Park Hill School English Statement of Intent

PARK HILL'S ENGLISH VISION

Teaching English language and literature is a vital aspect of every child's education. At Park Hill Primary School, we believe in a high quality, creative English curriculum that gives children the best possible opportunities to become confident, literate, successful members of society. We believe the development of English is central to improving a child's life chances. Furthermore, our teachers have high expectations for all children and we strive for all children to become fluent and eloquent speakers, passionate readers and imaginative writers before they continue their educational journey. A love of reading and writing for pleasure is promoted within and outside school and children understand the importance of writing for a purpose or audience. Our quality, challenging and enjoyable texts are used throughout school to engage children and bring cross-curricular learning to life. English links to our Park Hill values as children demonstrate resilience and aspiration within their writing and compassion, community, equality and respect are identified by children when reading cross-curricular texts.

PARK HILL ENGLISH CURRICULUM

At Park Hill Primary School, we provide teaching and learning opportunities to develop all areas of English: spoken language; reading; writing and spelling; performance; punctuation and grammar. Our commitment to inclusion and equality of opportunity is demonstrated through the range of strategies we employ to ensure engagement in lessons of our pupils.

Spoken Language and the Oracy Framework

At Park Hill, particularly because many of our pupils begin their school life without the oracy skills appropriate for their age, we recognise the importance of spoken language in the development of reading and writing and, indeed, of the whole individual. The skills of speaking and listening are explicitly taught and children are given a wide range of opportunities to practise these skills and develop confidence and competence.

Oracy can be described as a combination of learning to talk and learning through talk. At Park Hill Primary School, there is a shared understanding of how talk supports learning and children's social development. We believe that developing oracy, throughout primary education, provides our students with vital life skills. We aim to encourage and develop fluent speakers, who are confident to communicate, debate and present in a wide range of situations.

At Park Hill Primary School, we use the Oracy Framework which was developed by The University of Cambridge (Alexander, 2004; Mercer, 2020) and Voice 21. This framework breaks oracy into four strands:

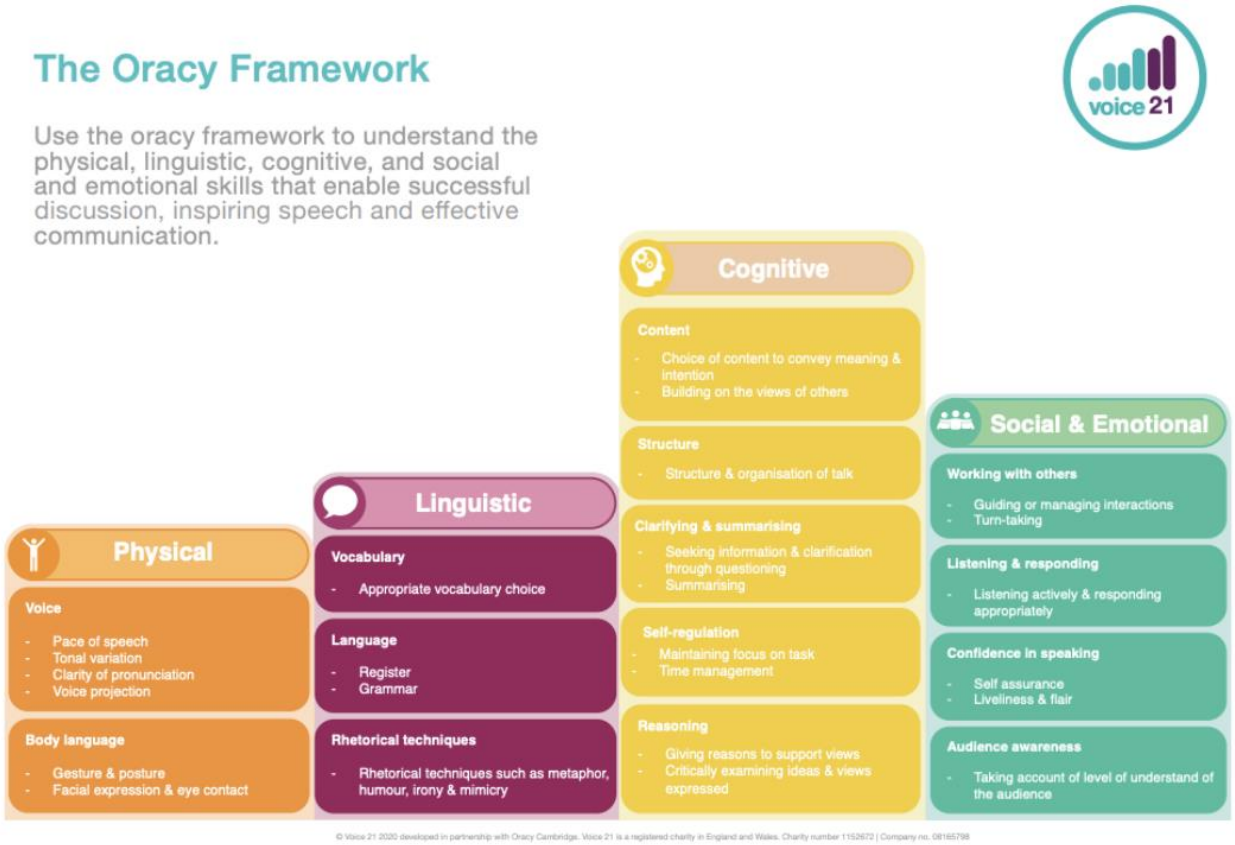
- Physical
- Cognitive
- Linguistic
- Social and Emotional

