

# Huntley C of E Primary School



## English Policy

September 2020

**Please read in conjunction with**

Teaching and Learning policy  
SEND policy  
Feedback and Marking Policy  
Homework Policy

**Other Reference documents available in the 'Curriculum' area of our school website**

Reading Progression  
Writing Progression  
Spelling Progression  
Speaking and Listening Progression  
Writing Genre Progression

**School Vision**

Nurtured individuals, learning together with God's love, to live life to the full.

**Core Values**

Respect, Perseverance and Courage.

**Living Values**

Creativity, Wisdom, Compassion, Truthfulness, Generosity, Responsibility, Friendship, service, Justice, Peace, Thankfulness, Forgiveness.

## Contents Page

Contents	Pages
Document review and amendments	2
<b>Phonics and Reading</b> Statement of Intent, Impact, Implementation	3/4
<b>Writing</b> Statement of Intent, Impact, Implementation	5/6
<b>Phonics and Reading</b> Statement of Intent, Impact, Implementation	7/8
Inclusion	9
Assessment and Feedback	10/11
Subject Monitoring	11
Resources	12

## Document Reviews and Amendments

Amendment Date	Change to Document	Date of Approval
January 2017	Scheduled review	25.01.17 Staff Meeting
July 2020	Updated to reflect current approach and change of format.	

# **Phonics and Reading**

## **Curriculum Statement of Intent**

Throughout school, all pupils are encouraged to read widely and listen to both fiction and non-fiction texts to develop their knowledge of themselves and the world in which they live, and to establish an appreciation and love of reading.

Reading is vital for success in all areas of the curriculum and is a precious tool for gaining knowledge and understanding. It provides an insight into the wider world, cultures and history.

We teach our children to read and make sense of what they read. Important skills such as skimming and scanning will support future scholarship.

Our intent is that every child can read fluently for a range of purposes by the time they leave us in year six.

## **Impact**

We want our children to:

- Have a love for reading and to read for enjoyment
- To be able to read confidently to gain information in all areas of the curriculum
- To appreciate the cultural and historical nature of literature
- To have the skills required for the next stage of their education

## **Implementation**

### **Planning & Progression**

The National Curriculum (2014) is used to inform our planning. At Huntley, Phonics and Reading are taught in single and in mixed age year groups (EYFS, Year 1, Years 2 & 3, Years 4 & 5 and Year 6). There is a clear progression of mapped reading skills across the school ensuring that, regardless of the class structure, children are taught and supported at an appropriate ability level.

### **Activities**

We have a school 'Reading Challenge' whereby our children are rewarded for regular reading at home and can gain, Bronze, Silver and Gold reading awards.

Phonics is taught in a progressive manner using Letters and Sounds and Jolly Phonics as a basis. Reading books linked closely to the phonic sounds that the children are learning are read at both school and home. Daily phonics lessons see the introduction of 2-3 new sounds per week. The sounds are introduced, activities carried out and then constantly reinforced and revisited.

Reading lessons are an important part of our curriculum. Currently, reading is taught as a whole class approach. As a class, children enjoy a text together and reflect on it by completing focussed activities based on curriculum objectives grouped into 6 areas; oral, organisation and research, response, grammar, word reading, range. Each week children have the chance to apply new skills across fiction and non-fiction genres. Objectives are planned for and assessed in separate year groups; in reference to Huntley's Reading Progression Document.

School provides children with a stimulating reading environment in the classroom, displays around school and in class libraries. Outside agencies and visiting authors are also useful resources used to support the teaching of reading.

We provide children with rich reading experiences within English lessons and encourage them to appreciate the author's use of language and writing techniques in order to develop their own writing skills. Our children take their reading books home daily to share with their families/carers. As they go through the school, they are given more responsibility for making their own reading choices from the excellent, age appropriate resources we have in school. In addition, we also have class libraries for children to choose books from.

# Writing

## **Curriculum Statement of Intent**

At Huntley CE Primary we strive to help our children develop into articulate and imaginative communicators. We want to foster a love for language and the written word. Careful links are made across the curriculum to ensure that writing is used as a meaningful communication tool across all subjects. We want children to understand how widely writing is used in everyday life and therefore how important and useful the skills are that they are learning.

