

HUNSTANTON PRIMARY SCHOOL



English Policy

'Oh we do like to read beside the seaside'

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1. Aims

This policy is for the staff in our school. It aims to set out:

Our approach to teaching, monitoring and assessing English and literacy knowledge and skills

How we will make sure our provision for the teaching of English and literacy is of consistently high quality

2. Legislation and guidance

This policy reflects the requirements and expectations set out in:

The [National Curriculum programmes of study for English](#)

The [Special Educational Needs and Disability \(SEND\) Code of Practice 2014](#)

The [Equality Act 2010](#)

3. Our vision for English and literacy in our school

The English national curriculum (2014) states that: 'The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment.'

We believe the exposure of children's literature within the primary school setting is vital as a rich context for learning; not only within English as a subject but to support building a reading culture throughout the school.

We aim to use high quality books that offer opportunities for empathy and can aid philosophical enquiry, as a means of developing the spoken language requirements through debate, drama and discussion using the issues raised through, and within, the text

Our school aims to develop pupils' skills in reading, writing, speaking and listening. By doing this we want to ensure that by the time that pupils move on from our school they are:

Fluent, enthusiastic readers and writers.

Have a positive attitude towards books and reading, reading widely for pleasure and information

Enjoy writing in different contexts and for different purposes and audiences

Write clearly, accurately and coherently, adapting language and style accordingly

- Be curious and creative when it comes to reading and writing, for example by being interested in learning the meaning of new words
- Have a wide vocabulary and understanding of grammar
- Feel confident speaking in class and be able to clearly explain their understanding and ideas
- Listen carefully and sensitively to adults and their peers

4. Our guiding principles for the teaching of English

- There is a whole school reading for pleasure drive
- All staff feel they have the knowledge, skills, understanding and professional support they need to teach English and literacy effectively
- There's sufficiently detailed and frequent ongoing assessment of pupil progress
- We expose pupils to different types of reading material, such as through stimulating, high-quality and curiosity-inspiring classroom displays
- The English curriculum is coherently planned and sequenced – using The Literary Curriculum and real contexts for writing.
- We identify where pupils have learning gaps or aren't making the expected progress, and make sure interventions target these
- Teaching resources are available, up to date, varied and diverse, and match pupil and curriculum needs
- We engage pupils in high-quality interactions
- We model new language and accurate grammar to pupils
- We support pupils with speech, language and communication needs, for example by putting on extra small-group storytimes

5. Roles and responsibilities

5.1 The headteacher

The headteacher is responsible for:

- Building a team of expert teachers who know and understand the processes that underpin learning to read and write
- Providing teachers with the appropriate training and resources so that they can competently deliver the English curriculum

- Supporting the creation of a stimulating school environment where pupils are exposed to different types of reading material, such as through displays, books and other classroom resources
- Monitoring the appropriate assessment of reading and writing skills across the school
- Facilitating the moderation of pupils work within and across schools

5.2 The English and literacy lead

Our English and literacy subject lead is responsible for providing leadership and management for English and literacy to secure:

- High-quality teaching and subject knowledge of staff
- A coherently planned and sequenced English curriculum
- Consistent assessment and accurate teacher judgements within English and literacy
- Appropriate selection of resources and effective use of resources
- Maintaining the school's curriculum in one with other similar school and national updates/requirements.

5.3 Teachers

Teachers are responsible for:

- Planning effective English and literacy lessons
- Providing opportunities for pupils to apply their English and literacy skills in a variety of ways
- Completing the relevant marking and assessment
- Modelling good literacy skills
- Ensuring opportunities for literacy skills across the curriculum
- Making sure that support staff have:
 - Access to planning materials and resources
 - The knowledge and skills they need to support and challenge pupils

6. Curriculum

READING

The school uses the government approved Little Wandle scheme. In addition to the English Coordinator, the school has appointed a Little Wandle Phonics lead, Mrs Corby, who supports intervention of Little Wandle across the school.

EYFS and YEAR 1: Pupils learn to read using the Little Wandle Phonics Scheme- See also Phonics and Early Reading Policy. They will learn Phase 2-5 across the year groups (as set out in the scheme). Teachers are equipped with the full range of resources to teach Little Wandle, including phonics decodable reading books for each phonics stage. All staff have had Little Wandle training and the class teachers meets weekly with the English Coordinator , as part of good practice, to refresh and remind of strategies and styles using the Little Wandle website and monitoring timetable as support. Teachers use the assessments in Little Wandle to inform them of who needs to become part of 'Catch-Up' intervention. This is delivered in addition to daily phonics lessons.

