



Hermitage Primary School

Focused on Excellence; Surrounded by Care

English

We believe that the key to improving our pupil's English is through reading and so all our units are based around books. Learning is supported by 'The Power of Reading' scheme, which uses books to stimulate children's interest and engagement. English is timetabled every day, mostly in the morning.

Our planning is fluid and moves with the children's interest, thus maintaining engagement throughout the unit. However, the learning is underpinned with National Curriculum objectives that staff ensure the pupils master.

In addition to the daily English lessons, a skills lesson is timetabled which covers reading comprehension, grammar, spelling and handwriting. Guided reading sessions are timetabled each week for Reception – Year 2 as well as individual reading to an adult. From Year 3 upwards, Guided Reading is carried out with the children that require it.

In Reception and Year 1, phonics is taught every day from 9-9.30am. We use the 'Read, Write, Inc.' scheme to teach phonics. Pupils in the older year groups who still require additional support with phonics are taught using the 'Fresh Start' programme designed for older pupils.

The skills of writing are taught in the English lessons, but are also used in other subjects such as History, Geography, R.E. and Science. When writing, pupils are explicitly taught the structural and language features required to successfully complete the piece of writing. Staff teach our pupils how to edit and improve their writing, striving for excellence.

Handwriting lessons are timetabled each week. Pupils are taught cursive script from Year 1. In Year 4, pupils can be nominated by their teacher for a pen licence, and receive a pen and certificate from the head teacher.

Assessment

We monitor our children's progress very closely to ensure that each child makes effective progress and extra support is targeted quickly and appropriately. Diagnostic testing takes place for reading and spelling at the beginning of every year with support timetabled to address any gaps.

Staff also assess the pupils in a number of informal ways (interviews, discussion, marking etc.) to ensure that pupils are learning effectively. This knowledge informs all future planning.

We work towards enabling our pupils with the skills they need to communicate their ideas and thoughts effectively; no matter their starting points.