We want all our children to

- be able to write for a purpose
- to see themselves as real writers
- to take ownership of their writing
- To see writing as an interesting and enjoyable process
- To be able to organise and plan their own written work

## **Impact**

We want our children to

- Have a love for writing and to write for enjoyment
- To be confident to write for different purposes
- To be able to communicate and record their ideas across all areas of the curriculum
- To have the skills required for the next stage of their education

## **Implementation**

### **Planning & Progression**

The National Curriculum (2014) is used to inform our planning. At Huntley, Writing is taught in single and in mixed age year groups (EYFS, Year 1, Years 2 & 3, Years 4 & 5 and Year 6). There is a clear progression of mapped writing skills and genre specific expectations across the school ensuring that, regardless of the class structure, children are taught and supported at an appropriate ability level.

## **Activities**

We teach the National Curriculum ensuring clear progression of skills and knowledge; mapped in Huntley's English Progression Documents. In our mixed age classes, we have a two-year rolling programme in place to ensure full coverage of skills and genre experience. Quality texts are mapped to support each area of learning.

Spelling and Grammar are taught in year groups to ensure that the skills progress and are taught discretely. Spelling is taught in a discrete weekly lesson with an associated homework task and weekly and termly spelling test.

At the beginning of each genre unit the children carry out a 'Cold Write'. This is carried out independently without any teacher input. This allows the teacher to assess prior knowledge and to gauge an appropriate starting point for progression; measured against our Genre Progression Map. From this point, good quality texts are introduced to ensure that the children are immersed in examples of the text type. Then associated grammar and punctuation features are taught before the children begin to write the genre for themselves.

At the end of the unit the children carry out a 'Hot Write', again independently although the children are encouraged to create a personal plan. This allows us to see progress across the unit and highlights any arising issues. Because of its independent nature, it also allows us to assess ongoing, individual progression of the range of writing skills.

At Huntley we have half termly shared writing weeks. These follow different themes but their purpose is to share and celebrate writing across the school. We also have a 'Writer of the week' which is announced in each Celebration Assembly. The children in KS1 then have a special writer of the week pencil which they can use for the week.

# **Speaking and Listening**

## **Curriculum Statement of Intent**

Talking is fundamental to learning. Pupils are encouraged to speak clearly, confidently and with expression in order to state their ideas and opinions. Just as important, is the need to listen carefully to others and respond in appropriate ways.

At Huntley we endeavour to inspire young people to be confident in putting forward their ideas and opinions and to be able to listen to others in a respectful and engaging manner.

These are vital life skills which will set them in good stead for the future.

## **Impact**

We want our children to

- Be confident speakers able to communicate their ideas effectively in a range of contexts
- To have well developed listening skills
- To have the opportunity to take on a leading role in Y6 in our school productions

## **Implementation**

### **Planning & Progression**

The National Curriculum (2014) is used to inform our planning. At Huntley, Speaking and Listening is taught in single and in mixed age year groups (EYFS, Year 1, Years 2 & 3, Years 4 & 5 and Year 6). There is a clear progression of mapped communication skills taught and assessed through all subjects and extra opportunities school provides. Each set of skills is completed over 2 years (KS1, LKS2, UKS2) ensuring that, regardless of the class structure, children are taught and supported at an appropriate ability level.

### **Activities**

Pupils are given opportunities in all areas of the curriculum to develop their speaking and listening skills, in paired, group or whole class situations. Their curriculum skills are taught and assessed in reference to Chris Quigley Milestone Communication objectives, across 2 years. When communicating,

children are guided to reflect our school values in formal and informal situations. Speaking and listening skills are taught across the curriculum subjects, including dedicated PSHE lessons to look more deeply at social skills.

Children also have opportunities to put forward their ideas through school council, house leadership and during daily worship. In addition, children have the opportunity to perform to an audience through Founders day and whole school Christmas productions.

# Across our English Curriculum

## **Inclusion**

### **Differentiation and Additional Educational Needs**

The study of English will be planned to give pupils a suitable range of differentiated activities appropriate to their age and abilities. Tasks will be set which challenge all pupils, including the more able. For pupils with SEN the task will be adjusted or pupils may be given extra support to access the teaching materials and tasks inclusively. The grouping of pupils for practical and discussion activities, often accessing different resources, will take account of their strengths and weaknesses and ensure that all take an active part in the task and gain in confidence.

