



Hurst Hill Primary School

English Policy

**Learning Together,
Together We Learn**

Policy Tracker – Responsibility for monitoring this policy: Trust IT Manager (Reviewed annually – date of next review Spring 2023)			
Date of review	Reviewed by	Role	Date approved
September 2021	R Weaver	KS1 phase leader	September 2021
December 2022	R Weaver C Johnson	Assistant Head of School Head of school	January 2023



Statement of intent

A strong foundation of English skills are essential for progress across the curriculum and to prepare pupils effectively for tasks of adult life.

All staff have a responsibility to develop pupils' competence in reading, writing, speaking and listening and to ensure that pupils become competent users of language, thus accessing the curriculum effectively and achieving their potential.

Hurst Hill Primary School aims:

- To enable children to speak clearly and audibly, and to consider their listeners
- To encourage children to listen with concentration, in order to identify the main points of what they have heard
- To help children distinguish between spoken English and local dialect, and standard English and to understand which is appropriate in different situations
- To show children how to adapt their speech to a wide range of circumstances
- To help children become confident, independent readers, through focus on word, sentence and text-level knowledge
- To develop enthusiastic and reflective readers, through experiencing varied texts
- To encourage accurate and meaningful writing, both in narrative or non-fiction form

Hurst Hill Primary School:

- Recognises the effect that a confident, fluent and coherent understanding of English will have on a pupil's progress, both inside and outside of the school environment.
- Understands how a strong grounding in English will impact the future learning and development of a pupil in all aspects of their life.
- Provides a balanced and broad curriculum, which encompasses the teaching of writing, including handwriting, spelling, widening vocabulary, and writing for different styles, purposes, and audiences, as well as focussing on spoken English, reading, grammar and pronunciation.
- Ensures that all staff members are aware of planning, assessment, teaching and learning requirements for the English curriculum.
- Ensures that all pupils know how to plan, draft and evaluate their work.
- Ensures that all pupils understand all elements of English, as per the national curriculum.



Curriculum

English planning and learning objectives are based upon the new National Curriculum, and staff refer to the end of year group or key stage outcomes.

Staff plan their learning objectives using key skills for each identified year group from the statutory requirements document. These are used alongside the genre that they are currently focusing on.

To introduce a text type staff use the familiarisation phase to engage the children in a quality text. Typical approaches include the following:

- Reading for pleasure and enjoyment of the text
- Learning the reading skills required by the format and medium of publishing, such as on screen
- Reading VIPERS are used to enable children to understand what makes a good reader
- Reading Reconsidered (Doug Lemov) has been researched and aspects are applied in the structure of KS2 guided reading lessons,
- Reading in order to identify structures, vocabulary and techniques to use in their own writing

Staff then capture the children's ideas and follow the sequence below to build their writing, following 'The Write Stuff' approach by Jane Considine:

- Demonstration and modelled writing
- Guided writing
- Independent, sustained writing
- Proof-reading, redrafting and producing a final "best" copy
- Celebrating the written work through display, pupils reading their work to another class, parent book shares.

The following non-negotiables are facilitated weekly in English and Guided Reading planning. They are clearly identifiable through our PowerPoints for consistency.

- Phonics
- SPaG and Spellings
- Learning objectives covered
- Shared learning and teaching
- Guided / independent work
- Plenary and key questions
- AFL comments (Specific key skills, Steps to Success, Next Step marking, use of highlighters to enable children to reflect on their own progress)



EYFS

Staff in EYFS plan the learning objectives for grouped English sessions using Development Matters to enable children to achieve their (ELG's) Early Learning Goals. The strands are used to generate learning objectives in reading, writing, understanding and communication and language. Planning is led by the children's interests. Specific types of writing are introduced to match the given topics to ensure relevance. Teachers are reactive to the needs of the children. Writing in the autumn term is phonic led and once ready, the children move onto labelling and building sentences.

