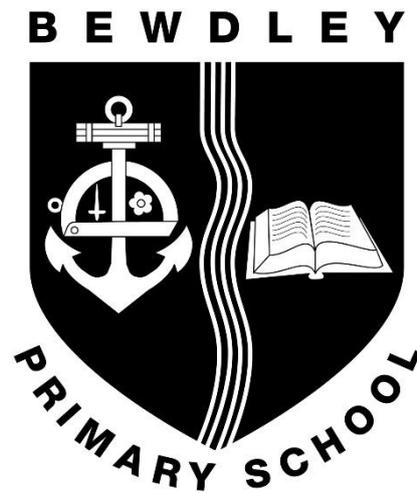


Reviewed September 2022

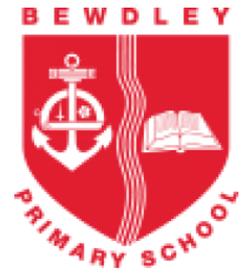
Next Review September 2025

Bewdley Primary School



English Policy 2022

ENGLISH POLICY 2022



1. AIMS

At Bewdley Primary School, we aim for excellence in English achievement throughout the school. It is our intention to develop pupils' abilities and confidence within Speaking & Listening, Reading & Writing. Pupils will be given opportunities to develop their use, knowledge and understanding of spoken and written English within a broad and balanced curriculum, with opportunities to consolidate and reinforce taught literacy skills.

It is our intention for pupils at Bewdley Primary School to leave Year 6:

- Reading and writing with confidence, fluency and understanding, using a range of independent strategies to take responsibility for their own learning including self-monitoring and correcting their own errors;
- With a love of reading and a desire to read for enjoyment;
- With an interest in words and their meanings; developing a growing vocabulary in relation to grammatical terminology;
- Understanding a range of text types, media types and genres;
- Able to write for purpose in a variety of styles and forms;
- Using their developing creativity, imagination, inventiveness and critical awareness;
- Having a suitable technical vocabulary to respectfully articulate their responses in any discussion.

2. STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum in England: English Programmes of Study – Key Stages 1 and 2 (2013) and in the Communication and Language and Literacy sections of the Statutory Framework for the Early Years Foundation Stage (2021).

In the Foundation Stage (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.

At Key Stage 1 (Years 1 and 2) children learn to speak confidently and listen to what others have to say. They learn to read and write independently and with enthusiasm. They learn to use language to explore their own experiences and imaginary worlds.

At Key Stage 2 (Years 3-6) children learn to change the way they speak and write to suit different situations, purposes and audiences. They read a range of fiction, non-fiction and poetic texts and respond to different layers of meaning in them. They explore the use of language in literary and non-literary texts and learn how the structure of language works (using grammatical terminology).

3. SUBJECT ORGANISATION

Foundation Stage

In Reception, children have daily discrete phonics lessons. Children have opportunities to develop their communication, language and literacy skills on a daily basis in both adult led and child initiated activities.

Key Stage 1

In Key Stage 1 daily discrete phonics lessons continue and are taught in ability groups, while children have daily mixed ability Literacy lessons with an emphasis on real texts. Children take part in both guided and individual reading sessions and have regular story times to develop a love of reading. Literacy skills are developed across the curriculum. Provision is made for children who require extra support through intervention programmes, differentiated class teaching and targeted teaching groups in Literacy and reading comprehension sessions.

Key Stage 2

In Key Stage 2 children have daily Literacy lessons. Spelling and grammar skills are initially taught discretely before being embedded within literacy lessons. Additional Literacy sessions include reading, spelling, grammar, handwriting and daily reading aloud of a class novel. Literacy skills are developed across the curriculum. Provision is made for children who require extra support through targeted teaching; intervention programmes and differentiated class teaching.

4. APPROACHES TO SPEAKING AND LISTENING

We recognise the importance of spoken language in pupils' development across the whole curriculum - spoken language underpins the development of reading and writing. Children are encouraged to develop effective communication skills in readiness for later life. Opportunities to develop these skills include: role play, debating, talk partners, drama and performances throughout their time in school. As the National Curriculum says:

'All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role.' (pages 3, 4 and 7, 2013)

All of these speaking and listening skills are taught in Literacy, across the curriculum and during extra-curricular activities too.

