



HARTWELL PRIMARY SCHOOL

English Policy

Hartwell Primary is a Voluntary Controlled academy and, recognising its historic foundation, works to preserve and develop its religious character in accordance with the principles of the Church of England. This includes the active promotion of Christian and British values and the respecting of those of other faiths or none.

'Believe, Aspire, Grow'

Aims

At Hartwell we aim to give a broad and balanced education by fostering the development of the whole child. We believe that high standards can only be maintained by children, parents, staff and governors working together.

At Hartwell the enthusiasm of the teaching and learning of English begins with the buzz of the Early Years classroom and is continued throughout the Key Stages. The children are encouraged to be independent, to have shared responsibility for their learning through individual target setting, responding to our high expectations of achievement.

‘English has a pre-eminent place in education and in society. A high- quality education in English will teach pupils to write and speak 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 both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised’

The National Curriculum 2014

Our English Policy will –

Develop children as effective speakers and listeners, teaching them to:

- use the vocabulary and grammar of standard English
- formulate, clarify and express ideas
- adapt their speech to a widening range of circumstances and demands
- listen, understand and respond appropriately to others

Develop children as effective readers, teaching them to:

- read accurately, fluently and with understanding
- understand and respond to a range of texts
- read, analyse and evaluate a wide range of fiction and non-fiction texts, including literature from other cultures and traditions

Develop children as effective writers, teaching them to use:

- compositional skills – developing ideas and communicating meaning to a reader using a wide ranging vocabulary and an effective style organising and structuring sentences accurately and whole texts coherently
- presentational skills – accurate punctuation, correct spelling and legible handwriting
- a widening variety of writing genre for different purposes

Planning and Time Allocation

In Key Stage 1 and 2, there is a daily dedicated Literacy hour in which NC objectives are taught. In the Autumn Term of Reception class, there is an integrated day where literacy takes place throughout the day. In the spring and summer term, dedicated literacy time becomes more prevalent.

We continually look for opportunities to apply the taught literacy skill in other subject areas and actively promote the high standards that we promote in English lessons whenever writing takes place.

Across our school we recognise the importance of carefully preparing children before the writing process begins so that their later written work is as rich as it can be. As a result, teachers routinely organise Talk for Writing opportunities (prior to writing) such as:

- Watching audio of the genre being 'performed' in a real life setting i.e. hearing a radio advert, watching a cookery show for instructions...

- Producing story maps

- Organising puppet shows

- Participating in carefully planned drama activities to generate and collect inspired language choices

- Visiting a particular location for a valuable first-hand experience

- Carrying out Debate-Mate style activities to explore characters or a text

Medium Term Planning

All class teachers complete a medium term plan for the school year in which narrative, non-fiction and poetry units are planned with a suggested final outcome against each terms topics. If necessary, these are revisited to and adapted as the year progresses. A copy is given to the English coordinator to monitor genre coverage across the school. (See Appendix 1)

Short Term Planning

A common format is used throughout school for short term planning which is slightly modified to incorporate the Early Learning Goals in Reception (see Appendix 2) and for the needs of each Key Stage (see Appendix 3). Short term plans make reference to clear learning objectives and focussed success criteria.

Links with Other Subjects

All cross curricular links are identified clearly on the medium term topic map for that half term and they are referenced on the short term plan for that week.

Teaching and Learning

Learning objectives are clearly shared with the children at the start of every lesson. The children's active involvement and interaction is an integral part of our approach to teaching and learning. At the start of a lesson, the Learning objectives are clearly broken down into a number of **Success Criteria** that enable the children to clearly work towards the said Learning Objective.

Success criteria can be generated by the class teacher at the start of a topic, though as children become familiar with a genre they may lead the setting of the SC. In fact, the SC are actively used throughout a lesson by the children to assess their own work or to get prompts as a self-help tool. Every class in school displays what '**Good writing should have**' for that age group. These criteria often form part of a lessons success criteria and are often used by children when generating targets.

In every Literacy lesson, the exploration and development of language is an integral part of the learning that takes place. Therefore, the use of **language books** is a necessary and daily part of Literacy lessons at Hartwell in KS2. Language can be entered into them via any of the following activities:

- When children 'magpie' words used as part of the shared writing part of whole class teaching
- During class quiet reading when words are discovered in their books and subsequently shared with the class
- Reading at home

Language books should be a valued resource that the children naturally turn to store exciting language that they have come across. **Class flip charts** are also a means of storing language that have been explored during lessons. **Literacy stimulus displays** are also used to store examples of ideal language choices, genre key features and snapshots of excellent work from children against these genres.

