

Holy Trinity C of E Primary Academy and Nursery

English Policy 2022

Aims and Objectives:

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Organisation:

Speaking and listening

Children of all ages are taught to:

Communicate effectively, speaking with increasing confidence, clarity and fluency.

Participate in discussions and debate in a variety of contexts

Listen to the views, opinions and ideas of others with increased interest

Articulate ideas and thoughts clearly with appropriate tone and vocabulary recognising audience

Respond to questions and opinions appropriately

Retell stories and poems which are known by heart

Ask questions with increasing relevance and insight

Teachers provide a wide range of contexts for spoken language throughout the school day.

Teachers and other adults in school model speaking clearly.

This includes clear diction, reasoned argument, using imaginative and challenging language and use of Standard English.

Reading

- Read, Write Inc. systematic synthetic phonics scheme is used at Holy Trinity. The phonics journey begins in Nursery where the children are supported to develop their sound discrimination and love of language through song and rhyme (see 'What comes before Phonics' document).
- Children in Reception, Year 1 and into Year 2 have daily 40-minute Phonics sessions which incorporates a 'Phonics Read'. This is a decodable book which is directly linked to the Grapheme- Phoneme correspondences (GPCs) being taught. There is a transition period when children enter Reception which allows the length of time the session lasts to be gradually increased in line with the developmental stage of the children.
- Reading books in EYFS and KS1 are phonically decodable and a RWI 'Book bag Book' linked to their Phonics Reading book is sent home once children are able to blend.
- Children's progress in Phonics is formally checked half termly and this data is analysed by the Phonics Lead teacher- Mrs L Thompstone. Timely interventions are put in place for pupils' who need additional support with their Phonics.
- Pupils' in Year 1 sit the National Phonics Check. Any pupils' who do not meet the threshold to pass the check sit this check when they are in year 2.
- Pupils' who make expected progress with their Phonics will have completed the program at the end of the Autumn term in Year 2. Some children may continue their Phonics sessions after this point.
- Pupils in Lower Key Stage 2 who require support with their Phonics access specific intervention during class independent reading time. In Upper Key Stage 2, pupils' who require additional support with their Phonics access the 'Fresh Start' intervention.
- Reading comprehension is taught as part of the RWI Phonics session in Reception and Key Stage 1 and discreetly from Year 2. In Key Stage 2 Whole class reading comprehension is taught in 3 x 30 minute sessions weekly. There is an explicit focus on Tier 2 vocabulary.
- Reading books in Key Stage 2 are selected from the Accelerated reader scheme. This ensures that books are closely matched to pupils' reading ability whilst promoting their independence in selecting books from within their 'Zone of Proximal Development' (ZPD). Book match is checked regularly using a 'Running Record. This is to ensure that pupils are reading at approximately 95% accuracy. Pupils take online tests when they have completed their AR book and their word count is recorded.

- All pupils read with an adult each week and those identified as needing additional support read daily.
- All classes have a daily 'Story time' which ensures that pupils' access a wide literary diet.
- Children record when they have read in their reading diary. These are completed by: the class teacher, teaching assistants, reading partners and parents and carers.
- Exposure to a wide variety of texts is underpinned by our 'Pathways to Write' scheme.
- Regular sessions are timetabled for pupils to visit out school library and author visits and roadshows are planned.

Writing

To support the EYFS framework 2021 and the National Curriculum for English from Year 1, we implement a whole school mastery approach to writing through the Pathways to Write programme. Units of work are delivered using a wide range of high quality texts and all children are provided with varied opportunities for writing. Skills are embedded through repetition and lots of opportunities for applying their skills with each unit. Opportunities for widening vocabulary are provided through the Pathways to Write program which supports the extensive work we do in school to enable our children to build a rich and varied vocabulary. Pathways to Write is designed to equip pupils with key skills to move them through the writing process towards their final outcome. It is built around units of work that follow a mastery approach to the teaching of writing. To support this approach, clear detailed lesson plans and resources are linked to a high-quality text. Pathways to Write ensures engaging and purposeful English lessons. The units can be used thematically to encourage a whole school approach to writing with the opportunity for topics to link across all year groups.

