



## Holywell Village First School

### English Policy

#### Our vision for pupils at our school:

*At Holywell Village First School our children are happy, independent and have positive self-esteem. They have a thirst for learning. They are curious about the world around them and are confident to 'have a go'. They are reflective learners who persevere and demonstrate good communication and social skills. They are thoughtful, caring and kind.*

#### Rationale

We aim to develop pupils' abilities within an integrated programme of Speaking & Listening, Reading & Writing. Pupils will be given opportunities to develop their use, knowledge and understanding of spoken and written English within a broad and balanced curriculum, with opportunities to consolidate and reinforce taught literacy skills.

#### Purposes

Pupils at Holywell Village First School will leave Year 4 well on their way to: 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.

#### STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document (2014) and in the Communication and Language and Literacy sections of the Statutory Framework for the Early Years Foundation Stage (2021).

In the Foundation Stage (Reception) children are given opportunities to: speak and listen and represent ideas in their activities; use communication, language and literacy in every part of the curriculum; become immersed in an environment rich in print and opportunities to communicate.

At Key Stage One (Years 1 and 2) children learn to speak confidently and listen to what others have to say. They learn to read and write independently and with enthusiasm. They learn to use language to explore their own experiences and imaginary worlds. Children are given opportunities to speak and listen throughout all subject areas.

At Key Stage Two (Years 3-4) children learn to change the way they speak and write to suit different situations, purposes and audiences. They read a range of texts and respond to different layers of meaning in them. They explore the use of language in literary and non-literary texts and learn how the structure of language works.

The Governing Body receives regular reports on the progress of English provision.

#### SUBJECT ORGANISATION

##### Foundation Stage

In Foundation Stage children have daily discrete phonics lessons (Floppy's Phonics- accredited by the DfE). Children have opportunities to develop their communication, language and literacy skills on a daily basis in both adult led and child initiated activities.

### Key Stage 1

In Key Stage 1 daily discrete phonics lessons (Floppy's Phonics- accredited by the DfE) which are taught in a whole class setting with children who require intervention being withdrawn at different times of the day, while children have daily mixed ability English lessons with an emphasis on real texts. Children take part in both guided and individual reading sessions and have regular storytimes to develop a love of reading. Also they have daily Handwriting sessions. Literacy skills are developed across the curriculum. Provision is made for children who require extra support through intervention programmes (using Floppy's Phonics as a foundation to the sessions) and differentiated class teaching and additional phonics and high frequency word practice sessions.

### Key Stage 2

In Key Stage 2 Children have daily English Lessons. Additional literacy sessions include guided reading, handwriting, class novel which is read at the teacher's discretion at a time throughout the day and spelling. Literacy skills are developed across the curriculum. Provision is made for children who require extra support through intervention programmes (e.g. Read Write Inc) and differentiated class teaching.

### APPROACHES TO SPEAKING AND LISTENING

The Four Strands of Speaking and Listening: Speaking; Listening; Group Discussion and Interaction, and Drama permeate the whole curriculum. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life.

Opportunities to develop these skills include: class assemblies, talk partners, and drama. Children who require extra support in speaking and listening benefit from the expertise of a Speech and Language Therapist who directs a LSA in the delivery of support (see Local Offer). We recognise the need for all pupils to speak, read and write Standard English fluently and accurately, while acknowledging that a pupil's own dialect, or other language is of prime importance. It is our school policy to model our own language to the children which encourages Standard English both in speaking and writing.

### APPROACHES TO READING

Teachers model reading strategies during shared reading sessions, whilst children have the opportunity to develop reading strategies and to discuss texts in detail during reciprocal reading sessions. Independent reading provides time for both assessment and 1-1 teaching. Daily discrete phonics lessons in FS and KS1 enable children to decode efficiently. This is continued into KS2 where necessary. Progress in phonics is measured each half term against the Letters and Sounds phases for each child in EYFS and KS1. Children in KS2 who require further phonics teaching will also be tracked until they attain Phase 6 of Letters and Sounds.

The Floppy's Phonics (ORT) reading scheme is used to support early readers as well as book banded 'real books' used for additional reading (Reading for Pleasure). Learning Support Assistants support reading activities to ensure that children have more frequent opportunities to read with adults. Children take home a phonetically appropriate banded book from school. Parents are encouraged to hear their child read the book and then record how they have got on. This encourages teacher – parent communication. In addition to this, all children in school have the opportunity to choose a book from the school library each week. Each child has a home-school reading record that teachers and parents can use to share information about a child's reading. Parents are encouraged to read with their child daily. Guidance for Parents on Reading and Phonics will be provided during the year. In Key Stage 2 we still encourage all readers to share a book at home with their grown-ups. We believe that this not only helps to develop inferential skills, but also supports a lifelong love of reading.

