



**Hadley Wood School**

## **English T&L Guidance**

### **Rationale**

Our vision is that we enable children to communicate creatively, imaginatively and accurately with confidence in a variety of settings and audiences. Irrespective of ability and background, we will provide a rich and stimulating environment in which children develop their ability to speak, listen, read, write and spell for a range of purposes. Staff encourage pupils to communicate their ideas, views and feelings through a broad range of speaking and listening opportunities, including our Arts Trophies. We will develop and build on the skills taught year on year as set out in the National Curriculum in order to ensure that our pupils have a solid foundation to master the English curriculum. We hope that our pupils will develop a passion for reading and ignite a love for literacy as they become enthusiastic and critical readers and authors.

### **Aims**

- To give the children the confidence to express themselves articulately in a variety of settings and to a variety of audiences.
- To develop in the children a love of reading for pleasure; excellent comprehension skills and an awareness of the variety and purpose of written texts.
- To teach the children to write with confidence in a variety of genres and for a variety of audiences.
- To give the children autonomous study skills so that they can scan and evaluate information, make notes and present their findings appropriately for a range of audiences.

### **Principles of the Teaching & Learning of English**

English is a core subject in the National Curriculum. The ability to read, write and discuss underpins all the other areas of learning and so we aim to develop the children's skills in English in all the other areas of our curriculum.

At Hadley Wood we recognise three main areas of learning in English:

**Reading:** There are three elements to our teaching of reading:

- **Decoding and interpretation skills**

This starts in the reception year with 'Read Write Inc' (a systematic, synthetic phonics scheme). The sessions are taught daily in Reception and year 1 to develop listening skills and recognising sounds, through to recognising letters and groups of letters and knowing the sounds that they will make and partitioning words to discover which groups of letters build to spell the word. The children are tested on their knowledge of phonics at the end of year 1, but their phonic development continues through year 2 with the embedding of their skills and the translation of them into accurate spelling.

- **Whole Class Reading**

Dedicated daily reading time is allocated to enable pupils to develop reading for pleasure and comprehension skills. From year 2 upwards, pupils take part in a 30 minute daily reading session. As a class pupils will study age-appropriate books and discuss the book as a group - developing skills from how to handle a book and turn the pages to how the writer is using language and imagery to manipulate the reader. They will learn about how the books fit into the body of written works, from fairy tales to non-fiction texts and play scripts and they will consider plot development, characterisation and the use of literary devices. This element also

transfers to the children's writing skills as they encounter new vocabulary, phraseology and writing styles that they can use in their own work. To support daily whole-class reading opportunities the school has developed a reading overview and its own Literacy Spine.

- **Reading for Pleasure**

From their first day at school the children will be encouraged to choose one of our lovely books to take home and share with their family. We have Book Corners, filled with fiction and non fiction texts, in every classroom and the children are welcome to borrow books as often as they like and to read them at school or at home. In Key Stage 2 the children have a dedicated reading for fluency/pleasure slot each week, where they can choose a book to read, these books are levelled and cover a diverse range of topics. We have two 'book fairs' a year, where we encourage the parents to buy books for their children and to donate them to the class if they so wish.

**Writing:** Writing is crucial to most areas of the curriculum and can be generated by the child individually, as part of a group or in response to dictation. As a school, we have implemented created a "Hadley Wood" approach to the delivery of writing, taking into account research and elements of programmes, such as "Talk 4 Writing" to support both oracy and composition. We use a range of sources to ensure a cohesive delivery to teaching and learning within writing, including resources from Literacy Shed Plus. There are a number of elements to writing:

- **Orthography**

The children will learn letter formation and sound recognition. They will learn to partition words into sound 'buttons' and suggest spelling patterns for those sounds. They will follow the 'Read, write Inc' program with a view to successfully completing the year 1 phonics test. They learn irregular (tricky) words. Once their phonics is secure the children learn the spelling lists for their age groups (see Spelling Programme).

- **Grammar**

The children will be taught a range of grammatical skills appropriate to their age groups as detailed in the National Curriculum 2014. To show mastery of these objectives they will be expected to use them across all areas of the curriculum.

- **Spelling**

The children will be taught the spelling rules and patterns as set out in the National Curriculum 2014. The children have a short, taught spelling lesson daily, which teaches the pupils etymology, orthology and morphology to support their understanding and application. Staff use and adapt to meet the needs of their class, the Spelling Shed scheme to support with differentiated activities and when setting homework.

- **Fiction/Poetry/Play script Writing**

The children will be encouraged to read widely and to develop a range of writing skills in a variety of genres as set out in the National Curriculum.

- **Non-Fiction Writing**

The children will be taught to research and record their findings in note form. They will learn to present their findings in formal chronological and non-chronological reports. They will learn to write persuasive letters and balanced arguments.

