

Holymead Primary School

English Policy

Aim

Our aim in teaching and learning in English is:

- To provide children with the essential English skills to become successful learners.
- To develop an appreciation and enthusiasm for the study of English.

Purposes

- To enable children to develop the necessary skills to use the English language confidently, appropriately and accurately to the best of their ability.
- To encourage children to listen attentively with understanding.
- To provide opportunities for children to use and develop spoken language accurately and confidently.
- To enable children to read for both pleasure and meaning.
- To encourage children to write confidently and effectively for a range of audiences and purposes.
- To provide opportunities for children to develop and explore drama.
- To encourage and promote the use of ICT as a tool that will develop and enhance English skills.

Guidelines

- English in the Early Years will take their objectives from Development Matters and provide a 'bridge' to learning in KS1.
- Teaching of phonics will be taught using "Unlocking Letters and Sounds".
- The school will use the English programmes of study: key stage 1 and 2 (2013) as a basis for teaching and learning in English.
- As recommended in the National Curriculum, the approach to teaching will be based on the three attainment targets of Speaking and Listening, Reading and Writing.
- English lessons will offer diversity and progression.
- Lessons and activities will be differentiated according to the range of children's ability.
- Provision will be differentiated for children according to their abilities including children identified as SEN, EAL and AIM, in the classroom and in supportive groups.
- English plans and lesson slides will include explicit reference to the following: differentiation, learning objectives and description of independent tasks

Overview

- Daily English lessons focusing on one of the key strands of English.
- Daily guided reading sessions in KS2.
- At KS1, group reading will be introduced in Reception in term 4 and continued in Year 1. Decodable books from 'Unlocking Letters and Sounds' will be used for these sessions.
- Group/guided reading will be continued to be developed on a daily basis in Y2.
- Weekly handwriting lessons to be taught in Reception, Year 1, Year 2, Year 3 and Year 4
- Handwriting sessions in Years 5 and 6 to be taught as required.

- Weekly library borrowing in KS2 and fortnightly in KS1
- Cross-curricular writing opportunities.
- Weekly short and long write
- Weekly spelling tests.
- Daily phonics in EYFS and Y1
- Library box in EYFS once a week- shared reading books
- 'Drawing Club' and Helicopter stories- alternate weeks in EYFS
- Daily phonics and No Nonsense spelling taught in Y2
- Phonics and No Nonsense in Year 3
- Phonics sessions in Years 4, 5 and 6 to be taught as required.
- Interventions in English planned in response to pupil needs.
- Interventions in phonics will be planned in response to individual pupil needs which will be monitored in assessments and in daily phonics lessons. Interventions in EYFS up to Year 4 will be the ones suggested by 'Unlocking Letters and Sounds'.
- At least one lesson focusing on reading each week in KS2
- The teaching of Grammar should be taught and embedded throughout the week and where possible be linked to writing outcomes that week.
- Spelling taught discreetly in KS2 each week.

Assessment

- The assessment of English will be both formative and summative in line with the school's assessment policy.

Marking

- Guidelines for the marking of English will be in line with the school's marking policy.

Monitoring, Evaluation and Review

Monitoring of teaching and learning in English will be done through:

- The scrutiny of work samples (Head Teacher, Deputy and English subject leaders).
- The scrutiny of planning (Head Teacher, Deputy and English subject leaders).
- Discussion with staff at regular staff meetings.
- Year group and whole school moderation meetings.
- Discussion with children to ascertain their understanding and set targets to improve their work (Class teacher and English subject leaders).
- Scrutiny of formal assessments and SAT results (Head Teacher, Deputy, Assessment leader and English subject leaders).

Monitoring and evaluation will ensure the consistency of this policy. These English guidelines will work to enhance and improve the quality of learning for all the children.

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By Caron O'Toole and Vicky Wiltshire

Review Date December 2024

Article 28: Every child has the right to an education.