National Curriculum 2014

Staff use the National curriculum 2014 document, this is broken down into the following phases:

- Year One
- Year Two
- Lower Key Stage Two (years three and four)
- Upper Key Stage Two (years five and six)

Each programme of study is broken down into statutory and non-statutory recommendations that cover the following areas:

- Word reading
- Reading comprehension
- Writing transcription (spelling and handwriting)
- Writing composition
- Grammar and punctuation



Reading

Pupils should develop a love for reading and are given the opportunity to read a range of fiction and non-fiction texts and access a wide selection of texts and genres. Reading is taught in a variety of ways.

Individual reading sessions

- Children are heard reading individually at least once a week

Whole class teaching

Pupils are explicitly taught the skills of reading through teacher modelling and shared reading. In these sessions children are taught to examine texts using the **VIPERS Skills**.

V – Vocabulary

I – Inference

P – Predict

E – Explain

R – Retrieve

S – Sequence/Summarise

Whole class reading sessions ensure that children of all abilities are immersed in the same high-quality texts and the discussions that these texts promote. The text is shared through teacher reading, echo reading, paired reading and/or independent reading.

Whole class reading will take place four times a week for 30 minutes.

Guided Reading lessons will follow the structure of:

Model and teach the skill – collaborative activity – independent application (I – we – you)

Weekly 1-1 reading is encouraged, we aim to achieve this using teaching staff and teaching assistants.

In Key Stage One, children's reading skills are taught and practised using the VIPERS during whole class reading sessions.

KS1 Content Domain Reference	VIPERS
1a draw on knowledge of vocabulary to understand texts	Vocabulary
1b identify/explain key aspects of fiction and non-fiction, such as characters, events, titles and information	Retrieve
1c identify and explain the sequences of events in texts	Sequence
1d make inferences from the text	Infer
1e predict what might happen on the basis of what has been read so far	Predict



Years 2 – 6 Whole Class: Staff plan for whole class reading sessions to provide opportunities for objectives and content domains to be met. The children's learning in a session focuses on one objective from the National Curriculum, which is then linked to one content domain, and therefore each session is focused on one of the VIPERS.

There are a range of resources in school with quality texts and questions, however these are adapted to meet the needs of the genre and skill being taught. Children write their responses to targeted questions or VIPERS-themed activities in their Guided Reading exercise book.

In Key Stage Two, children's reading skills are taught and practised using VIPERS during whole class reading sessions. During our Guided Reading sessions, we use a range of principles to ensure a consistent approach to all aspects of Reading. The principles that we have chosen to use are taken from **Reading Reconsidered** and from work we have completed alongside consultants.

Our Guided Reading principles:

- 2-week cycle which is explicit to staff
- Echo reading – always in full sentences
- The expectations for all teachers to have their copy of the text on screen for pupils to see during the lesson
- Staff mark up the text with key vocabulary prior to the lesson, ensuring that the mark up targeted: identifying if the focus is vocabulary, inference or retrieval
- 'Hunting' to target specific pupils
- Jane Considine's 'Grandma Fantastic' approach for exploring and sharing vocabulary
- Pupils have the option to 'read ahead' if they choose to.

2-week Guided Reading Cycle

Week 1 – Teachers 'hunting' whilst children are working independently, to inform next week.		Week 2 – Teacher to work with guided groups during independent activity based on previous week's 'hunting' evidence.	
Lesson 1	Teacher shares/discusses the text with the class, children use teacher 'mark-ups' to support their understanding.	Lesson 1	Teacher shares/discusses the text with the class, children use teacher 'mark-ups' to support their understanding. VIPERS Skill lesson – Vocabulary, Inference or Retrieval
Lesson 2	VIPERS Skill lesson – Vocabulary, Inference or Retrieval	Lesson 2	VIPERS Skill lesson – Vocabulary, Inference or Retrieval (different to the previous day)
Lesson 3	VIPERS Skill lesson – Vocabulary, Inference or Retrieval (different to the previous day)	Lesson 3	VIPERS Skill lesson – Vocabulary, Inference or Retrieval (different to the previous day/s)
Lesson 4	VIPERS Skill lesson – Vocabulary, Inference or Retrieval (different to the previous day/s)	Lesson 4	AMOW – Big Read – GCP/SATs style questions about an unseen text.
Additional activities include Prediction, Explain, Summarise or independent reading of the text.			



