

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 Early and Spoken Language

Intent

We want all children to develop a love of language. **Early Language Development** is integral to our approach to English in the EYFS and in Years 1-6. We aim to develop our children's ability to use spoken and written language to communicate effectively – to listen, speak, read and write both in and for a wide range of contexts, purpose and audiences.

As soon as children enter our schools, we place a great emphasis on developing their oracy skills. We have a firm belief that if children “can't speak it, they can't write it” therefore children are constantly encouraged to articulate their sentences before beginning to write them down. The focus on oracy continues as children progress through the school with strategies used across the curriculum, throughout the school.

In the early years, through promoting a love of storytelling and books, as well as facilitating high quality adult interactions, we provide children with the opportunities to explore language and vocabulary in a range of contexts. Children are excited and enthusiastic to use their enriched knowledge of words and take this back into their play and learning both within and outside of the classroom environment. Adults are tuned into spotting the teachable moments, to draw out ambitious and top-tier vocabulary from high quality texts.

Implementation

We promote **early language development** in a number of different ways...

○ High quality adult interactions

○ Story telling

- Retelling well-known stories
- Helicopter stories: taking the children's own ideas and scribing their story. Children have the opportunity to act their stories out.

○ Talking time

- Discrete, teacher-led sessions that promote children's confidence and enjoyment of using spoken language.
- Book talk sessions focused on Reading for Pleasure books that children take home.

○ Literature and language rich environments •

Books in all areas of provision.

- High quality adult interactions that focus on enhancing vocabulary
- Open ended resources that promote imaginative play and language development.

○ Daily singing and rhyme time

○ Every day, our EYFS classes have 10 minutes singing and rhyme time.

○ These include well-known nursery rhymes and songs, as well as number songs and opportunities to sing current songs that the children love!

○ Poetry

- Each class in EYFS use poetry throughout the day.
- In Nursery, our poetry anthology is Zim Zam Zoom. In Reception, it is Midnight Feasts.

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- In Reception, we have a poem of the week, using Trisha Lee's 'Poetry Basket'. Each day, children recite a topical poem that they can remember by heart!
Spoken Language: Throughout the school we ...
- Identify opportunities for speaking and listening in planning and maximising cross-curricular links
- Provide opportunities to use drama, improvisation and performance (e.g., hot seating, freeze frame, puppets, debates etc)
- Provide real life situations to apply their speaking and listening skills e.g., class assemblies, visitors invited into school to share their knowledge and expertise, school performances, class sharing opportunities
- Use talk partners to generate and share ideas in small groups to invent or cement their understanding
- Draw out tier 2 and tier 3 vocabulary from across our reading and experiences and explicitly teach these words

Impact

We measure the effectiveness and impact of our English curriculum in a variety of ways. The quality of spoken language is evaluated by learning walks, drop-ins, 'pupil voice' discussions, work scrutiny and summative assessments. This informs the subject leader of the impact of new initiatives as well as future areas for improvement. After monitoring, the subject leader provides feedback to the headteacher/staff and governors and identifies areas for development which is then shared with all staff.

The impact of the English curriculum is clearly developing with our revised way of teaching. There is evidence of progress, sustained learning and transferable skills and children are becoming more confident speakers.

ASSESSMENT:

English will be assessed both formally and informally and using Assessment for Learning, our planning will adapt to the needs of the pupils. We will monitor progress against the spoken language progression which we have adopted.

Approaches to Reading

Overview:

We want every child to be a reader, to love reading and to want to read for themselves. We want our children to acquire a wide vocabulary, read fluently and with confidence in any subject by the time they are ready to move to secondary school.

We recognise that each child has their own starting point upon entry to every year group and progress is measured in line with these starting points to ensure that every child can celebrate success.

We follow the National Curriculum 2014 to deliver lessons rich in reading, and phonics through our whole school Systematic Synthetic Phonics programme and our Reading Spine, where high-quality texts are used to deliver all aspects of the English Curriculum. Each book on the Reading Spine has been carefully chosen to match the National Curriculum reading and writing requirements as well as linking to our

wider curriculum, with history, geography, science and social themes specifically covered. This structure provides the children with a deeper understanding of texts. We think it is important for our children to value the importance of reading to develop and enhance writing and to see a clear purpose and context for writing.

Intent

We promote a love of reading in all children in a text rich environment where children understand how language works. We intend to develop the skills they need to be proficient readers and to interpret texts accurately. We aim to inspire and challenge our children, through a safe, happy and nurturing learning environment, to achieve excellent standards including all aspects of the National Curriculum objectives for reading.

