

Horton Park Primary School



Horton Park Primary

We Learn to Succeed

English Policy

English Policy

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)

Intent:

It is our intent at Horton Park Primary School to provide pupils with a high-quality education in English that will teach pupils to speak, read and write fluently so that they can communicate their ideas and emotions to others effectively.

With regards to Reading, phonics will be emphasised in the early teaching of reading to beginners when they start school.

We intend to encourage all pupils to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, to gain knowledge across the curriculum and develop their comprehension skills. It is our intention to ensure that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

With regards to Writing, we intend for pupils to be able to plan, revise and evaluate their writing. To be able to do this effectively, pupils will focus on developing effective transcription and effective composition. They will also develop an awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. We also intend for pupils to leave school being able to use fluent, legible and speedy handwriting. With regards to Spelling, teachers will show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They will also teach pupils how to work out and clarify the meanings of unknown words and words with more than one meaning. Pupils will be taught to control their speaking and writing consciously and to use Standard English.

The National Curriculum for 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, 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?

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.

Children are taught to read effectively as early as possible. Systematic Synthetic Phonics is used to teach decoding. Children are taught to read letters or groups of letters by saying the sounds they represent. Children can then start to read words by blending (synthesising) the sounds together to make a word. Some words are recognised as sight words when reading. Children are taught to build up their repertoire of sight words to become more fluent readers.

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
- Developing phonological awareness and skills in decoding
- Talking, discussion and debate
- Enriched reading diet
- Writing opportunities with a real life 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 in the EYFS ensure the children learn through a mixture of adult led activities and child initiated activities both inside and outside 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 Early Years Foundation Stage Framework for Communication and Language and Literacy. Lessons are planned and taught following a revisit, teach, practise, apply structure.

Inclusion

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.

Greater Depth/ More Able

More able pupils are those who are achieving or have the potential to achieve the higher standards in any academic subject including the arts, sports and drama by the end of each Key Stage. This may include those children who, for whatever reasons, may be currently underachieving. At Horton Park we define the higher standards as those set by the Department for Education in collaboration with the Standards and Testing Agency.

Mastery of the Curriculum

Mastery of the curriculum requires that pupils:

Speaking and Listening:

- identify key features of speech in a variety of contexts, and some key skills and strategies used by speakers
- sift and summarise the most important points or key ideas from a talk or discussion
- tailor the structure and vocabulary of talk to clarify ideas
- use some verbal and non-verbal techniques to make talk interesting for listeners
- recognise different conventions and forms in speech
- use the main conventions of standard English when appropriate
- make clear and relevant contributions to group discussion
- help discussions succeed by acknowledging and responding to the contributions of others
- contribute to discussions in different ways such as promoting, opposing, exploring and questioning
- explore ideas, texts and issues through a variety of dramatic approaches and conventions
- work on their own and with others to develop dramatic processes, narratives, performances or roles
- comment on the effectiveness of the different dramatic conventions and techniques used

Reading:

- use skimming and scanning to locate the main points and relevant information from a text or source
- use inference and deduction to recognise implicit meanings at sentence and text level
- make relevant notes when gathering ideas from texts
- identify and understand the main ideas, viewpoints themes and purposes in texts
- make a personal response to a text and provide some textual reference in support
- make informed personal choices of texts and express their preferences
- understand how readers choose and respond to texts
- understand the different ways in which texts can reflect their social, cultural and historical contexts and/or the literary traditions in which they were written
- identify and describe the effect of writers' use of specific literary, rhetorical and grammatical features
- recognise and comment on how writers' choices and techniques have an effect on readers
- explore the range of different ways writers use layout, form and presentation in a variety of texts
- explore the variety and range of ways the content of texts can be organised and structured

Writing:

- develop different ways of generating, organising and shaping ideas, and choose from a range of planning formats
- draw on the conventions of written forms to plan writing and develop ideas to fit a specific task
- develop character and voice in their own writing through their understanding of narrative voice in fiction
- develop their own viewpoint, drawing on evidence, opinions and the particular purpose of the task and their understanding of what a personal viewpoint is in non-fiction texts
- use punctuation accurately to clarify meaning and create effects in clauses, sentences and when writing speech
- vary sentence length and structure in order to provide appropriate detail, make clear the relationship between ideas, and create effects according to task, purpose and reader

- use vocabulary precisely to clarify and extend meaning and create specific effects, drawing on their own word knowledge and a range of reference sources or other reading
- develop in their own writing some of the key linguistic and literary techniques used by writers, and deploy them for deliberate effect on the reader
- make ideas and purpose clear by appropriate use of paragraphs and by choosing from a range of linking words and phrases
- shape the overall organisation, sequence and presentation of a text to convey ideas clearly and effectively
- make improvements to a piece of writing as it progresses by developing techniques for editing, proofreading and making revisions
- understand the conventions of standard English and how to use them consistently in their writing
- understand and use degrees of formality in a range of texts according to context, purpose and audience
- understand and use appropriately in their own writing the conventions of sentence grammar

Spelling:

- spell common words correctly
- increase knowledge of word families, roots, derivations, morphology and regular spelling patterns
- identify some of the ways in which spoken English varies in different regions and settings
- identify some of the changes that have happened in the English language over time
- describe and find examples of how language is used in different contexts
- understand and make use of the most common terms used to describe language when referring to their own or others' language use

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 are encouraged to engage with a range of medium to access English (both reading and writing). Speaking and listening should be a core component of all lessons, with Reading and Writing being explicitly taught as well as linked closely with creative topics. Pupil engagement and enjoyment is fundamental and therefore work should be recorded using a range of mediums such as: books, photographs, audio, ICT records and video, to reflect this.

EYFS also use photographs and written observations to ensure records of each child's achievements are maintained.

Marking

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

Pupil Achievement and Feedback

Teachers make regular assessments of each child's progress and record these systematically. A record of each child's attainment against the key objectives for the appropriate year group is recorded at the back of the books where children will have targets each half term.

Short term

Children's class work is assessed frequently through:

- regular marking
- analysing errors
- questioning
- discussion
- plenaries

This is used to inform future planning and teaching. Lessons are adapted readily and short term planning is evaluated and annotated in light of these assessments. The teachers update their findings regularly using Classroom Monitor and this will be used to monitor progress during half termly pupil progress meetings.

Medium Term

Reading, Writing and Phonics is monitored closely through assessments of pupil progress. This is done through the ARE sheets, moderation and Phonics Trackers.

Long term

Data is analysed three times a year to demonstrate progress towards end of key stages. This includes monitoring and tracking from Early Years, Year 2 and Year 6.

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*

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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
- Decodable texts
- 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 revisit, teach, practise, apply.
- Focused directed teaching involving oral and written practice of graphemes and phonemes;
- 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 reading.
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 from the Letters and Sounds document.
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.
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 games, 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 common exception 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.

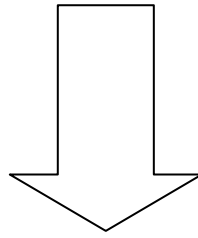
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Appendix 3 (continued) – Phonics

Session Structure

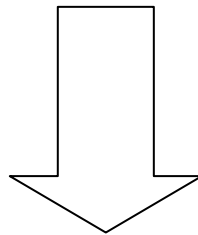
REVISIT AND REVIEW (Whole Class)

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



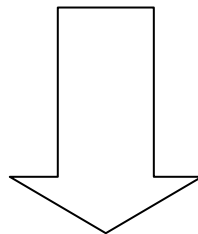
TEACH (Whole Class)

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.

Horton Park Primary School - English Policy

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.

