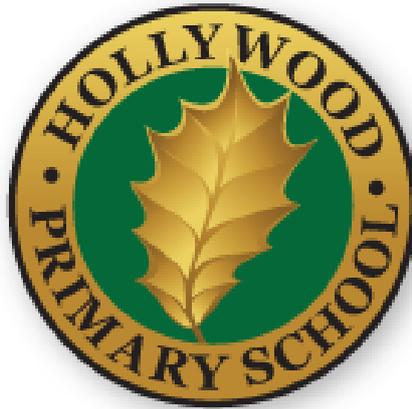


Hollywood Primary School



English Policy

September 2017

Reading: Mrs K. Pritchard

Writing: Mrs N. Healy

Phonics: Mrs R Bennett

Speaking & Listening:

Performing Arts & Drama: Mrs E. Brown

HOLLYWOOD PRIMARY SCHOOL

ENGLISH POLICY

Working together realising potential

This policy contributes towards the fulfilment of the whole school aims and mission statement.

“Our Mission is to develop each child as a caring, confident and independent young person able to play a full part in a changing world.”

We aim to create opportunities for every child within a climate of success for all. We will strive to enable each individual to achieve their personal best at all times, encountering challenges not problems, planning for success at every level. Ours will be a school with a sense of community: secure, comfortable and yet challenging.

Aims and Guiding Principles

1. We aim for the highest possible standards of learning and teaching in all subjects through a broad and balanced curriculum.
2. We aim to promote an enthusiasm for learning that is life long and will enable our children to grow as independent, confident young people in a changing world.
3. We aim to foster an ethos, which creates an atmosphere of mutual trust, respect, courtesy and co-operation.
4. We aim to provide a safe, secure and happy environment.
5. We aim to develop and maintain strong links with our parents and community in a spirit of partnership in the education process.
6. We aim to always consider the needs of our children as individuals regardless of gender, race ability or disability.
7. We aim to develop a child’s creative, physical, and aesthetic talent, awareness and appreciation.

HOLLYWOOD PRIMARY SCHOOL

READING POLICY

Reading Manager: Mrs K. Pritchard

Phonics Manager: Mrs R Bennett (Line Managed by Mrs K. Pritchard)

AIMS

At Hollywood Primary we aim to produce children who are fluent readers:

- Children who see reading as not only an academic tool but also a pleasurable pursuit;
- To foster a lifelong love of reading;
- To introduce children to a wide range of reading materials;
- To create children who can cope with print encountered in their environment.

RESOURCES

The main basis of the school reading scheme is Oxford Reading Tree, this is supplemented by Project X. We also use Wordsmith English resources, Bug Club online reading programme and Success Maker.

Hollywood Primary has a wide range of multiple copies of good quality fiction that is used to support the teaching of Literacy skills. The school also has a range of non-fiction texts appropriate for different age groups.

Hollywood Primary also recognises the importance of using ICT to support the development of children's reading, using resources on the interactive whiteboard, Internet resources and CDROMs.

Hollywood Primary is also committed to providing a range of high quality big books many of which are supported by sets of group readers.

Hollywood Primary library houses a collection of both fiction and non-fiction texts. Access to the library is timetabled.

Hollywood Primary recognises the importance of providing children with a print rich environment and labels, notices and signs are incorporated into displays in the school building.

READING OPPORTUNITIES

At Hollywood Primary School, we recognise that children need to be given plenty of opportunities to encounter a wide range of literature during the teaching of English, independent reading time and also through teacher led reading of texts. All pupils read regularly in groups during the Guided Reading sessions.

Where appropriate pupils are encouraged to read aloud to their peers, this maybe from their own writing or a published work.

Children are encouraged to browse and select appropriate texts from class book corners and the library and staff provides guidance where necessary.

The reading scheme, Oxford Reading Tree and Project X, provides the backbone of children's reading in Reception and Key Stages 1 and 2. As children develop into more confident readers they are encouraged to read a wider range of fiction and non-fiction texts. This takes place when it is appropriate for the individual pupil.

Pupils who still require the supportive framework of a reading scheme but who have reached a plateau will be supported with supplementary reading schemes, including Wolf Hill and Trackers.

APPROACHES TO THE TEACHING OF READING

In the development of reading skills in the Foundation Stage pupils are encouraged to develop and combine a range of successful reading strategies:

- Building a sight vocabulary;
- Developing phonic awareness;
- Using cues such as word shape;
- Using the context of the word within the passage;
- Using picture cues;
- Encouraging the children to make informed guesses in a supportive atmosphere;
- Encouraging the children to self-correct.

