

Hawkinge Primary School

English Policy

September 2017

<p style="text-align: center;"><u>Rationale</u></p> <ul style="list-style-type: none">* We believe that literacy and communication are key life skills and are woven into everything we do.* We will help children develop the skills and knowledge that will enable them to communicate effectively and creatively through both spoken and written language.* We will equip children with the skills to become lifelong learners.* We want children to develop a passion for reading and writing.	<p style="text-align: center;"><u>Planning</u></p> <ul style="list-style-type: none">* We use the National Curriculum to create a whole school English plan.* Our units are relevant, challenging and flexible depending on the children's needs.* Teachers work across year groups and key stages to ensure progression through genres.
<p style="text-align: center;"><u>Cross Curricular</u></p> <ul style="list-style-type: none">* We have a cross curricular approach to our English teaching, wherever possible.* Teachers plan carefully to create clear and relevant links between English and all other areas of the curriculum, particularly through our whole school 'theme' approach.	<p style="text-align: center;"><u>Hot & Cold Writing</u></p> <ul style="list-style-type: none">* At the beginning of each English unit, children write a 'cold' piece of writing with no teacher input.* At the end of each unit, children write a 'hot' piece of writing to show what they have learnt in the unit.* Children create a 'toolkit' of the key features used in a genre-specific piece of writing. This is used throughout the unit of teaching as success criteria.
<p style="text-align: center;"><u>Model Texts</u></p> <ul style="list-style-type: none">* In each English unit, a high quality model text is shared with the children.* Drawing from the 'Talk 4 Writing' approach, children learn the model text, retell it, adapt it, then write their new, adapted version.	<p style="text-align: center;"><u>SPaG</u></p> <ul style="list-style-type: none">* We follow a whole school spelling, punctuation and grammar scheme, which all staff wrote together.* SPaG links are made to specific units and texts wherever possible and relevant.* Spelling is taught 2/3 times per week in discrete, longer starters to the English lesson. Years 2-6 follow 'No Nonsense Spelling'.
<p style="text-align: center;"><u>Phonics</u></p> <ul style="list-style-type: none">* We follow 'Letters and Sounds' in Years R-2.* Phonics lessons are taught daily.* Children in Years 1 & 2 are set for phonics.* Assessments are collated and groupings are reviewed at least 3 times per year.	<p style="text-align: center;"><u>Handwriting</u></p> <ul style="list-style-type: none">* A cursive script is taught, beginning in Reception.* This style includes lead in and lead out strokes.* At first, children are taught to join letters in relation to the digraphs and trigraphs they are taught through 'Letters and Sounds'.

<p style="text-align: center;"><u>Monitoring</u></p> <ul style="list-style-type: none"> * Medium term plans are monitored every term. * Lessons and books are monitored by the English leader. * Assessments and progress are regularly monitored by the Head Teacher and Deputy Head in pupil progress meetings. 	<p style="text-align: center;"><u>Assessment</u></p> <ul style="list-style-type: none"> * Children in YR are assessed against the Early Learning Goals. * Children in Y1-Y6 are assessed against the 'Expected Standard' of the National Curriculum. * Children's progress is tracked each term. * Children are recorded as either emerging, expected or exceeding. * Individual targets are set based on these ongoing assessments.
<p style="text-align: center;"><u>Marking</u></p> <ul style="list-style-type: none"> * Marking is in line with the school marking policy. * Teachers give verbal and written feedback. * Children respond to 'moving on marking' using green pens in order to improve their work. 	<p style="text-align: center;"><u>Interventions</u></p> <ul style="list-style-type: none"> * Every member of staff will be a writing mentor to a child identified as at risk of not making expected progress. * Teachers quickly identify children who have not met the objective in a lesson, and these children are given immediate and targeted 'Keep up, Catch up' intervention by the teaching assistant.
<p style="text-align: center;"><u>Spoken Language</u></p> <ul style="list-style-type: none"> * All staff model a high level of Standard English. * Speaking & listening is a key component of the school's curriculum. 	<p>Policy to be reviewed September 2018 by Katie Milborrow</p>