

# High View Primary Learning Centre



Policy:	English	
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## **1. Intent and Aims:**

### **Policy Statement**

The New Literacy Framework and daily Literacy lessons, along with the coverage throughout a creative curriculum will provide structure and time management to deliver our objectives and be a driver of this policy. Literacy is fundamental to the whole education process and is a medium through which much of the curriculum is taught.

We aim to develop, through the study of English, skills in reading, writing, grammar and speaking and listening. We will give children the opportunity to express themselves creatively and imaginatively and to communicate with others effectively. We aim to make them enthusiastic, fluent and responsive readers who can learn and gain pleasure from the written word. We aim to nurture creativity and imagination to enrich the learning/life process.

Writing will be celebrated and shared not only through class, but also through school and further networks, making the process a purposeful, eventful and special time to create and be artistic.

At High View Primary Learning Centre we will strive to ensure all our children achieve their full potential regardless of their gender, race, ability or economic circumstance. Through Literacy and the key skills aforementioned, our children can access the other joys of curricula and become literate citizens too.

### **Expectations**

By the time our children leave school, we expect them to communicate through speaking and listening and reading and writing, with confidence, fluency and understanding, in a range of situations.

We will make every effort to foster an enjoyment of literacy – reading and writing - and instil a confidence to speak and listen with understanding.

## **2. Legislation and Guidance**

- Statutory requirements for the teaching and learning of English are laid out in the National Curriculum (2014) and in the Communication and Language (Prime) and Literacy (Specific) Areas of the Statutory Framework for Early Years and Foundation Stage (2012).

### **3. Roles and Responsibilities**

#### **Reading**

##### ***Rationale***

Children learn to read in a variety of ways using linguistic methods such as segmenting words and sounds (phonics) to decode and understand meaning. Enjoyment comes with understanding and we aim to help our children understand and then realise the exciting and rewarding experience that reading can deliver.

We aim to create a climate of fun, success and discovery through literacy, whilst on the way inspiring our children to develop a passion for the written word.

To develop our pupils as readers we:

1. Provide all children with stimulating fiction and non-fiction texts which include a book banded reading scheme for all key stages.
2. Teach a strong and systematic approach to the teaching of phonics and spelling in Key Stage 1 and 2 which is in line with the recommendations within the Programme of Study for English 2013.
3. Provide daily opportunities for reading (shared, guided and/or individual).
4. Teach guided reading using the agreed key objectives as a formative assessment of reading which includes assessing the cognitive domain each child is capable of working within; this will obviously run alongside summative assessments of reading.
5. Teach children to use a range of strategies to get at the meaning of a text, including graphic, phonic, contextual and grammatical cues.
6. Read aloud to children and discuss texts at a level beyond that which they can read independently, to develop amongst other things, understanding and to model fluency and expression.
7. Build up a sight vocabulary from Foundation Stage onwards, using the Read Write Inc. programme and the Programme of Study for English to identify the words at each stage.
8. Develop inferential readers through the encouragement of questioning and responding.
9. Encourage children to become independent and reflective readers who are able to develop their own personal tastes.
10. Teach the higher order reading skills of skimming and scanning to obtain specific information
11. Provide a regular, daily quiet-reading session or reading activity where all adults and children participate.

## **Writing**

### **Rationale**

Successful writers need to be exposed to a wide variety of texts and authors, learning the structure, style and vocabulary needed to find their own particular voice. Writing creatively through narrative and poetry and exploring non-narrative text will equip our children to be able to write independently and confidently themselves.

Focused teaching of the framework objectives relevant to the age and abilities of our children, and the opportunity to use imagination and creativity, should ensure pupils progress.

Writing will be assessed every ten weeks using the key objectives agreed for each year group. The interim framework for KS1 and KS2 will be used to support these judgements. This will enable staff to have a clear view of progression over each period. It will also enable efficient target setting to be shared with the children and parents as pupils advance through the expected.

To develop our pupils as writers we:

1. Give opportunity for children to participate in shared, guided and individual writing activities
2. Model the writing process through shared and guided writing
3. Develop the writing process through supported composition
4. Provide opportunities to write for specific audience and purpose
5. Encourage children to write diaries, lists, news, stories, accounts, reviews and provide models of each style
6. Teach children the writing processes of planning, drafting, revising, proof-reading in a systematic way
7. Use the objectives for each year group to level and target set our writing
8. Provide opportunities to develop children's skills in punctuation and grammar through the Read Write Inc. phonics programme, stand-alone lessons and continuously throughout all other lessons.
9. Encourage children to be adventurous and extend their vocabulary – through class, visible word banks, the use of dictionaries and thesauruses and via extensive reading.
10. Provide suitable and relevant ICT programs and opportunity for word processing throughout the curriculum.
11. Provide additional time for a celebration of writing where children will receive praise through a certificate, pencil and sharing of their work within assemblies and on displays.

## **Handwriting**

### **Rationale**

At High View we encourage children to develop pride in their work and its presentation. Children should develop clear legible handwriting for all curriculum areas.

We aim to develop handwriting by:

1. Developing fine motor skills from the earliest stage through manipulation activities e.g. scissors, painting, drawing etc.
2. Encouraging children to hold writing implements correctly and sit appropriately
3. Regular opportunities for handwriting sessions across both Key Stages (daily from Year 1 onwards)
4. Using the Sheffield Handwriting Scheme throughout both Key Stages
5. Using cursive style of handwriting once children enter Key Stage 1 with the expectation that the children will achieve the required standards, as set out in the Programme of Study for English, by the end of each key stage.

## **Speaking and Listening**

### **Rationale**

Communicating effectively through confident speaking and listening is tantamount to successful learning and High View intends to develop this aspect of language throughout school and the curriculum.

In Foundation, KS1 and KS2 social interaction drives the learning process, and produces more effective communicators. By highlighting and honing these skills, we can improve significantly our language skills.

Exposure to reading, rhyme, alliteration and sounds of words aid the process of understanding, whilst creating the fertile environment for learning.

To develop our pupils as speakers and listeners we:

1. Give them opportunities to express their ideas to a range of audiences
2. Give the children opportunities to play and use drama activities
3. Encourage them to listen and respond appropriately to others
4. Help them to understand the need to adapt their speech to different situations
5. Give them opportunities to evaluate and reflect on their own speech
6. Encourage them to use the vocabulary and grammar of Standard English whenever appropriate
7. Give the opportunity to use debate and use questioning skills
8. Give the opportunity to listen and respond to stories, poetry, rhymes and songs

### **Aims**

Children need to be able to:

- Speak audibly and clearly using Standard English in different contexts
- Express their opinions with confidence, clarity and fluency (more than one word sentences)
- Articulate ideas and thoughts clearly using appropriate tone and vocabulary for the audience

- Participate in drama activities and performance to hone their speaking and listening skills e.g. hot-seating, plays, assemblies, discussions
- Be a sharing reader, speaker and a non-selfish listener, respecting the work and opinions of others.

## Spelling

### **Rationale**

The ability to spell enables an individual to write more effectively. When spelling becomes automatic, more thought could be put into what is actually written. The English language is not a regular language but is systematic and patterned to an extent. Learning to spell involves exploring these patterns and applying them to new words.

Spelling at KS1 is largely part of the progression in learning phonics and so closely linked to reading. Alongside this there are specific spelling rules and patterns taught within each year group as set out in the English Programme of Study 2013, such as the introduction of prefixes and suffixes.

Spelling at KS2 involves building on the earlier foundations and further developing the range of strategies such as word families, root words, suffixes, prefixes, consolidating and exploring new rules as progress allows.

To develop our pupils as accomplished spellers we:

1. Follow the English Programme of Study stages of spelling development for each year group.
2. Teach children to use a range of strategies for spelling confidently
3. Ensure familiarity with the teaching of phonics (Read Write Inc.) and spelling
4. Teach regularly alphabet and dictionary skills
5. Encourage blending and segmentation
6. Encourage proof reading and redrafting
7. Follow school approach to misspelt words.



## 4. Implementation: Organisation/Planning/Inclusion

- Our teaching is planned from the *English Programme of Study for Key Stage 1 and Key Stage 2*. There are daily literacy lessons per week within each year group with further literacy coverage throughout the other curriculum areas. We ensure that the appropriate balance of whole class, group and individual teaching is retained. Extra time in the week is set aside for independent reading and writing when this is appropriate.
- We make clear to children the qualities we are looking for in their work, through teaching, sharing of objectives, regular marking, feedback (written and oral), time allocated to act on feedback and through assessment and target setting.
- Cross curricular opportunities are put into planning and delivered as much as possible where appropriate.

### SEN

Children who experience difficulty in particular aspects of literacy will – according to their individual needs and requirements – receive support as outlined in their One Page Profiles.

Children at risk of underachieving will have targeted intervention programmes to reduce the attainment gap between them and expected levels, through Wave One teaching. Wave 2/3 will be delivered when targeted children are not accessing Wave One at the expected levels.

Both Key Stages receive regular TA class support, in group and one-to-one situations.

## **5. Impact: Monitoring Arrangements**

- Evidence of progress in writing is provided by a folder containing important pieces of written work which have been assessed, the key objectives included in the school's assessment documentation and moderated on a year group, school, or academy level. At the end of each school year we assess pupils' progress towards the level expected at the end of the Key Stage through either optional or mandatory SATs, or set new learning targets as appropriate.
- The English Co-ordinator will be assigned weekly half hour slots plus one half day session and staff meeting time every half term to monitor English within the school.

## **6. Links to other policies**

Drama Policy

Marking and Feedback Policy

Special Educational Needs Policy

Teaching and Learning Policy