



Hayes Meadow Primary School

English and Literacy policy

Hayes Meadow's English Coordinator is Mrs Whetton

Rationale

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.

Dfe 2013 National Curriculum

Aims

The overarching aim for English at Hayes Meadow is to promote high standards of language and literacy by equipping all pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. We aim to:

- expose all children to a range of high quality texts
- ensure that all children are able to read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- ensure that pupils acquire and use a wide vocabulary
- ensure that children write clearly, accurately and coherently, adapting their language and style for a range of contexts, purposes and audiences
- ensure that all children speak clearly and confidently about a range of subjects
- develop children's listening skills to enable them to process information

Teaching and Learning

We have written our curriculum to best meet the needs of our children. Teaching and learning of English focuses on acquiring and developing the range of skills needed in order that all pupils leave us as fluent and confident readers, writers, speakers and listeners. Our curriculum is carefully planned to ensure that there is clear progression of both skills and knowledge. Learning objectives are taken directly from the National Curriculum and are broken down into smaller, manageable and meaningful steps. Skills are explicitly taught and children are given opportunities to practise and master them in a range of contexts. Our integrated curriculum ensures that learning is contextual and purposeful. Vocabulary enrichment is a priority and key words are explicitly taught.

Implementation

At Hayes Meadow we have a coherently planned and sequenced English curriculum written specifically for our children delivered through Quality First Teaching.

It is the responsibility of the class teacher to plan work for their pupils in the year group(s) that they teach using the

- EYFS Framework
- National Curriculum

Medium term plans are prepared for the beginning of each term/half term following our curriculum plans. A short term (weekly) plan is completed weekly and identifies very specifically the learning objectives, key vocabulary, retrieval opportunities, particular groups of pupils to focus on, the roles of the pupils, teachers and TAs, groupings and differentiation.

Overviews are followed for writing and reading which link to our core texts. English is taught both as a discrete subject and in a cross curricular manner across a range of other subjects. English is at the heart of our curriculum planning so that subject matter from other curriculum areas is available as content or stimulus for speaking, listening, reading and writing. All curriculum areas will involve some aspects of English. Opportunities are given daily to share and enjoy a range of fiction and non-fiction books, rhymes, poems, songs and stories. A wide variety of writing is modelled and guided in order for children to

be encouraged to develop their own literacy skills as well as their confidence. The teaching of phonics is delivered daily, using FFT Success for All Phonics, from Preschool up to Year 1 and then where needed for identified children.

Whole Class Reading

The children's taught reading lesson is delivered through whole-class reading daily throughout the school. Whole-class reading lessons allow all children (regardless of their personal word recognition and phonics skills) to access, experience and discuss high-quality texts therefore preventing them from being held back by the mechanical skills of reading. It is expected that every child will read aloud through choral and echo reading improving their fluency, intonation and enjoyment of reading. It also enables the teacher to focus on key skills they have identified as areas of need to improve vocabulary acquisition, understanding and comprehension skills.

Reading for Pleasure

Reading for pleasure is an important part of the reading curriculum here at Hayes Meadow and the children are given the time to read and most importantly discuss the books they like. The teachers and other staff members will model this process and encourage the children to reflect on their own reading and share their opinions as much as possible. We encourage reading at home through parental engagement; daily reading diaries and story sessions and positive reward systems. Rainbow readers in EYFS and KS1 and reading awards in KS2 children's achievements are recognised and shared in our weekly celebration assembly.

Writing

At Hayes Meadow our English lessons are text based so that children have a clear purpose and stimulus for writing. Writing is modelled and taught daily in all classes and all children write independently at length on a regular basis enabling them to apply and embed key skills and knowledge. Success criteria and a range of resources are used to support

Spelling, punctuation and grammar

Grammar and punctuation is taught within English lessons using a variety of strategies and resources. All children must be taught the grammatical terminology for their year group (or according to their ability).

Spelling in EYFS

Spelling in EYFS should be interwoven into Phonics and English lessons with a focus on phonetic spelling and the spelling of tricky words.

Spelling in KS1

Spelling in KS1 is to be focused on common exception words and the KS1 spelling rules following the national curriculum.. Spelling rules are to be taught at least once a week and children are to practice their spellings daily.

