



The Quercus Federation

English Policy

Hurst Green Church of England Primary School and Nursery

This policy was adopted on September 2020

This policy is due for review on September 2021

Written by Emma Ivil English Subject Leader

Signed (Chair of Governors)

Signed (Headteacher)

A handwritten signature in black ink, appearing to be 'A. Ivil', written over a faint horizontal line.

Date:



Hurst Green Primary School English Policy September 2020

‘English has a pre-eminent place in education and in society. A high-quality education in English will teach children 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, children have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables children 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; children who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.’ (DFE, 2014).

Intent

At Hurst Green Church of England Primary School, we recognise the importance of equipping our children with literacy skills to prepare them for the future and we aspire for them to achieve excellence in reading and writing. We encourage our children to become active listeners who are confident, and have the skills, to speak aloud in a variety of contexts. As a school, we are passionate about books and together we promote a lifelong love of reading. This supports our children to become confident writers and ‘allows them to access the full curriculum on offer’ (Ofsted, 2019). We offer a language-rich learning environment and use carefully selected texts across a range of genres, immersing our children in quality literature at every opportunity: ‘The most important gift a school can give a child is the power to read.’ (Ofsted, Reading by six. How the best schools do it, 2009).

Aims

We aim for our children to:

- Develop a passion for reading, reading regularly for pleasure and information
- Read with fluency and understanding
- Acquire a wide vocabulary, and knowledge of grammatical conventions
- Write clearly, fluently and coherently, adapting their language and for a range of contexts, purposes and audiences
- Develop confidence and competence in spoken language and listening skills

Implementation

Explicit teaching of reading is through daily systematic phonics teaching (Letters and Sounds) in Reception and Year 1 and daily RIC (Reading with RIC) sessions from Year 2 (After phase 6) to Year 6. We have a strong focus on the learning of new vocabulary and display this on working walls as well as pre-teaching vocabulary before a topic. We aim to develop reading stamina in our RIC sessions through paired reading. This, combined with a reading focus in all curriculum areas and regular one on one reading with the children, enables our children to become fluent readers. We assess all children on entry to Reception using both Language and Speech Link and reading books are accurately matched to children’s independent reading levels. Children are re-assessed regularly to ensure that they are progressing through the book bands and always reading appropriate books for their ability and to ensure books are chosen for engagement and enjoyment. Targeted interventions for children not making expected progress are in place. We explicitly teach the following reading



strategies from Reception to Year 6: Predicting • Visualisation • Making Inferences • Questioning • Clarifying • Activating Prior Knowledge • Summarising • Skimming and scanning

Teachers read to children on a daily basis and are reading role models, engaging with recent children's literature in order to be able to share with their classes. Rich texts underpin our broader curriculum and teachers are supported to select texts to engage all children and broaden their horizons. In order to support parents and children to develop a love of reading at home, we use a range of strategies and approaches which encourage engagement with reading, including Dojo points and literature sent to parents about the importance of reading. We keep records of home reading and display in class those who have read. We celebrate reading by having a 'Reader of the Week' in each class which is published in our weekly Newsletter. Every class has a reading corner, which includes a range of high-quality texts.

Writing

Our focus on reading enables children to become confident writers. We give regular opportunities for extended writing which we assess and give feedback on in order for children to improve their work. Children also peer-assess and are taught the skills to edit their own writing. Our working walls display the audience and purpose for a writing task as well as implications for the text and high-level vocabulary. Our writing tasks are linked to topics and are purposeful. Teachers use modelled, shared and guided writing to develop writing. This may be as a whole class or in small groups.

Spelling

We teach spelling from Year 2 to Year 6 using the No Nonsense Spelling scheme. Spelling is taught as a discrete session 5 times per week and this teaching is then reinforced throughout all lessons. Children all have their own spelling journals in which to practise the various taught strategies of learning and remembering new words. A baseline assessment is made in order to track progress and the spelling rule is tested once a week to inform future planning. In Reception and Year 1 phonics is used to aid spelling alongside the learning of high-frequency words using the Letters and Sounds programme.

Grammar and Punctuation

Teachers understand, teach and demonstrate in their everyday practice, the formal conventions of Standard English. Grammar and punctuation is interwoven within our English and RIC lessons and linked with our Rich Texts.

Handwriting

Children have regular handwriting lessons using the Nelson handwriting scheme to enable them to write fluently with the tripod pencil grip. A pen licence is issued when a child is able to join neatly and legibly. Children use books with printed guidelines in Year 1 to 6.

Impact

Children are assessed daily against our Reading and Writing milestones in order to track their progress and to plan for individual gaps. Additionally, the PIRA test is used to give a reading age in order to monitor termly progress and to identify areas for improvement. Teachers hear children read regularly in order to ascertain progress and to ensure that the correct level of book is being read. Regular writing moderation takes place across the federation and in staff meetings in order to



validate standards. This data also ensures that children who require additional support, receive rapid and targeted intervention, which is discussed in Pupil Progress Meetings with the SENDCO. Data that is input on SIMS from teacher's assessments allows class teachers and subject leads to monitor progress and identify vulnerable groups. Our ongoing assessments against the Milestones inform teacher's planning in subsequent lessons.