

## HCPS English Policy and Practice 2018-19



At Hoyland Common Primary School, we endeavour to teach English with conviction, joy, skill and enthusiasm, and to feed the children with rich literature experiences at every opportunity; using the Skills Based Curriculum where appropriate.

English provides the main instrument of learning right across the curriculum. The National Curriculum is composed of three main areas: Reading, Writing, Speaking and Listening.

We have a separate policy for **Handwriting** and **Presentation**.

Our teaching is based on the recommended primary English Curriculum, which has been personalised to meet the needs of our learners. However, while we acknowledge the recommendations of the English Curriculum, staff are encouraged to exercise their creative judgement and to be flexible in the teaching and learning of English through the Skills Based Curriculum, based on the differing needs, interests and abilities of the children.

### **Reading**

Reading is an exciting and rewarding activity and is much more than the decoding of marks on the page. It is a search for meaning, which requires the reader to be an active participant in the process.

There is no one method or simple approach that holds the key to successful reading; children need to be equipped with a range of strategies to be able to tackle unfamiliar text. They need to be able to recognise on sight a large number of high frequency words, to be able to use phonic and other linguistic cueing strategies, and probably most important, they need to understand and be able to infer and deduce from the text what they read. The children must have plenty of opportunities to practise the strategies they need for fluent, expressive reading. They are encouraged to read regularly both at home and at school and have access to a wide variety of quality texts, some of which they may take home. Parents are encouraged to help, to listen to, and to discuss books with their children on a daily basis, and are given assistance from school in possible methods to use, including story sacks at the foundation stage.

Our aims are that all children should become confident, discriminating readers of a variety of texts, and regard reading as a life-long pleasure.

### **Practice:**

- Reading objectives are taken from the English Curriculum and are mainly taught through daily literacy skills, guided reading and phonic sessions.
- Non phonics strategies (e.g. reading in context/word recognition, pictures etc.) are also used to support reading.
- Group Guided reading trackers are used to formatively assesses and target next steps
- Individual reading trackers are updated termly to monitor progress.
- Termly assessments are used to support summative judgements.
- Home reading reward schemes are used to promote reading outside school. (see *Supporting your Child in Reading* document)
- *A Reading Rewards scheme* is used in classes to encourage reading for pleasure at home.
- Each classroom has a designated reading area and there are also shared reading areas throughout school to promote reading for pleasure.
- Classes has access to the local library to further enhance their reading opportunities.
- Parents have access to reading workshops and resources to support their child with reading at home.
- Targeted support for children with individual needs in reading. E.g. catch up, phonics intervention, inference.

Please see *Supporting Your Child in Reading* document for advice on selecting reading material and suggested questions and prompts.

### **Phonics:**

Synthetic phonics has been proved to be the most effective approach to developing early reading proficiency and at HCPS we believe this is the best way to introduce children to the joy of reading.

We follow a bespoke phoneme-led system that enables all children to make connections between the sounds they hear and the letters that represent these sounds. We have developed a consistent approach across the school that utilises a range of resources and pedagogy based on the Read Write Inc. system but is adapted to suit the needs of our pupils. Daily phonics sessions are introduced in FS1 and continue in FS2 and Key Stage 1. Each session challenges every child to read and write using phonics strategies and apply these skills in writing a sentence. Parents are invited to phonics training sessions when their child joins Foundation Stage and again when they join Year 1. Children are well prepared for the statutory Phonics Screening Check in the summer of Year 1 and HCPS children have historically performed extremely well. However, at HCPS we do not believe that scoring well in the phonics test is an end in itself and strive to encourage a rounded approach to reading where phonics skills are applied to increase fluency and improve comprehension. Our reading

books are levelled to match the progression in phonics in order to offer children a range of fiction and non-fiction texts to challenge them at an appropriate level to ensure accelerated learning.

Our aims are that all children should use phonics as their primary strategy for decoding words in order to read and subsequently use this strong foundation and other strategies in order to develop a life-long love for reading.

### **Practice**

- Daily Phonics sessions in FS and KS1 utilising Read, Write Inc. resources.
- Consistent phonics displays in every classroom.
- Pupils are grouped according to individual needs in FS and KS1.
- Regular assessments track progress in phonics and identify vulnerable pupils.
- Phonics homework set weekly in Year 1.
- Reading books levelled to match phonic progression.
- Phonics and reading interventions at KS2 provide targeted support for pupils with individual needs in reading.

### **Writing**

In order to help pupils to succeed as writers, they must be encouraged to read as writers. This means they need to explore the structure, style, vocabulary and a wide variety of text types.

Writing should be introduced in meaningful contexts, where there are audiences other than the teacher. It is also essential to provide a balance between narrative and other forms of writing.

Focussed teaching on the objectives indicated in the curriculum will facilitate pupils' progress and ensure continuity and progression. However, this may be extended and adapted to pupil/class/school needs.

We believe that to raise standards:

- Children need to see models of good writing, through access to high quality literature, and teacher and pupil modelling.

- Multi-sensory techniques and stimuli should be used to enliven lessons, maintain pace and involve all children whatever their learning style.
- Use of structural/visual writing organisers. (Mind maps, writing frames etc. are to be encouraged).
- Children have the opportunity to develop their writing with regular, extended writing time, which may be practised in Skills based topics.
- Children are able to apply what they have learned across the curriculum, in a variety of contexts.

