

# Horton Park Primary School



Horton Park Primary

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We Learn to Succeed

## English Policy

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**English Policy**

**Adopted:** Shahnaz Bi

**Reviewed:** Shahnaz Bi

**To Be Reviewed:** Annually in July

**Mission Statement: We learn to succeed**

*English has a pre-eminent place in education and in society. 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 in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, 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; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised. (National Curriculum 2014)*

**The purpose of English in our school is to develop:**

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 language, and to develop their love of literature through widespread reading for enjoyment.

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, 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; they should 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

## Why is English Important?

To provide our learners with a broad and balanced education we continuously develop a wide range of activities, through the core and foundation subjects of the national curriculum, and also through out of school hours activities.

Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others, and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate.

All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should 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.

Skilled word reading 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 should be emphasised in the early teaching of reading to beginners (ie unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop 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 must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

## **Breadth Of Study**

Through careful planning and preparation we aim to ensure that throughout the school children are given opportunities for:

- Speaking and Listening Activities
- Talking, discussion and debate
- Enriched reading diet
- Writing opportunities with areal lift context
- Individual, group and whole class discussions and activities

Through our creative curriculum approach we also seek to explore and utilise further opportunities to use and apply English across all subject areas.

## **Teachers Planning And Organisation**

Each class teacher is responsible for the English in their class / year group in consultation with and with guidance from the English subject leader. All planning follows the 5 Phase structure from Year 1 – Year 6.

The approach to the teaching of English within the school is based on three key principles:

- A Reading and Writing lesson every day
- A clear focus on direct, instructional teaching and interactive oral work with the whole class and targeted groups
- An emphasis on core strategies and skills based on the needs of the pupils

Teachers of the EYFS ensure the children learn through a mixture of adult led activities and child initiated activities both inside and outside of the classroom.

## **Medium Term/ Short term Planning**

Lessons are planned using the 5 Phase Planning format which can be adapted by the class teacher. English is planned as a unit of work and is collected and monitored by the English subject leader.

EYFS planning is based on the medium term plans and delivered as appropriate to individual children with thought to where the children are now and what steps they need to take next.

## **INCLUSION Including Special Educational Needs And More Able And Exceptionally Talented Pupils**

All children receive quality first teaching on a daily basis and activities are differentiated accordingly. In addition, where identified children are considered to require targeted support to enable them to work towards age appropriate objectives, intervention programmes will be implemented.

The SENDCO guides teacher's use of second and third wave interventions by developing individual provision maps outlining appropriate interventions for children at different levels. All teachers must make note of what interventions are running in the class on the termly school assessment records and at the end of each term, must update this. The information provided will then be analysed by the SLT, to monitor and evaluate their effectiveness. Progress of all children is discussed termly between class teachers and members of SLT.

All children' needs including more-able children are planned for in line with our policy for SEND.

## **Equal Opportunities**

We incorporate English into a wide range of cross-curricular subjects and seek to take advantage of multi-cultural aspects of English. We ensure that all children are able to fulfil their potential in accordance with the seven characteristics of the Equal Opportunities Act 2010. These are:

- Age
- Disability
- Gender reassignment
- marriage or civil partnership (in employment only)
- Pregnancy and maternity
- Race
- Religion or belief
- Sex

## **Pupils' Records Of Work**

Pupils encourage to engage with a range of medium to access English both reading and writing. Speaking and listening to be a core component of all lessons, with Reading and Writing being explicitly taught as well as linked closely with creative topic. Pupil engagement and enjoy is fundamental and therefore work to be recording using a range of mediums such as Books, Photographs, Audio, ICT records and Video, to reflect this.

Staff in Foundation use photos and written observations to ensure records of each child's achievements are maintained.

## **Marking And Feedback**

Marking of children's work is essential to ensure they make further progress. All work is marked against success criteria, in line with the school marking and feedback policy, and includes 'Now' steps. Work is to be marked once completed before a child starts the next piece of work in accordance with the school marking policy. Children are encouraged to self-evaluate their work and given time to respond to the 'Now' steps.

Children in are encouraged to use a range of evaluation strategies after the completion of work if this is appropriate.

