

Hadley Wood School English Policy

April 2018



Our Vision

...that every child will leave our school confident in their own abilities and excited about the future, with the strategies and skills to tackle tasks and situations in a capable manner and caring about their planet and their fellow humans.



Aims

- To give the children the confidence to express themselves articulately in a variety of settings and to a variety of audiences.
- To develop in the children a love of reading for pleasure; excellent comprehension skills and an awareness of the variety and purpose of written texts.
- To teach the children to write with confidence in a variety of genres and for a variety of audiences.
- To give the children autonomous study skills so that they can scan and evaluate information, make notes and present their findings appropriately for a range of audiences.

Rationale

Our vision is that we enable children to communicate creatively, imaginatively and accurately with confidence in a variety of settings and audiences. Irrespective of ability and background, we will provide a rich and stimulating environment in which children develop their ability to speak, listen, read, write and spell for a range of purposes. Staff encourage pupils to communicate their ideas, views and feelings through a broad range of speaking and listening opportunities, including our Arts Trophies. We will develop and build on the skills taught year on year as set out in the National Curriculum in order to ensure that our pupils have a solid foundation to master the English curriculum. We hope that our pupils will develop a passion for reading and ignite a love for literacy as they become enthusiastic and critical readers and authors.

Principles of the Teaching & Learning of English

English is a core subject in the National Curriculum. The ability to read, write and discuss underpins all the other areas of learning and so we aim to develop the children's skills in English in all the other areas of our curriculum.

At Hadley Wood we recognise three main areas of learning in English:

Reading: There are three elements to our teaching of reading:

- **Decoding and interpretation skills**

This starts in the reception year with 'Letters and Sounds' - listening skills and recognising sounds, through to recognising letters and groups of letters and knowing the sounds that they will make and partitioning words to discover which groups of letters build to spell the word. The children are tested on their knowledge of phonics at the end of year 1, but their phonic development continues through year 2 with the embedding of their skills and the translation of them into accurate spelling.

- **Guided Reading**

From part way through the reception year the children will take part in weekly 'guided reading' groups. Up to 6 children will have a copy of the same book which they will read together with an adult. They will be able to discuss the book as a group, developing skills from how to handle a book and turn the pages to how the writer is using language and imagery to manipulate the reader. They will learn about how the books fit into the body of written works, from fairy tales to non-fiction texts and play scripts and they will consider plot development, characterisation and the use of literary devices. This element also transfers to the children's writing skills as they encounter new vocabulary, phraseology and writing styles that they can use in their own work.

- **Reading for Pleasure**

From their first day at school the children will be encouraged to choose one of our lovely books to take home and share with their family. We have class libraries in every classroom and the children are welcome to borrow books as often as they like and to read them at school or at home. We have two 'book fairs' a year, where we encourage the parents to buy books for their children and to donate them to the class if they so wish.

Writing: Writing is crucial to most areas of the curriculum and can be generated by the child individually, as part of a group or in response to dictation. There are a number of elements to writing:

- **Orthography**

The children will learn letter formation and sound recognition. They will learn to partition words into sound 'buttons' and suggest spelling patterns for those sounds. They will follow the 'Letters and Sounds' phases with a view to successfully completing the year 1 phonics test. They learn irregular (tricky) words. Once their phonics is secure the children learn the spelling lists for their age groups (see Spelling Programme).

- **Grammar**

The children will be taught a range of grammatical skills appropriate to their age groups as detailed in the National Curriculum 2014. To show mastery of these objectives they will be expected to use them across all areas of the curriculum.

- **Spelling**

The children will be taught the spelling rules and patterns as set out in the National Curriculum 2014. Staff can use the Collins spelling scheme to support with differentiated activities.

- **Fiction/Poetry/Play script Writing**

The children will be encouraged to read widely and to develop a range of writing skills in a variety of genres as set out in the National Curriculum.

- **Non-Fiction Writing**

The children will be taught to research and record their findings in note form. They will learn to present their findings in formal chronological and non-chronological reports. They will learn to write persuasive letters and balanced arguments.

