



English Policy

Approved by	Governing Body
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At Holmer C of E Academy, we believe that literacy and communication are key life skills. Through the English curriculum, we will help children develop the skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language and equip them with the skills to become lifelong learners. We want children to enjoy and appreciate literature and its rich variety.

Literacy is at the heart of all children's learning; it enables children both to communicate with others effectively for a variety of purposes and to examine their own and others' experiences, feelings and ideas, giving these order and meaning. Because literacy is central to children's intellectual, emotional and social development, it has an essential role across the curriculum and helps pupils' learning to be coherent and progressive.

Purpose

- **To promote a shared love and understanding of literacy;**
- **To establish an entitlement for all pupils;**
- **To establish high expectations for teachers and pupils;**
- **To promote continuity and coherence across the school.**

Overview

This policy consists of key paragraphs that explain how English is taught and appendices that give further guidance about:

- *Approaches to Writing – appendix 1*
- *Approaches to Reading – appendix 2*
- *Approaches to Spoken Language – appendix 3*
- *Approaches to Handwriting – appendix 4*
- *The Whole School Writing Plan – appendix 5*
- *Approaches to phonics – appendix 6*

Aims of Policy

To encourage children to:

- be effective, competent communicators and good listeners;
- express opinions, articulate feelings and formulate responses to a range of texts both fiction and non-fiction using appropriate technical vocabulary;
- foster an interest in words and their meanings, and to develop a growing vocabulary in both spoken and written form;
- enjoy and engage with and understand a range of text types and genres;
- be able to write in a variety of styles and forms showing awareness of audience and purpose;
- develop powers of imagination, inventiveness and critical awareness in all areas of literacy;
- use grammar and punctuation accurately;
- understand spelling rules and apply them to their own writing;
- produce effective, well-presented written work, which reflects the skills they have been taught.

Expectations

By the time children leave our school, we expect them to communicate through speaking and listening, reading and writing, with confidence, fluency and understanding and in a range of situations. We want every child to take pleasure in reading across a range of genres and have a strong motivation to read for a variety of purposes.

By the end of Key Stage One, children are expected to achieve working at, (or above) age expectation, recorded as 2 secure (Y2S) on the school tracking system.

By the end of Key Stage Two, children are expected to achieve working at (or above) age expectation, recorded as 6 secure (Y6S) on the school tracker.

Time Allocation

The time allocated for English is in line with recommendations for Key Stages One and Two whereby English is taught daily. In addition, it is expected that cross-curricular links will contribute to pupils' effective learning in speaking and listening, reading and writing. This is reinforced through our delivery of the curriculum.

Teaching and Learning

Curriculum delivery

In the EYFS through to Year 6, children are taught literacy within their classes. Through differentiation and the support of teaching assistants, all children will receive high quality teaching and appropriate support in order for every child to reach their full potential. Children may receive additional support if necessary outside of the literacy lessons which can be in the form of planned intervention or reactive intervention after a lesson. A clear lesson objective (which is displayed through a title) and success criteria are a feature of all literacy lessons. Working walls may support learning in the classrooms. Evaluative marking is used. Assessment informs planning and reference is made to the National Curriculum in medium term plans. The use of computing enables children to use and apply their developing skills in English in a variety of ways. We encourage children to use ICT as a resource for learning, whenever appropriate. We provide a rich and varied experience for pupils to draw on in their writing and reading which should include the whole curriculum

Planning

The new National Curriculum 2014 forms the basis of teaching and learning. All children receive at least the minimum entitlement of a daily literacy lesson.

Teachers work towards independent learning and plan for different working groups.

Teachers employ a range of generic teaching strategies.

Teachers use the National Curriculum 2014 as a starting point for creating their medium term literacy plans. These medium term plans follow the five key aspects of literacy teaching: familiarisation with the genre and text type; capturing ideas; teacher demonstration; teacher scribing through supported and guided writing and finally, independent writing to create a teaching sequence. This is used as a basis for short term planning and adapted according to the needs of the children.

Clear objectives are set for each session and are shared with pupils. Teachers differentiate according to the needs of the pupils.

Literacy is encouraged and developed across our curriculum and links are made where appropriate.

ICT is used where it enhances, extends and complements literacy teaching and learning.

Additional adults are used to support the teaching of literacy. They work under the guidance of the teacher with small groups of children or individuals.

Foundation Stage

In the EYFS, children have daily discrete phonics lessons. Children have opportunities to develop their communication, language and literacy skills on a daily basis in both adult led and child initiated activities where writing is modelled and encouraged regularly.

Key Stage 1

In Key Stage One, daily discrete phonics lessons continue and are taught in ability groups, while children have daily mixed ability literacy lessons with an emphasis on real texts. Children take part in both guided and individual reading sessions and have regular story times to develop a love of reading. Literacy skills are developed across the curriculum. Provision is made for children who require extra support through intervention, differentiated class teaching and targeted teaching groups in literacy and reading comprehension sessions.

Key Stage 2

In Key Stage Two, children have daily literacy lessons. Spelling and grammar skills are embedded within literacy lessons and linked to the book or text that the class are studying depending on the unit of teaching being used (refer to appendix 1). Additional literacy sessions include guided reading, spelling, grammar, handwriting (refer to Handwriting Policy) and daily reading aloud of a class novel are also evident throughout. Literacy skills are developed across the curriculum. Provision is made for children who require extra support through targeted teaching and regular intervention (e.g. RWI, Toe By Toe) and differentiated class teaching including teaching assistant support.

