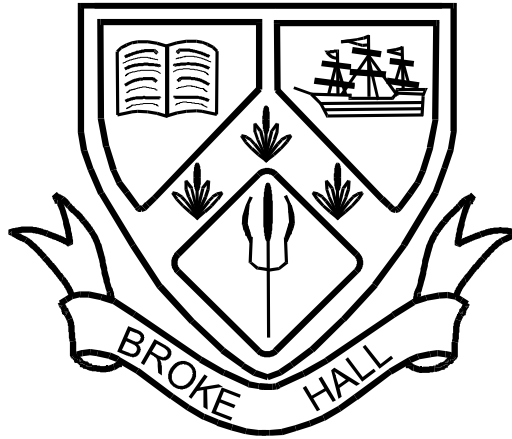


Broke Hall Community Primary School



English Policy

Document Control

<i>Version</i>	<i>Date</i>	<i>Author</i>	<i>Comments</i>
Issue 1	September 2018	HL Smith	
Issue 2	November 2019	HL Smith	
Issue 3	June 2020	HL Smith	Updated to clarify the approach to the teaching of reading and the use of Accelerated Reader
Issue 4	October 2021	C Rich	Rewrote the policy to reflect current practices and approaches.

Next Review Date: Autumn Term 2023

Our Vision

At Broke Hall Primary School the children lay at the heart of the decisions we make.

Our school is full of learning, respect, and friendship; where our vision is that all children are prepared for life by becoming;

- Curious, independent learners who demonstrate skills, knowledge and understanding in their learning and who relish challenge
- Sympathetic friends who enjoy learning and playing together
- Thoughtful, inclusive, respectful people who care about the world, their country and who develop strong personal values

Intent

At Broke Hall School, we aim to provide an English Curriculum which inspires a love of communication and language. In addition, we aim for our children to leave primary school fully literate and articulate, and prepared for their secondary education and later life. This will be achieved by providing engaging lessons and unique learning opportunities based on real experiences, alongside the use of a range of high quality and enjoyable texts from a diverse group of authors and illustrators.

We want our pupils to understand that reading and writing are to be enjoyed, as well as being an invaluable tool to access information and to communicate with the world. Similarly, we want our pupils to feel confident in their ability to express themselves through their writing, allowing for their thoughts and opinions to be heard. Through studying texts from a wide variety of authors, we hope to inspire our children to continue to explore and develop their reading and writing when they leave our school.

The English skills that the children develop are utilised and supported in every area of the curriculum and can be directly linked with other subjects. For example, formal letter writing within English may be developed within a history topic and instructional writing could be linked to work completed in Science.

We provide challenge to children of all abilities and ensure they make good progress in all areas of the English National Curriculum. They are encouraged to have a growth mind-set and to develop the skills of perseverance and resilience. By studying texts from a diverse range of sources, pupils are given a chance to develop culturally, emotionally, intellectually, socially and spiritually.

We intend to help children develop skills and knowledge that will enable them to communicate creatively with the world at large, through spoken and written language. We also intend to help children to enjoy and appreciate literature and its rich variety.

We aim to:-

- Provide opportunities for children to peer and self-assess their own work enabling ownership over their work.
- Provide a rich and stimulating language environment, where speaking and listening, reading and writing are integrated.
- Provide opportunities for pupils to become confident, competent and expressive users of the language with a developed knowledge of how it works.
- Encourage children to express opinions, articulate feelings and formulate responses to a range of texts both fiction and non-fiction using appropriate technical vocabulary.
- Foster an interest in words and their meanings, and to promote the development of a growing vocabulary in both spoken and written form.

- Engage children with an understanding of a range of text types and genres.
- Foster an enthusiasm for, and love of, reading for life.
- Enable children to write in a variety of styles and forms showing awareness of audience and purpose.
- Develop the powers of imagination, inventiveness and critical awareness in all areas of English.
- Teach the children to use grammar and punctuation accurately.
- Develop the understanding of correct spelling conventions.
- Provide opportunities for pupils to communicate ideas by making use of digital technologies.
- Provide opportunities for role-play and drama.
- Encourage the production of effective, well presented written work using fluent and legible handwriting (see Handwriting Policy).

