



ST BARNABAS CE VC PRIMARY SCHOOL

ENGLISH POLICY

Last Review Date	Next Review Date	Changes	Committee
October 2019	October 2022	Rewritten due to a change in schemes used: T4W not explicitly followed anymore, early reading changed and Book Study approach.	Standards
01/03/2017	01/03/2020	No Changes	CCI
Feb 2016	Feb 2017	Addition of the No-Nonsense spelling and grammar scheme of work. LCP phonics scheme used less in year 2 due to the following of no-nonsense spelling. All SPAG work to be completed in back of yellow books.	

ENGLISH POLICY

Rationale

At St Barnabas Primary School we believe that the development of language and literacy skills is of the highest priority. Language is the main tool of learning and communication.

Our approach to the teaching of English includes opportunities for speaking and listening, drama, real contexts for writing and good quality literature. Most importantly, we want to create fluent readers and writers with all the skills and knowledge they need to be confidently literate in life.

Through our English policy, integrated with all other areas of the curriculum, we endeavour to produce confident children who will achieve their full potential as authors. We work in partnership with parents/carers to provide an education of the highest quality, which celebrates everyone's success in a happy, caring environment, where all our differences are valued.

This policy describes our practice in the teaching of English: reading, writing, phonics, spelling, grammar and speaking and listening.

Aims

At St Barnabas school we aim to develop:

- A positive attitude towards all aspects of English, working as authors, readers and writers.
- The ability to communicate and respond effectively.
- The competence to produce work of high quality.
- Independence and confidence.
- A keen awareness of purpose and audience in all areas of English.
- Persistence and stamina.
- The confidence to tackle and solve problems through the application of knowledge and the use of skills.

Objectives

- To provide a language-rich environment that promotes a culture of reading and writing.

- To build on our children’s experiences of language learning, recognising their individuality and acknowledging differences in their cultural backgrounds.
- To develop in pupils an interest in and a love of books and literature that will not only support their learning across the curriculum but also enrich their lives.
- To value and use books as a basis for learning, pleasure, talk and play.
- To teach children the craft of writing in order to develop in children the confidence and skills to write well for a range of purposes and audience.
- Teach the basics – spelling, handwriting, grammar and punctuation – to encourage and develop creativity.
- To foster in pupils the confidence, desire and ability to express their views and opinions both orally and in writing.
- To value and celebrate diversity in culture and language.
- Make appropriate assessments and keep meaningful records to ensure progression and continuity.

Statutory requirements

English is a core subject in the National Curriculum. We use the new Primary Curriculum as the basis for implementing the programme of study for English. The school follows the National Curriculum 2014 for reading, writing, grammar, spelling, speaking and listening and handwriting.

Statutory requirements for the teaching and learning of English are set out in the National Curriculum English Document (2014) and in the Communication, Language and Literacy section of the Statutory Framework for the Early Years Foundation Stage (2014).

Whole School Philosophy

At St Barnabas, we aim to develop the abilities of all pupils to communicate effectively in speech and in writing, to listen with understanding, and to become enthusiastic and responsive readers so that they can cope with the language demands in adult life. As a large proportion of our children are from ethnic backgrounds we aim to use a wide range of multi-cultural literature to develop the self-esteem of all pupils and an understanding and respect for all cultures alongside their own.

Writing approach

English is taught on a daily basis from Year 1 to Year 6, including daily phonics lessons in Reception. Knowledge, understanding and skills are taught daily within the English lesson. Lesson planning is guided by the 2014 National Curriculum and with a focus on using key engaging texts to in our book study approach.

Using strategies from ‘The Power of Reading’ and ‘Talk for Writing’ approach, teachers plan focused book study sequences of learning towards writing outcomes across a range of genres linked to reading, drama and speech and language.

Teachers select quality texts which, where appropriate, support the class enquiry question, and therefore, the wider curriculum. Where appropriate, teachers plan creative and relevant links to their class enquiry units as a vehicle for writing.

There is a balance between fiction, non-fiction and poetry and an emphasis on whole texts rather than extracts. Teachers use a variety of teaching methods to deliver the curriculum, achieve set learning objectives and show a clear teaching sequence.

Teachers are provided with clear expectations for teaching English. Teaching and learning takes place within a whole class setting (shared/modelled reading and writing) and within mixed ability and ability-led guided reading and writing groups. Children also work independently, collaboratively or with a partner on set tasks.