KS2 Content Domain Reference	VIPERS
2a give/explain the meaning of words in context	Vocabulary
2b retrieve and record information/identify key details from fiction and non-fiction	Retrieve
2c summarise main ideas from more than one paragraph	Summarise
2d make inferences from the text/explain and justify inferences with evidence from the text	Infer
2e predict what might happen from details stated or implied	Predict
2f identify/explain how information/narrative content is related and contributes to meaning as a whole	Explain
2g identify/explain how Meaning is enhanced through choice of words and phrases	Explain
2h make comparisons within a text	Explain

Decodable Books

All our pupils will learn to read using decodable books. They will take decodable books home as their home reading book. These texts link directly with the phonics phase they are working on.

When pupils reach KS2 or score a ZPD range of 0.1-1.0 on a Star Reader test, they are able to access **Accelerated Reader** to develop their independent reading further.

The books children read vary in several ways, including layout, size, vocabulary and length to give the children a rich diet of literature. The difference between each phonic stage is gradual, so that children do not experience great difficulty moving up through the books. The main advantage to the decodable system is that the books will be fully decodable and linked to their current phonics phase.

Progress through the phonic phases is not automatic and it is important to ensure that children working in the early phases have a secure understanding of decoding and blending skills first. Understanding of the text that they have read, is also important so that comprehension skills are embedded throughout their reading journey (please see our Phonics and Early Reading Policy).

Assessment

NTS Test data, 1:1 reading, Accelerated Reader, Guided Reading sessions, outcomes of CGP (Big Read) every 2-weeks, reading grids and Star Reader assessments are all used to inform teacher assessment judgements. Teacher assessment is submitted termly as part of ongoing assessment for learning. Termly assessment using NTS tests (National Test-Style tests) takes place to validate teacher assessments.

For some objectives, this evidence is verbal and therefore evidenced through teacher comments.



Feedback

- Daily marking of Guided Reading exercise books takes place using RAG (red, amber and green) stickers and comments where appropriate.
- Verbal, on the spot feedback is expected in all classes to maximise the effectiveness of every reading lesson, this might be address misconceptions about a text, celebrate success or to challenge pupils further.

Accelerated Reader

Pupils in KS2, have a 30-minute slot daily for Accelerated Reading. Accelerated Reader (AR) is a powerful tool for monitoring and managing independent reading practice. AR encourages substantial differentiated reading practise to create strong readers. Based on each student's independent reading level, AR helps teachers to set personalised goals for each pupil and guide them to books that offer achievable challenge.

In addition, AR helps teachers monitor pupil's vocabulary growth and comprehension.

- Determine reading level – First, a pupil's optimal reading level is determined through the STAR Reading Enterprise Assessment. The assessment suggests a range of book levels for each pupil called the 'zone of proximal development' or ZPD. Pupils should begin reading books that have a level at the lower end of their ZPD and gradually move up the range in order to make optimum progress.
- Personalised practice – Personalised reading practice means pupils read books of interest at their own reading level.
- Pupils take an AR Quiz – AR offers more than 150,000 quizzes of three types on both fiction and non-fiction titles. Pupils have the opportunity to take AR quizzes daily, during their 30-minute AR reading slot, to test their comprehension skills on books they read.
- Receive instant feedback – AR provides teachers with immediate information, helping them monitor the comprehension skills of each pupil and inform further instruction or intervention.

