

# Hillcrest Early Years Academy



## English Policy

(Staff & Parents)

Approved By:	Hillcrest Early Years Academy
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## **Overview**

This document is a statement of the aims, principles and strategies for the teaching and learning of English at Hillcrest Early Years Academy. It contributes to the school's philosophy of teaching and learning as expressed through the school's ethos and vision.

## **Aims/Objectives**

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

The national curriculum for English aims to ensure that all pupils:

- Read easily, fluently and with good understanding.
- Develop the habit of reading widely and often, for both pleasure and information.
- 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 clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

## **Strategies**

### **Implementation of National Curriculum 2014**

In the National Curriculum for 5 - 11 year olds, English is developed through four key areas:

- Spoken Language
- Reading – Word Reading & Comprehension
- Writing – Transcription & Composition
- Spelling, Vocabulary, Grammar & Punctuation

It is important to note that each is closely interrelated with the next, so it becomes increasingly difficult to consider one without the other(s).

## **Intent**

English is a core subject of the National Curriculum and a prerequisite for educational and social progress as it underpins the work undertaken in all other areas of the curriculum. The acquisition of language skills is of the utmost importance to us here at Hillcrest and therefore the teaching of all aspects of English is given a high priority within school. Confidence in basic language skills enables children to communicate creatively and imaginatively, preparing them for their future journey through education and beyond. We believe that confident speakers become confident writers which is why we place a high emphasis on developing oracy skills not just within English but across the curriculum.

Our writing curriculum begins with a 'hook' focused on a specific area centred around writing for enjoyment. Our intent for writing is to ensure that all children see the purpose for the writing we ask them to produce. Children are exposed to a variety of texts and scenarios, through our Talk 4 writing curriculum to encourage and motivate them to write. We want our children to develop into confident, able writers who write with 'purpose and passion'. We encourage our children to be adventurous and creative with their vocabulary. In Key Stage 1 we focus more on editing our writing improve it and correct any mistakes we may have made.

Hillcrest Early Years Academy aims;

- To ensure that every child develops a love of reading, writing and can confidently communicate with others around them.
- To promote and instil a love for reading and writing by exposing the pupils to high-quality literature at all ages.
- To derive an English curriculum which is highly sequenced to develop the acquisition of knowledge and skills across the school.

### **Implementation:**

Our English curriculum is derived around a sequence of high-quality age-appropriate texts following a Talk for Writing approach. We select a class text which is then Imitated, Innovated and eventually the children invent their own version to allow independent application. Each unit is used to create opportunities to develop grammar and punctuation knowledge and explore the writing structures and feature of different genres. We identify the purpose and audience of a particular text to be able to plan and write a piece of text with clear context and purpose before evaluating the effectiveness of writing by editing and redrafting.

Class texts are mapped out for each year group to ensure clear progression of texts across the school and to develop and foster a love of reading. The class texts are used to create opportunities to develop reading fluency and comprehension with a focus on key reading strategies and skills whilst also exposing the children to a plethora of high-quality engaging texts.

### **Reading for Pleasure**

At Hillcrest Early Years Academy, reading is celebrated at every opportunity. Around the school there are rich, engaging, and interactive reading areas which have an abundance of language rich texts for the children to explore. At Hillcrest, reading is developed throughout every phase of the academy. The Children coming into school through Little Treasure, Little Sparkles and Little Gems are met with highly interactive and engaging texts to begin to develop the early love for reading. This works alongside our Talk 4 Writing curriculum to build on the foundations for reading for pleasure. As the children move into the Early Years and Key Stage One: we offer, book sharing sessions in both Early Years and Key Stage One,

story sharing sessions with the class teacher and also the opportunity to perform short stories and poems to other children, Drop Everything and Read sessions (DEAR). In addition, throughout the school year there is a high focus placed on reading for pleasure across the curriculum, which is further enhanced through, World Book Day, World Poetry Day, National Story Telling Week and book reviews to further enrich our English curriculum.

### **Language Acquisition & Vocabulary Development**

We endeavour to ensure we provide our pupils with a 'language rich' environment. Within our classrooms, we explore ambitious vocabulary across the wider curriculum to ensure we acquire an understanding of tricky language across the wider curriculum through the use of our knowledge organisers and working walls.

