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## English Policy

At Mary Hare Primary we are committed to supporting the development of our pupil's communication skills. We believe that all deaf children should have the opportunity to develop their spoken language skills and in turn develop their self-esteem and confidence so that they can go out and take their place in the world. We consider every lesson to be a language lesson. Spoken language acquisition through conversation is at the heart of all we do. We aim to ensure that we offer rich language environments in which language learning - both formal and informal - can take place. Our aim is that all pupils leave us with the ability to express themselves. We also want our children to enjoy literature.

This policy recognises the 4 main areas of teaching and learning as detailed in the National Curriculum:

- Spoken Language
- Reading
- Writing
- Spelling, grammar and punctuation.

### Differentiation

Differentiation occurs in:

- English ability groups
- Organisation of pupils
- Differentiated learning outcomes
- Deployment of adult support

### Spoken Language

Pupils should:

- Develop their receptive and expressive language skills so that they can understand and use spoken English i.e. develop their knowledge and use of a range of vocabulary
- Speak confidently, and intelligibly in a range of situations and contexts.
- Be able to talk to visitors in school.
- Learn to listen and concentrate.
- Be able to take part in discussions, ask and answer questions.
- Retell stories and poems.
- Be able to take part in school performances.
- Develop their ability to converse and master the fundamental skills linked to conversation such as turn-taking, topic maintenance and use of repair strategies when conversation breaks down.

### Teaching and Learning

Teachers, Speech and Language Therapists and Care Staff all work closely to provide a range of speaking and listening opportunities. Children have individual and group therapy sessions and

individual needs are targeted. Throughout the entire school day and into the evenings children are given opportunities to develop their understanding and use of spoken English through real experiences. In addition, opportunities are offered through assemblies, drama, talk for writing, responding to each other in class and in social situations including meal times.

Intervention programmes such as smile therapy (strategies and measurable interaction in Live English), Lego based therapy and 'Time to Talk' structured programme to develop conversational skills.

### Assessments

Pupils are assessed on an ongoing basis.

A range of Formal Language assessments are carried out by the Speech and Language Therapists biannually/annually depending on the test.

### Reading

Pupils should:

- Be able to read for meaning with confidence and enjoyment
- Use a range of strategies to access the written word
- Understand and access a range of different genres both fiction, non-fiction and poetry.
- Develop their enjoyment of reading through a variety of experiences including personal reading, individual reading to an adult, paired reading with a peer, group reading in class and listening to an adult reading.
- Develop their reading in all subjects to support their acquisition of knowledge.
- Learn both word reading and comprehension skills, through listening as well as reading.

### Teaching and Learning

We aim to provide a language rich environment that promotes a culture of reading and writing. We understand that reading permeates all areas of the curriculum. Teaching is highly visual and the spoken word is always 'backed up' via the use of working walls/classroom displays etc. We use high quality texts that are of an appropriate reading level as well as high level interest to foster discussion and comprehension. Pupils have an individual book banded reading book and opportunities to read to an adult at least three times a week.

Books are taken home/upstairs daily to facilitate regular reading opportunities. Parents and carers are encouraged to share books with the children. Each class has a story time at least three times a week to share and enjoy listening to a class story. Differentiated levelled book reviews provide opportunities to check comprehension and encourage discussion of books read. Pupils are taught to read words by using a wide range of strategies including picture clues, contextual clues, phonics, knowledge of sight words and grammatical clues.

Reading opportunities are provided in all lessons, with words, phrases and sentences being written up to support language learning. New vocabulary is celebrated and reinforced via the use of working walls, 'magpie books' etc.

We celebrate World Book Day, promoting awareness of different authors and sharing the enjoyment of books. Children are encouraged to use our school non-fiction library to research topics of interest to them as well as topics to support their curriculum work.

### Phonics

At Mary Hare Primary School, we use Visual Phonics to teach sounds. Each sound has an accompanying action which may indicate where the sound is made. We follow the Phases of the Letters and Sounds programme.

### Assessment

Pupils are assessed on an ongoing basis.

Formal summative assessments are carried out using the Salford Reading Test every term.

### Writing

Pupils should

- Be able to write confidently and for pleasure
- Have an interest in words and their meanings and to develop vocabulary
- Be able to access a phonics system that will support them to read and write
- Experience writing in a range of ways and purposes including narratives, explanations and descriptions
- Gain an understanding of grammar and punctuation.
- Develop a fluent and legible handwriting style

### Teaching and Learning

We encourage the use of dictionaries and thesauri where appropriate

New vocabulary is celebrated and reinforced via the use of working walls, 'magpie books' etc

Children are given opportunities to orally rehearse what they would like to write

Appropriate scaffolding is put in place including the use of word banks, writing frames, story maps etc.

In addition, the children are taught using a wide range of strategies including:

- Demonstration
- Whole class modelled writing
- Scaffolding
- Questioning
- Discussing and debating ideas
- Drama and role play activities

### Personal Writing Targets

Each child will be given personal writing targets. These will be reviewed and updated on an ongoing basis. The targets are displayed in the child's English book so that the target is clearly understood.

### Handwriting

Pupils are supported with their handwriting skills according to the Nelson scheme style.

### Assessment

Pupils are assessed on an ongoing basis. Writing will be assessed using the independent work they have produced in English on a termly basis. Work will be sampled and moderated to ensure consistency across the school.

In addition, we aim to empower the children by encouraging them to self-evaluate their work.

Where appropriate, the children use checklists in the form of 'Success Ladders' to self-assess or peer assess. Time is given to edit and revise their work using 'purple pens'.

### Spelling, punctuation and grammar

Pupils should:

- Spell accurately
- Proof read their spelling
- Recognise and use word families to build their skills
- Use dictionaries, thesauri and spell checks
- Understand the formal conventions of English

### Teaching and Learning.

SPAG is taught in discrete weekly sessions.

### Assessment

Pupils are assessed on an ongoing basis as a natural part of teaching and learning. Teachers record and track each pupils progress, against learning objectives. Children are involved in their own assessment as much as possible.

Some children at Mary Hare Primary may have identified specific learning difficulties which may impact on their ability to progress with developing their literacy skills. Once identified these children will have specific intervention and monitored English support work using the Footlites scheme.

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