

# Holy Trinity Church of England (Aided) Primary School



INVESTOR IN PEOPLE

## Policy Statement

### ENGLISH

At Cookridge Holy Trinity Primary School, as an inclusive school, we aim to achieve the highest standards of Literacy capable for **ALL** our pupils. We aim for our pupils to leave Holy Trinity School being able to both speak and listen for a wide range of purposes in different contexts and being able to read and write for a range of purposes on paper and screen. We aim to instil in **ALL** our pupils a love of speaking, reading and writing that will both encourage and support their life long learning journey.

#### Aims for English learning and teaching at Holy Trinity School.

We are continually aiming to raise the standards of achievement in English of all our pupils. Our English curriculum aims to:

- Instil a positive attitude to English by making it interesting, purposeful and enjoyable.
- Develop an awareness of the relevance and importance of literacy skills in the real world.
- Offer a broad based curriculum which enables pupils to operate effectively at their own level within the National Curriculum.
- Promote and encourage the use of a variety of approaches in English to interest and engage all learners.
- Develop, use and understand the language of literacy at their own level
- Develop a clear, legible handwriting style and instil the importance of high standards of presentation.
- Develop the ability to think logically, reasonable and creatively in English lessons.
- Develop the ability to work both independently and collaboratively.
- Provide opportunities to use the skills learned in English in a wide variety of learning situations.
- Allow pupils to achieve a sense of satisfaction through success.
- Develop self confidence and a positive attitude to their abilities.

#### Organisation of English teaching at Holy Trinity.

In the EYFS we foster **positive relationships, enabling environments** and **learning development** through:

- Helping children communicate thoughts, feelings and ideas and build up relationships with adults and each other.
- Providing daily opportunities to share and enjoy a wide range of books.
- Adults providing good role models through modelling reading and writing.
- Identifying and responding to any particular difficulties in children's language development at an early stage.
- Providing a print rich environment that takes into account children's different interests, understandings, home backgrounds and cultures including children with English as an additional language.
- Time being given for children to share resources with adults and their peers.
- Linking language to other areas of the curriculum.
- Developing children's phonological awareness through teaching Letters and Sounds, supported by Read Write Inc. materials

In **Years 1-6** we deliver our English curriculum in accordance with the **National Curriculum (2014)**. There is a daily English lesson of approximately an hour for all children. We use the National Curriculum for our long term planning and write unit plans to suit our individual cohorts. We use our own school unit planning format to write our Literacy Unit plans. Year group teachers and, wherever possible, teaching assistants are strongly encouraged to plan together. Plans are shared with teaching assistants.

A typical lesson consists of: a SPaG or spelling starter, a teaching input, focused group work and individual independent activities, plenary including assessment for learning. A balance between whole class, group and individual approaches in the teaching of English is used throughout school.

Children work in classes for Literacy. Where possible, each class throughout the school has a teaching assistant every morning to support Literacy teaching in class and allow for two focus teaching groups. Our planning shows differentiation for different pupil groupings and the groups that are the teacher/TA focus group for that day.

### **Teaching Approaches used at Holy Trinity School:**

We are an inclusive school and therefore we aim to use a variety of teaching approaches to engage and enthuse our pupils.

We use a wide range of approaches to meet the needs of individual learners and make our lessons as engaging and interactive as possible.

We use ICT and the interactive whiteboards to make our lessons exciting, enjoyable and effective. We aim to incorporate other forms of ICT into lessons such as video, cameras, handsets and voice recorders, to be used by pupils and teachers.

We use the principles of AFL to ensure our lessons have a clear learning focus which is understood by the learners and by which they can measure their learning progress. We aim for our lessons always to have pace.

We aim to teach and apply Literacy skills across the curriculum and use a range of different writing genres within our learning contexts in all subjects.

Reading with RIC is an approach used across school to develop reading comprehension. Super sentences (*Alan Peat*) are used across school to develop sentence structure.

We use ARMS and COGS as an approach for editing work, and children adopt 'the editing position' when checking and improving their work.

Each classroom has a Literacy display which supports the pupils' learning by displaying work or teaching resources reflecting the objectives being taught in the unit. This is referred to regularly in lessons by both pupils and teachers. Classrooms should also display evidence of children's work in Literacy to promote pride in their work and share good work with others.

### **Assessment of English at Holy Trinity School:**

#### **Short term.**

**Assessment for Learning (AFL)** is used all the time on a day to day basis both to assess our pupils learning and inform planning both at class level and whole school level.

We annotate our planning, use post-its, make notes in workbooks and take pictures to record what our pupils can do. Marking, following the policy, aims to close the gaps and provides next steps for the pupils.

#### **Medium term**

In the Foundation Stage the EYFSP is used to assess progress.. In Years 1-6 we use the Depth of Learning website to assess against National Curriculum objectives. A piece of planned, edited and re-drafted writing is put in to the cohort folder each half term (from Reception to Y6) which is passed up throughout school. Termly judgements against NC progress are recorded and reported during Progress Matters weeks each term..

#### **Long term**

Long term assessments are made against National Curriculum levels. The following tests are carried out annually: SATs at the end of Year 2 and 6; Optional SATs at the end of Year 3, 4, 5; Year 1 phonics screening check in June of Year 1.

### **Speaking and Listening:**

In the EYFS we provide time for children to develop spoken language through sustained conversations between children and adults.

