

HAZELDENE SCHOOL



**ENGLISH POLICY
REVIEWED SEPTEMBER 2019**

APPROVED BY THE DEVELOPMENT COMMITTEE ON 12TH NOVEMBER
2019

TO BE REVIEWED September **2020**

Policy Statement:

The New National Curriculum identifies English as a core subject. At Hazeldene School we believe that English permeates all areas of the curriculum and extends to all aspects of a pupil's life. In order for a pupil to become a fully developed and fulfilled individual, a knowledge and understanding of both English Language and English Literature is essential. We also believe it is important that our pupils develop an appreciation of the wider aspects of language in our society, for example dialects and other languages.

We want pupils to leave Hazeldene School as young people with the ability to express themselves creatively and imaginatively and to communicate with others effectively and confidently. We want our pupils to be enthusiastic and critical readers of stories, poetry and drama as well as non-fiction and media texts. We hope they will have acquired an understanding of how language works by looking at its patterns, structure and origins. We want them to be able to choose and adapt what they say and write in different situations.

Intent:

Our intentions in English are:

- To provide a stimulating and motivating curriculum that promotes interest and enjoyment.
- To develop each pupil's ability and confidence in English through the use of carefully planned activities which draw and build upon the children's own language experience.
- To enable children to speak clearly, fluently, and audibly in ways which take account of their audience.
- To enable children to adapt their speech according to purpose and audience.
- To encourage children to listen with concentration in order to be able to understand what they have heard and respond appropriately.
- To develop children's abilities to reflect on their own and others' contributions and the language used.
- To enthuse and excite children with a wide range of literature, instilling in them a love of reading and story telling.
- To develop confident, independent readers through an appropriate focus on word, sentence and text-level knowledge.
- To help children enjoy writing and recognise its value.
- To enable children to write clearly, accurately and with meaning in different written forms and for a variety of purposes and audiences.
- To involve pupils in target setting, so that they understand what they need to do in order to work as a partnership.
- To inform parents/carers of pupil's targets, on reports and at parental consultation evenings, so that they understand what they need to do in order to work as a partnership.
- To ensure continuity and progression through the key stage, so that children make rapid progress.
- To ensure children are taught the rules behind grammar and punctuation usage, appropriate to age and individual capability and understanding.

Implementation:

Literacy is planned in daily for all classes. There is also provision of the wider English curriculum (e.g. extended writing, library time, and activities such as comprehension work during guided reading sessions). From Year 2 upwards, children will have extended writing time through 'The Gold Write', as well as Big Writes or Guided Writes. (Extended pieces of independent and unaided writing at the end of a studied unit of literacy work. The Big Write is also an extended piece of writing). From Year 5, these pieces of work will be used as evidence to show that pupils are meeting the standards for writing in the end of Key Stage Two assessments.

Units of literacy and weekly planning are undertaken by Year group teams. Teachers plan together ensuring balance and progression across the year group. The staff are responsible for ensuring planning is placed regularly on 'Its Learning' literacy subject leader page and the literacy coordinator will scrutinize planning alongside literacy books. Teachers will plan using the New NLS Framework. Planning will allow opportunities for literacy outdoors, partner and group work as well as ICT opportunities. Staff will plan for Phonics and place planning on the 'Its Learning' along with Guided Reading plans. All class teachers are responsible for weekly planning.

They will:

- Identify targeted children and highlight on planning
- Evaluate lessons daily
- Differentiate lessons for abilities within the class
- Staff meetings are used to discuss literacy marking and feedback, moderation of writing and updates on new literacy initiatives.

