

Brunshaw Primary School



‘Inspiring children to be resilient and aspirational learners, within a positive and considerate community.’

English Policy

February 2024

Agreed by Governors: March 2024

Aims:

By the time they leave Brunshaw Primary School at the end of Year Six our intention is for all pupils to be able to read, write, spell, speak and listen in an age-appropriate way

- We want every pupil to be exposed to a wide variety of literature, in different genres and by different and diverse authors, and to develop a love of literature.
- We intend every pupil to be immersed in a rich and varied vocabulary to enable them to access and understand wide-ranging texts and to use this vocabulary in their own writing
- For pupils to write clearly, coherently and accurately for a variety of purposes and audiences; adapting their language and style as required.
- For pupils to develop a love of reading for pleasure, as well as for information, by reading widely and often. As part of this they will become enthusiastic and critical readers.
- For the good practise in English lessons to spread throughout the whole curriculum

Statutory Requirements:

Our English curriculum covers the skills for Reading and Writing as set out in the Lancashire Key Learning in Reading and Key Learning in Writing documents (KLIPs) and as such covers the content set out in the National Curriculum 2014. The Early Years Curriculum is based on the Planning Framework to Support Curriculum Development document which links directly to the statutory framework for EYFS.

Subject Organisation:

Throughout school, English is taught in single age, mixed ability classes.

The long-term English plan ensures a balance between Fiction, Non-Fiction and Poetry and makes links, where appropriate, with the over-arching topic being taught in the foundation subjects. The reading into writing process is followed in all year groups, and teachers from Reception onwards make use of Talk for Writing techniques as part of all fiction units. These techniques are utilised in non-narrative units where appropriate.

The English curriculum encompasses three main areas: Speaking and Listening, Reading and Writing. Specific approaches to each of these areas and in some cases their subareas, are set out below. Teaching of grammar, punctuation, spelling, handwriting and vocabulary is embedded within these areas.

Year group teachers meet to discuss medium term planning then produce short term plans to meet the individual needs of their own class. Learning objectives for Year One onwards are taken from the Lancashire LAPS (Learning and Progression Skills) document to take into account the small steps needed to enable children to meet the end of key stage statutory requirements of the National Curriculum.

Time Allocation:

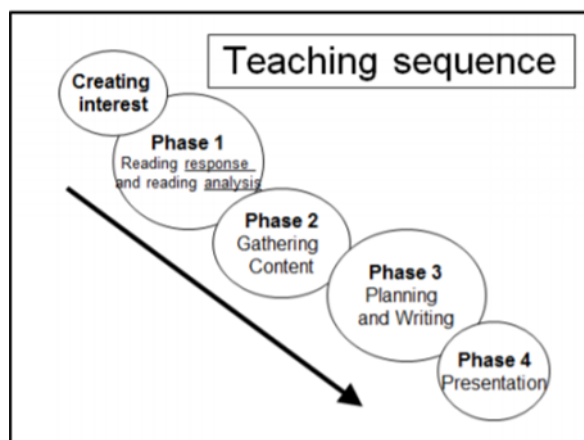
All classes have a daily English lesson of an hour. In addition to this there is a thirty minute reading lesson three times a week in Key Stage Two and a twenty minute reading lesson every day in Key Stage One. Children are also read to daily by the class teacher. In Key Stage One there is also a twenty-minute phonics session every day with Key Stage Two classes having three twenty minute spelling lessons each week. All classes have two taught handwriting sessions with further opportunities to practise. At EYFS English is taught daily both discretely and within the provision.

The Teaching Sequence:

An English unit outline follows the teaching sequence:

- Creating Interest
- Reading:
 - o Reading and responding (Reading as a Reader)

- o Reading and analysing (Reading as a Writer)
- Gathering content (Reading as a Writer)
- Writing
- Presentation



Speaking and Listening:

Speaking and Listening plays a key role in the English curriculum and in cross-curricular learning. Talking allows us to formulate ideas, speculate and work out mistakes and misconceptions. It therefore needs to build into every part of the curriculum. Children need to have the opportunity to refine language and rehearse (say thoughts out loud) in order to secure deeper understanding.

