



HIPSWELL CHURCH OF ENGLAND PRIMARY SCHOOL



English Policy

At Hipswell C of E Primary School, we strive for excellence in English achievement because literacy and communication are key life skills. Through the English curriculum, we help children develop the skills and knowledge that will enable them to express themselves effectively and creatively through spoken and written language. Pupils are given opportunities to develop their knowledge, understanding and use of spoken and written English within an exciting, cross-curricular curriculum. We want children to develop a love of reading, appreciating literature and its rich variety.

Aims

To enable children to:

- be effective, competent communicators and good listeners
- express opinions, articulate feelings and formulate responses to a range of fiction and non-fiction texts using appropriate vocabulary
- develop a love of reading and read for enjoyment
- become enthusiastic and reflective readers, through contact with a variety of appropriate and challenging texts
- develop an ever-growing vocabulary, through an interest in words and their meanings
- write in a variety of styles and forms showing awareness of audience and purpose
- have a thorough understanding of grammatical terminology and use grammar and punctuation accurately
- use planning, drafting and editing to improve their work
- use a range of spelling strategies and apply them in their independent work
- produce well-presented work, written in the cursive style

Teaching and Learning

English in the Foundation Stage is taught through Communication and Language which is broken down into understanding and speaking. It is also taught through Literacy skills consisting of phonics, reading and writing. In Key Stage 1 and 2 the National Curriculum Programmes of Study are followed which we have adapted into a 'Mastery Curriculum' for each year group. Writing, reading, punctuation, grammar and spelling objectives are taught based on a half termly 'purpose for writing'. English is taught daily, with cross-curricular links to current topic work where possible. Children also benefit from additional spelling, reading and grammar sessions.

For each lesson, clear objectives are set for each lesson and are shared with pupils. The success criteria for the lesson is developed with the pupils so that they have ownership of their own learning. Teachers differentiate according to the needs of the pupils and use intervention programmes for targeted support.

Teaching Assistants and volunteers are used to support the teaching of English. They work under the guidance of the teacher with small groups of children or individuals.

Inclusion

At Hipswell CE Primary School we are committed to providing all children with an equal entitlement to activities and opportunities in English. All children receive high quality teaching on a daily basis

and activities are differentiated according to their needs. 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. Teachers and teaching assistants plan programmes together and monitor progress of these pupils.

The needs of children with English as an additional language will be met through planning and support from the Multicultural Support Agency where appropriate. This is supported by our equal opportunities policy and our strong Christian ethos.

Evaluation and Assessment

Every child at Hipswell Primary School will be assessed throughout the year to ensure continuity, progression and achievement in English. Formative assessment is ongoing through observations and discussion with the children. This ensures planning is based on prior attainment. Pupils know what they need to do to achieve the next steps. A summative assessment of each child's progress in English and assessment against the expected standard for their age group will be provided in their end of year report. Using a range of sources, teachers will use their professional judgement and the National Curriculum statements to assess the children's attainment and progress. Assessments will be completed each term and the data will be recorded on the Target Tracker program and Bromcom for analysis and to inform future planning.

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, through professional dialogue and performance management. These are reflected in the School Improvement Plan. The English Leader will arrange for relevant advice and information, such as feedback from courses, to be disseminated. Where necessary, the English Leader provides or organises school based training.

Additional adults who are involved with intervention programmes and the teaching of phonics receive appropriate training.

Monitoring

The quality of teaching and learning in English is formally monitored by the Curriculum Leader and/or Headteacher, supported by the Governor with responsibility for English, through lesson observations, work scrutinies, learning walks, pupil conferencing and data analysis.

Speaking and Listening

Teachers and other adults in school model speaking using standard English. This includes clear diction, reasoned argument, using imaginative and challenging vocabulary. 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 reluctant speakers.