At Hillcrest Early Years Academy, we aim to share our vision of high aspirations for all of our pupils through our high expectations across the wider curriculum; by setting these high expectations, our pupils are aware of the standards we expect in all lessons and learning opportunities.

As we believe consistency and well-taught English is the bedrock of a valuable education, at Hillcrest Early Years Academy we ensure that the teaching of writing is purposeful, robust and shows clear progression for all children. In line with the new national curriculum, we ensure that each year group is teaching the explicit grammar, punctuation and spelling objectives required for that age groups. As well as teaching the objectives, teachers are able to embed the skills throughout the year in cross-curricular writing opportunities and ensure that most children are achieving the objectives at the expected level and that some children can achieve at a greater depth standard. In this sense, assessment of writing is also more fluid as teachers can assess against a set framework.

In order to expose children to a variety of genres, which helps to utilise and embed the writing skills, teachers use a talk for writing journey to plan, structure and teach their English lessons. This journey is designed to show progress, teach the pertinent year group objectives, apply, and consolidate these skills and develop vocabulary. Writing is taught through the use of a quality text, which exposes the children to inference, high-level vocabulary, a range of punctuation and characterisation. Each text is purposefully selected in order to promote a love of reading, engagement and high-quality writing from each child and to show a clear journey of progression throughout the school.

### **Impact**

The impact on our children is clear: progress, sustained learning and transferrable skills. With the implementation of the writing journey being well established and taught thoroughly in all areas of the school, children are becoming more confident writers, most genres of writing are familiar to them, and the teaching can focus on creativity, writer's craft, sustained writing and manipulation of grammar and punctuation skills.

As all aspects of English are an integral part of the curriculum, cross curricular writing standards are also improving, and skills taught in the English lesson are transferring into other subjects; this shows consolidation of skills and a deeper understanding of how and when to use specific grammar, punctuation, and grammar objectives. We hope that as children move on from us to further their education and learning that their creativity, passion for English and high aspirations travel with them and continue to grow and develop as they do.

### **Talk for Writing**

Talk for writing is implemented across the school from EYFS through to KS1. The Talk for Writing approach enables children to read and write independently for a variety of audiences and purposes within different subjects. A key feature is that children internalise the language structures needed to write through 'talking the text', as well as close reading. The approach moves from dependence towards independence, with the teacher using shared and guided teaching to develop the ability in children to write creatively and powerfully.

The key phases of the Talk for Writing process are;

- Baseline assessment through a cold task.
- Imitation of a class text.
- Innovation of the class text.
- Independent application.

### **The Early Years Foundation Stage**

English in Early Years is based upon the EYFS framework, Development Matters (2021). This focusses on Communication and Language and Literacy. This is further broken into strands of, listening and attention, understanding and speaking. Across EYFS, literacy depends on learners being competent in several key areas and developing the confidence to use them across a wide range of task. Children will build on early foundations to develop confidence in communicating, speaking and listening in different situations and for different purposes through listening to high-quality texts and writing for a variety of different purposes.

### **Communication and Language**

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from

their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

## Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

To give all children the best opportunities for effective development and learning in communication, language and literacy, practitioners should ensure that all children;

- Listen to simple stories and understand what is happening, with the help of the pictures.
- Identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'. Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.
- Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').
- Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time, which can be difficult.
- Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
- Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Develop their pronunciation but may have problems saying: • some sounds: r, j, th, ch, and sh • multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.
- Use longer sentences of four to six words.
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."
- Understand how to listen carefully and why listening is important.
- Learn new vocabulary.
- Use new vocabulary through the day.
- Ask questions to find out more and to check they understand what has been said to them.

- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
- Develop social phrases.
- Engage in storytimes.
- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
- Use new vocabulary in different contexts.

### **At Key Stage One (Years 1 and 2):**

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 and with stamina. They should use language to explore their own experiences and imaginary worlds.

### **Spoken Language**

The National Curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills.

Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate.

All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role.

They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances. Statutory requirements which underpin all aspects of spoken language across the six years of primary education form part of the national curriculum. These are reflected and contextualised within the reading and writing domains which follow.