The pupils are taught to use these strategies within a range of different text types and not solely through the reading scheme.

As children develop into more fluent and confident readers, especially within Key Stage 2, staff look to develop sustained independent reading, reading for meaning beyond the literal and to introduce pupils to a wider range of reading materials.

Pupils are taught the specific skills necessary to access information from non-fiction texts. This may take place during the teaching of Literacy, library periods or in a cross-curricular context.

LETTERS & SOUNDS

Letters and Sounds is a phonics resource published by the Department for Education and Skills in 2007. It aims to build children's speaking and listening skills in their own right as well as to prepare children for learning to read, this is achieved by developing their phonic knowledge and skills. Letters and Sounds sets out a detailed and systematic programme for teaching phonic skills for children starting by the age of five, with the aim of children becoming fluent readers by age seven.

Letters and Sounds enables children to see the relationship between reading and spelling from an early stage, the teaching of one reinforces understanding of the other. The Letter and Sounds programme is used from Reception through to Key Stage One, with some children requiring further Letters and Sounds teaching in Key Stage 2.

PHONICS CHECK

During the Summer Term, all children in Year 1 complete a phonics check to determine how well they decode a range of real and nonsense words. Parents are informed of their mark. If the children do not pass the first check they are retested in Year 2.

THE READING ENVIRONMENT

All classrooms have a reading corner with a selection of fiction and non-fiction texts. The school is committed to improving the range of fiction texts available to pupils within the classroom. The school is committed to developing high profile and high quality reading corners in each classroom.

In the Foundation Stage print material is incorporated where appropriate into all 'zones' of the classroom and outside areas, including the role play areas, creative areas and construction.

Language development, including reading is given a high profile in displays within the school building, with display boards specifically devoted to language issues.

LIBRARY

The overall responsibility for the library lies with the Reading Manager, Mrs Pritchard with the support of the School Librarian Mrs Haddock.

The library contains both fiction and non-fiction texts, which have been carefully selected to provide choice for the whole of the primary age range. The non-fiction texts are arranged on a subject basis.

The use of the library is timetabled to ensure that all pupils have weekly access to the library.

Over the year, we hope to develop the library as a community resource and work with a local author/illustrator to bring a real joy of reading and to promote reading for pleasure.

Every classroom has its own class library and a quiet and cosy book corner. .

HOME SCHOOL PARTNERSHIPS

As part of the school's homework policy children in Reception, Key Stages 1 and 2 take reading activities home on a weekly basis. The school uses Oxford Reading Tree reading books, supplemented by books from other schemes, as home readers with children taking home texts appropriate to their own ability. Parents are requested to keep a reading diary with their child about home reading experiences. The school sends home a year group termly newsletter, in Key Stages 1 and 2, which includes activities for parents and their children using the local public library, which will support the development of reading skills.

ASSESSMENT AND RECORDING OF READING

A reading record is kept of reading scheme books read by the pupil.

A group reading record is kept in Key Stages 1 and 2 and this also records the reading strategies employed by the child. As well as forming a record of the texts encountered by the child in the Guided Reading sessions.

Reading is assessed using the Assertive Mentoring System for Reading. This is either done as a verbal or written assessment depending upon the needs of the reader. The assessment provides a score that is recorded onto our school tracker and the data can be analysed.

Years 2 and 6 complete the annual reading SATs tests. Years 3, 4 and 5 undertake the QCA reading test in the summer term and pupil's year on year progress is

monitored. The formal testing process is used to help identify children in need of extra support.

A selection of children is randomly invited to Individual Pupil Reviews (IPR) by the Head Teacher every half term. As part of the IPR the Head Teacher reads with the pupil and uses the Salford Sentence Reading Test to establish a reading age. Findings from the IPR are discussed with the class teacher.

MONITORING DELIVERY OF THE READING CURRICULUM

The Head Teacher, Deputy Head Teacher and the Reading Manager have responsibility for the monitoring of the delivery of reading within the school.

SPECIAL NEEDS AND EQUALITY OF OPPORTUNITY

Hollywood Primary is committed towards an inclusive education that meets the needs of all its' pupils. Equality of opportunity is maximised through the employment of personnel with responsibilities for specific children:

- Children on the SEN Register;
- Focused target groups

Every Child a Reader, Reading Recovery for Year 1 and 2, Precision Teaching and the SEN Comprehension, Guided Reading, Reading Buddies and Reading target setting (from Pupil Progress meetings) enable Hollywood Primary to support identified children. Outside agencies, including Pupil School Support and the Educational Psychologist, provide further support and guidance.