End of Day Reading Experience

Daily, class teachers create an 'End of day Reading Experience' for children. This may consist of the teacher reading a book to pupils, pupils taking it in turns to read out loud to the class or listening to texts being read out loud by an author or celebrity. The text could be a popular choice from the classroom or school library bookshelves; an e-book on AR or a text related to current English and Topic learning. This is to encourage a love of reading in our children and to expose them to ambitious vocabulary.

Home reading

All children take home a reading book as a means of consolidating reading taught at school. Children are required to change their reading book frequently; this will vary depending on the length of text that they have taken home.

EYFS / Key Stage 1: The children will take home one decodable reading book and one library book. Some pupils may have an additional AR book.



Key Stage 2:

Children will take home one Accelerated Reader reading book and one library book.

When pupils have completed their AR book, either at home or in school, they will complete a quiz online. If the pupil achieves 100% on the quiz, they will move up to the next ZPD, when they reach a .9 of a level they will need to achieve 100% on two quizzes before they move up to .0 e.g. 2.9 to a 3.0 will require two 100% achievements on ZPD 2.9 texts.

School Library

Each class will visit the school library once per week where they are able to choose a book to take home. This allows the children to develop reading for pleasure by choosing books that interest them. This will mean that all children will have at least two books at any one time. The first book will be directly linked to their reading ability, the second book will be a reading for pleasure book, which will not be linked to their ZPD/Phonics level.

MyON Reader

MyON Reader is a personalised online digital library, It increases students' access to reading materials, increasing reading engagement and, in turn, reading growth. With MyOn Reader, pupils get access to thousands of digital books. Pupils all have individual login details to access MyON at home. MyOn allows children to access AR quizzes for each of the digital online books, so AR quizzes can be accessed at home.

Writing

Our approach to writing is with support from **Jane Considine's methodology** and our approach is taken from her book '**The Write Stuff**'. We encourage the children to write through the three Zones of Writing – techniques (FANTASTIC's), ideas (GRAMMARISTIC's) and tools (BOOMTASTIC's).

An individual lesson is based on a sentence model, broken into three separate chunks:

1. Initiate section – a stimulus to capture the children's imagination and set up a sentence
2. Model section – the teacher close models a sentence that outlines clear writing features and techniques
3. Enable section – the children write their sentence following the model

Children are challenged to 'Deepen the Moment' which requires them to independently draw upon previously learnt skills and apply them to writing during that chunk.

'The Write Stuff' uses three essential components to support children in becoming great writers.

The three zones of writing:

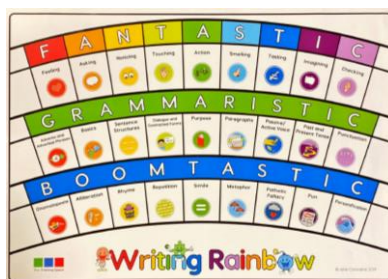
- IDEAS – The **FANTASTICs** uses a child friendly acronym to represent the nine idea lenses through which children can craft their ideas.
- TOOLS – The **GRAMMARISTICS**. The grammar rules of our language system and an accessible way to target weaknesses in pupils' grammatical and linguistic structures.
-

- **TECHNIQUES** – The **BOOMTASTICS** help children capture 10 ways of adding drama and poetic devices to writing in a vivid visual.

The ideas of writing are strengthened when children have good imaginations.

Imaginations are improved through rich life experiences and quality texts. Many children struggle when deciding what to write, we therefore invest in drama, reading and experiences to enrich our children's thoughts and ideas.

For children to accomplish skills in the Zone of Writing, they need to use the cues in the FANTASTIC rainbow. The techniques or BOOMTASTICS enable children to showcase their personal voice and writerly style. Children need to be in control of their grammar choices to improve the precision and the impact of their writing.



The teaching and learning of writing takes place through five weekly 60 minute English lessons. SPaG is taught from Year 1 through to Year 6 KS2.

