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### **Aims**

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- Read easily, fluently and with good understanding.
- Develop the habit of reading widely and often, for both pleasure and information.
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Appreciate our rich and varied literary heritage
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

### **Time Allocation**

- At reception Read Write Inc is delivered daily. This is strategic programme for teaching phonics, reading and writing.
- At KS1 children have one English lesson daily. In Y1 RWI is used to teach the reading and writing objectives. In addition children have reading sessions for 20 mins each day. Letter formation is taught for X2 half an hour sessions in Y1 and Y2. In year 2 children have a grammar and spelling session in the afternoon.
- At KS2 children have one English lesson daily. Of these sessions, one session is spelling, one is spelling and three sessions are dedicated to reading and writing objectives. In addition children have a taught reading session for 20 mins each day. Also, handwriting is taught for 15 mins, three times a week. (This may be reduced once children have achieved a fluent hand writing ability.)

### **Planning**

- Each year group plan from the English Programmes of Study 2014.
- Medium and short term planning will be supported by Read, Write, Inc Scheme, Scholastic English Materials, Scholastic Grammar, Nelson handwriting and Support for Spelling. All objectives are progressive through the Key Stages.
- Planning is differentiated to ensure children achieve their year group objectives.
- Planning is differentiated to support SEND, EAL and more able learners. The majority of the children access an age related curriculum for English.
- In R and Y1 RWI is planned and taught to cover all objectives in English sessions. From Y2 onwards RWI is used to teach groups who are not working at the level for their age. Once the children have exited the programme, they begin teaching and learning of the age related curriculum; these objectives have been broken down by focus on assessment. In year 1 and 2 1-3 writing days are built into the children's English sessions once children have been assessed and are taught with more independence.
- At KS2 discrete lessons are taught for grammar, handwriting and spelling. Reading and writing objectives are taught from the age related curriculum; these objectives have been

broken down by focus on assessment. Where possible the teaching of reading objectives links with the teaching of writing objectives.

### **Teaching and learning**

- Spoken language will be taught across the whole curriculum – cognitively, socially and linguistically.
- When teaching the spoken language teachers and teaching assistants will speak clearly, use age appropriate vocabulary with the children and ensure their spoken language is grammatically correct.
- Children will have opportunities to explain their understanding in their learning and of their reading. This can be individually to the whole class, in paired or group work.
- Children will be assisted to enable their thinking to be clear.
- Children will be taught knowledge, skills and understanding associated with the artistic practice of drama. Children will be able to adopt, sustain and respond to a range of roles.
- Children will be taught reading in two dimensions: fluency and comprehension.
- In the early stages of reading, children will be taught phonics in order to pronounce unfamiliar printed words speedily. This will be planned and taught from RWI Scheme.
- Children will be taught how to read fluently and develop reading stamina. The reading scheme and guided reading scheme is built from a range of published schemes. This is progressive across the school and all books are book banded.
- Through high quality discussion children will discuss content, vocabulary and grammar in fiction, non – fiction and poems. RWI and Scholastic English Materials will assist with the planning and teaching of this.
- Children’s reading will widen their reading habits, feed their imagination and open up a treasure joy for curious young minds.
- Children will leave our school being able to read fluently with confidence in preparation of any subject in their forthcoming secondary education. This will be achieved from Read Write Inc taught at R and Y1, daily guided reading sessions, opportunities in English and across the curriculum to discuss reading material, daily reading with parents and reading activities that develop comprehension of reading.
- Children will be taught writing in two dimensions: transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing.)
- There are two statutory appendices on spelling, vocabulary and punctuation. These will be planned for in each year group using Read Write Inc, Scholastic Grammar, Support for spelling (organised in line with the new curriculum) and Scholastic materials for English. From Y1 onwards spelling lists will be taught, learnt and tested weekly.
  
