



HILLTOP
PRIMARY SCHOOL

English Policy

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Contents

- Mission Statement 3
- Aims 3
- Statutory Requirements 3
- Subject Organisation 4
- KS1 only** KS2 have all 5
- Approaches to Speaking and Listening 5
- Approaches to Reading 6
- Approaches to Writing 8
- Handwriting 9
- Spelling and Phonics..... 10
- Cross-Curricular Literacy Opportunities 11
- Assessment and Target Setting 11
- Inclusion..... 12
- Role of Subject Leader 12
- The governing body:..... 12
- Teachers:..... 13
- Budget..... 13
- Health and Safety..... 13
- Statement of Equality..... 13
- Equality Impact Assessment..... 14



Mission Statement

At Hilltop our aim is to value each pupil as an individual and to ensure that he or she develops his or her own personal talents, skills and potential to the fullest possible potential and to be the best that they can be.

Aims

We aim to develop pupils' abilities within an integrated programme of Speaking & Listening and Reading & Writing. Pupils will be given opportunities to interrelate the requirements of English within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught literacy skills.

We want all pupils to fulfil their literacy potential and aims to provide an environment and a quality of teaching in which that can be made possible.

By the age of 11 we aim for a child to be able to:

- Read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.
- Have an interest in books and read for enjoyment.
- Have an interest in words, their meanings; developing a growing vocabulary in spoken and written forms.
- Understand a range of text types and genres – be able to write in a variety of styles and forms appropriate to the situation.
- Be developing the powers of imagination, inventiveness and critical awareness.
- Have a suitable technical vocabulary to articulate their responses.

Literacy makes the major contribution to the development of a child's language, which, in turn, contributes to the child's understanding of his or her world, the world of others and the world of imagination. Since Literacy is integral to the learning process throughout the curriculum, it follows that whenever anything is being taught or learned there is potential for developing a child's language.

Statutory Requirements

The statutory requirements for Primary Literacy and English, both teaching and learning, are outlined in the DfE's 'National Curriculum in England: English programmes of study' (2014), and in the Language and Literacy sections of the 'Statutory Framework for the Early Years Foundation Stage' (2014).



In the Foundation Stage: Children should be given opportunities to: speak and listen and represent ideas in their activities, use communication, language and literacy in every part of the curriculum and become immersed in an environment rich in print and possibilities for communication.

At Key Stage One: Children should learn to speak confidently and listen to what others have to say. They should begin to read and write independently and with enthusiasm. They should use language to explore their own experiences and imaginary worlds.

At Key Stage Two: Children should learn to change the way they speak and write to suit different situations, purposes and audiences. They should read a range of texts and respond to different layers of meaning in them. They should explore the use of language in literary and non-literary texts and learn how the structure of language works.

Subject Organisation

The teaching and learning is based on National Curriculum objectives. It is important to remember that the National Curriculum in Literacy is much broader so it is necessary to develop some aspects of Literacy such as speaking and listening and extended writing outside the Literacy Lesson.

Literacy is carefully planned and differentiated so the development of children's language necessitates a variety of differentiated texts and approaches across the four language modes (speaking, listening, reading and writing). Careful planning will ensure that these resources and approaches are appropriately matched to individual pupils and taking account of children's learning needs. Teachers begin their planning process by referring to our skills maps for reading comprehension, speaking and listening and our ITAFS (writing levelling sheets) for writing objectives.

We strive to maintain a breadth and balance, but we recognise that certain modes may require special emphasis at a specific time and for a specific purpose. We aim that there are 5 literacy lessons a week and GPaS is taught within this to ensure it is embedded. One of these lessons focuses on speaking and listening skills and enhancing the children's spoken language e.g the use of roleplay. Out of these 5 lessons, we aim that there are at least 3 pieces of written evidence in the books per week. This is with the exception of Reception and Year 1, who teach by continuous provision (Year 1 for Terms 1 and 2). They have allocated focus group activities in small groups throughout the week.

