



Policy for the Teaching and Learning of English

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Hunslet Moor Primary School

Policy for the Teaching and Learning of English

At Hunslet Moor Primary School, we aim for excellence in English achievement throughout the school. The teaching and learning in English, will develop children's ability to listen, speak, read and write for a wide range of purposes, including the communication of their views, ideas and feelings. Children are enabled to express themselves creatively and imaginatively as they access a broad and balanced curriculum.

Aims

All pupils at Hunslet Moor Primary will develop the skills to:

- read and write with confidence, fluency and understanding, using a range of independent strategies to take responsibility for their own learning, including self-assessment and correcting their own errors
- be enthusiastic readers, with a desire to read for enjoyment and to further their knowledge of a subject
- acquire a wide vocabulary, investigating words and their meanings and developing a growing vocabulary in relation to grammatical terminology
- understand a range of text types, media types and genres
- write clearly, accurately and coherently in a variety of styles and forms, adapting their language and style for a range of contexts, purposes and audiences
- present their work creatively and imaginatively, showing an awareness of their audience
- discuss, evaluate and present, including respectfully articulating their responses in any discussion.

(See intent statements for Reading and Writing)

As outlined in the Writing long term planning, all year groups have a bank of key texts which are the foundation of the teaching and learning of English across the year and will provide a context and stimulus for Reading, Writing and discussion. The key texts support children in developing a rich vocabulary, investigating different writing and presentation styles, and developing imaginative ideas. The range of texts children access is also supported by topic boxes provided by Leeds Library Services.

Statutory Requirements

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum: English Programmes of Study – Key Stages 1 and 2 (2014) and in the Statutory Framework for the Early Years Foundation Stage (2014 updated July 2023).

The English policy will outline the consistent whole school approach to raising standards in all aspects of the English curriculum:

1. Reading
2. Writing
3. Punctuation and Grammar
4. Spelling
5. Phonics
6. Handwriting
7. Communication and Language

1. The Approach to the Teaching and Learning of Reading

We aim to develop all children's ability to confidently and fluently read and comprehend a wide range of age appropriate texts types, whilst developing a love of reading. Our approach to teaching reading covers

the 'word reading' and 'comprehension' requirements of the National Curriculum (2014). The teaching of reading is also supported by a planned programme of phonics as outlined in The Approach to the Teaching and Learning of Phonics section of this policy.

Classroom provision (Reading for Meaning):

- In the Early Years and Key Stage 1, early word reading skills and comprehension are taught through a planned programme of Phonics (see section 5).
- Reading for Meaning is the approach used in Years 1 – 6 (this approach is introduced in the Spring term for Year 1). The majority of Reading for Meaning units for Years 1-4 are based on a 2 week unit; however there is flexibility dependent on the text used.
Week 1: Focused on vocabulary development and investigation, language acquisition and word reading.
Week 2: Focused on word reading, developing comprehension skills, answering questions focusing on curriculum objectives.
For Years 5 and 6, vocabulary development is embedded throughout each unit rather than discretely during the first week.
For Year 1 to 6 there is an emphasis on fluency of reading throughout.
- Question types for both Key Stage 1 and Key Stage 2 are based on both curriculum content and the Content Domains as outlined in STA guidance (2017):
Content Domains for KS1 ('child friendly' terminology in brackets)
1a) draw on knowledge of vocabulary to understand texts ('word detective')
1b) identify/explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information ('what will we find?')
1c) identify and explain the sequence of events in texts ('what happened when?')
1d) make inferences from the text ('text detective')
1e) predict what might happen on the basis of what has been read so far ('what's next?')
Content Domains for KS2 ('child friendly' terminology in brackets)
2a) give/explain the meaning of words in context ('words in context')
2b) retrieve and record information/identify key details from fiction and non-fiction ('retrieval')
2c) summarise main ideas from more than one paragraph ('summarise')
2d) make inferences from the text/explain and justify inferences with evidence from the text ('inference and evidence')
2e) predict what might happen from details stated and implied ('what next..?')
2f) identify/explain how information/narrative content is related and contributes to meaning as a whole ('what does it all mean?')
2g) identify/explain how meaning is enhanced through choice of words and phrases ('author's choice')
2h) make comparisons within a text ('compare')
- Throughout a sequence of work, there are planned opportunities for children to practise speed reading and fluency.
- Where children in KS2 require additional support to develop their word reading and comprehension skills, they will follow the school's phonic programme (see section 5) and dependent on their stage of reading, these phonic sessions may be planned for alongside Reading for Meaning sessions.
- Evidence for vocabulary work and development of comprehension skills are recorded in children's A4 green Reading books.