### **Practice:**

- Writing objectives from the English Curriculum are primarily taught in literacy sessions (reading objectives used to support writing).
- Teachers use the *Year on a Page* and *Gather, Skills, Apply* documents, alongside weekly plans to strategic plan for skill building in Literacy.
- Strategies (such as *Talk for Writing*) are used to support skill building and teaching of writing objectives.
- Classes are set by literacy groups to allow for meaningful contexts in SBC.
- Curriculum, planning and teaching focusses on building skills in Composition and Transcription.
- There is a focus on spelling, punctuation and grammar skills, technical aspects of writing and speaking and listening due to the cultural context of the school and pupils.
- Formative assessments of pupils' writing are tracked using *Pupil Writing Portfolios*.
- Teachers will collect a minimum of two pieces of independent writing per term in order to make judgements about attainment and progress.
- Trackers to be used with pupils to identify next steps in writing.
- Writing moderation meetings in year groups, across and throughout Key Stages and across the locality to ensure consistency of levelled writing.

### **Spelling**

We believe that to raise standards we should:

- **Raise the profile** of spelling as a worthwhile, enjoyable skill.
- **Develop the skills** required for competence and excellence in spelling.
- Promote a range of **strategies** for learning and remembering spellings, including accelerated learning.
- Increase children's **confidence** in their spelling ability.
- Ensure **encouragement** and positive feedback towards pupils' spelling.
- Foster an **interest, enjoyment and pride** in correct spelling.
- Extend and enrich pupils' **vocabulary**
- Ensure a **systematic, yet creative approach** to the coverage of the Primary National Framework (PNF) objectives for spelling, and extended objectives beyond its requirements.
- Use a variety of strategies to promote self-assessment of spelling.

### Teaching and Learning Strategies:

- **Phonic work:** Letters and sounds/Read, Write, Inc. – as above
- **Spelling snails:** A resource for recording spellings to be learnt
- **Memorising:** Look, Say, Cover, Write Check, mnemonics, coloured letter patterns, pictures.
- **Explore rules and conventions:** E.g. i before e except after c.
- **Repetition & reinforcement:** Regular revision & reminders.
- **Weekly Spelling patterns/rules:** To be taught, discussed & learned as homework, added to personal spelling dictionaries, then tested in class.
- **Personal Spelling Dictionaries:** Targeted children to use logs as an independent spelling strategy.
- **Vocabulary awareness and extension:** Promote new and unfamiliar words and create opportunities in which pupils may be expected to use some of them.
- **Visual, Auditory, Kinaesthetic:** Songs, drama, ICT, mnemonics, visual clues and reminders, tactile, physical, use of colour.
- **Games:** e.g. Spelling quizzes, word searches, crosswords, Scrabble, etc.,
- **Oracy:** Encourage correct pronunciation and give opportunities to use it. Discuss differences between colloquial and Standard English
- **Marking & Feedback:** Use the school marking code. Spelling errors that the pupil should know are underlined and those that they may not are given.
- **Editing and peer review:** Promoting self-checking skills and pair share/talk

- **Writing Mats:** Some children at KS2 have access to personal writing mat when writing. It includes their targets, key words, wow-words and spellings.
- **'Try it first' approach** – children having a go first on whiteboards or spelling logs. Use of dictionaries to check.

### Practice:

- The school has developed cohort spelling trackers to monitor and assess taught spelling rules and conventions.
- At Key Stage 1, Spelling objectives from the English Curriculum are primarily taught through daily phonics sessions.
- At Key Stage 2, Spelling objectives and rules from the English Curriculum are primarily taught in spelling sessions (during Literacy Skills time), supplemented with planned time in Literacy lessons.
- Strategies from *Letters and Sounds*, *Read, write Inc.* and *Support for Spelling* used to support skill building and teaching of spelling objectives and rules.
- Spelling interventions to provide support for pupils with individual needs (Catch up, Phonics intervention).
- KS1 *Phonics Screening Check* at end of Y1 and termly phonics assessments identify progress and next steps.
- KS2 Spelling is assessed using the *Writing Tracker* against taught spelling rules and conventions.

## Speaking and Listening

Speaking and listening underpin all activities. Progress towards fluent and independent oracy begins at home. Before starting school, many pupils have acquired considerable experience in, and command of spoken English. The school aims to build on this development.

The development of pupils' understanding of the spoken word, and the capacity to express themselves effectively in a variety of speaking and listening activities, matching style and response to audience and purpose is central to the learning process across the whole curriculum. Purposeful talk, and careful listening are the main ways through which children construct and refine their understanding of the language.

We aim to encourage confidence, expression, focus and clarity in speaking, as well as concentration and understanding in listening.

Speaking and listening skills are embedded throughout the English Curriculum. It is important that these skills are developed in cross curricular activities through the Skills based Curriculum to ensure relevant and meaningful contexts.

In order to track attainment and progress, each year group will identify and monitor **six** pupils of mixed ability using the APP tracker for Speaking and Listening. This will be moderated by the Literacy Team at the end of the academic year to evaluate coverage, attainment and progress across school.

**Practice:**

- Drama and role play activities e.g. *Hot Seating*
- Dialectic Talk (learning through discussion)
- Question and answer sessions
- Circle Time
- Verbal presentations
- Assemblies
- Sharing work (Class, year group and whole school)
- Talk Partners
- Debate and discussion

Literacy Team. September 2018