

English Policy



At Hungerford School we understand that literacy and oracy are at the heart of children's learning and permeate everything that we do.

Teachers ensure that:

- learning activities are well planned, ensuring progress in the short, medium and long term
- teaching and learning activities enthuse, engage and motivate children to learn, and foster their curiosity and enthusiasm for learning
- assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment
- the learning environment is ordered, the atmosphere is purposeful and children feel safe
- there are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed

Something to talk about, something to write about

- At Hungerford we understand that some of our children have English as an additional language and some of our children do not come from language-rich environments. We understand that in order to be able to write rich sentences full of vocabulary and expression children first need to be able to speak such sentences and they need to have something to speak about. Hooks, trips, workshops, visiting artists and other motivational ways of working are planned at least half-termly
- children are engaged through a wide range of modes such as: drama, oral presentation, visual, and kinaesthetic activities
- children are always given the opportunity to rehearse orally before being asked to write
- oral rehearsal is used in partner and group situations. Discussion is modelled and structured
- drama and oracy offer daily opportunities for children to explore language around relevant concepts.

The learning environment

At Hungerford we ensure that we provide a text-rich environment.

- Each classroom has a reading corner with a cosy space for children to read in – not just a place to store books.
- In years 1,2 and 3 book corners are made from bunk beds which can double as role play area in order to give an additional boost to children's oracy skills
- classroom displays use a mixture of handwritten and printed text
- teachers ensure that key vocabulary is displayed in vocabulary banks and word walls
- reference text such as dictionaries and thesauruses are readily available
- in EYFS there should be writing tables inside and outside and opportunities to write in role and make meaningful marks to communicate in all areas of learning.

Planning for the teaching of English

- Planning covers all English objectives across the year
- discrete literacy skills and knowledge are developed daily
- topics offer children the opportunity to contextualise and apply discrete learning of English skills for a wide range of purposes
- long term planning covers the full range of writing purposes and assessment foci
- medium term planning has a success criteria based on the most recent assessment
- planning includes differentiation offering all children the opportunity to make progress in English learning
- discrete English skills and knowledge are developed daily
- English objectives for speaking and listening, drama, reading and writing are tracked and covered across the year. This is available to view in the curriculum map
- there is a Speaking and Listening, and Drama Guidance in place to ensure a consistent approach to the teaching of speaking and listening, and drama (Appendix A)
- there is Reading Guidance in place to ensure continuity and progression throughout the school, focussing on a structured and systematic approach to the teaching of reading (Appendix B)
- there is Writing Guidance in place to ensure continuity and progression throughout the school, focussing on a structured and systematic approach to the teaching of writing (Appendix C)
- there is Guidance on Systemic Synthetic Phonics (Read Write Inc) for EYFS and KEY STAGE ONE, and a Spelling Policy for KEY STAGE TWO to ensure continuity and progression throughout the school
- there is Handwriting Guidance to ensure continuity and progression throughout the school, focussing on a structured and systematic approach to the teaching of handwriting (Appendix D)
- a monitoring cycle is in place to support the progress of individuals and groups of learners: planning scrutiny, book-looks, pupil progress meetings
- the timetable offers regular opportunities to cover guided reading, spelling or phonics, handwriting and topic writing (see relevant policies).

Policy Owner and Contact Details

Dr. Penny Barratt, CEO

For further information on the Policy, please contact via email
penny.barratt@thebridgelondon.co.uk or phone 020 7619 1000

Next Review Date: September 2020

Appendix A

Speaking and Listening and Drama

Speaking and Listening: Speaking; Listening; Group Discussion and Interaction, and Drama permeate the whole curriculum.

- Some or all elements of the above will be planned for in all lessons
- opportunities for partner or group discussions are planned for weekly
- use of specific topic vocabulary is modelled and displayed
- interactive teaching strategies are used to engage all pupils in order to raise standards
- children are encouraged to develop effective communication skills in readiness for later life
- in the Early Years and Foundation Stage (Nursery and Reception) children should be given opportunities to use communication, language and literacy in every part of the curriculum; they speak and listen and represent ideas orally in their activities. Interventions such as Crocodile Groups and Helicopter stories support children develop their skills in oracy and mark making
- at Key Stage One (Years 1 and 2), children should learn to speak confidently and listen to what others have to say
- 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
- the use of standard English is promoted and exemplified by adults and children.

Examples of where speaking and listening might occur within the classroom:



Appendix B

Reading

At Hungerford we aim for all children to read with confidence, fluency and understanding; have an interest in the written word and read for enjoyment; and employ a range of independent strategies to self-monitor and correct.

