



ENGLISH Statement of Practice

1. AIMS

We aim to develop pupils' abilities within an integrated programme of Speaking & Listening, Reading & Writing. Pupils will be given opportunities to interrelate the requirements of English within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught literacy skills.

At Haslam Park School we strive for children to be a 'Primary Literate Pupil'
We aim for children to be able to:

- Read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.
- Write using correct grammatical structures.
- Have an interest in books and read for enjoyment
- Have an interest in words, their meanings; developing a growing vocabulary in spoken and written forms.
- Understand a range of text types and genres – be able to write correctly in a variety of styles and forms appropriate to the situation.
- Be developing the powers of imagination, inventiveness and critical awareness.
- Have a suitable technical vocabulary to articulate their responses.

2. STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document (2014) and in the Communication and Language and Literacy section of the Curriculum Guidance in the 2012 statutory framework for the Early Years Foundation Stage

In the Foundation Stage (Reception)

Communication and language: This involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves and to speak and listen in a range of situations.

Literacy: This involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems and other written materials) to ignite their interest.

At Key Stage One (Years 1 and 2), children should learn to speak confidently and listen to what others have to say. They should begin to read and write independently and with enthusiasm. They should use language to explore their own experiences and imaginary worlds.

At Key Stage Two (Years 3-6), children should learn to change the way they speak and write to suit different situations, purposes and audiences. They should read a range of texts and respond to different layers of meaning in them. They should explore the use of language in literary and non-literary texts and learn how the structure of language works.

3. THE GOVERNING BODY

Regular reports are made to the governors on the quality of English provision and its impact on pupil outcomes. Our Literacy Governor is Rita Garthwaite who proactively monitors literacy in school and meets with key staff in order to report to the rest of the governing body with regards to literacy in school. This policy will be reviewed every three years or in the light of changes to legal requirements.

4. SUBJECT ORGANISATION

The English Curriculum is delivered using a genre based framework, taken from the National Curriculum. The Early learning Goals are followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum. Pupil provision is related to attainment, not age.

In Key Stage 1 and 2 children are put into ability 'sets' for English, with 3 sets across Years 1&2, 3&4 and 5&6. The children are 'set' according to end of year attainment and are fluid with teachers reviewing their sets after each assessment point in conjunction with Pupil Progress Review (PPR) meetings.

Within each 'set' the children are grouped according to ability in reading and writing and independent activities are differentiated accordingly. In school there is an emphasis on extending and challenging the more able groups in each set and ensuring that the less able groups have adequate support and intervention where needed.

TA support is used most widely in the lower sets where their children may require additional support to help them achieve Age Related Expectations (ARE).

There is a comprehensive intervention programme for identified children across KS1 and KS2. The groups of children receiving intervention are identified through assertive mentoring assessments and specific targets are set for these groups by their class teacher.

The school has agreed planning formats for guided reading and for weekly literacy lessons. In addition to this there is an overview plan for extended writing through topic work to ensure coverage of a range of genre through other curriculum areas. The weekly literacy planning is added to the class planning file and there is a separate guided reading file for each class with agreed contents.

5. APPROACHES TO SPEAKING AND LISTENING

The Four Strands of Speaking and Listening: Speaking; Listening; Group Discussion and Interaction, and Drama permeate the whole curriculum. At Haslam Park, we believe that this is a crucial part of all language development in relation to our School context. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life.

Children participate in class assemblies, celebration assemblies and also school productions at key points in the year.

During lessons a range of techniques are used to engage children in communication including talking partners, talk for reading and writing strategies, peer assessment.

School has also adopted the ELKLAN approach to communication. This involves a set of 'non-negotiable' elements across school including the use of mind maps (with one displayed in each classroom), vocabulary pyramids to increase vocabulary linked to topics. (In EYFS and KS1 the vocabulary pyramid is shared with parents) Questioning of children is carefully thought out and divided into 4 levels. These question types are displayed in class to serve as a reminder for staff.

