

Badgerbrook Primary School English Policy

**‘Reading and writing cannot be separated.
Reading is breathing in; writing is breathing out’**

At Badgerbrook we teach pupils the skills and knowledge that will enable them to communicate with the world at large, through spoken and written language and help them to enjoy and appreciate literature and its rich variety. We aim to develop children to be enthusiastic, lively writers with an innate desire to read for pleasure. Children will be exposed to quality, engaging texts that provide positive stimuli for writing.

Purpose

- To establish an entitlement for all pupils;
- To establish expectations for teachers and pupils
- To promote continuity and coherence across the school;
- To promote a shared understanding of Literacy, within the school community.

Aims of the Policy

To encourage children to:

- be effective, competent communicators and good listeners;
- 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 develop a growing vocabulary in both spoken and written form;
- engage with and understand a range of text types and genres;
- be able to write in a variety of styles and forms showing awareness of audience and purpose;
- develop powers of imagination, inventiveness and critical awareness in all areas of literacy;
- use grammar and punctuation accurately;
- understand spelling conventions;
- produce effective, well presented written work.

Statutory Requirements

The National Curriculum (2014) is divided into Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2. By the end of each Key Stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. It gives detailed guidance of what should be taught at each key stage, to reach age related expectations (ARE), under the following headings

- Spoken language
- Reading – Word reading, comprehension
- Writing – transcription, spelling, handwriting, composition
- Grammar

Teaching and Learning/Planning

The National Curriculum (2014) forms the basis of teaching and learning. Teachers work towards independent learning and plan for different working groups e.g. whole class/small group/paired/individual.

Teachers use the National Curriculum (2014) as a starting point for creating their medium term literacy plans and a range of other resources. These are used as a basis for short term planning and adapted according to the text type and the needs of the children. The length of a unit may vary. Teachers plan closely with year group colleagues to ensure consistency of opportunity for all children.

Clear objectives are set for each session and are shared with pupils. Teachers differentiate according to the needs of the pupils and use intervention programmes for targeted support.

In Key Stage One the Read, Write, Inc phonics programme is closely followed and adapted where needed. English is encouraged and developed across the curriculum and links are made where appropriate.

ICT is used where it enhances, extends and complements English teaching and learning. Teaching Assistants are used to support the teaching of English. They work under the guidance of the teacher with small groups of children or individuals.

Inclusion

All children receive quality first English teaching and activities are differentiated accordingly. In addition, where identified pupils are considered to require targeted support to enable them to work towards age appropriate objectives, intervention programmes will be implemented. The Senior Leadership Team decides which intervention programmes will be used in the school on an annual basis.

The SENCo and the SLT monitor progress of these pupils.

More able pupils are planned for in line with our policy for teaching more able pupils. The needs of children with English as an additional language will be met through planning and support where appropriate. This is supported by our equal opportunities policy.

Parental/Community involvement

We value parent involvement in children's development of literacy and promote a home school partnership in the following ways:

- sharing information – newsletters, curriculum workshops and evenings, parents' leaflets
- celebrations – assemblies, school performances, displays, book fairs
- homework - in line with our homework policy and home/school agreement

Parents are welcomed into the school to support children in English. Guidance is provided by the teacher in line with our policy for volunteers in school.

We have strong links with local playgroups and secondary schools to ensure smooth transition.

The local librarian visits the school to promote reading through holiday schemes/competitions.

Assessment, Recording and Reporting

Assessments are made in line with the school assessment policy. Teachers report to parents twice a year at parents' evenings and in the annual report to parents. Children are assessed on entering the school and are formally assessed at the end of each key stage. Analysis of assessment data is used to set numerical targets and whole school English targets.

Teachers use assessment for learning to ensure planning is based on prior attainment and that pupils know what they need to do to achieve the next steps. Marking is in line with the school marking policy.

The teacher keeps individual records. These may include a reading record and any other information that enables the teacher to deliver an effective, relevant curriculum which builds on prior attainment and meets the needs of pupils.