Implementation: Phonics

Our approach is systematic, consistent and rigorous in order for all children to become readers as quickly as possible. We use the same phonics programme across the school providing continuity and a tool for guaranteed progression and to prepare and inspire our children for further learning in reading in secondary school and beyond.



Phonics The programme:

- Phonics is implemented through **Essential Letters and Sounds**. This programme was chosen due to its rigour and fidelity, providing our children with a fast paced, ambitious approach.
- The school has developed sufficient expertise in the teaching of phonics and reading that ensures consistency from one year to the next and there is a priority on CPD for all staff, including the use of ELS/DfE training portal and Federation moderation.

The fundamentals:

- Children in Nursery are immersed in Foundations for phonics, delivered through taught sessions and in the moment through their play and storytelling.
- The **Phase 2** programme of teaching begins as children enter Reception.
- We ensure the teaching of phonics is systematic and consistent across school. The lessons are always taught at a fast pace to ensure children are highly engaged for the sessions.
- We teach phonics for around 30 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers.
- Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term.
- Phonics is taught in a whole class approach. Any gaps in knowledge are addressed through 5-minute boxes (additional to whole-class phonics sessions) from the start of the year in order for children to 'keep up' with

their peers. Therefore, the children then move through the phase groups as one group together,

- We follow the **Essential Letters and Sounds** progression.
- Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy and begin Phase 5 in the final Summer Term.
- Children in Year 1 review Phase 3 and 4 and are taught to read and spell words completing Phase 5 GPCs with fluency and accuracy

NURSERY Phase 1 Seven aspects:					
<ul style="list-style-type: none"> • Environmental sounds • Instrumental sounds • Body percussion • Rhythm and rhyme • Alliteration • Voice sounds • Oral blending 					
RECEPTION					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Phase 2	Phase 3*	Phase 3-4	Phase 3-4	Phase 4	Phase 5 introduction
YEAR 1					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Phase 5	Phase 5	Phase 5	Phase 5	all phases	

Assessment and extra practice:

- 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 straight away and teachers and teaching assistants can provide extra practice throughout the day for the children who make the slowest progress
- Daily '**keep-up**' lessons ensure every child learns to read.

Any child who needs **additional practice** has daily 'keep-up' support, taught by a fully trained adult. 'Keep-up' lessons match the structure of class teaching, and use the same procedures, resources, and mantras, but in smaller steps with more repetition, so that every child secures their learning. This is extended into Year 2 and 3 for any children for are not fully fluent at reading or has not passed the Phonics Screening Check.

In addition to 'Keep Up' sessions, there are opportunities for repeated practice throughout the day.

The reading curriculum is ambitious for children with SEND and those who are disadvantaged.

We use the **Essential Letters and Sounds half-termly assessments** to identify the gaps in their phonic knowledge and teach to these using the Keep-up resources – at pace.

Regular progress meetings are held with all reading teachers in EYFS and KS1 to monitor children making the slowest progress. Children in danger of falling behind, or who are working under expected levels (lower 20%), are swiftly identified and enough additional support is provided to enable them to keep up.

If any child in Year 3 to 6 has gaps in their phonic knowledge when reading or writing, we plan phonics 'catch-up' lessons to address specific reading/writing gaps. These short, sharp lessons last 10 minutes and take place at least three times a week.

Decodable reading books:

We teach children to read through **reading practice sessions usually four times a week**. These:

- are taught by a **fully trained adult** to small groups
- use **books matched to the children's secure phonic knowledge** using the Essential Letters and Sounds assessments
- are monitored by the class teacher, who rotates and works with each group on a regular basis.
- Each reading practice session has a clear focus so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:
 - **decoding**
 - **prosody**: teaching children to read with understanding and expression
 - **comprehension**: teaching children to understand the text.
- In Reception, these sessions start in Week 4. Children who are not yet decoding have **daily additional blending practice** in small groups so that they quickly learn to blend and can begin to read books.
- In Year 2 and 3, we continue to teach reading in this way for any children who still need to practise reading with decodable books.

Reading at home:

- We intend teachers will give pupils sufficient practice in reading and rereading books that match the grapheme-phoneme correspondences they know, both at school and at home
- Parents are helped to know how best to support children in learning sounds through our **phonics workshops**.
- Reading at home is **strongly promoted**. Teachers ensure that children understand how to work appropriately with decodable books and with shared texts.

