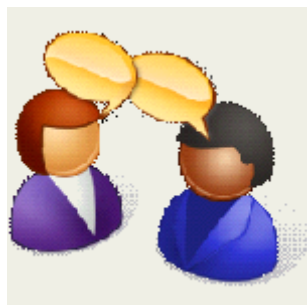
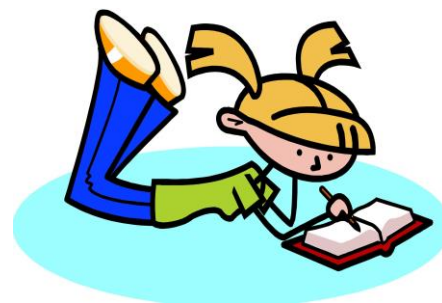


Burradon Community Primary School



English Policy

January 2024

Written by
Mrs C Smith

Introduction

This policy outlines the teaching, organisation and management of English taught and learnt at Burradon Community Primary School.

The policy has been drawn up as a result of staff discussion and has the full agreement of the Governing Body. The implementation of this policy is the responsibility of all teaching staff. The responsibility for monitoring and review rests with the English Subject Leader.

English Rationale

At Burradon Community Primary School we believe that English is a fundamental life skill. English develops children's ability to listen, speak, read and write for a wide range of purposes. Children are enabled to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as of non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding in speaking and writing across a range of different situations.

Writing

Our Vision:

“At Burradon, we strive to ensure that all children will have a positive attitude towards the writing process in order to establish themselves as an author in their own right.”

Writing Intent

At Burradon Community Primary School we endeavour to create a love for literacy. We want every child to leave us with the skills of an excellent writer who:

- Has fostered the enjoyment of writing
- Has the ability to write with fluency and an author's voice
- Can think about the impact they want their writing to have on the reader and know how they will achieve this
- Knows how to structure and organise their writing to suit the chosen genre and include a variety of sentence structures
- Has developed resilience and perseverance when planning, drafting and editing so that each piece is better than their last
- Developed the skills to ensure that their writing is well presented, punctuated, spelled correctly and neat.

Implementation – Curriculum Planning

English is a core subject in the National Curriculum which we use as the basis for implementing the statutory requirements of the programme of study for English.

We carry out the curriculum planning in English in three phases (long-term, medium term and short term). The National Curriculum provides guidance on what each year group teaches in the long term, while our yearly teaching programme identifies the key objectives in English that we teach with purposeful cross-curricular links with other subjects.

Our medium-term and short-term plans are adapted from the National Curriculum and give details of the main teaching objectives for each unit of work. These plans define what we teach, and ensure an appropriate balance and distribution of work across each unit covering a range of genres. Weekly short-term planning details the objectives, success criteria and the differentiated activities, including support, where appropriate.

EYFS

In EYFS, writing is addressed through the prime areas of Communication and Language and Physical Development. Opportunities are provided for children to develop their Fine and Gross Motor skills through Dough Disco, Squiggle while you Wiggle as well as malleable and creative activities. Communication and Language opportunities allow the children to verbalise their ideas prior to writing them down in a structured way.

In EYFS, children have the opportunity to explore writing activities through all areas of learning. Children's early mark making is valued and children are encouraged to bring writing into their play and to give meaning to their marks. They are taught, once ready, to form letters correctly, initially the letters in their names, then moving on to other letters which are taught in specific groups according to their orientation. In FS2, children are taught to use and apply their phonic knowledge independently when writing, giving plausible spellings for new words. Opportunities for writing in EYFS are available in every area of provision (indoors and out).

Shared writing and modelled writing

Shared writing is a whole class activity where the teacher models the writing of a text using a pre-prepared model text. In shared writing, the children will contribute to the text by suggesting words or sentences to be used when asked to; they can be critical partners for the teacher. The teacher demonstrates how to write and explains the decisions made. S/he will model thinking, rehearsing sentences, writing and re-reading, constantly generating words and ideas. Across the key stages, teachers will focus on the purpose, audience, level of formality, structure and organisation of the text. A particular aspect of spelling or grammar and punctuation work provides an additional focus depending on the objectives and targets being worked on at that time.

Guided writing

Guided writing takes place as part of a guided session within a unit of work. During guided writing the responsibility for writing shifts to the learner. Guided writing takes place with a group of children with similar writing needs. During a guided writing session, the children will write with a teacher supporting. It is intended that guided writing provides a forum for children to demonstrate what they have learned about writing and to further develop and extend their writing skills.

