



Hoole St. Michael Church of England Primary School

English Policy

Member of staff responsible: L Brown

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Vision Statement

Christ's love is in everything we do at Hoole St Michael. Our creative and high-reaching Church of England Primary School is safe, loving and supportive. We encourage the building of good relationships and friendship through respect, tolerance and understanding. Within our Christian family, where parents are our partners in all aspects of school life, we aim to inspire a love for learning within each and every child.

Bible Verse: I can do all through Christ who strengthens me. [Philippians 4:13](#)

Overall Intent of our School

Achieving excellence within the light of God.

We encourage our children be **bold** and **courageous** in their learning, willing to **take risks** within a **supportive, caring Christian ethos**. Our **Christian Values** underpin everything we do at Hoole St Michael. Hoole St Michael children develop **confidence, resilience and a thirst for knowledge** to **prepare them for the future**. As a small Christian family, children build **strong relationships**, learn to **work together** and **support** each other through life's celebrations and challenges. **Growth Mindset and Sumo principles** teach our children to approach all areas of learning positively. Our children are **active learners** who thrive when learning outdoors; we provide outdoor learning and Forest School sessions on a weekly basis. Although we are a village school we reach out to develop **meaningful partnerships** within the **local community and wider world**. We provide **enrichment activities** regularly for our children to **broaden their experiences** and love of learning

Introduction

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils to acquire knowledge and to build on what they already know. All the skills of language are essential to develop children into bold and courageous members of society.

Aims and objectives

The overarching aim for English at Hoole St Michael CE Primary School is to provide children with an English curriculum that gives children with a 'Mastery' understanding of the subject. This means we are teaching depth and breadth of the subject to promote high standards of language and English and equipping pupils with a strong command and understanding of grammar, the spoken word, and the written word. Alongside this we also aim to create a reading culture in school, as we are a 'Reading school' and work to ignite a love of reading within our pupils through widespread reading for enjoyment.

We aim for all pupils to:

- Read widely and often, for both pleasure and information, easily, fluently and with good understanding.
- Develop strategies to support reading and understanding of new vocabulary.
- Acquire a wide vocabulary, and be confident and able to use this, both during English lessons and throughout life.
- Have an understanding of grammar and how to use it.
- Write clearly, accurately and coherently, adapting their language and style for a range of contexts, purposes and audiences.
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.
- To be competent and confident when speaking and listening, making formal presentations, demonstrating to others and participating in debates.

Statutory Requirements

In the Foundation Stage children should be given opportunities to:

- Experience a rich language environment;
- Develop their confidence and skills in expressing themselves;
- Speak and listen in a range of situations.
- Access a wide range of reading materials to ignite their interest

Throughout the Foundation stage, children should be taught to:

- Link sounds and letters;
- Read and write.

At Key Stage One (Years 1 and 2), children should learn to speak confidently and listen to what others have to say. They should begin to read and write independently and with enthusiasm. They should use language to explore their own experiences and imaginary worlds.

At Key Stage Two (Years 3-6), children should learn to change the way they speak and write to suit different situations, purposes and audiences. They should read a range of texts and respond to different layers of meaning in them. They should explore the use of language in literary and non-literary texts and learn how the structure of language works.

The Governing Body

Regular reports are made to the governors on the progress of English provision and to our English Governor, Mrs Rebecca Catterall

This policy will be reviewed every three years or in the light of changes to legal requirements.

Subject organisation

- The English Curriculum is delivered using the Pathways to Write curriculum. Teachers use the Pathways scheme and enhance it tailoring it to their class's needs. The Early learning Goals are followed, to ensure continuity and progression from the Foundation Stage, Early Years Foundation Stage also follow the Pathways to Write curriculum. Pupil provision is related to attainment, not age.
- In most English lessons children's work is differentiated accordingly. All teachers teach their own class for English.
- English is taught **daily**, this includes a 15 minute Grammar session. In the foundation stage, English skills are taught across all areas of provision throughout the day in addition to their daily session. The foundation stage curriculum within Pathways to Write focuses on key aspects of learning to read, write and develop language and a 15 minute grammar session will not be taught at this stage.
- Guided reading takes place **3 times a week** in KS1 and KS2. Guided reading takes place outside the English lesson. In Foundation stage, the children build up to 3 discrete Guided session a week by the summer term. Each Foundation stage child accesses at least one guided reading session per week. In KS1 and KS2, guided reading takes part within a whole class lesson. The children will spend 6 lessons focussing on one text. The children will have a reading skill focus per half term. These skills are Retrieval, Inference and Deductive.
- In EYFS and Key Stage 1 daily phonics is taught in a discrete session using our Phonics Scheme, Red Rose Phonics.
- In EYFS, Key Stage 1 and Key Stage 2, teachers annotate the Pathway to Write planning and produce a 'S' plan for each unit. They will produce weekly plans for their grammar starters.
- Teachers in the Foundation Stage and Key Stage 1 will annotate the Red Rose Phonics planning as appropriate ensuring that the scheme is still followed with validity.
 - Revisit and review of previous teaching
 - Teaching (new concept/knowledge)
 - Practise
 - Apply
 - Next step to be annotated at end of week to help progress learning.
- Opportunities for literacy are planned into other subjects.