Implementation: Reading skills and language comprehension:

- Reading is **implemented** through a holistic approach, whereby children are reading across the curriculum. We focus on developing fluency, confidence, and enjoyment of reading.
- In all classes, there are daily opportunities for teachers to **model reading**, which gives the children the opportunity to understand what is being read as well as listen to excellent use of expression and intonation.
- There is a daily 15-20 minute **story time** usually daily, in each class where adults read aloud.
- Teachers use **our reading spine**, which has mapped core texts that promote children's understanding of vocabulary, grammar, the world and global

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events, as well as improve their ability to communicate effectively. There is a heavy emphasis on revisiting unfamiliar and new vocabulary to support children's **Language Development**.

- We equip our children with a wide 'reading diet' so that they become well rounded readers and they can articulate their learning confidently and to remember knowledge and vocabulary in reading and phonics. We ensure that children with Speech, Language and Communication difficulties including those with 'word gaps' are given every opportunity to close the gaps with their peers and are able to expand their' vocabulary and deepen their understanding of the texts they are reading, through pre teaching and our learning experiences.
- Around school, you will see displays which celebrate books and authors who have inspired us. We have a well-stocked library which children enjoy using. In addition to this, throughout the year the importance of reading is enhanced through activities such as World Book /Poetry Day celebrations.

NB: We are working hard to ensure that any gaps in learning, as a result of COVID, are closed and pupils meet age related expectations in reading and phonics

Relevant, real, inspiring books

- We are always reviewing our library books to make sure that we are offering our children a wide range of books and stories, in different genres and by various authors. We pride ourselves on ensuring that children have access to books that are both 'Old & Gold' and 'New & Bold'.
- We read from and encourage pupils to read from our recommended book list that are appropriate for each year group.

Early Reading:

Reading is fundamental to the EYFS curriculum. Listening to stories, poem 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.

Reading: We ...

In **EYFS**, throughout the day in play, through our *in-the-moment* approach to teaching and learning, and during story time, adults consistently model language, vocabulary, and syntax both from books and stories, seeking to introduce new and challenging vocabulary. We will not shy away from words deemed 'too tricky'. Stories and books are evident in all areas of the classroom to support play-based learning.

In EYFS, there are planned sessions where children are given '**Time to Talk**' about books they have explored and enjoyed, either at home or school.

In Reception, **We Love to Read**, is taught through a whole class, daily session.

These sessions include best practice from **Talk through Stories** and ensure children have a firm understanding of basic **comprehension, inference** and **vocabulary** skills. In the Reception classroom, there are also opportunities for children to blend and read simple words. This builds up over time and is linked to their cumulative phonic knowledge.

In **KS1 and 2**, children are taught reading through a **Whole Class Reading** sequence, where they answer comprehension questions, linked to the **reading domains**. These

questions require them to think deeply and connect their thinking to evidence from the text.

The ongoing assessment of children's reading progress is sufficiently frequent and detailed to identify any pupil who is falling behind. Where a child falls behind, targeted support is given immediately in line with our '**Keep up, not catch up**' policy.

We...

- Enable each pupil to be engaged in meaningful reading activities every day across the curriculum
- Provide each Y1-6 pupil with demonstration comprehension and independent comprehension session using good quality reading comprehension sessions each week
- Ensure we have a good knowledge of the text/ book prior to the session and have pre-read the text
- Ensure all reading sessions are planned for and have an assessment focus using the Immerse and Analyse approach using reading domains
- Ensure that texts are appropriate to the age and stage of the children
- Plan questions which will develop all key areas of being able to read as a reader: e.g., comprehension, inference, deduction
- Hear children in Foundation Stage read individually regularly per week
- In both Nursery and Reception provide children with access to a variety of books inside and outside. Activities will be set up to include books to help and inspire children's learning and adults will model how best to complete tasks/read for pleasure/use role play area
- Regularly hear pupils from KS1-6 read individually and have their reading book changed regularly
- Read to children regularly and have opportunities to experience demonstration reading will occur for a short part of that session
- Ensure all children are to have a reading for pleasure session once a week to encourage enthusiasm passion, fluency and concentration eg DEAR Drop Everything and Read
- Provide opportunities for cross-curricular lessons that regularly include a text based on the current topic
- Encourage pupils to read out loud as often as possible with intonation, volume and with regard for the listener

In **Key Stage 2**, children undertake whole class reading sessions in their class. They meet a range of texts and have daily story, demonstration reading, demonstration comprehension and independent comprehension sessions, each week. They enjoy a wide selection of reading materials to choose from and projects linked to reading.