## **Assessment**

Assessments are made in line with the school assessment policy.

All outcomes, issues or concerns are shared with parents as soon as possible. Parental Consultations are held throughout the academic year, to share assessment information etc. Parents are provided with annual written reports in line with the DFE statutory requirements, to ensure that all parents are not only well informed of progress, including strengths and weaknesses, but also to enable them to become partners in their child's education.

Children are assessed on entry and are formally assessed at the end of each key stage and the Phonic screening in Year 1, and 2 if still necessary.

Optional tests are used in Years Three, Four and Five to provide additional evidence for summative assessment at the end of the year, alongside the evidence teachers

have been using as part of continuous assessment across the term and recorded onto ARE grids.

There is an agreed pro forma for recording attainment in Reading (linked to AREs). These are used alongside summative assessment results to determine an accurate level for each child. e.g. Running Records for KS1, and below Y2 ARE children in KS2.

Teachers use assessment for learning to ensure planning is based on prior attainment and that children know what they need to do to achieve the next steps. National Curriculum objectives are used to set group or individual targets and to inform focused Guided Work. Marking is in line with the school marking and feedback policy.

Targets for Reading and Writing have been developed to support learning. Personalised targets are given to children and are reviewed with them on a regular basis. These are based on NC assessments and teachers have responsibility to identify and update targets as necessary, depending on the identified next steps for individuals and groups of children

Teachers should keep the following assessment records and use them to inform planning, Guided Work and interventions:

- AREs for writing files/books – Each child to have an individual ARE mark sheet
- Guided Reading file– Each group to have a sheet recording books read, strategies developed
- Assessment file – With copies of termly assessment results; provision map; targets; assessment reports etc.
- Class reading record – Noting how many times a week each child reads with an adult
- Individual reading record books – noting what books children have read and at what level

### **Reporting to Parents**

The annual report to parents will include information re: progress and attainment and future targets in the subject. Statements will be in line with the requirements of the national curriculum and progress towards end of key stage expectations. Attainment and progress to be report every parental consultation meeting.

### **Monitoring and Evaluation**

Monitoring will be carried out by the English Subject lead and team as follows:

1. **Auditing Planning:** Access to all planning, relating planning to the National Curriculum and evaluating appropriateness. Also through formal and informal classroom observations when prioritised on the School Improvement plan.
2. **Monitoring of work:** Analysis of pupil's work in work scrutiny and discussions with pupils and class teachers.
3. **Monitor the Quality of teaching:** Analysis of planning related to the Framework and classroom observations re. Effectiveness of planning in practice.
4. **Auditing Resources:** Annual risk assessment and ongoing evaluation of resources. Monitor use of resources.
5. **Staff and Pupil Voice:** Annual surveys carried out to establish strengths and areas to further develop from various stakeholders.

## **Staff Development**

Teachers are expected to have up to date subject knowledge and use current materials that are available in school or on the DfE website. Training needs are identified as a result of whole school monitoring and evaluation, performance management and through induction programmes. These are reflected in the School Improvement Plan, SEF and the English Action Plan. The English subject leader arranges for relevant information about courses to be disseminated and is responsible, along with other senior managers and teachers themselves, to register staff for courses. Where appropriate, the English manager leads or organises school based training. Additional adults who are involved with intervention programmes receive appropriate training, which may be school based or external.

## **The Subject Leader**

The Subject Leader works in conjunction with the Headteacher and SLT. This role involves:

- Modelling good practice
- Keeping informed about developments and new initiatives to support the teaching of English and disseminating to staff
- Auditing needs and organising staff training
- Training staff in teaching and learning of English or providing CPD from other agencies
- Monitoring planning, books and teaching and learning and providing constructive feedback
- Supporting teachers in planning and using resources
- Updating the school policy when necessary
- Evaluating data and monitoring standards and interventions in the school and putting together a series of actions based around school improvement priorities (see below)
- Being responsible for the upgrading and ordering of resources and arranging for their storage

## **Resources and Accommodation**

The school has a store of guided reading and individual reading books (catering for different reading abilities) accessible to the staff and the children. The school library has a range of fiction/non-fiction books which are accessible to the children. Teachers resources are also stored centrally, much of which is now available electronically on the school shared folders.