- **Handwriting**

The children are initially taught in non-cursive script using RWI letter rhymes and formation in Reception to provide consistency, moving on to using the Nelson Handwriting Scheme in year 1 onwards. The children are taught to join using the cursive script style from the mid-point of year 1 (or earlier if they are ready to). Once the children are secure with the cursive

formation, they will then begin to join letters together. They write in pencil until their writing is considered neat and confident enough for to use a pen, after which time they may write in ink. While children are taught to form letters using the Nelson Scheme, we understand that children may develop their own styles and use these as their confidence develops.

## **Speaking and Listening**

The children will practice expressing themselves in a variety of settings:

- 1:1 conversations with their peers and adults;
- small group and class discussions; presentations to their peers;
- plays and formal presentations.

We hold Arts Trophy competitions across the school and these include verse speaking and persuasive speeches.

## **Planning and Delivery**

Teachers plan from the National Curriculum (2014) which sets out 'age appropriate' expectations for each year group. At Hadley Wood we have differentiated the expectations for years 3 and 4 and years 5 and 6 so that, while still similar, there are clear expectations for each year group.

Teachers prepare a year-long overview with all the topics for the year included, however these may be adapted to meet the needs of the class. They then work alongside the English Subject Lead to decide which genres of writing will fit best with each topic, thus creating a year overview for the topic e.g. instruction writing can be part of a DT topic on cooking: creating a recipe; descriptive writing may suit a history topic; persuasive letters could engage the children with environmental issues in geography. We try to provide the children with topic and age-appropriate reading material e.g. 'War Horse' and 'Goodnight, Mr Tom' as part of a topic on the War.

Teachers include a variety of lesson types in each week, following the adapted Hadley Wood Talk for Writing approach. These include grammar teaching; short daily spelling sessions; immersion in various text types; 'rehearsal' writing an sustained pieces of writing. (See also Learning and Teaching Policy and Marking Policy).

Plans and resources are submitted in advance on the school cloud space Office 365. This means that plans are available to other teachers and TAs, senior management and subject leads. It also means that if the teacher is unexpectedly unable to teach the lesson, plans are available for the person who is to substitute.

## **Assessment**

### **➤ Ongoing**

Work is marked regularly and children are given the opportunity to respond to the feedback that they are given. Please see Assessment Policy and Teaching and Learning Policy for further information.

## **Inclusion**

### **➤ Equal opportunities**

Within planning and delivery of the recommended curriculum teachers aim to provide differentiation, adaptation and support to ensure all children have maximum access to the curriculum. This includes any additional differentiation for pupils with SEND. There are opportunities for adults throughout the school to support the specific needs of bilingual learners. Planning and delivery of the English curriculum will seek to provide texts which are gender appropriate. They demonstrate positive role models for boys and girls, as well as taking into account cultural diversities, disabilities and backgrounds of all children.

### ➤ **SEND**

Differentiated planning and support help to provide for the Special Educational Needs of the pupils. The Inclusion Lead will offer suggestions for this support and arrange training or additional resources as necessary. Part time teachers, teaching assistants and the Inclusion Manager may be allocated to work with these children to target specific needs and allow individual or small group support. Children with special educational needs will be identified by a Record of Concern and their targets will be recorded on an ISP (Individual Support Plan).

### **Parents**

The curriculum for each class is displayed on the webpage for parents or prospective parents to view.

### **Resources**

Each classroom has a range of English texts, including dictionaries, thesauri and comprehension books. Teachers also have access to a range of online platforms to support with the resourcing of English. All classrooms have a wide selection of fiction in their book corners. Non-fiction books are kept in the libraries. The budget and vouchers from Book Fairs are used to support resources needed and links to curriculum topics. The school has invested heavily in resourcing the 'Read Write Inc' phonics scheme and has purchased all of the core texts needed in black and white, colourful 'Book Bag Books' and an online subscription to the Read Write Inc portal on Oxford Owl.

### **Training and Monitoring**

- The English subject lead attends courses from the ETSP, and feeds back relevant information and training to staff.
- Staff meetings are used to discuss current trends and practices in keeping with the National Curriculum and school priorities.
- The English lead will deliver or arrange training to ensure that School Development Plan targets are met and all staff are informed about new curriculum developments.
- Planning is monitored and lessons are observed by the Senior Leadership Team.
- Writing/book scrutinies are also carried out by the Subject Lead who will then give the teachers feedback and set targets for the development of their practice.
- The Subject Lead carries out audits on English resources in the school and replenishes where required. He/She meets with the English Governor who will undertake learning walks and monitor developments in the subject which will then be reported to the Governing Body.

### **Other reference documents**

Learning and Teaching Policy; Assessment Policy; Marking Policy; Spelling programme; SEND Policy; National Curriculum.