

Hinckley Parks Primary School



ENGLISH POLICY

Date Ratified:

Review Cycle:

Review Date:

Our ethos - At Hinckley Parks we strive to provide an inspiring and enthusiastic learning environment. We recognise that education is a life-journey and ensure that we support children and teachers at all times to enjoy learning together.

Mission Statement

Enjoy Learning Together

Leader:

Governor Link:



At Hinckley Parks we aim to help the children to develop an understanding that the written word is a representation of the spoken word, and that both have a variety of forms related to purpose. We understand that language is the main instrument, both written and spoken, for learning throughout the curriculum.

We recognise that English skills not only empower children to communicate creatively and imaginatively, but also enable them to develop skills and attitudes which they will use, enjoy and benefit from into adult life.

Aims.

We aim to develop pupils' abilities through an integrated program of work involving speaking and listening, reading and writing. Children will be able to acquire these skills through the implementation of the National English Strategy as well as through cross-curricular studies.

AT HINCKLEY PARKS PRIMARY SCHOOL WE ENCOURAGE CHILDREN TO BE ABLE TO;

- Read, write and speak with confidence, fluency and understanding.
- Develop an interest in books and to read for both enjoyment and information with increasing fluency and understanding, using a wide range of strategies to self monitor and correct. All children in the school have access to a wide range of quality texts both Fiction and Non-fiction.
- Develop an interest in writing and to write for a range of purposes displaying appropriate knowledge and use of skills learnt in relation to vocabulary, grammar and spelling.
- Write legibly and neatly using the school's handwriting scheme.
- Be able to discuss their own reading and writing, expressing opinions, explaining techniques and justifying preferences, about a wide range of fiction and non-fiction texts, using technical vocabulary when appropriate.

AROUND THE SCHOOL, CHILDREN CAN BE SEEN;

- Working as individuals, with partners and in groups of various sizes, helping them appreciate the need to consider the range of audiences for which their work is intended.
- Listening to the views and opinions of others and responding appropriately. This will include discussing aspects of English learning, interacting with both adults and other children contributing to discussions, offering positive criticisms leading to the improvement of reading and writing.
- Working with a sense of urgency and pace in a well structured learning environment, showing the need and desire to make progress and respond to challenges.



THE LEARNING ENVIRONMENT.

The environment of Hinckley Parks will support and enhance the teaching of English in the following ways;

- Where possible, there is in each area a book corner which each child can have access to;
- Children's' work is well presented and clearly labelled;
- Collections of words of all kinds eg. families, high frequency words, are displayed around the classrooms;
- Displays are interactive whenever possible;
- Resources are easily accessible;
- Class story is a regular experience;
- A wide range of writing implements and papers are available.

Throughout the school teachers show that they;

- Have a clear grasp and understanding of the objectives being taught, sharing these with the children at the beginning of every lesson or activity.
- Have high expectations for all children, regardless of age or ability.
- A range of teaching strategies are used including,
 - Direction,
 - Demonstration,
 - Modelling,
 - Scaffolding (ie. providing a structure for the child to work within)
 - Explanation,
 - Targeted Questioning,
 - Initiating and guiding exploration,
 - Discussing and challenging ideas generated by the children.

Teachers at Hinckley Parks can be seen to listen and respond to children in a sensitive and supporting manner, discussing and evaluating children's successes.

THE ENGLISH CURRICULUM WILL BE DELIVERED THROUGH A VARIETY OF TEACHING METHODS AS APPROPRIATE INCLUDING;

- Whole class work,
- Group activities,
- Paired work,
- Individual work,
- Accelerated learning,
- Opportunities for discussion

Where it is possible provision will also be made to support children who have particular learning needs in small groups out of the classroom.



PLANNING.

- Planning is based around the objectives and requirements of the National English Strategy.
- Planning ensures that lessons are well paced and that the challenges set will drive children forward in relation to their own learning.
- Opportunities for differentiated work targeted at particular groups of children will be an integral part of this planning.