The progression documents for Reading and Writing outline the key knowledge and skills that children should develop at each stage of their journey through primary school.

This policy should be read in conjunction with the following related policies;

- Handwriting policy
- Phonics policy

Implementation

The National Curriculum Programme of Study for English provides the overall structure and content for teaching and learning at Broke Hall. Two documents - 'Reading Skills Progression' and 'Writing Skills Progression' - ensure that the specific skills taught and explored within each year group builds on previous knowledge and develops challenge.

At Broke Hall School we employ a variety of teaching and learning styles. Our aim is to develop children's knowledge, skills and understanding in English. We do this through daily English lessons that have a high proportion of whole-class and group teaching.

Curriculum planning for English is developed in three phases; long-term, medium-term and short-term). Our Long-Term Plan (the 'Reading Skills Progression' and 'Writing Skills Progression') identifies the key areas from the English programme of study that will be taught in each year group. Termly curriculum overviews for each year group (medium-term planning) add further detail, by providing a context for learning (often linked to the different areas of study in the foundation subjects for the term). These plans define the curriculum content and ensure an appropriate balance and distribution of work across each term.

Class Teachers develop weekly (short-term) plans/whiteboards for the teaching of English. These record the specific learning objectives and success criteria for each lesson. Activities in English are planned to build on the children's prior learning. While we give children of all abilities the opportunity to develop their skills, knowledge and understanding, planned progression ensures that there is an increasing challenge for the children as they move up through the school. Clear objectives are set for each session and success criteria are shared with the children. Teachers differentiate according to the needs of the children and intervention programmes are used to target and support identified children. Teachers are encouraged to provide support for children through scaffolding and inclusive quality first teaching.

Reading

Reading is at the heart of high-quality English teaching at Broke Hall. There is a clear reading structure that builds on children's reading skills and confidence. Our priority is both the teaching of reading skills and the enjoyment of literature, enabling children to become lifelong, confident readers. As children begin to read, we focus on decoding, primarily through phonics in addition to other strategies, e.g. whole word recognition, rhyme and context. As children build fluency, comprehension skills become our main area of focus and are taught discreetly and as part of whole class guided reading lessons.

What does reading look like at Broke Hall?

EYFS

- The children in the Reception year are taught to read using a variety of strategies.
- Through our daily literacy activities and the learning environment the children will acquire the fundamental phonic knowledge and skills they need to be confident in blending and decoding sounds and words.
- Each phonics lesson will provide the children with opportunities in decoding.
- Phonics is taught using the systematic synthetic phonics programme Bug Club Phonics
- Teachers and LSAs share picture and story books with the children throughout every day.
- Resources used to support reading include the singing phonics songs, big books, story books, online resources, a variety of phonics games, flash cards and shared sentence construction.
- Parents are engaged through regular comments in reading diaries, along with updates via Tapestry and information sessions organised by the Phonics Leader and Early Years Leader.
- Reading books are changed frequently. The school currently uses a reading scheme linked closely to the phonics phases and units to ensure that pupils are given books matched to their developing phonics knowledge.
- Once children have a reading book, they will read on a one-to-one basis with their teacher or an LSA as necessary; frequency is based on the assessment of progress of individual pupils.