Year 2: Any pupils who did not pass the Year 1 Phonics intervention will receive 'Catch-Up ' or SEN Support from the Little Wandle Scheme. Other children read at the appropriate Oxford Reading Tree level.

Pupils are heard read in groups 3 times a week and twice a week have whole class reading sessions where prosody and vocabulary are taught.

Pupils are read to twice a day and encouraged to read for pleasure at snack time.

Years 3-6: Any children still struggling to decode to read are supported by the Little Wandle 'Catch-Up' program. This is monitored by the teachers, English lead and Little Wandle lead.

All children take part in daily whole class reading sessions. These cover: reading for fluency and prosody, vocabulary development and understanding, retrieval comprehension and individual, paired and group discussion of deeper inference questions. 3 days a week are on a piece of text selected appropriate to the Year group (using Ashley Booth Model) and 2 days a week using a section of text from the class novel being read to the class- see also Reading Expectations Key Stage 2.

Reading is assessed by the staff and is summative assessed with termly Pixl assessments. Pixl interventions are used to support pupils with gaps highlighted from the assessments in the RAG analysis.

There is time-tabled daily 15 minute reading to the class of a carefully selected class novel meeting age expectation, linked to Norfolk or subjects of interest to the year group.

Please see also reading development framework.

WRITING

The school uses The Literary Curriculum books recommendations and planning to support their delivery of writing. *'The approach of using literature at the core of English teaching in the primary school'*.

At Hunstanton Primary School, we recognise the importance of being able to communicate meaning clearly in written form for different purposes and audiences. We understand that writing is closely related to reading and that the two processes reinforce each other. We believe that pupils should learn to write effectively in a variety of styles and use their writing for learning. Pupils should learn to write, and *enjoy* writing, independently from an early age. Teachers are aware that the transcriptional skills of spelling, handwriting and punctuation and grammar are integral to the development of writing.

Our school believes in text-first based approach to the teaching of writing and uses quality text as a means to demonstrate and inspire writing conventions. Teachers will provide opportunities where pupils are taught to plan, discuss, draft and re-draft their writing. Teachers will plan for, teach and model a wide range of written work covering many genres, including non-fiction and poetry writing. Pupils are encouraged to extend and improve their written work through the use of a word bank, dictionary or thesaurus.

The school has adopted the use of, 'The Literacy Tree' planning as a starting point for class writing. This planning has proven to excite children's want to write, through a wide range of quality text and exciting purposes for writing. The units of work also integrate the teaching of relevant grammar, punctuation and spelling for the year groups through planning provided. This enables children to really understand the uses and devices shown. Teachers are expected to follow the Writing Overview-see appendix. If teachers should wish to amend or change their texts of genres they should liaise with the Literacy coordinator. This is to ensure continued progression, development and consistency within and across year groups. Please also see writing, spelling and grammar progression maps.

We encourage writing across the curriculum. Teachers plan for specific writing opportunities in Science, History and Geography. There is an expectation of quality writing in all subjects.

SPELLING

Spelling words are taught in class and a copy of them sent home with a variety of methods suggested to practice them.

Spellings are practiced during the week and a low-threat quiz to test pupil acquisition of spellings carries out weekly. Grammar is taught as part of the English lessons and occasionally discretely where necessary.

HANDWRITING

We use Nelson Thorne handwriting scheme and weekly lessons delivered as well as being used as part of early work.

6.1 Timetabling

Outline timetabling:

- Phonics – daily with catch up where required. KS2 daily intervention
- Guided reading- daily
- Spelling daily
- Grammar and punctuation daily modelled and taught through English lessons
- Spoken language- Neli in EYFS, opportunities for drama every half term through English lessons.
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6.2 Cross-curricular links

We will facilitate cross-curricular learning of English and literacy skills, making sure that the links with other curriculums are natural and not forced. This will be achieved through activities in other subjects such as:

- Annotating sources
- Group discussions
- Comprehension
- Topic research
- Written factual accounts and write-ups

6.3 Differentiation

We will provide suitable differentiation to make sure that every pupil makes maximum progress in English and literacy, by:

- Recognising where some pupils need specific help with their English skills, e.g. if they are dyslexic
- Providing resources such as phonics mats and writing frames to scaffold pupils' learning
- Identifying pupils who would benefit from more support in an area of their English learning, and running small intervention groups for targeted support each week to aid their progress and attainment. We will monitor these closely to move pupils in and out of these groups as needed
- Making sure pupils who need it are extended through the use of additional, more-demanding and open-ended tasks and planned challenges within each lesson

7. Marking and feedback

Feedback will clearly explain to pupils what they're doing well, and what they need to do next to continue to improve their work.