Staff Development

Teachers are expected to keep up to date with subject knowledge and use current materials that are available in school or on the Government websites.

Training needs are identified as a result of whole school monitoring and evaluation, performance management and through induction programmes. These will be reflected in the School Improvement Plan. The English Subject Leader will arrange for relevant advice and information, such as feedback from courses or newsletters, to be disseminated. Where necessary, the English Subject Leader leads or organises school based training.

Additional adults who are involved with intervention programmes will receive appropriate training.

Resources and Accommodation

A comprehensive range of resources is available in school. Every class has a selection of reference books e.g. dictionaries, thesauri etc. Guided reading books and teacher resources are kept centrally.

The school library contains a wide range of fiction and non-fiction books. Books are entered onto a computerised library system. In addition, there is a variety of reading material which includes magazines, newspapers, pamphlets, leaflets, posters, etc.

Each year the school holds a book fair. Other events may include special displays, library visits, visiting authors, pets for therapy reading dog, visiting drama specialists etc.

Approaches to Reading

Aims

To enable children to:

- develop positive attitudes towards reading so that it is a pleasurable and meaningful activity;
- use reading skills as an integral part of learning throughout the curriculum;
- read and respond to a variety of texts whilst gaining increased level of fluency, accuracy, independence and understanding
- develop different strategies for approaching reading and be able to orchestrate the full range of strategies

Entitlement

Pupils have access to a wide range of reading opportunities that include:

- whole class reading
- shared reading
- guided reading
- regular, independent reading
- home/school reading
- hearing books read aloud on a regular basis
- selecting own choice of texts including ICT texts
- reading in other subjects including ICT texts
- reading in the community

The Programme of Study from the National Curriculum (2014) provides a detailed basis for implementing the statutory requirements for reading. Much of the Programme of Study will be taught in English lessons, particularly during shared and guided reading sessions. Additional time is provided on a regular basis for reading at other times. There is time set aside for independent reading, using the library, listening to whole class stories and research linked to other subjects.

Reading at home is regarded as an important part of reading development. Parents are encouraged to listen to their child reading aloud at least three times per week.

Resources

There is a wide range of reading books in school. The school library is an important resource and pupils are taught how to use it appropriately.

All teachers provide a stimulating reading environment, promote book ownership, and recommend books to pupils. Classroom and central displays are language rich and special displays promote authors and books.

Approaches to Writing

Aims

Children should learn to:

- form letters correctly, leading to a fluent joined and legible handwriting style, giving increasing regard to presentation;
- be increasingly aware of the conventions of writing, including grammar, punctuation and spelling
- write in different contexts and for different purposes and audiences;
- plan, draft and edit their writing to suit the purpose
- use ICT as a literacy medium for presenting work and manipulating text

Entitlement

Pupils have access to a wide range of writing opportunities that include:

- shared writing
- guided writing
- independent writing
- writing different text types and narrative styles
- writing in different curriculum areas
- handwriting practice
- collaborative writing
- writing related to own experiences and enjoyment
- writing from a variety of stimuli
- planning, drafting, editing and presenting
- using ICT

Teaching and Learning

Teachers promote writing and look for ways to inspire and motivate pupils so that they see themselves as 'writers'. Teachers establish the purpose and audience for writing and make teaching objectives explicit to pupils so they know why they are studying a particular text type, the kind of writing activities they need to undertake and what the expected outcome will be. Usually, though not always, the **teaching sequence for reading and writing** will be used as a framework:

⇒ Reading and responding	Introduction to reading; enjoyment; teach reading strategies; response
⇒ Analysing	Analysis of texts for structural and language features; teacher demonstration of usage of sentence and word level features; further consolidation of key features
⇒ Planning and writing	Talk for writing; planning, drafting, revising, editing

Subject-specific texts that link to work being undertaken in other areas may also be used in literacy lessons to support the wider curriculum. Teachers use shared writing to model the writing process. Shared reading and writing provide a context for discussion and demonstration of grammatical features at word level, sentence level and text level. Activities

are differentiated through the use of writing frames, spelling banks, collaborative work and peer or adult support. Teachers encourage **'talk for writing'** as an integral part of the process.

