Holy Trinity Church of England Primary School

**English Policy**

Member of staff responsible: Mrs J Abram

Date policy written: 04.07.19

Date approved by governing B ody: \_\_\_\_\_\_\_\_\_\_\_

Date to be reviewed: \_\_\_\_\_\_\_\_\_\_\_

**Our Vision**

*‘Learn together, shine together’*

**Mission Statement**

#### At Holy Trinity our mission is to ensure that each person in our school community can flourish and live life in all its fullness as they know they are cherished and loved by God and are provided with the best possible opportunities to learn together, work hard together and shine together. We support each other as we learn to live out Christian values, making our school a happy, friendly, safe place to be.

**Intent**

We intend and writing. Pupils will be given opportunities to inter-relate the requirements of English within a broad and balanced approach to the teaching of English across the curriculum, with the opportunities to consolidate and apply the skills taught.

At Holy Trinity C E Primary School we strive for all pupils to be literate. By the end of Year 6, we intend for a child to be able to:

* Read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and edit.
* Have an interest in books and read for enjoyment
* Have an interest in words, their meaning, developing a growing vocabulary in spoken and written forms
* Have a suitable technical vocabulary to articulate their responses
* Have an understanding of text types and be able to write in a variety of styles and forms appropriate for the intended audience
* Be developing the powers of imagination, inventiveness and critical awareness.
* To know the correct grammatical terms and be able to recall what they have learned (know more and remember more).

**STATUTORY REQUIREMENTS**

Statutory requirements for the teaching of English are laid out in the National Curriculum Document (2014) and in the revised Statutory Framework for the Early Years for September 2019.

In **EYFS**, children should be given the opportunities to:

* Experience a rich language environment
* Develop their confidence and skills in expressing themselves
* Speak and listen in a range of situations and follow simple instructions
* Access a wide range of reading materials to inspire and motivate them and ignite their interests.

Throughout the Reception year, children should be taught to:

* Link sounds and letters
* Read and write

At **Key Stage 1** (Years 1 and 2), children should learn to speak confidently and listen to what others have to say. They should begin to read and write independently and with enthusiasm. They should use language to explore their own experiences and imaginary worlds.

At **Key Stage 2** (Years 3 to 6), children should learn to change the way they speak and write to suit different situations, purposes and audiences. They should read a range of texts and respond to different layers of meaning in them. They should explore the use of language in literary and non-literary texts and learn the structure of language.

**THE GOVERNING BODY**

Termly reports are made to the governors on the progress of English provision including internal attainment and progress data for each cohort. The English lead will liaise with the English governor and arrange termly meetings and visits where information can be shared.

**Implementation**

* In most English lessons, pupils are grouped according to their ability and work is differentiated accordingly.
* English is taught daily for at least one hour. Additional guided reading, spelling, handwriting and grammar sessions are planned throughout the week, wherever individual timetables allow.
* In EYFS, Year 1 and up to October half term in Year 2, English lessons follow the Read Write Inc Programme (RWI) where all pupils are assessed every six weeks and organised into small ability groups. These are led by teachers and teaching assistants but overseen by the reading lead, Rachel Jenkins. The programme is designed to progress pupils through the stages at a fast pace. We want the pupils to be off the programme as soon as possible as this indicated they have acquired the necessary skills to read and write with a growing confidence.
* Guided reading takes place a part of RWI daily in EYFS and Year 1. From Year 2 onwards, guided reading takes place outside of English lessons. Guided reading is delivered as part of a carousel of reading activities in Year 2 to 4, and as a whole class session in Years 5 and 6. Other reading carousel activities include independent reading, reading comprehension, Assertive Mentoring spelling grids and vocabulary development.
* Grammar is taught at the start of an English lesson or as a discrete session at least once a week. Skills are applied across all writing.

**SPEAKING AND LISTENING**

The four strands of Speaking and listening: speaking, listening, group discussion and interaction and drama permeate the whole curriculum. Interactive teaching strategies can be used to engage all pupils in order to raise reading and writing standards. Pupils are encouraged to develop effective communication skills in readiness for later life.