WRITING POLICY

Writing Manager: Mrs N. Healy

AIMS

- Hollywood Primary aims to provide all children with the necessary skills to communicate in the written form
- To nurture children to enjoy writing and experimenting with language
- To cultivate children who can adapt their writing to meet the needs of a specific audience

Writing at Hollywood:

The new programme of study for English set out in the National Curriculum is knowledge-based.

English is set out year by year in Key Stage 1 and two-yearly in Key Stage 2. Appendices give specific content to be covered in the areas of **spelling** and **vocabulary, grammar** and **punctuation**. These are set out yearly across both key stages. Teachers use the New Curriculum to plan, deliver and assess English.

WRITING OPPORTUNITIES

Hollywood Primary aims to provide all children with the opportunity to write for a range of purposes across the curriculum. All children in Key Stage 1 and Key Stage 2 at Hollywood Primary take part in daily English lessons, which include teaching and learning of Reading, Writing, Phonics, Handwriting and SPAG (Spelling Grammar and Punctuation). In writing, the teacher models the planning stage and children are given a set time to produce a piece of independent writing. The level of support given is recorded in the marking. Children are encouraged to talk about their writing, its purpose, audience and structure. Extended writing sessions also encourages children to edit and improve independent writing. Writing opportunities are planned across the curriculum to foster the enjoyment of writing, enable children to write for different purposes and to understand that writing needs to be adapted for different purposes.

HOME SCHOOL PARTNERSHIPS

Home learning opportunities enable parents to work with their children, understand what they are learning in school and track the progress of their children. Children in Key Stage 1 regularly take home English homework and in Key Stage 2 children take home at least one English task a week.

Workshops and Inspire sessions are run to provide parents with opportunities to work alongside their children and build their understanding of the curriculum.

Lesson Planning at Hollywood:

We use the new National Curriculum and the appendices to plan English lessons.

Each year group has objectives taken from the New Curriculum and these are taught as part of Units of Work.

The Units of Work cover genres in fiction and non-fiction.

The units are taught in 2 or 3 week blocks, this is up to the teacher's discretion and the needs of the children.

Units of Work are based on Wordsmith, a planning, teaching and learning scheme.

Wordsmith is a whole-school approach to English designed to help children develop the very best language skills. By using Wordsmith we aim to develop confident, creative communicators with the language tools they need to succeed in every area of their learning. To this end, the Wordsmith programme is underpinned by four core principles, which was developed in conjunction with the UK's leading experts in literacy and raising standards.

1. **CONTEXTUALISED GRAMMAR:** Children learn grammar best when it is contextualised; when they explore the effect of language choices rather than just learning to label features.
2. **PURPOSE & AUDIENCE:** writing taking on real meaning - and a real sense of excitement – when it's done for a real purpose and excitement.
3. **VARIED, WHOLE TEXTS:** Varied, whole texts are essential: both for engagement and for helping the children explore what real writers do.
4. **TALK FOR WRITING:** Talk is one of the most important factors in improving children's writing, allowing them to explore and analyse language and extend their vocabulary.

When planning, teachers ensure that there is a balance of poetry, fiction and non-fiction covered in every year.

English lessons:

English lessons are taught every day at Hollywood.

Every week there are 3 'warm up' sessions, which are approximately 10 minutes.

The warm up covers SPAG objectives and basic skills.

English lessons teach key reading, writing, SPAG and handwriting skills and objectives.

Lessons are divided up into units of work, which are approximately 2- 3 weeks. These units cover different genres in fiction and non-fiction.

During these units the children will read examples of the genres, discuss the genres, analyse the structure and content and write in the style of the genre. The teacher will model writing with the children, share and guide children in writing and plan for independent written tasks. As part of the units the children learn handwriting, grammar, spelling and punctuation skills too.

Children are expected to write every day in school and will be provided with the opportunity to complete at least one piece of extended writing approximately every 2 weeks in the English lesson.

Opportunities for writing and developing writing skills extend across the whole curriculum. Children will be provided with opportunities to consolidate and extend their writing skills in other curriculum areas, including Science, Topic, RE and ICT.

Handwriting at Hollywood is cursive. Children from Reception up to Year 6 are taught to write in the cursive style. Handwriting is taught both as a stand-alone session as well as integrated into writing lessons.

