



English policy

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Non-statutory

Hanover Primary School **English Policy**

At Hanover we aim to develop each child's experience of language so that s/he can communicate with his/her peers and adults and take her/his place in society. This policy describes our aims and current practice in the teaching of English (reading, writing, spelling, grammar and speaking and listening).

Our Aims:

- To provide a language rich environment that promotes a culture of reading and writing.
- To enable all children to develop their learning strategies through their developing use of language.
- To develop in pupils a love of books and high quality language that will not only support their learning across the curriculum, but also extend beyond the classroom environment and enrich their lives.
- Enable children to use their language skills to communicate with others and be able to express their views and opinions both orally and in writing.
- To teach the craft of writing so that children develop the confidence and skills to write well for a range of purposes and audiences.
- To teach the basics – spelling, grammar, handwriting and punctuation – well so children have all the necessary tools.

Teaching Strategies and Organisation

This document identifies our teaching model for each aspect of English:

- Spoken language
- Reading
- Writing

EYFS

Communication and Language is one of the prime areas for learning in the EYFS curriculum, underpinning all other areas of learning. We value the way that children's freely-chosen play provides rich opportunities for the development of speaking and listening skills. We encourage children to speak clearly, in sentences, and to listen and respond appropriately to others. We value turn-taking and eye-contact in conversation, and adults model these in their interactions with children. We ensure that children develop a broad vocabulary by expanding on what children say, and by introducing new words through conversation, stories, rhymes, poetry and exciting new experiences, ensuring that the meaning of new words is understood in a real-life context.

We use high-quality texts from the Power of Reading programme to support children's interest in and excitement about stories and non-fiction books. We ensure that children have stories read to them at least once every day. We value nursery rhymes as a vehicle for developing understanding of rhythm and rhyme, and for broadening vocabulary; we share new nursery rhymes regularly with children and their families.

In addition to this, children are taught to link sounds and letters and to begin to read and write through regular whole class and group phonics sessions. We ensure that they have access a wide range of reading

materials (books, poems, and other written materials) to ignite their interest. Every classroom has a well-stocked book corner from which children can choose books to take home. In addition we send home appropriately-levelled 'reading books' through which children apply their developing reading skills. We recognise the importance of parental support in helping children to read.

Key Stage One and Two

We teach English for a minimum of 1 hour per day, although the way in which this time is allocated is flexible. We use the class topics to ensure that there is a real context and purpose for the children's learning. Reading, phonics/sentence construction and handwriting are taught discretely. We then give children the opportunity to practise/embed these skills within real contexts.

The National Curriculum (2014) Programme of Study for English consists of three elements: spoken language; reading; writing. These elements are constructed as follows:

Spoken Language	Reading	Writing
The statutory requirements which underpin all aspects of spoken language are reflected within the reading and writing domains	Word reading Comprehension	Transcription (spelling, handwriting) Composition Vocabulary, Grammar and punctuation

Spoken Language

At Hanover we believe that speaking and listening form the foundations of all learning in English. We explicitly teach good speaking and listening skills. In formal and informal situations we create opportunities for speaking, listening, drama and group discussion throughout the curriculum using class topics as the context for the learning where appropriate. There are specific requirements within the 2014 National Curriculum and we ensure that we incorporate these into our teaching of English.

Reading

Our priority is to teach reading skills and to develop the children's enjoyment of literature, enabling them to become lifelong, confident readers.

In Key Stage One, reading builds on the work completed in the EYFS. As in reception, children are taught to read by applying their phonics skills together with other strategies e.g. whole word recognition, rhyme and context. We do not favour a particular reading scheme; children have access to a range of reading books which are banded according to level of difficulty. Children are also encouraged to read "real" or non-scheme books alongside their banded one.

As decoding skills become more secure and children build fluency, comprehension skills become our main area of focus. Through generating questions we teach children to look at skills such as, retelling, prediction, inference and author's intentions. We teach them to articulate their own views and to be able to justify them.

All children take home age-appropriate reading books to share with adults or to read independently. We encourage parental involvement through the use of reading records/journals; our open mornings during which time parents can support their child with reading or choosing a book; parent workshops to help them to support their child with reading.

We believe that high quality literature is the key to motivating children to read and instilling in children a love of literature. Children in all classes are read to by their teacher every day.

Writing

Throughout the school we aim to teach writing in a creative and stimulating manner using a range of high quality texts, first hand experiences and a range of teaching approaches. In order to ensure that all children learn to be confident writers we encourage children to write creatively and purposefully whilst teaching key writing skills explicitly and systematically.

Handwriting

We place value on children taking pride and care over the presentation of their work, and handwriting is a key part to this. Nursery and Reception children are involved in a variety of activities to develop essential pre- writing skills in line with the EYFS. This moves into correct letter formation, using cursive script and we encourage children to join their writing as soon as they are forming their letters correctly. We teach handwriting in conjunction with the spelling/phonics focus where practical.

Spelling

Understanding how to spell correctly is important in supporting children to organise their thinking around language. Knowing how to apply spelling rules and recognizing key words is empowering for children. We use the 2014 National Curriculum as a guideline as to which spellings should be taught in which year group. In Key Stage One we link spellings to the phonics being taught, and focus on high frequency “tricky” words so that children build their sight vocabulary. From Year Two, children are actively encouraged and taught to proof read their writing for spelling errors. In Key Stage Two, spelling is taught discretely, with 2 or 3 short sessions planned each week. In addition to this, in-class focus weekly spelling are given for children to learn using the school’s online SpellAnywhere program, and these are tested weekly.

Grammar

An understanding of how to use grammar correctly, use relevant meta-language and identify word classes and sentence types is taught both discretely and within the context of a whole piece of writing which is relevant to the class’ writing outcome. We follow the 2014 National Curriculum as guidance as to what is taught in each year group.

Planning

Knowledge, understanding and skills are taught daily within the English lesson. Lesson planning is guided by the School Curriculum Map which incorporates the requirements of the 2014 National Curriculum, and the school’s English Toolkit which is modelled on the work of the national curriculum, leading literacy consultants and organisations such as the CLPE, National Literacy Trust and First Steps.

Teachers plan modules towards a longer writing outcome which is linked to reading, drama and other shorter writing tasks. As much as possible, writing is linked to class topics and therefore the wider curriculum. There is a balance between fiction, non-fiction and poetry.

Inclusion (also see Inclusion policy)

All children are entitled to access the daily English lesson at a level appropriate to their needs. Wherever possible children’s individual needs are met in the classroom through activities which might include:

- ◇ differentiated objectives/activities evidenced in planning
- ◇ use of appropriate questioning and language during modelled/shared work
- ◇ targeted use of appropriate resources which are supportive
- ◇ use of support staff and specialist teachers – intervention programmes
- ◇ access to physical aids/equipment that will help their progress on all levels
- ◇ appropriate activities during guided work, which aim to meet individual and group targets
- ◇ activities and learning styles which have been advised by outside agencies
- ◇ encouragement and opportunities to use home languages and share cultural experiences.
- ◇ provision of resources which reflect the diversity and language within our school and local community