### **Reading**

Reading is a skill essential for life and at Hillcrest Early Years Academy we want our children to leave school with a love of reading. Reading is a habit and that habit needs to be grounded in what we do at school. Children need to see adults loving books, so school staff are encouraged to share their love of reading with the children. This of course includes magazines, newspapers and online reading as well as traditional books.

The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

- word reading
- comprehension (both listening and reading)

## **Guided Reading Reception**

In Reception, the children start by been exposed to a wide range of high-quality texts through daily story reading times and throughout the provision. This is further enhanced by D.E.A.R (Drop Everything and Read) on a Monday afternoon where the children are able to vote for their favourite story to be read by the class teacher. Little Wandle Reading Sessions in the Early Years are designed to foster a love for reading and build foundational literacy skills in young children. Starting from Week 4 in Reception, these sessions are held three times a week and focus on three key aspects: decoding, reading with prosody, and comprehension. Each session is structured to ensure children practice reading in a supportive environment, using books that match their secure phonic knowledge. The sessions are typically 20 minutes long and involve small groups of children, allowing for individual attention and repeated practice. The "three reads" model used in these sessions helps children become confident readers by providing multiple opportunities to engage with the text. Additionally, the program emphasises reading for pleasure and encouraging children to develop a lifelong love of books.

## **Year 1**

In year 1 the children continue to be exposed to a wide range of high-quality, engaging texts throughout their school day. This is further enhanced by D.E.A.R (Drop Everything and Read) on a Monday afternoon where the children are able to vote for their favourite story to be read by the class teacher. Little Wandle Reading Sessions in Key Stage 1 continue to build on the foundational literacy skills developed in the Early Years. These sessions are held twice a week and are designed to help children become fluent and confident readers. The focus remains on three key areas: decoding, reading with prosody, and comprehension.

In Key Stage 1, children read books that are carefully matched to their secure phonic knowledge, ensuring they can apply what they've learned in phonics lessons. The sessions are structured to provide repeated practice, which helps to reinforce learning and build confidence. Small group settings allow for personalised attention and support.

The program also emphasises the importance of reading for pleasure, encouraging children to develop a lifelong love of books. By the end of Key Stage 1, children are expected to be fluent readers, ready to tackle more complex texts as they move into Key Stage 2

In addition to the reading groups above, the children will also access material from Head Start Primary. These texts feature a reading page and a separate activity for the children to complete. The texts closely follow the English National Curriculum guidelines and help to promote a love of reading whilst developing language skills and vocabulary development. They help to support independent learning and cover a wide range of genres. These can be used as whole class sessions, teacher led sessions or independent guided reading sessions depending on the ability of the child.

## **Year 2**

In year 2 the children continue to be exposed to a wide range of high-quality, engaging texts throughout their school day. This is further enhanced by D.E.A.R (Drop Everything and Read) on a Monday afternoon where the children are able to vote for their favourite story to be read by the class teacher. Little Wandle Reading Sessions and Fluency Reading Groups in Year 2 are designed to ensure children become fluent and confident readers. These sessions are held twice a week and focus on three key areas: decoding, reading with prosody, and comprehension. In Year 2, children continue to read books that are carefully matched to their secure phonic knowledge, allowing them to apply their phonics skills effectively. The sessions are structured to provide repeated practice, which helps reinforce learning and build confidence. Small group settings allow for personalised attention and support.

Additionally, the Fluency Reading Groups aim to build reading speed and accuracy. Using the Big Cat for Little Wandle Fluency books, children progress through different levels, starting from a reading speed of 60 words per minute and advancing to 120 words per minute. These groups help children develop the ability to read smoothly and with expression, enhancing their overall reading experience. By the end of Year 2, children are expected to be fluent readers, ready to tackle more complex texts as they move into Key Stage 2. The program also emphasises the importance of reading for pleasure, encouraging children to develop a lifelong love of books.

In addition to the reading groups above, the children will also access material from Head Start Primary. These texts feature a reading page and a separate activity for the children to complete. The texts closely follow the English National Curriculum guidelines and help to promote a love of reading whilst developing language skills and vocabulary development. They help to support independent learning and cover a wide range of genres. These can be used as whole class sessions, teacher led sessions or independent guided reading sessions depending on the ability of the child.