All English units of work should begin with a hook, which links the new learning to prior knowledge, which can incorporate a Speaking and Listening activity. Children at Brunshaw are encouraged to use Speaking and Listening techniques to help them to explore and develop what they want to write.

Talk for Writing techniques, where children rehearse and create actions for a model text based around the text being studied, are used in every year group.

Drama, performance and recitation of poetry also plays an important role in the development of children's Speaking and Listening skills. Good quality questioning is used throughout.

Reading:

Shared Reading

Shared reading is a key part of the Reading into Writing process within the English lesson. Shared reading involves the teacher and the children exploring and reading a text together. During a shared reading session, the teacher may teach and/or model use of intonation and expression or decoding skills. It is also an opportunity to increase fluency, to model and explore comprehension strategies and to model skimming and scanning. Techniques which may be used include: Echo reading (teacher reads a line and the children read it back), Choral reading (teacher and children reading together), Paired reading (children reading a line at a time with a peer).

During shared reading sessions, the children must have access to a readable version of the text. This can be on screen or a print version. The texts used for shared reading should be 'quality' texts which are age appropriate (or slightly challenging) and should support the aim of developing a love of literature and an appreciation of our literary heritage.

Vocabulary for reading is pre-taught prior to beginning a text and referred to throughout the reading phase. Activities to develop children's working vocabulary and extend their word choices are planned for. Children are taught to and encourage to use dictionaries to check the meaning of unfamiliar words.

Shared Reading lessons form the first two phases of the reading to writing process:

Read and Respond (reading as a reader) phase one

Comprehension is taught alongside Shared Reading, through quality questioning, modelling of reading skills and through short writing tasks linked to the text. Children are routinely asked 'what do you know?' and 'how do you know this?' questions and are encouraged from an early age to refer to the text when giving their answers.

Read and Analyse (reading as a writer) phase one

In later Shared Reading sessions Read and Analyse techniques are used to extract key features and structures of texts that will later support children in their writing. Text and feature posters and prompts will be created and displayed as part of the English Working Wall.

Gathering Content (reading as a writer) phase two

Further reading sessions involve children 'magpieing' content from the texts read together that they will use as part of their own writing. Again, this will be displayed on the English Working Wall.

Guided Reading

The approach to Guided Reading develops as the children move through school. In EYFS the children read in small groups with the teacher during times of continuous provision. This continues into Year One with every group reading with the teacher each week. During these sessions, books are read multiple times, firstly to ensure that children are able to access the phonics and vocabulary and secondly to develop children's vocabulary skills.

When children move into Year Two, Guided Reading takes a carousel or workshop approach. The teacher and the teaching assistant reads with groups, again focusing first on phonics and decoding then on comprehension, while other children in the class complete independent tasks to demonstrate their understanding. This approach may continue into the Autumn term of Year Three if this approach best meets a class's need.

In Key Stage Two Guided Reading takes a whole class approach. Each text is revisited over a period of three days with the children exploring the vocabulary prior to reading during the first session. The focus for the following sessions is the coverage of the reading domains (See below) with the teacher modelling each and the children being provided with opportunities to practise each one in a range of short and longer responses.

- 2a give / explain the meaning of words in context
- 2b retrieve and record information / identify key details from fiction and non-fiction
- 2c summarise main ideas from more than one paragraph
- 2d make inferences from the text / explain and justify inferences with evidence from the text
- 2e predict what might happen from details stated and implied
- 2f identify / explain how information / narrative content is related and contributes to meaning as a whole
- 2g identify / explain how meaning is enhanced through choice of words and phrases
- 2h make comparisons within the text

Within Guided Reading sessions at all key stages there should be opportunities for children to read independently and individually.

Home Reading

All children at Brunshaw are expected to read every evening at home. The reading books for children in Reception and Year One are all phonetically decodable and linked to the level of phonics that the child is currently working at.

Once children complete phase five phonics, children read banded books, taking home a book within the book band that they have been assessed at by their class teacher. The books are made up of a mixture of Oxford Reading Tree texts and 'real' books that have been accurately placed into book bands.

Children are expected to have their reading book in school every day, as opportunities for additional reading either with an adult or independently are sought as frequently as possible. Home reading records are monitored by staff in school and children are encouraged and rewarded for regular reading.

