

English Guidance 2022

Where education is more than what you
know, it's who you can become...



**HUJJAT
PRIMARY
SCHOOL**

VISION

To be an outstanding, happy and inclusive school that cultivates our relationship with God through the conduct and teachings of Prophet Muhammad (Peace be upon him). A place where children can indulge their intellectual curiosity, develop a love for learning, and build the foundations to become ethical, responsible and inspirational members of society.

MISSION

We will facilitate the well-being and growth of every child's mind, body and character through:

- Nurturing children within a safe and caring learning environment to realise their full potential;
- Providing a broad, balanced, vibrant and inclusive core curriculum that fosters curiosity and outstanding academic achievement;
- Facilitating experiential teaching, enrichment activities that are a feast for the senses, and focused time on health, hygiene and nutrition;
- Fostering learners who are able to think, question and reflect independently;
- Developing confident, respectful and effective communicators who can express

themselves and make informed choices;

- Encouraging positive relationships;
- Listening deeply and accepting every child as a gift from God.

This is accomplished through a values curriculum in accordance with the Islamic philosophy of education. Individuals are encouraged to reflect on the qualities of God and develop the virtues of good character as embodied by Prophet Muhammad (Peace be upon him), thus enabling our pupils to apply their knowledge and turn it into action for the benefit of our school and the wider community.

VALUES

- Integrity
- Respect
- Compassion
- Excellence
- Service
- Gratitude

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Rationale

At Hujjat Primary School we strive for all children to be confident within all aspects of English. English skills are at the core of our curriculum and we provide lots of opportunities for children to apply their English skills in a range of contexts. Not only is English a means of communication, but also a rich store of culture and experiences. We aim to develop in the children we teach, an enthusiasm for literacy in all its forms and the confidence to express themselves both orally and through the written word. By developing a comprehensive range of reading skills, we aim to foster in the children a love and appreciation of a variety of literature. The children are given opportunities to revisit their work, making changes and developing their ideas to ensure they achieve their best.

AIMS

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

- Enable every child to develop effective communication skills in speaking, reading and writing
- Develop in children an enthusiasm for, and an understanding of, English in all its forms
- Provide equal access to the English curriculum for all children
- Provide access to a wide range of materials to stimulate, inspire and challenge children
- Incorporate computing into our curriculum, and recognise the importance of communicating ideas through text and graphics
- Equip children with the skills necessary for them to become independent learners, able to achieve their potential in life

Statutory Requirements

The statutory requirements for the teaching and learning of English are specified in the National Curriculum (2014) and in the revised Early Year Foundation Stage Framework (2021)

Special educational needs & disabilities (SEND)

English lessons (phonics, Guided Reading and Big Write) are inclusive to pupils with special educational needs and disabilities. Where required, children's IEP's incorporate suitable objectives from the National Curriculum for English. These targets may be worked upon within the lesson as well as on a 1:1 basis outside the English lesson. English focused intervention in school helps children with gaps in their learning and understanding. These are delivered by trained support staff and overseen by the SENDCO and/or the class teacher.

English in the Early Years Foundation Stage

In the Foundation Stage (Reception), children are taught explicit English skills through activities and experiences which enhance their:

- **Communication And Language Development-** This involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

- **Literacy Development-** This involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

Children enter Reception with a range of experiences in many areas of learning. The primary focus of Reception is to ensure that children are making progress from their starting points towards the achievement of a 'Good Level of Development' at the end of Reception.

In Literacy, the 'Expected' Early Learning Goals are as follows:

- **Reading-** Children read and understand simple sentences. They use their phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.
- **Writing-** Children use their phonic knowledge to write words in ways which match their spoken sounds. They also spell some common irregular words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. Within the Physical Development area of learning, children are expected to develop their gross motor and fine motor so that they can use pencils for writing by the end of Reception.

Children in the Early Years Foundation Stage learn through positive relationships with those around them in engaging, enabling environments. Indoor and outdoor environments are carefully planned to provide stimulating activities that children can access independently as well as with support from adults. In Reception, literacy is taught through discrete phonics sessions as well as guided reading and writing time. Children work in small groups with a teacher and also develop their skills independently through play-based activities.

Assessment of children's attainment within the area of literacy is carried out through skilled observation of supported and independent reading and writing in a range of contexts. Judgements are moderated within school and accurate assessment takes into account a range of perspectives. This includes those of parents and other adults who have significant interactions with the child. External moderation with other schools helps to ensure teacher assessment of reading and writing is accurate.

English in Key Stage 1 and 2

The overarching aim for English in the National Curriculum (Years 1-6) 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.

(Excerpt from the 2014 National Curriculum document)

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

During Key Stage Two (Years 3-6), children should learn to change the way they speak and write to suit different purposes and audiences. They should read a range of texts and respond to different layers of meaning in them. They should explore the use of language in literary and non-literary texts and learn how the structure of language works.

