

Holy Trinity C of E Primary School

English Policy

Intent

At Holy Trinity C of E Primary School, we believe reading is the fundamental building blocks to everything that we learn. We understand the positive importance of daily reading and we strive to create a positive learning culture where reading is loved, enjoyed and part of everyday life. At Holy Trinity C of E Primary School, we begin our literacy journey early, immersed in language rich settings and learning to communicate successfully. Our literacy skills progress year on year, developing both our knowledge and skills so that we can become confident, successful communicators.

At Holy Trinity C of E Primary School, we aim for our pupils to (National Curriculum):

- Read easily, fluently, with prosody and with good understanding.
- Develop the habit of reading widely and often, for both pleasure and information.
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- Appreciate our rich and varied literary heritage.
- Write clearly, accurately and coherently, adapting their language and style in and 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.
- Build competency in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

We encourage our pupils to:

- Read daily, for pleasure and to gain knowledge.
- Build a wide vocabulary by reading a wide range of texts.
- Perform in front of an audience in our school performances and assemblies.
- Endeavour in all areas of academic work.
- Inspire others and be inspired by exceptional work.
- Collaborate as part of a team and share knowledge.
- Build resilience and maturity to be secondary school and community ready.

Love Your Neighbour
As Yourself



Implementation within our school

Subject Leadership/Subject Knowledge for teachers and teaching assistants:

- **Reading and Writing**
 - Teachers and teaching assistants have all been trained to deliver Little Wandle Letter and Sounds Revised phonics teaching and learning (Phonics and Early Reading)
 - Phonics teaching and learning is monitored by English Lead and SLT
 - SLT, English Lead and class teachers to identify pupils who require additional support and intervention with phonics/reading/writing
 - Refresher phonics training for all teaching staff
 - Staff training linked to English curriculum delivered by specialists/English lead
 - English lead CPD
 - 'In house' writing moderation across both Key Stages and EYFS
 - Local Authority/Church school moderation events
- **Speaking and Listening**
 - EYFS immersed in language rich environments and high-level communication modelled.
 - Opportunities for speaking and listening e.g. show and tell.
 - Year 1 – Year 6 provided with speaking and listening opportunities.
 - Children take part in a range of activities: debates, explanations, discussions, voice-over scripts and persuasive speeches.
 - Yearly performance for each Key Stage group.
 - Performance poetry.
 - Readers Theatre
 - Embed discussion into daily lessons

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
- Monitoring, evaluating and developing standards in teaching and learning
- Ensuring consistency with teaching and learning between year groups with curriculum
- 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 of Reading

Phonics and Early Reading

We follow the *Little Wandle Letters and Sounds Revised* expectations of progress. Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy. Children in Year 1 review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy. We teach children to read through reading practice sessions three times a week (Reception-Year 2). Children who are identified as needing further support with phonics and reading fluency are supported through intervention.

Whole Class Lessons for Word Reading and Comprehension

- National Curriculum reading objectives are embedded into our literacy curriculum through literacy lessons and reading skills lessons.
- Children repeat reading objectives individually, in groups and as class readers.
- Reading is split into two main elements: Word Reading (fluency) and Language Comprehension. Repeated reading is encouraged.
- Reading skills lessons teach an explicit reading skill.
- Class Texts: All classes have a progressive long-term plan of class texts. Texts have been carefully selected to meet the needs of pupils and to enhance learning experiences. Texts are often changed to suit specific cohorts.

Reading Intervention

- Identified children are supported further with individual, group reading and specific intervention targeted to their area of need
- Those who are noticed as 'non home readers' should be targeted for individual 1:1 reading, intervention or additional reading in school.

Independent Reading

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. One book is linked to their phonic knowledge and is to be read independently, the other is to be shared and enjoyed 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 available to support parents. When a child is heard reading on an individual basis in school it is recorded by the adult. Parents and carers are expected to sign their child's reading record until their child can make an appropriate comment on their reading.

We have an Early Reading library which is linked to Little Wandle Letters and Sounds Revised and our other home reading books are colour banded based on 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.

Every child is supported to read for **purpose** and **pleasure** at Holy Trinity.