### **Class read:**

Every class across the school is read to by an adult on a regular basis, fostering a love for reading through exposing the children to high quality literature. Teachers are encouraged to choose challenging texts that will uncover new vocabulary and themes, opening up discussions around the language of books. These books are chosen based on the Academy Reading Spine. In addition to these, class teachers will also use a wide range of texts in order to captivate the children's love of reading.

### **Ensuring reading for pleasure**

*'Reading for pleasure is the single most important indicator of a child's success.'* (OECD 2002)  
*'The will influences the skill and vice versa.'* (OECD 2010)

We value reading for pleasure highly and work hard as a school to grow our Reading for Pleasure pedagogy.

- We read to children every day. We choose these books carefully as we want children to experience a wide range of books, including books that reflect the children at

Hillcrest Early Years Academy and our local community as well as books that open windows into other worlds and cultures.

- Every classroom has an inviting book corner that encourages a love for reading. We curate these books and talk about them to entice children to read a wide range of books.
- In Nursery/Reception, children have access to the reading corner every day in their free flow time and the books are continually refreshed.
- Children from Nursery/Reception onwards have a home reading record. The parent/carer records comments to share with the adults in school and the adults will write in this on a regular basis to ensure communication between home and school.
- As the children progress through the school, they are encouraged to write their own comments and keep a list of the books/authors that they have read.
- Each class visits the local library every half term where possible.
- Each year group has a library/reading nook area available outside of the classroom. Children across the school have regular opportunities to engage with a wide range of Reading for Pleasure events (book fairs, author visits and workshops, national events etc).

### **What we do if a child is not progressing**

We would do some or all of the following (in the most appropriate order for the child):

- assess the child to find the gaps in their understanding.
- provide appropriate support which may include intervention groups or additional in class support.
- speak to parents or carers and offer suggestions for support and strategies at home.
- involve outside agencies.

### **Phonics:**

As of January 2022, we follow the Little Wandle phonics scheme (See separate phonics policy). Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.

- [Assessment for learning](#) is used:
  - daily within class to identify children needing Keep-up support
  - weekly in the Review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.
- [Summative assessment](#) is used:
  - every six weeks to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the Keep-up support that they need.
  - by SLT and scrutinised through the *Little Wandle Letters and Sounds Revised* assessment tracker, to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place

### **Independent Reading:**

Children engage in independent, sustained reading. It provides an opportunity for pupils to read and enjoy a range of texts and to apply reading strategies. Each class has a dedicated,

exciting reading area containing a range of books and text types for children to access independently.

Every class should have a range of books including:

- Poetry.
- Fiction – the choice of books reflects the spread of interest and reading abilities across the class, for example picture books.
- Non-fiction – as wide a range as possible, including plenty linked to the subject areas being studied.
- Books from a range of cultures and in a range of languages interwoven through all collections – it may be appropriate to have some ‘focus’ boxes of books too.

### **Home reading**

- The decodable reading practice book is taken home to ensure success is shared with the family.
  - Reading for pleasure books also go home for parents to share and read to children.
  - We use the [Little Wandle Letters and Sounds Revised parents’ resources](#) to engage our families and share information about phonics, the benefits of sharing books, how children learn to blend and other aspects of our provision, both online and through workshops.

### **Spelling, Vocabulary, Grammar & Punctuation**

Opportunities for teachers to enhance pupils’ vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers should 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 should also teach pupils how to work out and clarify the meanings of unknown words and words with more than one meaning. References to developing pupils’ vocabulary are also included within the appendices.

Pupils should be taught to control their speaking and writing consciously and to use Standard English. They should be taught to use the elements of spelling, grammar, punctuation and ‘language about language’ listed in the curriculum. This is not intended to constrain or restrict teachers’ creativity, but simply to provide the structure on which they can construct exciting lessons.

Throughout the programmes of study, teachers should teach pupils the vocabulary they need to discuss their reading, writing and spoken language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching.