Approaches to Speaking and Listening

The Four Strands of Speaking and Listening: Speaking; Listening; Group Discussion and Interaction, and Drama permeate the whole curriculum and our school SUMO (see behaviour policy). Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. Children are equipped with and encouraged to develop effective communication skills to provide them with the tools to communicate their thoughts, feeling, and emotions; and to ready them for later life.

During EYFS and Key Stage 1 pupils learn to speak clearly, thinking about the needs of their listeners. They work in small groups and as a class, joining in with discussions and making relevant

points. They also learn to listen carefully to what other people are saying, so that they can remember the main points. They learn to use language in imaginative ways and to express their ideas and feelings when working in role-play and drama activities.

Key Stage 2 pupils learn how to speak in a range of contexts, adapting to the audience and purpose. Taking varied roles in groups gives them opportunities to contribute to situations with different demands.

Approaches to Reading

Hoole St Michael take a whole school enjoyment of reading approach. We are a reading school and pride ourselves on providing opportunities inside and outside the classroom to ignite an enjoyment of reading within our pupils.

During EYFS, pupils' are immersed in a setting full of reading opportunities.

During Key Stage 1, pupils' interest and pleasure in reading are developed as they learn to read independently. They focus on the mechanics of reading, exploring words and sentences and how they fit into whole text. They build on their reading mechanics by beginning to use retrieval, inference and deductive skills when navigating through a text.

During Key Stage 2, pupils read enthusiastically a range of materials and use their knowledge of words, sentences and texts to understand and respond to meaning. They increase their ability to read challenging and lengthy texts independently. They continue to develop retrieval, inference and deductive skills when navigating through a text.

1. Shared reading

Shared reading takes place daily in all classes. At Hoole St Michael this is where a teacher reads a class novel to the children. This book should be slightly higher than the majorities reading ability to expose the children to new language. The book choice is supported by the children in a class vote.

Shared reading provides the opportunity to share texts with children that they would not normally access or be able to interpret on their own. The purpose of our shared reading is to immerse children in a story, develop their love of reading and provide time in the day for them to enjoy a book to support their mental health.

During the shared reading teachers may ask questions to the class surrounding:

- reading for enjoyment
- understanding the text
- questioning characters, facts, the author
- retrieving information and ideas
- interpreting what the author is saying
- personal responses

2. Guided reading

Each child has at least **three** guided reading sessions per week. The sessions focus on 1 text for 6 sessions following the Guided reading planning sequence.

During guided reading, we teach children the skills required in reading to engage with a text and infer meaning.

- Guided reading in Year 2 and KS2 is taught whole class.
- In EYFS and Year 1 Guided reading is taught in smaller groups.
- Year 1 children in the summer term will be introduced to format of the whole class Guided reading sessions.
- Text are selected from the Reading Explorers scheme or a level appropriate text linking to the skills or topic. In EYFS and Year 1 texts are selected from Reading Rockerteers. These texts are selected by the class teacher.
- Each half term the texts will work on developing a key skill. (Inference, retrieval, deductive).
- The reading of the text is modelled at the start of the learning sequence by the teacher and at the beginning of each session. Children have chance within the session to independently read the text and read sections aloud.
- There is a balance of teacher and child talk, with the teacher prompting, and facilitating discussion rather than dominating.

The guided reading sequence:

- Prediction
- Book introduction of text
- Vocabulary
- Higher order reading skills
- Warm application using questions linked to higher order skills.
- Fluency Friday, session dedicated to teaching comprehension question styles.

Through each stage the teacher is using questioning with all the children and developing talk around the text. The teacher's role is to elicit response, extend the children's responses and encourage critique. Comprehension is developed through lots of talk and the exchange of ideas; these skills are consolidated during Fluency Friday sessions.

Throughout the Guided Reading:

- All children must be able to see the text;
- The teacher models and then the class or groups read aloud, together;
- The text is explored with a particular focus informed by the objective;
- All children are included through good, differentiated questioning.
- Children are supported in learning how to articulate their responses, interpretation and analysis of what they read.

