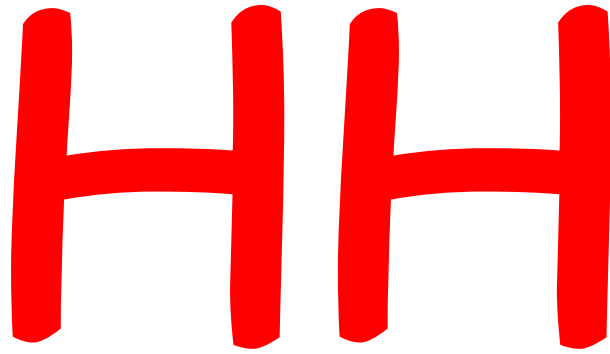


Holland Haven English Policy



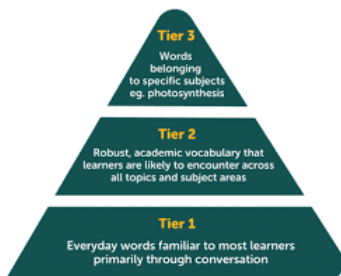
Policy date	Autumn 2024
Ratified by the Governing Board	December 2024
Review Date	Autumn 2025

INTENT

At Holland Haven Primary School, the curriculum intention is to develop 'kind, resilient, healthy citizens who REACH for the Stars!' This also embeds the school's core values: Respect, Effort, Attitude, Co-operation and Honesty. This journey begins with reading as it is recognised that reading is the key to unlocking the wider academic curriculum, and beyond.

'The more you read, the more things you will know, the more you learn, the more places you'll go' – Dr. Seuss

'In four years, an average child in a professional family would accumulate experience with almost 45 million words, an average child in a working-class family 26 million words, and an average child in a welfare family 13 million words'. (Hart and Risley, 2003:9)



Research shows that lack of exposure to vocabulary, in particular tier 2 words, can hinder access and success in further education as these words are often used in academia (exams etc).

Holland Haven aims to ensure that all pupils:

- Read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct
- Develop the habit of reading widely and often, for both pleasure and information: reading for pleasure is the single biggest indicator of a child's future success.
- Evaluate and be able to justify preferences
- Acquire a wide vocabulary, and understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- Have a keen interest in words, their meanings and develop a growing vocabulary:
- Appreciate our rich and varied literary heritage
- Know and understand the purpose, organisation and style of a range of text types and genres (in Fiction, Non-Fiction and Poetry), and be familiar with various ways in which narratives are structured
- Develop creativeness, inventiveness and critical awareness
- Plan, draft, revise and edit their writing
- Be able to speak clearly, coherently, confidently and fluently
- Write clearly, accurately and coherently, adapting their language and style for a range of contexts, purposes and audiences
- Through discussions, children should be able to express their ideas and opinions, elaborate, explain and respectfully challenge.
- Use Literacy skills across all subjects.

IMPLEMENTATION

Practice at Holland Haven

In EYFS and Year 1, reading and writing is prioritised through all learning experiences; provision is in place to develop Communication, Language and Literacy (CLL) – one of the seven areas of the EYFS curriculum – progressively across the two year groups enabling secure, positive foundations for the youngest learners. Both EYFS and Year 1 have a designated large outdoor learning area created to enhance the curriculum. Pupils are supported to apply their phonetic and high frequency recall in a purposeful 'enhanced environment'.



The school curriculum design consists of engaging, termly planning which integrates subjects in a meaningful way; this provides pupils with a contextual scaffold, reducing their cognitive load and enabling meaningful connections to be made and retained. English plays an integral role in this learning through a mixture of key texts, authors, playwrights and fiction and non-fiction.

Children follow the Little Wandle Letters and Sounds Revised phonics program, based on systematic assessments. There are daily keep up sessions for those who need extra support. The children have access to a fully decodable phonics book based on their stage. These books are consolidated through three weekly 'guided-reading' sessions which focus on developing different aspects of reading: decoding, comprehension and prosody (fluency).

