



**HANDALE PRIMARY SCHOOL**

## **ENGLISH POLICY 2021 -2022**

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## **Handale Primary School**

### **Policy for English**

#### **Aims and Objectives**

We aim to develop pupils' abilities within an integrated programme of Speaking & Listening, Reading & Writing. Pupils will be given opportunities to interrelate the requirements of English within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught English skills. At Handale Primary School, we believe that English is a fundamental life skill. English unites the important skills of reading, writing, speaking and listening. Children use their knowledge, skills and understanding to reach their full potential.

The policy for the teaching and learning of English is driven by a collective recognition and shared responsibility for ensuring progression in skills as pupils move through the school, so that all pupils are able to:

- express themselves clearly and with confidence as speakers and to become attentive, discerning and courteous listeners in a variety of situations.
- become independent and enthusiastic writers, capable of writing in a wide variety of styles, aware of the different purposes and audiences for their writing and able to adapt one to the other.
- read with enjoyment and independence and to become reflective and resourceful readers, familiar with a wide range of fiction, poetry and non-fiction.

#### **Teaching and Learning**

We follow the statutory requirements as set out in the National Curriculum and Early Years Foundation Stage. In addition teachers are encouraged to plan and deliver creative lessons to meet the needs of the children using Talk for Writing. English lessons, using a variety of teaching styles allow children to practise and put into context what they have been taught when writing across the curriculum. In daily lessons children experience a whole class activity followed by shared, guided or independent group activity with a whole class session to review progress and learning. We provide differentiated group work to suit the range of abilities in each class. For some aspects of learning, children are grouped in mixed ability groups.