This frameworks allows staff and pupils to understand what makes good spoken communication. The four strands enable successful discussion, inspiring speech and effective communication. The framework is used by staff to give feedback and assess progress. Pupils use the framework to self-assess, peer-assess and talk about talk.

Throughout the school, children talk about their learning, developing ideas and understanding through discussion, asking questions, being able to listen carefully to others' views and giving them time to respond, sometimes challenging others' viewpoints, negotiating with others in group work and considering a range of viewpoints. Talk partners are often used as a strategy to encourage discussion in lessons. Relevant tier three vocabulary is explicitly taught in lessons across the curriculum so that our children's knowledge and understanding of vocabulary increases. Talk for Writing, which is used in EYFS, KS1 and Lower KS2 in order to embed key vocabulary in children's minds, is one such method that is employed on a regular basis.

For younger pupils, opportunities to develop their spoken language include role play within the indoor and outdoor learning environments. Within these, children can explore language in contexts such as a garage, a hairdresser's salon or a café. As the children become older, opportunities are extended with the children preparing to speak to an

audience using computer presentations or posters as prompts. Children in Year 6 learn to use spoken language in a formal debate.



Spoken language is also developed through drama activities as children improvise, refine and rehearse scripts and learn to present these to an audience – for example – in their class assemblies. Rehearsing ideas through role play and spoken language enables children to explore different genres, identify with characters and develop vocabulary. Teachers often use this approach as preparation to improve the quality of written work.

During the year, to ensure that oracy skills are discretely taught and promoted, we run an oracy week where children are encouraged to showcase their oracy skills and spoken communication through activities such as debates, news reports, chat shows, interviews, negotiation, following instructions, video diaries/VLOGS and/or mock trials.

Every fortnight, a talk homework topic (based around a UNICEF article) is sent home for the children to talk about with their families and then come back into school to discuss with their teachers and peers.

We promote respect towards all languages and dialects that children may bring into school with them. We value all languages and recognise home languages as a stepping-stone to progress in the use of English.

READING

Intent

At Park Hill School, our aims relate to the two strands of reading found in the National Curriculum programmes of study:

- Word reading
- Comprehension (both listening and reading)

We aim to:

- Enable children to be able to speedily recognise familiar printed words and also to be able to speedily work out the pronunciation of unfamiliar printed words.
- Equip children with a range of reading strategies, enabling them to read for meaning in a variety of different contexts, as well as being able to understand, describe, select or retrieve information, events or ideas from texts.
- Equip children with the critical skills of analysis, enabling them to deduce, infer or interpret events or ideas from texts. Furthermore we aim for children to be able to identify and comment on a writer's use of language as well as their purpose and viewpoints and its overall effect of the text on the reader.
- Encourage the children to read widely across both fiction and non-fiction so that they develop their knowledge of themselves and the world they live in and in order to develop their vocabulary by exposing them to words in texts they would rarely hear or use in everyday speech.
- Equip children with a life-long enthusiasm and enjoyment of texts in all of their forms.
- Equip children with the ability to read aloud and perform play scripts and poems, showing understanding through intonation, tone, volume and action.

