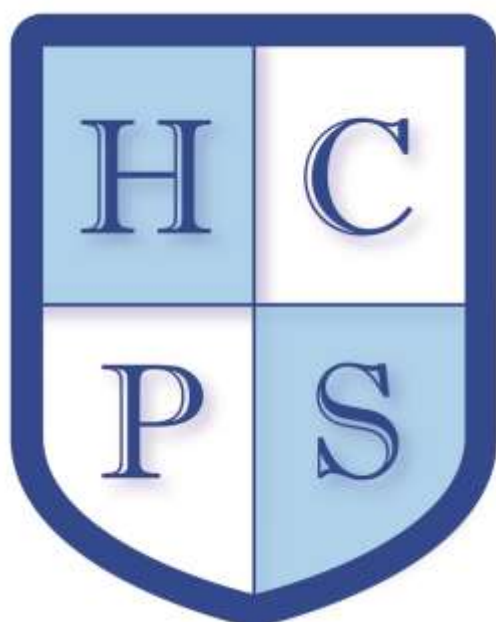


Hunslet Carr Primary School



English Policy

**High Expectations
Caring
Positive Attitudes
Successful**

Policy reviewed: March 2023

To be reviewed: March 2025

High Expectations, Caring, Positive Attitudes, Successful



The office blocks of Leeds are visible from our classrooms and it is our belief and desire that children from Hunslet Carr Primary School should be able to grow up and be successful within their own city. We want our children to aspire to be the lawyers, doctors and professionals that work in our city every day and to give them experiences to inspire their self-belief.

The key to ensuring our children succeed, both while pupils at the school and in the future, is having a caring stimulating and stable environment in which to enjoy their early years. We work hard to ensure the school allows our pupils to grow in to happy, caring members of the community.



What does Impossible is Nothing means to us?

Impossible is Nothing means you can achieve anything when you are resilient and you persevere.

Purpose

To inform staff, governors, parents and other interested parties of our approach to the teaching of English at Hunslet Carr.

Intent

Overall Intent

The overall intent of the English curriculum at Hunslet Carr:

- All children enjoy English, attain high standards and achieve in-line or higher than their potential
- To create an ethos and environment in which children can enjoy learning and reflect, improve and grow in confidence
- To encourage positive attitudes through the enjoyment and appreciation of language in all its forms
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- Acquire a wide-ranging and useful vocabulary, an understanding of grammar and knowledge of linguistics conventions for reading, writing and spoken language
- Develop the habit of reading widely and often, for both pleasure and information. Furthermore read with confidence, intonation and fluency and with good understanding of what has been read
- To enable our children to become confident, effective communicators equipped with the life skills necessary for living, learning and achieving in the wider world
- To ensure equality of opportunity in language development for all children, taking account of the rich and culturally diverse society in which we live
- To share achievements and promote high aspirations of language through publishing quality work and sharing with the wider school community

Reading Intent

For children at Hunslet Carr to:

- Learn the key decoding, blending and segmenting skills to develop the ability to read simple and more complex texts
- Read easily, fluently and with good understanding
- Develop the habit of reading widely and often, for both pleasure and information
- Utilise comprehensive reading skills to competently and confidently answer a range of questions relating to texts

For more information regarding the Reading Curriculum at Hunslet Carr, see the Reading and Phonics Clarity Document.

Writing Intent

For children at Hunslet Carr to:

- Learn the basic skills of letter formation, blending, segmenting and simple punctuation and sentence construction that are needed to write independently
- 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 confidently in a wide range of narrative and non-fiction genres
- Write clearly, accurately and coherently, adapting language and style in and for a range of contexts, purposes and audiences

For more information regarding the Writing Curriculum at Hunslet Carr, see the Writing Clarity Document.

Speaking and Listening Intent

For children at Hunslet Carr to:

- Develop an ability to speak, ask questions and listen in a variety of situations and contexts
- Use discussion in order to learn; demonstrating the ability to elaborate and to explain clearly their understanding and ideas
- Show competency in the art of speaking and listening; making formal presentations, demonstrating to others and participating in debate

For more information regarding the Speaking and Listening Curriculum at Hunslet Carr, see the Reading and Phonics Clarity Document and the Writing Clarity Document.