During **KS1**, pupils are taught to speak clearly and confidently, thinking too about the needs of their audience. They may work as a whole class or in small groups/partnerships, joining in with discussions and making relevant points. They learn to listen carefully to others so they can retain the main points. They learn to use language in imaginative ways and to express their ideas and feelings when using drama and role-play.

**KS2** pupils learn to speak in a range of contexts, adapting top what they say and how they say it. Taking various roles in groups gives them opportunities to contribute to situations with different demands.

**APPROACHES TO READING**

Reading involves two main elements – word recognition and language comprehension. At Holy trinity, beginner readers are taught to use their phonic knowledge to recognise phonemes and blend them together to read words. As this becomes automatic, readers are then able to focus more upon comprehension. Beginner readers are taught how to decode by blending phonemes together to sound out words. A systematic and structured phonics programme is key to this skill. We therefore use RWI throughout Reception and Year 1 and up to October in Year 2. Many strategies used within the RWI programme will be included in English lessons from this point onwards e.g. Speed sound sessions.

**SHARED READING**

Refer to Phase 1 of the writing sequence below.

**GUIDED READING**

This takes place in Years 2 to 4 and is in addition to the English lesson. Each pupil has a guided reading session weekly. During guided reading we teach pupils how to progress from their current reading level to the next. A supplementary document is provided for all staff to go in the Guided Reading Handbook to ensure consistency in practice.

**WHOLE CLASS GUIDED READING**

This takes place in Years 5 and 6 within English lessons. The activities are adapted for different abilities so that all pupils can access the learning objective and be challenged. The texts should be the class novel that is being studied to deliver the curriculum until the introduction of SATs material to prepare pupils for the national tests. Pupils with SEND have an additional guided reading session to ensure that they are able to read and progress at their level.

**INDEPENDENT READING**

Pupils read independently throughout the week as part of guided reading, as an independent activity within the reading carousel or as an early morning/after lunch silent reading session in Year3-6. Reading is linked to other subjects such as history where pupils complete reading for research. They read independently during reading comprehension sessions as part of the reading carousel. In addition to this, there is an expectation that all pupils read at home. We provide books that are totally decodable up to pupils’ achieving a certain level of skill. Beyond that, it is expected that pupils will be able to cope with the fact that not all words are decodable and that they can develop and use other strategies such as meaning, structural and visual cues to read unknown words and develop fluency. It is the school’s policy that reading is taught through shared and guided reading and not from listening to pupils read their home reading book.

**THE SEQUENCE FOR WRITING**

From September, 2019, all English learning will be linked to high quality class novels inspired by the reading spine. This may include extensive novels or shorter picture books. All other areas of the curriculum will be linked to the novel/book so cross-curricular learning can take place. There will be some content of the National Curriculum Programmes of Study in foundation subjects that will have to be taught discretely as links may be too tenuous.

Various text types will be developed based on the book. Speaking and listening, reading and writing will be taught and developed within this context and practised and applied. At Holy Trinity, from November (approx.) onwards, the sequence for writing will be followed when teaching children to produce quality writing. The writing sequence provides a coherent model for linking and combining literacy skills and text types into effective learning opportunities/experiences. Each stage of the sequence is called a phase as outlined below. Each phase informs and leads to the next.

Creating interest: A lesson/s that provides a ‘hook’ and kick-starts the unit.

**Phase 1: Reading response and reading analysis.**

During this phase the teacher will:

* Establish a clear purpose and audience for the text
* Choose quality challenging texts
* Model reading strategies
* Ensure pupils are secure in their knowledge and understanding of structure and language features of the text type
* Prioritise which features of the text children need to learn
* Provide interactive activities to meet learning intentions.

**Phase 2: Gathering content**

During this phase the teacher will:

* Provide stimulus for gathering ideas e.g. visual literacy, drama, technology
* Teach the children how to innovate a story using the plot structure of the text
* Teach children how to map out their ideas on a plan e.g. writing skeleton or story map
* Draw up a checklist of success criteria with the pupils.

**Phase 3: Planning and Writing**

During this phase the teacher will develop **shared writing** which is a powerful teaching strategy.