All classes have laptops/netbooks/ mobile devices and online software which support speaking and listening, reading and writing in the class.

## **REVIEW PROCESS FOR THIS POLICY**

Monitoring outcomes and evaluations will be shared with the Governing Body or Curriculum committee.

Policy will be revised in line with professional development in school and reviewed at least annually

## **The Subject Leader Will:**

- Lead by example showing a thorough understanding of the subject
- Offer support to teachers in assessment, planning, teaching and delivery
- Work alongside the Headteacher to monitor and evaluate teaching and progress

- Identify training and development needs, plan and deliver training.
- Resource English throughout school, prioritising spending in consultation with staff and in accordance with the subject action plan and SIP.

### **Children Will Be Encouraged To:**

- High level of enjoyment and engagement in English and understand its relevance within the wider context of life
- Understand what their next steps are, and be able to evaluate their progress towards them.
- Use enrich and wide breath of high functioning vocabulary with increasing confidence.

### **Parents Will:**

We value parental involvement in children's communication skill and language development in English, either as a first or additional language, and promote a home school partnership in the following ways:

- Sharing information – newsletters, curriculum workshops (run by class teachers or the key curriculum leaders, SLT and the Community Team) and in consultation meetings.
- Celebrations – book fairs, assemblies and certificates sent home.
- Homework – weekly English homework and spellings as well as daily reading journals (Home-School diaries), are implemented throughout school.
- Reading Volunteering Club for parents and children in school
- Daily access to Library after school
- Open days for parents to visit classes

We work closely with our local nursery and secondary schools to ensure smooth transitions.

We invite poets, authors and drama experts (locally and nationally) to visit school and work with children.

### **Review Process**

Assessment Lead and Headteacher reports outcomes of monitoring and evaluations to all stakeholders; Governing Body, Staff etc, half termly.

Headteacher, Deputy Head, Assistant Headteacher/ English Subject lead monitor delivery in practice and related planning; feeding back outcomes and development points to staff as appropriate.

*This policy is aligned with and should be read in conjunction with the following policies:*

1. *Non-fiction Genre policy*
2. *Spelling, Grammar and Punctuation Policy*
3. *Handwriting Policy*
4. *Phonic Policy*
5. *Spelling Policy*
6. *Extended Writing Policy*
7. *Guided Reading policy*



## **Appendix 1 – Reading**

### **Aims**

To enable children to:

- Develop positive attitudes towards reading so that it is a pleasurable and meaningful activity;
- Use reading skills as an integral part of learning throughout the curriculum;
- Read and respond to a variety of texts whilst improving fluency, accuracy, independence and understanding
- Develop different strategies for approaching reading and be able to apply the full range of strategies appropriately

### **Entitlement**

Children have access to a wide range of reading opportunities including:

- Shared reading
- Guided reading
- Regular independent reading
- Home/school reading
- Hearing books read aloud on a regular basis
- Selecting own choice of texts including ICT texts
- Reading whole texts
- Reading in other subjects
- Reading partners (within classes)

These opportunities should all include challenge and choice – with familiar, favourite texts being enjoyed too

### **Allocating time for reading**

- Shared and Guided Reading are part of daily allocated English time
- Time needs to be set aside by individual teachers for independent reading, listening to whole class stories and research linked to other subjects.
- Individual reading/EAL reading support

**Teaching and Learning** Reading is taught through:

**Whole Class Reading For Pleasure** involves:

- Length of session dependent on year group = Age + 5 mins
- Listening as a member of a group
- Developing love of stories and reading for pleasure including an on-going class novel
- Teacher models enjoying the story, asking questions about the text as an interested reader and reading with expression
- Children model for each other enjoying considering questions, predictions and vocabulary choices

**Shared Reading – Analysing Text/Content :**

- Immerses children in the pattern of story or non-fiction text and features of the text
- Is appropriate for any lesson introducing content/text and prior to writing
- Provides a teacher model of being/becoming an expert reader and draws out the key elements of the content