Pupils in Year 2-6 receive at least 3 hours of reading teaching time each week based on selected texts; these high-quality texts are carefully chosen by teachers in context of the themed learning and with an emphasis on developing vocabulary and understanding. Writing is thematic and engaging with a dedicated time of 4 hours per week. The sequence of lessons follows The Write Stuff principles.

In addition to Phonics/Reading and Writing lessons, Key Stage 1 receives discrete sessions for Handwriting and Spelling/Grammar. In Key Stage 2, classes receive 100 minutes dedicated to the teaching of English each day; this includes Handwriting, Grammar, Spelling, Reading and Writing.

Approaches to Teaching Spoken Language:

Spoken language underpins the development of reading and writing at Holland Haven. To support a 'Love of Reading' culture, teachers read a book (four 15 minute 'Story Times' a week) and facilitate a 'Book Talk' session during which adults and pupils share their enjoyment of reading current and past books. Exposure to reading poetry takes place, in addition to class lessons, through singing assemblies developing fluency of song lyrics exploring rhyme and imagery.

During Philosophy (P4C) lessons, children explore their own opinions, listen to others and learn to use language to respectfully disagree and debate. They are assisted in making their thinking clear to themselves as well as to others and teachers ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils are also taught to understand and use the conventions for discussion and debate. The use of Kagan Collaborative Learning Structures allow children to work effectively and collaboratively in groups, ensuring that all children engage in conversation, take turns, listen effectively, respond to others and develop social skills.



All pupils also participate in and gain knowledge, skills and understanding associated with the artistic practice of drama and music. The statutory requirements which underpin all aspects of spoken language across key stage 1 and key stage 2 are also reflected and contextualised within the reading and writing domains which follow.

Approaches to Teaching Reading:

EYFS and Year 1

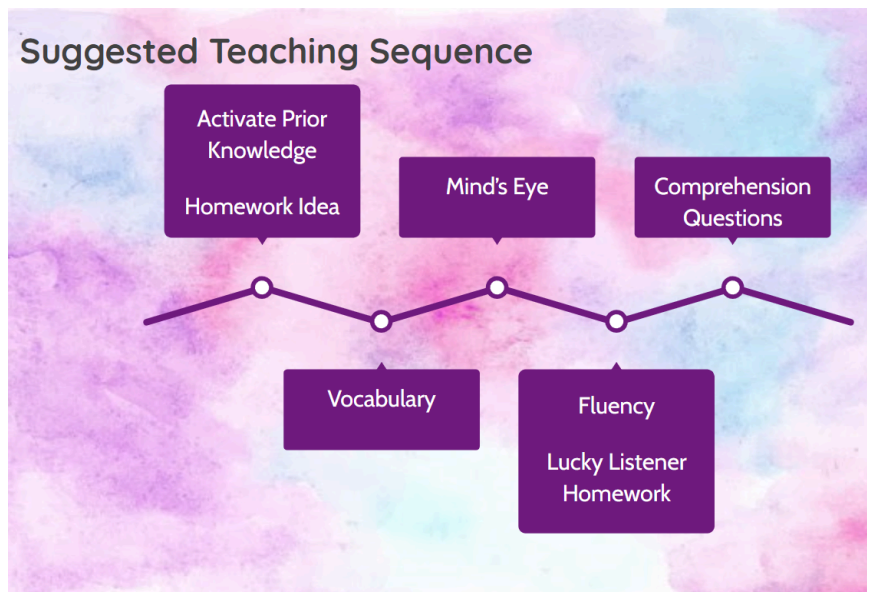
- In EYFS and Year 1, lessons take the form of Guided Reading sessions based on Little Wandle Letters and Sounds Revised. The lessons concentrate on decoding, prosody and comprehension. In EYFS, pupils explore words and texts, to enjoy them, to learn about them, and to use them in various situations, read labels, respond to written instructions, mark-make as part of early writing in play-based learning in the classroom and outside, talk and communicate in a widening range of situations, respond to adults and to each other, listen carefully, and practise and extend vocabulary and communication skills.





