



# HYLAND HOUSE SCHOOL

## ENGLISH POLICY

**Date Ratified: March 2019**

**Signed By: Dr Pastor Emmanuel Osei**  
*(On behalf of School Governors)*

**Signed by : Mrs Gina Abbequaye**  
*(Head teacher)*

**Review Date: March 2020**

# INTRODUCTION

At Hyland House School, we strive for excellence in English achievement throughout the school. We hope to develop children's abilities within a cross curricular programme of Reading, Writing and Speaking & Listening. Across all classes, pupils are given opportunities to develop their knowledge, understanding and use of spoken and written English, within a balanced and exciting curriculum. There are lots of opportunities for children to consolidate and reinforce taught English skills and to apply them in a range of contexts.

We strive to produce children who are fully literate and articulate and are prepared for their secondary education and later life. Through engaging lessons, we aim to foster a love of literacy and language and an enjoyment of learning. We challenge children of all abilities and ensure they make good progress in all areas of the English National Curriculum. They are encouraged to have a growth mind-set and to develop the skills of perseverance and resilience. Through reading in particular, pupils are given a chance to develop culturally, emotionally, intellectually, socially and spiritually. We celebrate children's hard work and effort, as well as their success. They are encouraged to revisit their work, making changes and developing their ideas to ensure they achieve their best.

## Aims

Children at Hyland House school will;

- Learn how to read and write with fluency, understanding and confidence, developing a range of independent strategies to take responsibility for their own learning.
- Be encouraged to develop a love of reading and to read for enjoyment.
- Develop their ever-growing vocabulary, through an interest in words and their meanings.
- Experience a range of text/media types and genres, across a range of contexts, to develop their understanding.
- Learn to write in a variety of styles and be able to apply characteristic features of texts to their own writing.
- Develop a technical vocabulary with understanding of grammatical terminology.
- Learn how to apply grammatical terminology in their own writing.
- Have the opportunity to write for pleasure; to explore and develop their own ideas. Most importantly, children will have the opportunity to develop their creativity and imagination.
- 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.
- Be competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

## National Curriculum 2014 Achieving and Maintaining High Standards

*'Teachers should develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.'* National Curriculum 2014

The above underpins all teaching and learning at Hyland House School. We have an agreed approach to developing children's English as stated in the opening paragraph.

In addition to this we :

- Facilitate children's articulation, reading and writing, through a synthetic phonics teaching programme.
- Plan and teach using Teaching Sequences tailored to the needs of our children at each stage of their learning. - developing the four main strands of the curriculum – Spoken Language, Reading, Writing, and Spelling, Vocabulary, Grammar & Punctuation.
- Develop children's enjoyment of, and skills in reading through two - three times weekly Guided Reading sessions. Tasks include discussion and debate, analysis of text, as well as decoding and comprehension.
- Teach basic skills including handwriting and spelling through modelling, discussion and giving children regular opportunities to practise and develop.
- Differentiate effectively without 'labelling' children into fixed groupings. Children are encouraged and guided to select the challenge level of their work wherever appropriate.

## **The Foundation Stage**

In Foundation we plan from the Early Years Foundation Stage Curriculum (EYFS). On entry judgements are made against the Development Matters bands to identify each child's starting point and ensure teaching and learning meets the needs of all. A mixture of child -initiated planning and accurate AfL ensures an exciting and hands on cross curricular approach to enable children to make good progress. Phonics is taught daily in ability groups, based on the needs of children. Teaching and learning combines reading, spelling, handwriting and spoken language. Shared and modelled reading, plus regular story time, fosters a love of books. Children are actively encouraged to access online reading resources and practise keywords at home. Writing is promoted across the curriculum using both the inside and outside learning environments. Children's progress is evidenced through photos, observations and self -initiated activities and is tracked through highlighting individual Development Matters sheets. Achievement is plotted onto Pupil Tracker half termly. In order to meet statutory requirements data is submitted to Devon LEA in the Summer Term.

## **Planning**

We follow the National Curriculum 2014 English document for KS1 & KS2. The programmes of study and outcomes are fully integrated in to our school-based planning systems, Phonics is planned across Key Stage One and into Key Stage Two where the need arises. Teaching and learning combines reading, spelling, handwriting and spoken language. It is taught daily in ability groups, based on the needs of the children. Across the school we use ????????? to develop the children's literacy, exposing them to a variety of genres and text types. Through ongoing AfL we alter medium term plans in the light of children's needs, selecting quality texts which exemplify the area of learning to be developed. Sequences include the development of composition, transcription, grammar, vocabulary and punctuation. Reading is also developed within sequences but also given further focus in Guided Reading sessions.