- Provides a teacher model for 'Reading for Writing' and how this links to current cross-curricular learning
- Includes texts and questioning which are rich and challenging and ARE appropriate
- Includes planned comprehension related objectives and activities
- Includes responses to questions involving personal opinions and perspectives
- Incorporates talk at paired, group and whole class level
- Is an opportunity to develop speaking and listening skills
- Builds children's confidence in expressing their own viewpoints

### **Guided Reading is:**

- based on assessed target reading skills.
- takes place in small groups with teacher input using a levelled text
- Focused on texts which are chosen to match the ability of the group and still provide an element of challenge
- Challenging and discussion develops comprehension skills
- Flexible and creative to meet the needs of the children, and may link with work in English or other curriculum areas
- Focused on clear objectives and opportunities for assessment from the National Curriculum and supporting guidelines;
- Teacher schemes are linked to the text
- the Bradford Reading Assessment Tool
- Guided by the ARE grids
- Recorded on Guided Reading Records completed at the end of each session.
- In Key Stages One and Two, each child will have a reading journal to record focused reading related learning

### **Structure of Guided Reading Sessions**

#### **1. Book Introduction**

This provides the context for the reading.

The teacher activates children's prior knowledge and/or discuss the main themes of the text, including some prediction of the contents and an introduction to new concepts and vocabulary.

#### **Strategy Check**

Just prior to independent reading the teacher guides the children to focus on and apply key strategies while reading independently.

#### **Independent Reading**

Children read independently while the teacher gives focused attention to support, monitor and assess individuals as they read. This is recorded on the Reading Recording Sheet.

#### **Returning to the Text**

The teacher asks questions, promotes discussion and interacts with the children to extend their thinking and develop their responses to the text.

#### **Follow Up**

(may be developed as a separate session during next independent session)

- An element of the text is used to teach a specific point related to current word or sentence level work.

- Older children may be given the next section/chapter of the book to read with questions to think of as they read.
- Each teacher needs to establish a carousel set of activities for children to complete during Guided Reading time. Each group reads with an adult at least once a week and at other times completes a range of independent challenges.

- Individual Reading

Independent reading in school and at home

Books are sent home with a home/school diary. Children select books with guidance from class staff and also from the Library Assistant. Parents are expected to sign the diary to say they have read at home and teachers keep a record of how frequently this takes place. When children reach Year 4 ARE in reading, they are able to select their own their own books (with chapters) from home or from school with adult guidance. Children will be given key words to practise alongside their reading book as appropriate.

The Library is open to each class and children may borrow “own choice” books to take home.

In Key Stage One, children share their books with an appropriate adult in school at least once a week. The adult asks questions relevant to the interest of the child and encourages predictions. The children are encouraged to decode unknown words using appropriate strategies.

- Other opportunities
- A ‘Class Reader’ is also used to encourage children’s enjoyment of literature.
- At Year 2, or earlier if appropriate, teachers encourage children to read suitable books outside the reading scheme, while still continuing to use the core scheme for structured support.
- All children are given opportunities for a longer ‘reading interview’ with their teacher, to allow detailed analysis of the child’s reading that will form future planning, for which termly ‘Running Records’ are used, especially in Key Stage One and Early Years and with children New To English.
- Study skills in the form of reference and research skills are taught through group reading activities and tasks designed to fit into cross curricular work with regular library opportunities.

## Resources

- Books are displayed attractively throughout the school.
- Print of various kinds, including environmental print (street signs, boards etc.) is displayed in school and children are encouraged to read it
- Books are banded as appropriate to reading stages
- The children all have individual Home-School Dairies in which to record their reading both in school and at home.
- A variety of reading schemes are used including Oxford Reading Tree and Project X
- Schemes are enhanced by a variety of other non-fiction, CD-ROMs and ‘real’ books in order so that the children have access to the range of books recommended in the Programmes of Study for English

## **Library – See Library Policy (Appendix 6)**

### **Reading Environment**

Classrooms and all school areas must provide a print rich environment. Reading displays should form a part of that environment – Reading corners, favourite books, book reviews, book of the week, author displays and collections of books on a similar theme help to develop enthusiasm.