We recognise the value of adults (both in school and at home) reading aloud to children, in order to improve their grasp of story language, enthuse them with a love of books and inspire them as writers.

#### APPROACHES TO WRITING

We aim to develop the children's ability to produce well structured, detailed writing in which the meaning is made clear and which engages the interest of the reader. Attention is paid throughout the school to the formal structures of English, grammatical detail, punctuation and spelling. Teachers model writing strategies and the use of phonics and spelling strategies in shared writing sessions. Guided writing sessions are used to target specific needs of both groups and individuals.

The children are given frequent opportunities in school to write in different contexts using quality texts as a model and for a variety of purposes and audiences. There are many opportunities for children to improve their writing inspired by drama techniques and film clips. They may be asked to produce their writing on their own or as part of a group. Children will also be given the opportunity to use ICT for their writing. We have an agreed Handwriting Scheme in school PenPals for handwriting (by Cambridge Education) to help children develop fluent, clear and legible joined up writing.

Extended independent writing will take place biweekly in every class, often linked to the topic being studied. These pieces of writing will be marked in accordance with the marking and feedback policy and appropriate next steps will be set. Every term, work in the writing and other topic books will assist the teacher in establishing a teacher assessment for each pupil against Performance standards and school's small steps assessments.

Spellings are taught through the agreed Holywell Village First School Spelling Policy.

#### CROSS-CURRICULAR LITERACY OPPORTUNITIES

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum; writing through all subject areas is expected to be the same standard of writing expected in English and Handwriting sessions.

#### THE USE OF ICT

We recognise the important role ICT has to play in our school in the development of Literacy skills. ICT is used on a daily basis to enhance the teaching of literacy and to give all children the opportunity to experience, read and write multimodal texts and develop visual literacy. The use of ICT is cross – curricular.

#### ASSESSMENT AND TARGET SETTING

Work will be assessed in line with the Assessment Policy.

Termly pupil progress meetings will be held by the Senior Leadership Team with class teachers to track the progress of individual children and groups of learners. Children who are not making expected progress will be referred to the schools intervention manager.

The school actively works to narrow the gap between pupils in receipt of pupil premium and those that do not. This is done through a number of strategies:

- Planned high quality teacher led interactions and interventions
- The attainment and progress of pupils in receipt of Pupil Premium will be closely monitored by the class teacher who will complete a half termly Pupil Premium tracker sheet that is submitted to the Head teacher. This will be used at termly pupil progress meetings with the Senior Leadership Team who discuss attainment and progress.
- Interventions and extra support/resources will be directed as required.

EYFS, Year 1 Phonics check and KS1 SATs results are published in accordance with Government legislation.

## INCLUSION

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Gifted children will be identified and suitable learning challenges provided.

## EQUAL OPPORTUNITIES

Holywell Village First School has universal ambitions for every child, whatever their background or circumstances. Children learn and thrive when they are healthy, safe and engaged.

In order to engage all children, cultural diversity, home languages, gender and religious beliefs are all celebrated. Our curriculum includes a wide range of texts and other resources which represent the diversity and backgrounds of all our children.

We believe in 'valuing what the child brings to school' and recognise the importance of supporting a child's first language, not only to foster self-esteem, but to assist in the learning of English.

## ROLE OF SUBJECT LEADER

The Subject Leader is responsible for improving the standards of teaching and learning in English through:

- monitoring and evaluating English by- observing and grading the quality of teaching and learning through lesson observations and book and planning scrutiny
- pupil progress
- provision of English and interventions
- the quality of the Learning Environment, taking the lead in policy development, auditing and supporting colleagues in their CPD, organising resources, keeping up to date with recent Literacy developments.

Signed Headteacher: \_\_\_\_\_

Chair of Committee: \_\_\_\_\_

Date: 27th January 2022

This policy will be reviewed Spring 2024

## Related documents

*This policy also should be read in conjunction with the following school policies:*

- *Teaching and Learning Policy*
- *Special Educational Needs Policy*
- *ICT Policy*
- *Equal Opportunities Policy*
- *Health and Safety Policy*
- *Assessment Policy*
- *G&T Policy*
- *EYFS Policy*
- *Spelling Policy.*
- *Marking and feedback Policy*
- *Letters and Sounds Document*
- *Pupil Premium Policy*