6. APPROACHES TO READING

Our aims are that our children will learn to read, will enjoy a wide variety of texts and will become independent, critical, life-long readers and learners.

Guided reading:

All children in school have a daily guided reading lesson. This takes place outside the literacy hour.

Planning

- All classes will have a guided reading file with agreed contents.
- All classes will have at least 4x timetabled guided reading lessons each week and will be at least 20-25 minutes long, longer in older classes.
- Planning will be on the agreed school format and any texts used will be named on the planning.
- Objectives from the primary framework will be written on planning and where possible will link to literacy objectives covered in lessons.
- TAs will be named on planning and where they work with guided reading groups they will be given a copy of the planning.
- ELKLAN questioning will be added to planning and colour-coded.
- Where children work in their guided reading journals this will be written on planning so links can be made to evidence.

Organisation

- KS2 will have plan available on whiteboard to show the children what their activity will be.
- KS1 will have activity labels on tables e.g. 'post reading' etc.
- Wherever possible 'real' texts will be used with a minimum of 1 between 2. These texts will be chosen to challenge the children and will therefore be at a higher level than those they can read independently.
- Texts should cover a wide range of genres.
- Class teacher will guide one group each day.

Evidence/Recording

- Each group will have 1 activity a week where they record in a guided reading journal
- Curricular targets will be worked on in guided reading sessions.
- Assessment recording sheets (on A3) will be used to collect evidence during GR sessions. Teachers will annotate and date where evidence is collected. Write children's names where evidence observed and use post-it notes to annotate if needed.
- All children will have a guided reading journal where work done in guided reading sessions is recorded. Lower ability groups in KS1 do not record in a journal as many of their independent activities are practical and linked to letters and sounds work.
- A child friendly Assessment sheet will be stapled in the front of their journal and their target for the term will be highlighted (orange-Autumn, green-spring, blue-summer). Teachers will sign and date when target achieved and highlight a new one.
- SEN children will use B-Squared to show smaller steps of progress and achievement.
- In EYFS 'development matters' sheets will be included in home/school diary with objectives highlighted to show next step.
- Children will write the date but no LO in their journal.
- The journals will be marked (light touch marking only i.e. stars and stickers except where there is an issue with presentation/understanding)
- Reading book records and planners will be checked by the class teacher each half term to check the children are at an appropriate level.

Activities

- Phonics activities may form some of the work in guided reading especially in KS1 and lower ability groups throughout KS2.
- All groups will have a carousel of activities including a guided read, post read, pre-read and independent read each week. Along with any other reading activity.
- Where independent reading is planned there needs to be a focus to the children's reading such as a question or a task to share with the class in a plenary.
- Children will take home a class library book from the book corner once a week.

In EYFS children begin to share books together in the autumn term with a more 'formalised' guided reading lesson in place by the end of the summer term.

Shared reading:

Shared reading is a modelling technique which teachers may use in literacy lessons and across other curriculum areas to demonstrate reading skills and promote good reading habits and also to elicit responses from children about texts. School has a range of 'big books' and 'visualisers' where text can be enlarged and projected onto classroom Smartboards.

Independent reading:

All classrooms have an attractive, welcoming book corner with a range of books and other text types for the children to choose and read. In our class book corner we aim to include;

- Cushions or bean bags
- Small stools or chairs
- Drapes or tent to create enclosed area
- Display to reflect current topic work or book based literacy work.
- A display of different genres of books and for differing abilities in class
- Unusual books e.g. pop-up books, big books, favourite books
- Books linked to topic
- Magazines, leaflets, catalogues and brochures
- Clearly labelled resources
- Questions and tasks to encourage 'book talk'
- Dictionaries
- Well-maintained books!
- Books made by children
- Pictures/posters of book covers
- Books organised into fiction/non-fiction and in more detailed genre for KS2, labelled.
- Bright mats/rugs
- Baskets for displaying books on a theme

The books in the book corners are arranged attractively and changed regularly. During guided reading lessons teachers set the children tasks to ensure the children read independently.

