

Hempshill Hall Primary School



English Policy

To be reviewed annually

Literacy skills are key life skills and embody the Hempshill Hall ethos of happiness, harmony and success. They enable children to develop a love of language, engage with others and achieve their full potential. Our teaching should enable children to develop key literacy skills, equip them to become life long learners and fully access all other areas of the curriculum. We seek to develop children's literacy through all areas of learning using cross curricular links and real contexts. Whilst within Literacy sessions teaching is focussed on the development of speaking and listening, reading and writing.

Hempshill Hall gives high priority to English work and puts literacy skills at the very centre of all children's learning. Throughout this policy we have outlined the principles, aims and objectives that we believe are instrumental in ensuring the continuity and progression of the teaching and learning of English through the school. We believe that these contribute to raising standards of achievement and ensure that all children reach their full potential, becoming literate and successful learners.

SPEAKING AND LISTENING

We believe that children should become confident and competent speakers, and that speaking is a tool for learning. Specifically children can orally rehearse writing before committing to paper. We use talk for writing to learn chosen texts to create internal models for writing. We believe that children should develop good listening skills: showing active listening in class to both adults and peers. They should encounter a range of situations, audiences and activities designed to develop their competence, precision and confidence in speaking and listening.

Aims and Objectives

To enable children to:

- Speak clearly, fluently and confidently in a range of situations including role-play, discussion, reporting and describing events, as well as more formal presentations and drama-based performances.
- Use spoken language to try out and rehearse ideas before writing
- Work collaboratively and to join in confidently as members of a group.
- Listen attentively, with sensitivity and understanding, in a variety of situations and act accordingly.
- Use grammatical constructions that are characteristic of spoken, standard English and apply this knowledge to a range of contexts.

READING

We believe that reading is the key to all learning and that every child has the right to be educated in this essential life skill. At Hempshill Hall, reading is seen as a priority.

Pupils' interest and pleasure in reading is developed as they learn to read confidently and independently. Pupils' are encouraged to read a variety of materials and use their knowledge of words, sentences and texts to understand and respond to the meaning. They are encouraged to read challenging and lengthy texts independently.

Aims and Objectives

To enable children to:

- Become enthusiastic, independent readers.

- Read with fluency, accuracy, understanding and enjoyment.
- Become discerning and critical readers.
- Develop an awareness of the range of reading skills required for different purposes and for a range of text types including multi-modal texts.

WRITING

We believe that writing is the natural extension of reading and an important medium of communication. It is an aid to effective learning and the acquisition and utilisation of its skill should be cross-curricular. We believe pupils' should develop an understanding that writing is both essential to thinking and learning, and enjoyable in its own right.

Aims and objectives

To enable children to:

- Become independent, enthusiastic writers.
- Express themselves in different contexts and for a variety of purposes and audiences.
- Become aware of the writing process from ideas through to completion, being able to assess their own efforts and improve them through drafting, sharing, refining and editing, including using ICT.
- Find interest and lasting enjoyment in their own creative ability and that of others.
- Extend and develop their creative abilities by experimenting with a range of genres, poetry and language conventions.
- Present written information effectively through developing fluent, joined and legible handwriting, and using ICT.
- Develop a range of strategies in order to become independent and accurate with their spelling.

Planning

The Foundation Stage Curriculum and The Primary Framework for Literacy form the basis of our Long Term planning.

These are adapted and modified in our Medium Term planning to meet the needs of the children. This is informed by assessment and wherever possible cross-curricular links are made and real contexts for learning are created.

Short Term planning gives details of daily lessons including objectives, learning outcomes, activities, differentiation and role of support staff.

Teaching and Learning

Lessons build on previous learning. They are interactive, have pace and use a variety of teaching and learning styles to cater for the varying needs of our children. Generally lessons are delivered to the whole class with differentiated activities for guided work and independent work. Differentiated learning outcomes allow for a range of abilities. Lessons conclude with a plenary session to summarise what the children have learnt, address any issues arising from the lesson and indicate what the next session may involve. Support staff play a varied and vital role in our lessons. ICT, particularly film, is frequently used to enhance learning.

Pie Corbett 'Talk for Writing' is used throughout the school: children learn a text model until they are able to say this with the help of symbols. This is used as a model for their own writing.

Guided reading occurs outside the literacy session and is based on a rotation during the week within the class. Children are grouped according to ability. Accelerated reader programme is used with all children from Year 4 to Year 6 to motivate and monitor independent reading.

Big Writing sessions are used regularly to re-visit different writing genres. This work is levelled against a criterion scale and time is built in for children to evaluate their work against their personal targets.

Phonics sessions are taught daily from Foundation to Year 3 and for targeted children beyond this. Handwriting is taught every day in the Autumn term and as needed after this.

Additional support is provided within and beyond literacy sessions for many children, this may be additional target group sessions, 1:1 tuition, Accelerated-Read-Accelerate, breakfast reading clubs and reading champions group.

Homework of reading and spellings is given across the key stages. The school works in partnership with parents, and this is especially important with reading. Parents are actively encouraged to read regularly with their children at home. We believe that the benefits of this home support cannot be underestimated. Further literacy homework is set throughout KS1 & 2.

Monitoring and Evaluation.

The subject leaders are responsible for the monitoring and evaluation of English across the school to ensure coverage and continuity.

The quality of teaching and learning is monitored through the school's termly monitoring and evaluation programme.

Assessment data and test results are collected and analysed by the assessment coordinator. Standards are monitored by the senior leadership team and head teacher and used to provide information for the School Development Plan.

Assessment Opportunities

In the Foundation Stage progress is monitored by continual on-going assessment against the Literacy, Communication and Language statements in the Early Years Foundation Stage Document. A base line assessment is conducted on entry into Foundation and then three times each year. In Key Stage 1 and 2 progress in English is monitored through regular Teacher Assessments, and through mid and end of year formal assessments. Teachers keep records of children's attainment and progress across the year using Visual Maps. Termly Teacher Assessments and end of year Formal Assessments are made in both reading and writing. These results are entered onto the SIMs Assessment Manager, in November, March and July. These are reviewed in phase groups and use to inform target setting and use of support staff. End of Key Stage and Year 1 Phonics tracking results are submitted to the Local Authority.

Individual targets for reading and writing, based on key objectives, are set and reviewed termly.

In KS2 children are encouraged to self-assess their end of unit work using Key Feature objectives as guidance and peer assessment is regularly used within lessons.

Progress in English is discussed with parents at termly open evenings. A written report is sent home at the end of the summer term including National Curriculum levels and results of Statutory tests.

Resources

There is a central staff resource area in the drama area containing a range of literacy information and teaching resources. Also Author collections and themed collections for classes to borrow as needed. There is a selection of Big Books available in KS1. Teachers make full use of the internet which provide a wealth of resources including Literacy Key and Espresso web sites, which the school subscribes to. Each class has its own book corner with a good selection of fiction books, dictionaries and thesaurus. There is also a well-stocked staff library for non-fiction and bought in provision for all staff from the City Education Library Service.

Governors

The subject leader will liaise with the governor with responsibility for literacy. They will keep them informed of standards of attainment, targets and current initiatives.

Role of Subject Leader

The subject leaders, together with the head teacher, are responsible for monitoring and evaluating the quality of teaching and learning of English across the school, also ensuring continuity and coverage of the subject.

They are responsible for collecting and analysing school data in consultation with the assessment co-ordinator.

The subject leaders will undertake any relevant training and keep abreast of current initiatives.