Year R and KS1 have a Phonics session of 20-25 minutes every day, with group work and interventions planned accordingly. We use Twinkl Phonics as our SSP/ scheme of learning. In Years 3 – 6, children are regularly assessed to ensure that if they have any phonics gaps, they are given an intervention by a Teaching Assistant (where available) multiple times in a week, to close these before they are ready to move onto spelling rules and patterns.



We also ensure that Guided Reading is taught at a minimum of 3 times a week in Year 2 and KS2. Year 1 start formal Guided Reading lessons from Term 2. This to ensure that a variety of reading skills can be taught, focussing on one key skill a week.

These are taught through our Reading Key Domains:

It is taught through our Reading Domains from KS2 which follow on and expand from our DERIC:

KS1 only **KS2 have all**

Define - We explain the meaning of words in context by finding clues to support us

Retrieve – Same as our KS1 'Retrieve' part of our DERIC acronym

Summarise – What are the main points in this text? Can we sort this information?

Infer – Same as our KS1 'Interpret' part of our DERIC acronym

Predict – Consider what might happen from details stated in the text

Relate – Consider how information is related and how it can contribute to meaning

Explore – Similar to our KS1 'Explain' part of our DERIC acronym, relating to meaning of words in the text

Compare – Making comparisons within a text. This could be linked to characters, settings or themes

Approaches to Speaking and Listening

The Four Strands of Speaking and Listening: Speaking; Listening; Group Discussion and Interaction, and Drama permeate the whole curriculum. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life.

Speaking and listening objectives should be built into lessons each week. At Hilltop, our speaking and listening objective is to ensure that pupils can:

- Formulate, clarify and express their ideas
- Express themselves in a variety of situations using language which is appropriate to their needs and the intended audience
- Listen, understand and respond appropriately to others
- Use, with increasing confidence, the vocabulary and grammar of standard Literacy.

Approaches to Reading

Teachers will use a variety of strategies to ensure pupils are receptive and engaged with the fundamental skills and competencies of reading. Reading is taught through a range of shared reading, whole class reading, independent reading, wider reading (including visits to the local Library) and daily Phonics. Texts are chosen according to ability and are differentiated accordingly. These texts have been carefully chosen and match to the age range of that year group to ensure that there is an element of challenge for those gifted readers but also to provide those who need it with appropriate support and guidance. We have a core text curriculum map where we ensure that each year group has a variety of carefully selected age-appropriate texts, suitable for all genders and abilities of children, to ensure maximum progress.

For pupils in Year One, teaching will be focussed on establishing and developing phonic skills, vocabulary and a basic understanding of content meaning individually, within groups and whole class teaching.

Pupils in Year Two will continue developing these skills whilst taking on more complex words, grammar and texts. Pupils should be increasingly encouraged to read independently at allocated times to help develop an enjoyment for reading and understanding.

At lower key stage 2 (Years 3 and 4) the emphasis is more on comprehension than word reading but pupils should increase understanding of different and more complex words. Greater independence should be given to this age group to allow the development of attitudes and individual understandings of what they read.

Upper key stage 2 pupils (Years 5 and 6) will require some word teaching, with focus on diversifying their reading repertoire to multiple text types and styles. Alongside independent silent reading, group discussions should take place with suitable supervision so pupils can share opinions on what they have.

Children are encouraged to read at home with an adult each day which is monitored through reading records. Our expectation is that children read for at least 10 minutes every evening, to an adult, 5 times in a week. To support our working parents, this can also be at the weekend. Children read at least once a week with an adult at school, with those requiring extra reading intervention being heard more times than this. In EYFS, the reading books come a scheme called Dandelion Launchers. In KS1, our reading books come from our Twinkl Phonics, supported by Bug Club books. In KS2, we use Accelerated Reader to promote reading comprehension. Additionally, across the whole school, our pupils have access to a programme called MyON, where children have access to over 7,000 Ebooks, ranging from Fiction to Non Fiction at different levels. Teachers carefully select age appropriate Ebooks,

linked to their curriculum topics, for children to access at school and at home to develop reading further.