PLANNING FOR ENGLISH IS ACHIEVED THROUGH

- Yearly planning within year groups,
- Medium-term planning in year groups,
- Weekly plans with year group partners or individually,
- Daily, individual plans.

Teachers work together to plan the overall English programme for the school, ensuring balance and progression across all Key Stages, using the English Framework.

Staff meetings are used to discuss the English curriculum and to ensure consistency of approach, standards and expectations.

DURING THE COURSE OF PLANNING TEACHERS AIM TO

- Match plans to the requirements of the N.E.S. and the needs of the children; identifying the appropriate teaching and learning strategies required.
- Provide a systematic, year by year, term by term approach to the teaching of phonics and spellings.
- Make provision for cross- curricular links where appropriate or necessary.
- Provide balance and variety both in content and opportunities for learning in the classroom.
- Assess and plan for the specific needs of all of the children in their class.

TIME ALLOCATION.

- There are five allocated English hours per week.
- There is also provision for extended writing sessions across the school.
- There are allotted times for individual quiet reading which vary throughout the school.
- Library times, additional spelling, handwriting and drama sessions may also take place outside the English Hour.

HOMEWORK.

Homework is set regularly throughout the school. The aim of the homework is to consolidate and extend skills learned in the classroom . For all children this would include regular reading practice and for most it would include the learning of targeted groups of spellings. Other work based on text level, word level and sentence level will be set when appropriate and necessary.

CROSS-CURRICULAR LINKS.

The skills taught in English lessons are also to be applied across the curriculum and the expectations of teachers should be the same as if the work was being done as part of the English hour. There are many opportunities for excellent cross-curricular work and teachers utilise them whenever possible.



ICT.

ICT is used to support and enhance the teaching of English.

Teachers use ICT as a tool for teaching and the children are also able to access opportunities to broaden their learning experience.

TARGET SETTING.

Targets are set throughout the school. These may be individual targets, or group targets. The children are aware of them and they are regularly reviewed and assessed.

The targets relate mainly to writing and reading.

ENTITLEMENT AND EQUAL OPPORTUNITIES.

Each child regardless of race, age, gender, creed or level of ability should have access to an English Curriculum that aims to equip them with the skills to enable them to not only become effective communicators but also derive enjoyment from speaking, listening, reading and writing.

The school will endeavour to do this by ensuring that ;

- All children cover the content made statutory by the programmes of study within the English framework and the national curriculum.
- Children access this curriculum at the appropriate level thus ensuring progression and differentiation.
- Suitable resources, learning environments and opportunities will be provided to enable this access.

SPECIAL EDUCATIONAL NEEDS

Hinckley Parks Primary School aims to address the provision and requirements for children with special educational needs in English by;

- Providing differentiated activities to support less able and to extend the learning opportunities of the more able.
- Making provision in English for pupils with special educational needs by addressing targets on I.E.Ps. (Individual Education Plans). This is mostly addressed within small group situations with the support of Learning Support Assistants
- Consulting outside agencies where necessary to assess children's educational and emotional needs and by then using this information to inform future planning and support needed.
- Keeping parents informed of progress by the class teacher through formal/informal consultations and review meetings as and when appropriate or necessary.
- Class teachers making periodic reviews of the child's progress.
- Where funding is available, the school will support small groups of children through the provision of intervention programmes.

RESOURCES.

- The resource needs of the English curriculum will be met by the provision of centrally stored sets of books relating to the English Framework.
- Within classrooms additional reading materials are kept. These include books stored in reading corners, big books, phonic games and other materials. All children have access to the school library.



ASSESSMENT AND RECORDING.

- This is made through formative assessment by class teachers on a daily/weekly basis. Assessments are used to inform future planning.
- This information is also be used to move children on to the next stage of learning.
- Children receive immediate feedback on their work through the use of the school marking scheme.
- Informal tests may be made by the class teacher throughout the year to assess children's understanding of work already covered.

MONITORING AND EVALUATION.

