

# Park Hill Primary School

part of

Wednesbury Learning  
Community Trust

## English Policy

Policy reviewed: November 2017

To be reviewed: November 2018



## Rationale

Here at Park Hill Primary School, we recognise the importance of literacy in all areas of the curriculum. It is with this at the forefront of our minds that we aim to provide all of the learners in our school with basic literacy skills, in order for them to develop the ability to speak, listen, read and write for a range of purposes. English teaching is lively, engaging and involves a carefully planned blend of approaches that allows learners to access all areas of the curriculum, enabling lifelong learning (as well as helping them to achieve academic success).

## Aims

- To develop and use spoken language (including suitable technical vocabulary) to articulate their responses in a wide range of contexts.
- To be effective, competent communicators and good listeners.
- To have an interest in books and read for enjoyment.
- To engage with and understand a range of text types and genres.
- To foster an interest in words and their meanings and develop a growing vocabulary (in both spoken and written form).
- To develop phonic skills and reading strategies enabling children to access a wide range of texts.
- To write in a variety of styles and forms, showing awareness of audience and purpose.
- To use punctuation and grammar accurately.
- To develop spelling strategies so that spelling conventions can be applied in written pieces.
- To develop a fluent, neat and joined handwriting style.

## Teaching and Learning

At Park Hill Primary we recognise that good English teaching should:

- Ensure that work is differentiated, to provide challenge and progression for all learners.
- Expose learners to experiential writing opportunities so they can develop the powers of imagination, inventiveness and critical awareness.

- Involve a combination of speaking and listening, reading, grammar, punctuation, spelling and writing activities.
- Employ a repertoire of teaching strategies and organisational skills.
- Have well-pitched lessons which have pace and learning tasks that are sensitive to the rate at which learners learn, while ensuring that expectations are kept high and progress is made by all learners.
- Have teachers with good knowledge of the subject, including grammar and the progression of the curriculum.
- Use a variety of approaches, recognising that some teaching approaches are better suited to promoting particular learning and outcomes.
- Have a stimulating and interactive environment that reflects and supports current teaching and learning.

### **Delivery of the Subject**

#### **In EYFS children should be given opportunities:**

- To use communication and language in their daily activities.
- To enhance their literacy skills in every part of the curriculum as and when appropriate.
- To become immersed in an environment rich in print and possibilities for both verbal and non-verbal communication.

#### **In Nursery, children:**

- Have daily family group sessions to enhance their understanding and use of language as a form of communication in Nursery.
- Have a daily structured phonological awareness session (SALLEY) in Nursery (from October half-term).

#### **In Reception, children:**

- Continue to develop phonological awareness skills throughout their curriculum (environmental sounds, instrumental sounds, body percussion, rhythm and rhyme, alliteration, voice sounds and oral blending and segmenting).
- Have daily Phonics sessions, following Letters and Sounds.

- Are encouraged to use mark making and early writing skills as form communication (at all times).
- Are provided with opportunities for learners to take part in structured shared reading activities (as soon as they are deemed ready). This continues throughout the foundation stage.

### **In Key Stage 1 (Year 1 and 2):**

- Year 1 children will participate in daily Phonics sessions, following Letters and Sounds.
- Year 2 children will participate in phonics and spelling sessions, three times a week (following Spelling Appendix 2 of the National Curriculum).
- All children in KS1 will take part in Guided Reading sessions throughout the week. Children will be taught with a whole-class approach, with the teacher modelling the reading skills and promoting “book talk.” However, children may read differentiated texts or complete differentiated activities.
- Children will also have a minimum of three Literacy lessons per week, where they will be provided with opportunities to develop spoken language skills and undertake basic grammar, punctuation and spelling work (which they will then use, through writing opportunities).
- Children will be involved in fortnightly “Write That” mornings, in order to develop their writing skills and apply their learning.

