



BORROW WOOD PRIMARY SCHOOL

ENGLISH POLICY

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OUR FIVE YEAR VISION

In 5 years time we are working towards ensuring that –

- Good, quality literature will be at the heart of learning across all subjects;
- Every child wants to read, write and speak for pleasure across many curriculum areas;
- Lessons have real meaning and are purposeful in all learning situations;
- Children are given regular opportunities to write for an extended amount of time during Big Write time;
- Modern technology is used when appropriate to support teaching and learning;
- Every child is a talker:
 - We provide language rich environments where there is a range of quality talk with adults and peers.
 - We provide regular opportunities for children to present their learning to different audiences.
- Quality first teaching ensures outstanding or good teaching and learning in all lessons;
- Independence – children use English as a tool to independently learn and investigate the world around them;
- Children have a good grasp of grammar and can apply their English skills in a variety of cross curricular opportunities
- Each teacher is accountable for child's progress through thorough monitoring and assessment systems;
- All classroom environments are conducive to independent learning, enabling children to enhance their English skills in a variety of meaningful contexts.
- Children are involved in their assessment by having access to their targets.
- All children will be given the time to respond to feedback and 'uplevel' their writing.

English Policy

The study of English at Borrow Wood Primary School develops children's abilities to listen, speak, read and write for a wide range of purposes, so using language to learn and communicate ideas, feelings and views. It enables children to express themselves creatively and imaginatively. At our school we recognise that English is a core subject and pre-requisite for the educational and social progress of our children. Mastery over English empowers children to communicate effectively and engage with the world at large.

Aims

At our Primary school we aim for children to develop a love for reading and writing. We use the new National Curriculum (2014) within Key stage one and two and the Statutory Framework for the Early Years Foundation Stage (2014) within the foundation stage unit to cover the statutory requirements for reading, writing and speaking and listening.

Through our lessons we aim to embed English within other areas of the curriculum.

Our aims at Borrow Wood Primary School are –

- To deliver English lessons in a fun, engaging and creative way
- For children to be able to read, write, speak and listen with confidence, fluency and understanding by the end of Key Stage 2
- To facilitate children in their understanding of the sound and spelling system and to use this to help with reading and spelling
- To assist children so they can develop fluent and legible cursive handwriting
- For children to be able to orchestrate a full range of reading cues (phonic, graphic, syntactic and contextual) at the end of Key Stage 2
- To encourage children to have an interest in words and their meanings and to use these words to articulate competently
- To **allow** children to experience a wide range of genres and text types. Children then use these experiences to support them when writing
- To develop children's imagination, inventiveness and critical awareness
- To enable children to speak clearly and audibly, and to take account of their listeners
- To encourage children to listen with concentration, in order to identify the main points of what they heard
- To show children how to adapt their speech to a wide range of circumstances and demands
- To help them become confident, independent readers, through an appropriate focus on word-, sentence and text level knowledge
- To develop enthusiastic and reflective readers, through contact with challenging and substantial texts
- To encourage accurate and meaningful writing, be it narrative or non-fiction
- To improve the planning, drafting, checking and editing of their work.

TEACHING AND LEARNING

SPOKEN LANGUAGE

The National Curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum. Spoken language underpins the development of reading and writing. At Borrow Wood Primary School, we ensure that children's confidence and competence in spoken language and listening is continually developed. We encourage children to explain their understanding and prepare their ideas before writing.

The teaching and learning strategies used in English lessons add pace, fun and encourage maximum participation and contribution. Some of these strategies include –

- Talking partners
- Talking groups
- Talk for writing and Big Talking
- Hot seating
- Role Play
- Role on the Wall
- Storytelling
- Teacher in Role
- Discussions and debates
- Presentations to an audience

WRITING

At Borrow Wood Primary School we use a variety of teaching and learning styles in our English lessons to engage all learners and to provide for the many different learning styles. Our principle aim is to develop children’s knowledge, skills, and understanding. We do this through modelled, shared, guided and independent writing.

Modelled Writing

The teacher demonstrates how to write by “thinking aloud” as he/she composes and interacts with a text in front of the children. We expect modelled writing to take place throughout the week, in short sessions.