In Years 1-6 we use the National Curriculum to deliver our Speaking and Listening curriculum. We use talk partners regularly in all our lessons and plan time for children to present their ideas to others, particularly in

upper Key Stage 2. We encourage pupils to work collaboratively together discussing in groups as well as establishing good speaking and listening behaviours in class discussions. Drama is used as a vehicle to develop clear and coherent speaking skills, and we use theatre companies such as Alive & Kicking to enhance this.

### **Reading:**

In addition to the Literacy lesson we teach reading through both individual reading sessions (especially in Foundation and Key Stage 1) and Guided Reading lessons. Class teachers and teaching assistants teach Guided Reading lessons. We aim to provide a print rich environment and encourage reading for pleasure and meaning through class/year group book corners, library in Foundation and Year 2 and topic focus weeks.

In Reception and Key Stage 1 books are colour book banded and pupils' progress through the reading scheme according to their individual needs. In Year 2/lower Key Stage 2 children continue on a reading scheme until they are 'class readers'. They read 'Oxford Reading Scheme Treetops' to bridge the gap (as needed) before moving on to books for newly fluent readers and then own choice. Children on the reading scheme read individually to an adult once a week. Reading books are sent home throughout school for children to practise reading at home with their parents. Progress is recorded in a booklet which the pupil takes with them throughout school.

Guided Reading takes place within Key Stage 1 and 2 pupils, alongside whole class guided reading sessions. Much of the Literacy teaching is planned around a class book or novel so teach reading objectives alongside the writing process.

All classes have class book areas where a range of high quality texts are attractively displayed. If possible books linking to the current genre being studied in Literacy will be on display. Some classes/year groups have additional libraries where children can borrow a book a week to take home to read.

The school library opened in 2012 and is run by a librarian with the aid of Y6 pupils. All pupils have a code to allow them to borrow books and a timetable is in place for visiting the library and changing books, including over lunchtimes.

### **Spelling:**

In EYFS we teach the Letters and Sounds programme using the Read Write Inc. scheme and order within class through discrete daily 15-20 minutes lessons. The Foundation Stage aims to teach to the end of Phase 4 (some children may consolidate Phase 3 where others may be ready for Phase 5). Year 1 revise this and build upon Phase 5, in preparation for the phonics screening check at the end of Year 1. Year 2 revise Phase 5 and teach Phase 6 which links with the National Curriculum.

In Year 2 and Key Stage 2 we teach spelling in line with National Curriculum. Letters and Sounds/ Read Write Inc. is used to support children who still need phonic intervention. Spelling lessons are delivered within Literacy lessons and spelling activities completed as starters. Spelling test lists are based on this guidance. Weekly spelling tests are given each week.

All classes in school use word banks/dictionaries/thesaurus and high frequency word lists to support pupils' independent writing within class and when editing their own writing.

### **Handwriting:**

As a school we have common high expectations and standards regarding presentation. Children's work is encouraged to be neat and of a high standard; presented in a clear and organised way and in a variety of forms. We use a continuous cursive font throughout school and, wherever possible, teach handwriting and spelling alongside one another.

In Foundation and Key Stage 1 pupils write using pencil. We teach a joined script in Year 2. From Year 2, pupils progress onto gel pen when they are writing consistently neatly and legibly using joined script in **all** their books (not just handwriting books) – see presentation policy.

At least some of the labels in every classroom are written using cursive script so the children see it being used around them.

### **Writing:**

We teach writing objectives in line with the National Curriculum. We use a wide range of prompts to inspire our pupils to write (e.g. high quality interesting texts, short films, role play areas, puppets, drama, extracts of music, IWB). We aim to make our writing themes of equal interest to boys and girls.

Through our spelling and handwriting teaching we aim to make the mechanical skills of writing automatic as soon as possible enabling pupils to concentrate on the content of their writing.

The Learning Objective (L.O.) for each lesson is shared with the pupils at the start of the lesson. Steps to Success make explicit to pupils how they can achieve the L.O. for that particular lesson. They can then measure how successful their learning has been in a lesson using the Steps to Success.

### **Computing**

We use computing within Literacy lessons to teach and support the learning of pupils where appropriate (i.e. it enhances the teaching and learning.) This can be on i-pads, laptops or through using the interactive whiteboard.

### **Inclusion.**

We are an inclusive school and all children regardless of gender, age, ethnicity, academic or physical ability are given equal opportunities to develop their Literacy skills to their full potential, confidently and successfully. Through quality first teaching we ensure work is matched to the abilities of the pupils.

### **English as an Additional Language.**

We carry out initial assessments of English and develop programmes for pupils based on the results of this.

### **Links with other areas of the curriculum.**

A cross curricular approach is used as far as possible to provide first hand experience and encourage transference of skills learned. Where ever possible links are made with other areas of the curriculum at the long term planning stage to ensure that children use their skills across the curriculum and see the links between literacy and real life.

### **Parents and Homework.**

We actively encourage parents to be involved with their children's learning through: the setting of homework; open evenings; regular curriculum information sheets; parent information forums and annual reports.

### **Monitoring of English and Staff Development:**

Monitoring of planning, lessons, books and pupil interviews takes place according to the priorities of the SDP. Staff, pupil and parents views are sought about how English is taught. The Inclusion Leader monitors and evaluates the progress of intervention groups and vulnerable pupils (SEN, EAL, and FSM). We have a proactive CPD programme linked to SDP priorities which arise from monitoring and evaluation.

### **Links with the Governing Body.**

The subject leader, Mrs Casling, reports to Governing Body Curriculum committee towards the end of each academic year to inform them of key issues in Literacy in our school, and there are opportunities to discuss progress towards the action plan and the outcomes of any monitoring and evaluation undertaken.

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