Teachers provide opportunities to practise and improve handwriting and encourage pupils to develop a fluent, joined, legible style. A mixture of whole class, small group and individual teaching is planned.

Resources

Each class has a range of materials to support the writing process, including a set of age appropriate dictionaries, thesauri and word banks. Teachers also use other resources to support writing.

Approaches to Speaking and Listening

Aims

Children need to be able to:

- Communicate effectively, speaking with increasing confidence, clarity and fluency
- Participate in discussions and debate in a variety of contexts
- Listen to the views, opinions and ideas of others with increased interest
- Articulate ideas and thoughts clearly with appropriate tone and vocabulary recognising audience
- Respond to questions and opinions appropriately
- Retell stories and poems which are known by heart
- Ask questions with increasing relevance and insight

Entitlement

Pupils have access to a wide range of speaking and listening opportunities that include:

- Talking about their own experiences, recounting events
- Participating in discussion and debate
- Talk for writing
- Retelling stories and poems
- Expressing opinions and justifying ideas
- Listening to stories read aloud
- Presenting ideas to different audiences
- Taking part in school performances
- Responding to different kinds of texts
- Talking to visitors in school
- Listening to ideas and opinions of adults and peers
- Role-play and other drama activities across the curriculum.

Teaching and Learning

Teachers provide a wide range of contexts for speaking and listening throughout the school day. Teachers, model speaking clearly. This includes clear diction, reasoned argument; using imaginative and challenging language and use of Standard English. Listening is modelled as is the appropriate use of non-verbal communication, respecting the views of others. Teachers are also sensitive in encouraging the participation of retiring or reticent children.

Learning takes place in a variety of situations and group settings. For example, these could include reading aloud as an individual, working collaboratively on an investigation, reporting findings as a newscaster, interviewing people as part of a research project, acting as a guide for a visitor to school, responding to a text in shared or guided reading. PSHE is a time when children learn about how to respect the views of others and the importance of speaking and listening with regard to others.

Approaches to Spelling and Phonics

Aims

Children need to be able to:

- Understand the principles underpinning word construction (phonemic, morphemic and etymological)
- Recognise how (and how far) these principles apply to each word in order to learn to spell words
- Practise and assess spelling
- Apply spelling strategies and proof read
- Use a range of approaches to learn and spell irregular words

Entitlement

Children have access to a wide range of spelling opportunities that include:

- Learning and practising phonic/spelling patterns and high frequency words
- Look/cover/write/check for learning new spellings and attempting unknown words
- Using a variety of physical/ hands on activities
- Use word banks
- 'Have a go' writing to use spelling strategies learned and apply to own writing
- Proof reading
- Using dictionaries

Teaching and Learning

- Teachers follow guidance for teaching phonics and spelling using Read Write Inc
- Year Two children use Letters and Sounds
- Teachers reinforce spelling through marking and shared, guided and independent reading and writing activities. (sometimes as home activities)
- Children who have difficulty learning to spell have extra tuition in small groups using Read Write Inc materials.
- Children have the opportunity to use spelling aids during most independent work e.g. word banks and dictionaries.

Monitoring and Evaluation

This policy will be monitored by teachers, the English Subject Leader, the Headteacher and English Governor. Annual monitoring includes: planning, lesson observations, work sampling etc.

Having identified priorities with the SLT, the Subject Leader constructs an action plan that forms part of the School Improvement Plan.

Review

This policy was reviewed in December 2019.

This policy will be reviewed every three years in line with school policy and will be reviewed in December 2022.

English Subject Leader: Mrs C Price

Signed: 
Headteacher

Date: December 2019