Children considered to be working below expectation in single or multiple areas will be supported with timely short or long term interventions depending on their need. Children with English targets on My Plans will be supported to achieve in these areas by all Class Teaching staff and SENCo regularly.

### **Equality of Opportunity**

All children have equal access to the English curriculum in all forms; from speaking, to reading, to writing. All staff at Huntley CE Primary School are responsible for ensuring that all children, irrespective of gender, learning ability, physical disability, ethnicity and social circumstances, have access to the whole curriculum and make the greatest possible progress. Where appropriate, work will be adapted to meet pupils' needs and, if appropriate, extra support given. More able pupils will be given suitably challenging activities. Gender and cultural differences will be reflected positively in the teaching materials used.

All children have equal access to the English Curriculum, its teaching and learning, throughout any one year. This is being monitored by analysing pupil performance throughout the school to ensure that there is no disparity between groups.

## **Assessment and Feedback**

### **Assessment**

Throughout the school, teachers will assess whether children are working at, above or below the expected level for their age based on their understanding and application of the content of the National Curriculum 2014. Individual assessments are predominantly made from discussion, reading aloud, written work, testing and presentations. These assessments are not exclusive to English lessons; but are a consideration of evidence from across all subjects. This is recorded on INSIGHT tracker by all members of staff, against our Year Group Progression Map of skills in Reading and Writing. Communication is assessed across a 2-year period. The children's progress and attainment are reported to parents through parents' evenings and end of year reports.

All teachers attend regular Writing moderation meetings with colleagues from our NeWmATCH cluster of Schools. Moderation also takes place in staff meetings with specific focus areas. Assessments are supported by Nationally published exemplars and Local Authority guidance.

### **Marking**

Marking takes many forms across English, in line with the schools marking policy. Verbal marking and discussions happen frequently during lessons and are recorded in children's or staff assessment books.

Much of the reading and communication work done in English lessons is of an oral nature and, as such, recording will take many varied forms thus making marking and feedback will vary. It is, however, important that written work is marked regularly and clearly, as an aid to progression and to celebrate achievement. When appropriate, pupils may be asked to self-assess or peer assess their own or other's work.

Marking for improvement in a child's book must be relevant to the learning objective or individual target to help children to better focus move their learning on.

Short writing tasks such as discrete SPAG skill sentences, Comprehension questions and Spelling activities may be marked correct or incorrect for children to self-edit and correct in the form selected most appropriate by the class teacher.

Marking of longer pieces of writing focus on developing individual's writing skills and are shown in books by coloured editing stickers. These prompt the children to self-assess and improve their work as colours correspond with editing prompt cards. Spelling and punctuation features may also be visibly corrected in pink pen.

Marking of genre text features are not reflected as often in children's books, as these are assessed and revisited in future class teaching.

### **Role of the Subject Leader**

English will be led by the Subject Leader who will monitor progression and impact through:

- monitoring and evaluation of pupils' work
- lesson observations
- book looks across the curriculum
- discussions with the children
- supporting staff with professional development (including EC), target children or groups and assessments
- maintaining quality resources and intervention materials
- use of in year and end of year attainment
- compiling end of year subject report
- maintaining current practise through attending regular Subject Leader meetings

Standards of teaching and learning will be monitored using work sampling, observations, learning walks and data review.

The policy will be amended and renewed by the subject lead as appropriate and shared and reviewed during a staff meeting.

## **Resources**

Classes are resourced with quality reading texts for their children's different ability and interest ranges. These are monitored by staff and sent home to develop reading skills daily. Each week a selection KS1 home reader books will match their current phonic sounds from class teaching. Each class also has an ability and age appropriate library for children to select texts from.

The texts we use in school are monitored regularly to ensure children get a full range of genre experience through fiction, non-fiction and poetry.

English lessons are supported by the planning and teaching resources: Hamilton Trust, Espresso, Phonics Play, Letters and Sounds, Literacy Shed+

Other resources are purchased and updated as required.

## **MONITORING AND REVIEW**

The implementation of the policy is seen as the responsibility of all staff. Its use and effectiveness will be supported and monitored by the English Subject Lead, the Headteacher and the Curriculum sub-committee on behalf of the Governing Body.

The policy is scheduled for review - Autumn 2021