1:1 Reading in School

All children are heard reading aloud regularly. Children are grouped according to the regularity and frequency that they should be listened to on a 1:1 basis by an adult. This ranges from children who will read to an adult daily (those with EHCP) to those who will only be heard once a week (children who are on track or above who also read regularly at home).

Reading for Pleasure

Every class has a reading for pleasure text which is read daily to the children. These books have been mapped out to ensure that children are exposed to a wide range of quality texts during their time at Brunshaw. There are opportunities for teachers to share books that they are passionate about with their classes and for classes to read texts linked to current events.

Every classroom has a dedicated, attractive reading area with variety of books that the children can borrow and read. Within this area there is a range of fiction and non-fiction books including books linked to current curriculum learning. There is also a range of books relating to previous topics to encourage 'sticky learning.' School subscribes to First News and to The Week Junior as well as a range of magazines covering Geography, History and Science. These are available in classrooms for the children to borrow.

Teachers are encouraged to apply key principles and recommendations from the Reading Framework (https://assets.publishing.service.gov.uk/media/65830c10ed3c3400d3bfcad/The_reading_framework.pdf) DfE 2023 when setting up and organising reading areas.

All children have the opportunity to visit the school library to borrow a book to read for pleasure. We subscribe to the Lancashire Library service which allows us to access a rolling stock of up-to-date books for our children to borrow.

In order to encourage a love of reading across all our pupils, we run Lancashire Libraries Fantastic Book Awards and Brilliant Book Awards schemes with groups of children. We also endeavour to arrange at least one visit per year from an author and take part in the annual World Book Day celebrations.

Writing:

Throughout the reading phase of each English unit, children should be given the opportunity to write regularly. This both allows them to demonstrate their understanding of texts independently and allows opportunities to rehearse text types and practise application of grammar, punctuation, spelling, handwriting and vocabulary taught. Examples of short writing include: diary entries, mind maps, speech bubbles, character profiles, letters (further examples of short writing opportunities can be found in the Lancashire document 'Writing Opportunities to Support the Reading Phase of the Teaching Sequence.' (In English curriculum planning documents on school network)

During the final phase of the English unit the class teacher will model age-appropriate, high-quality writing, creating and drawing on plans and model texts and modelling inclusion of the text features taught during the unit and those previously taught to the children which they should be able to use independently. At times the teacher may ask for contributions from the class – this then becomes shared writing not modelled. This will usually take place over several days with each lesson having a focused set of criteria.

Following the teacher's modelling, the children then go on to write a similar piece of writing based on their own plan. This piece is marked against success criteria for the lesson (this is done during the lesson where possible) and children are given opportunity to respond to feedback. As with the teacher's modelling, this takes place over a number of days.

Shortly after completing this modelled piece, children will be asked to demonstrate their learning by writing a second piece, showcasing the skills that they have learned in an independent context. This piece of writing will be used to help formulate assessments.

Throughout all types of writing, children are taught to edit, draft and improve their work appropriate to their age. This includes working with peers to edit their own writing and the writing of others. All editing by pupils is done in blue pen to differentiate it from editing and marking done by adults.

Opportunities are sought to give children a purpose for their writing such as: writing stories to read to another year group; writing non-chronological reports for a class book; children reading, rehearsing and performing their own poetry to be recorded and shared on the school website. The purpose and audience for each outcome has been added to the English curriculum map.

Grammar, Punctuation, Spelling and Handwriting:

Grammar and punctuation skills are taught in English lessons during the grammar warm up. They are then applied in short writing tasks and during the writing phase. Regular grammar check resources are used from year one upwards to ensure that children are revisiting and securing their use of disciplinary vocabulary for grammar and punctuation. Spellings are taught discretely and are tested weekly. In Reception and Year One Red Rose Letters and Sounds is used. This is followed by Red Rose Spelling in Year Two. In Key Stage Two, Rising Stars Spelling is used. Handwriting is also taught discretely using Letterjoin. Teachers and other staff are expected to model Letterjoin cursive writing when producing writing themselves that will be seen by pupils (for example when marking books). Teachers are encouraged to use Letterjoin font to present some of their classroom resources but are reminded that children need to be exposed to lots of different styles of typography.

