



# THE HERMITAGE and THE OAKTREE SCHOOLS

*Inspire, Learn, Achieve*

## English Policy

Person Responsible:	English Subject Leaders
Date Adopted:	Summer Term 2023
Date of last review:	Summer Term 2023
Date of next review:	Summer Term 2026

### INTRODUCTION

This document sets out the agreed expectations for the provision of English at The Oaktree and Hermitage Schools.

The English Policy has a central role within the school's curriculum and should be referred to by all members of the school community to ensure consistency.

This policy covers the following areas:

- Reading
- Writing
- Spelling, Punctuation and Grammar

### RATIONALE

English is central to our whole school curriculum and we are dedicated to providing a consistent approach in raising standards in English across the curriculum.

### AIMS

We aim to fulfil all of the requirements of the National Curriculum (2014) to ensure that children can:

- Communicate effectively through spoken language.
- Enjoy and appreciate a wide range of literature within a stimulating environment.
- Provide opportunities to develop children's phonological development so children develop the skills to read accurately and fluently.
- Read a range of materials confidently, critically and with understanding.
- Write effectively for a range of audiences and purposes using spelling, punctuation and grammar accurately and confidently.
- Acquire and use a range of vocabulary from across the curriculum.
- Leave the primary school setting meeting the national expectations.

## **SPEAKING AND LISTENING**

Children's language acquisition and development of speaking and listening skills are vital to development across all areas of school and home life. Therefore we ensure that children have ample opportunity to work on these skills throughout the school day by:

- Having high expectations of staff to model key vocabulary and oracy.
- Our focus on partner talk and oracy skills during our Destination Reader sessions (Years 3-6).
- Use of 'Language Stems' are encouraged to ensure children talk in full sentences.
- Our Core Text approach to writing which enables children to discuss a text and explore it through a variety of talk for reading strategies such as drama and role play.
- Having opportunities for children to perform in front of an audience.

## **READING EYFS AND KS1**

### **PHONICS**

At The Oaktree School we use Read Write Inc resources to teach phonics. Phonics lessons are tailored to meet the needs of all children.

Phonics is taught through:

- Daily discrete lessons using the Read, Write Inc. phonics scheme in Reception, Year 1 and, if required, in Year 2. These lessons are grouped according to their ability.
- Building independence in writing by displaying phonemes and supplying sound mats in classrooms.
- 1:1 teaching and intervention as required.
- Consistency of language and gestures in Guided Reading and Writing lessons.

### **GUIDED READING**

We continue to use the RWInc books to support children's reading. The children will read a story book over 3 days within their Guided Reading lessons as well as having the same book allocated to them at home to read. The children will participate in whole class reads, paired reading as well as comprehension questions.

## **READING – KS2**

### **PHONICS:**

Whilst we expect that all children will be able to use phonics to read, we appreciate that there may be some children who need additional attention. There may also be areas of difficulty to focus on for a whole year group. To ensure that we fill any gaps in knowledge we will ensure that:

- RWInc Phonics is used as an intervention (see Intervention Policy).
- We teach additional phonics knowledge as and when necessary during English lesson starters.
- We hear these pupils read regularly and work with them weekly on phonics.
- Children who did not pass their phonics screening by the time they enter Year 3 will be prioritised for interventions.

### **DESTINATION READER:**

Daily whole class reading lessons take place at The Hermitage School. Each of these sessions is based on the key Destination Reader principles of: creating a quality experience; promoting enjoyment; increasing reading mileage; building firm foundations; developing thinking and understanding; making talk more central.

Destination Reading teaches the key reading strategies: predicting, inferring, asking questions, evaluating, clarifying, making connections and summarising. Our reading lessons involve whole class teaching, independent reading and a celebration/evaluation of progress towards developing the reading strategies.

Teachers model the key strategy using **Think Aloud** and there is plenty of time for the children to practise the strategy through paired or independent reading.

Throughout the week, children focus on their core text, reading as pairs, applying skills to a variety of texts including unseen texts and completing a written comprehension.

Destination Reader encourages children to be independent with adults facilitating the learning. Clear modelling of the strategy, in addition to partner practice at the beginning of each lesson, supports the children in feeling confident to practise the strategies during the independent sessions.

### **ASSESSMENT FOR READING:**

Each child, on entering the schools, will be assessed according to their reading ability. Once assessment has been made, children will be allocated an appropriate level banded book. At The Hermitage School, once children are confident and fluent with a reading age of above 12, they then make their own reading choices from the library and class book shelves. At The Oaktree School, children will choose a home reader from the coloured boxes within their classrooms.