Independent writing

In independent writing, the children may have received input from the teacher in shared or modelled writing but the child is left to his/her own devices when the writing takes place. At the end of a unit of work, all children will have completed their own piece of independent writing. Independent writing is

supported through the use of dictionaries, word banks, thesauruses, writing frames or plans. Writing has considerable potential to contribute to much wider areas of learning. It is considered important that writing is integrated into different subject areas for the development of skills

GPS (Grammar, Punctuation and Spelling)

At Burradon, we follow Essential Letters and Sounds Phonics programme. In Foundation Stage 1, the children are taught Phase 1. In Foundation Stage 2 children are taught Phases 2 – 5 with the expectation that most children will be secure in phases 2- 4 and have some knowledge of Phase 5 so that they are Year 1 ready.

Our teaching of phonics through ELS continues into Key Stage 1. Teaching is whole class based with teachers regularly assessing their children's phonics ability. The ideology for ELS is 'Keep up not Catch up'. This means that all children should be able to access the lessons at the time. For those children who struggle with phonics, we have a dedicated teaching assistant, in Key Stage 1, who takes small groups in order to reinforce missing sounds. Children are given a weekly spelling test which includes words based on the focused sound or sounds of that week.

Children are also given the Year 1 and 2 Common Exception Words to take home and are formally assessed on the spelling of these words at the end of each term.

In Key Stage 2, we have a 25 minute GPS lesson every day. We follow the Rising Stars Spelling programme which breaks down the spelling objectives from the National Curriculum into specific year groups. This means that all spelling rules that need to be taught are covered as well as the Statutory Core Spellings. We incorporate grammar and punctuation into these sessions by either introducing or reinforcing the skills taught during English lessons. Children are also given spellings to take home and learn for a weekly spelling test.

Children are then given the Statutory Core Spellings to take home and are formally assessed on the spelling of these words at the end of each term. Each child then gets their own personal spelling sheet to take home so that parents are informed of how children are progressing with these words.

Handwriting

All teachers have high expectations in the presentation of work in all areas of the curriculum. Handwriting plays an important part and is taught formally using the Nelson Handwriting Program. However other activities take place throughout the week linked to the spelling patterns/phonics children have

been learning. When class teachers judge that children have reached a good standard of handwriting in all areas of their work, they then use pen in all books apart from Maths. It is expected that this will be achieved by the end of Year 4. (Ref: Handwriting and Presentation Policy)

Word and Language games:

Talk games and activities are used to:

- stimulate and develop vocabulary (VCOP-Vocabulary Connectives Openers Punctuation)
- 'warm up' the imagination, stimulate creative thinking
- orally develop a character
- orally develop a setting

Role-play and Drama:

Many drama techniques are used such as 'Hot Seating', 'Conscience Alley' etc.

Reading

Our Vision:

“At Burradon, we aim to develop reading skills with our pupils in order to improve their life chances, provide them with life skills and to promote reading for pleasure and enjoyment.”

Intent

At Burradon, we believe that Reading is a fundamental life skill. We want them to develop a curiosity about, and respect for, the wider world by using reading as a tool to investigate, for themselves, the answers to their questions. Children are enabled to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as of non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. It is our intention to ensure that all pupils read widely and confidently with fluency and comprehension appropriate to their age so that they can develop a love of reading.

Our Key Principles:

- To provide a language rich environment that promotes a culture of reading and writing
- 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, investigating, pleasure, talk and play
- To value and celebrate diversity in culture and language
- To help pupils become confident, independent readers, through an appropriate focus on phonics, word, sentence and text-level knowledge
- To develop enthusiastic and reflective readers, through contact with challenging and substantial texts.

Implementation

Reading in FS1 (Nursery)

As children enter nursery, staff begin to work on Phase 1 phonics following the Essential Letters and Sounds scheme of work. This involves helping children to identify and differentiate between specific sounds such as body sounds, instruments and sounds in the environment. The children are involved in activities such as rhyming and alliteration game to support their learning. As the year progresses children are encouraged to hear initial sounds in words and begin to orally blend and segment.

Reading in FS2 (Reception)

At Burradon, we follow the 'Essential Letters and Sounds' (ELS) phonics scheme. In Reception, the children are taught Phases 2,3,4 and some of Phase 5 with the expectation that most children will be secure in these phases so that they are Year 1 ready.

The children are sent home with the 100 High Frequency words and phonic sounds, broken up into small sets, to read. They are checked weekly and words which the children can read are highlighted and new sets given out. Reading books are matched carefully to the phonics phase that the children are working using the Oxford Reading Tree scheme. The children receive 1 book per week and keep this book for a full week with the expectation being that they re-read it to increase fluency and understanding. All children are heard to read twice a week on a 1:1 basis with the class teacher or teaching assistant.