3. Independent reading

Children read independently throughout the week:

- As part of guided reading
- As an independent English activity
- As an early morning/after lunch activity
- Reading linked to other subjects
- When undertaking comprehension exercises
- Home reading: The teacher in EYFS/KS1 chooses a phonics book and Children choose a colour band book (this book children should be able to read with 90% accuracy). In KS2 Children select a colour band book and a library book.

4. Phonics (reading)

During all phonics lessons we teach the children to:

- connect the letters of the alphabet to the sounds that they make and blend them for reading;

Phonics lessons in the foundation stage and KS1 take place daily and are usually 15 minutes long. Children are taught within their own classes and may be set within these depending on the needs and abilities of the cohort.

All phonics lessons follow the same sequence:

Revisit and review

- Practise previously learned phonemes and graphemes
- Practice oral blending

Teach

- Teach a new grapheme
- Teach blending of phonemes in words
- Teach one or two tricky words

Practise

- Practise reading with the new phoneme/grapheme

Apply

- Read a caption/sentence using one or more high-frequency words and words containing the new phoneme/grapheme

The teachers ensure that we follow the recommended progression and pace in the teaching of phonics as recommended by Lancashire. However, top-up lessons are provided for any children who are not secure at a phonics phase once the teaching sequence has been completed. This also applies to children entering Year 3 who will continue to receive phonics lessons if they are not secure at Phase 6.

By the end of the year:

- All children in Reception should be secure at Phase 3
- All children in Year 1 should be secure at Phase 5/achieve the expected standard in the phonics screening test.
- All children in Year 2 should be secure at Phase 6

5. Resources

- The **Book banding** system is still used to provide children with accessible home reading books.
 - Home reading books (variety of publishers and authors)
- In EYFS and Key Stage 1, the children also use the phonics scheme 'Phonics Bug' which is levelled from Phase 2 to Phase 6 for 1:1 and home-reading
- Red Rose Phonics is used as the main scheme for phonics
- John Murray Reading Explorers is used to support Guided Reading in Year 2 and Key Stage 2
- John Murray Reading Rockerteers is used to support Guided Reading in EYFS and Year 1
- Kay Class texts for each Pathways to Write unit.
- In Foundation stage/Key Stage 1, reading record books are sent home with home readers and phonics bug books; these are full of phonics support and question guidance for parents.
- In KS2, the children take home reading record books with their home reading books these are full of spelling and grammar support and question guidance for parents.
- In KS2 children take home a library book in addition to their home reading book.
- Library books are used for research in school
- There are a variety of phonics games and activities
- There are a variety of big books
- An interactive whiteboard/laptops/iPads linked to the internet available in all classes for shared reading/research
- Published comprehension exercises are used in Key Stage 2 and Key Stage 1 when appropriate.

6. Wider reading

- All children have access to a well-stocked library for research and home-reading.
- All children have the opportunity to listen to a class novel. Each class novel is selected collaboratively with the children and is age and ability appropriate.
- All Children listen to stories daily, either a class novel or individual story.
- The children celebrate World Book Day each year.
- The children take part in termly reading weeks. During this week, the children will have the opportunity to listen to and take part in activities linked to a chosen whole school book.

7. Home Reading

All children take home home-reading books which they are expected to read daily.

Home reading books can be:

EYFS and Key Stage 1

- A book banded book
- A 'Phonics Bug' book

Key Stage 2

- A book banded book
- A novel from the library

All children are expected to read this book at home. All children will read in school with an adult once a week.

It is school policy that reading is taught through phonics sessions, shared and whole class guided reading and not from listening to children read from their home-reading book. However, when children require additional support, especially in the Early Years and KS1, we plan to listen to the children on a 1:1 on a daily basis, this may be within shared reading sessions.

Approaches to Writing

During Key Stage 1, pupils start to enjoy writing and see the value of it. They learn to communicate meaning in narrative and non-narrative texts and spell and punctuate accurately.

During Key Stage 2, pupils develop the understanding that writing is both essential to thinking and learning, and enjoyable in its own right. They learn the main rules and conventions of written English and start to explore how the English language can be used to express meaning in different ways. They use the planning, drafting and editing process to improve their work and to sustain their fiction and non-fiction writing.

The children will also learn to write consistently with neat, legible and joined handwriting using the letter join scheme that begins in EYFS.

1. Phonics (writing)

During all phonics lessons we teach the children to:

- Identify phonemes and graphemes within words and segment them for spelling.