In EYFS and KS1, children are allocated a reading book that has been carefully selected and matched to their current phonics phase to embed this learning. Additionally, they have the opportunity to choose their own book from their class book corners to encourage reading for pleasure. Pupils are also encouraged to join their local public libraries and become enthused by reading by regular weekly in school competitions, library visits as a school and themed days. We also are sent books from our local library as part of their Topic Book scheme, carefully chosen to match with that year groups' current curriculum.

In KS2, as stated above, we follow the programme of Accelerated Reader. Each child with a reading age of 6 years or more is put onto this scheme. They complete a 'STAR Test' which generates them a 'ZPD' (Reading level range) where they can choose their own books from the allocated library area (Year 3/ 4 at the bottom of the stairs and opposite the staff room for Year 5/ 6).

Reading is closely monitored and children progress through different structured levels according to ability the scheme is flexible enough to accommodate a wide range of ability. Able readers are stretched with demanding texts and higher order skills of comprehension, critical appreciation and expressive reading out aloud are fostered. Supplementary books are available at the end of each level if children need more practice. Each child has a reading record where progress is noted. A PIXL reading assessment is carried out three times yearly in order to track progress. Further tests, such as reading common exception words may be carried out if thought necessary, particularly for KS1 pupils.

We also assess children's reading speeds from Year 2 upwards, to ensure that they are able to achieve the national expected standard in Upper KS2. This also takes place three times a year. For those children who access Accelerated Reader, they complete their STAR Test three times a year to ensure that they are making accelerated progress with their reading. This also allows us to prioritise those with targeted intervention if necessary to close the gap.

At Hilltop our reading objective is to ensure that pupils can:

- Master their initial reading skills so that they become independent and enthusiastic readers
- Read a range of texts fluently, accurately and with understanding
- Find out the information they need in order to research and answer the questions of others
- Understand the variety of written language and the differences between fiction and non-fiction
- Understand and respond to a wide range of books and media texts
- Improve their abilities to analyse, evaluate and criticise texts which they have read.



Something that we are very passionate about at Hilltop is reading for pleasure. Throughout our school, we promote reading in many ways, providing many opportunities for our children to enjoy and facilitate a love of reading so that by the end of Upper KS2 they leave us with the best chance for this to continue later on in life.

In every classroom, there is an engaging, interactive book corner, where the children can select a book of their choice and relax at allocated times. Every week, as part of our Merit assemblies in Year 1 to Year 6, teachers choose a Reader of the Week from their class who has shown our RECIPE values linked to their reading for that week. These children are awarded with a free book from our KS1 and KS2 prize box, which they can keep and take home.

Every class from 12:50- 1pm across the school (Years 1 to 6) take part in daily DEAR time (Drop everything and read). This consists of the children reading 1:1, children reading as a class, teachers sharing a book and modelling reading to their children and children reading their own books for pleasure. The children are able to read any book at this time, regardless of its level or topic.

To support reading at home, every week in Years 1 to Year 6, every child who has completed 5 reads at home, that have been signed by an adult in their reading record, is rewarded with an entry into a prize raffle. In the Merit assembly, one raffle reader is pulled out per class and is also rewarded with a free book from our prize box.

From Years 2 – 6, we have weekly Accelerated Reader class competitions. Classes compete against their opposing class for the highest number of quizzes passed and the highest word count for that week. This is shared as part of our year group assemblies weekly. Individual students will be celebrated for the highest word counts and highest quizzes passed.

Approaches to Writing

Writing is taught through a range of shared writing, guided writing, independent writing, extended writing, spelling, Phonics and handwriting. At Hilltop, we are committed to providing pupils with the two core competencies of writing – transcription (spelling and handwriting) and composition (structuring and articulating ideas) – as set out in the National Curriculum (2014) guidelines, so they are able to communicate and structure their ideas in a correct and coherent manner.

Staff will reinforce basic skills in writing, reminding pupils of the importance of, and the need to take care with, basic punctuation and spelling.



In Year One, the early transcription emphasis is on basic spelling, reciting the alphabet, and on handwriting. Pupils will learn composition through a range of strategies to carefully formulate sentences alongside correct vocabulary, grammar and punctuation.

In Year Two, pupils are taught the finer details and specificities of spelling, grammar, punctuation and handwriting. They will also be given the opportunity across their schooling to write and in a variety of contexts for different purposes, as well as greater independence to develop an interest in writing.