- Vocabulary will be developed from fiction, non – fiction reading materials. Children will develop their understanding of the vocabulary, their ability to use it and use it in figurative language.
- Children will be taught correct grammatical terms through Nelson Grammar and the skills taught from this will be integrated when teaching the skills in writing.
- In R correct letter formation will be taught using the Nelson Handwriting Scheme. From Y1 onwards children will practice letter formation and taught how to begin to join. From Y2 onwards children will be taught to join their handwriting. All year groups will teach handwriting for at least three fifteen minute sessions weekly. In Y5 and 6 children will be writing in blue pen, in their English books, once they have a fluent joint script and can write with ease. At this stage there is an expectation children will have a fluent joint script.
- Through planned reading and writing opportunities in English and across the curriculum, children will write fluently, spell quickly and accurately. Furthermore, children will be taught how to organise their writing for an audience.

## Equal Opportunities

- The Equality Act, 2010, states that the responsible body of a school must not discriminate against, harass or victimise a pupil or young person because of one of the protected characteristics;
  - disability;
  - gender reassignment;
  - pregnancy and maternity;
  - race;
  - religion or belief;
  - sex;
  - sexual orientation.
- There shall be equal access to the curriculum for all children, irrespective of any of the protected characteristics and ability. Children with special needs should be given access to the curriculum at the appropriate level via individual planning and differentiation. Children with special needs should be given access to the curriculum through differentiation of planning and Individual Educational Plans. Where appropriate, children with Individual Educational Plans will be supported with teachers and teaching assistants within or near the classroom environment. Children with English as a Second Language will be assessed and depending on assessments, will be placed into groups in class or access the Read Write Inc Programme with a teacher who specialises in teaching with EAL or phonics teaching. After, they will be taught through the age related objectives from Y1 onwards.

## Resources

- Objectives for spoken English, Reading, Writing, Spelling and Grammar will be taken from the English Curriculum.
- The school reading scheme is book banded and created from the following published Schemes: Oxford Reading Scheme, Pearson.
- RWI is used as a scheme to plan, teach and assess reading and writing at R and Y1 and for Y2 children who depending on assessments.
- RWI is used to teach spelling at Y2 – Y6.
- Scholastic Grammar is used to teach Grammar at KS2.
- Nelson Handwriting is used to teach handwriting at KS2

## Assessment

- Summative assessment is carried out for Y2 and Y6 – SATS. At Y2 SATs and teacher's assessments will be used to measure progress and attainment of children.
- Rising stars tests are used three times a year 1, 2 3, 4, 5, and 6 to triangulate assessments alongside teacher assessments from focus on assessments.
- Those children on RWI will be assessed on this programme to measure attainment and progress.
- Focus on assessment system is in place to assess the children's attainment in Reading and writing. The children will be assessed on a 1-7 scale system at the end of each term. WTS1 - 4 means the children are working towards year group objectives, EXS1-2 means the children are working at year group objectives and GDS means the children are working greater than the expected standard.
- Teachers will use the marking code consistently across the school to assess whether the children have met the objectives in each English session. Time in the following lesson will be given to children to respond to the teacher's marking. This can be achieved through teacher and child conferencing.
- In guided reading staff will use the objectives from Focus on assessment to assess their children in reading. This will be recorded each term onto the Focus on Assessment tracking

system.

- In writing staff will use the objectives from the Focus on assessment to assess their children in writing. This will be recorded each term onto the Focus on Assessment tracking system.
- Children with SEND, on Individual Educational Plans will have their targets reviewed, assessed and recorded in SEND IEPs. The children's progress and attainment will also be updated on the tracking system: Focus on Assessment.

### **UNICEF**

As a UNICEF Rights respecting school, this Hawthorn Tree Policy recognises the following articles: 2, 3, 4, 5, 7, 8, 12, 13, 14, 15, 16, 17, 19, 24, 28, 29, 30, 31, 39, 42. Please visit <https://www.unicef.org/rightsite/files/uncrcchildfriendlylanguage.pdf> for more detail.