Spelling in KS2

Spelling in KS2 is to be focused on frequency words and the KS2 spelling rules, following the national curriculum. Spelling rules are to be taught at least once a week and children are to practice their spellings daily.

Early Years Foundation Stage:

Literacy in our Nursery, Preschool and Reception classes is taught as an integral part of the children's day. All classes have a key text for the week which is explored and shared as a whole class.

Our Nursery, Preschool and Reception classes follow the Development Matters 2020 document. At the end of the reception year the children are assessed against the Early Learning Goals. Prime areas of English development are Communication and Language (Listening and attention, understanding and speaking) and Literacy Development (Reading comprehension, word reading and writing.) Pupils are given the opportunity to talk and communicate in a widening range of situations, to respond to adults and to each other, to listen carefully and to practice and exchange their range of vocabulary and communication skills.

They have the opportunity to explore, enjoy, learn about and use words and text in a range of situations, through the carefully planned learning environment. We encourage the love of reading by continually updating our reading areas, through reading as a whole class, themed days, sharing songs and rhymes and hearing children read individually.

We have strong parent links enhanced through home-school records, the use of bedtime story sacks and organised reading events throughout the year.

In Nursery children are taught general sound discrimination, body percussion, rhythm and rhyme and Tier 1 and 2 vocabulary. In Preschool they are taught phonological awareness including general sound discrimination, body percussion, rhythm and rhyme, recognition and production of syllables and oral blending and segmenting. In Reception and Year 1 all children are systematically taught phonics using the FFT Success for All Phonics programme (where identified individual children in Year 2 are taught phonics). This will be a 30-minute phonic session per day and a 30-minute reading session linked directly to the phonic lesson. As much as possible the children's developing phonological knowledge needs to be applied in contexts outside this discrete time. Children are taught to segment and blend to enable them to write words and read words. FFT Success for All Phonics reading books which link directly to the phonics lessons are used consistently in Reception and Y1 (and for intervention sessions in Yr2). Reading books have all been banded to align directly with the phonics phases to allow children the opportunity to apply the phonemes that they have learnt and to be successful readers. Children all take a book home that matches their individual phonic reading ability.

Health and Safety and Safeguarding

Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them. We follow the safeguarding and welfare requirements detailed in the 'Keeping Children Safe in Education' statutory guidance and adhere to our separate safeguarding policy.

The DSL is Mrs Sivieri. The DDSLs are Mrs Morgan, Mrs Gilbert and Mrs Laird.

Inclusion

We value all our children as individuals at Hayes Meadow irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meets the needs of the individual child and support them at their own pace so that most of our children achieve and even strive to exceed their End of Year Expectations. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents and outside agencies. Any Individual Learning Plans (ILPs) will be followed when planning for the needs of children. See our separate policies on SEND.

Empowering Learning

As a school we have introduced our six Learning Behaviours through characters to the children. All of our children will be encouraged to recognise when they are being; Team Workers, Reflective Learners, Effective Participators, Self Managers, Resourceful Thinkers, Independent Enquirers. The six areas of empowering learning can be seen as the 'Learn to Learn' skills.

Behaviour

School expectations of behaviour are consistent throughout the different learning areas and pupils are aware of these. Please see our separate behaviour policy.

Assessment

We will track pupils' progress using a combination of formative and summative assessment linked directly to our curriculum.

Our pupils will sit the following formal assessments three times a year: NTS reading and GPVS

The phonics screening check at the end of year 1 and Year 2 when needed

National Curriculum tests in the summer terms at the end of KS1 and 2

We will provide regular targets/next steps for pupils using accurate teacher judgements, and provide termly verbal reports against these at parents' evenings. Pupils will receive a written report annually.

Monitoring

We monitor and evaluate the impact of the teaching and learning of English and literacy in our school to make sure that all of our pupils make the best possible progress from their starting points. We do this through:

- Conducting learning walks
- Reviewing marking and feedback
- Termly pupil progress meetings
- Pupil voice
- Planning scrutinies
- Book scrutinies

Review date: January 2024