



## Hovingham and St. Hilda's C of E VC Primary Schools English Policy



*Our vision, 'Where everyone grows' is rooted in 'I have come that they may have life and have it to the full' (John 10:10). We believe that education must equip people of all ages with the skills to maximise their engagement with the world around them and education must develop academic, spiritual, emotional and personal.*

### **Purpose**

We believe that a high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and, through their reading and listening, others can communicate with them. Through reading, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society.

### **Our Aims**

The overarching aim for English is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

Our teaching of English aims to ensure that all pupils:

- Read easily, fluently and with good understanding
- Develop the habit of reading widely and often, for both pleasure and information
- Acquire a wide vocabulary and an understanding of grammar and knowledge of
- Linguistic conventions for reading, writing and spoken language
- Appreciate our rich and varied literary heritage
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- Use discussion in order to learn; be able to elaborate and explain clearly their understanding and ideas
- Are competent in the arts of speaking and listening, making formal presentations
- Demonstrating to others and participating in debate

### **Statutory Requirements**

Statutory requirements for the teaching and learning of English were laid out in the National Curriculum (2013) and in the Communication and Language and Literacy sections of the Statutory Framework for the Early Years Foundation Stage (2017) and, from September 2021, the reformed EYFS framework.

The National Curriculum is divided into 3 key stages: Key Stage 1 (Years 1 and 2) Lower Key Stage 2 (Years 3 and 4) and Upper Key Stage 2 (Years 5 and 6).

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. The National Curriculum 2014, gives detailed guidance of what should be taught at each Key Stage under the following headings:

- Spoken Language
- Reading - word reading, comprehension
- Writing – transcription, spelling, handwriting and presentation composition
- Grammar



### Approaches to Spoken Language

**EYFS: Communication and Language:** Opportunities are provided for children's back-and-forth interactions from the start of EYFS. These are fundamental for language and cognitive development. We provide numerous quality conversations with adults and peers throughout the day in a language-rich environment. We comment on what children are interested in or doing, and echo back what they say with new vocabulary added, to build children's language effectively. By reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, we give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, our children become comfortable using a rich range of vocabulary and language structures.

**Key Stage 1&2:** We ensure that spoken language permeates across the whole curriculum – cognitively, socially and linguistically. In the early years quality interactions and opportunities to develop language and communication are at the heart of our provision. We believe that the quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and also their understanding for reading and writing. Teachers ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils are given opportunities to develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They are assisted in making their thinking clear to themselves as well as to others. Teachers ensure that pupils build secure foundations by using discussion to probe and remedy their English misconceptions. Pupils are also taught to understand and use the conventions for discussion and debate. All pupils have opportunities to participate in and gain knowledge, skills and understanding associated with the practice of drama. Pupils are encouraged to adopt, create and sustain a range of roles and respond appropriately to others in role. They have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

### Approaches to Reading

**Early Reading:** Reading is fundamental to the EYFS curriculum. Listening to stories, poems and rhymes feeds pupils' imaginations, enhances their vocabulary and develops their comprehension. Systematic synthetic phonics play a critical role in teaching children the alphabetic code and, this knowledge is essential for spelling, and supports children's early writing. By the end of EYFS we intend that our pupils can:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary
- Anticipate – where appropriate – key events in stories use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play



## Hovingham and St. Hilda's C of E VC Primary Schools English Policy



- Say a sound for each letter in the alphabet and at least 10 digraphs
- Read words consistent with their phonic knowledge by sound-blending
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words

### **KS1&2: Our Intent**

- The school is determined that every pupil will learn to read, regardless of their background, needs or abilities
- The school's phonics programme matches or exceeds the expectations of the English national curriculum and early learning goals
- The school has clear expectations of pupils' phonics progress term by term, from Reception to Year 2, and the school's phonics programme aligns with these expectations
- The sequence of reading books shows a cumulative progression in phonics knowledge that is matched closely to the school's phonics programme

### **Implementation**

- Direct, focused phonics is taught every day in Reception and Key Stage 1
- Teachers have a clear understanding of how pupils learn to read
- Phase 1 of Letters and Sounds is introduced in Nursery from the beginning of Reception the teaching of systematic, synthetic phonics, is taught
- Children read from books with the sounds they know, while they are learning to read reading
- The assessment of pupils' phonics progress is sufficiently frequent and detailed to identify any pupil who is falling behind the programme's pace, so that targeted support can be given immediately and teachers and teaching assistants can provide extra practice through the day for the children who make the slowest progress (the lowest 20%)
- The school has developed sufficient expertise in the teaching of phonics and reading that ensures consistency from one year to the next
- Teachers give pupils sufficient practice in reading and re-reading books that match the grapheme-phoneme correspondences they know, both at school and at home
- Staff read aloud stories, poems, rhymes and non-fiction that develop pupils' vocabulary, language comprehension and love of reading

### **Impact**

- All pupils, including the weakest readers, make sufficient progress to meet or exceed age-related expectations (where a pupil has an SEN that is hindering progress, expert advice is sought)
- Pupils are familiar with and enjoy listening to a wide range of stories, poems, rhymes and non-fiction

The programmes of study for reading from Key Stages 1 and into 2 consist of two dimensions:

- Word reading
- Comprehension (both listening and reading).