Impact

We measure the effectiveness and impact of our English curriculum in a variety of ways. The quality of reading and writing in English is evaluated by learning walks,

drop-ins, 'pupil voice' discussions, work scrutiny and summative assessments. This informs the subject leader of the impact of new initiatives as well as future areas for improvement. After monitoring, the subject leader provides feedback to the headteacher/staff and governors and identifies areas for development which is then shared with all staff.

Children at our schools will enjoy reading regularly both for information and for enjoyment. They will be able to discuss the books they have read with enthusiasm and recall details. They will be able to apply the features of different writing genres and styles to their own work and are able to write for different audiences and purposes. All pupils, including the weakest readers, will make sufficient progress to meet or exceed age-related expectations (where a pupil has an SEN that is hindering progress, expert advice is sought).

The impact of the English curriculum is clearly developing with our revised way of teaching. There is evidence of progress, sustained learning and transferable skills and children are becoming more confident writers. By the time they are in Upper Key Stage 2, most genres of writing are familiar to them and they are able to apply the skills independently.

Our Impact:

- Phonics teaching is strong, as a result of high-quality coaching and CPD.
- Children become fluent readers by the end of KS1.
- Children are passionate about reading. sharing their love of reading with family and friends.
- Phonics screening check results will be in line with or above national expectations

By the end of EYFS our pupils can:

- Demonstrate understanding of what has been read to them by retelling stories and narratives
- Use their own words and recently introduced vocabulary
- Can anticipate – key events in stories
- Can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and ding role-play
- Can say a sound for each letter in the alphabet and at least 10 digraphs
- Can read words consistent with their phonic knowledge by sound-blending
- Can read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words

KS1&2:

- Every pupil has learned to read, regardless of their background, needs or prior abilities
- The school's phonics and reading standards have matched or exceeded national expectations.
- Pupils have developed a wide vocabulary, language comprehension and a love of reading

Assessment:

English will be assessed both formally and informally and using Assessment for Learning our planning will adapt to the needs of the pupils.

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- Pupils will complete informal independent domain assessments at least half termly.
- Evidence from independent and whole class reading sessions as well as written evidence from independent comprehension, cross-curricular reading opportunities, informal observations and the teacher's professional knowledge should be used to inform lesson planning and interventions.

Summative assessment - Data collected:

- Phonics Assessment (half-termly)
- Reading Test Scores (PIRA termly)

Approaches to Writing:

Overview:

We want all children to develop a love of language. We aim to develop our children's ability to use spoken and written language to communicate effectively – to listen, speak, read and **write** both in and for a wide range of contexts, purpose and audiences. We aim to inspire and challenge our children, through a safe and happy learning environment, to achieve excellent standards in writing, including all aspects of the National Curriculum objectives for writing.

Our innovative approach to teaching writing is aimed at ensuring that all children, regardless of background, need or circumstance, are inspired, engaged and develop a love of writing. We want our children to acquire a wide vocabulary, a good understanding of grammar in context and to be able to spell new words by applying the spelling patterns and rules they learn throughout their time in our school.

We want our children to write clearly, accurately and coherently, adapting their language and style as necessary. We believe that all children should be encouraged to take pride in the presentation of their writing and aim to develop a legible, joined handwriting style by the time they move to secondary school. We want our children to understand that all good writers refine and edit their writing before producing a final published copy therefore we want our children to develop independence in being able to identify their own areas for improvement in a piece of writing and edit their work during and after the writing process.

We recognise that each child has their own starting point upon entry to every year group and progress is measured in line with these starting points to ensure that every child can celebrate success.

We follow the National Curriculum 2014 to deliver lessons rich in writing, spelling, grammar and punctuation through our whole school English curriculum where highquality texts are used to deliver all aspects of the English Curriculum. Each book on the Reading Spine has been carefully chosen to match the National Curriculum reading **and writing** requirements as well as linking to our wider curriculum, with history, geography, science and social themes specifically covered. This structure provides the children with a deeper understanding of different genres. We think it is

important for our children to value the importance of reading to develop and enhance writing and to see a clear **purpose and context for writing**.