In addition, we aim to provide opportunities for children to relate texts to their social, cultural and historical contexts and literary traditions.

Implementation

At Park Hill, reading is taught as a separate lesson from writing. However, we link reading and writing activities so that often the same genre is being taught in both lessons. The children are taught reading skills, which are based around progression statements connected with:

- Decoding and blending (EYFS/Year 1)
- Recognition of 'tricky' words on sight (for EYFS, Years 1 and 2)
- Retrieval of information from a text
- Interpretation of information
- Prediction of what might happen next
- Commenting on the writer's use of language, structure and presentation
- Performance of a text
- Discussing what is read and justifying their views
- Identifying the writer's purpose and viewpoint (for Years 3 upwards)

Reading is taught daily, separate from the writing lesson. We use a wide selection of challenging fiction, non-fiction and poetry texts, which are linked with each other and often based around the year group's humanities topic. Tier three language is embedded within the curriculum and reinforced in reading and writing which develops recall and moves knowledge into the children's long term memory. In the reading lessons, teaching takes place on a whole class basis with one text being used by the whole class; in ability groups; on a 1:1 basis and independently, including using the Lexia intervention program (EEF supported). The lowest 20% of our children (including those on the SEND register) receive 3x weekly Lexia interventions which focus on extra phonics, word recognition and comprehension.

Park Hill Primary School is working to embed many of the elements proposed by Doug Lemov's *Reading Reconsidered* (2016). We strongly feel that the research and its 'fundamentals' linked to the rigorous teaching of literacy will greatly benefit children. The importance of tier two and three vocabulary and emersion in quality texts is imperative when teaching children who use English as an additional language (Bringing words to Life, *Beck et al, 2002*).

Class Novel

Each class has a class novel, which the teacher reads aloud to the class for a short time every day. The texts chosen are designed to provide some challenge for the children and are above the independent reading ability of the majority of the children in order to expose the children to a new and rich vocabulary.

Reading at Home

At Park Hill, we use book banding to ensure children read age-appropriate texts and as one of our tools to monitor progress. Children have access to a wide range of age-appropriate texts. All children in the school are expected to read at home on a daily basis and to return their reading diaries with comments on books read at least once a week. Children are expected to complete at least five diary entries each week.

Balsall Heath Library (currently closed until 2027 due to refurbishment)
We have close links with our local library, Balsall Heath, and are often involved in projects with them. We make regular visits to the library and the librarians sometimes come into school to speak to the children to help promote a love of reading and make them aware of the library's facilities.

Early Reading - Phonics and Spelling
In order to teach phonics, in Foundation and Key Stage 1, we use a focused teaching strategy called Sound! Start Phonics *for Letters and Sounds* which has been accredited by the Department for Education. Teachers and teaching assistants provide extra practice through the day for the children who make the slowest progress (the lowest 20%). Phonics is taught through 6 phases:

- Phase 1 supports the development of speaking and listening
- Phases 2-5 are a systematic approach to phonics teaching and word recognition skills
- Phase 6 focuses on word – specific spellings and the rules for spelling alternatives

Phonics is taught as a discrete lesson for 30 minutes on a daily basis. Two lessons are centred around reading skills, two around writing skills and one is concerned with common exception words. It is always taught as a whole class lesson, although activities are differentiated.

For those children who have not been successful in the Phonics Check by the end of Year 2, there is continuing phonics provision in Key Stage Two. During Key Stage Two, children are taught the spelling rules and patterns appropriate for their year group in accordance with the National Curriculum; they are also taught the words on the statutory word lists for Years 3 – 6.

For those children who have not been successful in the Phonics Check by the end of Key Stage One, we deliver specific interventions (derived from the Sound!Start Phonics scheme). In addition, these children are chosen to participate in the Lexia program.

