Bishopton Primary School

English Policy

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1 Introduction:

The National Curriculum (2014) clearly states that teaching the English language is an essential role of a primary school. It is part of the 'essential knowledge' that is needed in society.

'Teachers should develop pupil's spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.' (6.1 National Curriculum)

At Bishopton Primary School, we believe that literacy and communication are key life skills. Through the English curriculum, we help children develop the skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language and equip them with the skills to become lifelong learners. We want children to enjoy and appreciate literature and its rich variety.

English is at the heart of all children's learning. It enables children both to communicate with others effectively for a variety of purposes and to examine their own and others' experiences, feelings and ideas, giving these order and meaning. Since literacy is central to children's intellectual, emotional and social development it has an essential role across the curriculum and helps pupils' learning to be coherent and progressive.

By the time children leave our school, we expect them to communicate through speaking and listening, reading and writing, with confidence, fluency and understanding and in a range of situations. We want every child to take pleasure in reading across a range of genres and have a strong motivation to read for a variety of purposes.

2 Policy statement:

At Bishopton Primary School we aim to provide a rich and stimulating language environment, where speaking and listening, reading and writing are integrated. We acknowledge English as a core subject in the national Curriculum (2014) and believe that through full exposure to the English curriculum, children develop their powers of imagination, inventiveness and critical awareness.

3 Aims and Objectives:

Our objectives in the teaching of English are:

- to read and write with confidence, fluency, understanding and enjoyment;
- 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 have heard;
- to show children how to adapt their speech to a wide range of circumstances and demands;
- to teach children effective communication, both verbal and non-verbal, through a variety of drama activities;
- to develop enthusiastic and reflective readers, through contact with challenging and substantial texts;
- to have an interest in words, their meanings and develop a growing vocabulary;

- to foster the enjoyment of writing, and a recognition of its value;
- to have fluent and legible handwriting;
- through reading and writing, develop their powers of imagination, inventiveness and critical awareness;
- to understand a range of text types and genres to allow the children to write in a variety of styles and forms appropriate to the situation;
- to listen with concentration in order to be able to identify the main points of what they have heard.

As a school we aim to:

- raise standards in Spoken Language, Reading and Writing across the Primary School;
- ensure a consistency of approach across the school;
- provide clear progression of key skills that are both planned for and evident in children's work;
- ensure that children make at least good progress relative to their prior attainment;
- enhance the monitoring role of senior managers and Governors to allow for qualitative judgements about standards to be made.

4 Equal Opportunities:

All children receive quality first English teaching on a daily basis and activities are differentiated accordingly. The curriculum experiences and resources offered by the school will reflect the needs, aspirations and cultural requirement of our school community.
Data will be tracked carefully for individuals and groups of pupils to ensure that every child makes good progress relative to their prior attainment.
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. Teachers and teaching assistants plan programmes together and monitor progress of these pupils.
There will be a third wave of support for pupils who are identified as requiring SEN support that will be additional and different.
Pupils that are considered to be more able are planned for in line with our policy for teaching pupils that are more able.
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.

5 Time Allocation:

There are 5 allocated 'English lessons' per week. There are also extra sessions for the provision of the wider English curriculum (handwriting, individual reading, drama, library time, etc).

6 Teaching and learning:

At Bishopton Primary School, we use a variety of teaching and learning styles in our English lessons. Our principal aim is to develop children's knowledge, skills, and understanding in English. We do this through a daily lesson that is based around whole class teaching, group, paired and independent work.

Teaching should be:

- discursive – characterised by high quality oral work;
- interactive – pupil's contributions are encouraged, expected and extended;
- well-paced – there is a sense of urgency, driven by the need to make progress and succeed;
- confident – teachers have a clear understanding of the objectives;
- ambitious – there is optimism about high expectations of success.

Teachers will use a wide range of teaching strategies, including:

- direction;
- demonstration;
- modelling;
- scaffolding;
- explanation (to clarify and discuss);
- questioning (to probe pupils' understanding to cause them to reflect on and refine their work, and to extend their ideas);
- initiating and guiding exploration;
- investigating ideas;
- listening to and responding;
- child and partner editing.

7 Organisation:

Overview

The new National Curriculum 2014 forms the basis of teaching and learning in our school. All children receive at least the minimum entitlement of a daily English lesson alongside other reading, phonics and spelling opportunities throughout the week. Teachers work towards independent learning and plan for different working groups. They employ a range of generic teaching strategies.