Classroom provision (Individual Reading):

- All children from Reception to Year 6 are provided with a reading book, which is changed regularly. The reading book provided is in line with our phonics scheme and once the phonics programme is completed it is based on our book-banded system at an appropriate level for the pupil's attainment. During Year 6, some pupils may take home a 'free reader' when appropriate.
- All children from Reception to Year 6 are also provided with a book for pleasure. This does not match their reading ability and can be enjoyed with an adult at home. This is changed regularly and children are encouraged to choose a book that interests them.
- The expectation is set that all children have a book bag and bring their book bag to school each day. The class teacher keeps a record of book bags and reading records in school each day and follows up with children and parents when these are not brought into school regularly. Children are encouraged to read aloud to an adult regularly at home and for this to be recorded in reading records (Reception & KS1) or on ClassDojo (KS2).
- In Reception and Key Stage 1, every child reads with an adult at least once a week.
- In Key Stage 2, every child reads with an adult at least once every two weeks.
- Every class has an individual reading folder, where it is documented when children have read with an adult.
- In KS1 and KS2, teachers also try to hear children read out loud throughout the school day. These occasions are recorded on a monitoring sheet so that teachers encourage all children to read out loud.

Library provision:

- The Junior Librarian system is used in the school library.
- To encourage children to become enthusiastic readers, all classes have timetabled opportunities to investigate and access the school library provision.
- In addition to the school library provision, children also have opportunity to access the local library on Dewsbury Road, through regularly planned visits.
- To enhance the reading curriculum, termly topic boxes from Leeds Library Services are selected.

2. The Approach to the Teaching and Learning of Writing

We aim to develop the children's ability to produce well structured, detailed writing in which the meaning is made clear and engages the interest of the reader. Our approach to teaching writing covers the 'transcription' and 'composition' requirements of the National Curriculum (2014).

Classroom provision:

- All classes from Reception to Year 6 use the circles planning approach to Writing which is a phased approach. Phase 1 immerses the pupils into the text through shared reading and developing comprehension skills, exploring and responding to the text, identifying language/genre features and collecting writers hints/vocabulary. Phase 2 moves onto gathering ideas, orally rehearsing and planning. In Phase 3 shared, modelled and guided writing takes place supporting children to writing independently- drafting, revising and editing.
- Years 1 – 6, there are 5 x 1 hour English lessons, in which children develop the skills and knowledge across a sequence of work, to reach an extended piece of work or a written outcome at the end of a unit.

- The teaching of Punctuation and Grammar is an important aspect of this sequence, with skills taught throughout the unit of work.
- Teachers model writing strategies and the use of phonics and spelling strategies in shared writing sessions. Guided writing sessions are used to target specific needs of both groups and individuals. Children have opportunities to write at length in extended and independent writing sessions throughout each sequence of work.
- Children are given frequent opportunities to write in different contexts across the curriculum, using quality texts as a model and for a variety of purposes and audiences.
- A range of writing genres and text types are planned for, outlined on the Writing long term planning.
- Planned opportunity for children to revisit, edit and improve their writing is fundamental to the writing process and is outlined in the marking and feedback policy.
- Overall, children's writing throughout a sequence of work is recorded in their A4 pink Writing books and will show a build-up to an extended piece, however where writing has a cross-curricular context, it may be recorded in wider curriculum or Science books.
- Where appropriate, pupils will have planned opportunities to present their work in a final piece. This may be a written, oral or multimedia presented.

