



HILL WEST
Primary

FOUR OAKS

ENGLISH POLICY

HILL WEST PRIMARY SCHOOL

ENGLISH POLICY

Sound English skills are essential for progress across the curriculum and to prepare pupils effectively for tasks of adult life. All teachers have a responsibility to develop pupils' competence in reading, writing, speaking and listening and to ensure that pupils become competent users of language, so they can access all areas of the curriculum.

Hill West

- Places singular importance on the teaching of early phonics and reading.
- Recognises the effect that a confident, fluent and coherent understanding of English will have on a pupils' progress, both inside and outside of the school environment.
- Understands how a strong grounding in English will impact the future learning and development of a pupil in all aspects of their life.
- Provides a balanced and broad curriculum, which encompasses writing practice, including handwriting, spelling, widening vocabulary, and writing for different styles, purposes, and audiences, as well as focusing on spoken English, reading, grammar and pronunciation.
- Ensures that all staff members are aware of planning, assessment, teaching and learning requirements for the English curriculum.
- Ensures that all pupils know how to plan, practice and evaluate their work.
- Ensures that all pupils understand all elements of English, as per the national curriculum.

TEACHING AND LEARNING

Early years foundation stage (EYFS)

All pupils within the EYFS are taught to develop their English skills as an integral part of all seven areas of learning outlined in the 'Statutory framework for the Early Years Foundation Stage' (2017). Specifically the teaching focuses on:

Communication and language development which involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations;

Literacy development which involves encouraging children to link sounds and letters and to begin to read and write. Children are given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest;

The prime areas

Communication and Language

Listening and attention: children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments,

questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Understanding: children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.

Speaking: children express themselves effectively, showing awareness of listeners’ needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

The specific areas

Literacy

Reading: children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

Writing: children use their phonic knowledge to write words in ways, which match their spoken sounds. They also write some irregular common words. They write simple sentences, which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

The National Curriculum

All pupils in KS1 and KS2 are taught English in line with the requirements of the English National Curriculum. The English curriculum is delivered daily in subject specific lessons and additionally through a cross curricular approach. Classroom teachers use high-quality resources, which effectively model English skills and demonstrate good practice. Pupils are encouraged, by their classroom teachers, to discuss their English skills with their peers and with the whole class before beginning their written work. Pupils are given sufficient time to discuss, plan and edit their work.

Reading

At Hill West, we are committed to ensuring that every pupil will learn to read regardless of their background, needs or abilities. We want children to develop a genuine love of books and thirst for literature. We want them to read books written by a wide range of authors and we want all of our children, before they leave us, to read many of the classics. We understand that when children make good progress in Reading they also find success in other individual subject disciplines; fluent readers learn more because they can read and gain knowledge for themselves. The ability to read fluently, comprehend and interpret is a prerequisite to success in later life.

To ensure that our children become fluent readers as swiftly as possible our approach is multi-faceted.

- **Synthetic Phonics** – Letters and Sounds is taught from the start of Reception
- **Floppy Phonics / Oxford Reading Tree** – home reading scheme where children read book with the sounds they know while they are learning to read
- **Quality first Reading Teaching** – coherently planned and sequenced lessons build on prior learning
- **Key texts** – are used to underpin all linked learning and builds on prior learning
- **Class Novels** - designed to expose children to a range of authors and texts classic and contemporary

- **Everyone Reads in Class** – this is dedicated time each day where every child and teacher reads.
- **Reading Eggs/Eggspres** – guided one-to-one lessons that perfectly match their ability. Not only supports home reading but gives children instant access to over 2,500 books on-line.
- **Book Clubs** – have been established to support less avid readers to encourage them to read for pleasure.
- **The School Library** – is well-stocked and used.
- **Interventions** – teachers and teaching assistants provide extra practice throughout the day for the children who make the slowest progress – lowest 15%.

Early Reading and Phonics

Our school phonics programme is Letters and Sounds which sets out a detailed and systematic programme for teaching phonic skills for children with the aim of them becoming fluent readers by the age of 7. It consists of six overlapping phases of which phase 2 – 4 are taught in Reception and phase 5- 6 are taught in Year 1 and 2. Phonics is taught discretely for 20 minutes daily for all children in Reception and KS1. As well as being highly structured, our phonics teaching is taught through practical play based activities as well as songs, rhymes, games and stories. Alongside the daily teaching of phonics all children are assigned a stage appropriate reading book from Floppy’s phonics which contains 30 decodable adventures and 42 decodable non-fiction titles which all link closely to the letters and sounds phases. Following Floppy’s Phonics children move onto Oxford Reading tree books, which supports our rigorous approach to the teaching of reading by matching every child with the right book through careful grading with the right level of support and challenge to develop skills and foster a lifelong love of reading. Children complete these books while in Reception. In addition, all children are subscribed to reading eggs lessons following an assessment entry test. This teaches pupils how to hear, segment and substitute phonemes using rhymes and linking patterns in word families. Each lesson finishes with a real book for our pupils to put their phonic skills into action. New vocabulary and sight words are explicitly taught to move towards effortless word recognition.