### **Spelling at Hillcrest Early Years Academy is developed through:**

- The systematic teaching of phonics in KS1 using the Little Wandle scheme and the recurrent teaching of spelling strategies
- Developing an increasingly wide knowledge of vocabulary and grammar which are taught implicitly and explicitly from Year 1 through to Year 2 using the appendices in the new National Curriculum.
- Regular dictionary and thesaurus work.

- Use of word banks and spell checks.
- Regular opportunities to identify and use spellings within a context and correct spellings.
- Talk 4 Writing working walls to display key vocabulary.

## 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).

As a school, we follow a Talk for Writing approach to teaching writing, which breaks down the writing process into 3 sections: Imitation, Innovation and Invention (see Hillcrest Early Years Academy Subject overview for a breakdown of our writing approach in different key stages).

Throughout the school we use 'Talk for Writing' (which includes the teaching of nonfiction texts as well as fiction and poetry) to help our children in many ways:

- To help make sense of and understand the world.
- To express themselves.
- To help develop speaking and listening skills.
- To develop their vocabulary.
- To develop writing and their understanding of writing structures.
- To understand the terms purpose, audience and genre.
- To become life long, confident story tellers.

At Hillcrest Early Years Academy, the skills of writing are taught through Talk for Writing. We use text maps and a boxing up process to help us internalise the text. We use coloured images, encourage lots of talk and require actions to be performed; most of which are decided by the children. We engage the children in lots of conversations about the stories and texts. We talk about what they like/dislike and why or what stories, books or films they are reminded of and why. This is 'Book Talk'. We also take part in lots of 'Writer Talk'. This is where the children focus on 'reading as a writer' and think about the different effects that the story or text has on them as a reader. We look at how the writer uses techniques and skills to create this effect. We all do lots of magpie-ing, this is where we identify words, phrases, skills and techniques that we like and then we play around with them before using them in our own writing. We look at the recipes for different stories and genres, use and identify the ingredients that could and should be included and use them to guide our own writing. We **capture** lots of ideas for our own stories and texts by using each other, film clips, pictures, interesting objects and other stimuli. We then choose the specific ideas we like. After planning out our own stories and text maps we set about writing them. We use a boxing up process again to help us and make sure we can say our sentences before writing them. After we write, we look to edit and improve our work by assessing our own and others writing. We look at what is green and celebrate this and what is pink and could be improved upon. Once we are happy with our writing we celebrate and spend time presenting and publishing them for all to see.

Writing at Hillcrest Early Years Academy is developed through:

### **Shared Writing**

This provides an opportunity for teachers to demonstrate writing, including the thought processes that are required. Teachers should make explicit references to genre features, as well as word and sentence level work within the context of writing. Pupils contribute to the class composition by sharing their ideas with partners, in small groups or using individual white boards. This is also the time when children are given the opportunity to discuss, verbalise and refine ideas before committing to print. With knowledge of text type from shared reading sessions, children should be able to generate a list of features that they would expect to use in any writing genre about which they have learned. This can be used by teachers and children alike as one way of assessing children's writing and their understanding of the purpose and organisation.

### **Guided Writing**

Children are given the opportunity to work as part of a small group to complete a piece of writing with the support and guidance of their teacher and peers. The group works together to begin a piece of writing and then continue independently whilst the teacher moves around the group and supports with individual needs as they arise. It is important that guided writing sessions are used with the range of abilities represented across the classroom and are planned carefully according to children's targets to promote progression in writing skills for all children.

### **Just Write**

Each week in KS1, all children take part in writing sessions called 'Just Write.' These sessions have a focus on the children working from a picture stimulus and allow them the freedom to take their writing in any direction. These sessions allow the children to build stamina for writing whilst also implementing key skills that they are developing each day.

### **Independent Writing**

Children should be given the opportunity for a range of independent writing activities which clearly link to whole class writing objectives. These tasks will need an identified audience, clear purpose and should cover all aspects of the writing process. Children should be given the opportunity to self-assess and peer-assess writing, linked to the learning objective/year group objectives and developed by the class as a whole or as part of the teaching sequence leading up to creating an extended piece of writing. Ideally, time to mark pupil's writing should be built into future lessons to allow children to go through their work with an adult, learning from their misconceptions and setting targets for future pieces of writing. As a school, we encourage cross-curricular writing opportunities where possible, using our rich and varied curriculum as an engaging stimulus for the children.