ASSESSMENT AND RECORDING OF WRITING

Children in Reception are assessed using the Early Years Foundation Stage Profile; this is an on-going form of assessment. The children are tracked over the year using the age-related bands using the writing and physical development aspects of the curriculum. All children in Key Stage 1 and Key Stage 2 are assessed using AM (Assertive Mentoring). Children undertake regular extended writing tasks, which are marked using the Hollywood marking scheme, and assessed against the AM criteria. Over a 6 week block every child is comprehensively assessed 4 pieces of extended writing; two pieces of writing from English and lessons and 2 pieces of writing from Science and Topic lessons. Progress is recorded and tracked, enabling teachers to monitor progress, set targets and plan opportunities for further progress.

GRAMMAR & SPELLING:

An English grammar, punctuation and spelling test (informally known as the SPAG test) was introduced in May 2013 as part of the KS2 SATs programme for Year 6 pupils, replacing the previous English writing test. A SPAG test for Year 2 will start in 2016. The test assesses children on their technical understanding of how the English language works. The teaching of SPAG aims to ensure all children to leave primary school with a sound grasp of essential English skills.

The SPAG test includes questions that assess the following elements of the English curriculum:

- **Sentence grammar** through both identifying and writing sentences that are grammatically correct.
- **Punctuation** through identifying and writing sentences that are correctly punctuated.
- **Vocabulary** through identifying and writing sentences in which a word is used correctly.

LETTERS & SOUNDS

Letters and Sounds is a phonics resource published by the Department for Education and Skills in 2007. It aims to build children's speaking and listening skills in their own right as well as to prepare children for learning to read, this is achieved by developing their phonic knowledge and skills. Letters and Sounds sets out a detailed and systematic programme for teaching phonic skills for children starting by the age of five, with the aim of children becoming fluent readers by age seven.

Letters and Sounds enables children to see the relationship between reading and spelling from an early stage, the teaching of one reinforces understanding of the other. The Letter and Sounds programme is used in Key Stage One.

WRITING-THE ASSESSMENT PROCESS:

- We use the Assertive Mentoring (AM) programme to monitor and assess progress.
- Teachers meet every term to moderate each other's assessments. During moderation, teachers exchange samples of the children's independent writing and moderate each other's judgements. This ensures consistency in judgements across the school.
- Moderation of writing is also completed between local schools.
- Years 2 and 6 submit their writing levels as part of national assessment (SATs).
- Years 2 & 6 complete a SATs SPAG test
- Children in Reception and Years 1 & 2 have daily phonics sessions to support spelling progress.
- Children complete 4 independent writing assessments every 6 weeks.
- The writing is marked and staged.
- Children are assessed against composition, structure, spelling, grammar and handwriting criteria.
- Based on the writing assessment, targets are created for each child, so that they understand how to improve in their writing.

- Children write every day, with an extended piece of writing completed approximately every 2 weeks.
- This extended writing is marked with child's writing targets in mind and formal feedback is provided to inform the child on the progress made and the next steps in their learning.

SPELLING:

- The AM scheme provides a logical consistent structure for implementing an all-through spelling system incorporating both Letters and Sounds and the entire Programme of Study for the New Curriculum.
- We use a Year 0-6 Spelling Programme, which is an extensive teaching programme matched to the Key Stage overviews.
- All classes have three 20 minute spelling sessions per week, where they follow the school spelling scheme.
- Spelling is also taught as part of the daily English lessons.
- Children complete a spelling test every 6 weeks.

GRAMMAR:

- Every class has grammar sessions, called Grammar Hammer. In Key Stage 1 the sessions are weekly and in Key Stage 2 the sessions are every other week.
- This is based on the Assertive Mentoring grammar scheme. AM provides a structure that will help pupils learn the challenging expectations.
- Pupils are given grammar activities to complete every week and will have 30 minutes to complete them. The rest of the grammar teaching session will address errors made in these grammar sessions and teaching points will cover any gaps in grammar knowledge.
- Grammar is also taught as part of the daily English lesson.

The progress of pupils is monitored and tracked and the assessment is used to identify children who will need support in the further development of their writing and those gifted in writing and to inform parents of progress.

HANDWRITING - Please see separate policy

Handwriting skills are taught within the English sessions and as discrete lessons. Write Dance is used from Reception to teach motor skills and as a basis for independent writing skills. Children are taught to write in the cursive style.

MONITORING THE DELIVERY OF THE WRITING CURRICULUM

The Head Teacher, Deputy Head Teacher and the Writing Manager have responsibility for the monitoring and the delivery of the Writing Curriculum.

