



## **Hartsbourne Primary School** **ENGLISH POLICY**

This policy to be read in conjunction with Assessment Policy, Equal Opportunities Policy, Teaching and Learning Policy, Racial Equality Policy, SEN Policy

### **CONTENTS:**

1. Aims
2. Speaking and Listening
3. Reading
4. Writing

### **Aims of English Policy**

#### **At Hartsbourne Primary School we aim to provide:**

- a curriculum which will enable all children to attain their full potential in literacy and oracy
- children with the skills to become competent, confident users of language in all its forms
- a curriculum which meets the requirements of English in the National Curriculum and follows the framework laid down in by the Primary National Framework as well as the principles of the Early Years Foundation Stage (EYFS), Communication, Language and Literacy (CLL).

#### **To achieve this, Hartsbourne will provide children with:**

- a wide range of language experiences, in a variety of contexts, linked to real purposes and audiences
- a structured, progressive and balanced range of differentiated learning opportunities, taking into account the abilities of all children
- a range of quality resources that are stimulating and reflect the children's interests as well as supporting their language opportunities

Children will be shown how ICT can be applied in their literacy work to enhance their learning and they will be given opportunities to explore these possibilities when appropriate.

Hartsbourne Primary School follows the Primary National Framework for Literacy for at least four days a week in KS1 and on three days a week in KS2. The rest of the allotted time for English is spent on application of English skills to cross-curricular work. Continuous literacy opportunities are available for children in reception, as laid out in the EYFS guidance.

At Hartsbourne, we make clear to children the qualities we are looking for in their work. Children are given opportunities to evaluate and reflect on their own work in order that they may develop their own sense of quality. Teachers give clear feedback to children so they know where they have succeeded and what they need to do to improve further.

### **Resources**

Throughout the school, the Primary National Strategy for Literacy is used. Teachers have access to a range of materials to support them in their planning for literacy and cross-curricular writing opportunities. These are used in each classroom together with many other resources including dictionaries, thesauri, word grids, computers and activities provided by the teacher. Tasks and

activities are selected by the teacher, in a differentiated way according to the particular needs of the individual child, and text material of various levels will be found in each class, in order that each child is challenged and stimulated at an appropriate level.

## **SPEAKING AND LISTENING**

1. **Aims**
2. **Teaching Methods**

### **1. Aims**

To develop our pupils as speakers and listeners we:

- give them opportunities to express their ideas to a range of audiences
- give them opportunities to take part in group discussion and drama activities
- encourage them to listen and respond appropriately to others
- help them to understand the need to adapt their speech to different situations
- give them opportunities to evaluate and reflect on their own speech
- encourage them to use the vocabulary and grammar of standard English whenever appropriate

### **2. Teaching Methods**

Children will have the opportunity to participate in a wide range of speaking and listening activities that include:

- talking to different audiences and using appropriate language discussions with differing groups of different sizes, e.g. one to one, small groups etc.
- talking with, and to, different adults
- use of drama, imaginative role play and puppets
- developing an understanding of expression, intonation etc. in conveying meaning
- listening to stories, music, etc.
- taking notes from television programmes
- asking questions (children to children as well as adult to children) and listening to the answer
- learning how to listen to others' point of view and how to pose follow up questions
- presentations to audiences

## **READING**

1. **Aims**
2. **Teaching Methods**
3. **Pre-reading strategies**
4. **Range of Books**
5. **Home/School Links**
6. **Use of Reading Schemes**
7. **Reading to Others**
8. **Recording of Reading**
9. **School Library**

### **1. Aims**

To develop our pupils as readers we:

- teach them to read accurately and fluently using a range of strategies
- help them to understand and respond to what they read using inference and deduction where appropriate

- encourage them to read a wide range of fiction and non-fiction books
- encourage them to read independently and with enjoyment
- teach them how to seek information and learn from the written word

## **2. Teaching Methods**

A blend of methods to teach initial reading skills are employed at Hartsbourne. In reception and Key Stage 1, we use 'Letters and Sounds' (DfES) in the teaching of phonics, in conjunction with a range of published schemes. Teaching of phonics continues into Key Stage 2 for those children who have not met age-related expectations at the end of Year 2. At the end of Key Stage 1 and throughout Key Stage 2, the teaching of reading takes place in daily guided reading sessions. Teaching focuses on developing the following skills according to individual children's needs:

- Teaching of phonemes and corresponding graphemes
- Teaching of blending for reading
- Teaching of segmenting for spelling
- Recognition of 'tricky' high-frequency words
- Spelling patterns
- Changing reading books independently
- Practising comprehension skills
- Using higher order thinking skills, e.g. discussing characters, expressing preferences, reading beyond the literal, identifying different between fact and opinion, information retrieval skills, library skills

Teachers should ensure that as well as reading scheme materials children read a wide variety of fiction, poetry and use a range of information sources including text and reference books, journals, maps and diagrams.