- Formal assessments are made using the Symphony Assessment Scheme.
- This enables cohorts to be compared and issues such as gender to be studied closely.
- Moderation exercises take place to ensure consistency in levelling pieces of writing across the year groups.
- Termly work scrutinies take place involving the English co-ordinator, other members of the senior management team and the head teacher. Feedback from these scrutinies is given to the staff.
- Lesson observations are undertaken by senior staff members and staff involved given feedback.

PARENTAL, GOVERNOR AND COMMUNITY INVOLVEMENT.

Parents are made aware and informed about their child's progress through parent meetings with class teachers. A written report is sent home once a year.

Parents are encouraged to become involved in their children's learning by;

- hearing their children read regularly,
- helping their child with homework,
- assisting in the learning of spellings,
- being aware of their own child's English targets.

The governing body is kept informed of current issues and work being done by the school and the English co-ordinator and lessons are observed as part of a rolling programme. The English Governor and the English co-ordinator liase at regular intervals to discuss the development of English within the school.



HINCKLEY PARKS PRIMARY SCHOOL-WRITING POLICY.

APPENDIX 1.

At Hinckley Parks Primary School we aim to nurture and foster children's ability to enjoy writing and to realise the value of being a writer. Primarily, children will be given opportunities to acquire these skills through the National English Strategy but also through cross curricular writing.

AIMS.

- To enable all children to write independently and with purpose; thereby communicating meaning to the reader.
- To display appropriate knowledge and use of skills in vocabulary, grammar and spelling.
- To encourage creativity and clarity in writing.
- For children to use adventurous and wide ranging vocabulary.
- To be able to plan and review their own writing, leading to critical self-evaluation of work done.
- To understand the link between writing and reading.

These aims are intended to be achieved by the end of year 5 with the foundation work beginning in the 4+ and carrying on throughout the child's time at Hinckley Parks.

ORGANISATION.

- All children have a daily, dedicated English time. Within this time skills connected to grammar, spelling and punctuation are learnt.
- Year 1-Year 5 have daily English hours.
- Where possible, time is allocated to extended writing outside of the English Hour in order to practise and extend skills already.
- Writing also takes place across the curriculum giving the children more opportunities to utilise their skills.
- Where possible, children work in ability groups supported by teachers and learning support assistants.

PLANNING.

- All weekly and medium term planning is mainly based on the scheme of work in the English strategy.
- Teachers have high expectations for the children they teach.
- Planning leads to well paced interactive lessons.
- Opportunities for writing are included in all year groups' medium term plans reflecting the genres covered by the Strategy.
- Teachers co-operate in year groups to make this planning effective.
- This planning ensures that there is balance and progression throughout the school in terms of the acquisition of writing skills.
- The English co-ordinator is able to scrutinise these plans on a half-termly basis.



TEACHING AND LEARNING.

Clear objectives are set for all writing activities which aim for high levels of motivation and active engagement for pupils. This gives focus and direction to the teaching. Suitable resources and learning environments are available to enable children access to the learning required. At Hinckley Parks teachers model the writing process and they also teach the skills needed for composing, spelling and handwriting both with the class as a whole, or to small groups.

Grammar and Punctuation, Spelling and Phonics and Hand writing are all taught as skills which enable the children to become accomplished writers.

To achieve this teachers use a wide range of teaching strategies including;

- Direction,
- Demonstration,
- Modelling,
- Scaffolding,
- Explanation,
- Questioning,
- Investigating ideas,
- Discussing and arguing,
- Listening to and responding to.

There are also opportunities to engage in;

- Whole class work,
- Group work,
- Paired work,
- Individual work.

KS1 - Spelling, phonics and hand writing are taught to complement the development of independent writing.

KS2 - Skills of planning, drafting, revising, proof reading and the presentation of writing are taught.

SEN

- Their English needs are based on their IEPs, but opportunities for a wider range of writing are engaged in whenever possible.
- Outside agencies are used to assess children who are perceived to have specific difficulties in writing such as dyslexia.

THE ENGLISH ENVIRONMENT.

Around the school the environment supports and enriches the teaching of writing.