SPECIAL NEEDS AND EQUALITY OF OPPORTUNITY

Hollywood Primary is committed to providing an inclusive education that meets the needs of all its pupils. Equality of opportunity is maximised through the employment of staff with responsibility to support specific groups of children in their literacy development: those with identified special educational needs, children with English as an additional language and those underachieving. The Every Child a Writer initiative and one to one tuition for writing provides the opportunity to implement greater support. Differentiated planning provides opportunities for gifted writers.

RESPONSIBILITIES OF STAFF

All Class Teachers are responsible for the delivery of the writing curriculum.

SPEAKING & LISTENING POLICY

Speaking & Listening: Miss C. McKenna

Performing Arts & Drama: Mrs E. Brown

Language is an integral part of most learning and oral language in particular has a key role in classroom teaching and learning. Children's creativity, understanding and imagination can be engaged and fostered by discussion and interaction. In their daily lives, children use speaking and listening to solve problems, speculate, share ideas, make decisions and reflect on what is important. Most social relationships depend on talk and in the classroom children's confidence and attitudes to learning are greatly affected by friendships and interaction that support them.

DfES 0626-2003 G Speaking, Listening, Learning: working with children in Key Stages 1 and 2

THE CLIMATE FOR TALK

Hollywood Primary recognises that talk is our main means of communication and plays a vital role in learning across all subject areas. The school strives to enable children to grow through learning and aims to cultivate a learning environment in which all children reach their potential.

PLANNING FOR A RANGE OF TALK

At Hollywood Primary we try to ensure that:

- Talk arises from a wide range of stimuli
- Pupils are provided with a wide range of opportunities to talk about their work, with the teacher and with one another, discussing the planning of the work, the solving of problems and also reflecting on the progress made in their learning
- There are a wide range of opportunities for pupils to speak and listen to individuals to discuss in pairs and small groups, and to contribute to class discussions in all curriculum areas
- Pupils are provided with the opportunity to talk to, and with, a wide range of audiences such as their class, year group, children from other years, staff and visitors

Structured opportunities for talk include:

Narrative talk including the listening to, telling and retelling of stories; reporting and summarising of their work and talking about their own experiences.

Discussion includes the planning of activities, for example designing a science experiment; discussion in shared and guided reading; listening to and commenting on each other's views in Circle Time and taking part in debates as a member of the school council.

Exchanging information includes questioning and responding to problems and giving and responding to instructions.

Presenting and performing includes giving pupils the opportunity to address different audiences by engaging in role-play and drama; presenting ideas and opinions across the formal curriculum and in Circle Time; formal presentations and reading aloud.

Role-play this is used as an exploratory learning process to develop ideas, issues and dilemmas that are generated by different subjects. Teachers are encouraged to use techniques such as hot seating with the children.

All children are entitled to experience the full range of speaking and listening activities to support their educational development.

TEACHER INTERVENTIONS

It is the responsibility of the teacher to ensure the development of children's confidence as public speakers and listeners. Teachers need to ensure that a wide range of experiences are provided which will help to increase the pupil's ability to adapt their speech to particular experiences. At Hollywood Primary staff demonstrate sensitivity in supporting pupils developing clarity and coherence in spoken language and employ positive strategies to build the confidence of, and to encourage reluctant talkers. Staff provide a model of Standard English that can be used by pupils in formal situations. The involvement of outside agencies, such as Speech and Language Therapy, provide additional support when required.

MANAGING TALK

All staff, through discussion with their class, establish ground rules to promote effective talk, and to help avoid inappropriate behaviour. Staff are responsible for encouraging reluctant speakers to participate in discussions and preventing confident pupils from dominating class discussions.

The organisation and management of talk must give equal opportunities to boys and girls as well as ensuring that teacher led answer and question sessions involve all pupils over a period of time.

Teacher-led questioning must be predominately open-ended, and framed to extend pupils thinking rather than eliciting limited responses such as 'yes' and 'no'.

Tables and chairs in the classroom are arranged in different ways to promote different groupings for speaking and listening activities.

SPECIAL NEEDS AND EQUALITY OF OPPORTUNITY

Hollywood Primary is committed to an inclusive education that meets the needs of all children. Equality of opportunity is maximised through the employment of specialist personnel to support children on the Special Needs Register and second language speakers. Teachers can target children who need support in developing their oral skills and Teaching Assistants can be used to offer support in class discussion times. Speech and language groups are run within the school and time is allocated to work on individual speech and language therapy, as set by outside agencies.

PLANNING AND ASSESSMENT

Speaking and listening opportunities are identified in planning. Speaking and Listening levels are reported in Years 2 & 6 as part of SATs assessments.

Policy revised and rewritten in September 2015

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