

Holy Trinity C of E Primary School English Vision, Guidelines and Policy

The vision of English at Holy Trinity is one that values:

Within spoken language

- To acquire and be exposed to a high quality and varied language
- To ensure children develop a capacity to explain and discuss
- To gain an understanding of the conventions for discussion and debate
- To play an active role during drama and theatrical performances

Within reading

- Ensuring all, or almost all, children are reading by the age of six
- A developed language comprehension
- A desire in children to read for pleasure and to fuel pupils' imagination

Within writing

- An ability for all pupils to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- To acquire a wide vocabulary for writing.
- To appreciate a rich and varied literary heritage.
- To gain an understanding of grammar, punctuation and spelling.

To enable the implementation of this vision we aim to:

- Ensure the consistent teaching of English throughout the school.
- Plan well-structured and clearly differentiated lessons based around an engaging and suitably challenging text which will both enthuse and motivate children.
- Use assessment to plan personalised learning experiences for all children.
- Promote and foster a love of learning.

Role of the Subject Leader

To ensure that all members of the school community understand the vision of English at Holy Trinity and to lead, challenge and support all in achieving the vision by:

- Ensuring curriculum policies, guidelines and resources are well organised, reviewed, updated and easily accessible
- Maintaining clarity of expectations in relation to planning, assessment and teaching and learning
- Monitoring, evaluating and developing standards in teaching and learning
- Identifying and addressing strengths and areas for development
- Informing, supporting and providing development opportunities for all
- Responsibility for reporting to the governors, Headteacher and staff about the quality of teaching and the impact on standards

Teaching and Learning

English Lessons

- The teaching of English is based around a book. A new book is introduced half termly or termly and in some cases a selection of related texts may be used. The book(s) are used as a stimulus for teaching and from this pupils are introduced to different genres of writing and writing for a range of purposes. Learning objectives are taken from the National Curriculum and act as a focus for a particular lesson/group of lessons.
- Spelling, grammar and punctuation is taught both implicitly and explicitly throughout the year either as discrete lessons or within a series of linked lessons. In addition to this, children each have a grammar progression checklist at the front of their book as are the year group related definitions displayed in the classroom once they have been taught.
- Teachers use a variety of teaching styles with particular emphasis on modelling writing and self and peer assessment.
- Within class teaching strategies used include: guided writing; paired writing; independent writing; word level and grammar activities; class/paired discussion; drama.
- Teachers ensure that writing has a purpose /meaningful context.

Phonics Lessons

- Children from Nursery to Year 3 have daily phonics lessons. These sessions are streamed across the year groups according to a child's ability to recognise different phonemes and blend sounds to make words.
- The teaching of phonics follows the 'Letters and Sounds' document alongside the Jolly Phonics scheme from which teachers plan imaginative and engaging lessons.

Guided Reading Sessions

- Within our school we believe that it is important to share and enjoy a variety of different texts within guided reading to enhance and enrich the children's experience with books. The text(s) used during guided reading may link to an aspect of the curriculum covered at the time or an upcoming topic. It may also be a text selected to fill gaps in the children's reading habits, a challenging book that the children are keen to read or a book/text to introduce them to new authors and text types.
- Children are separated into ability groups and take part in at least one half hour reading session a week. Learning objectives are taken from the New National Curriculum and act as a focus for a particular lesson/group of lessons.

Spelling

- We use Spelling Shed as a scheme throughout school; it engages children through the use of games in order to learn their spellings and enables all children to achieve at their own ability.

Planning

All sessions are planned using the objectives set out in the New National Curriculum with the aid of attainment outcomes (where applicable) to inform next steps for learning.

- **English lessons** are planned around a book and follow the Holy Trinity Genre Progression Map for a particular year group. All planning includes the following key information: Key text, group information, objectives and outcomes.
- **Guided Reading** sessions are carefully planned, ensuring a variety of text types are covered throughout the year. The planning includes the following key information: Objectives, outcomes and an evaluation.
- **Phonics lessons** follow the 'Letters and Sounds' document. The planning includes the following key information: Objectives, apply and assessment.

