




Hunnyhill Primary School

Date of review	September 2024
Next review Due	September 2026
Staff Responsibility	English Lead
Responsibility FGB/Committee	FGB
Signed by Chair of Governors	

English Policy

Introduction

At Hunnyhill, we know that English is a fundamental life skill. Literacy develops children’s ability to listen, speak, read and write for a wide range of purposes. Children are enabled to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama as well as of non-fiction and media texts. Children gain an understanding of how language works by looking at patterns, structures and origins. They use their knowledge, skills and understanding

Intent

- To promote a shared love and understanding of literacy
- To establish an entitlement for all pupils
- To establish high expectations for teachers and pupils
- To promote continuity and coherence across the school.

By the time children leave our school, we intend for them to communicate through speaking, listening, reading and writing, with confidence, fluency and understanding in a range of situations. We intend for every child to take pleasure in reading across a range of genres and have a strong motivation to read for a variety of purposes.

Aims

At Hunnyhill Primary School our aim is to;

- Enable children to speak clearly and audibly and to take account of their listeners
- Encourage children to listen with concentration, in order to identify the main points of what they have heard.
- Show children effective communication, both verbal and non-verbal, through a variety of drama activities, including the communication of their ideas, views and feelings.
- Help them become confident, independent readers, through an appropriate focus on word, sentence and text-level knowledge
- Develop enthusiastic and reflective readers, through contact with challenging and substantial texts
- Promote the enjoyment of writing, and a recognition of its value
- Encourage accurate and meaningful writing, be it narrative, poetry or non-fiction.
- Improve the planning, drafting and editing of their written work.

Implementation

Children are taught through discrete English lessons daily. In addition, they will also take part in discrete spelling, phonics and handwriting lessons dependent upon their stage of development. (Further detail regarding Phonics and Spelling can be found in our Phonics and Spelling Policy.)

In addition, it is expected that cross-curricular links will contribute to pupils' effective learning in speaking and listening, reading and writing. This is reinforced through our delivery of the curriculum. Children will also benefit from daily story sessions.

Planning

The National Curriculum 2014 forms the basis of teaching and learning. All children receive at least the minimum entitlement of a daily English lesson.

Teachers work towards independent learning and plan flexibly for different working groups. Teachers employ a range of generic teaching strategies.

Teachers use the National Curriculum 2014 as a starting point for creating their long- and medium-term English plan with support from the Hampshire Assessment Model Planning.

These medium-term plans for writing follow a three-phase plan: stimulate and generate, capture, sift and sort and create, refine, evaluate. This model is used as a basis for short term planning and adapted according to the needs of the children.

The length of a learning journey may vary and will be based upon key texts for teaching. Where appropriate, teachers plan closely with year group colleagues to ensure consistency of opportunity for all children. Teachers vary tasks according to the needs of the pupils and use intervention programmes for targeted support when needed.

Where appropriate, technology is used to enhance, extend and complement English teaching and learning.

Where required, additional adults can be used to support the teaching of English. They work under the guidance of the teacher with small groups of children or individuals.

READING

Aims

To enable children to:

- develop positive attitudes towards reading so that it is a pleasurable and meaningful activity;
- use reading skills as an integral part of learning throughout the curriculum;
- read and respond to a variety of texts whilst gaining increased level of fluency, accuracy, independence and understanding'
- develop different strategies for approaching reading and be able to orchestrate the full range of these strategies.

Entitlement

Pupils have access to a wide range of reading opportunities that include:

- Group reading
- Whole class reading
- Shared reading
- Regular independent reading

- Home'/school reading
- Hearing books read aloud on a daily basis
- Selecting their own choice of texts, including online
- Reading in other subjects.

Much of the Programme of Study will be taught through English lessons using rich key texts. Additional time is provided on a regular basis for reading at other times. Pupils also have the opportunity to select books from our school library.

Teachers promote and value reading as an enjoyable activity and important life skill. They plan for a range of comprehension and fluency strategies that allow pupils to engage with text in a variety of ways.

Where pupils are working below age appropriate objectives, they have the opportunity to participate in appropriate intervention and support strategies.

All teachers are responsible for providing a stimulating reading environment, promoting book ownership and recommending books to pupils. Classroom and central displays are language rich.