Speaking and Listening

Speaking and Listening is a very important part of the English Curriculum and its inclusion within the current curriculum reflects this. It ensures that Speaking and Listening needs are met within literacy lessons. Children also develop their speaking and listening skills through a cross-curricular approach— seeing the potential for development in each area of the curriculum. Children need to be given a structured programme of activities that will help them to develop confidence in their skills as speakers and listeners. There is a large focus on developing an understanding of formal language and Standard English when speaking to others to equip children for their futures.

Aims

- Help children to become more effective speakers and listeners by exploring and developing talking and listening in a variety of ways, including drama
- Help children to become more aware of the fact that we talk in different ways to different audiences, depending on the purpose of the talk
- Help children to develop an understanding and awareness of standard English, dialects and languages, and the differences between speech and writing

Speaking and Listening is assessed when deemed appropriate by the teacher, but with a particular focus throughout the Foundation Stage and early Key Stage 1.

Reading

Learning to read is a skill that is much more than just decoding symbols. To create fluent and confident readers, children need to engage with the texts that they read and respond to them. We understand that the teaching of reading needs to be delivered in a consistent and rigorous way. We balance our teaching of reading to include explicit teaching of both decoding and comprehension through our delivery of 'Big Reading.' Children are taught specific reading skills during weekly, whole class 'Big Reading' lessons. These sessions are structured consistently throughout the school in order to teach the children the five key skills of reading (decoding, retrieving, exploring, analysing and deducing and inferring.) Children are introduced to key characters to support them in their understanding of these key reading skills

We use a wide variety of banded reading books throughout the school. Each reading scheme is comprised of both fiction and non-fiction texts, as well as poetry. Once the reading scheme is completed, pupils are encouraged to read novels of interest at their level. Our library has a wide range of books that are available for the children to read in school. At HPS we encourage all our children, whatever their reading ability, to enjoy and benefit from the texts that they read. Each classroom has a reading area which promotes and fosters 'reading for

pleasure' and contains books that will engage and enthuse children.

Guided Reading/ READ skills/ Little Wandle

All children (Year 2 – Year 6) read once a week with their teacher in timetabled guided reading sessions. This could be as a group, individually, or in pairs. Reading in EYFS and Year 1 is carried out at least twice a week using Little Wandle.

Children in Reception and KS1 take home their guided reading books to read with their family whilst children in KS2 read in class.

Aims

- Develop children's decoding skills so they can read a range of texts confidently
- Provide a reading environment to motivate readers and to develop positive attitudes towards books and literature
- Help children to find pleasure in reading for interest, enjoyment and information
- Provide opportunities to consider characteristics of different kinds of written language through the study of a range of texts
- Deepen children understanding of themselves and their environment
- Enable children to use reading as a tool in all areas of the curriculum

Writing

Writing is taught in our school in a cross-curricular way through literacy lessons and also through other curriculum subjects. Writing incorporates VCOP (Vocabulary, Connectives, Openers and Punctuation) and a Big Writing session each week or alternative weeks to allow children to demonstrate their writing skills for a specific purpose, genre or theme. Teachers throughout Key Stage 1 and Key Stage 2 also have Grammar and Punctuation focuses within lessons to meet the demands of the current curriculum.

Aims

- Help children communicate effectively and to develop as writers with a purpose for writing
- Help them to learn to use language in ways appropriate to their audience
- Ensure children can structure and organise their work in a variety of ways using coherent and grammatically correct sentences
- Enable children to evaluate their work
- Help children to become effective spellers and have a positive attitude to spelling, including learning spelling rules and strategies
- Ensure that children master the skills to use resources such as dictionaries and thesauruses and use them to help extend their vocabulary
- Help them to write legibly, to form letters correctly and join up as early as possible

Writing is planned into many curriculum areas throughout the school, through a wide range of stimuli. Children are given a progression of activities, opportunities and experiences to extend their understanding of the writing process. The teaching of English is carefully monitored and supported by the Subject Leader to ensure a range of genres and texts are presented to children. Children are taught to write through shared writing and guided writing

to prepare for extended writing. The structure of children's writing is assisted by many 'frameworks' which the children are taught. Children learn different formats and purposes of writing from the early years in school.

Phonics

Phonics is taught daily in Reception and KS1 in focussed, 20 minute sessions. Children in KS2 who require additional support with learning phonics receive this according to their individual needs.

The school uses the Little Wandle document to plan, teach and assess phonics. Our principal aim is to develop the pupil's phonological awareness, ability to segment and blend words and read tricky words on sight to become fluent readers.

Aims

- Teach pupils aural discrimination, phonemic awareness and rhyme awareness in order to encourage good spelling.
- Encourage repetition and consolidation, so that spelling becomes automatic.
- Encourage pupils to segment and blend.
- Learn to read and write all 44 phonemes in the English language.
- Teach pupils specific strategies to help them remember tricky words.
- Ensure that the teaching of phonics is lively, interactive and investigative.
- Encourage pupils to apply their phonic skills in all curriculum areas.

