

Intent

At Hemingbrough School we believe that a quality Literacy curriculum should develop children's love of reading, writing and discussion enabling them to speak, read and write fluently so that they can communicate their ideas and emotions to others effectively. With regards to Writing, we intend for pupils to be able to plan, revise and evaluate their writing. To be able to do this effectively, pupils will focus on developing effective transcription and effective composition. They will also develop an awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. We recognise the importance of nurturing a culture where children take pride in their writing, can write clearly and accurately and adapt their language and style for a range of contexts. We want to inspire children to be confident in the art of speaking and listening and who can use discussion to communicate and further their learning. With regards to Reading, phonics will be emphasised in the early teaching of reading to beginners when they start school. We intend to encourage all pupils to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, to gain knowledge across the curriculum and develop their comprehension skills. It is our intention to ensure that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education. With regards to Spelling, teachers will show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They will also teach pupils how to work out and clarify the meanings of unknown words and words with more than one meaning. Pupils will be taught to control their speaking and writing consciously and to use Standard English.

Implementation

Much of our English work at Hemingbrough will be text based, with children enjoying a wide and varied range of texts and genres. Key skills in reading, writing, speaking and listening will be developed and consolidated upon, before children are then stretched and challenged through a range of exciting learning opportunities.

- Teaching and learning styles will reflect and support the overall development of English with a great emphasis on modelled, shared and guided writing.
- A variety of teaching and learning strategies will be used to give all children the opportunity to develop their literacy skills.

- Children will be given a chance to work within a variety of learning situations including: whole class, guided work, independent work, group work, paired work, problem solving, hot seating, discussing, risk taking and investigating.
- Differentiated and challenging activities will be given to support and extend.
- Drama and role play will be used to widen understanding in English and across the curriculum.
- Teaching assistants will be used to support groups and individuals of all abilities.

Key areas within English

Phonics

In order to teach all our pupils to become fluent, confident readers, who have a love of reading; it is paramount that we teach a daily phonics lesson. All pupils within the Early Years Foundation Stage and Key Stage 1 receive phonics teaching in line with the DFE document 'Letters and Sounds'.

Within Reception and Key Stage 1 a new sound is taught daily using flashcards and some interactive resources. Every lesson also incorporates speed writing of common exception words and high frequency words. Pupils who are making slow progress are identified through formative assessment during lessons and intervention is immediately put into place, alongside the usual phonics teaching. Children are sent home with reading books which are fully decodable and match the sound being taught and as they become much more confident the children will be stretched with 90% decodable to reinforce and consolidate the sounds.

Discrete phonics teaching continues into Key Stage 2, and for as long as necessary, for pupils who require extra support and learning time to focus on securing their phonics knowledge.

We work within all Key Stages to ensure that all pupils who would benefit from extra phonics teaching receive it. Any pupil, who has not reached the expected phonics level by the end of Year 1, as assessed by the national screening check, receives additional phonics intervention within Year 2, so that they can catch up with their peers.

Reading

We aim to foster a love of reading at Hemingbrough and we encourage children to read a wide range of books both at school and at home. All children have access to our wonderful school library which they are able to use to extend their independent reading, as a research tool or just to enjoy a good story. We have high expectations of children and the progression of their reading skills. Therefore, we offer as many opportunities for reading as we can. This may happen in the English lesson or across the curriculum.

Whole class reading

Children are given opportunities to listen to, read, and comment on, books and stories during whole class sessions. This is teacher led and the children interact and respond to

differentiated questions, often during English lessons but also across the curriculum. Most classes use shared texts to base their English work around.

Shared reading

During English lessons the children are given a variety of text types as a stimulus for writing. The teacher and children share the text, and the teacher models as an expert reader, drawing out the key elements of the content.

Guided reading and Reciprocal Reading

Guided reading (reading for understanding) takes place regularly in the class, where possible with a text that links to the writing. This allows children to become embedded in a text, which then in turn helps them to make good progress in both their reading and writing. Throughout school Children read in small groups with an adult to apply their phonic knowledge. The Children are grouped based on their current phonic knowledge. Within each session the children will focus on a different aspect of reading. In KS1 there is an emphasis on decoding words, then reading for speed and fluency ensuring they apply their phonic knowledge but slightly quicker. All children throughout school focus on comprehension. In Year 2 and above reading circles is introduced for children to focus on key skills - Vocabulary, Inferring, Predicting, Explaining, Retrieving and summarising or sequencing.

Home school Reading

Home school links are very important in reading and within KS1 and LKS2 children take home books regularly from our extensive resources in school. These reading books are matched to individual children's reading abilities. Children are heard reading frequently across school to support their development. Children share these books with parents/carers at home and also teaching assistants and teachers in school. All children are encouraged to use the online reading scheme Rising Stars and complete the quiz at the end of each book. Children are encouraged to use the school library, bring books in from home or choose from a range of class novels that we have in school. We actively encourage parents/carers to share a good book with their children.

Writing

We aim to foster a love of writing as soon as children enter Hemingbrough Primary. This is achieved through many different teaching and learning strategies.