Displays include;

- **Examples of children's own writing** and also writing modelled by the teacher. Invitations to read and write for specific purposes-serving as good models for the children to use in their own work,
- **Notes, diagrams, labels** and other prompts which remind children of the writing process,



accessible prompts and check lists to support the organisation and structure of writing.

- **Cross-curricular topic vocabulary** and banks of favourite words and phrases.
- **Dictionaries and Thesauruses** are available in all classrooms for pupils to use.
- **Alphabet strips** are on display particularly in the Early Years.
- Spelling is supported with **word families and word walls** displayed; try a word books used when appropriate.
- Lastly children further their learning by **actively engaging** with the prompts and displays, adding to them and developing them as progressive and cumulative support systems.

LINKS TO OTHER CURRICULAR AREAS.

Writing is implicitly linked to all other parts of the curriculum. There are opportunities for children to consolidate and extend their skills writing for different audiences and purposes.

The expectations in terms of attainment that we have at Hinckley Parks in English also extend to other curriculum areas.

ICT is used to support the teaching of writing skills; it is an important tool and for many children can facilitate the physical process of writing.

PARENTAL AND GOVERNOR INVOLVEMENT.

- Parents support the school's home school agreement by ensuring that homework is completed and returned..
- They attend the twice yearly parents evenings to be informed of their child's progress
- The English governor makes formal and informal visits to the school to form an overview of English within the school. The English co-ordinator and the English governor liase in order to discuss the development of English at Hinckley Parks.
- The English governor is invited to join with the Head, the English co-ordinator and other members of the senior management team to undertake termly work scrutinies to ensure standards are being upheld within the school with regards to writing.

ASSESSMENT, RECORDING AND REPORTING.

- Pupils are individual targets for writing which will ensure progression.
- Samples of writing are assessed on a termly basis and the levels (with qualifiers) will be entered into each year group's cohort file.
- There are opportunities for the whole staff to take part in moderation exercises which compares samples of work against National Curriculum Attainment levels, thereby ensuring consistency in assessments.
- Daily/weekly formative assessments are made by teachers about their children's writing abilities.
- These assessments inform future planning and ensure that next steps are taken.
- Parents are informed of their children's progress through twice yearly parental consultation and annual written reports.

RESOURCES.

Resources to encourage and facilitate the children's abilities to write and to enjoy writing are kept throughout the school alongside other English resources.



HINCKLEY PARKS PRIMARY SCHOOL-READING POLICY.

Appendix 2

At Hinckley Parks we aim to help the children to learn to be proficient and enthusiastic readers. Through their reading we hope to encourage imagination and creativity, as well as engaging with the world at large. We hope that they will take the skills and attitudes that they have learnt and enjoy and benefit from them in adult life.

AIMS.

- For all children to develop an interest in books that stays with them into adulthood.
- To read for enjoyment and information with increasing confidence, fluency and understanding, using a wide range of strategies to self monitor and correct.
- To allow all children, irrespective of ability, to have access to a wide range of quality texts both fiction and non-fiction.
- For children to be able to discuss their reading, expressing opinions and justifying preferences.
- To have an interest in books and read for enjoyment.
- To have an interest in words, their meanings; developing a growing vocabulary which can be applied in both written and spoken forms.

This is done within the context of a broad and balanced curriculum, with English being taught across the curriculum but mainly within the context of the English hour.

TIME ALLOCATION.

Reading skills are taught within the shared text part of the English Hour.

These skills are reinforced and built upon during regular guided reading sessions throughout the school. These sessions may take place within the English Hour or at another time during the school day, but happen according to the requirements of the strategy.

Individual reading times, when children read to the teacher with their own reading book take place at least once a week in KS1 but in KS2 increasing emphasis is placed on teaching skills through guided reading sessions.

Times will be set aside for children to read independently leading to sustained concentration and ultimately, the ability to get lost in a book.

Where possible classes will utilise the library to learn library skills.

PLANNING.

All short term planning for the English Hour includes details of objectives for the teaching of reading both in the shared text section of the hour and in Guided Reading sessions.