At lower Key Stage Two: existing spelling and handwriting skills (should be continuous joined up at this stage) will be refined, and grammar and punctuation advanced. Alongside, teachers will guide classes to begin planning, drafting, editing and evaluating their written work.

At upper Key Stage Two: pupils should have a broad vocabulary and be proficient in using it correctly in sentences according to spelling and grammar. Pupils should generally understand, through teaching, the skills and processes essential for writing: thinking aloud to generate ideas, drafting, and rereading to check that the meaning is clear.

Across every year, writing is taught systematically, leading up to a 'Big Write' after approximately two to three weeks (although this will depend on the year group and the genre of writing that is being taught).

At Hilltop our writing objective is to ensure that pupils can:

- Express themselves clearly and precisely for enjoyment.
- Demonstrate their understanding of how writing enables them to remember, communicate, organize and develop their ideas and information.
- Write for an increasing range of purposes matching their language to the needs of the appropriate audiences.
- Understand the appropriate use and purpose of an increasing range of written forms
- Write neatly and with accurate spelling and expression.

Handwriting

Hilltop Primary School uses the Nelson Thornes Handwriting Scheme. There should be at least fifteen minutes of handwriting twice a week.

Staff will encourage pupils to use a neat handwriting style and insist on a good presentation and care of written work. Pupils will be expected to develop fluent legible and eventually, speedy handwriting. Those struggling to grasp handwriting skills and those unable to formulate letters on the page should be referred to the SENCO who will liaise with the



appropriate staff to implement support. Also, as required by the national curriculum, left-handed pupils will receive the proper teaching to meet their needs as they develop writing skills.

Pupils will use pencils initially and move onto blue handwriting pens when they are ready. Children in Key Stage One use sharp pencils with grips if they require them. From Year Two, children are able to gain their 'Pen Licence' if their writing is neat, consistent and joined up, they are able to write in a blue pen in all their books with the exception of Maths. This is a decision which is initiated by the class teacher and confirmed by the English leads. When pupils start to use pens in their independent writing, they are provided with a blue handwriting pen. Year 6 are all able to use a black handwriting pen from the start of the year. This is to support them with the transition to secondary school. Some pupils will find their writing is neater in pencil and should be given the choice to use pen or pencil in independent writing.

Our expectation is for pupils to:

- To know the importance of clear and neat presentation in order to communicate meaning effectively
- To write legibly in both joined and printed styles with increasing fluency and speed by;
- Having a correct pencil grip
- Knowing that all letters start from the top, except d and e which start in the middle
- Forming all letters correctly
- Knowing the size and orientation of letters

Spelling and Phonics

From Year One, children will take home differentiated spellings to learn that link explicitly with their phonics phonemes/spelling rules for that week.

We have regular daily Phonics throughout Year R and Key Stage One. We follow the Twinkl Phonics programme. Key Stage Two have Phonics interventions and group work when appropriate. Phonics is differentiated and regularly assessed. In KS1, children's spellings will be linked to their current phonics phase to embed this skill further. As part of this, red Phonics folders will sent home weekly with a parent sheet for phonemes/rules linked to that week and a small mini book to embed this further. In KS2, children will be taught a variety of spelling rules, including prefixes and suffixes, which is what forms their weekly spellings. We follow the Twinkl Spelling scheme for progression across KS2 to teach these rules, to ensure that they are both age appropriate and provide our children with an appropriate challenge. Additionally, we supplement this with PIXL Spelling Tracker to ensure all of our students find these spellings accessible.

Cross-Curricular Literacy Opportunities

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum. This will be evident in our foundation subjects books across the school. Each child will produce an extended piece of writing in our foundation subjects at least once every full term.

Assessment and Target Setting

Work will be assessed in line with the Assessment Policy and marked in accordance with the Marking Policy.