All children are expected to read five times a week at home and have this recorded in a reading record book. Parents are actively encouraged to listen to their children read and sign their reading record book at least once a week.

We have a fully stocked library and children are actively encouraged to visit it on a regular basis. The Oaktree School has volunteer librarians who support the children in finding new books and signing them in and out. The Hermitage School's computerised system allows children to sign books in and out independently. Our aim is to nurture children's love of reading.

A key focus for us, as teachers, is to prioritise the bottom 20% of readers. Our aim is to close the gap between those children and their peers. Members of the outside community volunteer each week to hear priority readers as a way of motivating and supporting our children.

### **WRITING**

All children are writers and it is important that they are given a wide variety of opportunities to develop their writing skills. We appreciate that the spelling, grammar and punctuation content of their writing must be of a high standard, but we also ensure that our children are able to write in a variety of genres. It is important for the children at our school to be fully engaged with their writing, so we teach writing through a Core Text approach.

To ensure the best teaching and learning we ask that teachers model writing strategies through whole class modelling, guided writing and one-to-one modelling. Each half-term, teachers plan for a variety of quality writing experiences in both fiction and non-fiction genres. Children will be exposed to a wealth of rich vocabulary, quality texts and different sentence styles (Alan Peat Sentences) to develop themselves as writers.

### **WRITING – EYFS**

The children will have access to range of writing opportunities within their learning environment both inside and outside and through play. Play and active learning are essential parts of a children's development, building their confidence as they learn to explore, to think about problems and relate to others. Children learn by leading their own learning which is facilitated and extended by adults and by taking part in active learning which is guided by adults.

## **WRITING – KS1**

At the Oaktree School, we use the Power of Reading approach by the Centre for Literacy in Primary Education (CLPE) to develop writing, using high quality core texts. The children are exposed to a wide variety of vocabulary as well as writing genres. They take part in a variety of activities where the focus is on expanding vocabulary and exposing children to high-quality texts. Children are taught to unpick model texts with the teacher and progress to innovate parts of the text, or create their own piece of writing, adding their own ideas and evaluating and improving their word choices and grammar.

### **HANDWRITING:**

The children are taught how to form letters correctly through letterjoin. They take part in daily handwriting lessons, focussing on correct posture, pencil grip and cursive writing. The Oaktree School also uses the RWInc mnemonics to describe letter formation, starting all letters on the line, using lead in lines and flicks.

## **WRITING – KS2**

### **THE WRITING PROCESS:**

At The Hermitage School, we teach children that writing is a continually evolving skill. After a long write, children will be encouraged to undertake an editing lesson where key areas for improvement are highlighted by the teacher. Teachers will share excellent work produced by the children to inspire others to emulate their skills. Focus of editing lessons will be appropriate to individual classes and whilst there may be trends across a year, editing will not be identical in each class. The editing lesson is designed for children to experiment with the writing process and feel that they can make changes, take risks and change their mind.

## **SPELLING, PUNCTUATION AND GRAMMAR – KS1**

### **SPELLING:**

In Year 1, the children will take part in weekly spellings which consist of common exception words, high frequency words and topic words. These spellings are taught alongside their RWInc phonics lessons and within their daily English lessons. Parents and Carers have access to these spellings through Seesaw, topic webs and the school's website.

In Year 2, the children are taught how to spell through the RWInc spelling programme which supports the children to spell whilst looking at different spelling patterns and word endings.

### **PUNCTUATION AND GRAMMAR:**

Punctuation and grammar are taught alongside the CLPE writing sessions through guided and shared writes.

## **SPELLING, PUNCTUATION AND GRAMMAR – KS2**

### **SPELLING:**

Spelling is taught daily through the RWInc Spelling programme which teaches the children age related spelling patterns through an exciting and visual teaching programme. Teachers teach through a variety of modelling techniques, after which the children are then able to practise their new spelling knowledge. A high priority is given to spellings within writing and editing lessons.

### **PUNCTUATION AND GRAMMAR:**

Punctuation and grammar skills are taught within writing sessions as part of the written process. We believe that it is only through the written process that the application of grammar and punctuation skills

can be taught. Our Destination Reader sessions also contribute to the children's understanding of the author's use of language and application of grammar. Skills are consolidated with games and homework (Years 5 and 6). All teaching staff are expected to use the correct terminology to ensure that there is consistency across the school.