



## ABBEY HULTON ENGLISH POLICY

### 1. AIMS

Considering Abbey Hulton's core values **ASPIRE**, we aim for excellence in English achievement throughout the school. We aim to develop pupils' abilities within an integrated programme of Speaking & Listening, Reading & Writing. Pupils will be given opportunities to develop their use, knowledge and understanding of spoken and written English within a broad and balanced curriculum, with opportunities to consolidate and reinforce taught literacy skills.

Pupils at Abbey Hulton Primary School will leave Year 6:

- reading and writing with confidence, fluency and understanding, using a range of independent strategies to take responsibility for their own learning including self-monitoring and correcting their own errors;
- with a love of reading and a desire to read for enjoyment;
- with an interest in words and their meanings; developing a growing vocabulary in relation to grammatical terminology;
- understanding a range of text types, media types and genres;
- able to write in a variety of styles and forms appropriate to the situation;
- using their developing creativity, imagination, inventiveness and critical awareness;
- having a suitable technical vocabulary to respectfully articulate their responses in any discussion.

### 2. STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum in England: English Programmes of Study – Key Stages 1 and 2 (2013) and in the Communication and Language and Literacy sections of the Statutory Framework for the Early Years Foundation Stage (2023).

In the Foundation Stage, children are given opportunities to:

- speak and listen and represent ideas in their activities;
- use communication, language and literacy in every part of the curriculum;
- become immersed in an environment rich in print and opportunities to communicate.

At Key Stage 1 (Years 1 and 2) children learn to speak confidently and listen to what others have to say. They learn to read and write independently and with enthusiasm. They learn to use language to explore their own experiences and imaginary worlds.

At Key Stage 2 (Years 3-6) children learn to change the way they speak and write to suit different situations, purposes and audiences. They read a range of fiction, non-fiction and poetic texts and respond to different layers of meaning in them. They explore the use of language in literary and non-literary texts and learn how the structure of language works (using grammatical terminology).

The Governing Body, receives regular reports on the progress of English provision during Curriculum meetings and are invited to visit classes to keep abreast of classroom practice.

### 3. SUBJECT ORGANISATION

#### Foundation Stage

In Nursery, children are encouraged to use language skills and develop their communication from the minute they enter school. The environment promotes early literacy through a shared love of reading that is high on the agenda. Visual cues and prompts are skilfully used to support children at the earliest stages of language acquisition. Children enjoy speaking and listening activities that are interwoven into all aspects as well as discreet sessions. As children settle throughout the Autumn term discreet sessions for foundations for phonics are built in daily. Children enjoy rhyming activities, tuning into sounds and playing with sounds in the environment. Listening for sounds in words leading to oral blending is part of the daily routines in nursery.

In Reception children have daily discrete phonics lessons following our validated phonics scheme, Little Wandle. Children have opportunities to develop their communication, language and literacy skills on a daily basis in both adult led and child initiated activities. Reading sessions take part three times weekly and these are linked to the sounds that children are learning within their phonics teaching. Sharing a story is a well established routine, developing a love of reading for pleasure.

#### Key Stage 1

In Key Stage 1 daily discrete phonics lessons continue to follow our phonics scheme, Little Wandle. We use careful and rigorous assessment to ensure children are taught the phonics that they need to learn within ability groupings. In Key Stage 1 our children take part in daily Literacy lessons. Children in Key Stage 1 also take part in daily guided reading squad sessions on a daily basis where they focus on decoding, prosody and comprehension across the week. Children have individual reading sessions and have regular story times to develop a love of reading. Literacy skills are developed across the curriculum. Provision is made for children who require extra support through intervention programmes, differentiated class teaching and targeted teaching groups in Literacy and reading comprehension sessions.

## Key Stage 2

In Key Stage 2 children have daily English lessons. Spelling skills are taught discretely before being embedded within English lessons. Additional Literacy sessions include guided reading, spelling, grammar, handwriting (refer to Handwriting and Presentation Policy) and daily reading aloud of a class novel. Literacy skills are developed across the curriculum. Provision is made for children who require extra support through targeted teaching; intervention programmes and differentiated class teaching.

### 4. APPROACHES TO SPEAKING AND LISTENING

We recognise the importance of spoken language in pupils' development across the whole curriculum - spoken language underpins the development of reading and writing. Children are encouraged to develop effective communication skills in readiness for later life. Opportunities to develop these skills include: debating, commendable and class assemblies, talk partners, drama and shows.

As the National Curriculum says:

'All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role.' (pages 3, 4 and 7, 2013)

All of these speaking and listening skills are taught in English, across the curriculum and during extra-curricular activities too.

