



**Holland Moor
Primary School**

English Policy

Holland Moor English Policy

Overview

At Holland Moor Primary School we believe that language and English is fundamental to the overall development of the child and their access to the curriculum in all its aspects. We recognise that the acquisition of English, both spoken and written, will empower our pupils and provide the foundation for all future learning. We promote a culture of reading, not simply as a life skill, but to also develop in pupils a love of books and literature that will not only support their learning across the curriculum, but also enrich their lives.

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 and in the Communication and Language and Literacy sections of the Statutory Framework for the Early Years Foundation Stage. Our curriculum is drawn from these documents.

Aims

We want all our pupils by the end of Year Six to be able to:

- Read and write with confidence, fluency and understanding
- Be able to orchestrate a full range of reading cues (phonic, graphic, syntactic, contextual) to monitor their reading and correct their mistakes
- Have fluent, joined and legible handwriting
- Have an interest in words and their meaning and a growing vocabulary
- Know, understand and be able to write in a range of genres in fiction and poetry, and understand and be familiar with some of the ways in which narratives are structured through looking at the author's use of setting, character and plot
- Understand, use and be able to write a range of non-fiction texts
- Plan, draft, revise and edit their own writing
- Have a suitable technical vocabulary through which to understand and discuss their reading and writing

- Be interested in books, read with regularity and enjoyment and evaluate and justify their preferences
- Through reading and writing, develop their powers of imagination, inventiveness and critical awareness

Approaches to Reading

The National Curriculum (2014) and the Reading Framework (2021) provide a detailed basis for implementing the statutory requirements for reading. Much of the Programme of Study will be taught in English and reading lessons. Additional time is provided on a regular basis for independent reading, using the library, listening to whole class stories and research linked to other subjects. National recommendations for the teaching of phonics and early reading are implemented in full.

Children are given a wide range of reading opportunities which include

- Shared reading
- Choral reading
- Echo reading
- Paired reading
- Guided reading
- Regular independent reading
- Home/school reading
- Hearing books read aloud on a regular basis
- Selecting own choice of texts including ICT texts
- Reading whole texts
- Reading in other subjects

Approaches to Writing

The National Curriculum for English guides our teaching and learning in writing. Teachers promote writing and look for ways to inspire and motivate pupils so that they see themselves as 'writers'. Teachers establish the purpose and audience for writing and make teaching

objectives explicit to pupils so they know why they are studying a particular text type, the kind of writing activities they need to undertake and what the expected outcome will be.

Subject-specific texts that link to work being undertaken in other areas may also be used in English lessons to support the wider curriculum. Teachers use shared writing to model the writing process. Shared reading and writing provide a context for discussion and demonstration of grammatical features at word level, sentence level and text level.

Pupils have access to a wide range of writing opportunities that include:

- Shared writing
- Guided writing
- Independent writing
- Collaborative writing
- Writing different text types and narrative styles
- Writing in different curriculum areas
- Handwriting – direct teaching and practice

Approaches to Speaking and Listening

Teachers provide a wide range of contexts for speaking and listening throughout the school day. Teachers' model speaking clearly; this includes clear diction, reasoned argument, using imaginative and challenging language and use of Standard English. Listening is modelled as is the appropriate use of non-verbal communication, respecting the views of others.

Speaking and listening outcomes are planned for in all areas of the curriculum and speaking and listening objectives are identified in planning. Roles are shared with pupils: sometimes a pupil will be the questioner, presenter, etc. Learning takes place in a variety of situations and group settings. For example these could include reading aloud as an individual, working collaboratively on an investigation, reporting findings as a newscaster, interviewing people as part of a research project, acting as a guide for a visitor to school and responding to a text in shared or guided reading.

Pupils have access to a wide range of speaking and listening opportunities that include:

- Planned teaching and learning of speaking and listening skills,
- Drama, group discussion and interaction
- Talking about their own experiences, recounting events
- Participating in discussion and debate
- Talk for writing
- Retelling stories and poems
- Expressing opinions and justifying ideas
- Listening to stories read aloud
- Presenting ideas to different audiences
- Taking part in school performances
- Responding to different kinds of texts
- Talking to visitors in school
- Listening to ideas and opinions of adults and peers
- Role-play and other drama activities across the curriculum.
- Philosophy for children

Assessment

At Holland Moor we use the End of Year Expectations to assess children's reading, writing, speaking and listening. Work is assessed in line with the Assessment Policy and recorded on the Lancashire Tracker at the end of each term.

Subject Leader

Aims

- To have an impact on raising standards of attainment for English.
- Plan for the progression of English teaching throughout the school

- Keep up to date with *current educational trends and issues, including national policies, priorities and legislation.*

Monitoring

The English leaders will monitor teaching and learning through:

- Classroom observations
- Work audits
- Planning audits
- Participation in monitoring of writing assessments
- Monitoring results of writing assessments
- Tracking of individual children using test data and teacher assessments.
- Performance management where appropriate
- Informal discussions with staff and children.