Teaching Vocabulary

Our school appreciates that vocabulary instruction is essential with studies showing that children with language difficulties at age 5 are four times more likely to have reading difficulties in adulthood (Law et al, 2017). By teaching a mere 300 to 400 words a year we can foster an annual growth of around 3,000 to 4,000 words (Quigley, 2018). Vocabulary teaching at Hill West is organised, cumulative and rich. Our staff are aware of the three tier vocabulary model. In tier 2 children are taught sophisticated words frequently encountered in written rather than everyday oral language. These words are the focus of our direct instruction. Rich knowledge of second tier words has a powerful impact on our pupil’s verbal development. Tier 3 words are taught through linked learning opportunities focusing on the technical aspects of a subject.

Quality First Teaching

Our long term scheme of work / progressive learning journey for reading outlines the subject content to be delivered for each year group. It is expected that each year group will teach all genres of text types, revisiting these throughout the year

- Narrative
- Explanation
- Instruction
- Poetry

- Non-chronological report
- Recount
- Persuasive

Using the long term scheme of work teachers develop medium term plans for reading. At this stage a key text is identified that all the children in the class will study. This key text forms the basis of the reading lessons and often inspires our linked learning; a love of reading, an introduction to new authors, a variety of genres. Teacher's short term plans (weekly) ensure reading is planned in sufficient depth so that children learn the reading skills necessary to meet year group expectations and excel as independent, fluent readers.

Raising Aspirations

We know that children who read only one book a day hear about 290,000 more words by age 5 than those who don't regularly read books with a parent or care giver (Logan, 2019). We know that children who read regularly for enjoyment everyday not only perform better in reading tests than those that don't but also develop a broader vocabulary, increased general knowledge and a better understanding of other cultures. Therefore, it is our unquestionable duty to read to our children and expose them to the joys of story language while teaching them systematic, synthetic phonics so that children are fluent, independent readers by the age of 7.

Class Novels

Year 1	<i>Flat Stanley</i> by Jeff Brown	<i>The Twits</i> by Roald Dahl	<i>The Sheep-Pig</i> by Dick King-Smith	<i>A Bear Called Paddington</i> by Michael Bond	<i>Illustrated Grimm's Fairy Tales</i>	<i>Aladdin and the Enchanted Lamp</i> by Philip Pullman
Year 2	<i>The Magic Far Away Tree</i> by Enid Blyton	<i>The Worst Witch</i> by Jill Murphy	<i>The Railway Children</i> by E Nesbit	<i>Matilda</i> by Roald Dahl	<i>Just so Stories</i> by Rudyard Kipling	<i>The Story of Doctor Dolittle</i> by Hugh Lofting
Year 3	<i>The Lion, the Witch and the Wardrobe</i> , by C S Lewis	<i>The Iron Man</i> by Ted Hughes	<i>Charlie and the Chocolate Factory</i> by Roald Dahl	<i>Tom's Midnight Garden</i> by Phillippa Pearce	<i>The Demon Headmaster</i> by Gillian Cross	<i>Harry Potter and the Philosopher's Stone</i> by JK Rowling
Year 4	<i>Stig of the Dump</i> by Clive King	<i>Swallows and Amazons</i> by Arthur Ransome	<i>Diary of a Wimpy Kid</i> by Jeff Kinney	<i>The Wind in the Willows</i> by Kenneth Graham	<i>How to Train your Dragon</i> by Cressinda Cowell	<i>Holes</i> by Louis Sachar
Year 5	<i>The Secret Garden</i> by Frances Hodgson Burnett	<i>The Suitcase Kid</i> by Jacqueline Wilson	<i>Shakespeare Stories</i> by Leon Garfield	<i>Clockwork</i> by Phillip Pullman	<i>Coraline</i> by Neil Gaiman	<i>Peter Pan</i> by J M Barrie
Year 6	<i>Alice in Wonderland</i> by Lewis Carroll	<i>War Horse</i> by Michael Morpurgo	<i>Artemis Fowl</i> by Eoin Colfer	<i>I am David</i> by Anne Holm	<i>Pig Heart Boy</i> by Malorie Blackman	<i>Street Child</i> by Berlie Doherty

Writing

Children write every day, across different subjects, in a range of contexts and for a variety of purposes, having regular opportunities to write at length. Teaching staff use a variety of strategies including modelled, shared and guided writing to support pupils to become competent writers, able to plan, revise and evaluate their writing. These approaches allow teachers to draw together

the relationship between phonics, morphology (word structure), orthography (spelling structure), grammatical conventions and letter formation.