## Hovingham and St. Hilda's C of E VC Primary Schools English Policy



Teaching focuses on developing pupils' competence in both dimensions whilst teachers ensure that they instil in children a love of literature: the best stories and poems. Skilled word reading is taught and involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics is taught in the early teaching of reading when pupils start school.

Comprehension skills are developed through pupils' experience of high-quality discussion with the teacher as well as from reading and discussing a range of stories, poems and non-fiction. All pupils are encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum.

Pupils read widely and often to increase their vocabulary as they encounter words they would rarely hear or use in everyday speech. We believe that reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds. We aim that all Year 6 pupils leave our school being able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

In Key Stage 1 children take home a decodable book according to their ability to help them build their fluency in reading. Pupils are also encouraged to choose a library book to 'share' at home to develop their enjoyment of reading and support their comprehension beyond their decoding ability.

Each child has a home-school reading record that teachers and parents can use to share information about a child's reading. Parents are encouraged to read with their child for a short time most evenings. Classrooms have a Reading Area with a selection of books for the children to enjoy.

In Key Stage 2 those children who still require a more structured approach to reading have access to decodable books to help them to continue to grow in confidence as readers with a text that is appropriate for their reading ability. Free readers choose library books to take home and read.

We still encourage all readers to share a book at home with their grown-ups as this not only helps to develop inferential skills, but also supports a lifelong love of reading. We recognise the value of adults (both in school and at home) reading aloud to children, in order to improve their grasp of story language, enthuse them with a love of books and inspire them as writers.

### **Approaches to Writing:**

**Early Writing:** Meaningful opportunities through continuous and enhanced provision will be provided so that pupils will make progress from their starting points. Adult led input will provide models of different types of writing and writing for purpose. By the time pupils leave EYFS they will be able to:



## Hovingham and St. Hilda's C of E VC Primary Schools English Policy



- Write recognisable letters, most of which are correctly formed
- Spell words by identifying sounds in them and representing the sounds with a letter or letters
- Write simple phrases and sentences that can be read by others

**KS1&2: Intent:** The programmes of study for writing at Key Stage 1 and 2 are constructed similarly to those for reading:

- Transcription (spelling and handwriting)
- Composition (articulating ideas and structuring them in speech and writing)

Pupils are taught how to plan, revise and evaluate their writing. In order to write down ideas fluently, pupils are taught how to spell quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. To develop effective composition pupils are taught to form, articulate and communicate their ideas and organise them coherently for a reader. Pupils are taught to write with clarity, awareness of the audience, purpose and context, and using an increasingly wide vocabulary and grammatical structures.

Pupils are taught to write fluently, legibly and eventually, speedily. Pupils are taught to use the features of spelling, vocabulary, grammar and punctuation as required in the Statutory Guidance in the National Curriculum. Teachers enhance pupils' vocabulary from opportunities that arise naturally from their reading and writing. As vocabulary increases, teachers show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. Pupils are also taught how to work out and clarify the meanings of unknown words and words with more than one meaning. Pupils are taught to control their speaking and writing consciously and to use Standard English.

### **Implementation:**

**Planning:** The National Curriculum 2014 forms the basis of teaching and learning. All children in EYFS and KS1 receive a daily phonics lesson and pupils in KS1 and 2 receive at least the minimum entitlement of a daily English lesson. Teachers employ a range of generic teaching strategies and use the Rosenshine Principles to underpin their planning.

Teachers use the National Curriculum 2014 as a starting point for creating plans. Planning follows the principles of a immerse, analyse and write structure. These plans follow a sequence of lessons based around texts: familiarisation with the genre/theme and text type; capturing ideas; capturing subject specific and higher order vocabulary; teacher demonstration; teacher scribing through supported and guided writing, leading to independent writing, which is then reviewed and edited to produce their best attempts. This is used as a basis for medium term planning and leads to our short-term planning, which is adapted according to the needs of the children.

The length of a unit may vary. Teachers plan closely with colleagues to ensure consistency of opportunity for all children. Clear objectives or learning questions are



developed for each session and are shared with pupils along with the success criteria they need to achieve. Film and media are used where it enhances, extends and complements learning.

### **Cross-Curricular English Opportunities**

As well as daily English lessons, 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 English lessons to other areas of the curriculum, the same standard of writing is expected as seen in English books.