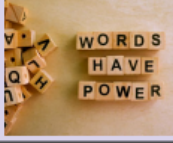


Phonics and fluency checks –

- At the end of Year 1, pupils are assessed to check pupils are working at age-related expectations in reading; through this process pupils who require further support in phonics continue with catch-up interventions and reading fluency, the same phonics-based guided reading lessons until they are ready to access the Accelerated Reader Scheme.

Years 2–6

To become an effective reader, children must be taught to unlock and use key cognitive skills at the point of reading – thereby becoming active readers. These seven skills underpin the pedagogy of the teaching sequence at Holland Haven and are represented visually in lessons (dual coding). The skills are revisited cyclically as the teaching sequence is repeated; therefore the children retrieve and build on this learning each time, their familiarity with the skill reducing their cognitive load, leading to deeper learning.



<h2>Holland Haven's Reading Subject Keys</h2>	<p><i>Activate Prior Knowledge</i></p> 	<p><i>Active Reading</i></p> 	<p><i>Check Understanding</i></p> 
<p><i>Fluency</i></p> 	<p><i>Growing Vocabulary</i></p> 	<p><i>Stamina</i></p> 	<p><i>Comprehension Skills</i></p> 



Activities include independent, paired work – including peer mentoring – and group work using Kagan collaborative strategies. Activities are based on a variety of media e.g. film, images and audio, as well as text, to teach reading skills.

Opportunities to model these reading skills are also intrinsic to the lessons: this may be modelling by peers or adults. For example, adults may model how to read an extract fluently, a peer may model how they have accessed prior knowledge of their seaside holiday while reading a text about shells. The use of success criteria also models the steps or aspects that are needed in order to succeed (for example, fluency success criteria).

The teaching of reading is also supplemented and enhanced by the use of two online programmes/learning platforms: Lexia and Accelerated Reader. Lexia supports struggling readers and enables them to catch up. Accelerated Reader assesses and supports the children with choosing ability-appropriate books from the library. Once children have read the book, they can take a quiz to check their understanding. These results assist teachers, parents and pupils in monitoring reading practice and progress. Accelerated Reader also reports how many words the children have read within a time period. This led to the creation of Reading Stars! This is an optional competitive and motivational incentive designed at Holland Haven to encourage children to read. Each week, children review their total words read that term/year, and move their name/picture up the Reading Stars word count ladder, progressing through 'protostar' all the way up to a 'supernova'.

Writing

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- Transcription (spelling and handwriting)
- Composition (articulating ideas and structuring them in speech and writing).

The teaching at Holland Haven Primary School develops pupils' competence in these two dimensions. In addition, pupils are taught how to plan, revise and evaluate their writing. Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

Approaches to Teaching Writing:

- The Write Stuff by Jane Considine forms the basis of our pedagogy at Holland Haven. From the analysis of texts, to the teacher-led modelling lessons, through to the planning, writing and editing of independent work, The Write Stuff provides the structure, scaffolding and theory behind all lessons.
- Activities range from independent, to paired work – including peer mentoring – to group work using Kagan collaborative strategies.
- Activities are based on a variety of media e.g. film, images and audio, as well as text, to teach writing skills.
- Use of adapted 'Mentor Texts' developed using the 'Talk for Writing' pedagogy (model)
- Use of success criteria by pupils for self-assessment and guidance.
- The teaching of Grammar is intrinsic to writing lessons. Children learn to select and adapt their grammar to suit the context of the text type being studied and written. Grammar can often be taught in discrete lessons where children need more intensive focus on some of the trickiest areas of the grammar curriculum.