Effective composition involves communicating ideas, which depends on the development of fluent, legible and eventually, speedy, handwriting. Handwriting is taught daily as part of the English lesson, and is modelled correctly by all staff, both in their whole class teaching and in children's books. Children write in pencil until they feel they are ready to produce work in pen. Children write in black Berol handwriting pen.

Spelling is taught discretely a minimum of three times per week, building on the principles taught through early phonics teaching through Letters and Sounds. We use the spellings and spelling rules set out in the National Curriculum to ensure that children become successful spellers.

Speaking and Listening

Classroom teachers will encourage the development of speaking and listening through activities within each English lesson as well as purposefully planned speaking and listening opportunities in other subjects. Systems such as 'collaborative group work' structures are used to ensure active participation in group and class discussions. Pupils are encouraged to talk and listen with confidence in an increasing range of contexts as they progress through school. Their talk is adapted to the purpose. Pupils are encouraged to develop their ideas thoughtfully, describing events and conveying their opinions clearly. In discussion, they listen carefully, making contributions and asking questions that are responsive to others' ideas and views. Standard English vocabulary and grammar is actively promoted.

Planning

Planning of the English curriculum is focussed on five core areas:

- Teaching pupils to read easily, fluently and with good understanding
- Developing the habit of reading widely and often, for both pleasure and information, which in turn will develop an appreciation for our literary heritage.
- Ensuring pupils acquire a wide vocabulary (tier 1, 2 and 3), an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- Enabling pupils to write clearly, accurately and coherently, adapting language and style in and for a range of contexts, purposes and audiences
- Ensuring pupils feel confident within discussions; pupils should be able to elaborate and explain clearly their understanding and ideas, in order to learn.

Hill West creates long term, medium term (in the form of key questions) and short term plans for the delivery of the English curriculum. The subject leader is responsible for reviewing and updating long term and medium term plans alongside the Assistant Head assigned to the Phase. Teachers use the key learning content in the DfE's statutory guidance 'English programmes of study: key stages 1 and 2' published in 2013 alongside the school's own Progressive Learning Journeys. All English activities are developed so that they build upon a pupil's prior knowledge. All pupils of all abilities are provided with the opportunity to develop their skills, knowledge and confidence, ensuring progression through increasing class challenge.

ROLES AND RESPONSIBILITIES

The Headteacher is responsible for

- Appointing an appropriate subject leader.
- The day-to-day implementation and management of the English policy of the school.
- Handling complaints regarding the policy.

The subject leader is responsible for:

- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to expand on colleagues' areas of expertise in English.
- Organising the deployment of resources and carrying out an annual audit of all related resources.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff and the senior leadership team (SLT), as appropriate.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities regarding English skills.
- Ensuring common standards are met for recording and assessing pupils' performance.
- Advising on the contribution of English in other curriculum areas, including cross-curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for the development of English in subsequent years.

The classroom teacher(s) is/are responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' English skills, with due regard to the national curriculum.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the subject leader about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this on an annual basis.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the SLT.
- Undertaking any training that is necessary in order to effectively teach English.

The special educational needs coordinator (SENCO) is responsible for:

- Liaising with the subject leader in order to implement and develop specialist English-based learning throughout the school.
- Organising and providing training for staff regarding the English curriculum for pupils with special educational needs and disabilities (SEND).
- Advising staff on how best to support pupils' needs.
- Advising staff on the inclusion of English objectives in pupils' individual educational plans.
- Advising staff on the use of teaching assistant (TAs) in order to meet pupils' needs.

Assessment and Reporting

Pupils will be assessed and their progression recorded in line with the school's Assessment Policy.

Pupils will be amply prepared for both official and unofficial assessments to accurately gauge a fair representation of the level they are working at. All assessments will take place according to the guidelines set out in the assessment policy.

Staff will ensure the progression and development of pupils through identifying individual and collective strengths and areas for improvement through formative and summative assessments, in line with the school's assessment policy.

Upon progression through key stages, pupils' assessment records and individual reports will be made available to prospective teachers to familiarise and to set appropriate future targets according to current standard.

Equal opportunities

All pupils will have equal access to the English curriculum. Where necessary lessons are adapted to meet an individual pupil's needs and alternative arrangements involving extra support will be provided where necessary.

Monitoring and review

This policy will be reviewed annually by the subject leader. The subject leader will monitor teaching and learning in English at Hill West, ensuring that the content of the national curriculum is covered across all phases of pupils' education. A named member of the local governing body will be briefed to oversee the teaching of English in line with the school improvement plan priorities.