- **Handwriting**

The children are taught to join using the cursive script style. Once the children are secure with the cursive formation, they will then begin to join letters together. They write in pencil until their writing is considered neat and confident enough for them to be granted a 'pen licence', after which time they may write in ink.

Speaking and Listening

The children will practice expressing themselves in a variety of settings:

- 1:1 conversations with their peers and adults;
- small group and class discussions; presentations to their peers;
- plays and formal presentations.

We hold Arts Trophy competitions across the school and these include verse speaking and persuasive speeches.

Planning and Delivery

Teachers plan from the National Curriculum (2014) which sets out 'age appropriate' expectations for each year group. At Hadley Wood we have differentiated the expectations for years 3 and 4 and years 5 and 6 so that, while still similar, there are clear expectations for each year group.

Teachers prepare a year-long overview with all the topics for the year included. They then decide which genres of writing will fit best with each topic, thus creating a year overview for the topic e.g. instruction writing can be part of a DT topic on cooking: creating a recipe; descriptive writing may suit a history topic; persuasive letters could engage the children with environmental issues in geography. Teaching assistants take part in planning for guided reading. They are skilled in delivering guided reading sessions and in selecting appropriate books for the groups. We try to provide the children with topic and age appropriate guided reading books e.g., 'War Horse', 'The Boy in the Striped Pyjamas,' and 'Goodnight, Mr Tom' as part of a topic on the War.

Teachers include a variety of lesson types in each week. These include formal grammar teaching; spelling sessions; immersion in various text types; 'rehearsal' writing and sustained pieces of writing. (See also 'Learning and Teaching Policy' 'Achieving the Cooperate Look' and 'Marking Policy'.)

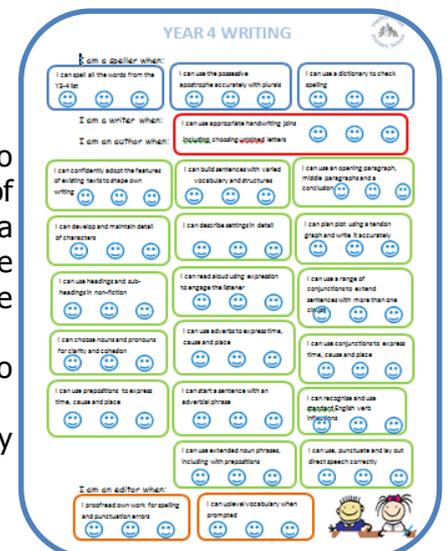
Plans are submitted in advance on the school cloud space 'Fronter'. This means that plans are available to other teachers and TAs, senior management and subject leads. It also means that if the teacher is unexpectedly unable to teach the lesson, plans are available for the person who is to substitute.

Assessment

➤ Ongoing

Work is marked regularly and children are given the opportunity to respond to the feedback that they are given. Inside the front cover of the children's English books and in the class reading file, they have a page of assessment outcomes. These are taken directly from the National Curriculum 2014. As the children meet each new target the 'smiley faces' are dated, by the adult.

- First face: 'you were here when I taught this, you seemed to understand'
- Second face: 'you are showing that you can do this; you may need a little help'



- Third face: You can do this on your own; you might need to be reminded
- After this, the children are deemed to have achieved 'mastery', 'I have seen you do this, unprompted, in other areas of your work'.

| Year 3 Reading Objectives | S | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z | 48 | 49 | 50 | 51 |
|--|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| I can read aloud and understand words based on root words, prefixes and suffixes | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| I can read further exception words, including those with unusual spelling | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| I can retell some fairy stories orally | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| I can recognise themes and conventions in a range of books | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| I can perform poetry aloud using intonation, tone, volume and action | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| I can recognise some different forms of poetry | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| I can use dictionaries to check the meanings of words | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| I can check that the words that are used in a text makes sense | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| I can identify the main ideas from more than one paragraph | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| I am beginning to infer how a character feels from what they say | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| I can give evidence for why I have made inferences | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| I can pick out words and phrases that I like | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| I am beginning to recognise how different language makes me feel | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| I can tell you about the structure of what I am reading | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| I can retrieve and record information from non-fiction texts | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Total (potential 45 points): | 35 | 29 | 38 | 32 | 30 | 29 | 23 | 30 | 36 | 32 | 28 | 23 | 34 | 26 | 37 | 37 | 36 | 38 | 30 | 33 | 35 | 31 | 25 | 32 | 25 | 34 | 27 | 38 | 28 |
| Percentage | 78 | 64 | 84 | 71 | 67 | 64 | 51 | 67 | 80 | 71 | 62 | 51 | 76 | 58 | 82 | 82 | 80 | 84 | 67 | 73 | 78 | 69 | 56 | 71 | 56 | 76 | 60 | 84 | 62 |