Wider reading:

All classes incorporate 'storytime' which is a time for children to enjoy listening to stories. This is not timetabled but may often take place at the end of the afternoon for approximately 15 minutes.

In key stage 2 a class novel may be shared as part of wider curriculum work e.g., 'Beauwolf' as part of Anglo Saxons topic in Y5/6, 'No Place Like Home' as part of Why is it great to love in Bolton? Topic in Year 3/4.

Home reading:

We have adopted the Oxford Reading Tree reading scheme; although children are also encouraged to read 'real' books. Children read systematically through the scheme until they reach stage 13+ (typically during Y4 but may be earlier or later than this) at which point they move to 'free readers' and can choose a book from the class library. Each child has a home/school planner and the child's reading book is recorded in this planner. Parents are expected to sign their child's planner when the book has been finished or to signal that their child has read at home. Teachers and TAs write in the children's planners any messages regarding reading so there is a two-way dialogue between home and school.

In EYFS books are changed a minimum of once per week and children read 1:1 with adults in class. Words related to phonemes from the phonics assertive mentoring system are also sent home weekly for parents to practise with their child.

In KS1 children's books are changed 3x weekly providing planners are signed and up to date.

In KS2 children's books are changed 2x weekly providing planners are signed and up to date.

Where there is little or no parental support systems are put into place for the child to read 1:1 with a TA or parent volunteer.

Children also have the opportunity to choose a library book to share at home. These are chosen from the class book corner. Teachers keep a record of books selected. These are changed weekly.

Library:

The school has a central library of non-fiction books and high interest, thought provoking narrative texts.

Teachers take their classes or small groups into the library throughout the school day as part of literacy, guided reading and wider curriculum lessons.

Resources:

- Oxford reading tree scheme kept in KS1 shared area and Titans classroom.
- Class libraries in books corners
- Guided reading sets kept in KS1 shared area and in Titans classrooms in KS2.
- Big books kept in KS1 area and in classrooms in KS2
- Library with wide range of non-fiction books

All of the above can be supplemented by books borrowed from the Bolton Schools Library service (SLS) on a teacher's personal ticket.

7. PHONICS

School uses the synthetic 'Letters and Sounds' system of phonics teaching.

In EYFS phase 1 is begun as soon as all the children are in school full time at the beginning of the Autumn term. Phase 2 is started before October half term with all children who are confident with phase 1.

In EYFS to end of KS1 all children receive a daily 20 minute phonics lesson. The children are grouped into phases and teachers and TAs lead a group each so that groups remain small.

All group teachers have a planning file with agreed contents. The EYFS, KS1 And 2 lead teachers track the phonics progress and groupings are reviewed regularly. Planning is taken from 'phonicsplay' website and teachers annotate and evaluate these daily.

In KS2 phonics is taught daily. Children are split into ability groups in Years 3/4 and years 5/6. with children above phase 6 working on the Haslam Park Spelling programme.

Opportunities are also made to practice phonics across the curriculum during teacher input, shared reading and modelling and demonstration of writing.

Phonics is tracked at each assessment point and groupings adjusted accordingly. A whole school tracker is used, ranging from Pre Phonics to Phase 10 in Year 6.

8. APPROACHES TO WRITING

EYFS

Teachers incorporate shared, guided and independent writing opportunities when planning literacy lessons.

Shared Writing:

This takes the form of demonstration and modelling of a particular genre or objective writing by the teacher and becomes a WAGOLL (What A Good One Looks Like) which may then be used as an example on the literacy working wall in class.

Guided Writing:

Guided group work should take place every literacy lesson.

Guided writing follows on from shared writing and addresses the specific identified writing development needs of each group. This may be general, for example understanding paragraphing. Alternatively, it may be genre related such as using emotive language when writing a persuasive argument.