We use a variety of teaching methods including whole class, group, paired and individual activities. The careful questioning skills of the teacher provide challenges for the children and support a well-paced lesson. The children are grouped according to their individual needs (though mixed ability seating is a common feature especially as you move up through the school) and to fulfil the objectives of the lesson.

Support Staff

Classes in Key Stage 1, have Teaching Assistants (TAs) during the teaching and learning of Literacy. In Key Stage 2, TAs support those children directed by the class teacher which may include those with Individual Education Plans (IEPs) right up to the most able children.

The class teacher:

identifies who the TA will be working with on the short term plan prior to the lesson, shares the learning objective and success criteria for groups and individuals that the TA will be working with

The TA reports back assessments to the class teacher before the next session.

Quality-first teaching is recognised as having the greatest impact on a child's learning and should be used prior to the use of any interventions which should be utilised with consultation with the English coordinator &/or the SENCO

Special Educational Needs

Children with special needs in English are identified at the earliest opportunity. The class teacher, in consultation with the school's Special Needs Co-ordinator (SENCO), assesses the child's needs and for children (who are identified as SEN support) an IEP with appropriate targets is put into place.

Children are supported by a TA within the classroom where it is deemed appropriate though this is equally shared with the class teacher.

Monitoring, assessment and the involvement of any other outside agency, is within the guidelines stated in the LA's Code of Practice.

IEPs identify any resources needed in order to enable any child with a disability to participate fully in the English Curriculum.

Resourcing for Special Needs

We have a range of books in school to support the more or less able reader. We also have extra intervention programmes to support phonic and reading development. The following programmes are in place to support children, who with extra support, will be able to achieve the nationally expected standards for the Key Stage 1 and 2 standard assessment tests.

The following interventions are used in school and should be initiated only after a discussion with the SENCO or Literacy coordinator:

- Switch-On (used when a child's reading decoding is behind their chronological age - CA)
- Inference Training (used when reading decoding is age appropriate but the level of reading comprehension is behind their CA)

Assessment, Recording and Reporting

Summative Assessments

Key Stage 1

Phonics screening- Year 1

Statutory Standard Assessment Tests (SATs) in the Summer term – Year 2

Half termly STAR reading tests to determine new zone of proximal development (ZPD)

when on Accelerated Reader (AR) in Year 2

Early Years AR for those not on AR in Year 2

Key Stage 2

Optional tests from Testbase – Years 3, 4 and 5 – May

Statutory Standard Assessment Tests (SATs) – Year 6 – May

Half termly STAR reading tests to determine new ZPD in AR

Regular book quizzes after finishing a reading book

Home/School Communication

As a school we recognise the importance of working closely with parents and the following strategies are used to guide this process:

Home/school reading diaries are used to record whenever reading takes place and to communicate messages between school and home.

As the children progress through AR, parents can log onto Home-school connect in order to monitor their child's progress against set targets, their reading diet and their performance on book quizzes.

Teachers will also engage parents when a special piece of work has been completed that reflects that child's very best effort.

Assessment and Target Setting in Key Stages 1 and 2

In September, targets are set by the class teacher within Target Tracker for the individuals within their class, they target attainment in speaking and listening, reading and writing. Individual targets that relate to the children's day to day writing attainment are generated collaboratively with the children throughout the year and are dated and recorded in the front of their books (see Appendix 5). The children play an active part in monitoring these targets.

The children's day to day targets are formally shared with parents at parents' evenings in October and March.

Writing:

Writing is assessed through collaborative sessions where work is moderated by members of the SLT. Symphony grids are used as guidance in these sessions. EYFS: Evidence is collected from Whizzy writing books, busy bee books and learning journeys to assess children at the end of the year against the 'writing' early learning goal.

Reading:

During guided reading, the children are organised into ability groups (previously based on AR reading ages). Using the reading grids from the Symphony material (Appendix 6), class teachers select appropriate targets as a focus for the sessions; the grids are annotated as necessary to reflect progress against these targets. Whenever a KS2 child completes a reading book, they complete a quiz which assesses their understanding of that book and the vocabulary within it. Half termly STAR tests give a more detailed picture of the child's RA, their position within the cohort, their progress over time and if an intervention is needed.

KS1: In Y1 children have individual symphony grids that are highlighted using evidence from individual reading. As the year progresses, groups of children then move on to guided reading and this is assessed as above and continued throughout Y2.

EYFS: Individual reading records are used at the end of the year to assess against the reading early learning goal.