EYFS and KS1

- In EYFS, pupils explore the 'Fantastic Foundations' section of the The Write Stuff programme which is based on three guiding principles:
 1. Understanding the uniqueness of each child
 2. Nurturing deep talk and developing listening
 3. Providing a rich repertoire of real and imagined experiences to ignite writing
- In KS1 the teaching sequence follows The Write Stuff principles retaining aspects of Pie Corbett's 'Talk for Writing', as appropriate, in order to build an oral bank of text-types

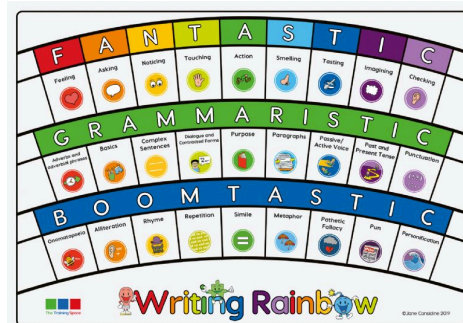
Teaching Sequence



Experience Days



'Analyse'



Writer  

- Analyse (Success Criteria)
- Practise
- Plan
- Write
- Edit
- Publish

Year 2-6

Evidence-based cognitive science principles:

"The Write Stuff" follows a method called "Sentence Stacking" which refers to the fact that sentences are stacked together chronologically and organised to engage children with short, intensive moments of learning that they can then immediately apply to their own writing. It is founded in the principles of cognitive science reducing cognitive overload with effective instruction and dual-coding (symbols). It is structured and collaborative with 'kind calling out' and manageable chunks to support all learners to 'uplevel' their writing. The 'plan, write, edit' process develops pupils' metacognitive skills.

Spelling

Holland Haven follows the current research which suggests teaching spelling patterns is the most effective. The programme Ed Shed 'Spelling Shed' is used in school and at home; each pupil has an Ed Shed account, shared in their Home School book. Statutory Spelling Rules are taught in school 3 lessons per week in KS2 and consolidated within the online games. Statutory spellings are printed in pupils' Home School book and also a current, personalised set of words are continually reviewed on the Spelling Shed platform for pupils to practise at home. These are also practised in school on 'Challenge Weeks'.

Handwriting

Teaching and learning follows a handwriting progression ladder – displayed in classrooms and HomeSchool books years 2–6. Handwriting practice is built into learning in all classes in a developmentally appropriate way. When pupils are demonstrating a neat, joint handwriting consistently across all of their writing they receive a pen licence.

Grammar

Grammar is taught through the Grammaristics in writing lessons and discretely. A grammar glossary is provided in pupils HomeSchool books years 2–6 for parents/carers and pupils.

Planning

Long-Term Planning – Teachers have copies of the National Curriculum objectives for all year groups, on which they highlight the objectives that they cover in each term (orange for Autumn, green for Spring and blue for Summer). Teachers ensure that all objectives are covered sufficiently throughout the year.

Medium-Term Planning – The termly curriculum maps identify the genres that the children will be taught thematically through their projects. Each unit typically takes around three to four weeks, following The Write Stuff pedagogy.

Short-Term Planning – Weekly plans specify the objectives for the week, taken from the long-term plans. These plans show adaptive teaching where appropriate across the week. Adaptive teaching within a set may not always be appropriate, depending on the type of lesson or activity. For example, adaptive teaching may not be appropriate when working in mixed-ability pairs (for peer mentoring) and Kagan group structures. Daily lessons are adapted when necessary following evaluation of the previous lesson.

Cross-Curricular English Opportunities

Teachers have carefully planned a rolling programme of thematic projects for their year groups. Many of these projects are based on a quality, age-appropriate text. For example, 'Street Child'. Where projects are not based solely on a book, teachers have sought quality texts to support the teaching of the project. These books are outlined on Holland Haven's list of core read-aloud texts. These provide experiences of a range of cultures, backgrounds and perspectives to broaden children's understanding of the world. They also provide opportunities for pupils to make cross-curricular links within the curriculum. Children are encouraged to practise and apply the skills, knowledge and understanding acquired through English lessons to other areas of the creative curriculum. These links are specified on the termly curriculum overviews.

