



2022-2023

Teagues Bridge Primary School



English Policy

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English Policy

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Achieving competence in English language is a vital part of the education of our pupils. All teachers play an important role in facilitating this.

The English curriculum aims to develop language skills in four different areas: reading, writing, speaking and listening. The school's aim is that each child should achieve the highest level of performance of which he or she is capable in every aspect of English. We aim to provide our pupils with a wide experience of literature throughout the Foundation Stage and Key Stages 1 and 2.

At Teagues Bridge Primary School we plan a thematic curriculum based on the National Curriculum, which has been tailored to the needs of our children, the local area and community, as well as the wider world. Therefore, children have opportunities to gain skills, knowledge and understanding in meaningful and engaging contexts. This encourages pupils' understanding of the "big picture" and provides opportunities for pupils to follow their own interests and learning styles. Before the start of a theme children have the opportunity to plan their learning with their teacher and this is taken into consideration when teachers plan. This means that subjects and topics are geared towards the interests of children.

English unites the important skills of Reading, Writing & Spoken Language. Children have opportunities to develop their skills in these areas as well as apply them creatively in other subjects from across the whole curriculum. Through the Cornerstones curriculum approach, we aim to offer children intellectual excitement and challenge, while equipping them with the skills they need to be independent learners.

Our Aim

- To provide a language rich environment that promotes a culture of communication, reading and writing;
- To develop in pupils a love of books that will not only support their learning across the curriculum, but also will enrich their lives;
- To value and use books as a basis for learning, pleasure, talk and play;
- To teach children the craft of writing, including handwriting, in order to develop in them the confidence and skills to write well for a range of purposes and audiences;
- To systematically teach spelling, handwriting, grammar and punctuation – to ensure accuracy within creativity;
- To foster in pupils the confidence, desire and ability to express their views and opinions both orally and in writing;
- To raise the standards of communication, reading and writing so that every child makes good progress;
- To value and celebrate diversity in culture and language.

Teaching and Learning

Within Teagues Bridge Primary School we use the English Programme of Study as a basis for our planning within the subject and expect all teachers to follow this framework. English is taught on a daily basis from reception to Y6 and this is supported and enhanced through other curriculum areas. We follow a Creative Curriculum and wherever possible English activities are linked to current topic work.

Teaching and learning usually takes place within a whole class setting; children's learning is in ability groups in their class, with differentiated tasks and support as appropriate, but will also include independent and partner work. Good practice in reading and writing is shared and modelled in whole class teaching. Teachers use a variety of interactive teaching methods to deliver the curriculum and achieve set learning objectives.

In the Foundation Stage, English forms the basis of one of the seven areas of learning: Communication, Language and Literacy. Emphasis is on teaching English through stories and non-fiction texts with strong topic links, child initiated learning through play (with some adult intervention), demonstration and use of language.

Statutory requirements

Statutory requirements for the teaching and learning of English are set out in the National Curriculum in England (2013) and in the Communication and Language and Literacy sections of the Statutory Framework for Early Years Framework (2021).

The aim for English in the National Curriculum is to promote high standards of language and literacy by allowing children to develop a strong command of the spoken and written word, and to develop their love of literature. From EYFS to Year 6, the national curriculum for English (2013) aims to ensure that all children:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

EYFS

In EYFS (Reception) children are given opportunities to:

- speak and listen and represent ideas in their activities;
- use communication, language and literacy in every part of the curriculum;
- become immersed in an environment rich in print and opportunities to communicate.

Key Stage 1 (Year 1 & Year 2)

In Key Stage 1, children learn to speak confidently and listen to what others have to say. They learn to read and write independently, at length. They use language to explore their own experiences and imaginary worlds.

Key Stage 2 (Years 3 – 6)

In Key Stage 2, children learn to change the way they speak and/or write to fit different situations, purposes and audiences. They encounter a range of fiction, non-fiction and poetry. They explore the use of language in literary and non-literary texts and learn how the structure of language works. Children in Key Stage 2 develop their knowledge and understanding of grammatical terminology.

Reading

At Teagues Bridge we want all our children to become independent readers who read for enjoyment. We value reading in all areas of the curriculum. Teachers plan for these opportunities and encourage children to develop and apply their skills in other subjects. This approach aims to broaden children's experience of different types of texts, allowing them to develop and apply their skills.

Throughout the year we plan opportunities to celebrate reading. This includes taking part in World Book Day, competitions and visits from the mobile library and book fairs. We also have a reading challenge that continues throughout the year. To promote reading, we have a boys enjoying reading team and we train children from different age groups to independently operate our school library at lunch times. As well as this, the school operates a home reading scheme where children are entered into a monthly raffle when they read regularly at home. A ticket is drawn every month and the winner is awarded as 'Reader of the Month'.

All children will be encouraged to spend time reading independently and to adults at home and develop their own reading "tastes" and to enjoy reading for pleasure. It is vital to our vision that we impart a love of reading on all our children at Teagues Bridge.