### **Impact:**

### **Assessment and Target Setting**

Pupil progress will be assessed in line with the Assessment Policy. Throughout the learning process, teachers use formative assessment to plan the next step in their teaching (based on what the children need to know in order to improve). 'Assessment for Learning' involves the child in thinking about what has worked well and points them towards what needs to be done to move forward in their learning. Once teachers have evidence from a few pieces of work, they highlight the writing criteria achieved by each child on the individual assessment grids. Teachers ensure the children's next steps for learning are identified and opportunities to develop these are incorporated in the next sequence of lessons.

### **Inclusion**

We provide learning opportunities for all children so that they achieve as highly as they can. All children receive quality first English teaching on a daily basis and activities are differentiated or supported accordingly. In addition, where identified pupils are considered to require targeted support to enable them to work towards age-appropriate objectives, intervention programmes will be implemented.

## **ROLES AND RESPONSIBILITIES**

### **The Headteacher, Senior Leadership & Management Team will:**

- Set high expectations and monitor and evaluate learning, teaching and progress towards targets every term
- Ensure there is a consistent whole school approach to learning and teaching in English in accordance with this policy
- Keep parents, governors and all staff well informed of developments
- Support the subject leader and individual teachers
- Regularly review the development of English through the monitoring and evaluation of English in the School Development Plan and Action Plan
- Provide appropriate CPD opportunities for staff



## Hovingham and St. Hilda's C of E VC Primary Schools English Policy



### **Governors will:**

- Support the staff in implementing the school's policy and action plan for English
- Be well informed about the attainment, achievement and progress of pupils in English and how standards and achievement compare to the national picture and schools in similar contexts and locality
- Be involved in monitoring and reviewing progress on the development of English and planning further improvement
- Hold the school to account over standards and achievement

### **The English Subject Leaders for writing and reading will:**

- Lead by example, showing a thorough understanding of the subject and programs being used
- Offer support to teachers in areas of planning, teaching, learning and assessment
- Work alongside the Headteacher to monitor and evaluate teaching learning, attainment, achievement and progress of all groups of pupils.
- Identify training needs and plan and deliver training through Professional Development Meetings
- Monitor resources, identify areas of need, prioritise and purchase within the allocated budget

### **Role of the Class Teacher:**

- Plan, teach and assess learning through a daily English lesson, additional target times, reading sessions and cross curricular opportunities
- Plan provision to meet the learning needs of all children so they make good or better progress and achieve in line with their potential based on their prior attainment
- Regularly mark work, according to the school's Marking and Presentation policy and use this to identify individual and more general gaps in learning
- Allow the opportunity to follow up and edit based on the immediate feedback or live marking
- Monitor and keep a record of pupil progress
- Work with the SENCO to ensure that pupils with special educational needs and other vulnerable groups participate fully in the English lesson and have access to other provision as is necessary so that they make good progress and achieve well
- Maintain an up to date 'Working Wall' with resources that model and support learning linked to the current unit of teaching and make available more permanent resources that pupils will need throughout most units of work
- Teach spellings explicitly where not delivered through the phonics scheme
- Communicate with parents of the learning taking place in English and support parents and carers on how they can support the children at home

### **Support staff will:**

- Set high expectations of themselves and the children
- Have good subject knowledge in preparation for sessions
- Have a clear understanding of their role in lessons, reading sessions and intervention sessions



## Hovingham and St. Hilda's C of E VC Primary Schools English Policy



- Understand the specific learning before each lesson and intervention session, particularly for the child/children they are focussing on and communicate these to the children clearly
- Where appropriate prepare resources to support the steps to successfully understand the learning in each session
- Communicate progress the children have made in the session to the class teacher
- Undertake where possible continued professional development for learning and teaching in English
- Actively support in sessions

### **Parental Involvement: Parent/Carers will:**

- Be encouraged to develop positive attitudes to English and actively support their children
- Be well informed of their children's attainment, progress and achievement

We aim to involve parents in the development of children's skills, knowledge and understanding in English. Parents are involved in hearing children read and are encouraged to discuss books with them. Each term opportunities are offered so that parents can discuss their children's progress with their teacher. Termly class newsletters provide information about the English curriculum. Parents are encouraged to read both with and to their children at home.

Parents will receive assessment information by teacher assessment in their child's annual report and will receive the results of their child's statutory assessment in Phonics Assessments (Year 1) and SATs results (Year 2 and Year 6) which are published in accordance with government legislation.










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Review: April 2022

Appendix A:

## Rosenshine's 10 Principles of Instruction

1. Review learning at the start. 
2. Present new material in small steps. 
3. Ask lots of good questions. 
4. Provide models and worked examples. 
5. Practise using the new materials. 
6. Check for understanding. 
7. Obtain a high success rate. 
8. Provide scaffolding and support. 
9. Encourage independent practice. 
10. Weekly and monthly review. 