5. APPROACHES TO READING

Phonics

Phonics is an important daily lesson in each class from the Nursery through to Year 1. The school follows the Phonics Shed scheme, supported by actions and songs, which develops the children's ability to hear, discriminate, recognise and write the sounds. Phonic work is combined with the school's structured reading scheme to develop reading skills.

In Nursery, children are encouraged to hear and discriminate sounds in a variety of different areas such as in the classroom and outside. On entering Reception, approximately half of the children are able to segment and blend sounds in simple words (e.g. c-a-t). Reception builds on this, following the scheme from single phonemes that are taught in a specific order (e.g. s, a, t), to digraphs and trigraphs (e.g. ch, ng, igh). The children are taught daily in phonics groups that become ability based so that they are able to progress at the appropriate pace for them.

In Year One, children build on existing learning and develop further to recognise, read and incorporate all of the sounds taught within their writing. Every year in June, the Year One pupils take the National Phonic Screening check. The children are expected to reach a benchmark level. Children are also given an opportunity to work through a previous years screening check so that the real screening is a true reflection of their abilities and is not hindered by an unfamiliar and structured process.

Phonics is continued into Year 2 and beyond where necessary.

Reading

At Bewdley Primary School, reading is regarded as highly important, as it is the foundation to success in both learning and development across all subjects.

In Nursery, children are exposed to a wide range of literature including stories, poems and rhymes as well as being immersed within a reading culture. Signs and labels around the room and the outdoor learning areas are used constantly as tools for promoting recognition and early reading.

In the Foundation Stage and Year One, we use books from a range of reading schemes, however this is supplemented by a wide range of other reading materials including non-fiction texts and 'real' books. This means that all children have the opportunity to read a wide variety of books in a structured, challenging and progressive approach. All books are levelled and this ensures appropriate challenge is provided for all children. As well as structured books that are level-appropriate, children also have the opportunity to choose books for pleasure from a wide range of choices within each class's book area to take home and share.

From Year 2 to Year 6, children follow the 'Accelerated Reader' program. Each half term, children take a Star Test that then generates their unique ZPD. The children then choose books within this ZPD and answer online comprehension quizzes on them once they have finished reading and feel confident with the text.

Across the school, it is our intention to provide every child with 20 minutes reading time each day, where they read their ability-appropriate book. Every class also spends an additional 20 minutes at the end of each day enjoying an age-appropriate class book together. The majority of children leave Bewdley Primary as confident, competent readers. The reading schemes across school are constantly evolving and as a result, children are provided with the opportunities to read and experience books that not only challenge but also interest them and encourage a love of reading.

We still encourage all readers to share a book at home with their grown-ups. We believe that this not only helps to develop inferential skills, but also supports a lifelong love of reading.

Children from Reception to Year 6 take a PIRA test once a term as part of our assessment process.

6. APPROACHES TO WRITING

With regards to Writing, we intend for pupils to be able to produce well structured, detailed writing in which the meaning is clear and which engages the interest of the reader. Attention is paid throughout the school to grammatical detail, punctuation and spelling.

As a school, we follow the 'Talk for Writing' approach which covers three stages: imitation, innovation and independent application. Most sequences of learning are centred around a key text. Children first become familiar with the text in terms of its structure and language. They then work to analyse the features that have helped to make the text work. Other exemplar texts are sometimes also used within the sequence to highlight key skills or features. Once the children are confident with the text type and the story that they are working with, they get the opportunity to innovate, considering how they could alter elements of the story without losing the structure. It is our intention that this process is both enjoyable and beneficial for children of all ages and abilities as it enables creativity however also provides structure and ideas.

We recognise the important role that computing has to play in our school in the development of Literacy skills. There are many opportunities for children to improve their writing inspired by drama techniques and film clips. Children are also given the opportunity to produce multimodal texts and develop their understanding of visual literacy. Interactive technology is used on a daily basis to enhance the teaching of literacy.

