

Barnby Dun Primary Academy

English Policy

1. Introduction

The study of English develops children's ability to listen, speak, read and write for a wide range of purposes, including the communication of their views, ideas and feelings. Children are enabled to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as non-fiction and a range of multi-media. Children gain an understanding of how language works by looking at its patterns, structures and origins; ensuring they are at the heart of the learning experience.

2. Aims

As outlined in the 2014 curriculum, we have developed the following aims:

- 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.

3. Objectives

Our aims can be broken down into more specific objectives:

Speaking and Listening

- To develop the ability to speak with confidence, clarity and fluency and in appropriate forms of speech
- To encounter a range of purposes for speech. These should be of increasing complexity and demand as they progress through school.

- To experience a variety of situations and groupings and a variety of audiences
- To develop the ability to listen with attention and understanding in different situations and for differing purposes
- To use talk partners on a regular basis, to encourage listening and to support and extend thinking
- To understand the importance of good listening and how to respond during discussions
- To develop the confidence to present orally in front of a range of different audiences using Standard English
- To evaluate use of the spoken word
- To develop the skills of turn taking, negotiation and reaching consensus

Reading (see additional Reading Vision)

- To enjoy books – to find pleasure in reading for interest, information and entertainment
- To be able to use a range of strategies to help them read with fluency, accuracy and understanding
- To read, analyse and evaluate a variety of texts from a wide range of genres (fiction and non-fiction), cultures and traditions and to understand how the format and language changes with different genre.
- To appreciate the tools of the writer and the techniques used to involve the reader in the text. To build these strategies into their own writing using talk for writing techniques, such as 'Book Talk'.
- To see the purpose of reading both in and out of school – for their learning and for their personal lives. To feel successful and confident in their capacity as readers by completing class reading challenges.

Writing

- To use writing as a means to communicate ideas and information to a reader from the very earliest stages, encouraging children to develop an independent approach

- To see writing as an enjoyable activity and approach tasks with confidence
- To be able to write in a grammatically correct way, using spelling, punctuation and syntax accurately and confidently.
- To develop an increasingly wide vocabulary suited to the purpose and genre. To write in a particular genre with a good understanding of the features
- To understand how writers can have an effect on the reader and incorporate ideas and skills of other authors into their own writing
- To use correctly formed and legible handwriting following the handwriting policy

Spelling and Phonics (FS/KS1)

Children should be able to:

- Blend and segment sounds easily.
- Learn that segmenting words into their constituent phonemes for spelling is the reverse of blending phonemes into words for reading.
- Spell words accurately by combining the use of grapheme-phoneme correspondence knowledge as the prime approach and also morphological knowledge and etymological information.
- Use a range of approaches to learn and spell irregular words.

Grammar aspects will be taught using the EGPS Progression Grid.

Grammar, Punctuation and Spelling (KS2)

- Grammar is most effective when taught in the context of reading and writing; either in the context of the linguistic demands of a particular genre or the writing needs of a child. We take a pragmatic approach to the teaching of grammar and believe effective grammar teaching takes place in meaningful contexts.
- Playing with words, investigations, puns, jokes, and rhymes can all enrich and inform grammatical knowledge and understanding and develop a genuine interest in how language works.
- There will be a weekly grammar focus in English lessons which will be taught either through discrete sessions, as a starter or a mixture of the two.

Spelling across the school

We want our pupils to become fluent and effective writers; and we believe accurate spelling is a means to that end. Competent spellers need to spend less time and energy in thinking about spelling to enable them to channel their time and energy into the skills of composition, sentence structure and precise word choice.