All genres covered within English sessions are taken from the whole school Genre Coverage document shown below. Teachers cover each genre by the end of that year.

Teaching and learning sequence: The writing process

The teaching and learning of Writing is divided in to 1 - 4 week units. Within each unit, a building of skills is evident in planning and pupils' books.

Genre Coverage

EYFS					
Autumn		Spring		Summer	
All About Me	My Locality	All Around the World	Growing	Growing	Into The Woods
Ruby's Worries by Tom Percival- Narrative		Penguins- National Geographic Kids: Penguins by Anne Schreiber – Report/Fact File		Sam and Dave Dig a Hole Narrative – Story	
On Sudden Hill- Narrative		Handa's Surprise- Narrative		Jack and the Jelly Bean Stalk- Narrative	
What We'll Build by Oliver Jeffers- Advice Leaflet		If Sharks Disappeared- Report		How to Make Chocolate Mug Cake- Instructions	
Poppies – Narrative		Rainbow Fish- Narrative		Where the Wild Things Are- Narrative	
Perfectly Norman- Narrative		The Snail and the Whale – Recount Postcard		We're Going on a Bear hunt by Michael Rosen – Narrative	
I Wanna Iguana – Persuasive Letter					



The Proudest Blue- Narrative	All Aboard the London Bus- Narrative	Katie and the Sunflowers- Narrative
How to Catch A Star - Narrative	Rosie's Walk – Narrative	Pigs Might Fly – Narrative
		Lost and Found- Narrative
Year 1		
Autumn	Spring	Summer
The Gruffalo – Narrative	Our Trip to The Woods- Recount	When I am By Myself- Rhyming Poem
The Smartest Giant in Town- Narrative	Seasons- Information Text	The Way Back Home – Narrative
Goldilocks and the Three Bears- Narrative	Little Red Riding Hood- Narrative	Toys from the Past- Report
Goldilocks and the Three Bears- Instructions- making porridge		
Whatever Next- Narrative		
Firework Night – List Poem (to be done during November linked to Bonfire Night)		
Pig in the Pond-Narrative		
The Jolly Christmas Postman- Narrative		
Year 2		
Autumn	Spring	Summer
Little Red Reading Hood – Narrative	Plants - Information	Stardust – Narrative
How to make a bird feeder - instructions	In my heart: A book of feelings – lyrical explanation	Desk Diddler – Poetry
The Christmas Star- Narrative	The Great Fire of London- Diary (recount)	Habitats – Non-chronological report
Year 3		
Autumn	Spring	Summer
The Star in the Jar – Narrative	I asked the boy who cannot see – Poetry	My Strong Mind – Instructions
The Magic Paint Brush - Traditional story from a different culture	The Secret of Black Rock – Narrative	The Street Beneath My Feet – Explanation



How a Robot Dog Works – Explanation	The Anglo-Saxon visit (own) Recount Skeletons and Muscles – Non-Chronological report	Skara Brae Holiday Brochure Non fiction
Year 4		
Autumn	Spring	Summer
Float - Narrative The Journey of Iliona, A Young Slave - Diary The River – Poem*	The River – Poem* The Great Chocoplot – Narrative A Sustainable Alternative to Plastic Straws – Persuasive Advert The Wizards of Once – Non-Fiction	Feast – Narrative Digestion – Explanation Still I Rise – Poem
Year 5		
Autumn	Spring	Summer
The Iron Man- Narrative The Present- Narrative Plastic Pollution- Persuasion The Malfeasance - Poetry	The fantastic flying books of Mr Lessermore- Narrative Mars transmission- Recount Rose Blanche Narrative -	Hatshesput- Non-chronological report Cosmic- Science fiction I believe in unicorns- narrative
Year 6		
Autumn	Spring	Summer
A Monster Calls – Narrative Goldilocks Newspaper Report - Recount Should we have Christmas presents or give to charity? - Discussion	Winter Poems - Poetry Thornhill – Narrative Global Warming – Formal letter	The Greeks - Non-chronological Report The Piano- Narrative Trip Advisor Review - Persuasion