Reading in Key Stage 1

Our teaching of phonics through 'Essential Letters and Sounds' (ELS) continues into Key Stage 1. In Year 1 the children continue to learn phase 5 sounds which are mapped out in the weekly plans outlined by the scheme. Teaching is whole class based with teachers regularly assessing their children's phonics ability. We follow the ELS guidance and aim for children to 'keep up not catch up' therefore intervene with children who struggle during the phonics lesson. We have a dedicated teaching assistant who takes small groups in order to reinforce missing sounds and blending to read opportunities.

Children are also given the Year 1 and 2 Common Exception Words to take home and are frequently assessed on the reading of these words. Where appropriate, focused phonic sounds are also sent home for reinforcement. Home reading books are carefully matched to each individual child's phonic ability using the Oxford Reading Tree. Each child takes one book home for a week, rereading them to encourage familiarity, fluency and understanding. All children are heard to read twice a week in a small group during guided reading and on a 1:1 basis with the class teacher or teaching assistant.

Reading in Key Stage 2

Reading in Lower Key Stage 2 continues to follow the Oxford Reading Tree. Those children who still need phonics reinforcement receive one phonics matched book per week and have a weekly booster session. However, most children have moved through these books and are now reading ORT books which are non-phonics based. It is the expectation that most children will be 'free readers' by the end of Year 4.

In Upper Key Stage 2, children are given the freedom to choose their own book to use as their reading book which enables them to investigate and develop their own interests. All children are expected to change their books at least once a week unless they are choosing their own, as these books may require more time.

All children are heard to read at least once a week during small group guided reading sessions. All classes have dedicated reading lessons each week. These lessons involve a range of different activities and will often depend on the skills that the children need to focus on.

Reading Enrichment Activities

- Shared/Paired reading
- Reading House Afternoons
- Reading Buddy system
- Author visits
- Book Week (linked to World Book Day)
- Dress up as a favourite character
- Author focus during English lessons
- Book swaps
- EYFS/Key Stage 1 reading boxes to encourage reading for pleasure
- Access to school library
- Mobile library
- Classroom reading area
- Parent workshops in EYFS, KS1, LKS2 and UKS2
- Story time

Speaking and Listening

Our Vision:

“At Burradon, we aim to inspire our children in the art of speaking and listening so that they are confident and articulate when communicating with those around them.”

Intent

At Burradon, we believe that Speaking and Listening is a fundamental life skill. English develops children's ability to listen and speak, for a wide range of purposes. Children are enabled to express themselves creatively as they become immersed in the imaginative world of stories, poetry and drama. They are able to express their opinions on a range of real-life issues which are important to them across the curriculum.

Our Key Principles:

- To enable children to order their thoughts and express them clearly
- To develop skills of oracy, giving the children confidence and understanding, equipping them for work and leisure
- To express and justify their feelings and opinions with increasing clarity and effectiveness and respect the opinions of others
- To communicate with ease in varied circumstances for different audiences and purposes
- To increase the children's command of Standard English
- To encourage children to listen with concentration, in order to identify the main points of what they have heard
- To encourage children to ask questions in order to extend their knowledge and understanding
- To allow the children to prepare their ideas before they write

Implementation

Throughout EYFS, Key Stage 1 (KS1) and Key Stage 2 (KS2), children need to be given opportunities to express their ideas in speech, to describe their own ideas, to make plans and to take part in discussions.

In parallel with this, they have to learn to listen to others and to absorb what they hear. They have to learn the conventions of conversation, taking turns, allowing others to speak, responding appropriately to what has been said and valuing the opinions of others.

All members of staff at Burradon Community Primary School have the responsibility to ensure that all children are empowered to speak and express their ideas.

Children should be encouraged to speak in a range of contexts and, as they grow older, adapt their style of speech appropriately.

Speaking and listening permeates all areas of the curriculum. The children learn from early on, to plan their work, listen to the plans of others, recall and assess their work and to listen while others recall. It is only when speaking and listening skills have been developed that children can effectively work co-operatively and collaboratively.

Informal Activities to Promote Speaking and Listening.

- role play areas (EYFS and KS1)
- shared play (work) areas
- reading and maths games
- shared reading of information texts, atlases, etc.
- interactive displays
- child-initiated play in EYFS

Structured Activities to Promote Speaking and Listening

- focused activities in EYFS
- drama activities
- circle time
- show and share/tell time
- oral dictations (spellings)
- shared and guided reading
- telling or reading a story to/with a class
- class debates
- speeches and persuasive arguments/discussions
- play scripts
- school productions and assemblies

Many of these activities will be delivered as part of their English lesson. However, other opportunities are given throughout the day to encourage and facilitate speaking and listening.

Marking

Work is marked and feedback is given back to the children using 'pink for think' and 'green to go' highlighting. In addition to this, verbal feedback and peer feedback is also given regularly. Children are then expected to take responsibility for making recommended changes and implementing next steps in all of their writing.

