

Hunslet Carr Primary School



English Policy

High expectations
Caring
Positive attitude
Successful

Policy reviewed: January 2017

Next review: January 2019

High expectations, Caring, Positive Attitudes and Successful

STRENGTHS OF OUR SCHOOL



The Children

- Are well behaved, calm and polite
- Are engaged, positive and resilient
- Are supportive and helpful towards others
- Have an input on important decisions
- Have a sense of belonging

The Community

- School supports the whole family not just the child
- Recognises the importance of attendance
- Spreads our growing reputation as a good school
- Helps celebrate the children's achievements
- Supports the school on improving behaviour

The Curriculum

- Is a fun curriculum that is engaging
- Maintains a strong focus on the basic skills
- Is enriched through extra-curricular activities
- Supports our most vulnerable children
- Provides a rich variety of experiences & opportunities

The Staff

- Develop nurturing relationships with children
- Provide good quality teaching and learning
- Support one another to help the children
- Are consistent in how they treat children
- Identify children's SEN needs early.

THE CURRICULUM WE HOPE TO PROVIDE



Skills

Fluent and confident in Reading, Writing and Maths
Communicate with confidence
ICT skills fit for the future
Life skills – money, time, cooking
Safety skills – Swimming, healthy choices
Problem solving skills – Patience & Resilience

Attitudes

Confident and independent
The belief they can reach for the stars
Celebrate a range of cultures
Take responsibility for the environment
Be honest and learn from their mistakes
Children who are caring and helpful

Experiences

To have 1st hand experiences of...
Going away on a residential trip
Visiting a range of places of worship
A chance to look after an animal
Relevant trips to theatres/farms/beaches
Taking part in public performances
Work experiences & further education

Knowledge

High school ready English & maths
To know about local places of interest
To know where we are in the world
Life skills – money, time, cooking
Information about possible careers
To know major historical facts
To know their own strengths

Introduction

The following document is intended to inform staff, governors, parents and other interested parties of our approach to the teaching of English at Hunslet Carr.

Rationale

English plays a very important part in most aspects of our lives, including every day situations and the world of work. English covers a wide range of areas including reading, writing, spelling, grammar and punctuation, as well as communication. Consequently, our children have an entitlement to develop their English capabilities.

Aims

For pupils at Hunslet Carr to:

- Gain the ability to write fluently and with interesting detail on a number of topics throughout the curriculum.
- Develop a vivid imagination, which makes readers engage with and enjoy their writing.
- Gain a highly developed vocabulary and an excellent knowledge of writing techniques to extend details or description.
- Have well-organised and structured writing, which includes a variety of sentence structures.
- Gain excellent transcription skills that ensure their writing is well presented and punctuated, spelt correctly and neat.
- Develop a love of writing and an appreciation of its educational, cultural and entertainment values.
- Develop excellent phonic knowledge and skills.
- Develop fluency and accuracy in reading across a wide range of contexts throughout the curriculum.
- Gain knowledge of an extensive and rich vocabulary.
- Develop excellent comprehension of texts.
- Develop the motivation to read for both study and pleasure.
- Gain extensive knowledge through having read a rich and varied range of texts.
- Listen to and learn a wide range of subject-specific vocabulary.
- Through reading, identify vocabulary that enriches and enlivens stories.
- Speak to small and larger audiences at frequent intervals.
- Practise and rehearse sentences and stories, gaining feedback on the overall effect and the use of standard English.
- Listen to and tell stories often, so as to internalise the structure.

Teaching and Learning

As teachers, it is important that English is taught in a variety of ways. There is scope to use whole class, group and individual work in teaching English and it is vital that children receive these various styles. Children need to be given a variety of tasks, including practise and consolidation, investigations and problem-solving.

Links between English and other core and foundation subjects should be made where possible, to ensure that children see the importance of English within all areas of the curriculum.

Primary Writing Project (PWP)

In September 2016, Hunslet Carr introduced the Primary Writing Project (PWP), a process which is followed from Nursery to Year 6. By introducing the PWP into our school, we aim to motivate children and teachers as writers, deepen understanding about writing, develop language and communication skills and refine skills so our children make excellent progress. PWP allows children to learn a range of story types, innovate them and eventually create their own. Throughout the process, children learn a variety of writing skills and the ability to entice a reader into an exciting story. As we are keen to promote reading, comprehension is also a focus, which develops children's understanding of the story type and their vocabulary.