Impact

The principle focus of the teaching of reading at Park Hill, by the end of Key Stage Two, is to ensure that children are fluent and confident readers who can decode unfamiliar words and comprehend the content of a variety of challenging texts. This should develop children's vocabulary (tier two and three words) and give children an appreciation of all texts: fiction (including a variety of genres such as plays, poems and novels) and non-fiction. Our children should be technically accurate readers who are, by the end of Year 6, secondary ready.

Due to our understanding of the social and academic benefits of reading, our reading curriculum is designed to give children the skills to achieve the expected standard in reading but able to escape into another world, as a tool to promote their wellbeing, as well as improving their understanding of the world. Within reading lessons, children should be able to apply their knowledge of the Park Hill Values through their exploration of different texts. At Park Hill, by the end of Key Stage Two, children should be on their journey towards becoming readers for life: they should have a love of reading which involves enthusiasm towards more challenging texts. We believe that being a fluent and engaged reader opens doors when accessing further knowledge and education and our children should be able to access this as a result of their reading education at Park Hill.

WRITING

Intent
At Park Hill School, our aims relate to the two strands of writing found in the National Curriculum programmes of study:

- Transcription including spelling and handwriting

- Composition including:
    1. Use and application in context of vocabulary, grammar and punctuation
    2. Planning, drafting, evaluating, editing and proof reading
    3. Structuring and organising texts, which should be informed by the audience, purpose and context (at KS2)

In addition, we aim to respect all languages and we show this value through the use of translated signs and labels within the classrooms.

Implementation

The Writing Cycle at Park Hill:

At Park Hill School each class has five hours every week dedicated to writing. We use the following writing cycle:

- Immersion in a genre incorporating Talk for Writing*, role play, book talk, class discussion, paired discussion, sentence construction, punctuation and grammar work related to the end piece of writing to be written, modelling of the writing by the teacher, text marking of modelled texts in the same genre as the one to be written and short pieces of writing.
- Planning for 'The Big Write' – this is very much a supported activity involving writing frames and differentiated success criteria.
- Writing the 'Big Write' with the aid of success criteria provided by the teacher. Again, this is a supported activity.
- Proof reading and evaluating own work. Sometimes, the children proof read together with a partner and evaluate it together.
- 'Close the Gap' lesson – general learning points which the teacher has picked up from marking the books will be taught to the whole class. This is followed by the children working on their own 'close the gap' comments which have been highlighted by the teacher in their books.
- 'Independent Cold Write' – the children plan and write an unseen piece in the same genre. Children also write their own success criteria.
- Again, the children spend some time proof reading their own work and then evaluating it.
- 'Independent Gold Write' – this is produced when they have had time to consider how they might be able to change it for the better, using peer and self-marking linked to the success criteria.
- Throughout the writing modelling of writing by the teacher is key. Wherever possible, we link our writing to what the children are learning across other curriculum areas or to topical events.
- Year 1 follow an adapted writing cycle. Reception build up to a similar cycle during the year. There is much concentration in Foundation on talk for writing and building up story patterns in children's heads so that they will be ready to write in year 1.
- Year 6 also follow an adapted cycle, with reduced scaffolding of learning, in order to challenge retention of prior learning and promote independence.
- Outside the writing lesson, we actively encourage the use of writing skills in all other curriculum areas.

*Talk for Writing is a scheme developed by Pie Corbett. This is a powerful tool because it enables children to imitate the language they need to use orally before reading and analysing it. Although this is beneficial to all children, it is particularly useful for those children who have English as an additional language.

Though our use of the Writing Cycle, we instigate lots of opportunities for our spoken language aims to be incorporated into lessons. For example, talk partners are used as a strategy to encourage discussion in lessons and we use Talk for Writing in order to embed texts in children's minds. In addition, older children present their research findings to others in class.

SPAG (Spelling, Punctuation and Grammar) is taught as a discrete lesson in years 2, 5 and 6. In every year group, grammar and punctuation points are taught at the beginning of writing lessons.