Writing occurs throughout the entire curriculum for example, non-fiction writing in science, history and geography while diaries, letters and stories could be also written. It is the expectation that rules and strategies for writing will be used in all subject areas. Computing has strong links to English and should be taught cross curricular when best suited. (Ref: Marking and Feedback Policy)

Assessment

Insight Tracker is used to continuously assess each child's progress. This uses the statutory objectives from the National Curriculum for each year group. Teachers then assess individual children against these objectives to determine whether they are below, just below, on track or greater depth standard for their age group. It is expected that the majority of children will be secure in their age range by the end of the academic year.

In the EYFS, assessment takes place in accordance with Early Years Profile. This data is also uploaded into Insight Tracker.

Monitoring

We monitor teaching and learning of English in the same way as we do all other subjects in our curriculum. The monitoring of the standards of children's work and of the quality of teaching is the responsibility of the English Subject Leader. This process is reflected in the subject leader's action plan and is achieved through;

- Scrutiny of children's work
- Observation of lessons
- Learning walks
- Staff questionnaires
- Pupil Interviews
- Collating and analysis of assessment data

English across 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, speaking and listening enable them to communicate and express themselves in all areas of their work at school.

Maths

The teaching of English contributes significantly to children's mathematical understanding, in a variety of ways.

Children in the EYFS develop their understanding of number, pattern, shape and space by talking about these matters with adults and other children. Children in Key Stage 1 experience stories and rhymes that involve counting and sequencing. They focus on new mathematical vocabulary according to the topic.

Children in Key Stage 2 are encouraged to read and interpret problems, in order to identify the mathematics involved. They explain and present their work to others during plenary sessions, and they communicate mathematically through the developing use of precise mathematical language.

In all phases, children are developing their ability to reason and discuss their mathematical thinking as we follow the Mastery approach.

Personal, social and health education (PSHE), citizenship and SEAL

English contributes to the teaching of PSHE and citizenship by encouraging children to take part in class and group discussions on topical issues. Older children also research and debate topical problems and events. They discuss lifestyle choices, and meet and talk with visitors who work within the school community. Planned activities within the classroom also encourage children to work together and to respect each other's views.

Spiritual, moral, social and cultural development

English contributes to all of the above areas.

The children can offer critical responses to the moral questions they meet in their work. Their understanding and appreciation of a range of texts brings them into contact with their own literary heritage and with texts from a diverse range of cultures. The organisation of our lessons allows children to work together, and gives them the chance to discuss their ideas and results.

Computing

The use of technology, with clear learning objectives, will promote, enhance and support the teaching of English at word, sentence and text level.

Computing is used at whole-class, group and independent level.

- The screen projection of text enables it to be read and shared.
- Groups can work at a computer and input text.
- Lessons can focus on what pupils have achieved using technology, or technology can provide the means of presenting their outcomes (via multimedia presentation or the local authority platform).
- iPads, are used to promote speaking and listening and also prepare children for writing experiences.
- The Interactive Whiteboard is used regularly to model writing and use at an independent level and allows children to interact and engage with the writing process.

Differentiation

At Burradon Community Primary School all children matter and are given every opportunity to achieve their best. We achieve this by using our informal assessment during lessons to identify the children who have achieved the objectives and those who need more support and reinforcement.

In all classes there are children of differing ability. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- Setting common tasks which are open-ended and can have a variety of responses.
- Setting tasks of increasing difficulty, where not all children complete all tasks.
- Grouping children by ability and setting different tasks for each group.
- Setting children in mixed ability groups so that children can support each other.
- Providing resources of different complexity according to the ability of the child.
- Using classroom assistants to support the work of individual children or groups of children.

Work in English takes into account the targets set for children in their Individual Support Plans, Educational Health Care Plans (EHCP) and any recommendations from outside agencies.

Equal Opportunities

Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability in all English activities at Burradon Community Primary School.

Roles and Responsibilities

The English Subject Leader will:

- Monitor English in the school e.g. through lesson observations, termly curriculum walks and the scrutiny of children's work, assessments and evaluations.
- Ensure continuity in assessment throughout the school and lead practical staff meetings to support this.
- Keep up to date with new developments and keep the staff informed.
- Lead colleagues and be supportive.
- Disseminate knowledge and materials.
- Audit resources regularly.

Review

This policy will be reviewed every 2 years

Mrs C Smith
January 2024

In accordance with GDPR 2018 (Data protection) please refer to the policy on our school website using the following hyperlink for information on how we collect, control, process and protect data.

Please note : we share some data with the Local Authority, DfE and outside agencies as defined by our policies.

<http://www.burradoncommunityprimaryschool.co.uk/data-protection-gdpr/>