A balanced spelling programme (No Nonsense Spelling from year 2 upwards) includes five main components:

- understanding the principles underpinning word construction (phonemic, morphemic and etymological);
- recognising how (and how far) these principles apply to each word, in order to learn to spell words;
- practising and assessing spelling;
- applying a range of spelling strategies and proofreading;
- building pupils' self-images as spellers

4. Curriculum Content/ Organisation of Teaching and Learning

Planning

English is a core subject in the National Curriculum. We use this, the Lancashire Grid for learning, Letters and Sounds, Support for Spelling and 'No Nonsense Spelling', as well as Twinkl and Testbase resources, as a basis for implementing the statutory requirements for the study of English. The National Curriculum details what we teach in the long term. As a school, we try to link any topic with teaching and learning in English. The class teacher evaluates on a daily basis the progress of individuals and this assessment informs the next stages of planning. Teachers also have freedom to link weekly plans to favourite authors.

Cross Curricular Links

The skills that children develop in English are linked to, and applied in, every subject of our curriculum. The children's skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their work in and out of school. To ensure that all learning is meaningful and put into context by the child, we aim to make our English teaching as cross curricular as possible. This means children are able to use relevant first hand experience to enrich their English work.

Reading

From the start, we aim to provide a rich and stimulating literary environment where the children experience a variety of reading materials including fiction, non-fiction and poetry. Above all, we need to encourage the development of a positive

response, where success is felt and reading is seen as meaningful and enjoyable. Classes in school also have 'buddy' classes. Together they will share books, either in pairs or small groups. As a way to promote the love of reading, all classes have devised a class reading challenge. This encourages engagement with parents. We have also set the expectation from 2017 onwards for children to read at home at least three times a week: failure to do this results in loss of golden time, where the children then spend this time reading and completing comprehension challenges.

Individual Reading

Home/ school reading books are banded using the 'National Book Band' colours and stored centrally for easy access. Children are able to choose from a range of books on the reading shelves aimed at his/ her level of ability. These books have been chosen from a number of different published schemes. The child proceeds to the next level at the teacher's discretion.

Children also have a home/ school reading record book which provides a record of books read and a valuable dialogue between home and school about the child's reading progress. Information about how to use the reading record is done through reading meetings when the child starts school, informal chats and an accompanying leaflet with ideas and suggestions for comments.

As pupils progress through school and become fluent, confident readers, they move onto free reading shelves which are located in their classrooms or shared areas. They can also choose an appropriate book from home or the library. When children reach this stage, they will no longer require a home/school reading record book, but will have a homework diary, so the teacher / parent dialogue can continue.

Each class has a reading rewards system to encourage children to read at home. We have also set the expectation from 2017 onwards for children to read at home at least three times a week: failure to do this results in loss of golden time, where the children then spend this time reading and completing comprehension challenges.

Guided Reading / Whole Class Reading

In key stage one, pupils have regular guided reading sessions where children have the opportunity to learn reading skills within a small group of similar ability pupils. Children are targeted with questions and discussion topics, to aid their comprehension skills. Guided reading books have been banded using the same colour coding system as individual readers and stored centrally. As well as small group sessions, children also have written comprehension sessions as a whole class, focused on developing skills linked to the content domain of Curriculum 2014. In KS2, whole class reading is the main strategy used for the teaching of reading, in order to fall in line with current curriculum demands and maximise learning time and progress.

Writing

We aim to provide a stimulating and supportive writing environment where children feel confident to experiment with writing. Children are taught to write in a variety of styles, for a variety of purpose and audiences. Writing skills taught are transferred across the curriculum.

Shared Writing

Shared writing is a whole class writing activity which may take one of the following forms:

- Teacher demonstration/ modelled writing, whereby the teacher writes to exemplify the thought process and the construction of writing.
- Teacher scribing, whereby the teacher and children compose a text together with the teacher taking responsibility for recording the children's ideas.
- Supported composition or scaffolded writing, whereby children, in the course of shared writing, write parts of the text, e.g. in pairs using dry-wipe boards.
- Shared writing is planned into English lessons to scaffold independent writing and exemplify generic features and sentence construction.

Guided Writing

During guided writing sessions, children work in a small group of similar ability children with adult support. Guided writing sessions are dedicated to developing specific writing skills in order to move children's learning forward.