Medium term planning also reflects the aims and objectives of the strategy.

Teachers plan in year groups to ensure consistency and progression.

There should be a balance between the reading and use of fiction, and non-fiction texts. Children should have opportunities to access both text types.

The English co-ordinator is able to scrutinise all plans on a regular basis.



TEACHING AND LEARNING.

- Much of the teaching is whole class or in small groups but individual teaching takes place where it is necessary.
- The objectives for this learning are made clear and should aim to raise expectations both for the teacher and the child.
- Suitable resources are available and the quality of the learning environment should be an important consideration.
- The relationship between reading and writing is made explicit.

Strategies used by the teacher to facilitate learning might include;

- Demonstration,
- Modelling,
- Scaffolding,
- Explanation,
- Questioning,
- Discussing and arguing,
- Listening to and responding to texts.

The teacher may choose to work in several different ways:

- Whole Class,
- Groups,
- Paired Work,
- Individual work.

SEN.

Their English needs are based on their IEPs but they still have access to a wide range of reading materials both fiction and non-fiction.

The Reading Environment.

Around Hinckley Parks the emphasis is on raising the profile of reading in the following ways:

- Promotion of interesting and lively book corners where a good range of books is on display,



APPENDIX 3

Aims.

The ability to express oneself quickly and accurately on paper is a necessary part of life today. To spell correctly is an essential part of this process. At Hinckley Parks we aim to enable children to develop this essential life skill so that it becomes an integral part of their learning. We wish to enable the children to write independently; encourage creativity and the use of more ambitious vocabulary; develop and teach the children to use strategies for spelling confidently and to enhance skills of proof reading.

THE NATURE OF SPELLING.

- The ability to spell easily enables children to become more effective writers.
- Spelling that can be done without extra thought and effort means that more energy can be put into the content of work.
- Children who can 'spell' take responsibility for spelling words correctly-they try to ensure that they use a variety of strategies to ensure that spellings are correct.
- They can identify words which do not look right and can use a dictionary to check unknown words.
- Learning to spell is a process of working out the patterns and systems which exist in the English language and applying them to new words.
- Learning to spell is not just learning lists of words, it is also a process of learning to apply different strategies appropriately.
- Spelling is a thinking process, not a rote learning task.

SPELLING DEVELOPMENT.

The phases of spelling development are;

Preliminary Spelling.-Random letters used to communicate meaning for the child.

Semi- phonetic Spelling.-Use of initial consonant to represent a word.

Phonetic Spelling.-Learning to encode the letters of the alphabet at the beginning and ends of words.

Learning to encode the initial and final digraphs and blends.

Learning to encode the medial digraphs. eg. ar, ee, oo ,etc

Transitional Spelling.

Knows how to encode the medial digraphs (as at the phonetic stage) but is also beginning to know when to use , for example, ee or ea.

Visual Spelling.

Beginning to remember and generalise about visual letter patterns eg. air, tion, earn, ious, ough, etc.

Mature or Independent Speller.

Can use a full range of cues, has knowledge of rules, derivations etc. Spelling including that of complex words is usually correct.



School Policy and the National English Strategy.

The structure for the teaching of spelling in our school is based on the outline provided in the National English Framework. This approach is structured and progressive and allows children to develop a deeper understanding of the patterns and systems that are used in spelling. Across all Key stages hand-writing is to be taught in conjunction with spelling because of the close links between the two.

Key Objectives for Spelling.

Teachers at Hinckley Parks Primary School assess individuals' work and then identify the stage at which the child is functioning. This will not necessarily be appropriate to their age group. Children can then be broadly grouped according to ability and provided with activities linked to the stage at which they are working. In addition whole class activities take place in order to meet the requirements of the National English Strategy.

At KS1 - children learn to spell high frequency words appropriate to their spelling ability.

They become familiar with the relationship between sounds and letter patterns.

The teaching of spelling is reinforced by the use of Progression in Phonics on a systematic basis from Foundation Stage upwards. This provides close links with reading.

