

HARTFORD MANOR CP SCHOOL

English Policy



Learning together for life

School philosophy

Hartford Manor Community Primary is an inclusive school. The prime aim of our school is to give each of our children the opportunity to develop their own potential through experience, knowledge, understanding and awareness of good moral values. We feel that this can best be achieved by laying the foundations of a balanced curriculum.

Aims

We aim to develop pupils' abilities within an integrated programme of Speaking & Listening, Reading and Writing. Pupils will be given opportunities to interrelate the requirements of English within a broad and balanced curriculum, with opportunities to consolidate and reinforce taught Literacy skills. We aim to equip pupils with knowledge and skills and the ability to apply these to meet the needs of present and future society.

Objectives

At Hartford Manor we aim to encourage pupils to:

- Speak fluently and listen with attention and understanding
- Read and write with confidence, fluency and understanding
- Be able to use a full range of reading cues (phonic, graphic, syntactic, contextual) to monitor their reading and correct their own mistakes
- Have interest in words and their meanings, developing a growing vocabulary in spoken and written forms
- Understand a range of text types and genres – be able to write in a variety of styles and forms appropriate to the situation
- Have fluent and legible handwriting
- Plan, draft, revise and edit their own writing
- Be interested in books. Read with enjoyment and evaluate and justify their preferences
- Develop their powers of imagination, inventiveness and critical awareness

Subject organisation

The English curriculum is delivered using the National Curriculum English programmes of study for Key Stages 1& 2 (Sep 2013) . The Early Learning Goals are followed to ensure continuity and progression from the Foundation Stage through to National Curriculum provision. Pupil provision is related to attainment, not age. The school believes that staff must work together to plan, deliver and moderate the teaching of Literacy in order to ensure that expectations are high and the children are able to achieve to the best of their ability.

- Staff plan from the National Curriculum objectives to ensure coverage of the subject strands. Planning may be supported by other materials, such as Grammar for Writing and the Focus assessment materials.
- Work is differentiated to suit the needs of the learners
- Classes in Foundation stage, Key Stage 1 and Y3 (transition year) are grouped for phonics according to the phases in which they are working and these groups are transitory. Planning is based on the Letters & Sounds materials. Children in Y4-6 may also receive phonics input as part of SEN provision.
- A range of teaching strategies will be used e.g. Talk for Writing, modelling, guided sessions, shared sessions, text based units. The school is part of the Primary Writing Project, with all staff trained in the use of talk for writing strategies.
- Teaching assistants provide support to classes where appropriate

In Foundation Stage children should be given opportunities to:

- Speak, listen and represent ideas in their activities
- Use communication, language and literacy in every part of the curriculum
- Become immersed in an environment rich in print

At Key Stage 1 children should:

- Learn to speak confidently and listen to what others have to say
- Begin to read and write independently and with enthusiasm
- Use language to explore their own experiences and imaginary worlds

At Key Stage 2 children should:

- Learn to change the way they speak and write to suit different situations, purposes and audiences

- Read a range of texts and respond to different layers of meaning in them
- Explore the use of language in literacy and non-literacy texts and learn how the structure of language works

Approaches to Speaking and Listening

Speaking, listening, group discussion, and drama permeate the whole curriculum. Interactive teaching methods are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to express themselves orally in an appropriate way, matching their style and response to audience and purpose, thus developing effective communication skills in readiness for later life.

Speaking and Listening are such integral parts of the curriculum that it is not possible to specify all the circumstances and activities that might be appropriate for the development of specific skills.

- All Speaking and Listening activities will encourage children to match style and response to audience and purpose
- Most Speaking and Listening activities will form part of cross curricular work
- Staff will take every opportunity to engage in conversation with individual pupils.
- Talk for Writing strategies will be used across the school
- Our aim is to listen attentively to children so they feel valued. Children will be encouraged to value each other's local accents and dialects, whilst being taught when it is appropriate and speak in Standard English.
- Classes are organised so that children often work in cooperative mixed ability groups. They will use and apply their skills during partner and group work and in reporting feedback to the class.
- Children are encouraged to ask and answer questions and problem solve
- Drama is used to explore real and imagined situations
- Children will have many opportunities to express their thoughts and feelings on a range of issues e.g. circle time, SEAL activities
- The activities within the classroom will be planned in such a way as to encourage full participation by all children irrespective of ability, taking account of the need to progress from personal audiences through to more formal impersonal audiences

Approaches to Reading

Teachers plan from the objectives in the National Curriculum and teach reading through a combination of approaches. These include:

- Daily phonics lessons (using Letters and Sounds document and Phonics Bug resources) grouped by phases in FS/KS1/Y3 as appropriate. Sessions are supported by TAs
- Differentiated guided reading sessions each week. Material is used from across a range of fiction, non-fiction and poetry texts. The format of the sessions should follow the model agreed Spring 2013 and revisited Spring 2015.
- Whole class shared reading
- Supported reading – individuals read to class teacher/TA. Throughout FS and KS1 children are heard read daily.
- Independent reading at school and at home (all fiction and non-fiction library books are banded into book band colours)
- Use of class novels and text based units
- Paired reading/reading buddies

Approaches to Writing

The development of writing skills will be taught during Literacy lessons and across the curriculum in a stimulating and language enriched environment. Phonic skills will be taught as outlined above. Foundation stage children are provided with opportunities that encourage and celebrate emergent writing.