Reports: Key Stage 1 and 2

An annual report is sent out to parents at the end of the academic year. This includes individual targets and informs parents whether the child is working above (S+), in line with (W+ or S) or below the expected level for his/her age group (B, B+ or W).

An interim report is also sent home in January that tells parents their child's progress towards their end of year target and current English, Maths and Science targets as well as effort grades.

Monitoring and Evaluation

A variety of strategies are used in monitoring and evaluating English throughout the school. This informs specific targets to be included in the School_Development Plan for future developments and the raising of standards. These strategies include;

- Classroom observations by the Headteacher, Subject Leader or Key Stage Leader
- Scrutiny of planning and targets
- Scrutinising children's work
- Analysis of statutory and non-statutory tests

Professional Development

We are heavily committed to providing an extensive training programme for all staff to support the raising of standards in English. These programmes are incorporated in our School Development Plan.

Resources

- The school library provides fiction and non-fiction books for the whole school.
- Literacy displays are prominent throughout the school
- Books are displayed within the classrooms to support units of work
- ICT resources are stored centrally on the computer system and are also available on iPads

Health and Safety

All staff manage their environment to ensure the health and safety of pupils and themselves.

More Able Children

Children are identified as gifted and talented by using standardised scores from their end of year SAT tests for reading and writing. Opportunities are provided for identified children such as:

- Opportunities for extending their language choices are overtly made for these children and they are encouraged to use their language books to this effect.
- Children may be entered for selective competitions
- An annual spelling bee is organised to celebrate and showcase spelling talents.

Importantly at Hartwell, class teachers have ambition for all of the children in their daily care and provide no ceilings for any child's achievement.

Cross Curricular Opportunities:

English is cross-curricular in nature. Speaking and listening, reading and writing are an integral part of all other areas of the curriculum. Specific skills can be transferred from literacy teaching into other areas i.e. report writing can be taught in literacy and developed in Science. Chronological writing can be used in history to develop sequenced information and explanations and non-chronological explanations can be used in Geography. Awareness of text and language features can be developed through literacy and transferred to other areas of the curriculum. However, in order to develop pupils' literacy skills we devote a considerable amount of our teaching time to this subject in its own right.

Equal Opportunities

Equal opportunities in English are addressed as follows:

- Pupils with special needs have equal access to the English curriculum through the use of differentiated learning strategies and tasks. These are based on individual needs.
- Specific teaching strategies are used to maximise access to the curriculum for pupils learning EAL.
- Respect for cultural and linguistic diversity is promoted through the use of resources on multi-cultural themes.
- Attainment of boys and girls as well as achievement of other groups (SEN, EAL, PP, LAC) is carefully monitored.

Sally McCulloch
English Coordinator
September 2018

Appendix 1:

English Medium Term Map –Year 5						
	Term 1 (WW2)		Term 2 (Planet Earth)		Term 3 (The Romans)	
Narrative (focus text)	Narrative – Dunkirk: (2 weeks) Film narrative –The Blitz & The Blue Shadow : (2weeks) Friend or Foe by Michael Morpurgo		Narrative – Stories from other cultures (3/4weeks) Kensuke’s Kingdom		Narrative – film narrative: The Piano (3 weeks) The thieves of Ostia by C Lawrence	
Suggested final written outcome	Narrative looking at the balance of SAD in their writing.	Looking at 5 senses and figurative description in writing	Aboriginal narrative writing Narrative—what happened next? (Based on Kensuke’s Kingdom)		Narrative writing : based on a chase scene.	
Non-Fiction	Recount: News report (3 weeks)	Non– Chronological reports (3weeks)	Persuasive Text: Adverts/ brochures (3 weeks)	Discussion Text: Saving the environment (3 weeks)	News scripts for broadcast (3 weeks)	Instructional text: How to be the perfect Roman soldier
Suggested final written outcome	A news report on the outbreak of war (History link) DEBATE	Reports on Battle of Britain evacuations (History link)	A ‘Come to Volcano Island’ tourist brochure (Geog link)	A class debate on saving the environment and a written text. (Geog Link)	News scripts and broadcast (History Link)	A detailed manual on being a soldier (History Link)
Poetry	Vocabulary building: similes and metaphors (1 week)	Structure: cinquain (1 week)	Vocabulary building: (1 week) Figurative language	Structure: Spoken word poetry/ Rap (1 week)	Vocabulary building: (1 week) Words with a Roman origin	Structure: Poetry appreciation (1 week)
Suggested final written outcome	Read, write and perform their own poetry.	Read and respond to cinquains & write their own.	Read, write and perform their own poetry.	Listen to, read and respond to raps. Then create their own raps.	Read, write and perform their own poetry.	Research a particular poet. Personal responses to poetry. Recite poetry.