Teachers use the National Curriculum 2014 as a starting point for creating their medium term English plans. These medium term plans follow the key aspects of a text led sequence for English teaching: familiarisation with the genre and text type; acquisition of skills, capturing ideas; teacher demonstration; teacher scribing through supported and guided writing and finally, independent writing to create a teaching sequence. This is used as a basis for short term planning and adapted according to 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.

English is encouraged and developed across our curriculum and links are made where appropriate. ICT is used where it enhances, extends and complements English teaching and learning. Additional adults are used to support the teaching of English. They work under the guidance of the teacher with small groups of children or individuals.

In addition, it is expected that regular, planned cross-curricular links will contribute to pupils' effective learning in speaking and listening, reading and writing. This is reinforced through our delivery of the whole curriculum.

8 Promoting and developing reading

Intent statement:

"Through choosing quality texts, we want pupils to develop a love of reading and good knowledge of a range of authors, and be able to understand more about the world in which they live through the knowledge they have gained from these texts."

Across the school reading is taught and developed through a variety of strategies including:

- Phonics;
- Whole Class Reading – Reading Leaves;
- Individual Reading and Home Reading;
- Shared Reading;
- Whole class teaching.

Phonics

Phonics is taught daily in the EYFS and KS1. Pupils will initially move from distinguishing between sounds and listening with attention to beginning to read, write and say different graphemes. The Read, Write, Inc Phonics scheme is used to guide teacher led sessions with opportunities for pupils to develop their phonics skills independently provided by continuous provision. In KS2 regular phonic sessions are taught as an intervention strategy for children who still need to develop their phonics skills and knowledge within the reading and phonics intervention programme.

Whole Class Reading

In all year groups pupils will be exposed to a range of different texts in their whole class reading sessions. In EYFS pupils are encouraged to retell and become immersed in these texts using strategies such as sing and rhyme time, role play and small world play. The provision of whole class and group reading sessions then continues throughout the school. In our Whole Class Reading sessions (Reading Leaves)the main focus of the children's learning is on developing key comprehension skills in order to understand what they read in all areas of the curriculum.This strategy is used to deliver a book study approach to learning. Children are encouraged to develop a love of reading for interest and pleasure. During this session, children participate in a range of activities including: reading aloud to develop fluency, analysis of plot and character, vocabulary discussion, study of author style and a range of comprehension skills relating to reading level. Pupils have individual or paired copies of the same text in their whole class reading session. The texts used are carefully selected to match the reading level of the year group but also provide adequate interest, pitch and challenge. Engaging books are chosen to promote a love of reading and, where possible, are related to the topic being taught. In Y1-2 whole class reading is a timetabled session of approximately 10-15 minutes 3 times

Individual and home reading

Children will read aloud on a regular basis in school, either as part of the whole class reading or with teaching staff or an external helper. In EYFS and KS1 the home reading system is based on an individual's current learning in their phonics lesson. Phonics books are banded and reinforce the child's individual phonics learning, correlating with what the child has learnt in their phonics session in school. Children also take home additional library books which are to be read for pleasure; they can either be read to the child or some children may wish to read some part of it themselves. In Y2 and KS2, when children know all of their phonic sounds and can read with a good level of fluency, children use Book Band Levels. Once a child has completed the banded levels or is assessed by the class teacher to have fulfilled all the reading ability criteria, they then become a Free Reader and can read a book of their choice- this will be checked by a teacher or TA.

Shared Reading

This forms a significant part of the experiential approach used at school and enables the children to be immersed in quality texts and to begin to read as writers.
Each teacher regularly shares a variety of texts with their class as part of planned English sessions or in other lessons across the curriculum. Children also have the opportunity to take part in regular paired reading opportunities with children from other year groups.

Reading for Pleasure and Storytime

Time for reading for pleasure and enjoyment is allocated through the week on a daily basis after lunch. During this time, the adults in the class will also read to model good reading habits and

stimulate book talk. Children use this time to develop an enjoyment of books, have an opportunity to read in a quiet environment and develop their stamina for reading.