KS1

- When children move into KS1, they continue to participate in a daily phonics lesson in whole class groups.
- Phonics lessons provide the children with the opportunity to practise the skills of decoding and blending as well as to recall sight vocabulary such as the tricky words.
- These lessons are active, engaging and involve learning key sounds (phonemes) and their written representation (graphemes) using singing, interactive games and direct teacher input.
- Additional booster groups are provided for those who need it to aim to ensure that no child is left behind in the development of their phonics knowledge.
- Children learn to use phonic skills when reading and to apply their phonic skills to their written work. Specific skills for reading comprehension are explicitly taught and practised.
- In Year 1, pupils will experience reading in small groups and as a whole class.
- In Year 2, pupils take part in whole class guided reading sessions to further develop the skills required for reading via a wide range of texts.
- Additional opportunities to develop reading are included during storytime (whole class) and the English lesson.
- High utility words for Year 1 and Year 2 are explored each week using a variety of approaches.
- When children have secure phonics knowledge and they are able to segment and blend words using the phase 2-5 GPCs, they are able to move onto reading books in the Oxford Reading Tree stages 6-11. Children will be closely monitored as they read these books and move onto the next stage when they are ready to do so.

KS2

- Children’s independent reading is developed, reviewed and assessed using the Accelerated Reader programme along with regular quizzes.
- Children also encounter a range of texts through whole class guided reading sessions, in which specific reading skills (e.g. understanding the meaning of words, summarising, inference and retrieval) are taught explicitly and practised.
- During daily reading and English sessions, the children complete a range of reading activities. These include whole class reading, book reviews, dictionary and thesaurus work, library skills, reading for pleasure and completing quizzes using the Accelerated Reader software.
- During reading sessions, there is an opportunity for each child to revisit and practise reading strategies and become involved in discussions about texts with the teacher and their peers.
- Reading lessons in KS2 will follow the whole class guided reading approach. Children in each year group will have the opportunity to read and explore in depth a minimum of three high quality texts each year.
- Each lesson will follow a planned, structured and differentiated approach in order to specifically teach the skills required for reading so that these skills are developed according to the school’s reading progression document.
- To support the development of reading skills further, there are dedicated sessions which focus on specific areas of reading comprehension.
- We ensure there is sufficient scaffold to support learners of all abilities and enable them to participate fully in the exploration of the text. Children have their own copy of the book to read and refer to during these sessions.
- Evidence is collected through discussion, questioning and through written reading comprehension activities. Formal Termly Assessments are made during Years 2-6 using NFER Reading Assessments and past SATs Papers (Year 2 and 6). Year 1 pupils complete the NFER Reading Assessment during the Summer Term.
- We encourage children of all ages to read with increasing fluency and accuracy, and across a wide range of contexts, throughout the curriculum. Although comprehension is an important part of reading in school, we also emphasise the importance of reading for pleasure.
- Pupils reading at home is celebrated and encouraged and this partnership with parents is documented in pupil reading records in KS1 and LKS2. In UKS2, Accelerated Reader is used as the primary way of tracking the amount of independent reading being completed at home.

Writing

At Broke Hall, teachers employ a variety of writing stimuli from a range of high-quality texts, real life experiences, film and drama or role-play. Where possible, links are made between writing and the foundation subject areas being studied in order to provide a meaningful purpose and audience for the text. This could include, for example, a non-chronological report about the Romans, a diary written from the point of view of a character from a novel or an explanation text about a particular scientific process.

What does writing look like at Broke Hall?

Across the school:

- Writing is taught as a carefully sequenced activity.
- A combination of strategies and approaches are used, such as Sentence Stacking and Talk 4 Writing. These are adapted depending on the nature of the writing being explored.
- Teachers provide regular helpful feedback through a combination of live marking, individualised verbal/written feedback and whole class feedback.
- Time is planned into lessons for children to respond to English marking and feedback.

- Opportunities are provided to link writing tasks to learning in other subject areas, such as science, geography and history.
- Opportunities for extended writing in foundation subjects are provided, ensuring the children are able to write for a range of audiences and to suit a variety of purposes.
- We ensure progression in complexity of tasks and expectations year on year.
- We build stamina for writing by providing opportunities to write independently and for extended periods.
- Editing and reviewing form a large part of lesson time – with age-appropriate strategies for responses to feedback used across the school.
- Peer marking is encouraged as an additional way for children to respond to writing.
- Children are encouraged to edit and improve their work by independently selecting and using appropriate equipment and resources, such as dictionaries, thesauruses and subject specific word mats.
- Writing is displayed and celebrated all over the school.