Independent/ Extended Writing

Independent writing provides children with the time and opportunity to practise, develop and consolidate the skills they have learnt during shared and guided writing. Extended writing ensures that they have opportunities to engage with and complete longer written activities for a range of purposes and audiences. Extended or independent writing is linked directly to previously scaffolded activities. Children are given the opportunity to firstly draft the piece of writing, before brief teacher marking, then self-editing and re-drafting. Clear success criteria are developed before the point of writing.

Phonics/ Spelling

Phonics is taught daily throughout the foundation stage and Key Stage One using the 'Letters and Sounds' as a basis for planning. Spelling is taught twice a week in Key Stage 2. The Letters and Sounds scheme of work is supplemented by Jolly Phonics and Jolly Grammar resources and materials. From Year 2, the 'No Nonsense Spelling' scheme of work is used as the basis of spelling teaching. It is planned for as part of the English weekly lesson plan. Support for Spelling resources are also used from Year 2 upwards to support in extending children's spelling and phonic knowledge.

Grammar for Writing, Spelling bank resources and other materials are used when appropriate throughout Key Stage Two in accordance with the 2014 curriculum.

Handwriting

See separate handwriting policy (Oct 2017).

Pupil Voice

A pupil consultation group consisting of pupils from year 2 upwards, meet on a half termly basis to discuss aspects of English that the children particularly enjoy or to make suggestions for improvement in English provision across the school. They are involved with choosing books and resources and have an input into planning whole school events such as World Book Day ideas and Everybody Writes Days.

Parental Involvement

We aim to involve parents as much as possible in all aspects of their child's learning and we do this in a number of ways e.g. Home visits – this is the beginning of the home/ school partnership, Reading meetings – these happen during their child's first term in school and parents are given advice and activities about how they can help their child's reading development at home. Home / school reading records / homework diaries - parents are encouraged to hear their child read their individual reading book at home and write comments in the reading record / homework diary – this provides a valuable dialogue between home and school about reading progress. Homework – Children often bring home key words, sounds, spellings etc in their reading folders to practice at home. During Key Stage 2 they are given homework diaries which parents sign and make a comment in if they wish. Parents evenings – parents are given a copy of their child's targets and suggested activities/ resources to help their child achieve their personal targets. During the Autumn term, we also hold workshops for parents in supporting their children at home.

5. Assessment, Recording and Reporting

Assessment For Learning

Our aim is that 'Assessment for Learning' is an integral part of our classroom practice and that children are actively involved in the process of their own learning. Pupils are involved as much as possible in formative, ongoing assessment.

Ongoing Teacher Assessment

Reading

Children accessing books from the book band reading shelves are heard individually every week and a record is kept of their progression along the reading shelves. Home/ School Reading Diaries / Homework diaries provide a valuable record of the

child's progress in their individual reading. Class teacher / TA records are also kept in school.

Assessment opportunities arise from shared reading sessions when pupils' responses can be observed. During guided reading sessions, teachers and teaching assistants fill in a simple pro-forma linked to the assessment focuses in reading. In KS2, children will complete a comprehension test each term. Results of assessments are inputted into the central tracker three times a year.

Class track (Otrack) is used to assess reading regularly against age related expectations. This then informs teachers' best fit judgements in reading.

Writing

Day to day assessment of writing should take place during guided writing sessions or during the marking process when regular feedback is given. This takes both verbal and written forms. Pupils are given opportunities to respond to marking on a **daily** basis. More formal assessments are made each half term when pupils do unaided writing in their 'blue unaided writing books' which are used to track progress. This writing is developed from a drafting process, in line with current guidelines for end of key stage expectations. The results of termly teacher assessments are plotted on Otrack, along with half termly assessments, which are judged from formative assessment information, including Class track. Teachers meet regularly to moderate children's samples of work.

Class track (Otrack) is also used to assess writing regularly against age related expectations. This then informs teachers' best fit judgements in writing.

Phonics and Spelling

Teachers use key word lists and phonic sheets to record progression in phonics and the reading and spelling of key words. Pupils through school have regular spelling tests as part of the curriculum. At the end of key stage one, children take the national tests, and a teacher assessment is then given, taking a number of factors into account. As part of the end of Key Stage Two assessments, children take the Spelling, Punctuation and Grammar test. There is also a statutory phonics test at the end of year 1, which children have to re-take at the end of year 2 if they do not pass.

