**English Statement Hurst Green Primary School**

At Hurst Green Primary, we are committed to encouraging all children to be passionate about reading and writing. We are determined that ALL children will become highly competent readers and writers by the end of their time with us. It is our intention to immerse pupils in the wonders of quality texts to instil a love for reading, a passion for discovery and a confidence to explore their imagination.

During their time at Hurst Green Primary, all children will be exposed to a high-quality education in English. Pupils will learn to speak and write fluently so that they can communicate their ideas and emotions to others and, through their reading and listening, others can communicate with them.

The English curriculum is built on the principle that skills are the product of fluency of knowledge in specific areas.  Relevant knowledge is a necessary precursor to the development of skills.

**Phonics**

In EYFS and Key Stage One, phonics is taught using the systematic synthetic phonics programme Little Wandle. We provide a multi-sensory, active and participatory learning experience which excites and motivates the children as they learn to read. By the end of their Reception year, our children will have engaged in daily phonics lessons covering Phases 2, 3 and 4. They will then move on to Phase 5 Phonics in Year 1. Staff assess children’s phonic knowledge regularly. This includes grapheme recognition, segmenting and blending, as well as their ability to decode the necessary phonemes in each phase. As a result of this, any children who are not making expected progress are identified and receive intervention to close any gaps in their phonic knowledge. To support phonics teaching, all children have access to a practice book that is closely matched to their phonic ability. These books allow all children to practice the graphemes in a step by step progression which reflects the sequence of sounds taught in school. Children are encouraged to apply their phonic knowledge across the curriculum, including throughout the 7 areas of learning in the EYFS. This may be through adult-led tasks, independent work or continuous provision.

**Spelling**

In KS1, spellings are sent home weekly using the ***LOOK, COVER, REMEMBER, WRITE,*** ***CHECK*** method of learning. Pupils are tested weekly with built-in blocks of revision and opportunities to demonstrate application of spelling words through tasks such as dictation and sentence writing. Children who have not learnt a group of spellings accurately enough will be expected to revisit them with support of the class teaching assistant. Spelling lists will be regularly monitored by the class teacher to ensure that they appropriately meet the needs of individuals and support will be provided as required.

In Year 1, spelling are linked to the child’s phonic phase with children receiving six spelling each week, four linked to the phonic phase and two tricky words. Spelling patterns are taught weekly during English lessons. In Year 2 spellings are linked to the expectations of the national curriculum. Children will receive 6 spellings to learn each week, plus an additional unseen word linked to the spelling pattern.

**Reading**

At Hurst Green Primary School, we strongly believe that reading is a key life-skill that underpins learning. Reading develops and broadens children’s language skills and vocabulary, and is key to achieving success across the curriculum. Here at Hurst Green Primary, we encourage children to develop a love of reading and we provide varied opportunities for children to enjoy reading for pleasure as well as for learning. Enabling our children to become fluent and confident readers is very important to us and whilst children are here, we ensure that they have opportunities to experience reading a wide variety of text types from a wide range of authors.

Children develop reading skills through individual reading, whole class texts and through guided reading sessions. In EYFS, we have a wide range of texts available for children to access throughout the day within the provision. Children’s love of reading in EYFS is enhanced through quality story sessions throughout the day. Exciting books are used to engage and motivate children in all areas of learning.

Every class across EYFS and KS1 is read to by an adult on a regular basis, fostering a love of reading through exposing 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.

Throughout key stage 2, key texts are used to form the basis of our Guided Reading lessons. Reading is taught through a ‘shared reading’ approach, with all children accessing engaging, age-appropriate texts. This approach ensures that children have the opportunity to develop their fluency with increasingly demanding texts whilst also being able to engage in group discussions in order to develop their comprehension skills. Books are often linked to History or Geography topics (where possible) so as to allow for thematic teaching and allow for cross-curricular links to be made, ultimately enhancing pupils’ understanding and enjoyment of the text. In many instances, the book being studied within a Year Group will form the basis of writing activities. Books are carefully selected so as to enable a wide-range of writing genres to be explored. Depending on the age, children will attempt a variety of activities that focus of the more basic skill of retrieval before moving on to develop their inference skills – reading between the lines of a text to obtain information that isn’t explicitly provided by the author.

In addition to the time spent within English reading together, children are also given dedicated time to read their own books independently. At Hurst Green, we believe that children should be encouraged to read for pleasure; and providing children the time to read books they have selected themselves allows them to develop their own interests in different genres, read at their own pace and immerse themselves within a book.   Every year group has a reading passport which details specific books that we would like all children to read each year.

**Running Records**

Teacher’s use running records regularly to assess the child’s reading. Running records provide evidence of the level of difficulty the child is encountering with a text as well as the opportunity to look at errors in order to identify next steps.

**Writing**

We provide opportunities for children to write for a variety of purposes including: instructions, stories, poetry, explanations and recounts. Through use of Talk 4 Writing and Literacy Shed Plus, children learn to plan, draft, edit and present their work.

Writing is cross-curricular and is of the same high standard regardless of the subject being taught.

In EYFS, children are provided with a range of opportunities to mark make. This includes mark making with chalks, white board pens, large scale drawing, using natural resources such as sticks in mud and in dedicated writing areas within the unit. Talk 4 Writing starts in EYFS and continues through the school.

In KS1, we use Pie Corbett’s Talk 4 Writing as one of the tools for teaching English.  This follows a three-week cycle in which children imitate a text, innovate a text and then invent their own text:

* **Imitate –** learn and retell textsfollowing creation of text map so that children have a bank of tales they know by heart.
* **Innovate –** adapting a known story or text in order to create a new one based on the imitated text.
* **Invent –** drawing upon the range of stories and texts learned to create something new**.**

Talk 4 Writing consists of book talk, writer talk, learning and remembering texts. Through use of text maps, drawing, teacher modelling of the story/text, discussion, drama, role play, retelling and memory tricks. This approach allows children to internalise language patterns, build blocks of narrative, internalise the flow and pattern of sentences and vocabulary, and then to reuse them as an independent writer. Alongside Talk 4 Writing, we follow the Little Wandle Phonics Programme. Children are taught each of the phases and learn how the different phase sounds are applied in order to spell different words.

**Handwriting**

At Hurst Green primary School we use the Kinetic handwriting scheme. The Kinetic Letters programme is commenced in EYFS and is used throughout the School. In EYFS, the focus is on body strength, posture and the guided supervision of the gross motor skill letter formation which is then transferred into fine motor skill tasks. By the end of KS1, each pupil should be working at the national standard. Children will be using many of the strokes needed to join letters; teaching this will start in summer Year 2 and continue upwards in the school.

*Agreed Letter Formation Using Kinetic handwriting Scheme*  
Capital Letters and Lower Case Letters

a b c d e f g h i j k l m n o p q r s t u v w x y z

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z