Reading times allocated:
Reception- 5-10 minutes (storytime)
Years 1 and 2- 5-10 minutes
Years 3 and 4- 10-15 minutes
Years 5 and 6- 15 minutes

Reading Diary

Every child has a reading diary which is a shared responsibility between the pupil, parents and school. Any individual reading that has taken place with an adult in school is recorded in the diary. Our expectation is that children read a minimum of three times per week:

Reception/Year 1- 10 minutes
Year 2- 15 minutes
Years 3 and 4- 20 minutes
Years 5 and 6-30 minutes

Celebrating Reading

Reading achievements are celebrated termly when a child from each class is nominated as a 'Gold Reader' and awarded in assembly. Teachers nominate the reading champion who receives a certificate for their reading achievements during this assembly. At Bishopton we celebrate reading during 'World Book Week' when the whole school has a focus of the same book or author. During this time, engaging reading activities to promote a love of reading are carried out.
We regularly invite famous authors into school and children engage in workshops and have the opportunity to purchase signed books.

Resources for reading

We have a large variety of books for our children to choose from, including commercial reading schemes and a wide selection of 'real', poetry and non-fiction books. These books are organised and stored in the following ways:

- Whole Class Reading Books – these are organised into sets of 15 per class and stored in the relevant year group areas. The majority of these are selected from the recommended year group reading spine.
- Classroom Collections - Each classroom contains a set of appropriate fiction and nonfiction books. Each class has the responsibility for these books. The children have a book corner or reading area where these classroom books can be enjoyed.
- EYFS and KS1 individual readers – a collection of book banded home reading books are stored within the school library. These books are matched to the relevant phonic phases.
- Y2 and KS2 individual readers – a collection of books are stored in each year group.
- The 'Own Book' scheme enables children access to books which they can keep. The 90 Books to Read Before You Grow Up is a recommended reading list for each age group- these lists are displayed in each classroom and in the school library
- Our Poetry Library has a huge range of poetry suitable for all ages.

- Our teachers PSHE library provides books suitable for specific themes.

When reading activities and materials are purchased or selected, careful consideration will be taken to ensure that the books and literature represent as wide a range of cultures as possible, are of interest to both boys and girls and sensitively handle issues related to equal opportunities.
Regular fundraising and charity events are held so that we can regularly restock and update our libraries.

Poetry

Poetry allows children to play with language, experiment with sentence structure and develop confidence and memory skills through memorising and reciting. Whole class exploration of poems opens up valuable discussions on the themes that arise and often encourages those who may be more reluctant to participate in discussion to put forward their views. Each year group studies poetry as an integral part of their Literacy curriculum throughout the year.These are added to the Curriculum Maps where they best make sense and link to topics. Appreciation and enjoyment of poetry is encouraged through our weekly 'Pick A Page' poetry activity which involves each class having pupils pick a random page from a poetry book and read, discuss and appreciate a range of poems.
We hold a yearly poetry event (Poetry Slam) in which every child in the school learns and recites a poem of their choice. Selected children from each class will then be asked to perform in our Poetry Slam.
Poetry is read to children in assemblies and the poems read are then available (from poetry table in the library) for children to take home and enjoy.

Speaking and listening

The children in the Foundation Stage follow the guidelines from the Early Learning Goals. This includes using language to imagine and recreate roles and experiences, listening and responding attentively and interacting with others in play and work situations.
The Four Strands of Speaking and Listening: Speaking; Listening; Group Discussion and Interaction, and Drama permeate the whole curriculum. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards.
To develop skills in Speaking and Listening we give the children opportunities to express their ideas to a range of audiences and for different purposes. Our planning gives pupils opportunities to take part in group and paired discussion (Talk Partners), explore ideas through drama activities and encourages them to listen and respond appropriately to others. Children practise using the correct use of Standard English and a range of styles of language in different contexts.
Where appropriate, Computing is used as an integral part of the teaching and learning of speaking and listening with access to appropriate equipment e.g. Ipads, audio recorders, video equipment, listening centres, talking books etc.
In KS1 and KS2 we have a Talk Friday activity which involves developing discussion and debate on a range of age relevant topics.

9 Spelling

Early Years Foundation Stage

*Currently under review
Alongside the daily phonics sessions, a range of weekly activities are planned that support the learning of the graphemes/phonemes within the phase being covered in the week eg collecting objects on the sound table, playing rhyming games, jigsaws, puzzles and card games

Key Stage 1

*Spelling is taught using the Letters and Sounds programme which is delivered through implementation of the Read, Write, Inc. scheme.