EYFS

We believe that communication and language, with opportunities to explore reading and writing underpins the future learning of our children. Within our reception class children have access to planned whole class or group writing activities but also many opportunities for child initiated writing activities. These may include the following:

- Opportunities to develop and experience speaking and listening skills
- Experiences that develop fine and gross motor skills through play and mark making activities.
- Sharing and enjoying a range of rhymes, songs, stories and books.
- Immersion in a print rich environment with opportunities for oral language and written communication

- Whole class shared text activities
 - ICT opportunities on PC's, ipad and smartboard.
 - A focus literacy session in the morning with different activities that teach children early communication language and literacy skills. •
- A daily phonics session which provides opportunity for children to practise the cursive script.
- Literacy integrated throughout the Early Years curriculum

Key Stage One

Clear assessments for the early years teacher allows for a smooth transition into key stage one where children continue to develop their love of writing.

- Explicitly taught and planned English sessions following the guidance and objectives of the statutory English curriculum.
- Planning sequenced lessons to engage the children and aid their learning.
- Extended opportunities for discussion of writing, e.g. role play, pair talk, drama and hot seating to prepare children for the writing process.
- Modelled, shared and guided writing examples.
- Opportunities for children to write for and share their writing with different audiences.
- Songs, rhymes and games to develop English skills.
- Spelling and grammar work building on and deepening key skills across different year groups. In Year One there is a focus on phonics which then develops into spelling rules and strategies by the end of Year Two.
- Text level work using a range of genres and texts which will develop comprehension skills and understanding and enjoyment of books, helping to promote a love of writing.
- ICT work that complements and supports work in English, helping children to develop skills learnt through quality first teaching.
- Immersion in a print rich environment that promotes a reading culture and develops children's oral and written communication. Where possible using examples of the cursive handwriting style which is used in school.

Key Stage Two

- Explicitly taught and planned sessions following the guidance and objectives of the statutory English curriculum.
- Planning sequence lessons to engage the children and aid their learning.
- Experience of a wide range of genres used in reading and writing.
- Grammar, spelling and punctuation work led by quality texts to develop grammatical awareness and key punctuation skills building on and deepening key skills across different year groups.
- Text level work reading a range of genres to develop comprehension skills and support writing. Also making cross curricular links where possible to help promote sustained composition.
- Spelling and grammar games and activities to familiarise children with key skills.
- Extended independent writing opportunities to apply the skills learnt when writing within different genres. Also the opportunity for children to draft, edit and refine their own work alongside that of others.
- Immersion in a print rich environment that promotes a reading culture. Where possible this should be linked to the cursive style used in school.

- Extended opportunities for discussion of writing, e.g. role play, pair talk, drama and hot seating to prepare children for the writing process.
- Modelled, shared and guided writing takes place in the classroom.
- Opportunities for children to write for and share their writing with different audiences.
- ICT work that complements and supports work in literacy, helping children to develop skills learnt through quality first teaching.

Spelling and Grammar

Spelling

We believe that foundations in spelling should be put in place from an early age. Within Reception and KS1 the focus is on phonics and children are immersed in the world of phonics (closely linked to their reading) as soon as they enter school. All children within Reception and KS1 access a daily lesson of phonics. The children in Years 1 and 2 also learn the common exception word lists for their year groups. As children move towards the end of KS1 the focus changes from phonics to the learning of spelling rules and strategies. Within Year 2 children are also beginning to learn words from the national curriculum word list. Teachers in Year 2 to 6 use the Read Write Inc Scheme to support their teaching and throughout the week the children complete activities linked to the spelling rule. Children may receive weekly spelling lists or individualised spelling lists to learn at home. Alongside learning spelling rules and strategies Years 3/4 and Years 5/6 are also expected to learn the words lists as stated in the national curriculum. Spelling is important to all children and it is essential that they are given every opportunity to embed key spelling rules so that they are then able to apply them to their own writing.

Grammar and Punctuation

Within the national curriculum grammar and punctuation is a key focus and as such we now teach grammar as an explicit part of the curriculum.

Grammar and punctuation knowledge and skills are taught through English lessons as much as possible. Teachers plan to teach the required skills through the genres of writing that they are teaching, linking it to the genre to make it more connected with the intended writing outcome. Teachers sometimes focus on particular grammar and punctuation skills as standalone lessons, if they feel that the class need additional lessons to embed and develop their understanding or to consolidate skills.

Speaking and listening

Spoken language underpins the development of reading and writing. The quality and variety of language which pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Children need opportunities to:

- Talk to others
- Talk with others
- Talk within role play and drama
- Talk about talk

At Hemingbrough we believe children should have the opportunity to access the following:

- Book Talk - understanding and responding to what children read or have read to them
- Eliciting and extending responses and encouraging critique of books and writing

- Language development – acquiring new words, ideas and knowledge of the world and having the opportunity to talk about them.
- Storytelling – retelling well-known and familiar stories to assimilate the rhythms and patterns of story language
- Story making - creating 'new' stories orally and/or as a preparation and rehearsal for writing
- Talk for Writing - exploring ideas and gathering the content for writing - what to write about. Creating characters and settings, exploring characters' feelings, sequencing and roleplaying the order of events – knowing your story or organising information before writing it down
- Rehearsing what is to be written – composing sentences orally and refining them.
- Preparing for and taking part in debates.
- Opportunities to rehearse and learn different texts and present to different audience.
- Opportunities to express thoughts and feelings, such as during P4C and PSHCE activities.