Inclusion

All children receive quality first literacy teaching on a daily basis and activities are differentiated accordingly. In addition, where identified pupils are considered to require targeted support to enable them to work towards age appropriate objectives, intervention programs will be implemented. Teachers plan and monitor progress of these pupils. There will be a third wave of support for pupils who are placed on School Action or School Action Plus that will be additional and different, which feeds into the information on provision mapping online and meetings with the school's SENCO.

Pupils that are more able are planned for and are presented with a range of challenges that allow them the opportunity to demonstrate greater depth.

The needs of children with English as an additional language will be met through planning and extra support is integrated through a timetable devised by the EAL coordinator.

Assessment, Recording and Reporting

Work is assessed in line with the Assessment Policy.

- Teachers use developmental feedback in order to identify where children have included elements of the success criteria (which are highlighted in green), pick up non-negotiables (which are highlighted in pink) and to give children the opportunity to revisit their work in order to make improvements. Feedback is presented orally at the beginning of each lesson and the children have the necessary time to edit their work.
- Summative assessment is used three times a year in order to assess the children's writing against the school's ARE grids.
- Writing targets will be generated as a result of ARE assessments.
- Reading ages will be assessed throughout the year using the NFER reading tests, or SATS papers depending on age or ability (see assessment policy). In Year 1, reading age is determined by the phonics stage they are on.
- Summative assessment is used three times a year in order to assess the children's reading against the school's ARE grids.
- Spelling ages will be assessed throughout the year using NFER or SATS tests, depending on age or ability. (See assessment policy)
- Year 6 pupils undertake SATs in May.

Approach to Writing – See Appendix 1

At Holmer, in order to ensure every child progresses as a writer, we use a combination of different teaching methods as opposed to one scheme. We feel that this model caters to the needs of a range of different learning styles including audio, visual and kinaesthetic learning. Our bespoke whole school writing plan aims to provide all learners with a varied and balanced diet of written skills that are taught using a variety of models and approaches whilst combining the skills off the National Curriculum and teaching fiction and non-fiction units. The three main ways in which writing is taught at Holmer incorporates Talk for Writing (Pie Corbett), The Write Stuff (Jane Considine) and Experiential learning along with a variety of different key texts that are appropriate to the year group. (See Appendix 5).

Approach to Reading – See Appendix 2

Teachers promote and value reading as an enjoyable activity and a life skill. Teachers plan for a range of comprehension strategies that allow pupils to engage with text in a variety of ways to suit different learning styles.

Pupils have opportunities to undertake guided, shared and independent reading throughout the school. A diverse range of group reading books and a staged reading scheme are

available. We do not use any one published scheme to teach reading, instead we believe that it is important to provide pupils with a selection of reading books and experiences from different genres and subject matter.

Approach to Spoken Language – See Appendix 3

The four strands of spoken language: speaking, listening, group discussion 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. We aim for children to be able to speak clearly, fluently and coherently, to be able to listen attentively with understanding, pleasure and empathy and contribute to group discussions effectively.

Approach to Handwriting – See Appendix 4

Teachers model the handwriting using the school's agreed style- cursive Nelson Font- when modelling any piece of writing within class. Each class has a poster displaying the standard of writing expected within the class. Key Stage One focus on correct letter formation, whereas Key Stage Two ensure letter joins are taught, practised and transferred into the children's writing. Both key stages follow the handwriting stamp system to raise standards and praise those who form letters consistently and in line with the Nelson Font. When children reach their 10th stamp, they are awarded a special pencil in key Stage One and their pen license in Key Stage Two, both awarded by the head teacher.

Staff Development

Teachers are expected to keep up to date with subject knowledge and use current materials that are available in school or online. These will be reflected in the School Development Plan. The English co-ordinators will arrange for relevant advice and information, such as feedback from courses or newsletters, to be disseminated. Where necessary, the English co-ordinators leads or organise school based training and the co-ordinator will work with specific year groups to provide CPD for any areas highlighted through monitoring visits.

Additional adults who are involved with intervention programs will receive appropriate training that may be school based or part of central training.

Resources

A comprehensive range of resources is available in school. Every class has a selection of reference books e.g. dictionaries, thesaurus etc. and the Learning Library is accessible for all children to use and enjoy.

Teacher resources are located in classrooms. Guided reading resources are kept in classrooms with some year groups accessing class sets to use.

The English Curriculum team

The English curriculum team, along with the head teacher and deputy head teacher, are responsible for improving the standards of teaching and learning in English through the monitoring and evaluation of the subject. This will involve:

- monitoring of pupil progress
- conference with pupils regarding all areas of English
- analysing data
- monitoring the provision of English in line with the subject monitoring policy
- taking the lead in policy development
- auditing and supporting colleagues in their CPD
- purchasing and organising resources
- keeping up to date with recent English developments
- analysis of SATs results to identify areas for development
- checking that assessment for English is carried out in line with the school's assessment policy

Parental Involvement

Parents can play a vital role in the development of English skills. We aim to foster a strong home-school partnership regarding reading, using reading diaries as a tool for communication between school and home. Parents also support the school by coming in to hear readers during the school day. Many parents support "Ready Steady Read" by encouraging their children to read recommended reads and filling in book reviews. Parents provide support for handwriting, spellings and various genres of writing that may be set for homework.

Conclusion

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

- Teaching and Learning Policy
- Assessment Policy
- Feedback Policy
- SEND Policy
- Computing Policy
- Equal Opportunities Policy
- Health and Safety Policy

This policy will be reviewed by staff and presented to governors for approval every three years