In the main, differentiation is by outcome and through setting different expectations. The teacher may lead smaller ability led guided reading and writing groups during a lesson. Within guided groups, teachers move children forward by focusing specifically on reading and writing issues which are particular to that group of children.

Teachers are expected to plan time within extended writing lessons for children to reflect on their marked work, and independently respond to teacher prompts to improve their writing.

Each year group, from Years 1 to 6, plans units of work using the National Curriculum statutory guidance. Each English teaching sequence (usually lasting between two and four weeks) will cover outcomes for speaking & listening, reading and writing. Each new book study begins with a short burst write relevant to the text and genre and then a final write of a particular genre in the children’s red author books. Each plan will have a writing outcome with a particular purpose and audience in mind. Extended writing is encouraged and developed at all times, with high expectations for quality and presentation.

In Reception, there is a daily Phonics lessons and class story. When sharing stories, children are asked questions and encouraged to make simple predictions and inferences. Later in the year, simple book study teaching sequences are introduced to enable children to delve deeper into a text and produce some simple pieces of writing for a given purpose.

Planning

Long-term planning is based on the National Curriculum (2014) for English to ensure coverage. Teachers are encouraged to plan their units of work in a way that supports good cross-curricular links.

Short-term planning is produced on weekly plans that show the objectives for the week taken from the New National Curriculum. These plans are expected to show differentiation, where appropriate, progression over the week and a clear sequence of learning.

Reading Approach

Our priority is both the teaching of reading skills and the enjoyment of literature, so as to enable children to become lifelong, confident readers. As children begin to read, we focus on decoding, primarily through phonics and including other strategies, e.g. whole word recognition, rhyme and context.

As children build fluency, comprehension skills become our main area of focus and questioning looks at skills such as retelling, inference and prediction. We believe that high-quality literature is key to motivating children to read and instilling in children a love of literature.

A love of books and of reading is encouraged by providing a rich reading environment in our classrooms and in our school library. Throughout the school, teachers read aloud to children on a regular basis. A wide range of good quality fiction, non-fiction and poetry is read and used by teachers across the school. Children have access to motivating texts to read both through our scheme books and our well- resourced library and children are encouraged to read widely.

Word recognition skills are taught which are needed to decode text and language comprehension skills are taught which are needed to understand what children have read.

The teaching of early reading skills begins in our Reception class, through daily story time and individual reading of decodable books. The decodable books that are used are aligned with Letters and Sounds. Children begin with Phase 1 books, which only contain pictures. Children share these with adults, making up stories or talking about the images. The children then progress through Phases 2 to 6. These books identify the phonemes and graphemes that are included, enabling adults to select a book matched to a child's phonics journey. Children are encouraged to re-read these books

a number of times to develop their fluency, before changing the text. At times, children will read decodable books that are from a phase lower than the one they are currently be taught. This is to develop fluency and accuracy.

These decodable books are also used in Year 1 and Year 2. They are also available for pupils who arrive with limited English throughout the school and for children working out of step.

In Reception, there are also sets of books that support parental engagement with reading. These books include prompts for parents/carers to use when sharing the text with their child. A number of prompts and questions are used to enable the book to be read and shared more than once. Some of these books do not contain any words so that parents/carers can tell their own stories. The prompts in these books are visual images so that children can still engage with the text, for example, pointing at colours. Parents/carers who are new to English are encouraged to use these Immersive Reading books with their children to develop a love of reading.

Across the school, children are taught in guided reading groups and some whole class sessions using structured, guided texts and short stories. There is a daily guided reading session of 30 minutes, (each group reading with the teacher once a week).

Guided reading begins in Year 1, once the children are ready. This is usually in terms 3 and 4 but can be earlier or later depending on the cohort. Before this, Year 1 children read 1:1 with adults. Guided reading sessions are usually ability grouped, enabling teachers to support children at the same level and challenge those working towards greater depth.

Guided reading in Year 2-5 usually takes place daily with each group being read with at least once a week. The class teacher has a particular learning objective focus for each group's read to develop specific reading and comprehension skills. It also enables the class teacher to deliver focused questioning to pupils, ensuring each individual is being appropriately challenged. Children are all able to build confidence reading aloud and are given opportunity to discuss and share their ideas about the texts used.