We encourage parents to support their child's reading by sharing and talking about books with their children and completing a home-school reading diary. Parent workshops are also regularly held to support parents in supporting their children with reading. Children are

encouraged to read daily at home to an adult. The adult then signs the reading diary and adds a comment. Records of books read are kept by the class teacher.

Children in Key Stage 1 read daily in their phonics sessions as part of Read, Write Inc phonics. As well as this, they choose a home reading book from a levelled selection to read at home with their parents. Children in key stage 1 from year 2, also have access to the school library and classroom book corners where they can choose from a wide variety of books to enjoy at home.

Children in Key Stage 2 also read daily as part of the class reading sessions. All children access the same book as part of these sessions. As well as this, children are free to choose a home reading book from the class book corner and the school library to read for pleasure. Some children in key stage 2 choose a reading book that is from a levelled section so that they can continue to develop their reading and phonological decoding skills through age appropriate texts. All texts in key stage 2 classrooms are appropriate for the year group, with challenging texts, as well as levelled texts and texts which are of high-quality for each particular year group.

Each classroom across the EYFS, key stage 1 and key stage 2 have a basket of high-quality, challenging texts called 'Ten of the Best'. These books are recommended texts for each year group and offer interest and challenge. These books are changed each term, so that all children have access to texts that inspire and interest them. Children are encouraged to read these texts and share their thoughts and feelings about them, either verbally or written. These form part of our daily reading offer called 'Reading for Pleasure'. Each class teacher reads the same high quality text following our Reading for Pleasure model to ensure that children listen to quality texts and develop a love for reading and understanding of vocabulary.

Reading is not restricted to the English lesson. Many opportunities are provided for children to practise and extend their reading in other subjects. Reading for pleasure and enjoyment is given a high priority and sufficient time is set aside

Phonics

Phonics is taught daily using the 'Read, Write, Inc. Phonics' programme for all children in EYFS and key stage 1. Children who require additional phonics input in key stage 2 have access to the Fresh Start intervention programme that runs alongside the phonics.

In Read, Write, Inc. Phonics, children learn to;

- Decode quickly and effortlessly
- Read common exception words on sight
- Understand what they read
- Read with fluency and expression

- Write confidently, with a strong focus on vocabulary and grammar
- Spell quickly and easily

Children learn to work effectively with a peer partner to explain and consolidate what they are learning. Children are assessed using the phonics assessments every half term and are grouped according to their reading ability (regardless of year group). This is because children who are good readers are generally good writers.

Children are assessed and placed onto the programme, working through the groups until they complete it. On average, children will complete the programme by the end of the Spring Term in year 2. Once children have completed the programme, they join the Read, Write, Inc. Spelling programme, which is then continued into key stage 2.

Running alongside the daily programme is a programme of 1:1 tuition. Children who are identified as falling behind or making slow progress in phonics undertake 4 weeks of daily 1:1 tuition that targets their specific needs.

Guided reading

At Teagues Bridge, we use the 'Love to Read' programme for children in key stage 2. Children in key stage 1 undertake daily reading comprehension and discussion activities to develop their fluency, reading comprehension strategies, summarising and predicting skills.

'Love to Read' is an opportunity for pupils to develop their skills in reading as well as engage in discussions about a text. The programme focuses on classic children's novels and each week, teachers plan immersion activities, discussion activities and follow up activities all aimed at developed children's inference and deduction skills as well as paired and group reading to develop fluency skills. Every child in the class accesses the same text and pre-tutoring takes place prior to daily sessions for those children who require it. During the Love to Read sessions, children take part in reciprocal reading, where children work in a small group to develop their predicting, questioning, summarising and clarifying skills. These sessions take place 3 sessions out of 5 sessions a week, with the focus on children leading the reciprocal reading session themselves.

Writing

At Teagues Bridge we understand the value of providing children with meaningful writing opportunities. Teachers plan engaging activities around the 'Cornerstones' themes that fully immerse pupils in a topic or text. Children are given opportunities to write for real audiences and real purposes. Classes often work collaboratively to create books, perform to each other and peer assess writing.

Our school has adopted Pie Corbett's Talk for Writing as a model to improve achievement in writing. Talk for Writing advocates that children imitate the key language needed for a

particular genre orally, before reading and analysing it. Through fun activities they rehearse retelling the text, then through shared writing they are shown how to craft their writing in the same style. The approach includes imitation, innovation and independent application (invention) – a two to three week process depending on the genre being taught.

The Imitation Stage

The teacher establishes a creative context for each 'Talk for Writing' unit with a 'hook' to draw the children in. Teachers then introduce children to an exemplar text, supported visually by a text map. Actions are created to help the children recall the story or non-fiction piece and reinforce the specific language patterns. In this way, children hear the text, say it for themselves and enjoy it before actually seeing it written down.

Children interact with the text through drama activities and internalise the language patterns through sentence and word games based on the text. Once they have internalised the language of the text, they are introduced to the written text and encouraged to identify the key writing ingredients and 'magpie' key words and phrases. Children will develop their understanding of the structure of the text with the use of the boxing-up technique and by analysing the key features.