Implementation – Roles and Responsibilities

Headteacher and Senior Leadership Team will:

- Set high expectations and monitor and evaluate learning, teaching and progress towards targets
- Ensure there is a consistent whole school approach to learning and teaching in English in accordance with this policy and the clarity documents
- Keep parents, governors and all staff well informed of developments
- Support the subject leader and individual teachers
- Regularly review the development of English through the monitoring and evaluation of English Development Plan and Action Plan
- Provide rich CPD opportunities for staff

Governors will:

- Support the staff in implementing the school's policy and action plan for English
- Be well informed about the attainment, achievement and progress of pupils in English and how standards and achievements compare to the national picture and schools in similar contexts and locality
- Be involved in monitoring and reviewing progress on the development of English and planning further improvement
- Hold the school to account over standards and achievement

English Subject Leader will:

- Lead by example, showing a thorough understanding of the subject and programs being used such as Letters and Sounds, Talk for Writing, Spelling Shed
- Offer support to teachers in areas of planning, teaching, learning and assessment
- Work alongside the Phase Leader and Headteacher to monitor and evaluate teaching, learning, attainment, achievement and progress of all groups of pupils
- Identify training needs and plan and deliver training
- Monitor resources, identify areas of need, prioritise and purchase within the allocated budget
- Management time will be used effectively and with purpose and positively impact target areas of the development plan

Teachers will:

- Set high expectations of themselves and the children
- Plan, teach and assess learning through a daily English lesson, additional target times, reading sessions and cross curricular opportunities
- Plan provision to meet the learning needs of all children so they make good or better progress and achieve in line with their potential based on their prior attainment
- Mark work according to the Marking and Feedback policy and use this to identify individual and more general gaps in learning
- Allow the opportunity to follow up and edit based on the immediate feedback or live marking
- Monitor and keep a record of pupil progress through the cold, innovate, independent application and hot task pieces of writing
- Work with the SENCo to ensure that pupils with SEND and other vulnerable groups participate fully in the English lesson and have access to other provision as is necessary so that they make good progress and achieve well
- Teach explicit spelling lessons
- Communicate with parents on the learning taking place and how they can support the children at home
- Follow the Reading, Writing and Phonics Clarity Documents

Support staff will:

- Set high expectations of themselves and the children
- Have good subject knowledge in preparation for sessions
- Have a clear understanding of their role in lessons, reading sessions and intervention sessions
- Understand the specific learning before each lesson and intervention session, particularly for the child/children they are focussing on and communicate these to the children clearly
- Where appropriate prepare resources to support the steps to successfully understand the learning in each session
- Communicate progress the children have made in the session to the class teacher
- Undertake where possible continued professional development for learning and teaching in English
- Actively support in sessions and where appropriate 'Team Teach' or scribe alongside the class teacher

Parents/Carers will:

- Be encouraged to develop positive attitudes to English and actively support their children
- Be well informed of their child's attainment, progress and achievement through annual reports and termly parents' evenings

Impact - Monitoring

Assessment of Reading

- Termly reading tests are completed from Year 1 to Year 6
- All teachers assess children each term against the National Curriculum and Age Related Expectations
- All children in EYFS are assessed against the reading strand of the EYFS profile and will build a portfolio of evidence to say what age stage they are
- Termly reading test results will be recorded on OTrack
- Reading and phonics interventions will take place across the school where gaps have been identified

Assessment of Writing

- Writing is continuously assessed by the class teacher and, as a result, planning and teaching changes to meet the needs of the children and should be edited to enable continuous progression
- A formal assessment of writing is made at the end of each Talk for Writing using based on Age Related Expectations
- Children are assessed on a wide range of genres throughout the year. It is essential that all children have a balance of both fiction and non-fiction and the genres in these. See Talk for Writing guidance document for units coverage
- Writing is moderated within and across year groups to ensure assessment is accurate