Use of ICT

Opportunities to use ICT to support teaching and learning in English are planned for and used as appropriate. In each project, there are multiple opportunities for children to use the Chromebooks across all curriculum subjects; children are expected to apply their reading and writing skills on the Chromebooks to the same standard as they would in their English lessons. ICT is also used to support children's learning in Reading through their use of our online learning platforms: Lexia and Accelerated Reader.

Adaptive Teaching

The following interventions are available at Holland Haven at the time of writing this policy. New interventions are researched and added on an ongoing basis. The intervention map is reviewed continuously and interventions will be chosen depending on the needs at that time.

- Lexia (for children throughout the school who are working below the expected standard for their age).
- Rapid Writing
- Reading comprehension groups, focussed on understanding and expanding vocabulary and developing inference skills.
- Precision Monitoring (to target Spelling / Reading)
- Phonological awareness groups
- Talk Boost (Speech and Language intervention)
- Wellcomm (EYFS Speech and Language intervention)
- Individual speech and language programmes for specific children, recommended by Speech and Language Therapists
- Speech and Language Therapist to work with EYFS and KS1 children who have expressive or receptive language difficulties or speech sound difficulties (commissioned by school).
- Tutors to target specific pupils – reading and writing skills (focus changes according to the needs of the group of children)
- Fine motor skills (developing hand strength, flexibility and pencil control)
- Some children benefit from the use of coloured paper and/or coloured overlays for reading and writing.
- Some children benefit from the use of pencil grips and/or soft pencils which require less pressure to write.
- Some children benefit from the use of writing slopes.

Parental Involvement

Parents receive regular informal and verbal feedback as to their children's progress in English. Families are invited into school termly for 'Class Visits' and Parents' Evenings, and receive a written report in the summer term. Each child has their own Home-School book which contains a reading-at-home record, individual progress through the statutory spelling sets and a termly update regarding how well their child is achieving compared to age-related expectations. It is also a resource for families including information about how to support their child at home: 'Remarkable Readers', Lucky Listener, Echo and Choral Reading, Handwriting Ladder, Grammar Glossary.

IMPACT

See the Assessment Policy link below which outlines how English is assessed. Through the monitoring and evaluation of English detailed below, it is clear that children enjoy reading for pleasure (particularly with our recent investment in The Library 'Author Cabin') as well as reading for purpose. Children enjoy the approaches to teaching, including Accelerated Reader and Reading Stars. Since the introduction of The Developing Effective Reading Comprehension programme and The Write Stuff at Holland Haven, pupils' enthusiasm for language and literature has increased. Children enjoy conscientiously crafting their writing with words, phrases and techniques, as well as discovering the literary techniques used by authors. The Pupil Premium Strategy (2021-2024) prioritised reading provision in line with the transition to Little Wandle - Letters and Sounds Revised Phonics. Outcomes in phonics and reading have been steadily improving, for all groups, with many areas exceeding national standards in 2024.

Monitoring and Evaluation

In order to monitor impact and progress, the following systems are in place:

- Each teacher meets with the Headteacher three times a year to discuss progress in reading and writing. Particular attention is paid to children working below age-related expectations, children with SEND and children eligible for the pupil premium funding.
- The Subject Leader is given regular non-contact time to monitor English through a range of activities which includes analysis of data for reading and writing, lesson observations, scrutiny of work and review of planning.
- Staff meet during the year to moderate writing across the school and across different schools.
- The Learning Council are consulted about their views on teaching and learning
- SEND pupils are assessed regularly by the class teacher and the SENCo. Steps are taken to provide additional support where appropriate.
- The school's English Action Plan is part of the whole school RAP and is updated annually.

Relevant policies

- ☰ Curriculum Policy 2024
- ☰ EYFS Policy 2024
- ☰ Assessment Policy 2024
- ☰ Pupil Premium Policy 2024
- ☰ SEND Policy Holland Haven Primary School 2024/25