We plan a range of activities to promote confidence, clarity and fluency over a variety of purposes. Children are taught to communicate effectively, listen to and appreciate the opinions of others and articulate ideas and thoughts clearly through a range of activities:

- re-telling stories, songs & poems
- describing events, observations and experiences
- discussion and debate, justifying their ideas
- planning, predicting and investigating in small groups
- presenting work to various audiences

- imaginative play and role play
- drama including hot-seating
- taking part in school performances

Spelling and Phonics

Phonics teaching follows Letters and Sounds. The aim is for all pupils to be able to:

- blend and segment sounds easily
- learn that segmenting words into their constituent phonemes for spelling is the reverse of blending phonemes into words for reading
- spell words accurately by combining the use of grapheme-phoneme correspondence knowledge as the prime approach, and also morphological knowledge and etymological information
- use a range of approaches to learn and spell irregular words.

Entitlement

Pupils have access to a range of phonics opportunities that include at FS and KS1:

- whole class teaching of specific spelling patterns
- daily discrete teaching of systematic, synthetic phonics
- use of phonics knowledge in real life contexts
- application of phonics skills across the curriculum

Pupils have access to a range of phonics opportunities that include at KS2:

- whole class teaching of specific spelling conventions and rules
- discrete phonics teaching as part of an intervention group where gaps in phonological knowledge have been identified
- using phonological knowledge in real life contexts
- applying skills in cross curricular contexts

Pupils learn 10 spellings per week either linked to their current phase in phonics or to the spelling curriculum for their age range.

Half termly, pupils complete a 'Big Spell' in which they are tested on 20 spellings from the half term.

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

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

- shared reading
- guided reading
- regular independent reading

- home/school reading
- hearing books read aloud on a regular basis
- selecting own choice of texts including digital texts
- reading whole texts
- reading across the curriculum
- reading in the community

The Programme of Study for reading is taught in English lessons, phonics sessions and whole class/guided reading 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.

Teaching and Learning

Progression in reading starts with the systematic teaching of synthetic phonics. This is in the context of a broad and rich Foundation Stage curriculum which celebrates reading for pleasure and proactively develops children's speaking and listening skills and language development. As pupils develop reading fluency throughout KS1, teachers teach a broad range of comprehension strategies which allow pupils to engage with text in a variety of ways to suit different learning styles.

In KS1 and Year 3, reading is taught through guided reading sessions where texts are chosen to match the ability of the group and to provide challenge. Fluency is developed alongside key comprehension skills. From Year 4, reading is taught through whole class reading lessons. The teacher models the reading process to the whole class as an expert reader providing a high level of support. Pupils also read aloud and complete a wide range of activities in which they develop their personal response to the text and build their understanding. Many other 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. The Reading Challenge encourages reading at home. Parents are expected to hear their children read regularly and respond to their child's reading through their Reading Records.

Assessment

Teachers assess children's reading in a variety of contexts continuously and according to National Curriculum standards.

Reading assessment opportunities:

- on-going teacher assessment
- guided reading focussed skill record sheets
- school record sheets for Letters and sounds
- termly assessments using Target Tracker and Bromcom
- end of key stage SATs
- Phonics Screening Check
- NFER and Salford Reading Assessments
- Foundation Stage stepping stones and Early Learning Journeys

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
- use ICT as a literacy medium for presenting work and manipulating text
- 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
- 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.

Subject-specific texts that link to work being undertaken in other areas may also be used in English 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. Teachers encourage 'talk for writing', 'reading for writing', explicit links with ICT, visual literacy, drama and feedback as an integral part of the process.

The writing process breaks down into a number of steps that will need to be taught and practised regularly:

1. Planning
2. Drafting and writing
3. Evaluating and editing
4. Proof-reading
5. Reading aloud and sharing

Children are taught grammar and punctuation in line with the requirements of the National Curriculum. Discrete lessons are taught and skills are practiced through writing lessons.

Handwriting

As soon as the children are ready, they are 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. Throughout school, the cursive style is adopted, writing from the line. It is expected that all members of staff model the school handwriting style at all times, such as when writing on the board or in children's books.

Excellent standards in handwriting are encouraged through termly handwriting medals and certificates which are rewarded in assembly.

The Curriculum Leader for English is Miss Ewbank.

The Governor with responsibility for English is Mrs Brotherton

Agreed date: January 2020

Review date: