



Hartsbourne Primary School

Mission statement: Valuing Potential; Creating Opportunities

ENGLISH POLICY

This policy to be read in conjunction with Assessment Policy, all Curriculum Policies, Equal Opportunities Policy, Handwriting Policy, Reading Policy, Teaching and Learning Policy, Racial Equality Policy, SEND Policy

VISION

Hartsbourne Primary School is an inclusive learning community where we are:

Building a strong school **community**; inspiring pupils to gain the **confidence**, resilience and independence to become **life-long learners**, making the best **progress** possible and creating happy memories.

MONITORING	DATE OF POLICY	DATE OF REVIEW
SUBJECT LEADER	January 2018	January 2020
SLT	TEACHING & LEARNING COMMITTEE	

RATIONALE

At Hartsbourne Primary School we believe that language and literacy is fundamental to the overall development of the child and enables their access to the curriculum in all its aspects. We follow the National Curriculum to enable the delivery of quality-first teaching of basic and higher order reading, writing, speaking and listening skills.

We will deliver literacy through a creative, enriched curriculum to enable the learning to take place through a source of interest and fun, relevant to everyday life.

AIMS AND OBJECTIVES

At Hartsbourne Primary School we aim to provide:

- A curriculum which will enable all children to attain their full potential in literacy and oracy;
- Children with the skills to become competent, confident users of language in all its forms;
- A curriculum which meets the requirements of English in the National Curriculum and follows the framework laid down by HertsforLearning Ltd on behalf of Hertfordshire County Council, as well as the principles of the Early Years Foundation Stage (EYFS): Communication and Language and Literacy.

We aim for children to leave Year 6:

- Reading and writing with confidence, fluency and understanding, using a range of independent strategies to self-monitor and correct.
- With a love of reading and a desire to read for enjoyment.
- With an interest in words and their meanings; developing a growing vocabulary in spoken and written forms.
- Understanding a range of text types, media types and genres.
- Able to write in a variety of styles and forms appropriate to the situation.
- Using their developing imagination, inventiveness and critical awareness.
- Having a suitable technical vocabulary to articulate their responses.



To achieve this, our objectives will provide all children with:

- A wide range of language experiences, in a variety of contexts, linked to real purposes and audiences.
- A structured, progressive and balanced range of differentiated learning opportunities, taking into account the abilities of all children.
- A range of quality resources that are stimulating and reflect the children's interests as well as supporting their language opportunities.
- Access to electronic media and ICT resources to enhance their learning as and when appropriate.

TEACHING AND LEARNING

In accordance with the 2014 National Curriculum, the teaching of literacy occurs in four main areas: **spoken language, reading, writing and spelling, grammar, punctuation and vocabulary.**

Spoken Language

A strong grasp of spoken language underpins all other areas of literacy learning, therefore we believe it is vital that children can speak confidently and fluently as well as listening actively and critically to other people.

In EYFS and KS1, daily phonics sessions will focus on different elements of speech and children will learn first how to properly pronounce sounds before reading or writing them.

In Reception the daily routine will include planned and spontaneous activities that include:

- ✓ a wealth of opportunities to develop and experience speaking and listening.
- ✓ experiences that develop gross and fine motor skills both indoors and outdoors.
- ✓ sharing and enjoying a range of rhymes, songs, stories and books.
- ✓ immersion in a print rich environment with opportunities to see a variety of written communication.
- ✓ focus activities that teach children early communication language and literacy skills.
- ✓ choosing books to take home to share.
- ✓ synthetic phonics (phase 1-3) letters and sounds taught.

Discussion work is at the heart of good literacy teaching and the children will be given regular opportunities to discuss topics in pairs, small groups, or as a whole class. During this session the emphasis will be placed on listening to others as well as speaking.

Children of all ages will be given regular opportunities to speak in front of an audience as they progress through the school. These could include presentations to the rest of the class, opportunities to 'show and tell' or chances to share important events in their life with their cohort. Children will also be given opportunities to speak in front of an audience as part of a group, for example in sharing assemblies, significant assemblies (harvest, remembrance) or class/key-stage productions.

Teachers will assess spoken language on a termly basis using the National Curriculum criteria. Where there are particular concerns about the spoken language of a child they will be supported through a programme of intervention and/or input from a speech and language therapist.

Reading (See also our Reading Policy)

Reading is not only a pleasurable activity but also contributes directly to the confidence and competence of written work. We aim to develop a life-long love of reading amongst all of our children.

Upon joining the school, children's reading abilities will be assessed and they will choose a reading book



from within our reading scheme. Books will be changed regularly and children will be given many opportunities to read in school and be encouraged to do so as much as possible at home. As children progress in both decoding and comprehension, they will be regularly assessed and advance through the reading scheme with the ultimate aim to become a 'free reader' and read books of their choice. Children will also be given weekly opportunities to visit the school library to choose a book to read for pleasure. Reading records will be used to allow teachers to monitor the frequency of reading at home.

From Year 1 onwards, children will take part in regular reading sessions. These will allow children to complete a range of activities designed to develop their confidence and competence as readers. Teachers will work with small groups of children on a daily basis to aid this development, and also provide opportunities for comprehension, both through discussion of shared texts and discrete comprehension activities.

All units of taught literacy will be based around a model text/s. In the initial phase of a unit, children will read the model texts and complete a series of activities designed to immerse them in the text type and clarify their understanding about what a successful version looks like, before moving on to create their own versions.

Teachers will assess the children's reading level within the book band system on an ongoing basis. Termly assessments of reading comprehension will be reached using the Herts for Learning Ltd assessment criteria for reading as well as Rising Stars reading assessments and past SATs papers (Year 2 and Year 6). Children who are working significantly below age-related expectations in reading will be given intervention lessons either 1:1 or as a part of a small group, with the intention of making accelerated progress in both decoding and comprehension. The school may contact an educational psychologist, specific learning difficulties base or a speech and language therapist to support with this.

Writing (See also Handwriting Policy)

Upon joining the school, holding a pencil, letter formation and beginning to learn how to write will form a major part of the children's EYFS experience. The children will learn to form letters correctly as well as some joins between letters, in line with the school handwriting policy. They will also be given opportunities to progress as far as possible through the literacy section of the EYFS curriculum.

From Year 1 onwards, children will begin to work within the requirements of the National Curriculum for English and lessons will follow the Herts for Learning Ltd long term planning grid. Children will progress from writing and punctuation simple and complex sentences, to forming paragraphs and whole texts, developing their skills of critical assessment, editing and improving in order to develop their own individual writing style.

All taught literacy units will aim to have a written outcome which the children work towards creating. In the final phase of any literacy unit the focus will be on planning, drafting, assessing, editing, improving and publishing a final piece of written literacy, incorporating skills and grammatical conventions pertinent to the year group the children are in. To assist their development as writers, the children will also be made aware of the technical requirements for their year group and be given the opportunity to learn, practise and master these skills over the course of the year. Teachers will also give all children an individual writing target on a half-termly basis to provide them with a personal focus for development.

Writing will be assessed both during lessons through AFL strategies and developmental marking, and on a termly basis using the Herts for Learning Ltd assessment criteria for writing. Teachers will review a range of work when making judgements and may also refer to writing in other subjects. Children who are working significantly below age-related expectations in writing will be given intervention lessons either 1:1 or as a part of a small group, with the intention of making accelerated progress in a specific area of



writing. The school may contact an educational psychologist, specific learning difficulties base or an occupational therapist to support with this.

Spelling, Vocabulary, Grammar and Punctuation

We believe that spelling, vocabulary, grammar and punctuation are essential tools for writing which should be taught regularly in order to develop the children's confidence and competence as writers. Whilst it is important that the children understand the theory behind the grammatical conventions pertinent to their year group, we believe it is more important that they use and apply these skills when writing. As such, all vocabulary, grammar and punctuation lessons will be taught as part of a literacy unit with the intention of being used in context, rather than for the sake of it.

In Reception and Key Stage 1, children will cover a great deal of spelling, vocabulary and grammar objectives during regular phonics sessions, as well as in literacy lessons. In Key Stage 2 children's spelling will be tested on a regular basis and teachers will seek to give children opportunities to learn, practise and master elements of vocabulary, grammar and punctuation pertinent to their year group within the context of literacy lessons and units of work.

HOME SCHOOL LINKS

We believe that opportunities to follow up school learning at home are essential to enabling the children to master literacy concepts and apply them in a variety of contexts. As such, children will be encouraged to read as often as possible at home, with reading records issued to allow teachers to track this.

Children of all ages will also receive regular literacy homework in line with the school's homework policy to give them an opportunity to develop and hone skills being learned in class.

Progress in literacy will be discussed regularly at parent consultation evenings, with specific targets identified, and parents will be informed of their children's attainment and progress in literacy through their end of year report. Where children are receiving extra support or intervention in literacy, parents will be given a copy of the child's personal provision map (PPM) to sign and comment on.

We are committed to ensuring that all children develop a love of reading and individual flair for writing as well as mastering the age-appropriate skills as outlined in the National Curriculum.