Foundations are laid when the children enter the 4+ unit through the use of the Ruth Miskin scheme in the first term.

All KS1 children engage in the following activities on a regular basis; puzzles, rhymes, actions, games, creative work etc.

At KS2

Spelling forms an essential part of the word work element of the English hour when new strategies are taught to help them to spell independently.

Letter strings, word families, root words, suffixes, prefixes, rules or word derivations are introduced, practised and/or revised.

Children are given opportunities to work in pairs, groups as well as independently.

At KS2-children need to continue to develop accurate spelling of high frequency words and learn to spell medium frequency words.

They need to investigate the relationships between word structure and spelling.

SPELLING STRATEGIES.

The spelling strategies to be taught across KS1 and KS2 are;

Learning by sight;

- seeing words within words,
- inventing calligrams-words which include some sort of pictorial connection. eg. look.

Learning by sound;

Changing the sound of the word by exaggeration or mispronunciation,

- Making up mnemonics,



- Saying letter names in rhythm,
- Beating out syllables.

Learning by movement;

- Tracing letters with a finger,
- Writing the word with eyes shut.

By **analogy** - linking new words with known words.

Investigating the **origin** of words-**derivation**.

Removing/adding prefixes and suffixes to show how words are constructed from roots.

Making **trials of spellings** (Have a go.)

Look, Read, Cover, Write and Check.

Children will also be given **spelling lists** to learn. For some children this will in the form of a **spelling wall**.

Children are also to be given the opportunity to use the **'Spell-Check'** option when word processing.

ASSESSMENT, RECORDING AND REPORTING.

The most appropriate means of collecting evidence of children's spelling abilities in order to make assessments and inform future planning is through-

- **Daily observations,**
- **Marking of work.**

When marking staff are asked to correct only those words which you might expect that child to know-three at most to be picked out and corrected. It is counter productive to insist that a child corrects all mistakes when they are developing fluency in writing. Other words which a child might not be expected to know are to be written over or near the mis-spelt word. Sympathetic, constructive marking increases 'risk-taking' in the use of more interesting vocabulary and gives the pupils the opportunity to generalise about letter patterns learned and how to apply them to new words.

- **Discussions with children regarding strategies,**
- **Spelling test scores,**
- **SATS spelling test Y2-Y5,**
- **Scrutiny of a piece of English work** in November, March and June). This work is then kept as evidence of children's attainment.

REPORTING

Results of assessments are discussed with parents at Parents' Evenings in March and October.

Results of Statutory and optional SATS are included in the child's yearly report.

Any concerns are passed on to the English co-ordinator.



MONITORING AND EVALUATION.

The standards and quality of the teaching and learning of spelling is monitored in the following ways;

- Scrutiny of all test results,
- Provision of adequate resources.
- Dissemination of knowledge from INSET.
- Work sampling,
- Lesson observations.
- Regular policy review.

All teachers in the school are involved in monitoring and evaluating children's progress.

The English co-ordinator and the head teacher are responsible for other aspects of monitoring and evaluation. The curriculum sub-committee of the governing body report to the governors and parents on standards and progress in spelling.

SPECIAL EDUCATIONAL NEEDS.

Some children experience more difficulties than others in their journey towards becoming an accomplished speller.

This is particularly true of children who have specific learning difficulties.

A number of approaches are used to support progress; these include more individual time with an adult, specific guidance in how to learn spellings, structured homework-with parents supporting and becoming involved.

In some cases the Learning Support Service may be consulted and their expertise made use of.

HOME/SCHOOL LINKS.

At Hinckley Parks we recognise that parents have an active part to play in all aspects of their children's learning and can be of enormous help in helping their children to learn how to spell. Their continued support is much valued and appreciated.

RESOURCES.

Resources are kept in Year group areas in KS1.

In KS2 resources are kept in classrooms.