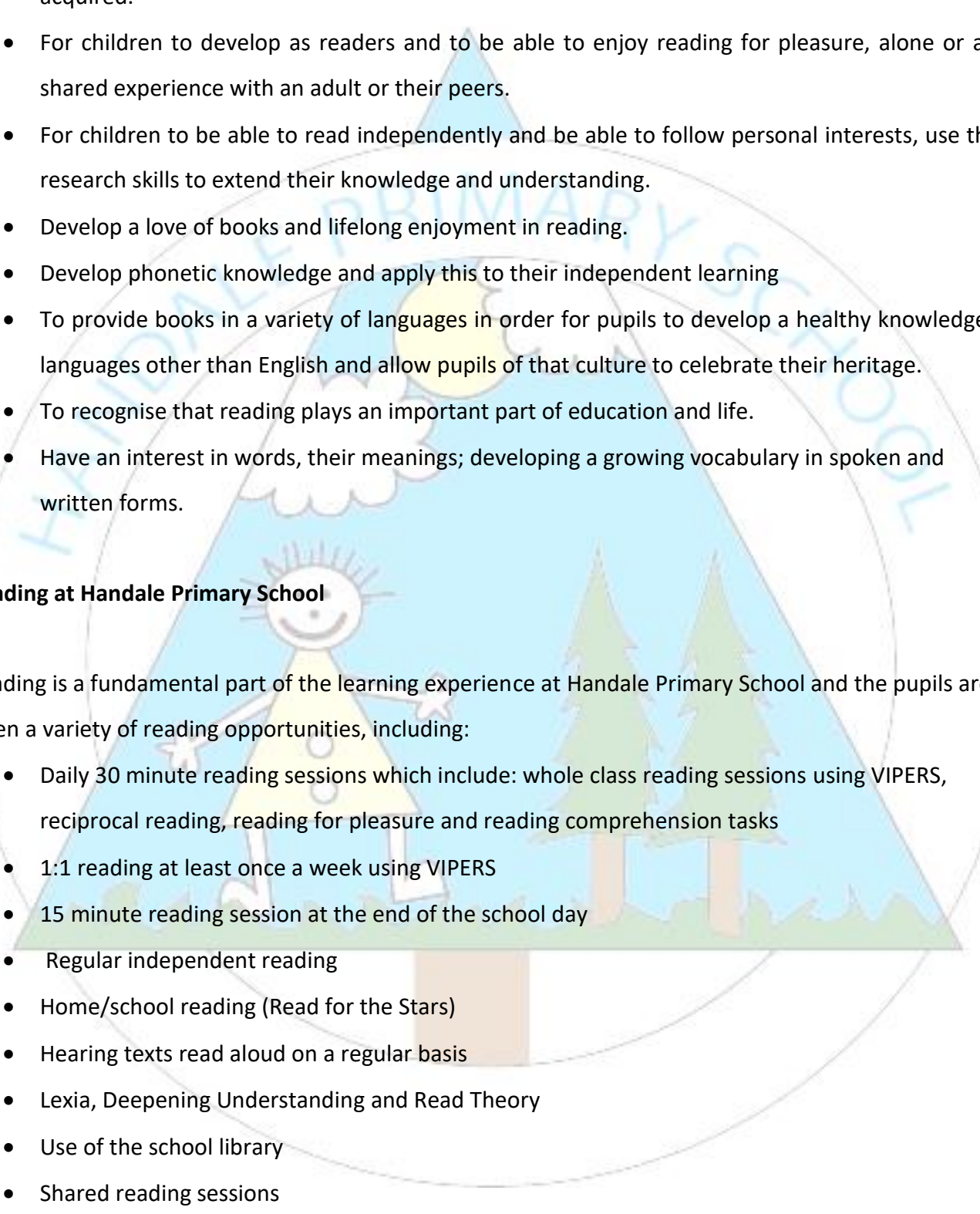
### **Speaking and Listening Aims**

- To develop children's confidence as speakers.
- To encourage clear, audible speech
- To extend children's vocabulary and range of expression
- To help children to develop a wide range of speaking skills
- To help children to develop attentive listening skills
- To encourage courtesy and a respect for the language and opinions of others
- To teach children the importance of taking turns in discussion
- To be able to confidently articulate their ideas and thoughts
- To re-tell stories and poems which are known by heart

### **Reading Aims**

To enable children to

- Develop positive attitudes to reading that ensure reading is an enjoyable and meaningful experience
- Use reading as a fundamental part of all curriculum planning and development
- Develop a range of reading strategies that allow children to tackle reading problems and the wider curriculum with confidence
- Provide a rich literate environment in school, allowing children to communicate with confidence, fluency and understanding.
- Read and respond to a variety of texts whilst developing an increased level of fluency and independence.

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- Understand a range of text types and genres – be able to write in a variety of styles and forms appropriate to the situation.
  - To build on the children's language experiences and early reading skills that they have already acquired.
  - For children to develop as readers and to be able to enjoy reading for pleasure, alone or as a shared experience with an adult or their peers.
  - For children to be able to read independently and be able to follow personal interests, use their research skills to extend their knowledge and understanding.
  - Develop a love of books and lifelong enjoyment in reading.
  - Develop phonetic knowledge and apply this to their independent learning
  - To provide books in a variety of languages in order for pupils to develop a healthy knowledge of languages other than English and allow pupils of that culture to celebrate their heritage.
  - To recognise that reading plays an important part of education and life.
  - Have an interest in words, their meanings; developing a growing vocabulary in spoken and written forms.

### **Reading at Handale Primary School**

Reading is a fundamental part of the learning experience at Handale Primary School and the pupils are given a variety of reading opportunities, including:

- Daily 30 minute reading sessions which include: whole class reading sessions using VIPERS, reciprocal reading, reading for pleasure and reading comprehension tasks
- 1:1 reading at least once a week using VIPERS
- 15 minute reading session at the end of the school day
- Regular independent reading
- Home/school reading (Read for the Stars)
- Hearing texts read aloud on a regular basis
- Lexia, Deepening Understanding and Read Theory
- Use of the school library
- Shared reading sessions
- Cross curricular reading
- Termly Library Visits



Pupils will have regular opportunities to engage in independent and shared reading. Class teachers will provide pupils with daily read aloud sessions where pupils will be encouraged to respond to the text in a variety of different fashions. Pupils will have regular opportunities to change their reading books. Reading books will be provided at the right level for individual pupils. Parents, pupils and class teachers will use the reading logs to communicate about the pupils reading.

During reading sessions, teachers should use a variety of targeted and open-ended questioning; encouraging group discussion and explanation. Targeted questioning is not only good for Assessment for Learning but also a good way to ensure all children engage with the lesson – if they don't know who will be asked to provide a response then they are more likely to consider your question and make good use of their talking buddies.

When discussing literature, the teacher should model, and expect from children, high-quality responses with evidence and explanations provided to support. Children need to be able to say a response before they can write one; developing this skill at primary school is vital for success at secondary.

### **Reciprocal Reading**

The goal of reciprocal reading is to enable learners to become independent, able readers, who understand and appreciate texts on their own without the teacher's help. Reciprocal reading takes place in a small group, with a teacher or teaching assistant, and focuses on developing pupil's ability to become independent readers, thinkers and learners. The teacher and a nominated child act as the expert who guides the children through the text, providing signposts to the most important and most helpful features of the textual landscape. The pupils are grouped by ability and read individual copies of the same text, which matches the reading level of the group. They then work through the reciprocal reading approach: predict, clarify, question and summarise. Texts are selected from the school's guided reading resources.