In Year 6 whole class reading sessions take place, which then feed into English writing tasks. This allows the children to be challenged and questioned appropriately. The English learning objectives focus on both writing and the reading understanding necessary to write effectively. With regards Key Marginal children (borderline below and at EXP), afternoon sessions are run, which focus on the understanding needed to succeed in reading. The sessions involve no more than 5 children and are focused on a particular area of the reading curriculum. These therapies run twice a week, last 45 minutes per session and run for about 3 weeks.

Teachers and Teaching Assistants also read on an individual basis with children, assessing children's progression in reading and their understanding of the text. Children who are not making adequate progress are identified and given one to one support. Regular benchmarking and Pixl assessments support teacher's ongoing assessments for reading across the school.

Teachers in Reception and Year 1 use Letters & Sounds to teach phonics. Letters and Sounds is also used in Year 2, where appropriate. Children in EYFS and KS1 have daily short, focused phonics sessions which build slowly from learning single letter sounds to digraphs and alternative spellings. This knowledge is applied in children's reading and writing. Children learn sounds, actions and letters through games and activities from 'Letters and Sounds' which support sounding out, segmenting and blending.

All Year 1 pupils complete the Year 1 phonics screening check to confirm whether individual pupils have learnt phonetic decoding to an appropriate standard.

Pupils who have not reached this standard at the end of Year 1 will receive further support to ensure they can improve their phonic decoding skills. Pupils will then have the opportunity and support to retake the screening check in Year 2.

Understanding how to spell correctly is important in supporting children to organise their thinking around language. Knowing how to apply spelling rules and recognising key words is empowering for children. Year 2 to Year 6 follow the No-Nonsense spelling scheme of work, which is taught daily across the school. The focus for these sessions is to review, teach, practise and apply taught spelling patterns in a fun and creative way and to apply these in their writing. Across the school, weekly spellings are sent home for the children to practice and learn for a weekly spelling test.

Grammar

Spelling, punctuation and grammar are taught and practised on a daily basis. Linked to the National Curriculum guidelines for year groups, grammar is taught and planned to fit in with relevant genres of writing. The majority of grammar is taught within English lessons providing the children with a real context to apply their skills.

However, some teachers from Year 1 to Year 6 also use the No-Nonsense grammar scheme of work to support the teaching of grammar, alongside the national curriculum objectives and specific grammar learning is recorded in the SPAG section of the yellow author books.

Speaking and Listening

At St Barnabas we believe that speaking and listening form the foundations of all learning in English. We create and facilitate opportunities for conversation, discussion and talk around learning. Questioning forms the basis of our teaching and enquiry units, and we strongly encourage children to be inquisitive and to share their thoughts confidently in a supportive environment.

Children have meaningful opportunities to recite and read aloud, listen to and participate in stories, poems, rhymes and songs and take part in drama activities. As well as opportunities for children to talk about and discuss their reading and writing and work collaboratively with peers. Talk is valued highly in the classroom as a tool for learning, so interventions are used to support pupils with speaking and listening skills below age related expectations.

Word Aware supporting a vocabulary rich school

Throughout the school across all year groups, we follow the Word Aware approach to promote the vocabulary development of all children. As a significant number of our children have EAL needs, this approach provides focused support for those pupils, as well as extending the word learning and vocabulary of all pupils.

In classes a ‘word of the day’ is taught daily, where children through rhymes, actions and discussion, learn the meaning of a word and how to use it in context. Vocabulary builds systematically on pupil’s current knowledge and is chosen to support the understanding of concepts in subjects such as maths and science and to also support writing more expressively.

Handwriting

We place value on children taking pride and care over their work and handwriting is a key part of this. In the early years, there is a big emphasis upon fine motor skills and we use a range of resources to practise these basic skills. Throughout the school, there is an emphasis on presentation and taking pride in each piece of writing completed. Each class uses the Penpals scheme of work to deliver handwriting lessons each week.

Children with SEN and challenging greater depth learners

English lessons, tasks and materials are differentiated by the class teacher to meet the needs of individual children. Children identified as having Special Educational Needs

may need greater differentiation of materials and tasks consistent with that child's POP.

The needs of children requiring additional support for their English will be discussed with the Special Needs Coordinator and the class teacher. Appropriate intervention strategies will be put in place to support learning.