APPENDIX

AIMS

Children at Hinckley Parks need to be able to;

- Communicate effectively in a wide range of situations; showing an ability to speak with increasing confidence, clarity and fluency.
- Participate in discussions and debate in a variety of contexts.
- Listen to the views and opinions of others with increased interest.
- Articulate ideas and thoughts clearly with appropriate tone and vocabulary-showing an increasing awareness of the audience to whom the spoken word is directed.
- Respond to questions and opinions appropriately.
- Retell stories and poems which are known by heart.
- Ask questions which are relevant and which show some degree of insight.

ENTITLEMENT

The children at Hinckley Parks have access to a wide range of speaking and listening opportunities that include:

- Talking about their own experiences; retelling events or reporting on a sports match for instance.
- Participating in discussion and debate. For example as part of personal, social and health education.
- Talk with peers, to enable them to express and clarify ideas both before and during writing.
- Retelling stories and poems.
- Expressing opinions and justifying ideas.
- Listening to stories read aloud.
- Presenting ideas to different audiences.
- Taking part in at least one class assembly each year, year group productions and also to contribute to assemblies which have a central theme such as Harvest or Christmas.
- Responding to different kinds of texts.
- Talking to adults in school including visitors.
- Listening to ideas and opinions of adults and peers.
- Role play and other drama activities across the curriculum.

It is our intention to provide these opportunities across the whole of the curriculum.

TEACHING AND LEARNING.

The teachers at Hinckley Parks provide a range of contexts for speaking and listening throughout the school day.

Teachers and other members of staff model **clear speech** to the children.

The essential features of clear and effective speech are;

- Clear diction,
- Reasoned argument,
- The use of imaginative and challenging language,
- The use of Standard English.

The need for **careful listening** is stressed and teachers again model this to the children.



The need to respect the views of others by listening and responding in an appropriate way is a vital part of the learning.

Teachers encourage children who are sensitive or reticent to participate; all contributions being acknowledged and appreciated.

Learning takes place throughout the school in a variety of situations and settings.

These include;

Role Play-particularly in the Early years,

Listening to instructions,

Reading aloud,

Participating in a class assembly,

Reading play scripts,

Sharing opinions about topics such as Healthy Living,

Working as part of a group on an investigation in Science,

Acting as a guide for a visitor to the school,

Responding to a text in shared or guided reading,

Preparing and reading a match report in assembly.

Resources - Teachers have access to a range of resources to support the teaching of speaking and listening activities. These are kept within the appropriate key stage areas.

Planning across the curriculum includes opportunities for speaking and listening. PHSE (Personal, Health and Social Education) -is an area which particularly lends itself to opportunities for speaking and listening.



HANDWRITING AT HINCKLEY PARKS PRIMARY SCHOOL APPENDIX 5

AIMS

At Hinckley Parks we aim for all children to be able to write in a neat legible style and that by the end of year 4 all pupils are able to write in a fluent, joined style with these skills transferring to other areas of the curriculum..

PLANNING.

Short term planning includes regular slots for the teaching and practise of handwriting .

The specific termly objectives for each year group as set out in the National English Strategy form the basis for this planning.

Hand writing is linked to the teaching of spelling and at Hinckley Parks we follow 'The PenPals Handwriting Scheme' which is based on links between these two areas of English.

TEACHING AND LEARNING.

Clear objectives are set for all hand writing sessions. Learning objectives are made clear and pupils can be seen actively engaged in improving their skills.

Handwriting is **modelled** by the teacher with the children closely following the examples shown.

Suitable **resources and equipment** are available as needed.

In the Early Years the focus will be on correct **letter formation** and effective **pencil grip**.

By the end of year 2 pupils can be seen practising the **four basic handwriting joins** and also applying these skills to their own writing.

By the end of year 3 pupils at Hinckley Parks can be seen to write using letters of **consistent size and proportion**. Speed, fluency and legibility have developed.

By the end of year 4 children use **joined handwriting** for all writing except where other forms are required.

By the end of year 5 all pupils are using **pen** for all writing. **Speed, fluency and legibility** are of a good standard.

Policy	
Reviewing Committee	<i>Senior Management Team Governing Body</i>
Last Reviewed	
Ratified by Governing Body	