### **Writing Aims**

- To develop pupils in becoming efficient and effective writers who are able to write appropriately for a variety of audiences
- To develop pupils in acquiring the knowledge and skills to communicate effectively within a range of contexts
- To ensure all pupils can use the conventions of written language and grammar

- To ensure that all pupils experience a range of purposes and forms of writing
- To ensure all pupils have opportunities to plan, edit, draft and present their work
- To develop pupils to become aware of and appreciate the writer's craft
- To develop pupils love of writing
- Speak fluently and listen with attention and understanding.
- Develop skills to become independent, enthusiastic writers.
- Plan, draft, write and edit their writing.
- Develop a fluent, legible handwriting style.
- Present finished pieces of work in various ways including the use of ICT.
- Read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.
- Have an interest in words, their meanings; developing a growing vocabulary in spoken and written forms.
- Develop the powers of imagination, inventiveness and critical awareness.

### **Writing at Handale Primary School**

All pupils should be writing daily in some form across the curriculum using the skills and knowledge acquired in English lessons. Class teachers will follow the long term curriculum plan and progression of skills to ensure that children are exposed to all genres and writing forms. Modelled and Shared writing takes place frequently in the writing lesson. Shared writing is a whole class activity where the teacher models the writing of the text. In shared writing, the pupils will contribute to the text by suggesting words or sentences to be used. The teacher demonstrates how to write and explains decisions. S/he will model thinking, rehearsing sentences, writing and re-reading constantly generating words and ideas. Across the key stages, teachers will focus on the purpose, audience, level of formality, structure and organisation of the text. A particular aspect of word or sentence level work provides an additional focus depending on the objectives and targets being worked on at that time. During our half term writing sequence, every class completed a shared write week. During this week, shared writing is completed at the start of each session for a different section of the story/text. Children then re create their own piece of writing using the shared write as a guide. Teachers are expected to work with a different group of children each day to complete a guided write. Please see the shared/guided write guide for further information.

Talk for writing allows developing writers at Handale Primary to explore the creative and thinking processes in writing through talk. The talk allows the children to begin to think and talk like a writer. The talk for writing (story telling approach) can include:

- Learning and repeating oral stories
- Extending the oral stories into writing
- Creating new stories orally

The story telling approach should include imitation (repeating the stories), innovation (changing and developing the stories and finally invention (creating a new story). Talk for writing will expose all pupils to oral storytelling. The benefits of the talk for writing approach are that the pupils will build a bank of good vocabulary and narrative patterning. It will also help build confidence so that children can build their own creative stories. The talk for writing approach gives opportunities for class teachers to build in role play/drama (story whoosh's, hot seating, and conscience alley) and to build in different word games (tell me about, building a picture).

Punctuation and grammar forms part of the English session and is taught across the curriculum. All year groups have word family lists, writing checklists and progression of skills to ensure that the pupils identify and understanding different skills before using and applying in their writing. Recapping of the Word Family List takes place daily within the classroom and teachers question the children about their understanding of the skill and children are also asked to provide an example. SPAG skills are recapped constantly so children build on existing SPAG knowledge.

Children across the school learn different genres half termly with a fiction or non-fiction focus. Children are also expected to apply their knowledge of genres and key ingredients when writing across the curriculum. Poetry is taught termly throughout the school.

## **Spelling**

Spelling is taught every day across the school for a 15 minute session and is reinforced in all lessons across the curriculum. Children's early spelling is closely linked to the development of their phonological awareness and reading development. Spelling is taught systematically using the spelling patterns from the National Curriculum spelling list and where appropriate using pupils' own spelling inaccuracies. A spelling programme created by the English Lead is used and followed across the school consistently using different spelling strategies and activities. Spellings are given out on a Monday and pupils are



tested on a Friday. Spelling shed is also used across the school and at home for children to practise and improve their spelling accuracies. Magical spelling is used as an intervention for targeted groups. Each week pupils are given two common exception words alongside their weekly rule. Teachers use the spelling progression of weekly rules to know which spellings to teach each week.

### **Handwriting Aims**

- To produce clear, concise, legible handwriting
- To provide equal opportunities for all pupils to achieve success in handwriting
- To present work to a variety of audiences neatly
- To develop accuracy and fluency
- To help children recognise that handwriting is a form of communication and as such should be considered important in order for it to be effective
- To display neatly presented work around the school and in classrooms as a model of excellence for others to aspire to
- To encourage pupils to take pride in their work

At Handale Primary, we have a consistent handwriting style leading from print, to cursive. Handwriting is taught for a minimum two times per week in KS1 and KS2. Children work in pencil until their writing is neat, consistent and joined. At this point they are awarded a 'Pen Licence' which they keep with them and use in all exercise books. Pen licence winners are listed in the Handale newsletter every half term. Most improved hand writers are selected every half term and certificates are given out during our celebration assembly.

### **Curriculum planning in English**

Throughout school, year groups plan together and share with support staff to identify their role on a weekly and daily basis.

We have three phases for the curriculum planning in English:

Long term plan – This identifies the genres and poetry types that teachers will teach every term.