Targets

Children are also given short term curricular targets in reading and writing to support their progress and ensure pupils know what they need to work on to move forward in their learning. These are reviewed regularly with pupils and ongoing targets are shared with parents at parents' meetings.

Tracking Progress

Outcomes of reading and writing assessments are plotted on Otrack every half term, which then feeds into Pupil Progress Meetings, where teachers analyse results and plan intervention strategies. (See assessment policy)

Reporting to Parents

Parents' Evenings are held twice a year when parents receive a verbal report on their child's progress. Parents are also given a written copy of their child's targets in reading and writing and suggestions/ activities that they could do at home to help their child achieve them. A written report on their children's progress is sent home towards the end of the summer term. It includes targets for future development. At the end of each Key Stage, the child's level of achievement in both SATs and Teacher Assessment is also reported to parents.

(See School Assessment Policy)

6. Early Years/ Foundation Stage

English skills are taught on a daily basis in the Foundation Stage following the objectives set out in the Foundation Stage Curriculum. Children are given the opportunity to talk and communicate in a widening range of situations, to respond to adults and to each other, to listen carefully and to practise and extend their range of vocabulary and communication skills. They have the opportunity to explore, enjoy, learn about, and use words and text in a range of situations. Phonics is taught daily using 'Letters and Sounds.' Assessment is carried out using the Foundation Stage Profile.

7. Equal Opportunities

Every child has equal access to the English curriculum regardless of ability, age, gender or cultural background. We provide all the children with a wide range of activities and encourage every child to develop his/her full potential. It is important that children develop their own sense of worth and an increasing sense of their own place in the community and the wider world. In addition, there are many opportunities in the teaching of English to foster the attitudes of consideration, understanding and tolerance of others.

8. Computing

Computing skills have an important role to play in school in the development of English skills. ICT is used on a daily basis to enhance the teaching of English and to give all children the opportunity to experience, read and write multimodal texts and develop visual literacy. The use of ICT is cross curricular.

9. Inclusion

Pupils of all abilities will benefit from the English Curriculum. All pupils will be given the opportunity to develop their abilities to their fullest extent, regardless of age, gender, race, cultural or linguistic background, or any physical or sensory disability. Lessons will be differentiated according to the needs of the class.

Every opportunity will be made to provide for the individual educational needs of all pupils and where necessary additional teacher support or special equipment/resources will be provided. Interventions are also used for all children to ensure they reach their full potential: support as well as challenge.

Through appropriate planning, we should stretch high achieving pupils by providing more challenging activities and having a high expectation of their performance at the same time.

10. Special Needs.

Differentiated learning strategies support pupils with special needs. This applies to children who need additional support and also those who are more able. Support is usually given in class but sometimes groups and/ or individuals are withdrawn for a particular focus. The level of support given to children with SEN and their targets are detailed in Personal Learning Plans. A number of programmes take place in school to support pupils learning e.g. Direct phonics, Early Literacy Support, Lexia etc.

(See Policy on Special Needs for more information).

11. Management

It is the role of the English Subject Leaders to maintain an overview of the English Curriculum, monitor progress throughout school, keep colleagues well informed and offer support, to lead new initiatives and deliver INSET when required. The subject leaders will also maintain the English budget, organise resources and update school policy as required.

(See Generic Job Description for Curriculum Co-ordinators for more detailed information).

All staff members are responsible for ensuring that, through thorough planning and teaching, appropriate NC Programmes of Study are covered and the achievements of each child are recorded and reported to the parent and the next teacher.

Close liaison between staff is most important to ensure that experience, skills and knowledge are built on, ensuring each child's development and progression.

12. **Evaluation**

We recognise the need to regularly evaluate and review our policy and practice in order to provide and maintain high standards of provision for all the children in our school.

CM/RC/AH 2017