Shared Writing

This is a joint construction of the text between the teacher and the children.

Guided Writing

The teacher guides, supports and encourages the children to try out ideas and skills they have seen demonstrated through either the modelled writing sessions or the shared writing sessions.

Independent Writing

Children put into practice the ideas, structures and skills they have seen demonstrated in modelled and shared writing and which they have tried, with support, in their guided writing sessions.

BIG WRITING

Big Writing is an approach to teaching the skills of English. The approach has been shown to improve writing across Key Stages as it gives children time and opportunity to practice the skills they have been taught, independently.

Here staff and children concentrate on 4 areas of writing –

- Vocabulary
- Conjunctions
- Openers
- Punctuation

These areas of writing are explained to the children and they are aware of what each phrase means. The words are displayed around the classroom and are added to as new words and phrases are use

by the children. This gives the children the opportunity to 'steal' or 'magpie' good ideas and use them in their own writing.

Talk homework is sent home to encourage children to talk through their ideas with parents and carers. This gives children the time to discuss their ideas and mentally draft what they are going to write.

Children in Key Stage 1 and Key Stage 2 take part in Big Write every Thursday morning. They are then given the opportunity to edit and 'uplevel' their writing based on their teachers' feedback on Fridays.

Big Write mornings take place as follows:

Key Stage 1

9.30-9.45 Assembly	9.45-10.10 Phonics	10.15-10.45 Big Write Games/Modelled writing/ Talk for Writing	10.45-11 Play time	11-11.30/11.45 Big Write	11.30-12.10 AFL	12.15 Lunch
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Key Stage 2

9.30-9.45 Assembly	9.45-10.45 Big Write Games/spelling practice/modelled writing/Talk for Writing	10.45-11 Play time	11-12/12.15 Big Write	12.15 Lunch
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Children are expected to come in from break quietly and start their independent write in calm environment. Children in Key Stage 1 are expected to write for 20-30 minutes, children in Lower Key Stage 2 are expected to write 30-45 minutes and children in Upper Key Stage 2 are expected to write for more than 45 minutes (the expectation for SEN children might look a little different).

Before Big Write, an appropriate calm atmosphere is created using soft lighting, calm music and 'candles'.

After teachers have marked the children's writing, they will pick a Big Writer of the week. This child's work will be displayed in the hall and in their own classroom. For parts of the school day, these children can sit in a special place in the classroom or sit in their normal place with a special cushion and use different writing equipment.

Blue Book Writing

Every half term, children are asked to write a narrative for an extended amount of time. This piece of writing is introduced during Monday's Whole School assembly. Children are expected to write their story in their Blue Assessment books so that progression is clear to see.

BOYS AND WRITING

Boys' achievement in writing is an ongoing focus and the staff at Borrow Wood use the following strategies in class to try and motivate the boys –

- Competition (Big Writer of the week)
- Choosing books that appeal to both boys and girls
- Ensuring the subject matter is relevant to the boys
- Using ICT
- Using short bursts of activities
- Lots of specific feedback
- Target setting
- Lots of drama and role play
- Making sure all boys know exactly how they can be successful
- Writing is taught through cross curricular links.
- A real audience

In all classes children have a wide range of abilities, and we seek to 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.

In some lessons we do it through differentiated group work, while in others we ask children to work from the same starting point before moving on to develop their own ideas. Classroom assistants are deployed to support groups of children in interventions.

Strategies we use include –

- Different styles of questioning
- Adjusting the demands of the task
- Intervention groups
- Use of groups structures
- Resources
- Making the objectives and success criteria very clear
- Creating an atmosphere where pupils evaluate their own and others' work through self assessment

LETTERS AND SOUNDS

In Early Years and Key Stage 1, we teach phonics through the Letters and Sounds approach. The sessions take place daily and last for 20 minutes. Letters and sounds is designed to assist teachers in the teaching of speaking and listening skills so that, by the end of Key Stage 1, children have developed fluent word reading skills and have a good foundation in spelling and writing. In FS1, Letters and Sounds is used as a framework for progression, together with other schemes, such as Jolly Phonics.

