



Hollington Primary School

The Pioneer Academy



Date written: September 2023
Reviewed: September 2024
Next Review date: September 2025

English Policy

Principle Academy Vision

We put children first, pioneering excellence and championing each and every child.

Hollington Primary School Vision

At Hollington Primary School, we take pride in providing a kind, safe and happy community where we aspire to inspire. Our school family believes every child is entitled to enjoy memorable learning experiences. Our challenging curriculum, alongside our nurturing environment, enables all to reach their full potential. Move forward with us.

Aims

At Hollington Primary School, we believe that literacy and communication are key life skills. Through the English curriculum, we will help children develop the skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language and equip them with the skills to become lifelong learners. We want children to enjoy and appreciate literature and its rich variety.

English is at the heart of all children's learning. English enables children both to communicate with others effectively for a variety of purposes and to examine their own and others' experiences, feelings and ideas, giving these order and meaning. English is central to children's intellectual, emotional and social development it has an essential role across the curriculum and helps pupils' learning to be coherent and progressive.

We aim to encourage children to:

- be effective, competent communicators and good listeners;
- express opinions, articulate feelings and formulate responses to a range of texts both fiction and non-fiction using appropriate technical vocabulary;
- foster an interest in words and their meanings, and to develop a growing vocabulary in both spoken and written form;
- enjoy and engage with and understand a range of text types and genres;
- be able to write in a variety of styles and forms showing awareness of audience and purpose;
- develop powers of imagination, inventiveness and critical awareness in all areas of literacy;
- use grammar and punctuation accurately;
- understand spelling conventions;
- produce effective, well-presented written work.

By the time children leave our school, we expect them to communicate through speaking and listening, reading and writing, with confidence, fluency and understanding and in a range of situations. We want every child to take pleasure in reading across a range of genres and have a strong motivation to read for a variety of purposes.

Head Teacher – Mrs Grace McDougall

The Pioneer Academy is committed to safeguarding and promoting the welfare of all our pupils and expect all staff and volunteers to share this commitment.



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Curriculum

Approaches to Writing

English is taught five times a week using CUSP. Lessons are taught in a sequence with an emphasis on oracy and vocabulary acquisition and retention. Each unit leads to a independent write and also allows additional time for additional content to address the needs of the class.

At Hollington Primary School we cover a wide range of genres using a variety of texts which to stimulate and inspire children. Each week tiered vocabulary is introduced that links with the focus text to ensure that our children have access to a vocabulary rich curriculum which allows children to engage and connect deeper with a text. Studying a range of texts through each unit allows to explore and immerse themselves in new texts and gain a more coherent understanding of the different ways in which we use writing to communicate. The children are exposed to many different genres of writing and skills are developed in order to write independently at length.

Reading for pleasure is promoted through regular whole class story times and appropriate texts are linked and available for children in the Reading Area.

Approaches to Reading

Teachers share a range of narrative and non-narrative texts with the whole class daily. Each class has a welcoming book corner which is regularly updated to suit the interests of the children.

As part of home/school agreement children are expected to read at home at least three times a week. We strongly encourage parents/carers to hear their child read. Feedback on home reading is made by parents/carers or pupils within the Home Reading Records.

Guided reading sessions take place for 20-30 minutes each day. Guided Reading operates on a carousel type structure following the Little Wandle programme:

- Reading with the Class Teacher/TA with three focussed sessions a week.

In addition to this, other reading activities may include:

- Comprehension Exercise
- Reading for Pleasure
- Developing reading skills

During the guided session with the class teacher, the teacher will set a particular learning objective in line with the 2014 National Curriculum and will teach the particular skills needed to meet that target, eg scanning a text to obtain information.

Phonics

At Hollington Primary School, in Phonics teaching and learning, our aims are:

- To establish consistent practice, progression and continuity in the teaching and learning of phonics throughout the school with a focus on quality first teaching
- To ensure that systematic synthetic phonics (following the Little Wandle programme) is the first approach pupils use to help with their reading and spelling
- To have robust assessment procedures to check progress and identify pupils in need of intervention
- For pupils to apply their phonic knowledge in their reading and writing across the whole curriculum

Daily phonics lessons in Reception and Year 1

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We teach phonics lessons every day in Reception and Year 1. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. In order for children to make a strong start in Reception: teaching begins in Week 2 of the Autumn term.

We follow the Little Wandle Letters and Sounds Revised expectations of progress:

- o Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.
- o Children in Year 1 review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

Assessment and Evaluation

Assessments are made in line with the school assessment policy. Teachers use effective assessment for learning to ensure planning is based on prior attainment and that pupils know what they need to do to achieve the next steps. Group or individual targets are set accordingly. Marking is in line with the school marking and feedback policy.

Children are informed of their own targets for learning and supported to make progress towards them. Children are also involved in setting their own steps to success and encouraged to review their progress towards these through self, peer and teacher assessment.

The teacher keeps records that enable them to deliver an effective, creative and relevant curriculum that builds on prior attainment and meets the needs of pupils.

Monitoring – The Role of the Subject Leader

The Subject Leader should be responsible for improving the standards of learning and teaching in English through:

Monitoring and evaluating:

- pupil progress
- provision of Literacy (including Intervention programmes)
- the quality of the Learning Environment;
- the provision and deployment of support staff
- the quality of marking

Resources

Each classroom has a book corner with a range of fiction and non-fiction texts. Books for CUSP sessions are kept in the resources room and are organised into their units. Resources for Little Wandle phonics and support for spelling are kept in the shared learning areas and are organised according to each phonics phase with additional word cards for reading.

Inclusion

At Hollington Primary School we are committed to inclusion in all its aspects and ensure that all children regardless of ability, race, gender, culture, special educational need or disability, are given appropriate opportunities to access the curriculum. In order to achieve this we provide a differentiated curriculum and, where possible, additional support. The philosophy of the IPC is to 'help children develop an international mind-set alongside their awareness of their own nationality' and this vision is instilled deep within our English teaching.

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To be read in conjunction with:

Equal Opportunities/Inclusion Policy

Teaching for Learning Policy

Policy for Teaching and Learning of Children with Special Educational Needs

Policy for Teaching and Learning of Gifted and Talented Children

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