The Innovation Stage

Once the children have internalised the text, they are then ready to start innovating on the pattern of the text. Using an adaptation of the text, children orally rehearse what they want to say then create their own version.

During innovation, spelling, sentence games and drama activities continue to be incorporated so that children have a wealth of oral and written practice in the language features required to write.

The key activity in this stage is shared writing – which helps the children to create their own version by 'doing one together' first. This begins with the children boxing-up their innovated version of the exemplar text. Each stage of the writing process is modelled by the teacher. Throughout this process key words and phrases and shared writing are displayed so when children begin to write they have models and examples to support them. Children are encouraged to swap their work with a response partner to discuss their successes.

The Invention Stage

In this stage, children move towards becoming independent writers. They write the same text type but choose the content. This stage still requires a 'hook', games to help children to internalise the language patterns and understand the text, boxing up and shared writing (driven by teacher assessment). Teachers guide children through the whole process which ends with rereading and polishing.

Writing skills are taught in daily literacy lessons. Teachers use other subjects as an opportunity to develop and apply these skills. In lessons teachers use a range of modelled, shared and guided writing in order to demonstrate and involve pupils in quality writing.

At the end of a literacy unit of work, children take part in an independent writing session called, *Chance to Shine*. This is their innovate stage. Children have the opportunity to apply sentence and word-level skills that they have been learning to produce an extended piece of writing. Teachers ensure that the writing opportunities meet a range of genres and are linked to our whole school theme. Classrooms are made to feel different during these writing sessions, with music playing and different lighting as well as special paper or booklets for the children to write on.

All units of writing encourage children to:

- Be independent, confident writers
- Be creative and imaginative
- Have an interest in words and their meaning and a growing vocabulary
- Understand and be able to use fiction and non-fiction texts
- Plan, draft, revise and edit their own writing
- Have fluent and legible handwriting
- Spell accurately
- Present finished pieces of work in various ways, including the use of ICT

Handwriting

Throughout school we use the 'Nelson' handwriting scheme. This scheme is progressive so that children develop their gross and fine motor skills, before practising their handwriting on paper. Handwriting occurs daily for approximately ten to fifteen minutes in every class. Children in EYFS and year 1 have an individual workbook to work through, whereas years 2-6 have a practise book and they practise their skills in their English books.

Daily handwriting sessions include, hand and arm exercises, teacher modelling and children practising using air writing, whiteboards and workbooks. Handwriting skills are taught prior to children practising and applying them.

As well as this, children who require additional support with their fine and gross motor skills have access to a handwriting interventions through the occupational therapist recommended programmes 'Speed Up' or 'Write from the Start'.

Children are encouraged to improve their handwriting in order to become a Handwriting Hero! Children who show improved handwriting in all their work are chosen by their teacher for this award. Children in key stage 1 receive a special pencil to take home, whereas children in key stage 2 receive a handwriting pen to take home and they are then permitted

to write in pen in school. The 'handwriting hero' of the week is then displayed in each classroom, so that children can admire and aspire to be the hero themselves.

Spelling

Once children have completed the phonics programme in year 2 and children in key stage 2 take part in daily spelling lessons through the Read, Write, Inc. Spelling programme. There is a set programme for each year group that teaches children the spelling rules outlined in the national curriculum.

Spelling is explicitly taught daily by all teachers using this programme. Through the programme, children are taught a new spelling rule, have opportunities to practise the rule, practise using the words in the context of sentences and work with their peers to teach each other how to remember rules.

At the end of each weekly unit, children work with their peers to team teach and test each other. At the start and end of every unit, activities are delivered to ensure children continually review previously taught spelling rules.

Assessment

Throughout the process, teachers use formative assessment to plan the next step in their teaching (based on what the children need to know in order to improve). 'Assessment for learning' clearly involves the child in thinking about what has worked well and points them towards what needs to be done to move forward in their learning.

Once teachers have evidence from a few pieces of written work, they highlight the writing criteria achieved by each child on the individual writing assessment grid.

Teachers ensure the children's next steps for learning, identified from the writing assessment grids, form the basis of the exemplar text to be used in the next three week 'Talk for Writing' unit.

Inclusion

English lessons, tasks and materials are differentiated by the class teacher to meet the needs of individual children. A number of intervention strategies are used to develop children's specific learning needs in English. These include many programmes designed to support classroom learning, as well as specific programmes such as Precision Spelling, designed to meet children's specific difficulties, for example, spelling.

Equal opportunities

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

Role of subject leader:

The Subject Leader should be responsible for improving the standards of teaching and learning in Literacy through:

Monitoring and evaluating literacy

- Pupil progress
- Provision of Literacy (including Intervention and Support programmes) alongside the SENCo, Natalie Woods, and the quality of the Literacy Environment;
- Taking the lead in policy development.
- Auditing and supporting colleagues in their planning
- Purchasing and organising resources
- Keeping up to date with recent Literacy developments