READING

Reading is one of the most important ways in which children observe and absorb the best language skills. Reading also feeds pupils' imagination and increases their vocabulary as they often encounter words they would rarely use in everyday language. Programmes of study at Key Stages 1 and 2 consists of two areas; word reading and comprehension. We focus on developing competence in both areas by:

- Working out unfamiliar words using decoding skills (phonics)
- Speedy recognition of familiar words (high frequency sight words)
- High quality discussion with the teacher
- Reading a range of stories, poems and non-fiction

Teachers model reading strategies during shared reading sessions, whilst children have the opportunity to develop reading strategies and to discuss texts in detail during guided reading sessions. Independent reading provides time for both assessment and 1-1 teaching. Daily discreet phonics lessons in Foundation Stage 2 and Key Stage 1 enable children to decode efficiently. In years 3 and 4, a phonics programme takes place for identified children so that they make accelerated progress and catch up with their peers. A range of high quality books from a variety of sources are used to support early readers as well as book banded texts. These are also used during Guided Reading.

We will use different question types to establish understanding. These question types are:

- Authorial Intent- what has the writer done and why?
- Deductive- work out the answer directly from information the text directly gives us.
- Inferential- work out the answer using our own knowledge and experience.
- Literal- find the answer directly in the text.

Guided Reading

Children take part in Guided Reading session at least once a week with their teacher. During this time, teachers will assess children against their targets and share the targets they are working on. Children that are not taking part in Guided Reading sessions with their teacher, will be working on the following activities:

- Comprehension activities
- Handwriting
- Grammar, Spelling and Punctuation activities
- Independent reading

Individual Reading

Children in the Foundation Stage class and Key Stage 1 take home a reading book from school at an appropriate level. Parents are encouraged to hear their child read the book and then record how they have got on. This encourages teacher – parent communication. Each child has a home-school reading record that teachers and parents can use to share information about a child's reading. Parents are

encouraged to read with their child daily. Guidance for Parents on Reading and Phonics will be provided during the year during Parents' Evenings and meetings and information will be added to the school website.

In Key Stage 2, continue to choose individual reading books at an appropriate level from a selection of banded books in the upper building. Parents continue to be encouraged to play an influential part in their child's progress in reading and comprehension. We encourage parents to use Key Stage 2 home-school diaries to comment on progress observed at home.

INCLUSION

All children, whatever their ability and individual needs, have a basic entitlement to be taught essential literacy skills, and to have the opportunity to develop those skills to the best of their ability. English forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our teaching of English skills, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details, see separate policies.

When progress falls significantly outside the expected range, the pupil may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. Assessment against the new National Curriculum allows us to consider each child's attainment and progress against age-related expectations. This ensures that our teaching is matched to the child's needs.

Equally, we recognise that our gifted pupils benefit from higher level work and interventions take place to support these children.

EQUAL OPPORTUNITIES

All children are entitled to a broad balanced and relevant curriculum which is appropriate to their individual learning styles and preference, SMART intelligence, abilities, talents, gender, culture, ethnicity, and creed. Appropriate provision will be provided with activities adapted as necessary. In order to achieve this, the English curriculum will display breadth, relevance, differentiation, progression and continuity. Activities should, where appropriate, use pupil's own interests or questions either as a starting point or as further lines of development.

ASSESSMENT

We use a variety of strategies to assess learning. These include activities undertaken by the class teacher and their pupils which provide information that enables us as teachers to modify our teaching and learning activities in which we are engaged.

Assessment at Borrow Wood Primary School falls into 3 main categories –

- (1) Short term assessments provide ongoing information about the pupils learning and progress that is taking place during the lesson at the time it is being taught. It is an essential part of teaching and learning. (For example pupil observations, different questioning techniques,

class, group or 1:1 discussions, dialogue and pupil/teacher feedback.) This form of assessment may also result in the teachers needing to make amendments to their daily plans. Short-term assessments also involve the sharing of learning goals with each pupil (e.g. the success criteria and curricular targets). Older children are involved in peer assessments where they are encouraged to make judgements about how they can improve their own work and to identify the next steps they need to undertake in order to improve.