In Nursery and Reception, children are encouraged to use emergent writing as part of their play. Opportunities are provided both inside and outside for children to make lists, labels, signs etc to support their play. In Reception, from the Spring term, there is an expectation that every child will write something, every day. This could be a structured piece of work, supported by an adult, a piece of independent writing on a provided writing frame, or an independent piece of writing based on their own interests.

We use the Penpals Handwriting Scheme in school to help children develop fluent, clear and legible joined up writing.

Writing is assessed each half term against National Curriculum objectives.

7. APPROACHES TO GRAMMAR AND SPELLING

The teaching of Grammar and Spelling is in line with the requirements of The National Curriculum (2013). Grammar is taught discreetly as well as being embedded within Literacy lessons throughout the school.

To be able to spell correctly is an essential life skill. When spelling becomes automatic, pupils are able to concentrate on the content of their writing and the making of meaning. Whilst we note that spelling is not the most important aspect of writing, confidence in spelling can have a profound effect on the writer's self-image. We aim to use explicit, interactive teaching which draws children's

attention to the origins, structure and meaning of words and their parts, the shape and sound of words, the letter patterns within them and the various ways they can learn these patterns.

In Reception and Year 1, daily phonics is the key to the children's learning of spelling. This is taught using the Phonics Shed scheme, supported by actions and songs. Children are taught to blend sounds to read and segment to spell. At the same time they learn words which are not phonically regular (common exception words).

From Year 2 and into KS2 the children move towards using their phonic knowledge to help them to understand spelling rules and patterns. As a school, we follow the Spelling Shed scheme. We teach children to use their growing understanding of the morphology and etymology of words to support their spelling. Helping the children to understand how to use and apply known spelling patterns (and to develop strategies to tackle tricky words) is the key to helping them to become successful spellers. Spelling skills are taught discreetly each week and are also embedded in Literacy lessons so that strategies and rules can be taught in the context of writing. Every child in school has an individual login to Spelling Shed. This is sometimes used in school, however its use at home is both encouraged and celebrated. Word banks are created by teachers so that children are able to practise words that are specific and relevant to them. Children also have the opportunity to take part in our school spelling bee which focuses on the statutory words that should be known at each Key Stage.

When actually writing, children should be concentrating on higher order thinking skills and should simply 'have a go' at spelling. When marking children's work, we do not correct all spelling errors, instead we focus on up to three words that either we expect the child to know, that follow patterns that we have been looking at in our spelling sessions or that are going to be useful words for future writing pieces.

Key Stage Two use termly GAPS papers to support the assessment of spelling, grammar and punctuation.

8. CROSS-CURRICULAR LITERACY OPPORTUNITIES

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum.

9. ASSESSMENT AND TARGET SETTING

Work will be assessed in line with the Assessment Policy using the teacher assessment framework, with the National Curriculum at the core.

10. INCLUSION

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment in liaison with the SENCo. Gifted children will be identified in consultation with the G&T leader and suitable learning challenges will be provided.

11. ROLE OF SUBJECT LEADER

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

- monitoring and evaluating Literacy:-
- pupil progress
- marking and planning
- curriculum coverage
- provision of Literacy
- the quality of the Learning Environment,
 - Taking the lead in policy development,
 - Auditing and supporting colleagues in their CPD,
 - Purchasing and organising resources,
 - Keeping up to date with recent Literacy developments.

12. PARENTAL INVOLVEMENT

We aim to involve parents directly in the life of the school, and thus in the development of children's skills, knowledge and understanding in English. Parents are involved in hearing children read, and are encouraged to discuss books with them.

In Reception parents are regularly informed about their child's phonics sessions via Class Dojo (online) and are given ideas about how to support this learning at home. They are encouraged to then share any home learning via Class Dojo so this can be celebrated at school. Children take home a "Choose book" every day to share with parents at home to encourage a love of reading and the opportunity to explore stories and vocabulary that they are not yet able to read independently.

There are opportunities each term when parents can discuss their children's progress with their teacher. Parents are encouraged to read both with and to their children at home in order to promote reading.

Parents are encouraged to sign up to the Home Connect that is linked with Accelerated Reader. This means that they receive an email or text message whenever their child quizzes on a book, informing them of their score.

SATs results are published in accordance with Government legislation.

This policy will be reviewed every three years or if changes are required.