Impact

The principle focus of the teaching of writing at Park Hill, by the end of Key Stage Two, is to ensure that children have

technical control to the expected standard, including accurate spelling, punctuation and grammar, and understand the audience, purpose and ingredients required for the different genres which they are expected to write. Children should be inspired by what they have read and able to apply a range of sentence constructions, punctuation and vocabulary to their writing (including tier two and three words). Our children should be secondary ready: evidenced by their confidence when writing independently, their ability to communicate their ideas and information effectively, their creativity and their ability to write sequentially with cohesion. We want our children to be proud of their writing, applying their Park Hill value of aspiring to be the best that they can be and enthusiastic to share what they have written with others. At Park Hill, children should have the resilience to refine their work by proofreading and editing effectively in order to produce their best possible piece of writing with their knowledge of what is it to be a good writer.

HANDWRITING

Intent

At Park Hill, we aim to equip children with the skills to write in a handwriting style that is fluent, joined and legible. All children from Foundation upwards are to use the Park Hill cursive handwriting scheme. Children should be using joined handwriting for all writing, except where other forms are required, by the end of Year 2 and earlier if possible.

Implementation

Handwriting skills should be taught regularly throughout the week at the beginning of the writing lesson under the date and learning objective linked to key spellings for the lesson. Handwriting is also practised during spelling tests. A high standard of handwriting should be expected in all curriculum areas. Pens should be used by all children for handwriting from Year 3 upwards and teachers are expected to model the handwriting when writing on boards or when marking books. Handwriting competitions are held at the beginning of every term to raise the profile of handwriting across the school. Overall, it is expected that all children will be taught to present their work neatly and to take pride in it.

Impact

Children should be able to communicate their ideas and information clearly with fluent, legible, joined and eventually speedy handwriting by the end of Key Stage Two. In addition, by the end of Key Stage Two, children should have an understanding of when letters should be left unjoined and write capital letters of the appropriate size (relative to lower case letters) with correct spacing between words. By the end of Key Stage One, children should be able to form lower case and capital letters of the correct size, relative to one another with diagonal joins.

FOUNDATION STAGE

In Foundation, English is taught following guidelines set down in the EYFS profile handbook (2024): Early Learning Goals are worked towards sequentially through continuous provision and focus sessions within the learning environment. An example of this is the use of areas of play where a mark marking station is available (children are given a variety of implements to choose from in order to make marks leading to developing pencil control) alongside small-world type play as a language rich environment to promote language development between adults and children and an open-ended resource area which stimulates and supports child-initiated learning through play.

Literacy

Comprehension ELG

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and
- narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about
- stories, non-fiction, rhymes and poems and during role-play.

Word Reading ELG

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing ELG

- Children at the expected level of development will:
- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a
- letter or letters;
- Write simple phrases and sentences that can be read by others.

(EYFS profile handbook, 2024)

ASSESSMENT AND REPORTING

Daily Assessment

Each class/set teacher monitors children's daily progress. This assessment informs teachers' future action, regarding the following day's lesson, which may require annotation or entire adjustment (AfL). Feedback to pupils can take the form of live marking through verbal feedback and comments/ close the gaps in distance marking. Marking should be clear and follow the Park Hill marking policy.

Summative Assessment

Formal tests in reading are undertaken at a designated time each term, from year 1 to year 6. These take the form of PIRA assessments or previous SATS assessments (Y6). Years 2 and 6 also have practice in taking previous SATS tests. These tests are distributed by the Assessment Leader and are completed under strict test conditions. The data is collated and interrogated by the Assessment and English Leaders, whereby the analysis is directed towards investigating some of the following:

- Pupil tracking data
- Yearly progression analysis
- End of year targets
- Overall Key Stage progression analysis
- Learner group analysis
- Gaps in learning analysis

At the end of Year 6, the children take Statutory Assessment Tests in reading. The Year 6 SATs papers are marked externally. Although they are no longer statutory, the Year 2 team conduct previous SATs tests which are marked by the teachers.

Writing is judged by teacher assessment of 'Independent Gold Writes' and, on occasion, other examples of independent work within topic and guided reading books throughout the school. Year 6 teachers attend moderation meetings with other schools, whereby pieces of writing are jointly assessed. The Services for Education moderation meeting is also attended by our Year 6 teachers.

At the end of Year 1, the children take the statutory Phonics Check. Those who are not successful in the Phonics Check in Year 1 are re-checked at the end of Year 2.