### **At Key Stage 2 (Years 3 – 6)**

- All children in KS2 will take part in a minimum of three Guided Reading sessions throughout the week. Children will be taught with a whole-class approach, with the teacher modelling the reading skills and promoting “book talk.” However, children may read differentiated texts or complete differentiated activities.
- Children will also have a minimum of four Literacy lessons per week, where they will be provided with opportunities to develop spoken language skills and undertake basic grammar, punctuation and spelling work (which they will then use, through writing opportunities).
- Children will be involved in fortnightly “Write That” mornings, in order to develop their writing skills and apply their learning.

## **Subject Organisation**

### **Literacy:**

Where possible, work in Literacy lessons will be linked to Topic work.

Teachers should endeavor to plan and deliver an experiential curriculum, where children's imaginations are captured with lively "hook" and they have ongoing writing purposes. This should develop an "unfolding narrative" for children to work within and provide experiential learning opportunities, in the build-up to writing.

Medium term planning for Literacy is to be completed prior to the start of every term and uploaded to Office 365. It should contain the title for each unit of work, the final written outcomes, details of the "unfolding narrative," relevant Programmes of Study for the year group, daily learning objectives and the main teaching activities. This will be monitored by the Literacy Coordinator and feedback will be given, to ensure that children are being supported and challenged appropriately.

Weekly planning must also be completed for Literacy. Short-term planning will be monitored occasionally by the Literacy Coordinator and feedback will be given, to ensure that children are being supported and challenged appropriately.

Weekly planning must be uploaded to Office 365 by Sunday (before it is due to be taught).

Learning objectives for Literacy must be skills-based (as opposed to task-based), so that children can then show their application of the skill they have learned in a variety of situations.

Planning must contain daily learning objectives (in pupil friendly language where possible), teaching activities, learning activities, deployment of support staff, mini-plenary / plenary and resources to be used. Planning must be displayed in the classroom.

### **Guided Reading:**

Guided reading must also be planned for and must again include learning objectives and learning activities to be completed.

There is an expectation that children will be taught with a whole-class approach, with the teacher modelling the reading skills and promoting "book talk." However, children may read differentiated texts or complete differentiated activities.

The date and content domain covered should be detailed in the children's Reading Journals.

Reading for enjoyment should be promoted and children should have a list of their books of choice at the back of their Reading Journals.

### **Reading at Home**

We follow Dandelion Readers with children who are beginning to read, or need consolidation when decoding using Phonics.

We also follow the Oxford Reading Scheme at Park Hill Primary School, from Nursery through to Year 6. The responsibility of hearing children read lies with the class teacher/teaching assistants/reading volunteers/parents and guardians.

Children should be heard reading regularly in class and on a daily basis at home, in order to develop their reading and to enable them to progress through the scheme.

Each child will also be issued with a reading diary in which to record books they have read.

Reading at home should be rewarded in each class (to be visibly displayed and celebrated).

### **Assessment**

At Park Hill Primary School, teacher assessment is vital and teachers arrive at their judgements by using a variety of tools. Assessment for learning leads the way but teachers also moderate work against writing exemplification materials for each year group. Published tests are also used to assess Reading.

In-school moderation of Reading and Writing takes place half-termly at Park Hill, in order to support teachers making accurate judgements.

Summative assessment is carried out every term, using published tests in Autumn 2, Spring 2 and Summer 2.

All assessment is submitted to the Assessment Coordinator using the school's assessment tracker (SIMS). From here, target groups for each class will be set and worked with next term, during Pupil Progress Meetings.

### **Inclusion**

We aim to provide for all children so that they can achieve as highly as they can in English, according to their individual abilities.

We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Children who are tracked and identified as making limited progress will receive targeted interventions.

If more intervention is needed, the SENCO will liaise with staff and Inclusion Support and a child may be moved to School Action +. Parents will then be invited to form a One Page Profile, with specific targets on them: this is formed by the class teacher, parents and the child themselves.

### **Equal Opportunities**

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.