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Speaking and Listening Policy

Rationale

Language is an integral part of most learning and oral language in particular has a key role in teaching and learning. Spoken language is fundamental to children's development and learning and has a central role to play in developing their knowledge and understanding. (Primary Framework for English and mathematics 2006).

Purposes

- To encourage children to use spoken language effectively.
- To encourage children to speak clearly and develop ideas through talk.
- To develop active listening skills.
- To contribute to discussions and learn to work collaboratively in a group.
- To develop confidence in the spoken word through drama and role play.

Guidelines

- KS1 children will have the opportunity to develop their skills through 'show and tell'.
- Speaking and Listening in the Early Years will take account of Early Learning Goals.
- The school will work from the National English Framework for Speaking and Listening and the English programmes of study: key stages 1 and 2.
- Children will have the opportunity to engage in Speaking and Listening.
- Drama will be taught through English; opportunities for cross-curricular links will be explored.
- Children will have the opportunity to take part in school performances.
- As well as planned Speaking and listening activities, opportunities for the development of children's skills and understanding will arise throughout the day across all curriculum areas.
- The Speaking and Listening curriculum will be accessible to all children and provide equality of access regardless of ability, gender, ethnicity or religion.
- KS1 children will have the opportunity to develop their skills through 'show and tell'.

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Reading Policy

Rationale

In reading, we promote a 'phonics first' approach. Children are taught phonics through our scheme 'Unlocking Letters and Sounds'. In our group reading sessions, individual reading time and in the books children take home, texts are very closely matched to a child's current phonics knowledge so that every child can experience real success in their reading. Our decodable books are primarily from Ransom Reading Starts which match our phonics scheme. This ensures complete fidelity to the phonic progression which we follow.

Once children progress beyond decodable texts, they move onto our book scheme so that they can continue to progress in their decoding, fluency and comprehension skills to become avid, expert readers.

Purposes

- Developing readers will learn that print carries meaning and acts as a source of information and enjoyment.
- For children to develop the ability to read accurately with understanding and enjoyment.
- To be able to respond effectively to a wide range of texts.
- Use their reading skills as an integral part of their learning throughout the whole curriculum.
- To become enthusiastic and independent readers.
- To encourage children to value and care for books.
- To develop and articulate their own preferences and opinions in relation to texts.

Guidelines

- Children will encounter a wide range of high quality, well maintained reading material in an attractive and stimulating literary environment.
- Reading materials will reflect the society we live in and will show equal opportunity of gender, race and disability.
- Each KS1 and Reception class will have a 'Book Corner'.
- Children will be provided with a range of opportunities for reading including storytelling, reading aloud, quiet reading, and electronic texts.
- Children will be taught the skills of reading through group and guided reading.
- A programme of phonics will be taught daily in Reception, Years 1-2 and as required in Years 3-6.
- Alongside this, children will be taught common exception words appropriate to their age and ability.
- Decodable reading books are ordered in accordance with the progression of 'Unlocking Letters and Sounds'. Children will take home a decodable book that matches their phonics assessment.

- Once a child has shown they are secure with the phonetic code, they will be assessed to see which levelled book they should be accessing.
- Children take home a shared reading book for an adult to read to them. Comprehension questions and conversations about these books are encouraged as well as discussions about the vocabulary within them.
- Parents will be encouraged to take an active part in their child's reading. They will be provided with library books to read to their child (ren), a shared reading book and either a decodable book/colour coded book to listen to them read.
- Parents will be encouraged to sign and fill in comments in their child's reading record book.
- KS1 and EYFS Parents are invited into the classroom each week to read with their children.
- In KS1 and EYFS, opportunities will be provided for children to read their reading book with their teacher on a 1-1 basis. Teachers will comment on these sessions in the child's reading diary.
- Opportunities will also be provided for children to read and/or discuss their reading with other adults on a 1-1 basis.
- In KS2 children will have a reading conversation or read with an adult according to their need. This will take place at least once a fortnight.
- Children will be supported with their reading through differentiated group work and Guided Reading.
- Children requiring additional support will be identified and targeted interventions put in place.
- Children will have the opportunity to visit the school library at least once every week and fortnightly at the infants.
- EYFS will organise visits to the Library in small organised groups.
- Reading will be accessible to all regardless of gender, ethnicity, religion and ability.
- Teachers will have a class book which they will read regularly and discuss.
- Each class will have a Reading Display celebrating the current class book, and may have children's recommendations and books that children are reading.
- Years 3-6 will study at least one novel by a significant author in depth.