Appendix 2:

Daily Plan Monday 6th November
8:55 Register and Days of the week
<p>9:00 Phonics</p> <p>JN - recap phonics sounds learnt using the flashcards. Recap the letter names.</p> <p>Recap tricky words using flashcards and notice spelling patterns. Ask children to write these words from memory.</p> <p>Introduce new tricky word MUM - model writing on the board, ask children to write the word three times as quickly as they can.</p> <p>Say the sentence 'mum said run' model writing the sentence, notice the spellings, capital letter, full stop and finger spaces, count the words in the sentence. Remove the words mum and run and ask the children to write the sentence independently - remind the children spelling of said is provided on the board.</p> <p>11 children- [REDACTED]</p> <p>LF - recap phonics flashcards saying the sound and doing the action together. Introduce the next sound - e - model writing e on the board, look at pictures of e words, whose sound is e? Model writing words beginning with E. Children practice writing e on their whiteboards. Can you write egg?</p> <p>Recap tricky words using flashcards and return to class</p>
<p>Choosing -</p> <p>JN - Junk modelling - introducing design sheet and photos for the area walls and tapestry</p> <p>LF - 1-1 Reading</p>
10:10 Snack and Story
10:35 Playtime
<p>10:50 Recap the phonics learnt so far and the tricky words - focus on is it in and model writing these on the board</p> <p>LF - children write the sentence on a whiteboard... is it in and finish it off eg is it in the tray is it in my pocket is it in the box etc - children use their own phonics and complete independently</p> <p>JN 11 children- [REDACTED] - children write is it in on a whiteboard</p> <p>Continue as before playtime Choosing -</p> <p>JN - Junk modelling - introducing design sheet and photos for the area walls and tapestry</p> <p>LF - 1-1 Reading</p>
11:55 Lunch Time
1:15 Register and Teddy Tim <i>LOs To retell a simple past event in the correct order (30-50) To listen to others in small groups (30-50)</i>
<p>1:30 Children choosing - cover in class</p> <p>LF - Meeting [REDACTED]</p> <p>JN - Special Snack - making pizza in groups, discussing the foods used and size and quantity using mathematical language, more less, bigger, smaller etc</p> <p>Please take a photo of every child making their pizza or with their completed pizza that we can use as a writing stimulus.</p>
2:30 Playtime
<p>2:45 LF - Counting skills - counting actions and objects in a group - sit in a circle and play dice game higher or lower</p> <p>JN - Special Snack - finishing off/tidying up</p> <p>Home time</p>

Appendix 3:

	Learning Objective & Success Criteria	Whole Class Shared Reading and Writing	Guided and Independent Group Tasks Including Differentiation	Plenary
Mon	To accurately use an embedded clause SC With a noun At end of sentence Use connective to link clauses. Interesting /powerful	Share the -ly and ily spelling patterns. Look at root words and how they change. Discuss the meaning of the words and model their use within a sentence. Present a simple sentence and model where I could embed a clause. What is the job of a clause? Where else could a	Individually, sentences with embedded clauses using the adverbs from the spelling lists we have looked at. JK start HF lists with LA spellers. LA writers stick to the single golden rule of add the clauses to the noun. HA writers explore using brackets, dashes or commas	Share sentences produced on the visualiser. Edit to include a range of effective language. Is clause adding relevant
Tues	To use similes to create an emotion. SC Like a...as a... Use powerful adjective and adverb	Use the structure of I saw a peacock but replace with I feel...Model creating a simile to go with each feeling making reference to the SC on the board. Brainstorm in pairs similes to go with each emotion represented on the board. What	Individually create their own bank of similes to represent their own chosen emotion. Differentiation: LA-sentence starters to get going MA-as main activity HA- as above but extend to using a semi colon to add an additional	Share similes with the class on the visualiser throughout the session and appraise together using
Wed	To use personification to express an emotion. SC Use 5 senses Emotion + human action/expression/sound Adverbs adjectives	Present the range of emotions used yesterday. What other forms of figurative language can they quickly name? Share. Model turning an emotion into personification using human qualities. In pairs children create another one to reflect that emotion. Is the personification as powerful as it can be? Finally edit to include powerful adjectives and adverbs	Children are top individually use personification to create an emotion. Differentiation: LA-fill in the gap sentences to start MA-start with CT modelled sentence HA- extend using powerful language.	Share examples of personification created. Why are they successful? Can they be checked against the SC?

Appendix 4:

Literacy Targets

Date set:				

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Date set:				
Date set:				