### Appendix 2 – Writing

#### **Aims**

We inspire children to:

- Know, understand, and be able to write in a range of genres and text types
- Develop a sense of purpose and write for real or imagined purposes
- Plan, draft, discuss, revise and edit their own writing, and develop skills as reflective writers
- Know the differences between writing and speaking
- Develop a sense of audience
- Develop understanding that writing is both essential to thinking, investigating, organising and learning, and enjoyable in its own right
- Make connections between reading and writing so that they draw on models for their writing
- Develop their powers of imagination, inventiveness and critical awareness
- Have fluent and legible handwriting
- Use punctuation correctly
- Spell accurately with good working knowledge of spelling patterns, common rules and exceptions

#### **Entitlement**

Children have access to a wide range of writing opportunities that include:

- shared writing
- guided writing
- independent writing
- writing different text types and narrative styles
- writing in different curriculum areas
- collaborative writing
- writing related to own experience and enjoyment
- writing from a variety of stimuli
- planning, drafting, editing and presenting
- using IT
- handwriting practice

#### **Teaching and Learning**

Writing is taught through:

##### **1. Shared Writing**

- Is modelled by the teacher as the expert writer with contributions from the children.
- Is teacher led writing with children watching and contributing ideas.
- Is not exclusive to English sessions and can be taught within Foundation subjects.
- Has a varied focus e.g. generation of ideas, sentence, word or text level or other key strategies
- Has a clear focus and the teacher leads on this and keeps this focus clear throughout the session

##### **2. Guided Writing**

- Involves groups of children

- Addresses gaps in their writing,
- Has a clear objective that arises from ongoing teacher assessment.
- Takes place at any point during a unit
- Aims to help children achieve their next steps in writing.
- Groups for Guided Writing are fluid and a group can have any number of sessions to address a particular weakness.
- Is frequent, flexible, focused and fun.

### **3. Developmental Writing**

- In Foundation stage, and as long as required, children practice writing in a range of settings and opportunities through all areas of learning and throughout the learning environment.
- Children's own attempts at early writing should be celebrated and promoted
- The direct teaching of the key skills that will enable the children to progress through the stages of writing development run alongside this

### **4. Independent Writing**

- Throughout the school children have opportunities to develop their confidence and practise their writing skills.
- All writing activities should have a purpose and quality should be promoted through feedback and marking which emphasises high standards, book making, publication or presentation to another audience.

### **5. Writing Environment – 'Working wall'**

- All classes have a working wall and this is to be developed and used by the teacher and children throughout a unit.
- The working wall shows how a unit of work is built up and how it progresses.
- The audience and purpose for the writing are made clear
- The stages of research, plan, draft, edit and publish are made explicit
- Examples of the writing children are aiming for and a steps to success to show them how to achieve it.
- Key vocabulary and ideas are collected throughout a unit and displayed so that children can use them in their writing.
- This is interactive with children freely consulting it for ideas for their writing.
- It is planned for and consistently referred to during a unit.

### **6. Handwriting**

- Cursive handwriting and letter formation is explicitly taught throughout the school.
- Children have a separate handwriting book for handwriting sessions.
- Interventions are implemented where children are struggling.
- Good presentation is emphasised at all times and through all forms of writing.
- Support is given to those with poor pencil grip through triangular pencils and pencil grips.

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### Appendix 3 – Phonics

#### **Aims:**

We aim to provide children with an integrated programme of learning letters and sounds through speaking and listening, reading and writing.

The teaching of Phonics is based upon curriculum guidance in Letters and Sounds and the Early years Curriculum, providing children with:

- A daily phonics session, based on a model of review, introduction of new learning,
- practice and applying;
- Focused directed teaching involving oral and written practice of letters and sounds;
- A variety of teaching methods, including demonstration, modelling, games, singing and other practical activities.

#### **Purpose:**

1. To ensure a consistent and systematic approach to the teaching and learning of phonics.
2. To provide opportunities for pupils to have daily oral, reading and written practice to increase phonic knowledge and handwriting skills.
3. To encourage pupils to apply their phonic knowledge in reading, writing and spelling activities.