- In EYFS (Nursery and Reception) children should become immersed in an environment rich in print and possibilities for communication
- at Key Stage One (Years 1 and 2), children should begin to read fiction and non-fiction independently and with enthusiasm
- at Key Stage Two (Years 3-6), children should read a range of texts and respond to different layers of meaning in them
- all pupils receive daily opportunities for: Shared reading and Independent reading. Guided reading with the teacher takes place daily as part of a carousel of guided reading activities. Guided reading progress is recorded in the Guided Reading record
- children receive reading lessons targeted at their exact learning stage, informed
- reading material is varied to reflect English units, topics, personal choice and current affairs
- all pupils and parents are actively encouraged and supported to enjoy home reading
- Read Write Inc. (Phonics) is taught daily in EYFS and KEY STAGE ONE
- through Read Write Inc. phonics children learn: to decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills; read common exception words on sight; understand what they read; read aloud with fluency and expression; and spell quickly and easily by segmenting the sounds in words
- Read Write Inc. is taught discretely and is then reinforced in contextualised opportunities such as Fred Games, when instructions are given, and in foundation subjects etc.
- EYFS and Key Stage One classrooms provide banded reading books (including phonic reading books), picture books and paperbacks for more confident readers
- all book corners reflect current topics and English units. KEY STAGE TWO offer reading Journal activities
- communication regarding home reading takes place between home and school in a reading record book
- visits to the school library and local lending library are encouraged. Children are supported to choose reading material which will engage and challenge them
- EYFS and Key Stage One children change home reading books between 3x a week to daily depending on need
- Key Stage Two children change books at least weekly
- classrooms reflect current topics within their book corners, which are updated each half-term.

Reading at home

- Children are encouraged to take reading books home and read daily
- if children are not reading at home teachers should gently remind the parents of the usefulness of this, however children should not be disadvantaged because their parents do not hear them read. If this is the case the class teacher and TA and, if necessary SLT should try to find an alternative provision for the child. We actively encourage parent, student and transage reading volunteers to come and support children practice reading.

Appendix C

Writing

At Hungerford School we aim for all children to have an interest in words and their meanings; developing a growing vocabulary in spoken and written forms. They should be developing their powers of imagination, inventiveness and critical awareness, and have a suitable technical vocabulary to articulate their responses. By Year 6 children should understand a range of text types and genres and be able to write in a variety of styles and forms appropriate to the situation.

- All pupils write daily.
- Writing for a wide range of purposes - from note-taking to extended writing in paragraphs - takes place each week
- In EYFS children should become immersed in an environment rich in print and use communication, language and literacy in every part of the curriculum. All classrooms have a writing area and encourage writing in role
- At Key Stage One children should begin to write independently and with enthusiasm. They should use language to explore their own experiences and imaginary worlds
- At Key Stage Two children should plan, draft and redraft writing of several paragraphs for a range of purposes and audiences
- Presentation guidelines are taught at the beginning of each year and the expectations maintained throughout
- English work is recorded in English books at least 3x weekly, not including spelling or handwriting
- Extended writing takes place at least 3 x each half term. Standardisation activities are carried out termly
- Key Stage Two children write in pen, except for labelled diagrams
- Class teachers rotate around all groups to provide guided writing/ to intervene at the point of writing
- Tas work with children with Pupil Passports and other groups at the discretion of the class teacher
- All English lessons have an opportunity for the adults to carry out focussed work with guided groups for 20 – 30 minutes.
- Grammar is taught discretely and in context. Objectives appear in weekly planning
- Spelling is taught weekly in Key Stage Two. The objectives outlined in the current governmental guidance are delivered.

Appendix D

Handwriting

- Handwriting takes place every week
- adults expect children to reflect the letter formations and joins in their daily handwriting
- handwriting is taught from Reception through to Year 5. Only children identified as requiring extra support will receive handwriting teaching in Year 6
- Read Write Inc. Supports the development of handwriting skills in EYFS and Key Stage One through consistent practice and a focus on fluency and accuracy of letter formation
- handwriting is further developed in Key Stage Two through handwriting lessons and daily handwriting practice.
- EYFS and Key Stage One use individual pupil exercise books
- Key Stage Two use the back of their English books
- children requiring extra support will be identified through pupil progress meetings.