Impact:

The impact of our intentions and implementation will be that pupils report enjoyment around English. Children will be able to be confident speakers, fluent writers and possess a love of reading. Children will leave Hazeldene in Year 6:

- reading and writing with confidence, fluency and understanding, using a range of independent strategies to take responsibility for their own learning including self-monitoring and correcting their own errors;
- with a love of reading and a desire to read for enjoyment;
- with an interest in words and their meanings; developing a growing vocabulary in relation to grammatical terminology;
- understanding a range of text types, media types and genres;
- able to write in a variety of styles and forms appropriate to the situation;
- using their developing creativity, imagination, inventiveness and critical awareness; • having a suitable technical vocabulary to respectfully articulate their responses in any discussion.

Reading

Rationale: Reading should be seen as a source of interest and enjoyment. It should build on the oral language and life experiences.

Aims:

- To develop the ability to read, understand and respond to all types of writing.

- To apply learnt strategies to decode unfamiliar text.
- To develop children's reading and information retrieval strategies for the purpose of study.
- To develop skills of decoding, prediction, sequencing, skimming and scanning, inference, deduction and looking for meaning beyond the literal.
- To develop children's knowledge about language.
- To be confident reading a wide range of books (both fiction and non-fiction) independently.
- To read accurately and fluently.
- To read for pleasure.
- To develop an appreciation and care of books.
- To ensure less able readers are motivated through the provision of age relevant reading material such as 'Project X' books at Key Stage two.

Learning and Teaching:

- Pupils' understanding and appreciation of literacy and non-literacy texts will be developed through the appropriate stages in line with the New National Curriculum.
- Pupils will experience a wide range of texts and will be taught the knowledge, skills and understanding through the range of study outlined in the National Curriculum.
- Daily-guided reading sessions will take place throughout the school following clearly stated learning intentions and activities.
- Shared reading inside the Literacy lesson will promote learning and enthusiasm.
- There is a systematic whole school approach to develop reading and children will be encouraged to read a variety of genres both in and outside school.
- Pupils will have the opportunity to be involved in selecting home reading books and be encouraged to read with their parents/carers.
- Pupils will be encouraged to choose their own reading material, with any necessary guidance from an adult.
- Pupils will select a book from the School Library on a weekly basis.
- Appropriate library skills will be taught. Pupils will be introduced to reference skills, use of content pages, indexes and the library system.
- Pupils will be read to throughout the school within the class and whole school setting.
- Independent reading activities will take place daily in class through guided reading sessions.
- In Foundation the children will be encouraged to share books at home and school until they have gained the required level of phonic knowledge to begin independent reading. In the Spring Term, the children in Foundation will begin Guided Reading.

Intended outcomes:

- Pupils will be able to read a variety of genres to a variety of audiences.
- They will be confident in the skills of decoding.
- Pupils will develop a love and enthusiasm for books as well as respect, looking after them properly.

Assessment:

Reading will be assessed on an ongoing basis using the agreed criteria. More formal assessments will take place termly using the New Salford Reading and Comprehension Test and Schonell to establish reading ages. Reading Ages in Years 3-6 will be tested using the Cornerstones Reading assessments every term. QCA assessments and SPaG materials will be used to assess the full range of reading skills.

In Years 5 and 6, pupils will be given opportunities to undertake tests similar in style and content to the End of Key Stage Assessment tests, increasing their familiarity and confidence prior to the official tests.

Children not making appropriate progress will be monitored through PPM (Pupil Progress Meetings) and appropriate strategies will be put in place.

Writing

Rationale: Writing is an important medium of communication. It should provide pleasure and is an aid to effective learning.

Aims:

Pupils will:

- Organise their ideas effectively.
- Present ideas clearly and attractively.
- Express ideas in a way that will use accepted features and conventions.
- Develop the powers of observation, recall, reflection, elaboration and organisation so that they will become confident, independent writers.