Foundation Stage

Children will build on their experiences at home and in play through Letters and Sounds, and participate in practical English in a variety of areas of provision.

Key Stage 1

Children will be taught a range of skills to enable them to write in both narrative and non-narrative forms, as well as write poetry. As part of the PWP process, they will begin to write simple lists, labels and captions, and progress onto more detailed pieces such as recounts and non-chronological reports. They will write stories which they have innovated using key skills that they have learnt during the first week of the PWP. By the end of Key Stage 1 all children will have had opportunities to write about personal experiences and real events. They will also have written poetry and written for different purposes.

In relation to reading, children in Key Stage 1 will listen to and become familiar with a wide range of texts of different length. They will be able to discuss books and have many opportunities to use the class and school libraries.

Key Stage 2

Children will continue to build upon their skills learnt in Key Stage 1. They will become familiar with writing a wider range of genres and in a variety of styles, depending on the purpose (e.g. formal/informal). By the end of Key Stage 2, all children will have written narratives, non-narratives, poetry, and for different purposes.

In relation to reading, children will continue to listen to and become familiar with a wide range of texts and increase their familiarity with a wide range of books. They will be able to participate in conversations about books and will have opportunities to use both the school and community libraries.

Handwriting

Children will develop their handwriting through following the 'Penpals Handwriting Scheme' from Reception through to Year 6. Every week, a 30-minute slot is allocated on timetables for the teaching of handwriting. Teachers use interactive resources and textbooks from the 'Penpals Handwriting Scheme', ensuring that children are developing their fine motor skills in Reception, to then beginning to join in Year 2. As the children move into Year 5, children who write letters fluently and joined will be then allocated a pen.

Phonics

Phonics is something which we are very proud of at Hunslet Carr. We follow the 'Letters and Sounds' scheme of work. Phonics is taught five times a week, during the morning sessions, for at least 20 minutes. During these 20 minutes, we plan to keep the whole class together as much as possible while ensuring that each lesson contains:

- Introduction
- Revisit/Review
- Teach
- Practice
- Apply
- Assess

In Nursery, the teaching of phase 1 is taught within short burst sessions and then located within the provision.

Each term, phonics trackers are completed by teachers for the English Leader to assess.

Reading

Children will have the opportunity to read in a variety of different ways:

- Each child reads individually with an adult three times a week.
- Every two weeks, children will visit the library where they can take a book home to read.
- Each year, children will develop and design their own reading areas.
- At least three times a week, the class text will be shared with the children for 20 minutes.
- The children have access to e-books online.
- Five guided reading lessons will be timetabled each week.

Every two weeks, children will have been provided with an individual reading book to be read at home and school, access to books online and take home a school library book.

Individual Reading

Children are provided with books to take home and read. Within school, they are changed at least twice a week if the child has read it at home and has a good understanding of the text. Each child has a reading record, where adults within the school and at home can write a short comment about the child's reading. It is expected that children read at home for ten minutes, at least three times a week.

E-Books

In September 2016, e-books were purchased. The 'Reading Cloud' enables children to read a range of books on an iPad or laptop. It also allows them to create book reviews to be read by their peers and discuss and search for authors.

Guided Reading

At Hunslet Carr, children take part in five guided reading sessions a week. They will have at least two reading sessions with an adult and then three to develop comprehension and vocabulary. We allow our children to choose and access a range of text types within their level (including fiction and non-fiction texts) discuss the text they are reading, as well as completing actions based on the events within a text and vocabulary.

Before they read, children are encouraged to ask a range of questions to deepen their understanding and to predict what they think the text will be about. During Reception, children are taught to phonetically decode words to read them before then reading on sight. During the reading sessions with an adult, children will develop their comprehension skills by analysing and discussing the text and vocabulary. The action sessions enable children to deepen their understanding of the text, pre-read or to develop vocabulary understanding.

Planning

The planning process is consistent throughout school, with Year 1 to 6 creating effective lessons to teach key skills and eventually innovate and write their own stories.

