Brington C of E Primary School English Policy

Brington C of E Primary School recognises the central importance of English, as a subject in its own right and as the most cohesive area of learning. Gaining and using skills in language not only affects the child's progress in school, but also has a profound influence upon the course of their whole life. We aim to develop pupils' abilities within an integrated programme of Speaking, Listening, Reading and Writing. Pupils will be given opportunities to develop their use, knowledge and understanding of spoken and written English within a broad and balanced curriculum, with opportunities to consolidate and reinforce taught literacy skills.

Aims

- To promote a positive attitude to reading, writing, speaking and listening.
- To develop children's ability to become confident users of language, both oral and written.
- To value language and literature from other countries and cultures.
- To ensure children have access to a broad, balanced and creative literacy curriculum.
- To provide clear and consistent teaching throughout the school.
- To communicate the school policy on English to all staff, Governors, parents and other interested parties.

Objectives

Pupils at Brington C of E Primary School will leave Year 6:

- reading and writing with confidence, fluency and understanding, using a range of independent strategies to take responsibility for their own learning including self-monitoring and correcting their own errors;
- with a love of reading and a desire to read for enjoyment;
- with an interest in words and their meanings; developing a growing vocabulary in relation to grammatical terminology;
- understanding a range of text types, media types and genres;
- able to write in a variety of styles and forms appropriate to the situation;
- using their developing creativity, imagination, inventiveness and critical awareness;
- having a suitable technical vocabulary to respectfully articulate their responses in any discussion.

Inclusion Statement

Every child is given the opportunity to be included in all aspects of school life and in all areas of the curriculum. Teaching and learning in the school ensures that all children are set suitable learning challenges. A broad range of teaching styles are adopted in response to diverse learning needs. We make every effort to overcome potential barriers to learning and assessment for individuals and for groups of children. We aim for Brington C of E Primary School to be an ideal learning environment for nurturing and developing the whole child.

Equal Opportunities

We have high expectations for all children. Our aim as a school is to ensure that all children have equal access to a rich and rewarding curriculum for English, and that they experience this curriculum in ways that are appropriate for their needs, regardless of gender, ethnicity, or any other determining factors. This school is actively promoting equal opportunities by tracking groups causing concern. Consequently, we make use of a suitable range of learning activities, teaching strategies, educational materials and ICT aids to meet the needs of every individual learner. Every effort will be made to ensure that the methods and materials used are free from prejudice or bias against any particular group. Resources will actively promote an awareness of the diverse nature of the world around us. Children for whom English is an additional language are supported in their use of English and will be given

opportunities to make use of their home language to assist their learning and to add to the resources of the classroom.

Special Educational Needs

Situations may arise in which individuals need to work at a level above or below that of the rest of their peer group, or may need special assistance to accomplish particular tasks. This will become apparent through teachers' use of on-going observation and assessment or assessment prior to a child coming to our school. Where children are thought to need additional help, teachers go through a referral procedure consistent with the Code of Practice on the Identification and Assessment of Special Educational Needs. Parents are informed of any decisions made. Children with EHCPs or additional targets for learning are supported as instructed by their individual paperwork. It is for class teachers to decide how to best target their support in liaison with the SENCO.

Statutory Requirements

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum in England: English Programmes of Study – Key Stages 1 and 2 (2013) and in the Communication and Language and Literacy sections of the Statutory Framework for the Early Years Foundation Stage (2017).

In Early Years Foundation Stage, Reception children are given opportunities to:

- Speak and listen and represent ideas in their activities;
- Use communication, language and literacy in every part of the curriculum;
- Become immersed in a language rich environment.

At Key Stage 1, Years 1 and 2 children are given opportunities to:

- Learn to speak confidently and listen to what others have to say.
- Learn to read and write independently and with enthusiasm.
- Learn to use language to explore their own experiences and imaginary worlds.

At Key Stage 2, Years 3, 4, 5 and 6 children are given opportunities to:

- Learn to change the way they speak and write to suit different situations, purposes and audiences.
- Read a range of fiction, non-fiction and poetic texts and respond to different layers of meaning in them.
- Explore the use of language in literary and non-literary texts and learn how the structure of language works (using grammatical terminology).

Subject Organisation

Early Years Foundation Stage (EYFS)

In Reception, children have opportunities to develop their communication, language and literacy skills on a daily basis in both adult led and child initiated activities. A range of texts are used in the daily mixed ability English lessons. Children have daily discrete Phonics sessions. Individuals develop their library skills by selecting their own books (within their book band) to read with an adult at least once a week. Daily story times develop a love for books and storytelling.