#### **Overview:**

1. Planning should be based on curriculum guidance for the Foundation Stage, and the Letters and Sounds document, and should use the kinesthetic programme of Jolly Phonics as a foundation.
2. All children will work in groups according to the phase of phonics they are currently working on. This will ensure inclusion for all and will allow all pupils to progress as individuals and build on previous learning.
3. Assessment should be a continuous process and up-to date records kept using, Early Years Profiles, key word lists, phonic records, guided reading records as appropriate
4. Weekly teaching of phonics should include planned learning objectives so that new learning takes place daily through a range of activities. Daily lessons should be planned in the sequence outlined in the appendix, and should allow opportunities for both oral, reading and written practice
5. All children should be encouraged to apply their phonic knowledge across the curriculum wherever appropriate
6. To enhance pupil's enjoyment and understanding teaching should reflect a variety of learning styles including the use of ICT, games, drama, speaking, listening and writing
7. Principles of good teaching and learning in phonics will be shared with parents through workshops, literature and via the school website. Home support and practice is acknowledged as being extremely valuable and is highly encouraged
8. Pupils should be taught the Debbie Hepplewhite letter formation in conjunction with school policy. Modelling letter formation should be used to encourage a comfortable and legible handwriting style
9. To develop an approach to spelling as outlined in letters and sounds, which should include learning phonic patterns and key words

**The Phonic Leader** will manage the curriculum in terms of content and resources, monitor the planning and offer their skills, knowledge and support to colleagues through demonstration lessons and staff cpd.

#### **Conclusion:**

This policy is a guideline to the teaching and learning of phonics. The acquisition of phonic knowledge is key to many English activities, including spelling and reading and needs regular systematic practice to achieve the best progress. Daily practice is crucial, but learning should be applied across the curriculum.



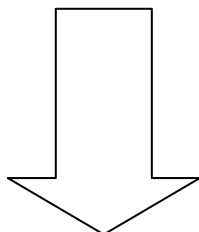
**Horton Park Primary School – English Policy**

**Appendix 3 (continued) – Phonics**

**Session Structure**

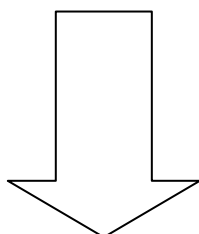
**REVISIT AND REVIEW** (Whole Class)

Recently and previously learned grapheme-phoneme correspondences, and blending and segmenting skills as appropriate



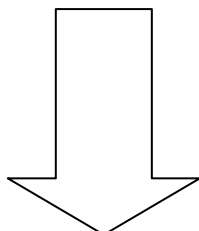
**TEACH** (Whole Class)

New grapheme-phoneme correspondences; skills of blending and segmenting



**PRACTISE** (Groups/ 1:1)

New grapheme-phoneme correspondences; skills of blending and segmenting



**APPLY** (Groups/ 1:1)

New knowledge and skills while reading/writing

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### **Appendix 4 – Speaking and Listening**

We believe that speaking and listening is fundamental to children’s development and that confidence in this area is essential to be successful in all areas of English and the wider curriculum.

The four strands to speaking and listening are:

1. speaking
  2. listening and responding
  3. group discussion and interaction
  4. drama
- These oral skills are directly taught, modelled and sensitively encouraged in whole class and small group settings.
  - Opportunities across the whole curriculum are planned for and developed.
  - Children play an active part in presentations, topic talks, group discussions and drama activities on a weekly basis.
  - Digital videos, tapes and photos are a means of capturing progress and keeping records.
  - Teachers implement recommended Talk for Writing Strategies and build this into their teaching of reading and writing.
  - Talk for Learning Training is used to develop children’s critical thinking, speaking and listening and writing skills

### **Classroom Environment**

- The school’s speaking and listening rules are to be clearly displayed and consistently referred to in all classes.
- They are to be reviewed and updated regularly.
- Examples of children’s work are to be displayed and celebrated.
- Children should have access to a range of books, materials and resources to support their learning.

