and motivate pupils so that they see themselves as 'writers'. Teachers establish the purpose and audience for writing and make teaching objectives explicit to pupils so they know why they are studying a particular text type, the kind of writing activities they need

to undertake and what the expected outcome will be. The following teaching sequence for reading and writing will be used as a framework:

Subject-specific texts that link to work being undertaken in other areas should also be used in literacy lessons to support the wider curriculum. Teachers use shared writing to model the writing process. Shared reading and writing provide a context for discussion and demonstration of grammatical features at word level, sentence level and text level. Activities are differentiated through the use of writing frames, spelling banks, collaborative work and peer or adult support as appropriate.

HANDWRITING

It is paramount that children are rigorously taught correct letter formation from the very beginning of their time in school.

As soon as the children are ready, they should be taught to sit properly in order to have the correct posture for writing, hold a pencil in the correct tripod grip and develop a legible and joined handwriting style.

A mixture of whole class, small group and individual teaching is planned for and delivered.

It is expected that all members of staff, class teachers and teaching assistants, model the school handwriting style at all times i.e. when writing on the board or in children's books.

By the end of Key Stage 1 all children should be using the horizontal and diagonal strokes needed to join letters. However, by the end of key stage 2, all children should be displaying an efficient, quick, neat and legible handwriting style that is effective in recording their ideas.

Resources

Each class has a range of materials to support the writing process appropriate to the children's stage/age.

Writing materials are kept accessible and organised and pupils are encouraged to take care of the equipment and return it to where it belongs. Each class also has a set of age appropriate dictionaries, thesaurus and word banks. Teachers use National Curriculum 2014 and Hampshire Assessment Model (HAM) Planning.

SPOKEN LANGUAGE

Aims

Children need to be able to:

- Communicate effectively, speaking with increasing confidence, clarity and fluency
- Participate in discussions and debate in a variety of contexts
- Listen to the views, opinions and ideas of others with increased interest
- Articulate ideas and thoughts clearly with appropriate tone and vocabulary recognising audience
- Respond to questions and opinions appropriately
- Retell stories and poems which are known by heart
- Ask questions with increasing relevance and insight

Entitlement

Pupils have access to a wide range of speaking and listening opportunities that include:

- Talking about their own experiences, recounting events
- Participating in discussion and debate
- Talk for writing
- Big Talk
- Talk Homework
- Retelling stories and poems
- Expressing opinions and justifying ideas
- Listening to stories read aloud
- Presenting ideas to different audiences
- Taking part in school performances
- Responding to different kinds of texts
- Talking to visitors in school

- Listening to ideas and opinions of adults and peers
- Role-play and other drama activities across the curriculum.
- Use dramatic techniques, including work in role to explore ideas and texts
- Create, share and evaluate ideas and understanding through drama

Teachers provide a wide range of contexts for spoken language throughout the school day. Teachers and other adults in school model speaking clearly. This includes clear diction, reasoned argument, using imaginative and challenging language and use of Standard English.

Listening is modelled, as is the appropriate use of non-verbal communication, respecting the views of others. Teachers are also sensitive in encouraging the participation of retiring or reticent children. Spoken Language outcomes are planned for in all areas of the curriculum. Roles are shared amongst pupils: sometimes a pupil will be the questioner, presenter, etc.

Children should be provided with opportunities to express their thoughts, ideas and opinions through debate.

Learning takes place in a variety of situations and group settings. For example, these could include reading aloud as an individual, working collaboratively on an investigation, reporting findings as a newscaster, interviewing people as part of a research project, acting as a guide for a visitor to school or responding to a text in shared or guided reading.

Spoken Language will be a focus across the curriculum and across the school day in a variety of settings.

Spelling and Phonics

For Spelling and phonics guidance, please see separate 'Spelling and Phonics' policy

ENGLISH IN EARLY YEARS FOUNDATION STAGE

English in the EYFS will follow the same key aims and objectives as the rest of the school and using the three-phase planning and teaching model with the following additional guidance:

Reading

As part of Baseline Entry assessment, children are assessed using the Phase 1 Letters and Sounds assessment which identifies children's ability to hear and distinguish between different sounds.

Children will begin the Letters and Sounds Programme soon after they start their reception year. Phonic assessments are carried out early in September and are then completed half-termly to monitor children's progress towards becoming competent in sounding and blending words for reading. Children will then take part in daily phonics sessions appropriate to their stage of learning and development.

Children are also assessed using common exception words. Children are given the opportunities in school to read these words and they are also provided with these words for parents to support at home. Assessments of children's word reading are also carried out half-termly.

Planned purposeful reading opportunities are provided for all children to access both inside and outside. These activities are shown on continuous/enhanced provision planning. These opportunities are linked to the children's interests and stage of development.

Writing

All children have the opportunity to access planned, purposeful writing opportunities which are provided both inside and outside. These activities are shown on continuous/enhanced provision planning. These opportunities are linked to the children's interests and stage of development.

Name writing assessments are completed the start of September then each half term after that and children are taught to use correct tripod pencil grip when writing.

Through focussed learning, children are taught correct letter formation and this is reinforced according to whole school handwriting policy.

Staff keep evidence of child initiated mark making/ writing. This is stored in a folder of assessment evidence on Tapestry whilst adult led English evidence is stored in children's individual English book.