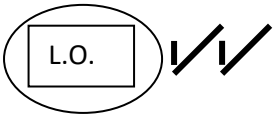
Feedback

Children should be given immediate feedback with regards to their work. This can be presented as verbal comments when working with a focus group or in the form of a 'close the gap' statement. Marking should encompass:

- Highlighting of what has been done correctly
- Correction/identification of errors – in-text modelling/re-modelling or annotation and expectation that this will be carried out correctly in following pieces of work
- Acknowledging that sometimes errors maybe due to careless 'slips'
- What their next steps should be

Research into marking has shown that children's learning benefits from more diagnostic marking by:

- Using set criteria to mark which should be shared with the children before they start work and linked to their specific learning objective (success criteria).
- Highlighting examples, which model correct performance (what they've done right).
- Annotating examples which accurately model precisely where children went wrong**.**
- Prioritising which errors need addressing immediately in brief feedback, in what steps and what size of step, in order for the child to move on.
- Indicating whether or not the child has achieved the learning objective with the following symbol, which should be known to the children and perhaps what the next step will be.



Achieved

- Opening a written dialogue which gives children the opportunity to comment on, or reply to comments about their performance, or answer enquiry questions written by the teacher.
- Including short close-the-gap tasks to rectify misunderstanding or corrections to be completed.

RESOURCES

All resources are purchased to match the National Curriculum requirements. Furthermore, we ensure that resources are equally accessible to all children, taking into account their race, ethnicity, Birmingham's linguistic diversity, gender, social background, full ability range, and individual differences. The resources we currently use include the following:

- Many fiction and non-fiction texts
- Each class has a library with a wide selection of texts for children to take home
- A selection of dictionaries/thesauruses available in each class
- The school library with a wide range of non-fiction and fiction texts
- Interactive whiteboards in all classrooms

CHALLENGING HIGHER ATTAINERS

Children who have greater depth abilities in English are challenged and enriched throughout the English curriculum. Throughout the writing cycle, children of a higher ability are given opportunities to be challenged and stretched regarding their learning through lesson adaptation: children are required to use more complex sentence constructions, have an adapted more challenging success criteria, required to write more independently, edit peer-to-peer both giving support to lower attainers (in order to embed their own learning) and with children of a like-ability in order to challenge their work. Children are also given 'next step' feedback from teachers in order to move their writing forward.

In reading lessons, children are given more complex comprehension questions and are given the high expectation of answering questions in greater depth with extended yet succinct answers, required to read larger sections of text aloud and scaffolds may be removed.

In terms of enriching our greater depth children, families are signposted to events at local institutions (for example the Mac in Cannon Hill Park) using the school newsletter, children are chosen to represent the school in national writing competitions and attend enrichment trips; for example, a visit to a local school to meet a writer.

CROSS-CURRICULAR LINKS

There are clearly many opportunities for children to develop their English skills in other curriculum areas. For example, RE, science, geography, history and computing. Where possible, these links are made and planned for.

HOME-SCHOOL PARTNERSHIP

Teachers and parents communicate formally on parents' evening and informally as the need arises about children's progress. We encourage parents to have an active role in developing their child's English skills. We encourage parents to read on a daily basis with their child, inviting them into school to read with their child on a set day each week and we offer INSPIRE workshops which demonstrate how English is taught in school.

EQUAL OPPORTUNITIES AND INCLUSION

Within the classroom, we should aim to provide opportunities for all pupils to learn and to achieve. We have a commitment to encouraging and stimulating the best possible progress and highest attainment for all pupils. This may be through the adaptation of objectives and activities, adult support and/or resources. We ensure that all learning is made accessible to all children, taking into account their race, ethnicity, Birmingham's linguistic diversity, gender, social background, full ability range and individual differences.

The SEN and EAL Leaders will liaise with the English Leader and class teachers to ensure that the individual needs of all pupils are met and that appropriate targets are set and are regularly reviewed. Teachers will be mindful of the English needs of the children and adapt questions and activities to allow all children access. Please also refer to the SEND and EAL policies.

GOVERNORS

It is the responsibility of the English Leader to meet with the English Governor on a regular basis to inform them of the direction and progress of English within the school.

Review of Policy

The English Policy should be reviewed on an annual basis.

Date of issue: September 2024

Review date: September 2026