3. The Approach to the Teaching and Learning of Grammar and Punctuation (See GPS policy)

Grammar is concerned with the way in which sentences are used in spoken language, in reading and in writing. Sentences are the construct which help give words their sense. The purpose of grammar teaching is to enable pupils to become conscious of patterns of language which they can apply in their own work to enhance meaning. The purpose of punctuation is to clarify the meaning of texts. Readers use punctuation to help make sense of written texts while writers use punctuation to help communicate intended meaning to the reader.

Shared reading and writing provides a helpful context for the discussion and demonstration of grammatical features at word level (morphology), sentence level (syntax) and text level (conventions of style and organisation). Guided writing gives opportunities for the pupils to focus on specific aspects of grammar and punctuation, while the group/independent sessions may provide helpful contexts for investigations and application of grammatical knowledge in pupils' own writing.

The National Curriculum (Appendix 2) gives a clear developmental programme for the introduction and acquisition of knowledge about Grammar and Punctuation.

Classroom provision:

- Grammar and Punctuation teaching and learning will be an integral part of each sequence of English work (timetabled 5 hours each week).
- Years 4, 5 and 6 will also have discrete grammar and punctuation lessons once a week.
- Children who are consistently struggling to retain knowledge of spelling patterns, grammatical concepts and punctuation devices in either a discrete or contextualised setting (putting concepts into practice in writing tasks) may be identified for additional support in the form of English interventions in order to help those children attain the standards of achievement expected within their year group.
- To teach pupils about Grammar and Punctuation, the emphasis is on the close consideration of examples of language in use, including in pupils' own writing, and on the exploration of language in general. The aim is to develop pupils' curiosity about language and their capacity to observe and

reflect which will in turn enable them to develop more control and choice in their use of language, both written and spoken.

4. The Approach to the Teaching and Learning of Spelling (See GPS policy)

This guidance is in addition to that given in the National Curriculum 2014 English (National Curriculum Appendix 1). The purpose of teaching Spelling is to develop competence in Spelling and to enhance pupils' vocabulary, encouraging a fascination with words and their origins.

Depending on the age/ability of the child, **explicitly-taught spelling strategies** might follow some/all of the following:

- **PHONOLOGICAL KNOWLEDGE** (letters and sounds) – breaking the word into chunks/syllables e.g. in/ven/tion; thinking of words that rhyme with that word e.g. house/mouse.
- **VISUAL KNOWLEDGE** (the way a word looks) – thinking of a word that might look the same/have the same spelling pattern eg could, would, should; writing the word out and seeing if it looks right e.g. impossible/impossable.
- **MORPHEMIC KNOWLEDGE** (the parts of words) – compound words eg handbag; base words/word roots/word stems e.g. laugh/ter; prefixes and suffixes eg un/predict/able; spelling rules e.g. 'e' or 'i' before a c softens the sound to a 'ss' – and considering if a word is perhaps an exception to a rule; also mnemonic devices for uncommon or irregular spelling patterns e.g. m/ight (I've got hairy toes).
- **ETYMOLOGICAL KNOWLEDGE** (word origins) – linguistic roots e.g. deca = ten for decade, decimal, decagon.

Classroom provision:

- Spelling will be taught discretely from Reception to Year 6.
- In Reception and Year 1, the emphasis will be on Phonics; from Year 2, guidance is drawn from the National Curriculum for Spelling as well as following the No Nonsense programme. Spelling is taught for 3 x 15/20 minute sessions per week including a Spelling Challenge. In addition, there are planned opportunities for children to practise and apply the spelling rules they have learnt, during the English sequence of work.
- Spelling Challenges for Years 2- 6 are to take the form of differentiated spellings to be randomly presented, plus 5 unseen spellings adhering to the same spelling pattern/rule in order to encourage the learning of these patterns/rules as opposed to merely knowing the spelling of a specific, decontextualized set of words. For example, if the spelling rule is 'short vowel sound plus a consonant, e.g. slip doubles the consonant when adding a suffix e.g. slipping, slipped, slipper (should be taught alongside those with 2 consonants already present e.g. stamp-stamping/stamped/stamper). Unseen words would include words that follow these rules but which are perhaps less usual (and presented in the same random order) e.g. cropped, arching, humming, matted, limped. This will enable the children to conceptualise the spelling rule/pattern, opening up a far wider range of words they will be able to spell (as opposed to simply learning how to spell a short list of words for test purposes whilst remaining unable to apply such patterns to other, similar words).
- Children need to be trained to question whether the word needs a capital letter or not. It is also beneficial to encourage children to print their spellings as opposed to join up so as to ensure that, in test conditions, errors are not incurred on account of incorrect letter joins.
- Spellings will be sent home each week, with an explicit spelling rule(s) stated and words grouped accordingly; home-sent spellings will include an interactive element, e.g. sorting words into 'tion/-sion words depending on the rule (see home learning guidance).

5. The Approach to the Teaching and Learning of Phonics

Through the Read Write Inc. programme, children learn to blend and segment sounds easily for reading and spelling. This enables children to learn that segmenting words into their constituent phonemes for spelling is the reverse of blending phonemes into words for reading. Phonics supports children in developing the skills necessary to spell words accurately by combining the use of grapheme-phoneme correspondence knowledge as the prime approach, and also morphological knowledge and etymological information, as well as learning approaches to learn and spell irregular words.

Classroom provision:

- Read Write Inc. is the phonics programme we follow as a school. Read Write Inc. helps all children learn to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary, and spelling. It also allows them to spell effortlessly so that they can put all their energy into composing what they write.
- Small group phonics lessons are taught daily by trained staff and there are consistent expectations across the range of abilities.
- Children learn sounds in school which help them to read and write. They then practise these skills through reading 'Book Bag Books' at home which are specifically pitched to both consolidate learning and provide challenge in an engaging and fun way.
- Phonics is taught daily using in Reception and Year 1, with the transition to the focus on teaching spelling in Year 2.
- In addition to daily phonics where necessary, fast track tutoring (from the Read, Write, Inc. programme) is used to support children in keeping up and in reaching the expected standard in Phonics.
- Where children have not met the expected standard by the end of Year 1, Read Write Inc. is continued until they have completed the programme. Fast track tutoring also takes place to close the gap and support all pupils in developing word reading and spelling skills.
- Attainment and progress is assessed on a half termly basis. The reading leader assesses all pupils who are accessing phonics and groups them. The attainment and progress of all pupils is tracked using a half termly Individual Phonics Trackers, with standards and progress reported termly by the Phonics Subject Leader.
- Staff have regular training on all aspects of Read, Write, Inc. Coaching and practice sessions take place regularly.

6. The Approach to the Teaching and Learning of Handwriting

We believe that when taught effectively, handwriting can reap rewards in a short space of time, raising self-esteem and motivation as children see their handwriting develop. It also plays a part in their personal development because care, pride, concentration and perseverance are all required qualities. Across school, we adopt the ISHA Martin Harvey handwriting scheme.

Classroom provision:

- The Martin Harvey handwriting scheme is used throughout school, including the use of specific vocabulary (see guidance booklet).
- From Years 1 – 6 there are whole class daily planned opportunities for teaching handwriting. Additional intervention for those pupils who require further support may be planned for, dependant on the individual need.
- Children practise specific handwriting skills in their handwriting books, with the expectation that these skills are applied to their writing across the curriculum.
- When presenting work, children learn to use plain paper and line guides.