Key Stage 1 (KS1)

Daily discrete Phonics sessions continue in Year 1 (and beyond for pupils who have not achieved competence in the required phases). Children in KS1 have daily mixed ability English lessons with an emphasis on high-quality published texts chosen to support class topics where appropriate. Children take part in both guided and individual reading sessions and have daily story times and weekly library visits to develop a love for reading. Literacy skills are developed across the curriculum. Provision is made for children who require extra support through intervention programmes, differentiated class teaching and targeted teaching groups.

Key Stage 2 (KS2)

In Key Stage 2, children have daily English and whole class reading lessons. Spelling and grammar skills are taught both discretely and embedded within English lessons, which are based on a range of high-quality texts chosen to support class topics where appropriate. Additional literacy sessions include handwriting and daily reading aloud of a class fiction text. Literacy skills are developed across the curriculum. Provision is made for children who require extra

support through targeted teaching; intervention programmes, TA support, visual and practical aids and differentiated class teaching.

Differentiation

There are children of differing ability in all classes at Brington C of E Primary School. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies. In some lessons, we do it through differentiated group work, while in other lessons we ask children to work from the same starting point before moving on to develop their own ideas through our PAD (Prime, Advancing, Deep) learning objectives. We use teaching assistants to support some children in some lessons and to enable work to be matched to the needs of the individual.

Approaches to Speaking and Listening

We recognise the importance of spoken language in pupils' development across the whole curriculum; spoken language underpins the development of reading and writing. Children are encouraged to develop effective communication skills in readiness for later life. Opportunities to develop these skills include: talk partners, storytelling, roleplay and debating within lessons across the curriculum, class assemblies, School Council and Eco Council presentations and school productions.

The National Curriculum states: 'All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role.' All of these speaking and listening skills are taught in English, across the curriculum and during extra-curricular activities.

Children who require extra support in speaking and listening are referred to a Speech and Language therapist to further assess their needs. We recognise the need for all pupils to speak, read and write Standard English fluently and accurately, while acknowledging that a pupil's own dialect or other language is of prime importance. All staff members are role models who promote Standard English and take care to sensitively correct children's misconceptions with language.

Approaches to Reading

We use the 'Read Write Inc.' programme to deliver daily discrete phonics lessons in Foundation Stage and Year 1; enabling children to decode effectively. This is continued into Year 2 where pupils have not yet achieved competence in all phases. Teachers model reading strategies during shared reading sessions, whilst children have the opportunity to develop their own reading strategies and to discuss texts in detail during guided and whole class reading time.

From Foundation Stage up to Year 2, children have the opportunity to read 1:1 with an adult regularly, with there being a particular focus on questioning to promote an in-depth understanding of the text. Questions progress from literal to inferential as the children move up through the school. RWI texts are available for pupils in EYFS and KS1, aligned to their current phonics focus. Pupils from Year 3 to Year 6 read with increasing independence, but are still expected to read aloud regularly during English and whole class reading sessions.

In Owls class, pupils are teacher assessed and placed on a book band accordingly. All children are regularly assessed to monitor progression in line with development in phonics. Comprehension papers are given to children in Year 2 to Year 6 half-termly in order to back up teacher assessment judgements.

In the Foundation Stage and Key Stage 1, children take home a banded book which is appropriate to their level of ability and aligned with the phonics progression. In Key Stage 2, some children read a banded book daily with an adult in school which is appropriate to their level of ability for as long as their class teacher feels it is necessary. All pupils in KS2 take home books to read for pleasure. All pupils are encouraged to borrow as many additional texts from the school or classroom library as they wish.

Each child in school has a personal reading journal, where they can keep a log of their reading and personal responses to it. Class teachers collect these journals in once a week and respond to the comments of each child so that a positive dialogue around reading is encouraged. Pupils and staff share their 'current reads' using the dedicated displays in each KS2 classroom.

Parents are expected to read with their child at least four times weekly. Information is given on how to support their child in reading on the school website, curriculum letters, parent information evenings and parents' evenings. As children progress through the school, they become more independent in recording what they have read in their reading journals. We recognise the value of adults (both in school and at home) reading aloud to children, in order to improve their grasp of story language, enthuse them with a love of books and inspire them as writers.

Approaches to Writing

We aim to develop the children's ability to produce well structured, detailed writing in which the meaning is made clear and which engages the interest of the reader. Attention is paid throughout the school to the formal structures of English, grammatical detail, punctuation and spelling. Our approach to teaching writing covers the 'transcription' and 'composition' requirements of The National Curriculum (2013).

Our approach to writing is partly based on a 'three phase' approach:

Phase One – Pupils are immersed in and encouraged to respond to a well-chosen, quality text designed to inspire their own writing. Through an academic year, these model texts will span a variety of fiction (including poetry) and non-fiction genres and will be linked to the class topic as far as is reasonable and appropriate. As they move through school, pupils are expected to identify success criteria linked to a text type with increasing independence.