The children are grouped within their Year group according to the Phase they need to be working on. This is determined from transfer information and an individual pupil assessment in the autumn term using our Phonics Tracker system. Half termly and end of unit phoneme and phonic screening assessments monitor progress of the children throughout the phases 2 to 6.

Phonic Screening (from June 2012), Year 1, gives further information to support the grouping of children in Year 2 and will identify any pupils who need further support and intervention to meet age related expectations.

Regular spelling activities are given to the children to do at home. These are based on the graphemes/phonemes being learnt in their Letters and Sounds sessions or tricky/high frequency words.

Alongside their daily sessions, activities are planned to develop and consolidate the children's learning, some being delivered during early work sessions.

Teachers correct spelling and punctuation following the Marking Policy as appropriate.

Key Stage 2

The statutory requirements for spelling, listed in English appendix 1 in the National Curriculum document, are used to plan and teach spelling.

Spelling rules and strategies are taught across English lessons, during discrete spelling, grammar and punctuation sessions and as class activities within some reading sessions. Children are encouraged to take part in spelling investigations and to formulate their own rules during whole class activities. The children are encouraged to use the cover,write,check method, alongside other strategies such as mnemonics and pyramid spelling.

Small group phonics work is delivered to some children who have been identified as needing additional phonics and spelling support. This is also supplemented with spelling sessions based on the 200 high frequency words.

Teachers correct spelling and punctuation following the Marking Policy as appropriate.

Children receive regular spelling lists using the Spelling Bee scheme to work on at home to support the acquisition of spelling.

10 Writing

Writing

Intent statement:

"We aim to ensure all of our children develop confidence and a general love of language and of the written word through a text-based approach. What children read should inspire them to write with enthusiasm, exploration and imagination."

The 2014 National Curriculum states that pupils should:

- develop the stamina and skills to write at length
- use accurate spelling and punctuation
- be grammatically correct
- write in a range of ways and purposes including narratives, explanations, descriptions, comparisons, summaries and evaluations
- write to support their understanding and consolidation of what they have heard or read

Through the implementation of Bishopton's curriculum, children's writing skills are divided into two dimensions:

- Transcription (spelling and handwriting)

- Composition (articulating ideas in speech and writing)

We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, reading, grammar and vocabulary.

Our aims and provision for writing

At Bishopton, we use the Literacy Tree writing scheme.Throughout our units of work, opportunities for teaching specific punctuation rules, writing techniques and grammar concepts are planned. A creative approach is promoted which uses shared and group reading to help children to understand aspects of grammar and punctuation before applying them to their own writing.

Teachers give clear feedback to children, marking towards the clear LO (learning objective) so they know if they have achieved their target and what the next steps in learning are. Targets are derived from the National Curriculum programmes of study, alongside key performance indicators and the Teacher Assessment Frameworks in Y2 and Y6.

The teaching of key skills through discrete grammar lessons is built into sequenced planning so newly acquired grammar can be applied in independent writing. Additional opportunities to strengthen grammatical understanding are also planned for within the context of cross-curricular learning.

In UKS2 the children are taught the CUPS and ARMS editing and proof reading techniques to develop independence which they use when checking their work.

Early Years Foundation Stage

Children learn to write in mixed ability groupings, as well as in focused groups, to develop specific skills or support those children where appropriate.

Opportunities within an enabling environment are planned to develop emergent writing. Within the Early Years classroom a variety of pens, papers, cards and equipment such as notebooks and clipboards are made available for groups to use. Activities, linked to key objectives and topics, are planned within different areas in the room, such as making lists and writing captions.

Throughout the week teacher led and shared writing tasks are planned to deliver key objectives. Individual records are kept of the children's achievements against Early Learning Goals and key objectives.

Key Stage 1 and 2

We use the Literacy Tree scheme to use real texts as the basis of our literacy learning. The English Curriculum Maps provide key aspects of writing to be planned and delivered as well as incidental writing opportunities within rich and creative contexts. These units, often the focus for a half term, are devised around initial engaging experiential starting points and key core texts.

In addition to the above,

- We use high quality texts, modelling and shared/ collaborative writing to demonstrate good practice;
- We encourage and promote 'book talk';
- We provide writing frames to support the least confident;
- We provide time for planning, editing and revising;
- We mark extended pieces of work in-depth and set next steps with the pupil;
- We use Cups and Arms editing and proof reading techniques;
- We encourage joined handwriting (KS2) to support spelling and speed;
- We use drama and hot-seating to help pupils to think about another point of view;
- We provide support for pupils with learning and motor difficulties, e.g. focus group guided writing support within classes;

- Writing interventions give specific groups of children additional support.