Learning and Teaching:

- Opportunities will be provided for pupils to write in different contexts and for a variety of different purposes and audiences.
- Pupils will write in response to a wide range of written, visual and oral stimuli.
- Pupils will apply new knowledge in writing, which will enable them to become independent, confident writers.
- A process of planning, drafting and redrafting, revising and proofreading will be encouraged.
- Punctuation and grammar will be taught through both planned individual lessons and also through extended writing whereby the planning will ensure activities are relevant, interactive and appropriate.
- All classrooms will have a VCOP board and Literacy Working Wall, which is accessible and interactive. In Years 5 and 6, a SPaG board will replace the VCOP board to reflect the more complex terminology that is required in upper Key Stage 2.
- The use of dictionaries and Thesauri will be encouraged where appropriate.
- Pupils will discuss their own writing with the teacher, other adults and pupils during plenaries and marking feedback times.

- Teachers will be aware of factors affecting language variations.
- Additional resources such as the library and ICT will be included in teaching.
- The teaching sequence for writing will ensure that all pupils will have the experience of reading and responding to text, and analysing for features and conventions.
- In Foundation the children will explore writing through a wide range of child-initiated activities. Formation of letters will be introduced linked to our Sounds Write sessions. Jolly Phonics and other programmes may be included in the planning to suit individual children.

Assessment

Writing will be assessed using the independent work the children produce in the Gold Write, as well as topic based writing activities. Staff will use Target Tracker and some APP materials to assess children's writing. Target Tracker will be regularly updated, after a unit of work or when targets are met. In Upper Key Stage 2, writing will also be assessed using the Writing Criteria for the End of Key Stage 2 Assessments.

Intended Outcomes:

- There will be group work, individual work and class teaching as appropriate.
- Pupils will follow a Programme of Study within the New National Curriculum, suited to their level of ability.
- Equal opportunities will be provided for pupils to develop their ability in writing.
- The classroom will provide a stimulating environment.
- Writing will be integrated with reading, speaking and listening when appropriate.
- All curriculum areas will provide a range of writing experiences.

Speaking and Listening

Rationale: Language is an integral part of most learning and oral language has a key role in classroom learning and teaching. Speaking and listening, reading and writing are interdependent, therefore learning and teaching about language and how it is used in different modes will develop all three of them.

Aims:

Pupils will:

- Be able to speak clearly and fluently.
- Be able to develop and sustain ideas through speech.
- Become active listeners.
- Be able to work collaboratively within a group and make contributions.
- Be able to work in role, improvising, scripting, performing and responding to performances.

Learning and Teaching

- Opportunities will be provided for pupils to develop their skills as speakers and listeners in all areas of the curriculum.
- Pupils will understand and demonstrate the rules required to be a good speaker and listener.
- Group work will encourage all pupils to have an active role and therefore contribute to the task.
- Opportunities for drama and role-play will be provided throughout the curriculum and pupils will understand the expectations required of being 'in role' or being a member of the audience.
- All teaching staff will model speech, making use of debate and questioning, encouraging good use of literacy skills at all times.

Intended Outcomes

- There will be a systematic approach to teaching speaking and listening using a variety of strategies.
- Cross-curricular links will provide development of, and opportunities for, speaking and listening.
- Pupils will be regularly involved in work, which encourages them to use talk effectively and see its value.
- Pupils will gain confidence in sharing their ideas, opinions and will express themselves willingly.
- Pupils will gain confidence in performing, improving and scripting their work.

Assessment

Speaking and listening will be assessed on an ongoing basis using the agreed criteria on The New National Curriculum. Target Tracker will be regularly updated and monitored by the literacy leader. Data in Year 2 concerning Speaking and Listening will be provided for the data manager.

Spelling

Rationale: The acquisition of spelling skills is a developmental process requiring growing familiarity with visual structures of the English language.

Aims:

Our aim is that pupils should be encouraged as independent spellers by:

- Accumulating a bank of words that they can be spelt correctly.
- Applying learnt strategies for spelling unfamiliar words.
- Applying learned spellings in all written work.
- Encouraging independent and competent spelling at all levels of writing across the curriculum.

Learning and Teaching:

- Spelling will be taught across the curriculum.
- All pupils will work on phonemic awareness and phonic knowledge using Sounds Write in Year R, Year 1 and Year 2, and the Spelling Bank in Years 3 and 4.

