



## Bishop Bronescombe C of E (VA) School

### Policy for English



Updated:	September 2015	Revised by:	Debbie Carmichael
Due for Review:	September 2018	Governor responsible:	Carole Gardner

#### School Aims:

At Bishop Bronescombe School we aim to give all children:

- ✚ Access to a rich curriculum which enthuses and equips them for life as citizens in the 21<sup>st</sup> century.
- ✚ Opportunities to explore their own developing Christian faith and to have respect for the faith of others.
- ✚ High self esteem by feeling valued as a member of our school.
- ✚ A sense of fair play, treating others with dignity and respect.
- ✚ The chance to enjoy taking part in a vibrant, forward looking school, moving their learning forwards.

Bishop Bronescombe School Motto is: ***'Learning that lasts a lifetime.'***

#### General policy statement:

All staff, governors, volunteer helpers, students and visitors need to give due regard to all of the policies and practices adopted by the school. All staff carry responsibility for the welfare and success of the children in our school. Staff will advise anyone who is working alongside us of the necessary protocols, procedures and policies we follow.

#### Aims

- To accelerate children's learning
- To meet the need for helpful feedback to individual children
- To aid the ongoing assessment of the pupils progress linked with learning objectives and future planning
- To satisfy others that children's work is being monitored

This document is a statement of the aims, principles and teaching strategies for teaching English at Bishop Bronescombe Church of England Primary School.

This policy will be reviewed, if necessary, in line with School Development Plan targets.

#### Aim and objectives:

We believe that literacy and communication are key life skills. Through the English curriculum, we will help children develop the skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language and equip them with the skills to become lifelong learners. We want children to enjoy and appreciate literature and its rich variety. We believe that through speaking and listening, reading, writing and drama children develop their powers of imagination and invention, enabling them to express themselves creatively and imaginatively.

Literacy is at the heart of all children's learning. Literacy enables children both to communicate with others effectively for a variety of purposes and to examine their own and others' experiences, feelings and ideas, giving these order and meaning. Because literacy is central to children's intellectual, emotional and social development, it has an essential role across the curriculum and helps pupils' learning to be coherent and progressive.

At Bishop Bronescombe C of E School, by the age of 11, we **expect** children to be able to:

- read, write and speak with confidence, fluency and understanding;
- have an interest in books and read for enjoyment;
- become enthusiastic and critical readers of stories, poetry and drama, non-fiction and media texts;
- have an interest in words and their meanings, developing a growing vocabulary in spoken and written forms;
- understand the connections between the spoken and written word;
- discuss reading and writing comprehensively, expressing opinions, explaining techniques and justifying preferences about a wide range of non-fiction texts using appropriate technical vocabulary;
- speak and write in a grammatically correct manner;
- spell well and use punctuation effectively to make all their writing clear for the reader;
- take pride in presenting their written work well.

**Around the school children will be seen:**

- discussing aspects of English learning;
- interacting with each other and the teacher, contributing to discussion, offering positive criticisms leading to the improvement of reading and writing;
- evaluating their own and others' contributions through a range of drama activities across the curriculum;
- working with a sense of urgency, being part of a well-paced learning environment and showing the need to make progress;
- being ambitious and having high expectations of personal success.

**Contribution of English to teaching in other areas of the curriculum:**

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, drama, speaking and listening enable them to communicate and express themselves in all areas of their work.

**Organisation:**

- English is taught and structured in accordance with the Primary National Curriculum and follows the statutory requirements for Spoken Language, Reading, Comprehension and all aspects of Writing.
- Skills taught in English are used across the curriculum and are linked wherever possible to other curriculum areas.
- English lessons are structured in various ways, such as whole class, group, paired and individual learning.
- Lessons include explanations and modelling by the teacher as well as oral, written and practical activities. ICT is used wherever possible to support teaching and learning.
- A range of teaching and learning resources are used to support, develop and extend children's learning.
- Teaching Assistants support every English lesson and work with children of every ability, including Gifted and Talented.

**Approaches to Teaching and Learning:**

**Talk for Writing**

Talk for Writing forms a key element of the Teaching Sequence for Writing is embedded in all the teaching phases of English. Talk for Writing involves making explicit the processes and thinking involved in the writing process so that ultimately they can be internalised and applied by children in their own writing.

The main principles of talk for writing are:

### **1. Book-talk**

'Book-talk' is the extended opportunity to use **talk** to explore children's personal and collective responses to a text **as readers**.

### **2. Writer-talk**

'Writer-talk' is the articulation of the thinking and creative processes involved in all stages of the act of writing; talk that helps children to think and behave like a writer (and consider themselves to be one).

### **3. Storytelling and story making**

This involves the learning and repeating of oral stories, building children's confidence to develop them through telling and then extending that development into writing; later creating 'new' stories orally as a preparation and rehearsal for writing. The sequence being **imitation, innovation and invention**.