Our intent:

- We teach through using a clear teaching sequence, which builds on children's prior knowledge and skills, and makes meaningful connections in their writing. This is to ensure that all children, particularly those who are disadvantaged and have gaps are able to access the learning and have opportunities to write frequently, with purpose.
- To equip our children with knowledge and skills they need in order to write in a range of styles and genres
- To inspire a love for writing so that children have a sense of pride when publishing their work
- To enable our children to articulate their learning confidently and to remember knowledge and vocabulary
- To provide a consistent whole school approach to teaching spellings
- To ensure that any gaps in learning, as a result of COVID, are closed and pupils meet age related expectations in writing
- To prepare and inspire our children for further learning in writing in secondary school and beyond
- To ensure that staff are confident in their subject knowledge and the sequence of the curriculum.

Our implementation: Writing



In addition to the English Sequence of lessons, the following will or may need to be taught discretely.

Early writing is taught through early mark making. Then when the children begin phonics, they are taught the correct letter formations. This begins with writing CVC words, moving onto short sentences using the sounds they have been taught. EYFS children are encouraged to write independently during continuous and enhanced provision.

From Y1-Y6, the English curriculum is taught by studying the high-quality text from the Reading Spine, from which various writing opportunities are then derived. Each week, the children are taught to develop their understanding, exploring key themes, events, plot or structure of the texts/experience being studied. From the text/experience, children are taught the grammar elements of the NC, corresponding to the genres being written as part of the writing process. Children are then supported in how to apply the grammatical content taught in identifying

features of a high-quality modelled text (WAGOLL: 'What a Good One Looks Like') before progressing to plan, write and edit a written piece which matches the purpose and audience. Children receive regular feedback from both teachers and their peers in the writing process.

We aim to provide our pupils with a 'language rich' environment and within our classrooms, we explore ambitious vocabulary in all lessons and use our working walls to acquire an understanding of new and unknown words as well as words in our Tier 2 and Tier 3 lists. We use the Twinkl Spelling scheme for children in Y1-6 (Y3-6 in a twoyearly rotation). Children are given weekly words to learn at school and at home in preparation for a spelling test at the end of the week. We adopt a cross-curricular approach throughout the school to enable the skills that are learnt through the English curriculum to be applied in all other subject areas.

In EYFS writing is taught through discrete phonics teaching and a play-based curriculum. Opportunities for mark marking are provided in all areas of provision with adults regularly encouraging and modelling the purpose of writing. Physical development is a high priority both indoors and outdoors. Children in Reception are provided with writing opportunities in each area of the classroom.

High-quality core texts are chosen to inspire high quality published writing. From Year 1 – Year 6, a 3-stage approach is followed. Pupils are stimulated to write via an '**Immerse, Analyse and Write**' approach, utilising techniques from 'The Write Stuff', Talk for Writing, CLPE etc

Immerse via a text/ film/experience

Analyse: tools/techniques/ideas

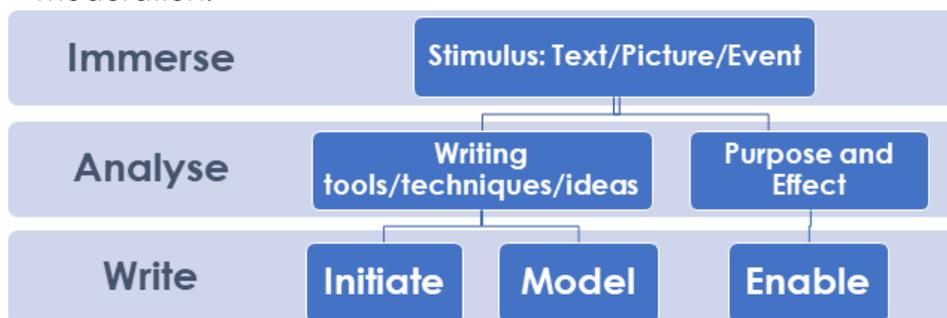
Write: Initiate/Model/Enable.

At the analyse stage pupils will be provided with opportunities to study the features of the writing that indicates the **purpose** of the writing: **inform, entertain, persuade or instruct**

- Over two-three weeks, children identify key features of a WAGOLL (what a good one looks like) identify and collect key vocabulary, learn grammatical skills and then plan, draft, edit and publish high quality writing.
- Each child has the opportunity to study a suitable poem or poems (linked to the topic theme) and write a fiction piece and non-fiction text each half term.
- Writing is a golden thread which runs throughout all of our learning opportunities.
- Keep Up Not Catch Up – progress sweeps ensure that teachers are clear on who is making progress and allows for immediate feedback.
- Pupils have opportunities to respond to feedback and marking to ensure that all children have equal opportunities to meet at least age-related expectations
- We ensure pupils record text modelling and story maps into their book
- Staff mark all writing according to the school marking and feedback policy and provide children with opportunities to edit their work based on their comments
- Pupils have frequent opportunities to observe writing modelled by the teacher
- Pupils have frequent opportunities to participate in shared writing