Cross-curricular Links:

Throughout the taught curriculum there are many opportunities for all children to practise and apply the reading and writing skills learned in English lessons. Medium term planning allows staff to embed opportunities to practise writing into non-core lessons. The skills of reading, writing, speaking and listening taught explicitly in English lessons are interdisciplinary skills that learners need to use to access every other area of the curriculum. For this reason, there is a member of staff with specific responsibility for enhancing and monitoring the use and development of Literacy skills across all areas of the subject.

Use of ICT

The use of ICT, with clear learning objectives, will promote, enhance, and support the teaching of English. Word processing skills are developed during computing lessons and can be applied to enhance editing skills. Children are given the opportunity to draft their writing on the lap-tops and make a final copy of work for presentation purposes.

The interactive white board is used to deliver the majority lessons: displaying texts, sharing examples and other visual resources. Children also use the internet for research in English e.g. finding information about an author or gathering facts to write a report.

Visualisers and iPad mirroring are used to model proof-reading and editing skills within lessons and to provide 'on the spot' teacher/pupil assessment opportunities.

The role of AI to produce quality teaching materials is still developing and teachers are reminded to be cautious when using AI generated materials. AI should not be used by pupils to create English outcomes.

Display:

All classes have an English working wall which supports children's learning and celebrates their achievements. English working walls are laid out according to the phases of the reading to writing process and include examples drawn from pupils contributions to lessons. They are also an opportunity to celebrate pupils' work.

Marking:

All extended writing opportunities are quality marked against success criteria. This is a whole school approach. Where possible marking of extended writing should take place within the lesson or immediately afterwards, providing children opportunity to make on-the-spot improvement or to respond and show improvement in the next day's writing. The expectations of the success criteria should represent the expectations of the year group and the content taught throughout the unit.

Marking and feedback in English books, should always be prompt, informative and where possible at the point of learning, involving the child. See Marking and Feedback Policy.

Assessment:

Ongoing, formative assessment takes place throughout every English unit. Teachers use assessed pieces of writing to plan for next steps for their classes. Teachers complete assessment sheets at the end of every final independent piece of work as a record of the children's achievements against the identified Lancashire KLIPs (Key Learning Indicators of Progress) for that unit.

At the end of each term, summative assessment judgements are made against the KLIPs for each pupil. These are entered into Insight Tracker and used by the SLT, subject leaders and class teacher to set targets, plan interventions and future learning. Reading tests are used termly to help moderate teachers' judgements and writing is moderated termly both within school and with a cluster of local schools.

In line with statutory requirements, children are formally assessed at the end of each Key Stage:

- End of EYFS: Teacher assessment against the Early Learning Goals
- End of Year 1 Phonics screening
- End of KS1: Teacher assessment for Reading and Writing against End of KS1 Teacher Assessment Framework (DfE) supported by Reading and GPS tests (This is no longer statutory)
- End of KS2: Externally marked Reading and GPS tests. Teacher assessment for writing against End of KS2 Teacher Assessment Framework (DfE)

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 identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. This is done in liaison with the SENCo for those on the SEND record. Extra in-class support may be given, and /or a child may be involved in a specific intervention. Gifted children are

identified, and suitable learning challenges provided. Children who have English as an additional language are given appropriate support to access learning in accordance with the school's EAL policy

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.

Monitoring Arrangements and Leadership:

The English leader, alongside other members of the Senior Leadership Team, monitor the impact of what is being taught and any questions raised would be addressed through a range of ways, including looking at the way English is taught throughout the school through:

- Walk through / Lesson observation
- Book Scrutiny
- Interviews with pupils
- Data analysis

The English leader also has responsibility for monitoring the way in which resources are stored and managed and for ensuring that their own subject knowledge and that of the other staff is up-to-date, planning and organising training where appropriate.

The English leader works alongside other leaders, notably the Cross-Curricular Literacy leader and the Phonics and Early Reading Leader, to ensure consistency of approach.

Governors:

Regular reports are made to the governors on the progress of English provision and to our English Governor.

Review:

This policy will be reviewed bi-annually or as appropriate in response to local or national initiatives, the evaluation of monitoring procedures or in the light of changes to legal requirements.

Written: February 2024
Next review: February 2026