Phase Two – Pupils rehearse a series of writing skills linked directly to the text and to the NC objectives for their year group. They are given opportunities to generate vocabulary, draft sections of text (independently, with a partner or as part of a teacher-led group) and practise specific elements of grammar within the context of the text type.

Phase Three – Pupils plan, draft, proofread, edit and present a text linked to the example text and for a specific purpose, which is the starting point for teacher planning processes.

Exceptions to this approach may include a longer, more challenging fiction text being read, discussed and responded to in a range of ways over a longer period. This is an ideal opportunity for pupils to practise and apply skills introduced during earlier 'three phase' genre-based units.

This 'three phase' approach is interspersed in all classes with longer text studies which produce multiple writing outcomes in response to quality published material, shorter poetry units and one-off theme days and weeks.

Approaches to Grammar

The teaching of Grammar and Spelling is in line with the requirements of The National Curriculum (2014). Our progression expectations are outlined in the 'Progression of Skills in English' document used by staff to inform planning and assessment. It details the expectations for the teaching of grammar which must be used by each year group. Grammar skills are embedded within English lessons where appropriate to encourage the learning of skills in context and with a purpose. Additional discrete sessions may be necessary in Key Stage 2 for some of the more complex concepts and for revision purposes in Year 6.

Approaches to Spelling

To be able to spell correctly is an important life skill. When spelling becomes automatic, pupils are able to concentrate on the content of their writing and the making of meaning. Whilst we note that spelling is not the most important aspect of writing, confidence in spelling can have a profound effect on the writer's creativity. All pupils have weekly spelling lists which comprise of the statutory words for each year group combined with words generated from the spelling patterns identified in the National Curriculum. We aim to use explicit, interactive teaching which draws children's attention to the origins, structure and meaning of words, making use of many of the strategies outlined in 'No Nonsense Spelling' combined with additional approaches of our own. Pupils experience taught spelling sessions in school daily and are expected to practise given spellings at home for a weekly test.

Approaches to Handwriting

Our aim is for all pupils to develop a confident, fluent, joined handwriting style by the end of Year 2. Handwriting will be explicitly taught up to that point with intervention sessions continuing for identified pupils into KS2 if necessary. Individual letter formation is introduced alongside phonics sessions in EYFS / Y1. This is combined with a planned progression of activities designed to develop pupils' fine motor skills. A correct pencil grip is insisted upon by all staff working in Owl Class.

Letter formation is reinforced and joins taught through Y2 using 'Read Write Inc.' to support pupils in recognising how different groups of letters are joined. We expect that the majority of pupils will be joining their letters neatly and consistently by the end of Y2.

Pupils in Y3 – Y6 have weekly timetabled handwriting sessions, linked closely to the spelling lists for that week and designed to reinforce spelling patterns and letter strings. This allows pupils a regular opportunity to 'polish' their handwriting style and gives teaching staff an opportunity to address and correct any bad habits that have developed.

Cross- Curricular Literacy Opportunities

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the

curriculum. Extended writing is expected to be produced in Topic and Science lessons in order to showcase the children's transferable literacy skills.

Mathematics
English contributes significantly to the teaching of mathematics in our school. Children in the Foundation Stage develop their understanding of number, pattern, shape and space by talking about these areas with adults and other children. Children in Early Years and Key Stage 1 are immersed in stories and rhymes that rely on counting and sequencing. Children in Key Stage 2 are encouraged to read and interpret problems in order to identify the mathematics involved. They communicate mathematically through the developing use of precise mathematical language. Mastery skills can be acquired by a child's ability to reason and justify their understanding of mathematical concepts. Every class teacher strives to achieve this by supporting children in developing concise explanations.

Computing
The use of ICT enables children to use and apply their developing skills in English in a variety of ways. Younger children use ICT as a source of information and as a way of enabling them to present their completed work effectively. Older children use the internet when searching for information about a text, a person, a different part of the world or Topic facts. We encourage all children to use ICT as a resource for learning whenever it is appropriate.

Personal, Social and Health Education (PSHE)
English contributes to the teaching of PSHE. We encourage children to take part in class and group discussions on topical issues. Additionally, we encourage children to be open about their feelings and voice their worries; to solve their conflicts with friends.

Spiritual, Moral, Social and Cultural Development
The teaching of English develops skills through which our children can give critical responses to the moral questions they meet in their work. Their understanding and appreciation of a range of texts brings them into contact with their own literary heritage and texts from other cultures. The organisation of lessons allows children to work together and gives them the chance to discuss their ideas and results. Older pupils experience debate sessions, where they are able to share and challenge views in a respectful environment.