Handwriting

In EYFS, children are taught the correct letter formation for pre-cursive writing, progressing to exit flicks in preparation for our agreed school handwriting style. From Y1, we teach children a fluent and legible precursive style of handwriting, promoting an understanding of how to present work appropriately. Regular handwriting lessons of 10-15 minutes are incorporated into each week. During this time, teachers teach children the conventions and rules of cursive letter formation using the both the Letter join handwriting scheme and other handwriting resources. This is modelled using an online package and reinforced by the teacher during specific sessions. In Year 3 cursive handwriting is taught using the Letterjoin scheme. Children are encouraged to join their writing once the correct letter formation has been established. Adults are also required to model our cursive style in their own handwriting.

11 Provision for SEND and other vulnerable groups

We identify which pupils or groups of pupils are under-achieving as part of an ongoing process using O Track. Additionally, termly pupil progress meetings are conducted to identify any underperformance across the school. Additional steps are taken to improve attainment, accelerate progress and narrow gaps. The most able children are identified and suitable learning challenges provided.

Differentiated activities are planned to support the needs of all children in teacher's short term planning. Where necessary outside agencies are involved in planning provision and support for children. Parents are kept informed and are encouraged to support their child's learning. Adult support, including volunteers, is used in school to support groups/individual children.

12 Intervention

Cohorts of pupils are identified on a termly basis, in pupil progress meetings, to receive intervention.

The following programmes are delivered as appropriate:

- **Early Years Foundation Stage**
  Targets one to one work
  Additional reading and writing sessions
  Phonics groups
- **Key Stage 1**
  One to one reading supported by teaching assistants and parents
  Writing intervention - Small group sessions throughout the week
  Phonics intervention
- **Key Stage 2 Lower Juniors**
  Precision Teaching Programme- individual support for spelling
  Reading Eggs- Reading programme to develop blending and decoding
  One to one reading supported by teaching assistants and parents
- **Key Stage 2 Upper Juniors**
  Precision Teaching Programme- individual support for spelling
  One to one reading supported by teaching assistants and parents

Children receiving intervention programmes are identified on Sonar and the success of the intervention strategy can then be evaluated.

13 Monitoring and Assessment:

Pupil's attainment in Reading and Writing is assessed on a termly basis, with all data being put into a whole school tracking and target setting system called Sonar. This allows teachers

and senior managers to track the attainment of every child and vulnerable groups, and compare this to prior attainment and age-related expectations.
Assessment is carried out throughout the year and seen through marking and individual target setting.
Teachers use assessment for learning strategies, to assess children's progress, as part of every lesson helping them to adjust their daily plans. They match these short-term assessments closely to the teaching objectives. Written or verbal feedback is given to help guide the next steps in children's learning. Children are expected to be actively involved in this process.

NFER reading assessments are carried out during the school year (one assessment per term) to assess pupil progress in reading. These assessments are carried out by children in years 2-6. The dynamic style of the test gives a clear reflection of each child's ability. The results of the test are analysed by class teachers and intervention procedures put in place to focus on specific skills.

Assessment tools
Phonics Tracker is used to assess and record phonemes, screening checks and the reading of high frequency words.
Rising Stars SPAG tests are used for half termly assessments in Y1 – Y6.

Reporting to Parents
Written reports are shared with parents at the end of each term. In addition, parent consultations are scheduled twice a year to discuss progress, attainment and targets for further improvement. Parents are also invited to attend termly drop in sessions to look at their children's work.

Monitoring
Teachers' planning and children's books will be monitored primarily by the English subject leader and other members of the SLT. Governors will also be invited to join monitoring sessions during the academic year. Planning and outcomes will be monitored on a termly basis part of the school's overall monitoring schedule and the Learning Improvement Plan for English. Developmental feedback will be provided in the form of a whole staff monitoring record sheet and also on an individual basis, where required. Subject leaders will report to Governors through the production of subject monitoring sheets and the Learning Improvement Plan. The HT will report to Governors via the Headteacher's report. The Governors will also invite Curriculum Leaders to attend one meeting per year to discuss the status of their subjects through their 'impact statements', their observations of standards and to make recommendations about future developments.