Grammar, Punctuation and Spelling

An understanding of how to use grammar correctly and identify word classes and sentence types is taught both in the context of a piece of writing and explicitly in whole class work. Linked to the National Curriculum guidelines for year groups, grammar is taught and planned to fit in with relevant genres of writing.

What do grammar, punctuation and spelling look like at Broke Hall?

Across the school:

- The children in the Reception year are immersed in a language rich environment. They are introduced to capital letters, and finger spaces and full stops and basic spellings are introduced to children once they are familiar with reading common exception words.
- In addition to their discrete phonics sessions, children in Year 1 learn to spell the high frequency words and begin to use them within their writing.
- From Year 1 to Year 6, our pupils follow the objectives for Grammar, Punctuation and Spelling as set out by the National Curriculum Programmes of Study and Appendices.
- This is both addressed via discrete grammar lessons and integrated into daily writing lessons.
- Children are regularly encouraged to apply learnt grammar rules to their own independent writing.
- The school uses Spelling Shed to support the teaching and learning of spelling rules. Children are set weekly spellings to learn which they are assessed on regularly.
- Spelling rules are taught as each new weekly spelling list is shared with the children, and pupils are encouraged to use and apply these spelling rules in their independent writing.

Oracy

Speaking and listening form the foundations of all learning in English. In formal and informal situations, we create and encourage opportunities for meaningful conversation, discussion and talk around learning. Questioning forms the basis of our teaching and we strongly encourage children to be inquisitive and to share their thoughts confidently in a supportive environment. Through oracy, children learn how other people make sense of the world, how language is used to reason, how emotions and identities are expressed, and how to work together to solve problems.

What does oracy look like at Broke Hall?

Across the school:

- Listening to and participating in stories, poems, rhymes and songs.
- Use of sentence-stems to scaffold oral responses in class.
- Questioning across the curriculum.
- Identifying and discussing level 2 and level 3 vocabulary across subjects.
- Reciting and reading aloud.
- Whole class reading strategies linked to prosody when reading aloud, e.g. echo reading
- Drama activities to enliven and enrich children's learning.
- Re-telling and role-play.
- Opportunities for children to talk about and discuss their reading and writing.
- Debating.
- Collaborative work and reporting back following group work.
- Presenting in front of an audience

Handwriting

Detail relating to the specific teaching of handwriting can be found in the 'Handwriting Policy'.

Phonics

Detail relating to the specific teaching of phonics can be found in the 'Phonics Policy'.

Inclusion

All children receive quality first English teaching on a daily basis and activities are differentiated accordingly. Where identified, some pupils are considered to require targeted support to enable them to work to age appropriate objectives.

Intervention strategies are mentioned on individual children's Individual Learning Plans and discussed with parents. Teachers ensure that an appropriate level of challenge and/or depth is provided. The needs of children with English as an Additional Language will be met through planning and support. This is supported by our Equal Opportunities Policy.

Parental/Community involvement

We believe it is vitally important to work together with parents and carers to support their child's development of English. We promote a positive home school partnership in a number of ways:

- Asking parents/carers to read regularly at home and record (or support the recording of) comments in the reading record/folder.
- Sharing information – newsletters, information meetings, reading diaries.
- Celebrations and special events such as World Book Day, assemblies, share sessions, displays, book fairs, open evenings etc.
- Home Learning - in line with our homework policy and home/school agreement.
- Parental help- volunteer helpers to hear children read and play English games.

Assessment, Recording and Reporting

Assessments are made in line with the school's Assessment Policy. Teachers report to parents twice a year at parents' evenings and in the annual report to parents. Teacher assessments are moderated through staff meetings and through pupil progress review meetings with the Headteacher and Deputy Headteacher.

Teachers use assessment for learning, along with the analysis of NFER and SAT tests, to ensure that planning is based on prior attainment and that pupils know what they need to do in order to achieve their next steps in learning. Marking and feedback is provided in line with the school 'Marking and Feedback Policy'.