



Harby Church of England Primary School

English Policy

Equal opportunities

Inclusion and Equality Statement

Inclusion is an approach and attitude that will help to give all children opportunities for success and development at school, both academically and socially, and will ensure they are valued as part of the school community. We strive to ensure that pupils' unique needs, differing learning styles and requirements are recognised, valued and supported. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We try to have systems in place for early identification of barriers to their learning and participation so that all pupils can engage in school activities with others. We acknowledge the need for high expectations and suitable targets for all children. We actively seek to encourage equity and equality through our teaching. No gender, race, ethnicity, social and economic background, Special Educational Need or Disability will be discriminated against. The school's Disability Equality Scheme will be followed and the use of stereotypes will always be challenged.

Our overarching aims

- Children will develop skills and knowledge that will enable them to communicate creatively and effectively in the world at large through spoken and written language and with confidence.
- Children will enjoy and appreciate language and its rich variety.
- Children will read for enjoyment.

Purpose

The purpose of this policy is to -

- Establish entitlement for all pupils;
- Establish expectations for staff and pupils;
- Promote continuity, progression and coherence across the school;
- Promote literacy within the wider school community.

Our specific aims of this policy;

This policy will ensure pupils -

- Read fluently with good understanding;
- Develop the habit of reading for pleasure and information;
- Acquire a wider vocabulary, understanding of grammar and knowledge of linguistic conventions,
- Appreciate a rich and varied literary heritage
- Write accurately and coherently for a range of purposes, contexts and audiences
- Use discussion in order to deepen their learning, elaborate and explain clearly their understanding and ideas.
- Competent in a range of speaking and listening presentations (E.g. role play, drama, performances etc.)

Expectations

By the time children leave our school, we expect that they will have confidence, fluency and understanding in communication skills, including use of technology. We will always foster an enjoyment of literature.

Time allocation

The time allocated for English is in line with recommendations for Key Stage One and Two. In addition, Reception and Key Stage One classes will receive a daily phonics and spelling session.

In addition, it is expected that cross-curricular links will contribute to pupils' love and learning of English, including reflection of character muscles, making links to our Routes to Resilience scheme. These skills will be embedded with continued reference to targets and feedback. Teachers work towards independent learning with appropriate differentiation.

Key Stage Two will receive focused spelling and grammar sessions. Spelling and grammar will also be integrated into daily lessons.

Teaching and learning/planning

Teachers employ a range of generic teaching strategies based on ‘Principles underpinning literacy teaching’ (Appendix 6) These include:

- instructing/directing
- modelling/scribing/demonstrating
- explaining
- questioning
- discussing
- analysing
- consolidating
- evaluating
- summarising
- challenging

Teachers will use and refer to the National Curriculum English Programme of Study for medium and short term planning and will adapt to suit the needs of the children. Clear objectives are set and shared with pupils. ICT is used to enhance and compliment teaching. PE is also used to encourage a multi-sensory approach. (E.g. Active Literacy) LSAs work to support the teaching of literacy alongside the guidance of the teacher.

Inclusion in English

All children receive quality first literacy 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 – these may include Lexia and individualised learning intervention sessions. Teachers and LSAs work together and monitor progress of these pupils. Pupils working at Greater Depth are planned for carefully. Open ended tasks and more independence and choice in writing is part of this. The needs of children with English as an additional language will be met through planning and support where necessary. This is supported by our equal opportunities policy.

Parental and community involvement

We value parental and community involvement and promote this in the following ways –

- Sharing information – newsletters, SeeSaw, curriculum workshops and evenings, parents’ leaflets;
- Celebrations - assemblies, school performances, displays, whole school events (e.g. World Book Day, National Poetry Day, Summer Reading Challenge etc.)

- Homework – in line with our homework policy
- Welcoming parents to support reading in school

Assessment, recording and reporting

Assessments are made in line with our school Assessment Policy, please refer to this for further information. Teachers provide formal feedback to parents three times a year via parents' evenings or in the annual report to parents. Children are assessed on entry and are formally assessed at the end of each key stage. Teachers keep individual records, these may include reading records, guided reading records and any other information that enables the teacher to deliver an effective, relevant curriculum which builds on prior attainment and meets the needs of pupils. In addition, we carry out regular moderation in staff meetings and with local colleagues in cross-school moderation, based on independent tasks to show application of skills acquired through unit teaching. Teachers use 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 aspirational targets. These are regularly reviewed and linked to the school curricular targets.

Staff development

Teachers are expected to keep up to date with relevant and up to date research and subject knowledge. We are committed to developing and engaging with training, including CDPD through Pixl. Training needs are also identified as a result of whole school monitoring and evaluation, performance management and through induction programmes. These will be reflected in the School Development Plan which includes the English Action Plan. The English co-ordinator will arrange for relevant advice and information, such as feedback from courses or newsletters, to be disseminated. Where necessary, the English co-ordinator leads or organises school based training including assessment of reading and writing moderation sessions for both teachers and support staff.