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### **Appendix 5 – Spelling**

#### **Spelling**

- Dedicated time is allocated for teaching and investigating spelling
- In Key Stage 2 the English Strategy Spelling Bank is used as a framework for the teaching and learning of high frequency words, a range of spelling rules and patterns and effective strategies for the teaching of spelling
- Children are encouraged to learn weekly spellings as well as apply rules to other words they may need to spell as part of independent writing
- In addition they are expected to spell all high frequency words in accordance with the National Curriculum’s age related expectations

## **Horton Park Primary School - English Policy**

### **Appendix 6 – Use of Library (Learning Resource Centre)**

#### **Aims:**

- To inspire children with a love of books and reading.
- To provide a collection of resource materials to meet the educational and recreational needs of the children and staff.
- To provide opportunities for children to develop the skills needed for effective, independent, information retrieval.
- To enable children to learn and practise skills related to the efficient use of a library.
- To present resources, processed and labelled, in a warm, inviting and colourful environment.
- To provide an area where there are many opportunities for cross curricular work.

#### **Purpose:**

The provision of a well-stocked, maintained and carefully planned school library is essential. The library caters for the learning and recreational needs of the children and teaching staff. The library is a special place in school and all its activities reinforce the school's programme of study, it is an essential feature of the school's curriculum (see appendix).

#### **Overview:**

All classes have access to a timetabled session in the library. During this time, children should be working on activities related to library skills or personal research relating to a class topic or project. They may also use this time to change their personal library books. Books relating to a particular topic may be taken by the class teacher into the classroom to supplement the materials in their reading area. These books should be recorded and returned to the library once the topic has been completed. The Library Assistant ensures the upkeep of the Library in consultation with the English Leader. Library monitors may be appointed to do this.

#### **Equal opportunities and Special Needs**

All children have access to the Library. Every child is encouraged and supported in selecting books that are appropriate. Support with the development of library and research skills will be provided for those children who need it.

#### **Resources**

Library stock will continually need to be updated and extended. It is strongly recommended that all books taken home are carried in a book bag. This is waterproof and sufficiently large to accommodate books and helps to minimise possible damage. The school also encourages the return of borrowed books to develop the practice of regular reading. This also helps the children to keep track of the books they have borrowed and will therefore, reduce loss. If books are lost or damaged beyond repair, a token donation of £2.50 is requested. If a book is damaged, but still repairable, a designated member of staff should repair it.

## **Horton Park Primary School – English Policy**

### **Appendix 6 (continued) – Use of Library (Learning Resource Centre)**

#### **Learning Outcomes**

##### **Reception**

At the end of Reception, most children are expected to know that the library is a place where lots of books are kept. They will know where to find picture books and information books. They will be able to share a book with a friend.

##### **Year 1**

At the end of Y1, most children are expected to be able to choose an appropriate book to borrow. Children will be able to find the picture book, fiction and non-fiction sections of the library.

##### **Year 2**

At the end of Y2, most children are expected to be able to use the library to browse, research and borrow books. They will be able to find non-fiction material using the school's coding system. They will be able to use the glossary and index of non-fiction books. They will know that the books in each fiction section are in alphabetical order and be able to find a book by a particular author.

##### **Year 3**

At the end of Y3, most children are expected to be able to locate non-fiction material using the Dewey system. They will have begun to take notes for independent research purposes.

##### **Year 4**

At the end of Y4, most children are expected to be familiar with the Dewey book catalogue.

They will be able to choose and use appropriate non-fiction material for independent research. They will be developing their note taking skills.

##### **Year 5**

At the end of Y5, most children are expected to be able to use the library facilities more independently for both leisure reading and research purposes. Note taking skills will also have been developed and children will be beginning to cross-reference notes taken from more than one source. Children will also start to take responsibility for the maintenance of the library. Library monitors will continue to ensure that the library is kept tidy and that books are shelved in the correct places.

##### **Year 6**

At the end of Y6, most children are expected to be able to use the library facilities completely independently for both leisure reading and research purposes. Note taking skills will have been developed and children will be able to cross-reference notes taken from more than one source for the purposes of independent research. Y6 children will be able to support children from younger years in their use of the library for research purposes.