A good balance should be achieved between individual and group reading, reading aloud to a variety of audiences and listening to others read.

## **3. Pre-Reading Strategies**

In the earliest stages books are introduced through class story reading and sharing big books with the teacher, reading in a guided group, on their own, with a friend, to a small group, to older children and to other adults.

There will be many examples of writing for the children to read in and around the school including labelling, captions, alphabets etc.

## **4. Range of Books & Reading Material**

Children should have access to an extensive range of books to help them to understand the nature and purposes of reading, to have respect for books and learn how to handle them correctly.

Children have continuous access to their class libraries. These are attractive, easily accessible areas with texts reflecting diverse cultures, interests and equal opportunities.

## **5. Home/School Links**

We believe parental involvement in the reading process is crucial to the progress of the child. A pre-school meeting is held for our new intake during which reading is discussed. A phonics workshop for reception parents is held in the autumn term that their child starts school.

From the first days in school, children are encouraged to take books home, in their school book bags, and to read to parents daily.

## **5. Use of Reading Schemes**

In reception and Year 1, reading to adults take place mainly in individual situations. Towards the end of Year 2 and into Key Stage 2 most reading to the teacher takes place during guided reading time.

Benchmarking is used to assess the reading levels of individual children. Progression through 'book bands' is only made following rigorous assessment from teachers and teaching assistants. Children become 'free readers' when they have made progress to the Sapphire book band.

When children are failing to make progress in reading, appropriate teaching strategies are deployed and extra support given.

## **6. Reading to Others**

During their time at Hartsbourne, children will read to a variety of audiences including:

- the class teacher
- other adults in school, with a friend, a group or a partner
- others at home

## **7. Recording of Reading**

Each child on scheme books has a reading record book which is signed every time the child reads, in school or at home. Once children are on free reading books, they are required to keep a personal record of their reading. This provides a record of main texts read as well as highlighting the different forms of reading they are experiencing inside and outside of school.

## **8. School Library**

The school library is available to all children and staff. It houses a collection of fiction and non-fiction books. The non-fiction books are classified according to the Dewey System. Fiction books are alphabetically arranged.

## **WRITING**

- 1. Aims**
- 2. Teaching Methods**
- 3. Writing Development**
- 4. Spelling**
- 5. Handwriting**

### **Aims**

To develop our pupils as writers we:

- teach them to write effectively for a range of purposes and a range of readers, adapting their vocabulary and style as appropriate
- encourage them to write with interest, commitment and enjoyment
- show them how to write in a variety of forms such as stories, poems, reports and letters
- show them how to evaluate and improve their own writing
- show them how to use punctuation to make meaning clear to their reader
- give them the knowledge and the strategies to become confident and accurate spellers
- teach them a fluent and legible style of handwriting, promoting an understanding of how to present work appropriately

## **2. Teaching Methods**

Children will be taught to write with a sense of purpose through a range of strategies including:

- organising and structuring writing in a variety of ways, depending on content
- using varied and appropriate vocabulary
- developing the quality of their language as appropriate to the purpose
- modelling by teacher acting as scribe for their ideas
- shared class writing demonstrating format, punctuation etc.
- writing in pairs and groups

## **3. Writing Development**

From the earliest stages of their school life, children will be encouraged to:

- use the knowledge and experience they bring to school
- ascribe meanings to marks and begin to use writing to convey meaning
- use their emergent writing in role play areas e.g. shopping lists, menus

Children will be taught to:

- hold a pencil correctly
- differentiate between print and pictures
- write from left to right, top to bottom
- understand that writing communicates meaning
- use word grids, word books and dictionaries
- have the opportunity to plan and review their writing
- check their own work
- plan, draft, revise, proof read and produce a neat, clear final copy

Children will not necessarily work through the whole process each time, the purpose of each activity must be taken into account.

## **4. Spelling**

Experimentation is important, as children become more aware of different spelling patterns. Their efforts should be recognised and at times, such as free writing activities, work will not always be corrected for spelling errors. The development of spelling is as follows:

In reception and Key Stage 1, children are taught spelling in accordance with the progression laid down by 'Letters and Sounds'. Spelling patterns are taught in Key Stage 2 using 'Spelling Bank' materials. Children are taught the look, say, cover, write, check method as their spelling progresses.

Children are encouraged to use word grids, their own wordbooks and dictionaries to find the correct spellings of particular words as appropriate.

## **5. Handwriting**

Children are encouraged to use the correct pencil grip from the start. During the EYFS, the children are given a range of opportunities to develop their gross and fine motor skills in preparation for handwriting. The use of a variety of writing tools is encouraged and handwriting pens are used once the child is joining his writing. *At the time of writing we are currently investigating a new handwriting scheme that will be taught from reception.* In Key Stage 2 children are engaged in self-assessment of their own handwriting and set targets for their own progress.

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