Reading at home is regarded as an important part of reading development. Parents are encouraged to hear their children read regularly and respond to their child's reading through home-school link books, online links and books from our school library that can be read at home together.

WRITING

Aims

At Hunnyhill Primary School our aim is for pupils to be competent in writing for a range of different purposes and audiences. We encourage pupils to be increasingly aware of the conventions of writing, including grammar, punctuation and spelling and to plan, draft and edit their writing to suit its purpose. We aim for all of our pupils to be able to form letters correctly, leading to a fluent joined and legible handwriting style, giving increasing regard to presentation.

Entitlement

Pupils have access to a wide range of writing opportunities that include:

- Shared writing
- Guided writing
- Independent writing
- Writing different text types and narrative styles
- Writing in different curriculum areas
- Handwriting teaching and practise
- Collaborative writing
- Writing related to their own experiences and enjoyment
- Writing from a variety of stimuli including high quality texts
- Planning, drafting, editing and presenting

Teaching and Learning

Teachers promote writing and look for ways to inspire and motivate pupils so that they see themselves as 'writers'. Teachers establish the purpose and audience for the writing and make teaching objectives explicit to pupils.

Teachers use a variety of teaching strategies to provide context for discussion and demonstration of grammatical features at word level, sentence level and text level. Activities are differentiated through the use of writing frames, spelling banks, collaborative work, discussion and peer or adult support as appropriate.

Handwriting

At the end of their time in school, we aim for our pupils to have developed a joined, legible handwriting style. Children are taught to develop their fine and gross motor skills from the start of their time in school. From years 1 to 6, pupils will follow the Letter-join handwriting scheme according to the stage of development where appropriate. Pupils in year R will be taught letter formation in line with the approach included in our school phonics scheme.

SPOKEN LANGUAGE

Our intent is for pupils to be able to:

- Communicate effectively, speaking with increasing confidence, clarity and fluency.
- Participate in discussion and debate in a variety of contexts
- Listen to the views, opinions and ideas of others with increased interest and vocabulary.
- Articulate ideas and thoughts clearly with appropriate tone and vocabulary, recognising audience
- Respond to questions and opinions appropriately
- Retell familiar stories and poems which are known by heart
- Ask questions with increasing relevance and insight

Entitlement

Pupils have access to a wide range of speaking and listening opportunities that include:

- Participating in discussion
- Dialogic talk
- Retelling stories and poems
- Expressing opinions and justifying ideas
- Listening to stories read aloud
- Presenting ideas to different audiences
- Taking part in school performance
- Responding to different kinds of texts
- Listening and responding to the ideas of others
- Role-play and drama activities
- Using dramatic techniques

Teachers provide a wide range of contexts for spoken language throughout the school day. Teachers and other adults in school model speaking clearly. This includes clear diction, reasoned argument, using imaginative and challenging language and use of Standard English. Spoken language will be included across the curriculum and across the day in a variety of setting.

ENGLISH IN EYFS

English in the EYFS will follow the key aims and objectives as the rest of the school and using the three-phase planning and teaching model with the following additional guidance:

Reading

As part of the Baseline Entry assessment, children are assessed using the EY Baseline Assessment and phonological awareness assessment which identifies children's ability to hear and distinguish between different sounds.

Children will begin our phonics programme soon after they start their reception year. Phonic assessments are carried out early in September and are then completed half-termly to monitor children's progress and identify and gaps for intervention and support. Children will then take part in daily phonics sessions appropriate to their stage of learning and development.

Children are also assessed using common exception words. Children are given the opportunity in school to read these words and they are also provided with words for parents to support at home. Assessments of children's word reading are also carried out half-termly.

Planned purposeful reading opportunities are provided for all children to access both inside and outside. These activities are shown on continuous provision planning. These opportunities are linked to rich key texts, the children's interests and stage of development.

Writing

All children have the opportunity to access planned, purposeful writing opportunities which are provided both inside and outside. These activities are shown on continuous/enhanced provision planning. These opportunities are linked to the children's interests and stage of development.

Through focussed learning, children are taught correct letter formation and this is reinforced according to the whole school handwriting expectations.

Staff keep evidence of child-initiated learning evidence on Tapestry and in adult-led books.