- Quality presentation is modelled and celebrated by all adults.
- From Year 2, when children demonstrate that they have acquired a consistent handwriting style with an ability to join letters, they are permitted to use a pen and will receive a pen license. This judgement is made by the class teacher in accordance with the English Subject Leader. Children can then write in pen in their books, with the exception of maths.
- Blue pen is used in children's work books and black pen can be used for presentation.
- When children are permitted to use a pen, they have an individual pen.
- From the beginning of Year 6, all children write in pen in their work books (with the exception of maths), in order to develop this skill in preparation for their next stage in learning.
- Although there is importance placed on precise handwriting, it is important that pupils understand that there are different levels of presentation dependant on the activity. For example, when completing a final copy of writing to be displayed, children will use their highest level of handwriting presentation, whereas when taking quick notes to summarise what someone has said, children may adopt a different writing style. This understanding of presentation styles supports children in developing real life skills.

7. The Approach to the Teaching and Learning of Communication and Language

We recognise the importance of spoken language in pupils' development across the whole curriculum – spoken language underpins the development of reading and writing. Children are encouraged to develop effective communication skills in readiness for later life.

All staff are aware of the importance of speech, language and communication for all and use practical strategies to make the school more communication friendly and to embed these throughout school.

Aims:

- To improve social interaction
- To be able to asking effective questions
- To extending one's own vocabulary
- To develop understanding and being able to speak out
- To encourage expressive language and narrative development

Classroom provision:

- All pupils from Nursery to Year 6 have planned opportunity to perform and present in front of an audience through a planned programme of class assemblies, performance poetry assemblies and Key Stage performances.
- Throughout the English sequence of work and across all areas of the curriculum, there are planned opportunities for language investigation, collaborative work, drama activities, debating and opportunities to present.
- 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. Where children require additional support to acquire or develop language skills, interventions are in place.

Cross-Curricular English Opportunities

Teachers will seek to take advantage of opportunities to make cross-curricular links in learning. They will plan for pupils to practise and apply these skills, knowledge and understanding acquired through English lessons to other areas of the curriculum. Extended cross curricular writing has been planned for on the English LTP Each half term (this can be evidenced in English or Wider Curriculum books).

Assessment and Target Setting

Work is marked and assessed in line with the Marking and Feedback, Target Setting, and Assessment policies.

Inclusion

We aim to provide for all children so that they achieve their full potential in all aspects of the English curriculum, according to their individual abilities. Pupils or groups of pupils who require further support will be identified through pupil progress meetings and strategies (such as bsquared sessions) and interventions will be put in place to improve progress and attainment in liaison with the SENCo.

Equal Opportunities

Hunslet Moor Primary School has universal ambitions for every child, whatever their background or circumstances. Children learn and thrive when they are healthy, safe and engaged. In order to engage all children, cultural diversity, home languages, gender and religious beliefs are all celebrated. Our curriculum includes a wide range of texts, enriching experiences and other resources which represent the diversity and backgrounds of all our children. We recognise the importance of supporting a child's first language, not only to foster self-esteem, but to assist in the learning of English.

The Role of the Subject Leader

The Subject Leaders involved in leading the different aspects of English are responsible for improving the standards of teaching and learning in English through:

- Monitoring and evaluating standards and progress in English through termly subject reports.
- Planning and book scrutiny.
- Evaluating curriculum coverage and the provision for individual learners identified in pupil progress meetings.
- Developing and evaluating action plans in line with whole school priorities.
- Evaluating the quality of the resources and learning environment for English provision.
- Taking the lead in policy development.
- Keeping up to date with recent developments within the subject.
- Providing CPD for staff.

Parental Involvement

We aim to involve parents directly in the life of school, and therefore in the development of children's skills, knowledge and understanding in English. Parents are involved in hearing children read, with individual books provided by school, and are encouraged to discuss what they have read with their children. Parents are also encouraged to practise weekly sounds/spellings with their children.

Each half term phase newsletters are sent to parents to inform them of the curriculum topic children will be learning about, including which key texts children will be reading for that half term and parents are encouraged to attend our performance assemblies. There are opportunities each term when parents can discuss their children's progress with the class teacher and how they can support their child at home, including highlighting the importance of reading regularly at home.