Each unit covers a range of areas in the national curriculum:

- Mastery of vocabulary, grammar and punctuation skills
- Writing a range of genres across a year
- Vocabulary development
- Using a wider range of reading comprehension strategies as a whole class
- Spoken language activities including drama and presentations
- Opportunities for practising previously taught genres
- An extended, independent piece of writing

This process follows three stages:

The Gateway (1-2 lessons)

- Begin at the Gateway with a 'hook' session to intrigue and enthuse young writers
- Use objects, people, images or role-play to stimulate questions about the chosen text
- Give pupils the opportunity to predict the text
- Establish the purpose and audience of the writing

- Revisit previous mastery skills and ongoing skills

The Pathway (10 lessons)

- Introduce pupils to three new writing skills from their year group curriculum
- Provide opportunities to practise and apply the skill they have learnt through short and extended writing tasks including character descriptions, poetry, dialogue between characters, fact files or diary entries in role
- Provide opportunities to re-cap and apply previously taught skills
- Challenge greater depth writers through a wider range of tasks e.g. changes to form, viewpoint and audience

Write-away (4 lessons)

- Section and sequence texts independently or collaboratively
- Create extended pieces of writing over time
- Opportunity to apply mastery skills
- Time for planning, writing, checking, editing, redrafting and publishing
- A fiction or non-fiction outcome will be written (covering a wide range of genres and themes over the year)

The Education Endowment Fund (EEF) Improving Literacy in Key stage1 and in Key Stage 2 recommendations of a 5 part process for writing are incorporated within our teacher: Plan, draft, revise, edit and publish.

Provision for left-handed children At least 10% of the population are left-handed, the majority of whom are boys. All teachers are aware of the specific needs of left-handed pupils and make appropriate provision:

- paper should be positioned to the left for right handed pupils and to the right for left handed pupils and slanted to suit the individual in either case;
- pencils should not be held too close to the point as this can interrupt pupils' line of vision;
- pupils should be positioned so that they can place their paper to their left side;
- left-handed pupils should sit to the left of a right-handed child so that they are not competing for space;
- extra practice with left-to-right exercises may well be necessary before pupils write left-to-right automatically.

Teachers are aware of the fact that it is very difficult for left-handed pupils to follow handwriting movements when a right-handed teacher models them. Teachers demonstrate to left-handers on an individual or group basis, even if the resulting writing is not neat.

Inclusion and Equal Opportunities All children have equal opportunities to reach their full potential when writing, regardless of their race, gender, cultural background, and ability, or of any physical or sensory disability. In accordance with the school's policies on SEND and Equality, all children have the right to access spelling at an appropriate level for their age and development.

Spelling

Spelling is firstly taught through Phonics and the daily RWI session. Once pupils have completed the program they follow the No-Nonsense Spelling program. This is rigorously built to guide children through age related spellings and provides our teachers with the structure needed to ensure all children reach a high standard of spelling.

Handwriting

Handwriting is initially taught through the RWI Phonics program and then developed through the Teach Handwriting program.

Assessment/Monitoring:

Assessment takes place in line with the school's agreed assessment policy.

Assessment is regarded as an integral part of learning and teaching and is a continuous process.

Teachers assess children's work continuously using assessment sheets in the children's books.

Each term pupil progress reviews are held with the senior leadership team where attainment and progress across the year groups and vulnerable groups are discussed and identified.

Assessments are used to assess progress against school and national targets. National tests are used for Y2 and Y6 annually. A summary of each child's attainment and progress is reported to parents following statutory guidance either through parental discussion or end of year reports. Information is also passed onto the next teacher. Teachers will set class targets based on each year.

Inclusion:

At Holy Trinity CE Primary School we plan to provide for all pupils to achieve, including boys and girls, higher achieving pupils, gifted and talented pupils, those with SEND, pupils from all social and cultural backgrounds, children who are in care and those subject to safeguarding, pupils from different ethnic groups and those from diverse linguistic backgrounds.

British Values/SMSC

At Holy Trinity C of E Primary children will learn how to accept and engage with the fundamental British Values of Democracy, the rule of law, right and wrong, fair play, individual liberty and the mutual respect and tolerance of those with different faiths and beliefs. Pupils will develop the ability to reflect on their own beliefs and develop a sense of enjoyment and fascination in learning about themselves, others and the world around them. Their spiritual development will be shown by their use of imagination and creativity in their learning and through a willingness to reflect on their experiences. Pupils will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in Modern Britain.

Vulnerability to radicalisation or extreme view points

The school recognises its duty to protect our students from indoctrination into any form of extreme ideology which may lead to the harm of self or others. This is particularly important because of the open access to electronic information through the internet. The schools aims to safeguard young people through educating them on the appropriate use of social media and the dangers of downloading and sharing inappropriate material which is illegal under the Counter-Terrorism Act.

See Prevent Strategy Policy

Roles and Responsibilities:

English Co-ordinator: Miss M Wright

Phonics Lead: Mrs L Thompstone

SENDCo: Miss B Scoltock

Governors

The Governors are responsible for monitoring the effectiveness of the policy through their scrutiny of standards and leadership and through feedback on the quality of teaching.

Policy Written:

September 2022

Review Date: September 2024

See also:

Reading Master Plan, Progression expectations