Planning

English is planned for separately to other subjects. Each unit of work is planned using 'Mapping Text Potential'. The planning enables teachers to plan for all aspects of writing around a book with opportunities for cross-curricular learning.

Skills of progression for phonics, grammar, punctuation and spelling, reading and the different genres of writing are used to ensure developmental learning builds on prior knowledge.

Children with additional entitlements such as SEND, Pupil Premium and More Able and Talented, will be identified in the teacher's planning with appropriate provision in place.

Impact

Scheme

We don't follow a set scheme of work but throughout school we are influenced by the following approaches Talk 4 Writing, The Write Stuff, CLPE and Read Write Respond to support our teaching.

Assessment

Assessment opportunities will take place on a regular basis during lessons to ensure understanding and progression.

Assessments will take place at the end of each topic against the learning objectives.

Teacher will establish whether children are working at the expected level.

PiRA Progress Tests are undertaken each term. The results are analysed and used to identify gaps in children's knowledge, which in turn informs the future planning. They are also used to monitor progress in reading.

Provision for Inclusion

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their progress in order to close the gap. This will be done in discussion with the class teacher at pupil progress meetings. This information will then be shared with the SLT, SENCO and parents if required. More able children will be identified, and suitable learning challenges provided to deepen and strengthen their skills in

English. Hemingbrough has high expectations for every child, whatever their background or circumstances. Children learn and thrive when they are healthy, safe and engaged. In order to engage all children, cultural diversity, home languages, gender and religious beliefs are all celebrated. Our curriculum includes a wide range of texts and other resources which represent the diversity and backgrounds of different children. We recognise that parents play a large part in the education of their children. At Hemingbrough Primary School parents and staff work together in partnership to encourage the qualities, attitudes, knowledge, understanding and competences which are necessary to equip children for adult life.

Health and Safety/Safeguarding

Health and Safety issues in English include the safe teaching of appropriate procedures when dealing with e.g. overhead projectors, tape recorders etc. The children are taught to be aware of their own and others' safety. Children also learn about e.g. what constitutes appropriate reading material. They are expected to display appropriate behaviour at all times.

SMSC

The Cultural child – English supports the cultural development of child by exposing them to a wide range of written and spoken language from a range of cultures.

The social child- English supports social development by helping children to understand how written and spoken language has changed over time and also social attitudes to language.

The Moral Child- English supports moral development by encouraging children to look, discuss and evaluate a range of social and moral issue found in genres.

The Spiritual Child - English supports spiritual development by engaging children with poetry, fiction and drama. Exploring feelings and values found in a wide range of genres.

At Hemingbrough Primary School, children benefit from a flexible curriculum that builds on what they understand and know already. We believe that exposure, not only to culture but also to situations in which the children might not have previous experiences of, is of paramount importance to their ongoing successes.

Gradually widening children's experiences as they progress through school is an important step in providing rich and engaging learning across the curriculum. We plan carefully for children to have progressively richer experiences in EYFS and beyond. These include trips to the local park, shops and visits to places of worship, museums, sports and music venues just to name a few.

British Values

British Values are actively practised at Hemingbrough CP School.

Democracy

Children have many opportunities for their voices to be heard through regular discussions with subject leaders and school council. Council members are voted for by their peers. We also hold mock 'general' elections when appropriate in order that children gain further first-hand experience of the electoral process.

'Lolly sticks' are used across school to ensure all children have equal opportunities to 'have their say' and children are encouraged to express their own views in lesson.

Further up the school texts which explore democracy and freedom of speech are used to develop children's understanding.

The rule of Law

The importance of Laws (or rules) is embedded in the schools ethos. Our behaviour policy, school charter and stop the bullies reinforces this.

There are a variety of rewards for appropriate behaviour, kindness, thoughtfulness, good manners etc. as well as sanctions for inappropriate behaviour. We also have a clear uniform policy which is adhered to well.

Children are taught the value of and reasons for laws throughout the curriculum. Our school council is visiting the Houses of Parliament to further support their understanding. They will share their experience across the school.

Individual Liberty

Children are actively encouraged to make their own choices in a safe and supportive environment.

Appropriate differentiation allows our children to achieve and progress, they are able to choose from a variety of reward time activities and make simple choices about where they sit at lunch time etc.

Mutual respect and tolerance of those with differing faiths and beliefs

We have high expectations for all parties involved with the school. Children are taught to respect each other, to cooperate with and support others, to understand and accept difference. As a highly inclusive school children have many opportunities to develop these skills / ideas..

As our school is situated in a mainly mono cultural area, we ensure children experience diversity through RE, PSHCE, assemblies, the variety of texts that we read and share and theme days as well as the introduction of the Global Learning Programme