Across the school our Guided Reading planning aims to develop discussion, decoding and comprehension. We use a variety of texts designed to evoke enthusiasm and interest, as well as to develop understanding. Forging a connection with the text culturally, emotionally, intellectually, socially and spiritually is also promoted. Basic skills are given a priority across the school with daily slots. Teachers evaluate the needs of their class and tailor their planning to suit this.

## **SUBJECT ORGANISATION**

### **Foundation Stage**

In our EYFS children have daily discrete phonics lessons. Children have opportunities to develop their communication, language and literacy skills on a daily basis in both adult led and child-initiated activities.

### **Key Stage 1**

In Key Stage 1 daily discrete phonics lessons continue and are taught in ability groups, while children have daily mixed ability Literacy lessons with an emphasis on real texts. Children take part in both guided and 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 Literacy lessons. Spelling and grammar skills are initially taught discretely before being embedded within literacy lessons. Additional Literacy sessions include guided reading, spelling, grammar, handwriting (refer to Handwriting 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.

## **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: a yearly speech competition, debating, commendable and class assemblies, talk partners, drama and many, many 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.'*

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

Children who require extra support in speaking and listening benefit from small group sessions. 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. It is our school policy to encourage children to 'Say it like the Queen'. This promotes Standard English.

## **APPROACHES TO READING**

We use the Read Write Inc programme to deliver daily discrete phonics lessons in FS and KS1, enabling children to decode efficiently. This is continued into KS2 where necessary. 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.

A range of reading schemes are used to support early readers as well as book banded 'real books' used for guided reading. Teaching assistants support reading activities to ensure that children have more frequent opportunities to read with adults.

Many exciting and rewarding activities are arranged in school to promote the pleasure and knowledge that can be gained from books, i.e. 'Book Week'. 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. Some children have the opportunity to engage in discussions about the texts with peers from across the Borough and some of the authors themselves.

Children in the Foundation Stage classes take home a book every day to be shared with parents. In KS1 children take home a book from a reading scheme, usually 'The Oxford Reading Tree' schemes, or a levelled easy reader chapter book according to their ability. In addition to this, children have the opportunity to choose a book from the class library. Each child has a reading folder and 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 children choose books to take home and read. We also have a selection of banded books in each book corner from years three to five to support appropriate text choices. Those children still learning to read have access to the 'Rapid' series and a range of 'Barrington Stoke' books which are at an appropriate interest age, but are at an accessible reading age. These 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.

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.

## **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. 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 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.

## **APPROACHES TO GRAMMAR AND SPELLING**

The teaching of Grammar and Spelling is in line with the requirements of The National Curriculum (2014). Our expectations were created as a whole staff. The expectations for the teaching of grammar

and the agreed terminology (from the NC glossary) which must be used by each year group. In KS1 specific sessions each week are dedicated to the teaching of grammar. Of course, grammar skills are also embedded within Literacy lessons where appropriate.

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. This is taught using the Read Write Inc programme. 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. Research suggests that weekly spelling tests are an ineffective way of learning and retaining the spelling of words. Instead, 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 each week during two twenty minute sessions and are also embedded in Literacy lessons so as strategies and rules can be taught in the context of writing. The 'Schofield and Sims' scheme of spelling resources is used as a basis for our teaching of spelling. Each class also has a 'TTS Spelling Box' to aid the teaching of the National Curriculum Statutory Words through games and exploration.

When actually writing children should be concentrating on higher order thinking skills and should simply 'have a go' at spelling and underline words that they are unsure of with a dotted line. 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.

Grammar and spelling are assessed every term using the 'Rising Stars' programme.

Parents may like to refer to our website for further information on key words, patterns and rules that are taught in each year group.

### **CROSS-CURRICULAR LITERACY 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 literacy lessons to other areas of the curriculum. One piece of extended writing is expected to be produced for each Humanities and Science unit.

### **ASSESSMENT AND TARGET SETTING**

Work will be assessed in line with the Assessment Policy.

### **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 in consultation with the G&T leader and suitable learning challenges will be provided.

### **EQUAL OPPORTUNITIES**

Hyland House has universal 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.

## **ROLE OF SUBJECT LEADER**

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

- monitoring and evaluating Literacy:-
  - pupil progress
  - marking and planning
  - curriculum coverage
  - provision of Literacy
  - 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 Literacy developments.

## **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. In our EYFS, parents are invited in to take part in 'Story Cafe' sessions which involve parents coming into to share a reading session to support their children in making props to go with the text that is being shared. There are opportunities each term when parents can discuss their children's progress with their teacher. Termly curriculum letters provide 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.