

# HOLLINS GRUNDY PRIMARY SCHOOL

Happiness, Health and Respect for Confident, Creative Learners

## English Policy

### 1. AIMS

We aim to develop pupils' abilities within an integrated programme of Speaking & Listening, Reading & Writing. Pupils will be given opportunities to develop their use, knowledge and understanding of spoken and written English within a broad and balanced curriculum, with opportunities to consolidate and reinforce taught literacy skills.

Pupils at Hollins Grundy will leave Year 6:

- reading and writing with confidence, fluency and understanding, using a range of independent strategies to self-monitor and correct;
- with a love of reading and a desire to read for enjoyment;
- with an interest in words and their meanings; developing a growing vocabulary in spoken and written forms;
- understanding a range of text types, media types and genres;
- able to write in a variety of styles and forms appropriate to the situation;
- using their developing imagination, inventiveness and critical awareness;
- having a suitable technical vocabulary to articulate their responses.

### 2. STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum (2014) and in the Communication and Language and Literacy sections of the Statutory Framework for the Early Years Foundation Stage (2012).

**In the Foundation Stage (Reception)** children are given opportunities to:

- speak and listen and represent ideas in their activities;
- use communication, language and literacy in every part of the curriculum;
- become immersed in an environment rich in print and opportunities to communicate.

The children are taught phonics through the RWI programme (see RWI policy).

**At Key Stage One (Years 1 and 2)** Children in year 1 and 2 are taught reading, writing and speaking and listening through the RWI Phonics and Literacy and Language programmes.

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

**The Governing Body** receives regular reports on the progress of English provision the coordinator meets regularly with the link governor.

### **3. SUBJECT ORGANISATION**

#### **Foundation Stage**

In Reception children have daily discreet RWI sessions. Children have opportunities to develop their communication, language and literacy skills on a daily basis in both adult led and child initiated activities.

#### **Key Stage 1**

In Key Stage 1 daily discreet RWI lessons continue and are taught in ability groups. Children take part in both guided and individual reading sessions (year 2) and have regular story times to develop a love of reading (oral storytelling Year 1 and 2). Literacy skills are developed across the curriculum. Provision is made for children who require extra support through intervention programmes: RWI and speech and language intervention.

#### **Key Stage 2**

In Key Stage 2 Children have daily text based Literacy Lessons. Additional literacy sessions include guided reading, handwriting and class reading. Literacy skills are developed across the curriculum. Provision is made for children who require extra support through intervention programmes and differentiated class teaching.

### **4. APPROACHES TO 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 are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life.

Co-operative learning is a tool used to promote speaking and listening. Planning and delivery of lessons incorporate this.

### **5. APPROACHES TO READING**

Teachers model reading strategies during shared reading sessions, whilst children have the opportunity to develop reading strategies and to discuss texts in detail during guided reading sessions. Independent reading provides time for both assessment and 1-1 teaching. Daily discreet RWI lessons in FS and KS1 enable children to decode efficiently. This is continued into KS2 where necessary.

A range of reading schemes are used to support early readers as well as book banded 'real books' used for guided reading. Teaching assistants support reading activities to ensure that children have more frequent opportunities to read with adults.

In Key Stage 2 children choose books to take home and read. We also have a selection of banded books from Y3 to Y6 to support appropriate text choices. Those children still learning to read have access to the appropriate RWI text and these continue to help these children to grow in confidence as readers with a text that appears appropriate for their age group.

We still encourage all readers to share a book at home with their grown-ups. We believe that this not only helps to develop inferential skills, but also supports a lifelong love of reading. Throughout the Key Stage children become more independent in recording what they have read in their reading journals.

We recognise the value of adults (both in school and at home) reading aloud to children, in order to improve their grasp of story language, enthuse them with a love of books and inspire them as writers.

## **6. APPROACHES TO WRITING**

*We aim to develop the children's ability to produce well structured, detailed writing in which the meaning is made clear and which engages the interest of the reader. Attention is paid throughout the school to the formal structures of English, grammatical detail, punctuation and spelling. To support our teaching of writing teachers model writing strategies and the use of phonics and spelling strategies in shared writing sessions. Guided writing sessions are used to target specific needs of both groups and individuals, whilst children have opportunities to write at length in sessions at the end of each unit.*

The children are given frequent opportunities in school to write in different contexts using quality texts as a model and for a variety of purposes and audiences. There are many opportunities for children to improve their writing inspired by drama techniques from recent training. They may be asked to produce their writing on their own or as part of group. Children will also be given the opportunity to use ICT for their writing. We use a handwriting scheme in school to help children develop fluent, clear and legible joined up writing.

## **7. CROSS-CURRICULAR LITERACY OPPORTUNITIES**

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum.

## **8. THE USE OF ICT**

We recognise the important role ICT has to play in our school in the development of Literacy skills. ICT is used on a daily basis to enhance the teaching of literacy and to give all children the opportunity to experience, read and write multimodal texts and develop visual literacy.

## **9. ASSESSMENT AND TARGET SETTING**

Work will be assessed in line with the Assessment Policy.

## **10. INCLUSION**

We aim to provide for all children so that they 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. Gifted children will be identified and suitable learning challenges provided.

## **11. EQUAL OPPORTUNITIES**

Hollins Grundy has universal ambitions for every child, whatever their background or circumstances. Children learn and thrive when they are healthy, safe and engaged.

In order to engage all children, cultural diversity, home languages, gender and religious beliefs are all celebrated. Our curriculum includes a wide range of texts and other resources which represent the diversity and backgrounds of all our children.

We believe in 'valuing what the child brings to school' and recognise the importance of supporting a child's first language, not only to foster self-esteem, but to assist in the learning of English.

## **12. ROLE OF SUBJECT LEADER**

The Subject Leader is responsible for improving the standards of teaching and learning in Literacy through:

- monitoring and evaluating Literacy:-
  - pupil progress
  - provision of Literacy
- taking the lead in policy development,
- auditing and supporting colleagues in their CPD,
- purchasing and organising resources,
- keeping up to date with recent Literacy developments.

## **13. PARENTAL INVOLVEMENT**

We aim to involve parents directly in the life of the school, and thus in the development of children's skills, knowledge and understanding in English. Parents are involved in hearing children read, and are encouraged to discuss books with them.

There are opportunities throughout the year where parents can discuss their children's progress with their teacher. Parents are encouraged to read both with and to their children at home in order to promote reading. Parents are welcomed into school to support reading in the classroom. Parents are invited to RWI workshops where they are encouraged and supported in offering their child support at home.