### **4. Word and Language games**

Talk games and activities are used to:

- stimulate and develop vocabulary
- 'warm up' the imagination, stimulate creative thinking
- orally develop a character
- orally develop a setting

### **5. Role-play and drama**

Techniques such as 'hot seating' and 'conscience alley' etc are used.

Writing lessons focus on the 3 strands of the Primary National Curriculum (transcription, composition and vocabulary, grammar and punctuation). They are generally structured as follows:

- A starter focussing on key grammar points
- Whole class story-telling, shared reading or writing
- Guided group and independent reading or writing
- Drama and role-play activities play an integral part in the writing process.
- Children are encouraged to share their ideas with the teacher and other children and regularly engage in talk partner work and peer assessment.
- Toolkits are always used to help children develop their writing skills and understand what is expected for each text-type. The children then use this to peer- and self-assess their writing.
- Learning activities are always differentiated for all children.

## **Planning - Writing**

Fiction writing is planned in a four week/phase cycle on most occasions. Occasionally cycles are shorter or longer, depending on the text type.

### **Phase 1 – Imitation**

Introduce new story/genre; learn to tell the story; read and explore examples in terms of structure and language; use of drama and speaking & listening activities; create text map and box-up text.

### **Phase 2 – Innovation**

Practice specific grammar skills (including VCOP), develop success criteria, teacher model and children write within a tightly-focused expected outcome

### **Phase 3 – Invention**

Children given related writing task to plan and implement individually. Sustained, unaided writing.

## **Daily sentence and grammar work**

- Grammar teaching is taught creatively, through the text type, following the Primary Curriculum. Grammar focus points are evident in the text being learned or analysed in Literacy lessons.
- In addition, explicit teaching of word / sentence work takes place for 10-15 mins daily, generally this is the warm-up part of the lesson. Children participate in a range of games and interactive activities to extend their grammatical knowledge.

## **Daily phonics and spelling**

- Phonics and spelling are taught in differentiated groups every day.
- Read Write Inc is used in the Foundation Stage and KS1. This synthetic phonics approach is strictly followed to teach word reading, comprehension and spelling.
- In KS2, spelling is taught daily for 15 minutes. One focus is taught at a time (i.e prefixes, contractions etc), using Support for Spelling resources. Words from the statutory word lists are also taught using spelling games.
- 10 differentiated spellings are sent home for homework and tested each week.

## **Daily handwriting**

- Handwriting is practiced daily (10 mins), using PenPals. The focus is on correct letter formation in Early Years and year 1. Teaching moves onto correct letter joins and applying joins in words when the child is ready and able. Children then apply joining when practicing sentence-writing in handwriting.
- Acceptable handwriting is expected in all writing (including whiteboard work).
- Handwriting support groups are identified, if necessary, and use the Write from the Start programme.
- When children achieve an appropriately neat handwriting style, they achieve a Pen Licence and are then permitted to use a school handwriting pen in their written work in all areas of the curriculum (except Maths).

## **Planning**

The weekly plan gives detail of lesson content and how it will be applied. This include deployment of TAs. It identifies the learning objectives, success criteria and differentiation. It also provides opportunities to record assessment.

Teachers monitor and amend their plans daily where necessary.

Planning is monitored by the English Coordinator at least twice per year. In addition, the English Coordinator monitors lessons and progress and attainment through lesson observations or learning walks and book scrutiny.

## **EYFS**

We teach English in our Reception class as an integral part of the school's work. We relate the English aspects of the children's work to the objectives set out in the Early Learning Goals which underpin the curriculum planning for children aged three to five.

We give all children the opportunity to express themselves effectively, showing awareness of listeners' needs. We encourage children to develop their own stories and explanations by connecting ideas and events.

Children in Reception classes are taught vocabulary, grammar, transcription and composition through the Talk for Writing model. In the early stages, groups are supported by an adult to

scaffold their ideas and model writing. They record their ideas orally, using writing frames or cloze sentences. This is gradually developed and children progress to writing their own sentences.

## **Reading**

### Guided Reading

Daily Guided Reading roundabout takes place in all KS2 classes and for children in KS1, who have surpassed Read Write Inc, which includes guided reading sessions with the Class Teacher and Teaching Assistant; independent reading response activity; comprehension and independent reading. A range of genres is covered.

### **Phonics**

Read Write Inc. is used to teach children in Early Years and KS1 phonics for reading and spelling. Daily lessons follow a tight structure and progression. Pupils are assessed half-termly and placed into ability groups to ensure teaching exactly matches every pupil's next steps. Phonics teaching is supplemented through planned learning opportunities in Early Years. Children are encouraged to practise phonics for reading and spelling through set homework activities.

### **Intervention**

We identify children in need of extra support to make progress in both reading and writing and provide interventions using the Read Write Inc program and Fresh Start materials in years 5 and 6. Interventions vary according to need. Children's progress is closely monitored and tracked by the Reading Leader and group or 1:1 interventions planned and delivered according to need.