Resources

A comprehensive range of resources is available in school. Every class has access to a selection of non-fiction and fiction books and a reading area, either in class or nearby. In addition, each class has a variety of reading material or access to a range from the school library, which includes magazines, newspapers, etc. Guided reading books and teacher resources are kept as centrally as possible in key areas or classes. The school updates and adds to its library stock on a regular basis. Phonics resources are stored centrally which

include ‘Storytime Phonics’ resources, flash cards, interactive games and resources etc. Digital resources are stored centrally including recordable devices and ICT programs.

Monitoring and evaluation

English is monitored by all teachers, English Co-ordinator, the Headteacher and English Governor. Having identified priorities, the English Co-ordinator constructs an action plan that forms 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, pupil interviews, work sampling, learning walks, work with named governors.

Review

This policy will be reviewed every two years.

Written - January 2019

Reviewed – September 2021

Appendices

Appendix 1 – Reading policy

Appendix 2 – Writing Policy

Appendix 3 – Speaking and Listening Policy

Appendix 4 – Phonics and Spelling Policy

Appendix 5 – Handwriting Policy

Appendix 6 – Characteristics of Effective Teaching and Learning

Appendix 7 - Principles underpinning good literacy teaching

Reading

Aims

To enable children to:

- develop positive attitudes towards reading so that it is a pleasurable and meaningful activity,
- apply reading skills across the curriculum,
- develop their wider reading to gain in fluency and accuracy,
- develop different strategies for approaching reading.

Entitlement

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, **including a class book/novel for pleasure which is age appropriate,**
- selecting own choice of texts including ICT texts,
- reading whole texts,
- reading in the wider school community
- research, including time for pleasure reading

The National Curriculum POS provides a detailed basis for implementing the statutory requirements for reading. Much of this will be taught in English lessons, particularly during class, shared and guided reading sessions. Additional time is provided on a regular basis for reading or writing. There is time set aside for independent reading, including the use of the library, listening to whole class stories and research linked to other subjects.

Teaching and learning.

Teachers will promote and value reading as a life skill but for **enjoyment** also.

Reading will be taught in a variety of ways across the school.

In **shared reading**, the teacher models the reading process to the whole class as an expert reader providing a high level of support. Teaching objectives are pre-planned and sessions are characterised by explicit teaching of specific reading strategies, oral response and collaboration. Texts are rich and will challenge pupils reading ability.

In **guided reading**, texts are chosen to match the ability of the group but still provide an element of challenge. Guided reading will provide a forum for pupils to demonstrate what they have learned about reading: the focus for the reading is concerned with phonological skills, and extending strategies/objectives taught in shared reading. Teachers use a recording system when planning and delivering guided reading sessions although this is always adapted to need.

Teachers plan for **independent reading** time and activities. Texts are selected so that pupils can access them with little support. The focus of the reading is to provide practice and develop personal responses to the text.

Paired reading sessions will take place across the school, developing a community of readers.

Many other opportunities are provided for pupils to practise and extend reading across the curriculum. PM Benchmarking and PiXL will be used across the school to accurately track and assess pupils. Pupils select texts under the guidance of the teacher for independent/home school reading. Teachers monitor independent reading across all key stages and discuss progress with individual pupils on a regular basis. School reading is recorded in reading records in green pen (see Marking and Recording Policy) and the school have agreed a format for recording school reading. Reading at home is regarded as an important part of reading development. Parents are encouraged to record home reading in reading records.

Where pupils are working below age appropriate objectives, rigorous intervention strategies will be used, these include daily reading and personalised intervention sessions.

The school implements a rigorous phonics programme, 'StoryTime Phonics'. Children are immersed in an interactive, multi-sensory experience through the use of storytelling and props, encouraging the parallel development of comprehension and phonics skills. (See Phonics and Spelling Policy)

Resources

All teachers provide a stimulating reading environment, language rich displays, display high quality reading books, and promote a love of reading.

For further resource lists see core policy.