Appendix E

Phonics

At Hungerford we strive to ensure that all children become successful, fluent readers by the end of Key Stage One. This policy is aimed at reinforcing a consistent, high quality approach to the teaching of phonics across foundation stage, Key Stage One and on into Key Stage Two for children who still need this further support.

Objectives: Spell quickly and easily by segmenting the sounds in words

- To provide consistent, high quality phonics teaching that ensures all children have a strong foundation upon which to tackle the complex processes of reading and writing.
- To ensure that the teaching of synthetic phonics is systematic and progressive throughout the foundation stage, Key Stage One and Key Stage Two for those children needing interventions to support phonetic
- knowledge and understanding.
- To ensure that children have sound phonetic knowledge, understanding and skills so that they can decode words confidently and engage with higher order reading and writing skills.

Aims:

- To teach children aural discrimination, phonemic awareness and rhyme to aid reading, writing and spelling development.
- To encourage the use segmenting and blending so that decoding skills provide a sound foundation for reading, writing and spelling.
- To ensure the teaching of phonics is lively, interactive and investigative.
- To ensure children use phonic awareness across the curriculum.
- To ensure that children know the 44 phonemes within the English language.
- To ensure that children recognise the graphemes within words and associate them with the appropriate phoneme when reading.
- To ensure children are taught strategies to identify and decode 'tricky words' within the English language.

Curriculum, Teaching and learning Guidance:

At Hungerford we follow the Ruth Miskin's Read Write Inc principles and practice across foundation stage and Key Stage One to support the effective delivery of phonics lessons by catering for all children's needs. In Key Stage Two interventions are based around the use of Read, Write Inc. to meet each child's specific needs.

We teach pupils to work effectively with a partner to explain and consolidate what they are learning. This provides the teacher with opportunities to assess learning and to pick up on difficulties, such as pupils' poor articulation, or problems with blending or alphabetic code knowledge.

In Year R we emphasise the alphabetic code. The pupils rapidly learn sounds and the letter or groups of letters they need to represent them. Simple mnemonics help them to grasp this quickly. This is especially useful for pupils at risk of making slower progress. This learning is consolidated daily. Pupils have frequent practice in reading high frequency words with irregular spellings – common exception words

We group pupils homogeneously, according to their progress in reading rather than their writing. This is because it is known that pupils' progress in writing will lag behind progress in reading, especially for those whose motor skills are less well developed.

All year one children take the 'Phonics Screening Check' - a statutory assessment required by legislation. Those who do not meet the pass mark will be given support and intervention programmes in Year Two to provide them with sufficient knowledge and understanding to re-take the 'Phonics Screening

Check' and obtain a pass mark. Those children who do not obtain the required level set by the 'Phonics Screening Check' will receive phonics teaching in the first term of year three – which will be further supported throughout the year and across Key Stage Two with Read Write Inc and/or spelling intervention programme.

A good lesson should include:

- A review of previously learnt sounds
- teaching of a new sound
- use of the new sound in context
- a review of the new sound with some previously learnt sounds focusing on fluency
- opportunities to write and spell
- follow up tasks of reading or writing based on their current phonemic learning.

Planning for phonics will be done separately from literacy but with the understanding that good phonics teaching should link to the literacy needs of the children within a literacy lesson and across the curriculum.

Expectation:

In the EYFS children receive a daily 30 minutes Read Write Inc. session. In Nursery timings of sessions are at the teacher's discretion given the age of the children. In Reception sessions are led either by a class teacher or by a trained member of support staff. Groups will normally be smaller than full class sizes. All children are assessed at least once per half term.

Key Stage 1 Phonics sessions take place from 9.30 – 10.30am. Children are streamed into attainment groups to make sure teaching and learning is at the correct level for their current achievement. Some groups will contain a mix of Year 1 and 2 children. Groups are led by class teachers and trained members of our support staff. Key Stage One children are assessed at least once per half term. Teachers use Read Write Inc reading books targeted at the children's phonic stage to consolidate and build upon the phonics lessons each day with reading and writing activities.

Key Stage 2 Children who have been identified as being below national averages for phonics and reading receive additional support through targeted Read Write Inc sessions. These take place daily and include phonics teaching and reading using Read Write Inc books. These sessions are led by trained members of support staff.

SEN pupils are fully involved in Read Write Inc lessons as children work in groups with others who at their level. Teaching is geared to the speed of progress of each group.

Additional Support

The Read Write Inc manager identifies children who are below expected attainment for their age. These children will receive additional one-to-one or small group phonics teaching from support staff in class, timings at teacher discretion. Children significantly below expected attainment are regularly assessed to support progression.