Sounds Write will be used as a catch-up programme across the school. In Years 5 and 6 we will continue to work on more advanced use of prefixes and suffixes.

- Spelling strategies, spelling banks and checking spelling will be developed as outlined in the National Curriculum and supporting documents.
- Pupils will be encouraged to use dictionaries and thesauri where appropriate.
- Pupils will be encouraged to self-check their work.
- Spellings will be sent home and tested weekly.
- Spellings will be differentiated.
- Spellings will be assessed three times a year using a standardised spelling test. The results will be analysed and appropriate action taken.
- Phonics will be taught every day following the Sounds Write programme from Foundation upwards.

Assessment of Phonics

Children will be taught phonics daily in ability groups from Foundation upwards.

In Foundation the children will be assessed on entry with reference to their profiles from Playgroup. The children will then be assessed every half term (knowledge of sounds, key words and ability to write letters of the alphabet). Formal Baseline assessments in Foundation and sound checks will determine which phonic group the children work in.

In Year 1 the children will be assessed formally using the Sounds Write assessment material bi-annually and assessed in May using the Phonics Screener test. The children will also be assessed on their knowledge of high frequency words on a regular basis. Spellings are differentiated for ability groups.

In Year 2 the children will be assessed on their knowledge of high frequency words regularly and encouraged to work towards their bronze, silver and gold certificates for both reading and spelling. The children are assessed by their class teacher for spelling and reading ages three times a year. Spellings are differentiated for ability groups.

At Key Stage 2 the children are regularly assessed on their knowledge of high frequency words if still struggling with these, and certificates are awarded for progress with both reading and spelling of key words. Spellings are differentiated for ability groups. The children are also tested to determine their reading and spelling ages three times a year.

In Upper Key Stage 2, pupils will learn more complex letter strands and various spellings used to make the same sounds, along with the spelling of words with silent letters. They will become familiar with the words on the Year 5/6 spelling list and teachers will encourage the use of these words within independent writing.

Intended outcomes:

- Pupils will follow a Programme of Study within the New National Curriculum, suited to their level of ability.

- Spelling will be integrated across the curriculum.
- There will be group work, individual work and class teaching as appropriate.
- Equal opportunities will be provided for all.

Handwriting

Rationale: Good handwriting is a means of the clear and fluent communication of ideas. At Hazeldene we believe that clear, well-formed handwriting does not develop naturally. It needs to be taught carefully and sensitively so that all children are helped to form and join letters quickly, easily and legibly.

Aims: Our aims are that pupils should:

- Develop the correct formation of letters from entering school.
- Develop a cursive style, which is comfortable, legible and joined.
- Present their neatest handwriting when appropriate. (This means that note taking; jottings etc. need not be their neatest.)

Learning and Teaching:

- Correct posture, pen/pencil hold and paper position is essential and will be promoted at all times.
- Children experiencing difficulties with handwriting will be targeted and if receiving support out of the classroom will have this noted on their IEP.
- Teachers will teach handwriting in all year groups as appropriate to meet the needs of the children.
- Handwriting will be timetabled.
- As and where necessary, there will be teaching of letter formation and shape in producing consistent slope, size and joins.
- Each teacher will teach the agreed handwriting style, instructing the correct letter formation for both right-handed and left-handed children. This should be modelled at all times.
- Pencils will be used until Year 3, and then at the discretion of the class teacher, handwriting pens will be introduced to those children who are able to produce a clear, legible joined handwriting style.
- In Reception the emphasis is on correct letter formation of individual letters.
- Staff will all have visible copies of the school-preferred script 'Cripps' evident in the classrooms. Copies of the script will be available for children to refer to in class.
- Staff will mark handwriting books and make corrections. Children will have opportunities to make corrections.