Children working at or with the potential to reach greater depth will be challenged and motivated by greater differentiation of materials and tasks. The class teacher will also aim to identify those children who may be gifted in English and provide them with appropriate learning opportunities. All children will be given opportunities to participate on equal terms in all Literacy activities and due consideration will be given to the principles of inclusion.

Assessment and recording

Progress in English is monitored through ongoing teacher assessments. Each child's progress is monitored, using or school's assessment processes, and data is collected at the end of Terms 2, 4 and 6. The school uses Pixl to support teacher assessments in Reading and Spelling, Grammar and Punctuation. Analysis of tests are generated, enabling teachers to address gaps and areas for development. PixL is used to support teacher assessment, along with end of year expectation grids to assess writing, in line with the school's assessment procedures.

Red author books show progression over a sequence of learning and provide evidence of each text type taught through independent writing. Samples of writing will be scrutinised by the SLT and moderation of writing will take place both in Key Stage groups and jointly with other local schools.

Foundation Stage assessment is at the heart of the teaching and learning process. In the EYFS, teachers assess children's learning using the Foundation Stage Profile. Most of the observations for assessment are based on those activities that children initiate and engage with independently across the range of provision. In addition, EYFS and Key Stage 1 teachers track children's phonic progress using Phonic Assessments where appropriate to confirm the phase at which children are working. Phonic tracking and interventions are used in KS2 if appropriate.

As children move on through the school, teachers continue to observe and note children's progress on a day-to-day basis. In Writing, National Curriculum objectives are used to assess individual pupil progress. In Reading, National Curriculum objectives are also used to assess individual pupil progress, alongside reading benchmarks in terms 1, 4 and 6. In May children in Key Stage 1 (Year 2) undertake

SATs for Reading, Spelling, Grammar and Punctuation and Writing. In Key Stage 2 pupils complete the SAT's tests in reading, spelling, grammar and writing.

Children's assessments are collected at the end of Terms 2, 4, and 6. Pupil Progress Meetings and Convince Me Meeting are held with class teachers, the English lead and Headteacher to monitor pupil's progress in English. Data can be analysed for various groups PP (pupil premium), FSM (free school meals) children, gender, Gifted & Talented, SEN and ethnicity to ensure the progress is continually monitored.

Parents/Carers

Parents are actively encouraged to participate in their child's education with teaching teams supporting them in a positive way. This includes, reading with them at home regularly, supporting them with home learning tasks and completion of their reading planners. Parents in KS1 are invited into the classroom from 8.45-9.00am to support reading and early morning activities.

Parent meetings are held twice annually to inform parents of their child's progress. In read and targets. Regular review and discussions are held with pupils to discuss their targets to enable them to move to the next stage in their reading and writing.

Management

The role of the English Leader

- Monitor English planning, teaching and evaluate pupil's outcomes.
- Attend relevant courses to be aware of new ideas and share these with all staff and to arrange appropriate inset for colleagues, in negotiation with the Head teacher and with reference to the School Development Plan priorities.
- Be responsible for ordering English resources in agreement with Head teacher.
- Support staff with planning, preparation and assessment where appropriate.
- Update the policy document and schemes of work as necessary.

There are Learning Walks, book scrutiny and moderation opportunities planned throughout the year and detailed in the Subject Leader Action Plan. Using this information the subject leader will identify priorities and set appropriate targets.

In order to monitor standards and progress the following systems are in place:

- Pupil Progress Meetings and Convince Me Meetings are held to allow the class teacher, English lead and the Head teacher to monitor and evaluate the progress of children in English.
- The Head teacher, Senior Leaders and Key Stage teams monitor children's work regularly through work sample scrutiny.

- The English Subject Leader or Head teacher observes a sample of lessons and gives oral and written feedback.
- The Subject Leader analyses online data and end of Key Stage SATs results for Reading and Writing with class teachers and Assessment Leader. Recommendations from this analysis may feed into School Development Plan and Performance Management Targets.
- The progress of pupils with Special Educational Needs (SEN) is reviewed by class teachers and with the SENCO on a regular basis.
- Progress is updated on the School Pupil Bristol Tracker by class teachers in Key Stages 1 and 2 and forms the basis of Pupils Progress Meetings.
- In EYFS, progress is updated on Foundation Stage Profile.

Cat Kupai October 2019