Writing

Aims

Children should learn to:

- Write for different purposes, audiences and in different contexts,
- Form letters correctly, leading to a fluent, joined and legible handwriting style (see Handwriting Policy),
- Use the conventions of writing, applying grammar, punctuation and spelling knowledge,
- Plan, draft and edit writing,
- Use ICT as a literacy medium and to manipulate text

Entitlement

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

- Shared writing,
- Guided writing,
- Independent writing in a range of texts and styles,
- Writing across the curriculum,
- Collaborative writing,
- Handwriting practise,
- Writing related to own experiences and choice,
- 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. There will be opportunities for writing throughout the curriculum. Usually, though not always, the teaching sequence for writing in English may look like this –

⇒ Speaking and Listening- drama, role play, discussions and debates	Reading and responding to a variety of text types
⇒ Reading and responding – understand	Introduction to reading; enjoyment; teach reading strategies; response
⇒ Analysing – evaluate	Analysis of texts for structural and language features; teacher demonstration of usage of sentence and word level features; further consolidation of key features
⇒ Planning and writing – create and shape texts	Talk for writing; planning, drafting, revising, editing, evaluating

Shared writing will be used to model the writing process, as well as providing a context for discussion and demonstration.

Activities are differentiated in a range of ways, including the use of writing frames, word banks, displays, resources, peer or adult support.

Teachers encourage ‘**talk for writing**’ as an integral part of the process and as a very important part of the learning process. ‘**Word aware**’ is used to support the teaching of vocabulary.

Teachers provide opportunities to practise and improve handwriting and encourage pupils to develop a fluent legible style. Teachers model the agreed style consistently across the school. (See Handwriting policy)

Resources

Each class has a range of materials to support writing. Writing materials are kept accessible and organised and pupils are encouraged to take care of the equipment and return it to where it belongs.

- A set of age appropriate dictionaries and thesauruses,
- Exemplification materials,
- Word Aware,
- SPAG resources,
- StoryTime Phonics,
- Lexia,
- 'Talk for writing' progression grid

Appendix 3

Speaking and listening

Aims

Children need to:

- Communicate effectively, speaking with confidence, clarity and fluency,
- Participate in discussions and debates in a variety of different contexts,
- Listen to the views and opinions of others, with interest,
- Articulate ideas and thoughts clearly with appropriate tone for audience,
- Respond to questions and opinions,
- Retell stories and poems which are known by heart,
- Ask engaging, thoughtful and relevant questions.

Entitlement

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

- Talking about their own experiences,
- Participating in discussions and debates,
- Talk partners and talk for writing,
- Retelling stories and poems,
- Expressing opinions and justifying those opinions,
- Listening to a class book/novel,
- Presenting ideas to different audiences,
- School performances,
- Responding to different types of text,
- Talking to visitors in school,
- Listening to ideas and opinions of others,
- Role play and drama,
- Feedback to partners.

Teaching and learning

Teachers provide a wide range of contexts for speaking and listening throughout the day. All staff model speaking clearly. This includes clear diction, challenging language and the use of Standard English.

Pupils are encouraged to challenge and ask their own questions.

Listening is modelled as is appropriate use of non-verbal communication, respecting the views of others. Teachers are also sensitive in including reticent children. Speaking and listening objectives are identified and made explicit when necessary.

Learning takes place in a variety of situations and group settings. For example; assemblies, PSHE, across the curriculum.

Resources

Resources are stored centrally to provide access to all. These include:

- Sound buttons and recording devices
- Routes to Resilience resources,
- PSHE resources,
- Story-dice,
- ICT,
- Word Aware resources,
- StoryTime Phonics resources.

Spelling and Phonics Policy

Aims

- To enable pupils to recognise and spell words appropriate to stage and age of development,
- To teach children aural discrimination, phonemic awareness and rhyme awareness in order to encourage good spelling,
- To encourage repetition and consolidation, so that spelling becomes automatic,
- To encourage children to segment and blend.

Entitlement

All pupils will be taught phonics and spelling in a structured environment with careful planning for all abilities. Each pupil will have equal access and time with regard to teaching and resources. Progress is mapped through assessments, spelling groups, PiXL etc.

Teaching and learning

Teachers use a range of methods and resources to implement StoryTime Phonics in Reception and Key Stage One, following the Letters and Sounds Principles. In Key Stage Two any phonics intervention and input will follow the Letters and Sounds program. Twinkl Spelling is used to support across Key Stage One and Two to deliver spelling teaching.

Daily phonics lessons in Key Stage One are planned and delivered and in Key Stage Two as appropriate to development. Intervention is carried out throughout school and all teachers recognise the importance of phonics teaching as Quality First Teaching.

Key Stage Two will receive focused spelling sessions. Spelling will also be integrated into daily lessons.

Resources

- Letters and Sounds handbook,
- StoryTime Phonics resources are kept centrally in files organised by text,
- Magnetic boards, letters, kinaesthetic letters etc,
- No-nonsense spelling,
- Lexia - online access

Appendix 5

Handwriting Policy

Aims

- To raise standards in handwriting across the school, maximising fluency, quality and quantity of children's writing,
- To have a consistent and developmental approach across the school,
- Pupils to achieve a neat, legible style with correctly formed letters, striving for neatly joined writing.

