

# HINDLEY J AND I SCHOOL

## Policy for English



November 2018

\_\_\_\_\_ Signed on behalf of the school \_\_\_\_\_ Date

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## POLICY FOR ENGLISH

### **Document Purpose**

This policy reflects the values and philosophy of Hindley J and I in relation to the teaching and learning of English. It gives a framework to which all staff, teachers and teaching assistants work. It gives guidance on planning, teaching and assessment. This policy is intended to be used in conjunction with the National Curriculum 2014, which gives details of what pupils in each age group will cover.

### **Our School Vision for English**

We aim to deliver a high quality English curriculum that gives children the best possible opportunities to become confident, literate, successful members of society with a deep love and understanding of English language and literature. We believe the development of Literacy skills is central to improving a child's life chances. Teachers have high expectations for all children to achieve and enjoy English and to be able to use the skills they have acquired in a range of contexts. We strive to ensure all children can communicate clearly in spoken and written form and become masters of language. A love for reading is promoted throughout the school. Teachers use inspirational ideas to engage children in work providing memorable experiences, bringing topics to life through real life contexts. Curriculum coverage is carefully monitored by the Senior Leadership Team to ensure all staff are delivering the quality English curriculum in line with our vision statement.

### **National Curriculum 2014**

The National Curriculum (2014) clearly states that teaching the English language is an essential, if not the most essential role of a Primary School.

The English programme of study is based on four areas:

- Spoken language;
- Reading;
- Writing;
- Spelling, grammar and punctuation.

## **Spoken language**

Developing strong speaking and listening skills is fundamental to the teaching of English at Hindley J&I. We believe children need to develop strong oracy skills to enable them to internalise language patterns and understand how language changes in different situations. To do this, teachers provide authentic contexts, giving children opportunities to use a range of spoken language. Teachers model the use of Standard English, increasing children's repertoire of vocabulary and sophistication of spoken English.

## **Writing**

We aim to develop children's ability to produce well-structured, detailed writing in which the meaning is made clear and which engages the interest of the reader. Our chosen approach to the teaching of writing is 'Writers' Workshop'.

### ***Writers' Workshop follows the sequence:***

**Read and 'Capture Content'**- this is the initial stage of the unit where children are immersed in the text type via a 'hook' for learning. Key vocabulary is introduced.

**Skills teaching** - teachers plan and deliver sessions, teaching age-appropriate skills for writing for example: subordination, speech punctuation and expanded noun phrases.

**Write-** Modelled, shared, guided and independent writing will be evident throughout this stage.

**Editing and drafting** – With support from their teacher, children revise their writing using 'polishing pens' and create a final draft.

## **Handwriting**

In Early Years and Year One (in the Autumn and Spring Terms), pupils are taught basic letter formation through the Read Write Inc programme.

During the Summer term of Year One, cursive letters are taught. This is further embedded in Year Two using the 'Letter Join' approach. From Year Two onwards pupils are taught to join letters and teachers model this style of writing.

## **Spelling**

To support our pupils to become fluent and effective writers, we have adopted the Read Write Inc - Spelling programme.

The programme includes five main components:

- Understanding the principles underpinning word construction;
- Recognising how these principles apply to each word, in order to learn to spell words;
- Practising and assessing spelling;
- Applying spelling strategies and proofreading;
- Building pupils' self-images as spellers.

At Hindley J& I, daily focused sessions are enjoyable and effective in teaching these skills.

## **Phonics**

'Ruth Miskin's Read Write Inc – Phonics' programme is our selected approach for the teaching of phonics at Hindley J & I.

In Early Years and KS1, phonic sessions are streamed to ensure pupils are taught the appropriate sounds.

Close monitoring and assessment inform interventions, highlighting gaps early on ensuring children make progress.

## **Reading**

Reading is one of the most important ways in which children observe and absorb the best language skills. Our main approach to the teaching of Reading is 'Reading with RIC'.

### **Reading with RIC (Retrieve, Interpret, Choice)**

Structured daily sessions are taught with the following sequence:

- RIC question starter;
- Vocabulary teaching;
- Modelled & partner reading;
- Reading fluency;
- Modelled comprehension questions and answers;
- Independent comprehension questions and answers.

### **Reading Plus**

In Years Four, Five and Six, pupils benefit from using an online platform to support their reading fluency and comprehension. The programme – Read Plus – offers personalised learning.

### **Class Novels**

In Key Stage One, pupils enjoy a selection of core texts at 'story time'. To continue to support our pupils in developing a love of reading, together with high quality modelled reading, each KS2 class has been allocated several class novels. The reading of these is timetabled three times per week.

All classes have a reading area that is inviting which may be themed.

### **Reading Scheme**

In EYs and Key Stage One, Read Write Inc. decodable books, complemented by Oxford Reading Tree, provide children with home-reading practise. In Key Stage Two, our scheme is based on the Oxford Reading Tree and is supplemented by Wolf Hill books. When pupils reach Year Four Age Related Expectation, they are able to select age-appropriate books from their class libraries.

## **Housekeeping**

- Planning for both Reading and Writing follows the school's agreed format and long term plans.
- Plans are saved onto the staff drive for monitoring purposes.
- A4 English books are used. Each pupil has a Writing Skills book; Writing Portfolio and a Reading Skills book.
- A high level of presentation is expected.
- Wider Curriculum topics offer children the opportunity to contextualise and apply discrete English learning for a wide range of purposes.
- Learning Objectives are displayed in all lessons and are evident in books.

## **Assessment**

We have key assessment points yearly – in Writing, one per half term and in Reading – one per term. Additionally, teachers continuously complete formative assessment of their pupils and adapt their teaching accordingly. Please see the Assessment Policy.