

## Policy for English

### Hudson Road Primary Strategic Vision Statement

At Hudson Road Primary School our core values underpin our culture and behaviours: principles of respect, high expectations, understanding of rights and responsibilities and a sense of belonging and purpose.

### Rationale

The National Curriculum for English aims to ensure that all pupils:

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

### Teaching and Learning

English is a core subject within the National Curriculum and forms an integral part of the whole curriculum for EYFS, Key Stage 1 and Key Stage 2. The teaching of English is guided by the National Curriculum document which sets out the key objectives for Year 1 through to Year 6, with Reception following the EYFS Framework, to enable pupils to become fully literate. English is taught within daily focus lessons and developed further across the whole curriculum. At Hudson Road Primary School we aim to nurture and develop a life-long enjoyment of all aspects of English with all the children in our care, irrespective of their background and attainment.

### Reading and Phonics

At Hudson Road Primary School, we believe that all our children can become fluent readers and writers. This is why we teach reading through Little Wandle Letters and Sounds Revised, which is a systematic phonics programme. We start

teaching phonics in Nursery, following Foundation to Phonics, which includes rhymes and alliteration and orally blending and segmenting. We follow Little Wandle Letters and Sounds Revised progression, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

As a result, all of our children are able to tackle unfamiliar words as they read. We also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

We value reading as a crucial life skill. By the time children leave us, they read confidently for meaning and regularly enjoy reading for pleasure. Our readers are equipped with the tools to tackle unfamiliar vocabulary. We encourage our children to see themselves as readers for both pleasure and purpose.

We teach children to read through reading practice sessions three times a week. These sessions are taught by a fully trained adult to small groups of approximately six children. We ensure the books used are matched to the children's secure phonic knowledge. The sessions are monitored by the class teacher, who rotates and works with each group on a regular basis.

Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills: decoding, prosody: teaching children to read with understanding and expression and comprehension: teaching children to understand the text.

In Reception and Key Stage one, a decodable reading practice book is allocated to each child on Collins Ebooks to support reading at home and to ensure success is shared with the family. Whilst in Key Stage two, children read colour banded books that match their ability. Teachers listen to children read their individual books twice weekly as well as listening during whole class reading sessions.

Reading for pleasure books, which the children choose from the library also go home for parents to share and read to children.

We value reading for pleasure highly and enjoy sharing books with the children. We read to children every day. We choose these books carefully as we want children to experience a wide range of books, including books that reflect the children at Hudson Road Primary School and our local community as well as books that open windows into other worlds and cultures.

Every key stage bay has an inviting book corner that encourages a love for reading. We curate these books and talk about them to entice children to read a

wide range of books.

### **Extra Support**

Intervention programmes such Reciprocal Reading or Phonics 'Keep Up' sessions are accessed by targeted pupils (these pupils are identified as the lowest 20% using in-school and nationally standardised data).

Where further support is needed individual teachers consult with the SENDCO and pupils with a special educational need support plan may have specific targets relating to reading.

Adult volunteers hear pupils read to offer additional opportunities to read aloud and discuss text. All staff and volunteers have received appropriate Little Wandle training to ensure consistency of approaches when hearing children read.

### **Assessment and Recording**

A whole school approach to assessment and record keeping is used. All teachers use 'Programmes Of Study' for their year group and gather evidence from a range of sources. Year group, phase and cross phase moderation occurs termly to share the range of evidence, moderate judgements and agree whether pupils are working below, at or above Age Related Expectations. Evidence is sought from cross curricular areas and not just from reading sessions.

### **Parental Involvement**

Co-operation and support from parents is paramount if a child is to become a successful and competent reader. At Hudson Road Primary School we strive to develop and encourage a strong partnership between home and school. It is our policy to send reading books home regularly and to encourage parents and carers to contribute to their child's reading development.

### **Writing**

At Hudson Road Primary School we believe that every child has the right to achieve their full potential in all areas of English and that literacy and communication are key life skills. Through the English curriculum, we help children develop the skills and knowledge that enable them to communicate effectively and creatively through spoken and written language and equip them with the skills to become lifelong learners. We want children to enjoy and appreciate literature and its rich variety. Literacy is at the heart of all children's learning.

Through our Curriculum mapping, careful links are made across the curriculum to ensure that children's English learning is relevant and meaningful: where

possible linking high quality class texts, writing and the topic that are being covered in History, Geography or Science. We ensure that children develop an understanding of how widely writing is used in everyday life and, therefore, how important and useful the skills are that they are learning.

We aim to develop excellence and enjoyment in English within an integrated programme of Speaking, Listening, Reading, Writing and Spelling, Vocabulary, Grammar and Punctuation.

Pupils are given opportunities to develop their use, knowledge and understanding of spoken and written English within a broad and balanced curriculum, with opportunities to consolidate and reinforce taught literacy skills.

At Hudson Road Primary School we strive to ensure all pupils are writers in all areas of the curriculum.

Pupils who leave Year 6 will:

- Have an interest in words and their meanings; developing a growing vocabulary in spoken and written forms.
- Appreciate our rich and varied literary heritage
- Understand a range of text types, media types and genres and use them as models for writing
- Be able to write clearly, accurately, and coherently in a variety of styles and forms appropriate to the situation.
- Use their developing imagination, inventiveness, and critical awareness.
- Have a suitable technical vocabulary to articulate their responses.
- Use discussion in order to learn -explain clearly their understanding and ideas
- Write for a range of purposes and audiences

### Approaches to Oracy

Pupils are taught to listen and respond to adults and their peers, to ask relevant questions and use relevant strategies to build their vocabulary. Pupils are encouraged to speak audibly and fluently at a level appropriate to the age of the pupil. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life.

Opportunities to develop these skills include: School Council, debating, class assemblies, talk partners, drama and school performances.

We recognise the need for all pupils to speak, read and write Standard English fluently and accurately, while acknowledging that a pupil's own dialect, or other language is of prime importance. (see separate Speech, Language and Oracy policy).

## **Assessment**

We have developed Assessment guidelines and KPI's, based on the demands of the curriculum, to assess progress in writing. Moderation of writing and teacher judgements takes place termly. Assessment for Learning is ongoing and is used to ensure every pupil reaches their potential. Rigorous and focused marking ensures relevant feedback is given to pupils and new areas for development are targeted. Teachers highlight aspects of written work (transcriptional skills) which pupils have to correct, and comments are added by the teacher to encourage the children to improve the compositional aspects of their writing. Dedicated time is given to this at the start of lessons. Pupils are encouraged to use self -assessment; peer assessment is also valued and encouraged. EYFS Assessment of Literacy and Communication of Language is based on ongoing observation and assessment. Assessments are based primarily on observations of daily Literacy in which staff particularly note the learning the children demonstrate spontaneously, independently and consistently in a range of contexts.