Entitlement

Pupils have access to a wide range of handwriting opportunities that include;

- Regular discrete handwriting teaching,
- All staff and pupils have high expectations of handwriting,
- Practical activities to strengthen finger muscles and hand development

Teaching and Learning

Teachers provide a wide range of handwriting opportunities across all Key Stages. Nelson Handwriting is used to support planning and teaching. Teachers consistently model the agreed handwriting style. High standards of developmental handwriting are expected across the curriculum and this is evident in marking and feedback.

During the Early Years Foundation Stage (Reception) and Key Stage One children develop their fine and gross motor skills and pre-writing skills. They use a variety of multi-sensory methods and practical activities such as threading, play dough, sand, iPad technology and computer, chalking outside, paint, mark making and exploring different textures, such as shaving foam or jelly. This helps to develop muscle strength and coordination which is crucial for writing. Children are taught to write their own name and are taught to form individual letters through StoryTime Phonics. They use a variety of different surfaces and writing tools. Children are taught to form letters appropriately – beginning in the right place and completing each letter as one smooth movement. This is important to ensure that children are ready to join letters as the joins are introduced through phonics teaching, StoryTime Phonics. Children who are left-handed are given additional advice and, as a school, we are mindful of the different approach to letter formation that may be of support to children who are left-handed.

The school uses the Nelson Handwriting Scheme as a basis to support handwriting lessons. This has a clear developmental approach and ensures continuity and progression across the school. During Key Stage 1 and 2 pupils will learn the handwriting joins (diagonal and horizontal) and groups of letters that can be joined in this way. Teachers will link handwriting practise where possible to phonics teaching, spelling and topic work. Children have access to a wide range of writing media to practise handwriting such as pencils, pens, crayons, felt tips and chalk. Children will practise discrete skills in books, but are encouraged and expected to produce neat and legible handwriting in all curriculum areas so it is embedded across all teaching and learning.

Across school children write in pencil for handwriting but may use pen for a special project or activity. During KS2 children will progress to using pen all the time for handwriting practise.

Resources

- Nelson Handwriting Scheme,
- StoryTime Phonics resources,
- Range of practical resources and writing media – e.g. chalk, pens, etc
- Range of resources to support correct pencil grip – e.g. thick pencils, grippers etc.

Appendix 6

Characteristics of effective teaching and learning

Speaking and Listening

Children:

- Feel their ideas and opinions are valued,
- Listen to instructions,
- Offer ideas and opinions,
- Ask and answer questions appropriately,
- Think before they speak,
- Appreciate the opinions of others,
- Speak in full, coherent, sentences,
- Communicate effectively.

Teachers:

- Plan for speaking and listening across the curriculum,
- Model good diction and grammar,
- Listen,
- Consider oral outcomes,
- Encourage discussion, debate and role play,
- Value and build on pupils' contributions,
- Use resources effectively,

- Set realistic goals,
- Use different strategies,
- Develop skills progressively,
- Use assessment to inform planning.

Reading

Children:

- Listen to and benefit from a range of rich fiction and non-fiction texts,
- Enjoy reading at their level,
- Talk about reading and reading material,
- Use a range of strategies to engage with the text.

Teachers:

- Offer a range of reading opportunities,
- Encourage independence,
- Read to children, including for pleasure,
- Teach a range of reading strategies,
- Understand the progression of skills in reading development,
- Plan and monitor shared, guided and independent reading,
- Promote reading for enjoyment and a life skill,
- Maintain home and school links.

Writing

Children:

- Take pride in their writing,

- Understand why they are writing and who they are writing for,
- Experiment and draft ideas,
- Talk about what they are going to write,
- Share ideas with confidence,
- Plan effectively,
- Use support materials effectively,
- Use ICT as a tool,
- Edit and adapt their work with peers and independently.

Teachers:

- Make clear links between reading and writing,
- Offer a wide range of writing opportunities,
- Confidently model the writing process,
- Teach the key features of different text types and styles,
- Use scribing and supported composition with pupils,
- Plan outcomes and clarify the audience and purpose,
- Provide equipment to allow children to achieve their best results,
- Use discussion, feedback and marking to outline objectives and targets,
- Plan ICT activities,
- Provide prompts, scaffolds and choice to support independence,
- Identify and use cross-curricular links
- Enable children to self-correct and redraft work,

Principles underpinning good literacy teaching

- Objectives – lead teaching from the National Curriculum programme of study,
- Reading and writing is linked and embedded in other subjects,
- Range of generic teaching strategies,
- Model ways to edit/draft/improve work,
- Whole class interactive teaching – tapping into pupils learning styles,
- Promoting independence – shared – guided – independent,
- Inclusion,
- Daily entitlement for children
- Promote talk,
- Challenge.