Intended Outcomes:

- Pupils will use different forms of handwriting for different purposes.
- Pupils will follow a Programme of Study within the National Curriculum suited to their level of ability and will be assessed on a regular basis.
- Equal opportunities will be provided for all.
- Children will be encouraged to have pride in their work and enjoy the outcome.

- Presentation of final written work will be addressed across the curriculum.

Statutory Requirements:

Statutory requirements for the learning and teaching of English are laid out in the New National Curriculum. Children should learn to change the way they speak and write to suit different situations, purposes and audiences. They should read a range of texts and respond to different layers of meaning in them. They should explore the use of language in literacy and non-literacy texts and learn how the structure of language works. At Hazeldene we undertake to ensure that all pupils will follow a Programme of Study that fulfils the National Curriculum requirements.

Learning and Teaching

At Hazeldene we use a variety of teaching styles to ensure that we are catering for the different learning styles of our pupils. To achieve this we use a wide range of strategies including: -

- Direction
- Demonstration
- Modelling
- Scaffolding
- Explanations of misconceptions
- Higher order questioning (to probe pupils' understanding, and enable them to reflect on and refine their work, and to extend their ideas) Questions will be planned in and evident on daily planning.
- Initiating and guiding exploration of literacy learning
- Investigating ideas
- Discussing and arguing
- Listening and responding

Our principle aim is to develop children's knowledge, skills and understanding in English and to this end pupils will:

- Understand how they are expected to work, both independently and collaboratively.
- Work purposefully from interesting and challenging texts.
- Will know where, when and how the classroom and school resources should be used.
- Parents/carers and children will know that there is an expectation that they work together outside school, with, for example, reading and take away tasks for some year groups.

Teachers will show an awareness of the factors and contexts affecting language variation such as audience, purpose, relationships, historical and cultural background, gender, age and emotional circumstances. To this end teachers will:

- At all times be positive role models in speaking and listening, reading and writing.
- Plan related sequences of work, select written, visual and oral stimuli from various times, cultures and contexts, reflect on when and how they intervene in telling, praising and questioning and will focus pupils at appropriate times.

- Reinforce the value of talk in the learning process, emphasising the interrelationship of speaking and listening, reading and writing.
- Group children appropriately for activities, taking into account learning styles and ability.
- Identify children not making appropriate progress in literacy and monitor using targeted children sheets.
- Monitor children on IEPs for literacy areas and support these children by providing appropriately differentiated activities in class.
- Plan extension activities in literacy for more able children and make provision for these children to join in with other year groups where appropriate e.g in guided reading sessions.
- Liaise with LSAs and share planning for the children they are supporting in class.
- Meet regularly with LSAs to discuss progress of children attending literacy intervention groups.

Inclusion and Equal Opportunities

We aim to give every pupil the opportunity to experience success and achieve as high a standard as possible. In order to do this we:

- Teach the knowledge, skills and understanding in English by matching the challenge of the task to the ability of the child.
- Set high expectations and provided opportunities for all pupils to achieve, including boys, girls, pupils with SEND or disabilities, pupils from different social, cultural and linguistic backgrounds and more able and talented pupils.
- Set appropriate and challenging targets for all pupils, including those set for children with special needs.
- Use a range of organisational approaches, such as collaborative or independent work, to ensure learning needs are properly addressed.
- Plan work that builds on interests and experiences of pupils and allows a variety of interpretations and outcomes.
- Use materials that are free from discrimination or stereotyping.
- Use Teaching Assistants to support the learning where appropriate.

Assessment, Reporting and Recording

Formative assessment is used to guide the progress of individual pupils in English and is ongoing (Assessment for Learning). It is undertaken by teaching staff in the course of their teaching. Standardised tests take place across the whole school as stated in the assessment calendar. These include the New Salford Reading and Comprehension Tests, Single word spelling tests and QCA materials and APP.

Monitoring and Evaluation

The subject leader will monitor work and collate evidence to support judgements and report back to appropriate audiences, both on a formal basis and informally as and when necessary.