Medium term plan – This identifies the main teaching objectives for each half term taken from the progression of skills document. Medium term plans are completed at the end of every half term in



preparation for the next half term. On the weekly plan, teachers identify spellings, SPAG and writing objectives for each week including differentiation and support.

Short Term Planning – This identifies the specific learning objectives for each lesson, which are recorded on the weekly English planning sheets. Teachers are expected to annotate medium term plans daily to respond to successes in lessons and to pick up on any misconceptions or areas which the children need to improve on.

### **Early Years Foundation Stage**

We teach English in the Foundation Stage as an integral part of the themes covered over the two years. All children will be given the opportunity to

- Speak and listen in a wide range of situations.
- Use communicating language and literacy in all areas of the curriculum.
- Explore an environment rich in print and possibilities for communication.
- Take part in daily phonic sessions in line with the letters and sounds document.

### **Assessment and Recording**

The assessment of English is part of the assessment of the whole child and should be seen alongside all other areas of development. Please refer to the schools assessment policy to find out more in regards to assessment in English.

Teachers make assessments as part of lessons to inform planning for future lessons, linked to the learning challenges. Written or verbal feedback is given to help children progress. Children are encouraged to make judgements about how they can improve their work following the marking policy.

Teachers assess reading using the school's English assessment criteria alongside the Big Cat Collins assessment guidance, this helps identify what reading book band the child should be reading and also provides objectives for that colour book band. Rising Star comprehension tests are used at the end of every half term to help set targets, look at where the children currently are and what progress they have made. Teachers should also use the reading overview assessment sheet to help assess their pupils on the non-negotiables and national curriculum expectations.

Teachers assess writing using a writing overview sheet, which makes reference to national curriculum expectations and non-negotiables. Every half term the children produce an assessed piece of writing, teachers use this to set targets and assess where the children currently are in line with the curriculum expectations. SPAG tests are completed every half term to help teachers plan for the following half term. Teachers are expected to make formal assessments of pupil progress using our assessment guidelines and arrange input of the data into assessment manager- half termly.

Parents will have the opportunity to discuss their children's progress each term. A written report on each child's achievements in speaking and listening, reading and writing will be sent to parents at the end of each academic year.

### **ICT**

We recognise the importance of ICT as a tool for learning in Literacy. Opportunities to use ICT to support teaching and learning will be planned and used as appropriate in line with the ICT policy.

### **Equal Opportunities**

All children are provided with equal access to the English curriculum. We are committed to equal opportunity in English regardless of gender, race, religion, disability or ability.

### **RRSA and British Values statement**

The English curriculum will incorporate opportunities to develop understanding of the Rights Respecting Schools Award (RRSA) and British Values. Due to the aims, objectives and focus of English as a subject, numerous articles from UNICEF's Rights Respecting Articles link to the subject matter that will be covered. Examples of this would be: Article 3 'Best interests of the child', Article 13 'Freedom of Expression', Article 28 'Right to education' and Article 29 'Goals of education'.

### **Safeguarding**

We provide a safe and secure environment ensuring all children are safe within school. Please refer to the school's policy for Safeguarding.

## **Resources**

- All individual reading books are colour banded.
- Reciprocal reading books are also colour banded.
- Big books are available for all year groups in both key stages including early years.
- We have a well stocked library with a range of books. Children are encouraged to take books home. We have regular class visits to the public library, which the children are encouraged to use.
- We have a range of story sacks.
- Each classroom has a book area with a selection of fiction and non-fiction texts.
- There is a range of appropriate resources to support teaching in each classroom.

## **Monitoring and review**

The monitoring and review of the English policy is the responsibility of the English co-ordinator who evaluates the quality and standards of English being taught throughout the school and supports teachers in their own classrooms. The English co-ordinator is responsible for reporting to the curriculum management team and SLT the results of data analysis- including the progress of identified groups (e.g. FSM, SEN, and G+ T)

## **Role of Governors and Parents**

Governors are attached by priorities within the school improvement plan. Any governor wishing to monitor and evaluate English is welcome to do so and in the first instance will contact the Headteacher. English as part of the report on pupil progress will be included in the termly Headteacher's report to governors.

We value parental involvement in their child's development of English and promote a home / school partnership in the following ways:

- Reading Record books

- Homework tasks
- Inviting parents to hear readers in school
- Regular parents evenings
- Involvement in national/local events e.g. world book day

### **GDPR (Effective from May 2018)**

Our school aims to ensure that all personal data collected about staff, pupils, parents, governors, visitors and other individuals is collected, stored and processed in accordance with the [General Data Protection Regulation \(GDPR\)](#) and the expected provisions of the Data Protection Act 2018 (DPA 2018) as set out in the [Data Protection Bill](#). This applies to all personal data, regardless of whether it is in paper or electronic format. For more information see our Data Protection Policy 2018 and Privacy Notices.