Children who require extra support in speaking and listening benefit from small group sessions and draw on the expertise of a Speech and Language Therapist where appropriate. In Nursery, children are assessed during the Autumn term using the Early Communication Screen. We use the information from the screen to identify children requiring some early support and intervention. We use 'Time to Talk' in the first instance and also the Nursery Nuffield programme. In Reception, children are assessed in Autumn 1 using the Early Communication Screen. We use the results of this screening to help inform us of who may need further, targeted support in speech and language intervention. We currently use the intervention NELI/Nuffield and this is being delivered in partnership with the Thrive at Five Charity this year. We occasionally continue Nursery Nuffield for those who need it. In KS1 and 2, Talk Boost interventions are in place.

We recognise the need for all pupils to speak, read and write Standard English fluently and accurately, while acknowledging that a pupil's own dialect, or other language is of prime importance.

### 5. APPROACHES TO READING

We use the Little Wandle SSP to deliver daily discreet phonics lessons in Reception and KS1, enabling children to decode efficiently. This is continued into KS2 where necessary.

In Nursery we use the Foundations for Phonics programme of the Little Wandle SSP once children have accessed lots of listening skills and activities, tuning into sounds and rhymes. The Foundations for phonics programme has a clear focus on children beginning to

discriminate between spoken sounds in words and oral blending in preparation for the start of the Little Wandle Programme in Reception.

In Reception children continue their reading journey by beginning to learn the sounds that graphemes make. Children begin to take part in daily phonics lessons from the start of the Autumn term. In Reception lessons, Phase 2, 3 and 4 is taught. When children move to Year 1, Phase 4 is reviewed and then Phase 5 is delivered. Our assessments in phonics take place half termly to ensure that progress is being made. The assessments also inform our phonics groupings.

Our children in Reception and Year 1 read decodable books that are in line with our phonics scheme. In Year 2 decodable books are also read by children who are still acquiring phonics knowledge.

Teachers model reading strategies during shared reading sessions, whilst children have the opportunity to develop reading strategies and to discuss texts in detail during guided reading sessions. In KS1 children also have the opportunity to read 1-1 with an adult at least once a week. As the children move through the school, opportunities to read independently for a sustained period of time are afforded to them.

Many exciting and rewarding activities are arranged in school to promote the pleasure and knowledge that can be gained from books, such as Book Days/Weeks. Book Weeks include visits by published authors, skilled story tellers from many cultures, performances by professional theatre groups, making books, using drama, dance and music to illustrate texts. We have whole school text units throughout the year, where we all enjoy the same story/text and celebrate by displaying the work throughout the school.

To emphasise the importance of reading, we have reading ambassadors (usually chosen from Year 6), which set good role models to the rest of the children and are actively involved in decision making and organisation of reading in our school.

Each week, we have a reading assembly where children can enjoy an extract from a chosen book and discuss books they have read and make recommendations. We also reward our children who have completed their reading passport at different stages and put their names into a raffle for a chance to win a Kindle at the end of the year.

We have half termly reading competitions where children are rewarded with book tokens.

Children in the Foundation Stage Reception class take home a book every day to be shared with parents and as well as a 'real book' to enjoy. They also take home books that are matched to their phonic ability.

In Nursery children enjoy sharing stories and books daily in the nursery environment and in Autumn 2 following their induction phase they begin to take a chosen story book home to share at home with their families.

In KS1, children take home books that are matched to their phonic ability. In addition to this, children have the opportunity to choose a book from the class library. Each child has a home school reading record that teachers and parents can use to share information about a child's reading. Parents are encouraged to read with their child daily. Information is given on how to support their child in reading at reading workshops, phase meetings and also in curriculum letters.

In Key Stage 2, if needed, they continued with levelled reading books or children choose books to take home and read. We also have a selection of books in each book corner from years three to five to support appropriate text choices.

To help lower attaining and SEN children to continue to grow in confidence as readers with a text that appears appropriate for their age group.

We still encourage all readers to share a book at home with their grown-ups. We believe that this not only helps to develop inferential skills, but also supports a lifelong love of reading. Throughout the Key Stage, children become more independent in recording what they have read in their reading journals during Guided Reading sessions.

We recognise the value of adults (both in school and at home) reading aloud to children, in order to improve their grasp of story language, enthuse them with a love of books and inspire them as writers.

## 6. APPROACHES TO WRITING

We aim to develop the children's ability to produce well structured, detailed writing in which the meaning is made clear and which engages the interest of the reader. Attention is paid throughout the school to the formal structures of English, grammatical detail, punctuation and spelling. Our approach to teaching writing covers the 'transcription' and 'composition' requirements of The National Curriculum (2013). To support our teaching of writing, staff refer to Alan Peat, Ros Wilson and Pie Corbett's strategies. Teachers are flexible in their selection of these Literacy experts' strategies to suit the needs of the children and text type being taught.

Teachers model writing strategies and the use of phonics and spelling strategies in shared writing sessions. Guided writing sessions are used to target specific needs of both groups and individuals, whilst children have opportunities to write at length in extended independent writing sessions at the end of each unit.