Assessment

- In **writing** pupils write daily, whether it is in an English lesson, through topic or Science and this gives the teacher an opportunity to assess their writing ability. Teachers mark pupil's work following the school marking policy and specific marking and feedback guidelines for English. Pupils are given appropriate time to respond to comments.
- Child friendly **grammar and punctuation** targets are tracked continually based on what pupils achieve on a daily basis. Formal phonics, grammar and spelling assessment is carried out periodically using the 'Letters and Sounds' document and the National Curriculum to ensure that all children are making progress. This assessment data is regularly analysed to ensure all children's progress is carefully monitored.
- In **reading** pupils are heard, by the teacher or TA, read as often as possible with a school reading book, appropriate to their ability. This gives the teacher/TA an opportunity to assess their reading ability and their understanding. During a guided reading session children's attainment is compared with the year group Attainment Outcomes. In addition at the end of each academic year children are assessed using the WRAT reading assessment to determine the child's reading age, these results are then compared to track children's progress.
- In **phonics** and where applicable **spoken language** is assessed as part of an on-going formative assessment which takes place throughout every lesson/activity with teachers assessing the progress each child makes.

Moderation and Monitoring

Moderation and monitoring is carried out regularly. It can be seen in many different forms throughout the year such as, a book scrutiny, learning walks and moderation of teachers assessment of individual children's attainment both internally and externally

Tracking Progress

The teacher's assessments are recorded digitally by the class teacher at three points throughout the year (December, March and July) and individual points progression is tracked by the subject leader to ensure that good progress is being made. The overall summative teacher assessment judgement given in July forms the baseline for target setting by the subject leader.

Target Setting

The subject leader sets targets for all children and these targets are linked to staff performance management. Teachers are responsible for setting ongoing targets for children in their guidance. Targets are communicated throughout the year and how each individual child will achieve their target is made clear to them.

Progression

At the end of each academic year, year group specific Attainment Target material as well as other tracking information is passed onto the next year group. A learning dialogue is then opened between professionals to discuss next steps for the beginning of the next academic year.

Reading for Pleasure

The active encouragement of reading for pleasure should be a core part of every child's curriculum entitlement because extensive reading and exposure to a wide range of texts make a huge contribution to students' educational achievement.

(Report on the inquiry into overcoming the barriers to literacy by the All-Party Parliamentary Group on Education, 2011)

At Holy Trinity C of E Primary School we actively promote reading for pleasure, as we regularly promote events to encourage children to read for enjoyment e.g. Book fairs, inviting in authors, participation in World Book Day, basing our English lessons around a book(s) as well as promoting reading on a day to day basis.

Home/School Reading

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When in nursery, children along with their parents, may choose a book to take home and share. When entering reception, children are then sent home with book(s) to read with the support of their parent. The books are selected based on the teacher's summative and formative assessment. This approach is continued throughout the rest of the school. As the child gets older and becomes a more independent reader, it is essential that parents question their child about the text, therefore a sample of different questions are sent home to support parents. When a child is heard reading on an individual basis in school it is recorded in the child's home reading record. Also, as the child progresses through the school more opportunities are developed for them to spend quiet time reading their books.

The home reading books are colour banded based on phonetical knowledge and the Accelerated Reader point system. This system runs throughout the school until the children are competent and confident readers at which point they select their own reading book. The banded books contain books from a variety of different published reading schemes (Bug Club, Comics for Phonics, Project X, Read Write Inc., Project Aliens, Collins big Cat, Oxford Traditional Tales and Floppy Phonics).

Handwriting

Children in Nursery (when children are ready) to Year 6 follow the same letter formation style. In Foundation Stage and Year 1 letters must all have lead in strokes and be formed in a neat, legible and fluent style which is ready to join. When children are confident with their letter formation in KS1 children are taught and expected to join their writing.

Cross Curricular Links

Writing has obvious links to many subjects in school and teachers aim to make the most of those links where possible. Children practise and develop their writing skills in other subjects such as R.E, Science, History or Geography and use knowledge from other subjects to inform and inspire writing in English lessons.

Governors

There is a named governor linked to English who plays a key role in monitoring and evaluating English across the whole school through discussions and reports. The named governor is currently Mrs Christine Patton-Woods.

Review

This policy was last updated in January 2019