Guided writing can take place before writing – to support children’s planning and drafting, at the point of writing or after writing – allowing children opportunities to assess their writing.

Independent Writing:

Independent writing in literacy lessons allows the children to put into practice the skills taught during shared writing sessions and guided writing groups. Teachers plan independent writing opportunities carefully with appropriate differentiation for all groups with challenges to extend the most able groups. Marking ladders are used as success criteria at the end of a unit of work. The marking ladders are differentiated and stuck into literacy books.

Extended, cross curricular writing:

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum.

Extended writing opportunities in other curriculum areas are added to the medium term topic overview and are timetabled across KS1 and 2. Each genre is written in an independent way and is recorded in the Learning Journal. The writing genre overview planning sheet is used in conjunction with the topic ‘route through’ to ensure coverage of a range of genre.

Teachers use at least 1 marking ladder (success criteria) per half term in cross curricular writing. The extended writing is recorded in the children’s Learning Journals.

Handwriting:

Foundation Stage

The emphasis at this stage is with movement rather than neatness. Letter formation (starting at the right entry point and then moving in the right direction) learned at this early stage becomes automatic and has a profound influence on later fluency and legibility. Pupils are to be taught to use lead-in strokes and flicks following agreed policy, as soon as they are ready for letter formation.

To aid movement, close attention is given to pencil grip, correct posture, the positioning of the paper and the organisation of the writing space. Teachers are vigilant to ensure that bad habits do not become ingrained and that the specific needs of left-handed pupils (for example, additional tracking and tracing of letters at the pre-writing stage) and those with special educational needs are met.

Key Stage 1

Building on the foundation stage, pupils at Key Stage 1 develop a legible style and begin to use fully cursive handwriting in Year One by starting to join their letters. This will be dependent on ability not age/ year of child.

This is achieved in Year 1 by developing a comfortable and efficient pencil grip and by practising handwriting in conjunction with letters and sounds and also independent writing. Correct letter orientation, formation and proportion are taught in line with the school’s agreed handwriting style. This continues in Year 2 where children will have the opportunity to gain a pen licence when their writing is correctly formed and consistently fluent and accurate.

A consistent alphabet is in each classroom to help with letter formation. This is the font used on the school network. C15.

Key Stage Two

The target for children in Key Stage Two is to produce a fluent, consistently formed style of fully cursive handwriting with equal spacing between the letters and words.

Children will have regular handwriting practice sessions recording their writing in their exercise books. (Not special handwriting lined books)

Children in Year Three will have the opportunity to gain a pen licence when their writing is correctly formed and consistently fluent and accurate.

Children in Year Four and Year Five and Six will write with pens unless there is a specific issue such as SEN. They will be expected to use a fully cursive, joined style.

Pencils will be used in Numeracy or for drawing and completion of diagrams.

A consistent alphabet is in each classroom to help with letter formation. This is the font used on the school network. C15.

The learning environment:

A dedicated writing area is established in all classrooms at Foundation and Key Stage 1.

Writing areas/boxes are equipped with a range of writing implements and materials. In KS2 suitable materials are available for pupils to work at their own tables.

Throughout all Key stages teachers display both handwritten and word processed work to give a high profile to developing a neat, legible cursive style.

Labels and captions on displays should be a mixture of handwritten (in school's agreed style) and word-processed text.

All staff use the agreed style when writing on the board, marking work, writing on displays etc.

9. MARKING AND FEEDBACK

There is an emphasis in school on quality marking and feedback in pupils' books. Where children have achieved their learning objectives a positive comment is given. A green comment is written for the children where teachers want the children to evaluate or correct their work. Children are given time during the lesson to reflect on green comments from the previous lesson.

Correct spelling of high frequency words is expected and where these are misspelt teachers highlight in green pen and children are expected to correct them.

10. THE USE OF ICT

Opportunities to use ICT to support teaching and learning in Literacy will be planned for and used as appropriate. In addition there are several programmes on the school curriculum software drive which teachers and children can use to develop literacy.