National Phonics Screening

All pupils in Year 1 will be screened using the National Assessment materials at the end of June. If the pupils in Year 1 do not meet the expected standards when completing the screening they will be retested when they are in Year 2. This data will be submitted to the Local Authority.

Spelling

In order to support the development of children's spelling in school, children are taught a wide variety of strategies to support a range of individual learning styles within a rich, literate environment. Spelling requires direct teaching. This extends beyond giving out lists of spellings for children to learn and correcting spellings in children's written work (although the latter is still an important teaching tool). When teaching spelling, we refer to the Little Wandle programme in Early Years and Key Stage 1. In Years 1 and 2 whilst there is still direct teaching of phonics, teaching is based on National Curriculum objectives and key elements of spelling are taught as described in the appendices in the National Curriculum.

As children move into Key Stage 2, whilst some phonics teaching might initially continue, the main focus is in teaching a range of spelling strategies which encompass: phonological awareness, developing a sense of pattern used in spelling, making analogies with known words and connecting particular patterns in words to word meanings. Children are also taught the structural and semantics aspects of spelling, e.g. verb endings such as -ed, common suffixes such as -ly or prefixes such as inter-. When teaching spelling, it is absolutely key to provide a wide range of writing opportunities and to encourage use of unfamiliar language. Spelling should be taught weekly in a discrete session and reinforced and applied through all writing.

Home Learning

Children from Year 1 to Year 6 have shared spellings to be learned at home which are then assessed by their teachers in class.

Reception- Regular workshops for parents will inform parents of phonics sounds and tricky words being taught in school that can be revised at home. The focus for phonics each week is also displayed on each of the Reception classroom doors for parents to access.

Years 1-2- Spellings will be given to learn at home, particularly with a focus on high frequency words in sentences. These will then be tested in class.

Years 3-4- Weekly spellings- particularly with a focus on Year 3 and 4 words in sentences.

Years 5-6- Weekly spellings – focusing on root words and specific spelling patterns, applying these to sentences and activities.

Handwriting

Cursive formation of letters using the Nelson's Handwriting scheme, is taught from Reception and taught in short focussed sessions, as appropriate to each year group. Once cursive letter formation has been established, joining of letters is encouraged, with the majority of children able to join letters by the end of KS1.

A variety of writing implements should be available to children, including handwriting pens being introduced for Years 3 and 4 and then used extensively by Year 5 and Year 6 pupils at the teacher's discretion.

The school's agreed alphabet style of lower case letters is found in *appendix 1*. Teachers model this handwriting style in children's books when marking and when writing on the interactive white board.

Celebrating Success

Literacy is a vital part of our learning in our school and we value and celebrate all achievements and progress that the children are making. Reading and use of the library is encouraged through a Reading Trophy which is given out in assembly for a winning book review and certificates and medals are given to children for participating in the schools 'Reading Challenge' (a means to encourage children to read for pleasure.) Displays in classes and around the school celebrate the children's written work and their achievements are also recognised during their weekly achievement assemblies.

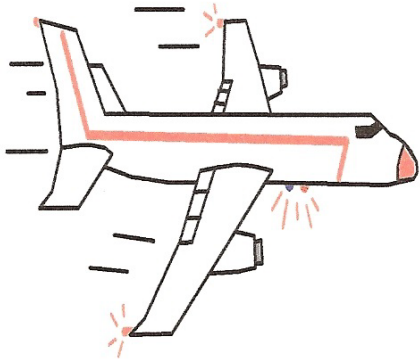
Assessment, Monitoring and evaluation

Learning within English is closely monitored by the English Subject Leader and SLT. Lesson observations every term ensure consistency in high expectations of teaching and learning across the school. A book scrutiny is carried out every term so progress over time can be judged and high standards are maintained. This monitoring is then further moderated by the school's School Improvement Partner. All teachers assess learning in both reading and writing using Insight Tracker. These judgements are then moderated termly within phase meetings to ensure consistency and then externally monitored by the local authority and in collaboration with other schools. Pupil progress meetings are carried out every term and within these pupil data is closely scrutinised to address any concerns in progress. This informs pupil interventions so all children have the opportunity to make at least good progress from their starting point.

Appendix 1

The up and down family

l t h b k i n m j p r u y



l

The up and round family

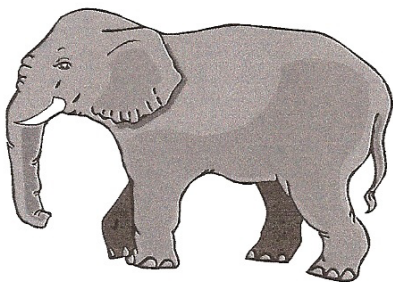
c a g q o s f d



c

The special family

e n w x z



1. Every letter begins on the line.
2. Every letter has a lead in and lead out stroke.