Assessment in English is continuous to inform planning and diagnose any weaknesses. In speaking and listening, this involves observing children using a variety of spoken language for different purposes. In Reading, this involves formal and informal observation and close monitoring of children's developing use of strategies and responses to texts. This is supported by our termly PIXL assessments, STAR assessments and PIXL Reading Speeds. In writing, it involves effective marking, which is positive, constructive and developmental. Feedback to children about their progress in English is through verbal comment, discussion and the developmental marking of work, ensuring children have time and opportunity to respond to feedback. This feedback is both written and verbal.

Summative assessment is through statutory SATS and the PIXL tests, teacher assessment and the use of a variety of assessment in both reading and writing which are carried out regularly. Termly records, teacher's own records, the reading/contact book, test results and children's work will provide a record of progress. Writing will be assessed using the PIXL ITAFs documents to provide teachers with the necessary support to allocate a child a stage for writing (working towards, expected or greater depth) so that they can record this as evidence. These ITAF documents are kept in the front of a child's English book and provide an ongoing assessment throughout the year. They are updated throughout the year as the children complete independent writing. Teachers will also use these documents to carefully plan and deliver their English lessons, to ensure all gaps are closed, by creating checklists for their 'Big Writes' to encourage the children to include the necessary objectives in their writing. Years 2 and Years 6 are exempt from this due to externals moderations.

Every penultimate Thursday, as part of staff PDM, every teacher will take part in a writing English moderation. This will involve swapping of books, supporting one another to level writing and agree on a child's level to ensure consistency.

Every extended piece of writing, staff will complete a deep mark of this by writing down the margin of positive elements of that writing, related to the checklist/ assessment criteria for



that year group. This will support the ticking off the checklists every full term. Staff will use the marking codes as provided by the English leads so that marking is consistent.

Inclusion

Children of all ethnic groups, both genders and all abilities have equal access to the Literacy curriculum. Positive images in terms of such groups are promoted throughout the school, both in the use of language and in the provision of resources. Teachers have carefully chosen books that not only link to the age range of their pupils but will cover a variety of cultures, genders and backgrounds. These will be outlined on the book overview document and updated regularly in line with the needs of their class.

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 attainment as part of regular pupil progress meetings. Intervention programmes are reviewed each term. Gifted children will be identified and suitable learning challenges provided (See SEN and G&T Policies).

Role of Subject Leader

The Subject Leader should be responsible for improving the standards of teaching and learning in Literacy through:

- Monitoring and evaluating Literacy:-
- Pupil progress
- Provision of Literacy (including Phonics)
- The quality of the Learning Environment;
- Taking the lead in policy development
- Auditing and supporting colleagues in their CPD
- Purchasing and organising resources
- Keeping up to date with recent Literacy developments

The governing body:

Is responsible for overseeing and reviewing whole-school literacy curriculum delivery and should regularly receive updates on the progress of literacy provision within the school, ensuring high standards are upheld.



Teachers:

The Literacy leads will oversee the implementation of literacy teaching and learning, as well as the delivery of cross-curricular literacy skills.

All teachers will be responsible for ensuring a high-quality of teaching, allowing development and progression of pupils' literacy skills.

Hilltop recognises the important role that computing and technology have to play in the development of literacy skills and teachers will implement these modern and interactive approaches to learning as and when appropriate.

Budget

Literacy funding will be within the school budget plan for each financial year and will include both library areas. This will be sent out regularly by Finance throughout the year to ensure that we are on track with this.

Health and Safety

Guidelines in the health and safety policy will apply with regard to use of ICT, all school based activities and out of school activities relating to Literacy.

Statement of Equality

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.



Equality Impact Assessment

Who is the policy or process intended for?	Pupils	Employees	Govs/ Trustees	Volunteers	Visitors
		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Status of the policy or process:	New policy or process			Existing policy or process	
	<input type="checkbox"/>			<input checked="" type="checkbox"/>	
Analysis					
Protected Characteristic	Impact analysis			Explanation of impact analysis	
	Positive	Neutral	Negative		
Age:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Disability:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Sex:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Gender reassignment:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Race:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Religion or belief:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Sexual orientation:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Marriage or civil partnership:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Pregnancy and maternity:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Pupil groups (PP/SEN/CLA):	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Evaluation and decision making					
Summary of action taken:					
Final decision:					