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Writing Policy

Rationale

We live in a world full of writing and we write for many different purposes and for a variety of audiences. Writing needs to develop to convey meaning to the reader. Writing with independence gives us control over our thoughts and feelings.

Purposes

- For children to develop as confident and independent writers from an early age.
- To develop a clear, legible writing style.
- To follow the conventions of standard written English including those relating to grammar and punctuation.
- To experience success as writers from an early age.
- To become enthusiastic writers.
- To develop understanding of the purposes of writing and its value in our everyday lives.
- To explore language and develop creative techniques.
- To write using a variety of tools and media including ICT.

Guidelines

- Teachers will base their plans for English on the English programmes of study: key stage 1 and 2 (2013) and EYFS will use Development Matters
- Punctuation, grammar, reading comprehension and sentence structure will be taught as discrete lessons as required.
- Children will draw on their phonic knowledge to spell words as well as learning key words.
- Children will be taught and learn to spell the common exception words outlined in the National Curriculum.
- Teachers will use a wide range of stimuli to encourage children to write.
- Teachers will model the creative process of writing through both Shared and Guided writing.
- Modelling how to write is essential for children's development.
- Children's work in writing will be differentiated according to age and ability and all children will be provided with appropriate support materials.
- Opportunities for extended writing will be given to all children appropriate to age and ability.
- Children will explore different genres and text types.
- Children will be encouraged to write on their class blog.
- Children will have opportunities to plan and edit their work.
- Children should have regular feedback on how to improve their writing.
- Spelling patterns and rules will be taught and children will be encouraged to learn spellings at home.
- Writing opportunities will be provided to all regardless of gender, ethnicity, religion and ability.

- All classrooms will have an English display: in KS1, this will include word walls, the alphabet, common exception words and examples of children's work; in KS2 this will include key words (possibly topic related), grammar information and phonics (Year 3), vocabulary and examples of children's work.

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Handwriting Policy

Rationale

'There are three aims that we should have when teaching handwriting; that it is legible, that it can be speedy and that teaching allows for development of an independent style of writing'. (Rosemary Sassoon 1988)

Purposes

- To develop a child's correct posture for writing.
- To develop a child's correct and comfortable pen/pencil grip.
- To develop a legible, neat handwriting using continuous cursive letters that will eventually lead into producing letters and words automatically in independent writing.

Guidelines

- Handwriting will be taught regularly across the school through a consistent and well-structured programme.
- In Reception and KS1 children will have the opportunity to develop and practise their skills in both indoor and outdoor settings through 'busy finger' activities as well as using a variety of resources such as different sized paint brushes, chalks, triangular pens, pens, pen/pencil grips and pencils.
- The school will use the 'Letter- join' cursive handwriting scheme.
- Children will be taught how to start and finish lowercase letters and join letters correctly.
- Children will be taught the correct formation of capital letters.
- Children will be taught the conventions of transcription and how to write from left to right and top to bottom of the page.
- Children will be taught to space letters and words consistently.
- Particular account will be taken of the learning needs of left-handed children and their position in relation to other children at the table.
- There will be appropriate differentiation and resources available to support individual needs.
- Children will have opportunities to use different forms of handwriting e.g. print for labels/titles and faster scrip for notes.
- Handwriting will be accessible to all regardless of gender, ethnicity, religion or ability.

Further information relating to each year group can be found in the 'Progression of Handwriting' document (updated 2022.)

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