It will be given after each written piece by either verbal, live feedback or written feedback in books.

Pupils in KS2 are expected to edit their written work. These editing skills begin to be taught in Year 2 during the Spring term.

Please also refer to the Hunstanton Primary School Marking and Feedback Policy.

8. Monitoring, assessment and moderation

8.1 Monitoring

We will monitor teaching and learning of English and literacy in our school to make sure that all of our pupils make the best possible progress from their starting points.

The English lead alongside the Head teacher will monitor and evaluate the impact of teaching on pupils' learning through:

- Conducting learning walks
- Reviewing marking and feedback
- Termly pupil progress meetings
- Pupil Voice
- Book scrutinies

8.2 Assessment

We will track pupils' progress using a combination of formative and summative assessment. Formative assessment to include low threat quizzing, book looks where evidence of pupils applying spelling and grammar knowledge is shown, peer assessment.

Summative assessment each term will take place in the form of pixl tests for reading, spelling and grammar and book moderation for writing.

Our pupils will sit the following formal assessments:

- The phonics screening check at the end of Year 1 and repeat for those who did not pass when they are in Year 2
- National Curriculum tests in the summer terms at the end of KS2

We will provide regular targets for pupils and provide termly verbal reports against these at parents' evenings. Pupils will receive a written report annually.

8.3 Moderation

We will standardise writing samples to:

- Demonstrate how pupils' work meets National Curriculum attainment targets for KS1 and KS2, to help with assessment
- Make sure staff have a consistent approach to marking pupils' work

We will refer to the Standards and Testing Agency (STA)'s exemplification materials for KS1 and KS2 to support with this.

We will moderate teacher assessments of reading and writing termly.

This will be done alongside the English Coordinator and together in staff meetings.

We will also Moderate with local schools.

9. Learning environment

Pupils will learn English and literacy in spaces that:

- Are well-organised
- Contain appropriate and good-quality resources for pupils to refer to (in a space where they can find or see them easily)
- Have minimal distractions, for example not containing a distracting amount of decoration
- Display letter cards and posters showing grapheme-phoneme correspondences that match our school's phonics teaching programme

10. Resources

10.1 Books

We have relocated the library to the centre of the school. We have appointed a school librarian. KS2 pupils are encouraged to read in the library at lunchtimes. Pupils select books with some guidance. All staff select books from the library to have in their book corners. These are refreshed half termly.

We will select and use books that:

- Cover a wide range of subjects
- Elicit a strong response, such as curiosity, anger, excitement, laughter or empathy
- Have a strong narrative that will sustain multiple readings
- Extend pupils' vocabulary
- Have illustrations that are engaging and reflect children from all backgrounds and cultures
- Include stories set in both the UK and around the world
- Include both modern and traditional stories
- Include fiction and non-fiction

10.2 Book corners

When visiting their book corner, pupils will be able to:

- Browse the books
- Revisit the ones the teacher has read to them
- Borrow books to read or re-tell at home
- Spend time there

When arranging the book corner, teachers will:

- Avoid displaying too many books at once
- Choose a space in the classroom that is well lit and of an adequate size
- Display books pupils have listened to recently, at their eye level on outward-facing shelves
- At the start of the year especially, include around 20 of the children's favourites from the previous year
- Make the books look attractive and easy to find – removing any that are dull and dog-eared, unless these are particularly well-loved
- Refresh the display to highlight topics, titles or authors that might engage pupils
- Involve pupils in this process by getting them to help return books to the central school library
- Keep any books that have been previously read in extra boxes for pupils to read and retell again, at school and at home

10.3 Reading Dog

We are delighted to have a School Reading Dog who has been authorised and trained through Pets As Therapy. Jess and her human , Father James, come to school every Tuesday morning to assist children in their mental health and well-being as well as enjoy listening to them read.

10.4 School Readers

We are proud to be part of the School Readers Volunteer reader scheme and currently have 4 lovely volunteers who visit the school weekly to read with a range of pupils in KS1 and KS2

11. Review

This policy will be reviewed every year by the Headteacher and Governing body. At every review, the policy will be shared with the full governing board.

12. Links with other policies

This policy links with the following policies and procedures:

- Curriculum policy
- Marking and feedback policy
- Assessment policy
- Early Years Foundation Stage (EYFS) policy
- Phonics and Early Reading Policy