Year Group	Reading for Purpose	Reading for Pleasure book to be taken home to enjoy
Nursery	Early Reading Library reading a book linked to phonic knowledge: decoding, prosody and comprehension reading	
Reception		
Year 1		
Year 2	As above. When fluent with Phase 5 books, to complete STAR reading test and read Accelerated Reading library	
Year 3	To complete STAR reading test and read Accelerated Reading library	
Year 4		
Year 5	To complete STAR reading test and read Accelerated Reading library /Reading Plus	
Year 6		

Teaching and Learning of Writing

Writing and Mark Making in EYFS

Children should be encouraged and supported with writing by:

- Being immersed in language rich classrooms.
- Having instructions to read and follow (could be pictorial supported with words).
- Mark making and writing encouraged through role play areas.
- Writing as part of a theme or topic e.g. letters to a friend.
- Word building with letters and correspondences in play areas.

Writing in Year 1 – Year 6

Our writing curriculum is text based so it goes hand in hand with our mission to foster a genuine enthusiasm for books. We intend our children to be able to express their thoughts and ideas clearly and creatively through the written word. We aim to create confident and competent writers who have all the necessary skills and knowledge to write for a range of purposes and have the ability to draft, edit and improve their own work in order to create accurate, well considered pieces of writing. We set high expectations for all of our children to take pride in their work, have a fluent, joined handwriting style (Y2 Y6) and consider the most effective way to present their final drafts.

- We ensure our pupils experience a good diet of all 7 story types before they leave us.
- Lessons cover the National Curriculum objectives for reading, writing, spelling, grammar and punctuation for their appropriate year group (see attainment outcomes).
- Writing pieces follow that set out in Writing Genre Progression Overview, covering the 7 story types, as well as a wide coverage of genres.

- Writing is assessed by Holy Trinity C of E Primary School attainment outcomes and writing models.
- Subject lead and classroom teachers identify pupils for additional support.
- Writing in books is continuously monitored by Subject Lead.
- Progress and attainment of pupils is measured by teacher assessment.
- Teacher assessment is scrutinised by internal moderation (Nursery – Year 6) and external moderation (Y2 and Y6).

Handwriting

Reception: Cursive or pre-cursive script is not taught in Reception. Children are taught the correct start and exit points for each letter, which should not include 'lead-in' strokes from the line.

Year 1: Lead-ins to letters and joins between letters are introduced.

Year 2: By the end of the year children are expected to use lead-ins and use the diagonal and horizontal strokes needed to join some letters.

Year 2 and onwards: When children are confident with their letter formation in KS1 children are taught and expected to join their writing.

Teaching and Learning of Vocabulary, Grammar, Punctuation and Spelling

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
- Key spellings are sent home to learn every week (spellings are age related).
- A spelling test is held once a week, in class.
- Spelling rules and content coverage are in line with the National Curriculum and follow our long-term plan for Grammar, Punctuation and Spelling

Vocabulary, Grammar and Punctuation

- All vocabulary, grammar and punctuation objectives are taught from our long-term plan for Grammar, Punctuation and Spelling and are embedded into literacy lessons.
- Vocabulary, grammar and punctuation content coverage is in line with the National Curriculum Appendix 2

Teaching and Learning of Speaking and Listening

Speaking and Listening skills

At Holy Trinity C of E Primary School, we embed speaking and listening skills into all areas of academic study. We encourage pupils to contribute in lessons and discuss ideas. We follow the National Curriculum objectives to ensure accurate coverage of skills and development.

We encourage all children to:

- Listen and respond appropriately to adults and their peers.
- Ask relevant questions to extend their understanding and knowledge.
- Use relevant strategies to build their vocabulary.
- Articulate and justify answers, arguments and opinions.
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- Speak audibly and fluently with an increasing command of Standard English.
- Participate in discussions, presentations, performances, role play/improvisations and debates.
- Gain, maintain and monitor the interest of the listener(s).
- Consider and evaluate different viewpoints, attending to and building on the contributions of others.
- Select and use appropriate registers for effective communication.

Impact and Assessment

- Assessment for Learning takes place in classes continuously across the year.
- The teacher's assessments are recorded digitally by the class teacher at three points throughout the year (Autumn, Spring and Summer) 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.
- Summative assessment of writing is teacher assessed.
- For reading, teachers use the Reading Assessment, linked to the MARKS Assessment tool.
- Speaking and Listening is assessed by the class teacher.
- In Y2 and Y6, statutory assessment forms the final progress measures.
- Year 1 Phonics Screening Test.

Impact of Practice

- Children are fluent readers with good reading comprehension.
- Increased number of pupils achieving 'expected standard+' in literacy at all stages.

- Teacher knowledge and ability to teach literacy is improved.
- Lessons are more productive, with tighter linked objectives.
- Children are inspired by and endeavour in literacy lessons (through the use of pupil voice and high-quality texts).
- Greater speaking and listening opportunities for all pupils.

Academy Council

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 Adam Palmer.

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