Our teachers will:

* Work with the whole class to model, explore and discuss the choices writers make at the point of writing
* Make links between reading and writing explicit by reading and investigating how writers have used language to achieve particular effects and using written texts as models for writing
* Scaffold some aspects of writing e.g. the spelling an transcribing to enable pupils to concentrate on how to compose their writing e.g. through the choice of words and phrases and ways of constructing sentences to achieve a particular effect
* Focus on particular aspects of the writing process whilst supporting others to plan, draft and re-draft
* Introduce pupils to a particular concept or technical vocabulary
* Provide an essential step towards independent writing by helping pupils to understand and apply specific skills and strategies.

During this phase the teacher will develop **guided writing** which is a powerful teaching strategy. This is an additional step towards independent writing. It is planned with three different purposes in mind:

* To support children in planning and drafting their own work
* To revise, edit and evaluate work in progress
* To provide differentiated support for particular groups whether this be support or challenge

**Phase 4: Publishing (presentation)**

This will be linked to handwriting as the pupils will be expected to complete a final draft that they ‘publish’ therefore presentation will be the focus. This phase also allows pupils an additional opportunity to proof-read and edit their writing.

**SPELLING**

At Holy Trinity we support our pupils to become confident spellers through the teaching of spelling, which embraces knowledge of spelling conventions – patterns and rules, but integral to the teaching is the opportunity to promote learning of spellings, including statutory words, common exception words and technical/topical words. From Year 2 onwards, the teaching of spelling is linked to handwriting. The Assertive Mentoring scheme provides weekly word lists. Following this programme ensures that all the statutory spellings are taught each year. Teachers will need to respond to the needs of their class and provide different activities that will facilitate pupils learning spelling patterns and then applying these to their writing.

Reception and Year 1 classes will use the RWI programme to teach spelling. This approach is systematic, consistent and rigorous in order that all pupils become independent spellers as quickly as possible.

**GRAMMAR**

At Holy Trinity we teach discrete grammar lessons as well as incorporate grammar into the daily English lessons. The discretely taught skills are applied in English lessons and all other writing activities. Through our teaching, we aim to make pupils aware of key grammatical principles and their effects, to increase the range of choices open to them when they write. The [pupils will be taught

* Text cohesion
* Sentence construction and punctuation
* Word choice and modification

**EMERGENT WRITING**

At Holy Trinity, we value every mark the pupils make at the very early stages of writing development. This allows pupils to become confident ‘writers’ especially when they start to apply their understanding of phonics. The stages of emergent writing are as follows:

* Drawing: pupils draw and scribble pictures
* Random scribbling: pupils scribble and assign meaning to the marks they make
* Controlled scribbling: pupils scribble in rows across the page from left to right and top to bottom, assigning meaning to the lines of their writing
* Letter- like forms: pupils use unconventional letter forms and familiar symbols such as circles and assign meaning to this writing
* Random letters: pupils begin to use random conventional letter shapes to convey meaning
* Patterned letters: pupils begin to use strings of unrelated letters, often the letters that appear in their name.

In order to facilitate the development of emergent writing, we ensure that the Reception pupils are given lots of opportunities to write, both in focussed tasks and continuous provision. The classroom also has a well-resourced writing area with a variety of paper and writing utensils. RWI resources are displayed and provide pupils with a reminder of graphemes taught.

**THE USE OF ICT**

Opportunities to use ICT to support teaching and Learning in English will be planned for and used as appropriate (see computing policy).

**Impact**

Work will be marked and assessed in line with the policies (*see Marking/Assessment and Reporting policies).*

**INCLUSION**

We aim to provide for all pupils so that they can achieve their potential according to their individual abilities. We continually assess and identify pupils or groups of pupils who are underachieving and take steps to improve their attainment. This may include booster sessions of intervention programmes. All interventions is planned and monitored through provision maps. Able and gifted pupils will be identified and challenged appropriately. Teaching assistants and extra teaching support is allocated according to need. Pupils on the SEN register have an individual education plan. The national Curriculum for English is our starting point for planning and English curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:

* Setting suitable learning challenges
* Responding to pupils’ diverse learning needs
* Overcoming potential learning barriers
* Providing other curricular opportunities outside the national Curriculum to meet the needs of individuals or groups of pupils.

**EQUAL OPPORTUNITIES**

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

POLICY REVIEW

This policy will be reviewed every two years by the English lead.

The policy was approved by the Governing Body