11. ASSESSMENT AND TARGET SETTING

Work is assessed in line with the assessment policy.

Assessment points for reading and writing are half termly. Specific dates are on the school calendar for teachers. Target setting follows the assessment points. Targets are stuck into children's literacy books, guided reading journals and learning journals.

Reading:

Teachers collect reading evidence on group Assessment grids. These are kept in the Guided Reading file. From this evidence and further evidence in the child's guided reading journal teachers assess whether the child has achieved

their target and sets a new one. ('Child speak' targets based on Assertive Mentoring objectives are in the front of every child's Guided reading journal from Y1-Y6). In addition children are assessed using past QCA papers twice a year. Teacher assessment is used at the four other assessment points. Outcomes of reading assessments are added to the child's individual Assertive Mentoring target sheet and shared with the child during the half termly assertive mentoring meeting. The new targets are added to the child's planner and shared with parents.

Writing assessment:

Children complete a piece of writing each half term. Teachers ensure the writing task is a genre that the children have been taught during the term **but not** immediately before the assessment. The assessments are stored on the school's drive and phase lead teachers select the piece of writing to be done from the selection on the drive.

Teachers assess the child's work on their individual assertive mentoring record sheet (kept in the child's assertive mentoring file). A level is given and recorded on a year group and set tracking grid and targets are identified. Targets are then shared with the children during the assertive mentoring and progress and new targets are shared with parents in the planner.

12. INCLUSION

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. More able children are identified and suitable learning challenges provided. International New Arrivals are taught in small withdrawal groups to best meet their needs.

Intervention:

Children who are not making expected progress are identified at each assessment point and are given specific targets to work on during intervention lessons. A programme of literacy intervention is in place throughout KS1 and 2. This consists of:

- Targeted writing groups. (These groups are fluid and are dependent on which children are working on particular targets following assertive mentoring assessments)
- Reciprocal reading groups in lower and upper KS2 with targeted children.
- 1:1 reading sessions where children are making slow progress due often to a lack of support at home.
- A target level 3 group in KS1 receives extra intervention.
- Booster groups for Year 6 children towards SATs.

13. EQUAL OPPORTUNITIES

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

International New Arrivals (INAs) are given specific language support. They are taught in base classes in the afternoons as they need to be immersed in the language in order to learn it. Once basic skills have been learned, INAs are integrated back into Literacy or Numeracy sessions.

14. ROLE OF SUBJECT LEADER:

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

Monitoring and evaluating Literacy:-

- pupil progress
- provision of Literacy (including Intervention and Support programmes)
- the quality of the Learning Environment;
- the deployment and provision of support staff
- Taking the lead in policy development
- Auditing and supporting colleagues in their CPD
- Purchasing and organising resources
- Keeping up to date with recent Literacy developments

15. PARENTAL INVOLVEMENT

Parents can support literacy in school in several ways.

- Hearing their child read regularly and discussing books with them. Communication regarding this should be recorded in the child's planner.
- Becoming a parent helper and coming into school to listen to individual readers.
- Helping their child complete their weekly writing homework.
- Attending literacy themed workshops/meetings

16. HOMEWORK

All children are expected to read their reading book regularly at home. In addition to this EYFS words practising phonemes are sent home.

In KS1 base class teachers set a writing task for their children each week. This is sent home on Fridays and returned on Wednesdays. Writing tasks are usually linked to work being done in class.

In KS2 writing linked to literacy work is sent home. The homework is sent by the set class teachers and is differentiated.

Work and competitions linked to events in school e.g. World Book Day, themed weeks such as Black History.

17. APPENDICES

- Guided reading planning format
- Literacy planning format
- Extended cross curricular writing record sheet
- School's handwriting letter formation sheet
- School agreed alphabet

Update to Policy Record Sheet

Date	Reference / aspect of policy to update	Suggested amendments to consider at next review.
-------------	---	---