Phonics lessons in the foundation stage and KS1 take place daily and are usually 30 minutes long. Children are taught within their own classes and may be set within these depending on the needs and abilities of the cohort.

- **Revise**
- **Teach**
- **Practise**
- **Apply**

The teachers ensure that we follow the recommended progression and pace in the teaching of phonics as recommended by Red Rose Phonics. However, top-up lessons are provided for any children who are not secure at a phonics phase once the teaching sequence has been completed. This also applies to children entering Year 3 who will continue to receive phonics lessons if they are not secure at Phase 6.

By the end of the year:

- All children in Reception should be secure at Phase 3
- All children in Year 1 should be secure at Phase 5 and achieve the expected standard in the phonics screening check.
- All children in Year 2 should be secure at Phase 6

2. Spelling

At Hoole St Michael we support our pupils to become confident spellers through the teaching of spelling, which embraces knowledge of spelling conventions – patterns and rules; but integral to the teaching is the opportunity to promote the learning of spellings, including statutory words, common exceptions and personal spellings.

From Year 2 to Year 6 we follow the programme 'No Nonsense spelling' to teach spelling. Our spelling lessons are separate to our daily English lesson. We teach short 20 minute spelling lessons at least 3 times per week. Spelling sessions are taught using the Phonics games used in

school to ensure that children are focused on learning the spelling rule rather than a new game. All lessons follow the following structure:

- Revise
 - Activate prior knowledge
 - Revisit previous linked learning
- Teach
 - Introduce the new concept
 - Explain
 - Investigate
 - Model
- Practise
 - Individual/group work
 - Extend/explore the concept independently
 - Investigate
 - Generalise
- Apply/Assess
 - Assess through independent application
 - Explain and demonstrate understanding

Our children have a spelling test one a week.

3. Grammar

At Hoole St Michael we teach Grammar sessions within our English lessons and apply these skills to our English lesson objectives. Through our teaching we aim to teach the 'why' of grammar as well as the 'how'. We want our children to be confident to apply grammar independently in their writing with full awareness of the grammars purpose not just its correct use. These session should be active for the children and contain areas for children to practise and apply the Grammar focus for that session. A weekly session of grammar teaching will follow the iModel to ensure children have a clear and secure understanding of a grammar skill.

The children will be taught:

- Text cohesion
- Sentence construction and punctuation
- Word choice and modification
- Grammar objectives outlined in the Grammar Spines documents. Alongside teaching the objectives from the Pathways to Write planning.

3. Emergent writing

At Hoole St Michael, we value every mark made by the children. This mark making, gradually evolves to include letters and then words. By valuing their emergent writing we develop confident 'writers'. The children very quickly begin to apply their understanding of phonics when they are writing and celebrate the fast progress they make.

We believe that the stages of emergent writing are:

1. Drawing: Children draw and scribble pictures
2. Random scribbling: Children scribble and can say what their marks mean
3. Controlled scribbling: Children scribble in rows across the page left to right and top to bottom and give meaning to lines of their writing

4. Letter like forms: Children use unconventional letter forms and familiar symbols such as circles but still give meaning to their writing
5. Random letters: Children begin to use random letter shapes to convey meaning
6. Patterned letters: Children begin to use strings of unrelated letters, sometimes the letters from their name appear.

In order to encourage emergent writing, we ensure that our reception classroom has:

- Opportunities and writing materials in all areas of the continuous provision to encourage writing for specific purposes.
- A well-stocked writing/creative area with a variety of paper, writing tools and art materials.
- Prompts that support writing development.
- Computers, laptops and a SMART board which are used to support children's writing through the use of open-ended software
- Opportunities to write outdoors as well as indoors
- Displays of the children's writing and teacher modelling.
- Resources throughout Early years to support writing (magnetic letters, phonics cards).

4. Handwriting

Handwriting will be taught in line with the Handwriting policy.

5. The sequence for writing

At Hoole St Michael we follow the following sequence at all key stages when teaching the children how to write. This sequence is mapped out in the Pathways to Write planning.

a) Shared writing

At Hoole St Michael we believe that shared writing is a powerful teaching strategy and use it as the principal means of teaching writing. Our teachers will:

- work with the whole class, to model, explore and discuss the choices writers make at the point of writing;
- make the links between reading and writing explicit by reading and investigating how writers have used language to achieve particular effects and by using written texts as models for writing;
- scaffold some aspects of writing, e.g. the spelling and transcribing, to enable children to concentrate on how to compose their writing, e.g. through the choice of words or phrases and ways of constructing sentences to achieve particular purposes or effects;
- focus on particular aspects of the writing process, while supporting others: planning, drafting, revising;
- Introduce children to appropriate concepts and technical language as a means of discussing what writers do and internalising principles to apply to their own writing;
- Provide an essential step towards independent writing by helping children to understand and apply specific skills and strategies.