The children are given frequent opportunities in school to write in different contexts using quality texts as a model and for a variety of purposes and audiences. The text types which are required to be covered by The National Curriculum (2013) are outlined in our long term plans for each year group to ensure that there is a breadth of coverage. They may be asked to produce their writing on their own or as part of group.

We recognise the important role that computing has to play in our school in the development of Literacy skills. There are many opportunities for children to improve their writing inspired by drama techniques and film clips– each year group studies a film as their 'text' at least once a year. Children will also be given the opportunity to produce multimodal texts and develop their understanding of visual literacy. Interactive technology is used on a daily basis to enhance the teaching of literacy.

We use the **Nelson** Handwriting Scheme in school to help children develop fluent, clear and legible joined up writing (see Handwriting and Presentation Policy for further details).

## 7. APPROACHES TO GRAMMAR AND SPELLING

The teaching of Grammar and Spelling is in line with the requirements of The National Curriculum (2013).

Grammar is sometimes taught discreetly in KS2. In KS1, some lessons are specific and are dedicated to the teaching of grammar. However, grammar skills are mostly interwoven within English lessons where appropriate using class texts.

To be able to spell correctly is an essential life skill. When spelling become automatic, pupils are able to concentrate on the content of their writing and the making of meaning. Whilst we note that spelling is not the most important aspect of writing, confidence in spelling can have a profound effect on the writer's self-image. We aim to use explicit, interactive teaching which draws children's attention to the origins, structure and meaning of words and their parts, the shape and sound of words, the letter patterns within them and the various ways they can learn these patterns.

In Reception and KS1, daily phonics is the key to the children's learning of spelling. Children are taught to blend sounds to read and segment to spell. At the same time they learn words which are not phonically regular (common exception words).

From year two and into KS2 the children move towards using their phonic knowledge to help them to understand spelling rules and patterns. We teach children to use their growing understanding of the morphology and etymology of words to support their spelling. Helping the children to understand how to use and apply known spelling patterns (and to develop strategies to tackle tricky words) is the key to helping them to become successful spellers. Spelling skills are taught daily and are also embedded in English lessons so as strategies and rules can be taught in the context of writing. Purple Mash are used as a basis for our teaching of spelling.

When actually writing children should be concentrating on higher order thinking skills. When marking children's work, we do not correct all spelling errors, instead we focus on high frequency words, topic words and those studied in spelling sessions and use this as an opportunity to develop letter formation.

Spellings are assessed in weekly tests and half termly/termly tests.

## 8. CROSS-CURRICULAR ENGLISH OPPORTUNITIES

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum. One piece of extended writing is

expected to be produced for each Humanities and Science unit. Every opportunity in Foundations Subjects is used to develop children's confidence, fluency, understanding and enjoyment in reading.

## 9. ASSESSMENT AND TARGET SETTING

Work will be assessed in line with the Assessment Policy.

- NTS Reading Tests (each term)
- Early Communication Screen
- FS Baseline on entry – all aspects of CLL
- NELI/Nuffield Intervention
- Time to talk
- Benchmarking
- Writing is teacher assessed when appropriate during and at the end of units.
- Lowest 20% Readers
- Little Wandle Phonics Tracking
- Phonics Screening
- Guided Reading Teacher Assessments

## 10. INCLUSION

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment in liaison with the SENCo. Gifted children will be identified and suitable learning challenges will be provided.

## 11. EQUAL OPPORTUNITIES

Abbey Hulton has ambitions for every child, whatever their background or circumstances. Children learn and thrive when they are healthy, safe and engaged.

In order to engage all children, cultural diversity, home languages, gender and religious beliefs are all celebrated. Our curriculum includes a wide range of texts and other resources which represent the diversity and backgrounds of all our children.

We believe in 'valuing what the child brings to school' and recognise the importance of supporting a child's first language, not only to foster self-esteem, but to assist in the learning of English.

## 12. ROLE OF SUBJECT LEADER

The Subject Leader is responsible for improving the standards of teaching and learning in Literacy through:

- monitoring and evaluating English:-
  - pupil progress
  - marking and planning
  - curriculum coverage
  - provision of English
  - the quality of the Learning Environment,
- taking the lead in policy development,
- auditing and supporting colleagues in their CPD,
- purchasing and organising resources,
- keeping up to date with recent English developments.

## 13. PARENTAL INVOLVEMENT

We aim to involve parents directly in the life of the school, and thus in the development of children's skills, knowledge and understanding in English. Parents are involved in hearing children read, and are encouraged to discuss books with them.

There are opportunities each term when parents can discuss their children's progress with their teacher. Our weekly newsletter provides information about the English curriculum and how parents can support their children. They also emphasise the importance of reading. Parents are encouraged to read both with and to their children at home in order to promote reading. Parents are welcomed into school to support reading in the classroom.

Strategies for supporting children are shared at phase meetings and reading workshops as well as at parent helper training sessions.

SATs results are published in accordance with Government legislation.