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- Teachers ensure classrooms have 'Word Walls' where tier 2 /3 and subject specific vocabulary is captured that supports pupils in extending their vocabulary and this is used regularly in lessons.
- 'Working Wall' are available to support children's writing in each classroom
- Staff allow pupils to 'magpie' and record vocabulary/synonyms that they will want to use at a further date
- Teachers provide pupils with writers' tool kits to identify the language and layout features of fiction and non-fiction texts plus tool kits for the different purposes of writing e.g. persuade
- Children who are working above national expectations are supported through immediate and ongoing feedback throughout writing lessons. Where appropriate, feedback and marking may be used to provide additional opportunities to use greater depth features in their writing.
- Our writing curriculum is ambitious for children with SEND and those who are disadvantaged. Teachers and support staff provide additional adult support, scaffold and resources to ensure that children can access the task set. In addition, feedback and marking response opportunities are used to ensure progress is made.
- Our wider curriculum and extra-curricular opportunities mean that children are provided with a wide range of experiences, which will have a positive impact on their understanding of the wider world and imagination.
- There is a priority on CPD for teachers to further develop skills and pedagogy. moderation.



Spellings: We will...

Ensure pupils receive their spelling teaching by following our spelling progression using the Twinkl Spelling Planning and ensured these are applied throughout the week

Ensure accurate spelling is expected in pupils' writing and where errors occur, pupils should at an age-appropriate level correct following NYCC guidance

Handwriting: We will...

- Teach from <https://teachhandwriting.co.uk/ks1-route-c-letter-choices.html>
- Ensure all pupils in the EYFS have opportunities for mark making and are taught how to form their letters correctly
- Ensure all children from summer term following the phonic check in Year 1 onwards are taught to use the cursive handwriting script. All letters start from the same entry point on the line and the pencil should not leave the page for each word
- Ensure that from Year 2 children are expected to use the diagonals for joined writing and begin to join up their writing

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- Ensure that all staff model the handwriting cursive script when they write for any purpose within the classroom
- Expected pupils to write in this style of handwriting whenever they write, in all subjects (alternative forms of recording may be suitable for some pupils with handwriting difficulties for more extensive pieces and especially at the drafting part of the process)

IMPACT

We measure the effectiveness and impact of our English curriculum in a variety of ways. The quality of writing in English is evaluated by learning walks, drop-ins, 'pupil voice' discussions, work scrutiny and summative assessments. This informs the subject leader of the impact of new initiatives as well as future areas for improvement. After monitoring, the subject leader provides feedback to the headteacher/staff and governors and identifies areas for development which is then shared with all staff.

Children at our schools will be able to apply the features of different writing genres and styles to their own work and are able to write for different audiences and purposes. All pupils, including the weakest writers, will make sufficient progress to meet or exceed age-related expectations (where a pupil has an SEN that is hindering progress, expert advice is sought).

The impact of the English curriculum is clearly developing with our revised way of teaching. There is evidence of progress, sustained learning and transferable skills and children are becoming more confident writers. By the time they are in Upper Key Stage 2, most genres of writing are familiar to them and they are able to apply the skills independently.

- Our pupils are passionate about writing
- Our pupils can access and follow an ambitious writing curriculum that has our vision for exceptionally high expectations as a driver
- Pupils' standards in books are very strong
- Our end of key stage data is in line with, or above, national benchmarks.

ASSESSMENT:

English will be assessed both formally and informally and using Assessment for Learning our planning will adapt to the needs of the pupils.

WRITING

- 1x per term, each child's writing should be assessed by highlighting the Writing Checklists to show where evidence of skills is secure. This is generally when a skill has been accurately and independently used 3 times
- Within key stages, moderation of writing should take place prior to data being submitted each term
- Weekly spelling tests and independent writing
- At the end of a unit, children should be given the chance to write an independent piece of writing

Summative assessment - Data to be collected:

- Writing Teacher Assessment (termly)
- SPAG Rising Stars (termly)

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

Governors will:

- Support the staff in implementing the school's policy and action plan for English

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- 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

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- 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.

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.

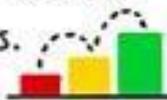
Adopted: April 2022

Review: April 2023

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. 

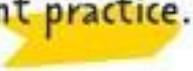
4. Provide models and worked examples. 

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. 