<u>Planning</u>
We use the National Curriculum (2014) to inform our planning and as the basis for implementing the statutory requirements of the programme of study for English. In accordance with the planning procedures, English is planned both discretely and as a vehicle for learning in other areas e.g. the teaching of non-chronological reports for use in Topic lessons. The National Curriculum for Literacy objectives encompasses the breadth of what is taught. Class teachers use the three phase teaching sequence as a basic skeleton structure on which to base their own creative ideas. Guided and whole class reading is planned for separately but may be merged with English lessons during Phase One or longer text studies to allow for reading and responding to a longer or more complex text within a limited period of time.

<u>Resources</u>
There are a range of resources to support the teaching of English across the school: all classrooms have dictionaries, thesauruses, tailor-made vocabulary mats and literacy-rich environments. EYFS and KS1 environments show fidelity to the 'Read Write Inc.' scheme. All classrooms have a clear, regularly-updated working wall for English on which the current focus is clear and supporting materials are displayed for pupils. All classrooms have reading corners, a selection of fiction / non-fiction texts and children have permanent and regular access to the well-stocked school library.

<u>Assessment, Target Setting and Record Keeping</u>
Teachers use ongoing formative and termly summative assessments to measure progress against the key objectives, and to help them plan for the next units of learning. These assessments are also used to evaluate progress against school and national targets. They are reported back to and discussed with parents at least termly. Writing is assessed against a personalised success criteria created by the class teacher, tailored to that particular genre and linked to the objectives covered during Phase Two. Teachers assess writing evidence collected against the National Curriculum objectives. In English books for every lesson, each child is given a WALT and PAD learning success criteria, where the objectives for the lesson are clearly defined. It is a daily ritual that the children stick these in at the start of a lesson. At the end of each long term, assessments of reading and writing are recorded onto SIMs. Staff meet half termly to

moderate writing across all year groups. Children undertake the national tests at the end of Year 1, Year 2 and Year 6.

Marking

Marking in English is live and undertaken with the pupil present during lessons in accordance with the school's Marking Policy.

Evaluation and Monitoring

Monitoring of the standards of the children's work and the quality of the teaching in English is the responsibility of the English Subject Leaders. The work of the Subject Leaders also involves supporting colleagues in the teaching of English, being informed about the current developments in the subject, and providing a strategic lead and direction for the subject in the school. The Subject Leaders meet regularly with the Head Teacher and give Governors a termly summary report in which they evaluate the strengths and weaknesses in the subject, and indicate areas for further improvement. Lesson observations and book analysis are carried out regularly using 'Blink' observations.

Staff Development

Staff development is undertaken in the following ways:

- By individuals identifying areas for development during Performance Management reviews (personal development).
- In the School Improvement plan (whole school development).
- By discussion with the Head Teacher and/or co-ordinator.
- By making staff aware of relevant courses.
- By observation and feedback.
- With a programme of personalised support where requested or agreed.
- By whole school INSET.
- By visits to local subject leaders where available.

Excellence and Enjoyment in English

Excellence is celebrated with praise, stickers and displays of work, read or spoken presentations to the class or school and certificates of achievement. Every week, a 'Writer of the Week' is selected from each class and is asked to read their writing aloud during Celebration Assembly to an audience of pupils, staff and parents. School librarians also use this assembly to recommend their favourite new releases or series.

Special guests to the school, such as visiting authors and performing arts groups are actively sought, providing children with stimulating and enjoyable experiences associated with literacy.

Many exciting and rewarding activities are arranged in school to promote the pleasure and knowledge that can be gained from books, e.g. 'Book Week' - where children are immersed in storytelling, quizzes, book discussions and the opportunity to dress up as a book character and share their favourite books. Other opportunities include a half-termly 'Cosy Read' session, where all pupils sign up to listen to an adult read in a different area of school, story time on the terrace at playtime, regular buddy library sessions across key stages and environmental changes / displays designed to prompt discussion. We have an established 'Community Book Swap' in the school foyer and regular open library sessions for families. The school website, including the 'Online Library' page, promotes and celebrates excellence in English.

Homework and the Role of Parents

We see parents as important partners in the process of developing children's literacy skills:

- They have an important influence on children's language before they come to school.
- They provide valuable support at home in helping children to become readers and writers.
- They offer a useful audience for children in their development as speakers and listeners, readers and writers as the children move through the school.

We therefore encourage parents to play their full part in their children's education by:

- Involving parents in the school's reading programme from the moment their child starts school.
- Updating the guidance for parents as their children move through school so that they can continue to offer appropriate support.
- Giving parents termly outlines of the curriculum areas in English that each year group will be studying.
- Welcoming offers of help from parents to assist in school by listening to children read.
- Sending homework home in accordance with the school's Homework Policy and encouraging parental support.

- Our termly reading newsletter for the whole school community.

Monitoring and Review of this Policy

This policy was drawn up by the Literacy Subject Leaders, Kirsty Baish and Rebecca Evans, through the consensus of opinion of all teaching staff as a result of extensive discussion.