Feedback

- Daily marking of English books takes place using pink and green highlighters to clearly demonstrate to pupils what went well, and what can be improved.
- Every lesson has progressive success criteria displayed in the form of steps of success. These are stuck in English books and highlighted to show children what they have achieved.
- Steps to success show the focus for each learning chunk taken from 'The Writing Rainbow' lenses



- Verbal, on the spot feedback is expected in all classes to maximise the effectiveness of every English lesson. Children are encouraged to continually reread and edit their work as they are writing, using a purple pen.
- Age and ability appropriate clues are used to support a child towards proof-reading their own work. This could be underlining spelling errors and highlighting in pink any missing capital letters, which would then progress to writing 'SP', 'CL' or 'P' in the margin to indicate a spelling, capital letter or punctuation error on that line. Pupils are encouraged to correct spellings themselves either from a bank of vocabulary or using a dictionary.
- Next Steps are given at least once a week to move children's learning on and to address misconceptions.
- Children self-assess their own work and through revising and rewriting, they can edit and improve. They use purple pen to show their improvements.

Speaking and Listening

We are currently part of the **Voice 21 Oracy Improvement Programme** to develop pupils' use of spoken language to express their thoughts and communicate effectively. The aim is to improve oracy skills with the expectation that this will improve wider academic outcomes.

All staff model spoken Standard English in the classroom. Staff promote and create opportunities for active speaking and listening in the classroom across all subjects. Speaking and listening forms the foundations of literacy development and plays an essential role in enabling children to become effective writers.

The strands of speaking and listening are as follows

- Talking to others: Talk in purposeful and imaginative ways to explore ideas and feelings, adapting and varying structure and vocabulary according to purpose, listeners and content
- Talking with others: Listen and respond to others, including in pairs and groups, shaping meanings through suggestions, comments and questions
- Talking within role-play and drama: Create and sustain different roles and scenarios, adapting techniques in a range of dramatic activities to explore texts, ideas and issues
- Talking about talk: Understand the range and uses of spoken language, commenting on meaning and impact and draw on this when talking to others

Staff utilise these skills and select appropriate activities that meet the overall learning objective. Children have the opportunity to develop their speaking and listening skills through a range of strategies and a rich speaking and listening environment; some of these include:

- Drama and role play activities
- Debates
- Story books and Talking books
- Songs and rhymes
- Talking tins
- Questioning

- Presentations
- Oral games and activities

Spelling, Punctuation and Grammar

The teaching and learning of SPaG focuses on the year group expectations, as a starting point which can then be adapted.

Weekly spellings

Spellings focus on the spelling rule or sound being taught in the weekly SPaG lesson.

In Reception and KS1, spelling is applied through daily phonics lessons and includes teaching CVC words and how to spell tricky words.

When children are secure with their Phonics they will be taught the spelling rules.

A range of strategies are used to teach spellings to aid memory such as pyramids, shapes, different colours per syllable / sound, write the spelling in a word / sentence, magnetic letters, fishing for words / letters, chinks, games, tracing, sorting, looking for patterns and practice patches.

Working walls



Working walls are used as an integral part of English teaching. Each classroom has a working wall allocated for English and this is an integral resource used in the teaching of each genre covered.

Working walls illustrate the learning journey taken to build-up to an extended piece of writing. They mirror the children's learning by creating a visual plot point plan of how the lessons develop over the week/s. Each plot point is displayed and vocabulary is added to match the chunks taught.

Our Working Walls also showcase the children's learning through **sentence stacking**. For each plot point displayed, there will be sentences created by a child, but written by the teacher displayed and celebrated with a 'Thank You' speech bubble.





Hurst Hill Primary School



HALES VALLEY TRUST