### **Assessment and Record Keeping**

Self-assessment by the children is encouraged through individual discussion, marking ladders and peer- and self-assessment using the school's 'tickled pink and green for growth' marking model as well as through the regular use of marking ladders.

Judgments are made through observations, discussions and written work.

Assessment is recorded daily on weekly plans and used to inform future planning and next steps. Children collaborate with teachers to set themselves targets and monitor their own progress. Regular conferencing, focussing on objectives in the Learning Journeys, takes place to enable reviews and setting of targets.

Staff set targets for children in September and predict an end of year level. These are reviewed every term and the data analysed in order to make further provision for individuals to reach or exceed their end of year target level. These reviews are the outcome of termly 'Assessment weeks' where the following materials are used in support of ongoing teacher assessment:

#### **KS1**

Read Write Inc phonics and reading assessment

Y1 and 2 'Rising Stars' comprehension (termly)

Unaided writing (2 x each half-term)

Book bands

#### **KS2 – term 1 and 2 (term 3 SATS/optional SATS)**

Read Write Inc phonics and reading assessment (if appropriate)

2 'Rising Stars' comprehension

Unaided writing (2 x each half-term)

In addition to this, weekly spellings are sent home and tested each week and reading journals are checked regularly.

Short term targets are set when unaided work is levelled.

Targets are shared and discussed with parents/carers at parent consultation meetings in the Autumn and Spring terms. In addition to this, parent/carers may discuss their child's progress at any pre-arranged time.

Formal summative assessment is carried out annually through the use of Optional SATS materials and SATS. These assessments are passed to the child's next teacher as part of a transition meeting, along with other records of the child's attainment and areas of coverage. Targets and individual needs are also given as transfer information to the next teacher.

### **Homework**

Children are set 10 weekly spellings and these are tested in school.

All children are expected to read at least three times a week and reading records are checked regularly.

At times, cross-curricular homework tasks are set which provide the opportunity to utilise reading and writing skills.

### **Resources**

The school library has a stock of fiction and non-fiction books which are used by classes and individuals.

Scholastic visit twice a year to display and sell a range of books; parent/carers are invited in to school to view these.

A budget is set each year to enable purchasing of new books and replace lost or damaged stock.

In addition, each class is resourced with dictionaries and thesauruses and a range of guided reading books that are age-appropriate.

The reading scheme is made up of banded boxes which include a wide range of genre and 'real books' as well as those from the Oxford Reading Tree Scheme. Teachers also draw from a wide range of other resources, including those from the internet.

A wide variety of classroom displays support learning in English. These include a Working Wall showing key words, visual cues, toolkits, a WAGOLL and suggested strategies. Each classroom has a washing line to display story maps, shared- or modelled- writing, text box-ups and toolkits. All of these form an easily accessible bank of resources to support teaching and learning.

All children are provided with two Writer's Journals (one for fiction and the other for non-fiction). These contain notes etc which support children's writing for example: story maps, box-ups, toolkits, word and sentence banks, spelling rules etc.

### **Presentation of work**

Learning is presented through discussion, recording in individual books and whole class or group recording.

All children write in pencil until they have reached a desired level of presentation. At this time, they are issued with a pen licence (at the discretion of the class teacher). Handwriting must be of a consistently high standard so that the child may keep the pen licence.

Each piece of work should begin with the date and Learning Objective. These should be underlined with a ruler or carefully glued in.

### **Differentiation and SEN**

Children on the SEN register may have extra specific English learning targets as identified on their IEPs.

A range of intervention programmes are used to support the learning of children whose attainment lies in orange (target group) or red (SEN) on SIMS tracking. These include

activities such as Reading support groups, Toe by Toe and 1:1 Tuition (see Interventions section).

English planning identifies differentiation for particular groups of children.

However, all groups of children are provided with adult support on a regular basis.

To ensure the needs of all children are met, differentiation is addressed by:

- varying the task
- adult support
- expected outcome
- use of resources (including recordable whiteboards, easi-speak microphones, talking tins, letter mats, word mats, coloured overlays and/or coloured paper)
- grouping strategies
- extension activities
- differentiated success criteria

### **ICT**

ICT is incorporated into whole class, group, paired and individual learning where appropriate.

ICT resources include:

Chromebooks

Learnpads

Netbooks

Interactive whiteboards in every classroom

### **Leadership and management**

The English subject leader is responsible for supporting colleagues in the teaching of English

The English leader ensures all staff are informed about current developments in the subject and provides a co-ordinator's lead and direction for the subject in the school. Training is provided by the leader in staff meetings and/or INSET days, in consultation with the SLT.

### **Monitoring and review**

The English subject leader monitors the standards of children's work and the quality of teaching in English in conjunction with the Senior Leadership team.

The English subject leader gives the Head a summary report in which s/he evaluates strengths in the subject and indicates areas for further improvement. These issues are then addressed through the School Development Plan.