b) Guided writing

At Hoole St Michael we believe that guided writing provides an additional supported step towards independent writing

Guided writing is planned with three major purposes in mind:

- to support children in planning and drafting their own work;

- to revise and edit and evaluate work in progress;
- to provide differentiated support for particular groups:
 - to rerun a shared writing session with more support and focus for less secure writers;
 - to work intensively with able writers on composing or editing a draft;
 - to work intensively on supported independent writing with less able writers.

Cross-curricular English Opportunities

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum.

The use of Technology

Opportunities to use IT to support teaching and learning in English will be planned for and used as appropriate (*See Computing and E-Safety policy*)

Assessment and target setting

Work will be assessed in line with the *Assessment and reporting policy*. Teacher will use the assessment guidelines outlined in the Pathways to Write planning.

Inclusion

We aim to provide for all children a curriculum that ensure that they achieve as highly as they can in English according to their individual abilities. We continually identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Gifted children will be identified within high quality lesson that provide breadth and depth.

Teaching assistant and extra teaching support is allocated according to need.

Children on the Special Educational Needs register have an individual education plan.

The National Curriculum for English is our starting point for planning an English curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:

- Setting suitable learning challenges;
- Responding to children's diverse learning needs;
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils;
- Providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children.

Intervention Programmes

The following intervention programmes take place in school when necessary:

Programme	Year group	Timing	Run by
Fast Track Phonics	2 and 3	For the length of the programme	Teaching assistant
Fast Forward Grammar	KS2	Throughout	Teaching assistant
Fast Forward Grammar 2	Y6	12 week programme	Teaching assistant
Nessy (dyslexia program – reading and spelling)	Y1 – Y6	Throughout (2 – 3 times per week)	Independent (child)
Daily Reader (1:1) (reading and spelling)	All	10 – 15 minutes daily/weekly	Teacher/Teaching assistant

Equal opportunities

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

Role of Subject Leader

The Subject Leader (Mrs Lorna Brown) should be responsible for improving the standards of teaching and learning in English through:

- Monitoring and evaluating English: at least termly work scrutiny, pupil interviews, planning scrutiny, yearly lesson observations, feeding back to staff (*see Monitoring timetable*)
- pupil progress; analysing data (termly)
- provision of English (including Intervention and Support programmes)
- the quality of the Learning Environment (through termly walk-through);
- the deployment and provision of support staff
- Taking the lead in policy development
- Auditing and supporting colleagues in their CPD
- Purchasing and organising resources
- Keeping up to date with recent English developments (linking with TARDIS)
- Writing an action plan for English which may be part of the school improvement plan
- Ensuring that governors are fully informed regarding standards in English and progress made towards the action plan.

Parental Involvement

Our parents are encouraged to support with English in a variety of ways:

- Supporting their child with homework activities, including daily reading; revision activities
- Attending English 'Stay and Learn' sessions
- Attending specific Year group meetings
- Supporting events in school such as Book Week and Book Fairs
- Attending all official parents' evenings to discuss reports and progress of their child (*see Assessment and Reporting Policy*)
- Completing and returning the Parental Questionnaire
- Agreeing to and signing the Home-school agreement
- To come into school as a volunteer helper to support the children at school with their learning.

Homework

English homework includes home reading (two book home reading system), phonics (KS1), grammar (Y2 – Y6) and spellings. The Homework policy is available on the school website. Individual termly class newsletters explain the organisation of homework and the days on which it goes home and needs to be returned.

We encourage our parents to:

- Support the school by ensuring that their child attempts the homework.
- Provide a suitable place for their child to carry out their homework.
- Encourage and praise their child when they have completed their homework.

- Become actively involved and support their child with homework activities.
- Make it clear that they value homework and they support the school by explaining how it can help learning.

Conclusion

This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following school policies:

- Teaching and Learning Policy
- Assessment and Record Keeping
- Homework policy
- Handwriting Policy
- Responding to pupils' work / Feedback / Marking policy
- Special Educational Needs Policy
- ICT/e-safety Policy
- Equal Opportunities Policy
- Health and Safety Policy
- E-Safety Policy
- Behaviour Policy

This policy was approved by the Governing Body on.....

Signed..... Date..... *(Chair of SEC)*

Signed..... Date:..... *(Headteacher)*