- All children will participate in regular shared writing sessions and guided writing sessions led by the teacher or TA.
- Opportunities for independent and extended writing will take place in literacy and other curriculum subjects. . The topic based curriculum encourages children to apply writing skills across the curriculum.
- In KS2 children are taught x5 spelling strategies in x 5 sessions per fortnight; Support for Spelling is used to support the teaching of conventions and rules and spelling tasks are sent home weekly. Prompts to aid children with their writing are displayed in classrooms
- Teachers will incorporate Talk for Writing strategies when planning a unit of work, including cold/hot tasks, story maps and boxing up

Handwriting

- Handwriting is closely linked with Letters and Sounds in FS1 and KS1 and the teaching and practising of handwriting skills takes place regularly.
- Children will be shown correct pencil grip and will be encouraged to adopt a correct posture in writing. They will be taught correct letter formation in stroke related families. From FS1 they will be taught to write letters with exit strokes to encourage joins when they are ready to do so.
- Handwriting will be closely linked with spelling so that teaching of common letter strings will be taught in the context of handwriting sessions.
- The school uses a cursive style of handwriting (see Join It programme) – this is introduced during Y1/2
- There are opportunities for children in Upper Key Stage 2 to develop a more personal style of handwriting.
- Children in FS1/KS1 will write in pencil. The transition into pen will be made as children are ready – for most children this will be during Y3 and Y4. By Y5 and Y6 the majority of pupils will complete all Literacy, Science and topic work in black handwriting pen.

Cross curricular links

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum –this will include specifically planned extended writing tasks (at an age appropriate level). ICT may also be used as a tool for learning across the curriculum.

Assessment and Target setting (see Assessment and Marking Policies)

- Teachers use *Assessment for Learning* strategies in lessons and share lesson objectives and success criteria with the children. Children will be involved in the creation of Writer's Toolkits during a unit of work
- Progress in both reading and writing will be tracked in all classes. A six point scale is used (see Focus documents for points criteria)
- Progress and attainment will be evaluated and discussed termly in Pupil Progress meetings (with the Head/Deputy head teacher, Assessment and Literacy subject leaders)
- Regular moderation of writing takes place within, and across phase teams.

- Teachers refer to National Curriculum objectives and draft performance descriptors for Reading and Writing.
- Children will undertake statutory assessments in Reading and Writing at the end of KS1 and KS2. Children in Y1 (and/or Y2) undertake the Phonics screening test.
- Children in Years 3, 4 and 5 will use Optional SATs materials in Reading (and may use the writing tasks to use as part of an evidence base). Currently, the Optional SATs in Y3-5 are used to support teacher assessment against a six point scale (not NC levels)
- Writing targets are set for every child. National Curriculum objectives, Focus materials and ongoing work are used as a basis for targets. Targets are presented on a bookmark, so that they can also be used in cross-curricular writing.
- The bookmark has the marking code on one side and the specific target on the other (on a post-it note). As a child has included the target in their writing, the teacher will add a tick to the post-it note. Once there are 3 ticks, the note should be moved to the back of the Literacy book and a new target decided (with the child, where appropriate).
- Children in FS, KS1 and Y3 are given 'tickled pink' and 'green for growth' when the teacher marks their work. The children have the opportunity to respond to the areas for development. In Y3-Y6 the children respond to teacher marking in blue pen. (Y3 is the transition year, from one method to the other). Marking is linked to the objective and success criteria and gives strengths (**) and areas for development (next step symbol)

Inclusion

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We will identify which pupils, or groups of pupils, are underachieving and take steps to improve their attainment. Children may receive additional support, such as 'Rapid Reading', FFT Wave 3 and Reading Recovery. Gifted and talented pupils are identified by class teachers and work differentiated accordingly.

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

The Role of the subject leader

- Ensure appropriate resources are available
- Review and monitor planning

- Monitor literacy teaching and children's work
- Support staff as required – modelled planning, teaching, marking...
- Attend relevant courses and disseminate information to staff
- Feedback to Governors curriculum committee
- Update policy document
- Advise on the deployment of support staff

Parental involvement

At Hartford Manor we recognise the importance of parental support for literacy.

- There are Home/School diaries and reading records where parents and staff can communicate regarding a child's progress in reading.
- Parents of any child starting school receive a booklet that offers advice about ways to encourage their child to read, along with reading activities.
- Curriculum evenings are held where strategies are shared.
- Trained parent volunteers listen to children read at school.
- Book Fairs are held at school and staff are on hand to recommend relevant reading material.
- Parents are invited to an informal meeting with their class teacher at the beginning of each academic year. This gives an opportunity to discuss areas of literacy to be covered during the year and how parents can support their child. Homework expectations are outlined.

This policy should be read in conjunction with the following school policies:

Teaching and learning

Assessment

Marking

SEN

ICT

Equal Opportunities

Health and Safety

Gifted and Talented

Handwriting

To be reviewed: Summer 2017