

**Hawkinge Primary School**

**English Policy**

<p style="text-align: center;"><b><u>Rationale</u></b></p> <ul style="list-style-type: none"><li>* We believe that literacy and communication are key life skills and are woven into everything we do.</li><li>* We will help children develop the skills and knowledge that will enable them to communicate effectively and creatively through both spoken and written language.</li><li>* We will equip children with the skills to become lifelong learners.</li><li>* We want children to develop a passion for reading and writing.</li></ul>	<p style="text-align: center;"><b><u>Planning</u></b></p> <ul style="list-style-type: none"><li>* Each year group uses the National Curriculum to create a whole year English plan.</li><li>* Our units are relevant, challenging and flexible depending on the children's needs and interests.</li><li>* Teachers work across year groups and key stages to ensure progression through genres.</li></ul>
<p style="text-align: center;"><b><u>Cross Curricular</u></b></p> <ul style="list-style-type: none"><li>* We have a cross curricular approach to our English teaching, wherever possible.</li><li>* 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.</li></ul>	<p style="text-align: center;"><b><u>Hot &amp; Cold Writing</u></b></p> <ul style="list-style-type: none"><li>* At the beginning of each English unit, children write a 'cold' piece of writing with no teacher input.</li><li>* At the end of each unit, children write a 'hot' piece of writing to show what they have learnt in the unit.</li><li>* 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.</li></ul>
<p style="text-align: center;"><b><u>Model Texts</u></b></p> <ul style="list-style-type: none"><li>* In each English unit, a high quality model text is shared with the children.</li><li>* Drawing from the 'Talk 4 Writing' approach, children learn the model text, retell it, adapt it, then write their own new, adapted version.</li></ul>	<p style="text-align: center;"><b><u>SPaG</u></b></p> <ul style="list-style-type: none"><li>* We follow a whole school spelling, punctuation and grammar scheme, which teaching staff wrote together.</li><li>* SPaG links are made to specific units and texts wherever possible and relevant.</li><li>* Spelling is taught 2/3 times per week in discrete, longer starters to the English lesson. Years 2-6 follow 'No Nonsense Spelling'.</li></ul>
<p style="text-align: center;"><b><u>Phonics</u></b></p> <ul style="list-style-type: none"><li>* We follow 'Anima Phonics' in Years R-2.</li><li>* Phonics lessons are taught daily and discretely.</li><li>* Assessments take place at the end of each term and groupings are reviewed at least 3 times per year.</li></ul>	<p style="text-align: center;"><b><u>Reading</u></b></p> <ul style="list-style-type: none"><li>* We teach reading through decoding and comprehension.</li><li>* Children read phonically decodable books until they are secure in phonics.</li><li>* All year groups teach the skills of reading through Guided Reading sessions.</li></ul>

<p style="text-align: center;"><b><u>Handwriting</u></b></p> <ul style="list-style-type: none"> <li>* Children are taught to write in print in Reception, so they can concentrate on how to build words using sounds.</li> <li>* In Year 1, children are taught to write with a cursive script, with the expectation that children can write cursively by the end of Year 2.</li> </ul>	<p style="text-align: center;"><b><u>Marking</u></b></p> <ul style="list-style-type: none"> <li>* Marking is in line with the school marking policy.</li> <li>* Teachers give verbal and written feedback.</li> <li>* Children regularly respond to ‘moving on marking’ using green pens in order to improve their work.</li> <li>* Children are taught how to use ‘peer assessment’ post-it notes to assess each other’s work.</li> </ul>
<p style="text-align: center;"><b><u>Assessment</u></b></p> <ul style="list-style-type: none"> <li>* Children in YR are assessed against the Early Learning Goals.</li> <li>* Children in Y1-Y6 are assessed against the ‘Expected Standard’ of the National Curriculum.</li> <li>* Children’s progress is tracked each term.</li> <li>* Children are recorded as either emerging, expected or exceeding.</li> </ul>	<p style="text-align: center;"><b><u>Interventions</u></b></p> <ul style="list-style-type: none"> <li>* Teachers identify children daily 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.</li> </ul>
<p style="text-align: center;"><b><u>Spoken Language</u></b></p> <ul style="list-style-type: none"> <li>* All staff model a high level of Standard English.</li> <li>* Speaking &amp; listening is a key component of the school’s curriculum.</li> </ul>	<p style="text-align: center;"><b><u>Monitoring</u></b></p> <ul style="list-style-type: none"> <li>* Medium term plans are monitored every term.</li> <li>* Lessons and books are monitored by the English leader/Deputy Head Teacher/ Head Teacher.</li> <li>* Assessments and progress are regularly monitored by the Head Teacher and Deputy Head Teacher in pupil progress meetings.</li> </ul>