changes colour (white, red, amber green) teams to monitor both the children's attainment and their own planning coverage. The scores at the bottom of the grid add up to 100% by the end of the year.

Each half term the results are reported on the school Management Information System (ScholarPack). This enables the Senior Leadership Team (SLT) and curriculum leads to have an overview of progress across

the school. This overview will inform training and resourcing. The SLT reports this in year attainment to the Governing Body.

➤ Summative

Reception children are assessed against the EYFS outcomes.

Year 1 take the Phonics test.

Year 2 take SATs in reading, writing (teacher assessed), spelling and grammar and maths.

Years 3,4 and 5 are assessed by teacher assessment, sometimes using tests devised by the teachers.

Year 6 take SATs in reading, writing (teacher assessed), spelling and grammar and maths.

Experienced members of staff assist in the moderation of judgments and teacher meet with colleagues from other schools to moderate judgments.

Inclusion

➤ Equal opportunities

Within planning and delivery of the recommended curriculum teachers aim to provide differentiation, adaptation and support to ensure all children have maximum access to the curriculum. This includes any additional differentiation for pupils with SEND. There are opportunities for adults throughout the school to support the specific needs of bilingual learners. Planning and delivery of the English curriculum will seek to provide texts which are gender appropriate. They demonstrate positive role models for boys and girls, as well as taking into account cultural diversities, disabilities and backgrounds of all children.

➤ SEND

Differentiated planning and support help to provide for the Special Educational Needs of the pupils. The Inclusion Manager will offer suggestions for this support and arrange training or additional resources as necessary. Part time teachers, teaching assistants and the Inclusion Manager may be allocated to work with these children to target specific needs and allow individual or small group support. Children with special educational needs will be identified by a Record of Concern and their targets will be recorded on an ISP (Individual Support Plan).

➤ Able, Gifted and Talented

Children who are Able, Gifted and Talented will also be identified in planning. Tasks are differentiated in order to challenge these pupils and adult led tasks are undertaken where possible to support them. The Inclusion Manager will advise on extension activities for the most able children.

Parents

The curriculum for each class is displayed half termly on the webpage for parents or prospective parents to view.

Resources

Each classroom has a range of English texts, including dictionaries, thesauri, comprehension spelling and grammar books. All classrooms have a wide selection of fiction in their book corners. Non-fiction books are kept in the Infant and Junior libraries. The budget and vouchers from Book Fairs are used to support resources needed (especially guided reading) and links to new curriculum topics.

Training and Monitoring

- The English subject lead attends regular Local Authority courses and feeds back relevant information and training to staff.
- Staff meetings are used to discuss current trends and practices in keeping with the National Curriculum and school priorities.
- The English lead will deliver or arrange training to ensure that School Improvement Plan targets are met and all staff are informed about new curriculum developments.
- Planning is monitored and lessons are observed by the Senior Leadership Team.
- Writing/book scrutinies are also carried out by the Subject Lead who will then give the teachers feedback and set targets for the development of their practice.
- The Subject Lead carries out audits on English resources in the school and replenishes where required. He/She meets with the English Governor who will undertake learning walks and monitor developments in the subject which will then be reported to the Governing Body.

Other reference documents

Learning and Teaching Policy; Assessment policy; Marking policy; Spelling programme; SEND policy; National Curriculum

Review February 2021 or earlier if there are further changes to the curriculum