### **Handwriting and Presentation**

At Hillcrest Early Years Academy, children are taught to write legibly, fluently and at a reasonable speed. We believe a cursive style with correct letter formation must be taught as early as possible. From KS1 the children follow a Teach Handwriting Scheme (See separate Handwriting Policy). The Scheme takes a holistic view of teaching handwriting, developing both a child's Key Strengths (Gross & Fine Motor Skills) and Key Abilities

(Knowledge) from Foundation Stage through to the end of Key Stage 1. It's systematic, differentiated, and progressive approach supports children of all ability levels.

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

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing).

### **Inclusion**

In planning work the teachers will aim:

- to provide breadth and balance of language activities for all children
- to provide a differentiated English curriculum to meet the needs of all the children through the continuity of experiences
- to set suitable learning challenges for individuals or small groups of children
- to respond to pupils diverse learning needs
- to liaise with the Special Needs Co-ordinator to ensure that provision is made for all children with S.E.N.D
- to relate activities for S.E.N.D children to their individual targets and personal plans.
- to overcome potential barriers to learning and assessment for individuals and groups of pupils.
- to identify vulnerable groups who are not making expected progress and provide appropriate support.

### **SEN Provision**

Pupils identified as needing extra support in English will be given the appropriate help in the classroom. Providing for pupils with special educational needs should take account of each pupil's particular learning and assessment requirements and incorporate specific approaches which will allow individuals to succeed, such as using texts at an appropriate level of difficulty and planning for additional support.

### **EAL Provision**

At Hillcrest Early Years Academy, we are a very diverse community and have a high intake of pupils who do not hold English as a first language. Providing for pupils with English as an Additional Language should take account of each pupil's ability and grasp of the English language. Teachers should both differentiate planning for these children but also allow them the time to be immersed in the language, modelling high quality talk at every opportunity.

### **Roles (Head teacher, Teachers, Staff, Parents, Pupils, Governing Body)**

- Support the use of appropriate teaching strategies by allocating resources effectively.
- Ensure that the school buildings and premises are best used to support successful teaching and learning.
- Monitor teaching strategies in the light of health and safety regulations.
- Monitor how effective teaching and learning strategies are in terms of raising pupil Attainment.

- Ensure that staff development and performance management policies promote good quality teaching.

### **Subject Leader**

- To have an impact on raising standards of attainment for English across the whole school.
- Adapt and use the Programme of Study for English across the whole school that meets the needs of our children.
- To monitor the whole school and individual needs to be able to assess individual professional development opportunities and needs.
- To maintain the availability of high quality resources.
- To maintain an overview of current trends and developments within the subject.
- To ensure, together with the Principal and Assessment Lead, a rigorous and effective programme of moderation of assessments.
- To ensure a regular and effective programme of analysis of children's work sample monitoring is in place.
- To ensure a regular and effective programme of analysis of short-term planning is in place.
- To effectively manage any funding designated to English.

### **Class Teachers**

- Ensure the effective implementation of the New National Curriculum for English.
- Adapt and use the Programme of study for English across the whole school that meets the needs of our children.
- Make effective use of Assessment for learning within English.
- To ensure work is planned to enable all children to reach their full potential.

### **Teaching Assistants**

- To support the class teacher in the effective implementation of English.

### **Parents/Carers**

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- holding parents' evenings to discuss children's progress
- sending an annual report to parents in which we explain the progress made by each child and indicate how the child can develop their learning
- explaining to parents how they can support their children with homework and English learning.

### **Outcomes**

We strive to produce children who are fully literate and articulate, and are prepared for the next step in their educational journey and later life. Through engaging lessons, we aim to foster a love of English and language and an enjoyment of learning. We challenge children of all abilities in order to make good progress in all areas of the English National Curriculum. They are encouraged to have a Gem Powered Learning mindset and to develop the skills of

perseverance, independence and resilience. Through reading in particular, pupils are given a chance to develop culturally, emotionally, intellectually, socially and spiritually.

### **Monitoring and Evaluation**

This policy will be reviewed every two years by the English coordinator, in consultation with the staff, and as and when elements of English are identified or prioritised within the School Development Plan.