Learning Objectives and Milestone Success Criteria are specified in the planning and shared with the children at some time within the lesson.

Assessment, Recording and Reporting

Assessment of English can be done in a variety of ways including observation, giving an independent or co-operative task, or a test. Both formative and summative assessment will be carried out.

Formative assessment being linked to short-term planning and marking, to inform future teaching. Summative assessment being at the end of each term to inform next steps, the next teacher, key stage, parents and aid target setting. This assessment will be done in line with the school assessment policy.

Record keeping will be done in line with school policy and should be done to inform planning. Teachers will make informal records i.e. jotting down individual strengths and weaknesses. They will also make formal records using Chris Quigley's Milestone assessment, to assess whether a child is at a Basic, Advancing or Deep level of understanding within the subject.

Reporting of English will be in accordance with statutory requirements. The annual school report covers progress, effort and achievements in English.

Equal Opportunities

It is important that all children are given the opportunity to develop their English abilities regardless of race, gender, religion, ethnic group, culture or ability. We would also plan and develop children's multi cultural awareness, making sure the curriculum reflects the wider community. Children need relevant experience and language to access our creative curriculum successfully.

Special Needs

Children on the SEND register and who have specific learning difficulties will be planned for.

Differentiation

English provides a good opportunity for differentiation based on:

- Resources (e.g. providing texts at different levels)
- Outcome
- Progression (e.g. highlighting different skills for different children)
- Task (e.g. setting different tasks within one topic)
- Support (use of support staff)
- Differentiated Success criteria

Children should be allowed to work at their own level of attainment.

ICT

Each year group has daily access to either laptops or iPads, which can be used by children to support the teaching of English.

Homework

This will be given in line with the school homework policy. Children will be expected to learn a weekly set of spellings at home, as well as engage in home reading using the school's chosen home reading scheme (Pearsons).

Time

To ensure there is adequate time dedicated to the teaching of English, each class teacher is expected to provide a daily English lesson which should last at least 45-60 minutes in Key Stage 1 and 50 to 60 minutes in Key Stage 2. In the Foundation Stage, the aim will be to prepare children for a 45-minute session in Year 1.

Each week in Key Stage 1 and Key Stage 2, there should also be five 20-30 minute guided reading sessions each week. All classes should have a weekly, 30-minute slot allocated for the teaching of handwriting.

Resources

The school has a number of resources for English:

- The school has a variety of scheme books and non-scheme books for use in guided reading.
- All classes have a class library and have regular timetabled slots to use the school library.
- The school has invested heavily into the 'Pearson's Home Reading Scheme'. There are additional scheme books (e.g. 'Floppy's Phonics') that children and staff can also access.
- The school currently uses 'Penpals Handwriting Scheme'.
- The School has a large range of practical apparatus to support the teaching of phonics (in line with Letters and Sounds).

Safety and Care

The safe use of equipment is to be promoted at all times in line with the Health and Safety Policy.

The Role of the Head teacher

- To ensure that the National Curriculum is implemented.
- To encourage and support the subject leader's approach to English development across the curriculum.
- To support and encourage all staff in the teaching of English.
- To make available the necessary resources to continue the development of English within the school budget.
- To promote English in school.

The Role of the Subject Leader

- To promote English in school.
- To provide a good example of the teaching of English in the classroom.
- To ensure resources are available.
- To plan and implement future developments of English through action plans.
- To review and monitor both the planning and teaching of English.
- To work alongside staff when required.
- Attend relevant courses and disseminate information to staff.
- Arrange INSET courses for staff.
- Organise the acquisition of new resources.
- Support colleagues.
- Encourage parental involvement.

Role of the Staff

- To ensure that English is used in the classroom in line with the National Curriculum.
- To implement any changes in the teaching of English, with the support of the subject leader and head teacher.
- To ensure there is equality of opportunity in the teaching of English.

- To inform the co-ordinator of any problems which may arise in the implementation of English.
- Teach and assess the children English.

Role of the Governing Body

- The governors will monitor the development and implementation of English in school.

Review

This policy is to be reviewed every two years.

Name: Kathryn Murphy

English Subject Leader: January 2017.