- (2) Periodic assessment - gives an overview of progress and provides diagnostic information about the progress of individual children. We assess using the targets linked to the new National Curriculum. This help teachers to plan for the next unit of work. A wide range of assessment is used throughout each class including peer and self-assessment by the children.
- (3) Summative assessment - provides details of the stage in which children are working within. Teachers make long-term assessments towards the end of each half term and school year, and they use these to assess progress against school and national targets. With the help of these long-term assessments, they are able to set targets for the next term and/ or school year, and to summarise the progress of each child before discussing it with the child's parents or carers. The next teacher then uses these long-term assessments as the planning basis for the new school year.

Assessment for Learning

At Borrow Wood, dedicated feedback time is built into the timetable so that children have adequate time to act on feedback given to them by their teacher. Teachers mark children's work using the 'Green for Good, Pink for Think' code (See separate Feedback and Marking Policy). Children are asked to address any 'pink' comments in their books during the allocated time. This time is called Have ANOther Go (HANG) time in Key Stage 1 and Dedicated Improvement and Reflection (DIRT) time. They are also expected to address any feedback throughout the week before starting any new pieces of work.

Monitoring and Review

Monitoring of the standards of children's work and of the quality of teaching in English is the responsibility of the English subject leader. The work of the English subject leader also involves supporting colleagues in the teaching of literacy, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The English subject leader gives the head teacher an annual summary in which s/he evaluates strengths and weaknesses in the subject and indicates areas for further improvement. The head teacher allocates regular management time to the English subject leader so that s/he can review samples of children's work and undertake lesson observations of English teaching across the school. A named member of the school's governing body is briefed to oversee the teaching of literacy. This governor meets regularly with the subject leader to review progress.

Cross-curricular Learning

The skills that children develop in English are linked to, and applied in every aspect of our curriculum. The children's skills in reading, writing and speaking and listening enable the children to communicate and express themselves in all areas of their school work.

The use of ICT enables the children to use and apply their skills in English in a variety of ways. Children can use ICT as a source of information and as a way of presenting their completed work effectively. Children use the internet for a number of reasons within Literacy. For example, using the internet to research and using planning and proofing tools on iPads.

The teaching of English develops skills through which our learners can give critical responses to the moral questions they meet in their work. Their understanding and appreciation of a variety of texts bring them into contact with their own English heritage and also text from other cultures. The organisation of our lessons allows our children to practise social skills like listening, speaking, sharing and discussing moral issues.

We strive to apply as many cross curricular links in our English lessons as possible.

As writing is our focus within English, we work hard to create cross curricular writing opportunities and mark these as pieces of writing too.

Resources

They are a variety of resources in school which target all types of learners. All classrooms have a selection of English resources and each classroom, an inviting book area has been set up. We have a wide variety of guided reading books (these are colour coded according to the child's reading level) and also a selection of 'big books' which help deliver various English units.

Homework

English homework activities vary from year to year and class to class. Teachers provide work that reinforces and extends the learning that takes place in class. We encourage the parents be actively engaged in their children's learning of reading, writing and speaking and listening both in school and at home.

There is an expectation of daily reading for every child which is communicated via home-school diaries. Teachers will also send home Big Talk topics on Thursdays to ensure children are practicing what they will be writing during Big Write on Fridays.

The Foundation Stage

We teach English skills in the Foundation Stage as an integral part of the EYFS curriculum.

Communication and Language is classed as a Prime Area and is particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. The development of this Prime Area involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Literacy is a specific area in which the Prime Areas are embedded. The development of literacy involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

Please see the separate Early Years Foundation Stage policy for more detail.

Handwriting

At Borrow Wood, we have adopted the cursive method of handwriting. As stated in the new National Curriculum, children should hold their writing implements using the correct way and sit at a table.

- In Foundation Stage, children are taught to use the pre-cursive method of handwriting in which there are gaps between each letter.
- In Key Stage 1 and Key Stage 2 children are taught to join the letters in words using the cursive method of handwriting.

Handwriting is taught through modeling at designated times. All children are aware and encouraged to use their best handwriting in all pieces of writing. Correct formation is communicated to our parents at induction meetings.