



ENGLISH POLICY



Spring 2022



“Shine like a lantern in the presence of the Lord.”

CONTENTS

INTRODUCTION	3
STATUTORY REQUIREMENTS.....	3
AIMS	3
ROLE OF THE LEAD TEACHER FOR ENGLISH AND THE PHASE LEADERS.....	3
PLANNING.....	4
INCLUSION.....	4
EQUAL OPPORTUNITIES.....	4
SPOKEN LANGUAGE AT ST. BEDE’S	4
READING AT ST. BEDE’S	5
READING – E-BOOKS - ONLINE.....	6
SHARED READING	6
GUIDED READING	7
DEVELOPING A LOVE OF READING.....	7
DROP EVERYTHING AND READ - DEAR.....	7
WRITING AT ST. BEDE’S	7
GRAMMAR	7
VOCABULARY.....	7
SHARED WRITING	8
GUIDED WRITING	8
INDEPENDENT / EXTENDED WRITING	8
SPELLING AT ST. BEDE’S	9
ASSESSMENT AT ST. BEDE’S.....	10

Introduction

At St Bede's we understand that English is a significant life skill essential for communicating in school, in public life and internationally. We aim to use a rich body of literature, reflecting a variety of experiences.

Through English, pupils develop skills in speaking, listening, reading and writing. It enables them to express themselves creatively and imaginatively and to communicate with others effectively.

Pupils learn to become enthusiastic and critical readers of stories, poetry and drama as well as non-fiction and media texts. English helps pupils understand how language works by looking at its patterns, structures and origins. Using this knowledge, pupils can choose and adapt what they say and write in different situations.

Statutory Requirements

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum (2014) and in the Prime Area of Communication and Language and Specific Areas of Reading and Writing of the Early Years Foundation Stage: Statutory Framework and Guidance (2014).

Aims

At St. Bede's it is our aim to:

- deliver The Primary National Curriculum through the English Programmes of Study in Key Stage One and Two in an innovative and cross-curricular way,
- ensure that all pupils develop the essential literacy skills they need in order to learn,
- provide for different learning styles and abilities,
- encourage all children to feel confident enough to explore and articulate their thoughts, feelings and emotions,
- use drama and role play where appropriate, to give the children contextual experiences in which to learn,
- foster pupils' creativity,
- foster an interest in texts of different genres, and an appreciation of the value of books for learning and enjoyment,
- foster pupils' enjoyment of writing; helping them to learn how to write in the style of different genres and in doing so, develop recognition of the value of writing,
- develop our pupils' interest in words, both their application and meaning, and a growing personal vocabulary of both spoken and written words.

Role of the Lead Teacher/s for English and the Phase Leaders

The Phase Leaders and Lead Teacher for English are responsible for monitoring the planning (intent), and children's work (implementation). Phase Leaders are responsible for the teaching of English in their phase. The Lead Teacher for English and Senior Leadership Team work together to formulate an action plan and to create strategies to raise standards; the action plan is reviewed termly.

The Phase Leaders and Lead Teacher for English monitor English and Time to Shine by scrutinising planning, lesson observations, monitoring books and talking with pupils. The Phase Leaders and Lead Teacher for English then provide feedback to the leadership team and colleagues by identifying points for development.

The Phase Leaders and the Lead Teacher for English audit resources regularly and manage the allocated budget.

The Lead Teacher for English analyses English data across the school and identifies targets for the school to address within the subject audit.

Planning

At St Bede's we plan for consistency, continuity and progression across the school by using National Curriculum (2014); on a weekly basis, English lessons are planned together within year groups.

Planning is stored on the staff drive in the planning folder relevant for the year group. A hard copy is annotated, evaluated and kept in the classroom in teachers' planning folders.

Inclusion

We aim to provide for the needs of all pupils in order that they can achieve as highly as they can according to their individual abilities. The SENCO ensures that all pupils receive appropriate provision in accordance with the terms of each pupil's individual needs. Through ongoing assessments, both formative and summative, class teachers are able to identify which individual or groups of pupils are underachieving and then take the necessary steps to improve their attainment.

Equal Opportunities

Planning should ensure that all pupils have equal access to the curriculum, regardless of gender, religion, language or ability. We encourage positive images of race and gender through texts written by authors from around the world. A range of dual language texts are available throughout the school. Pupils are given opportunities to make comparisons between their own experiences and those depicted in the texts that they read.

Spoken Language at St. Bede's

Our aim is for all pupils to become reflective communicators displaying confidence and clarity. Effective communication consists of careful, attentive listening, meaningful talk and consideration of audience. The teaching of speaking and listening within English provides pupils with a tool for accessing other areas of the curriculum, extend thought and clarify ideas. It also develops social skills and the ability to form positive relationships.

The areas of Spoken Language are to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication

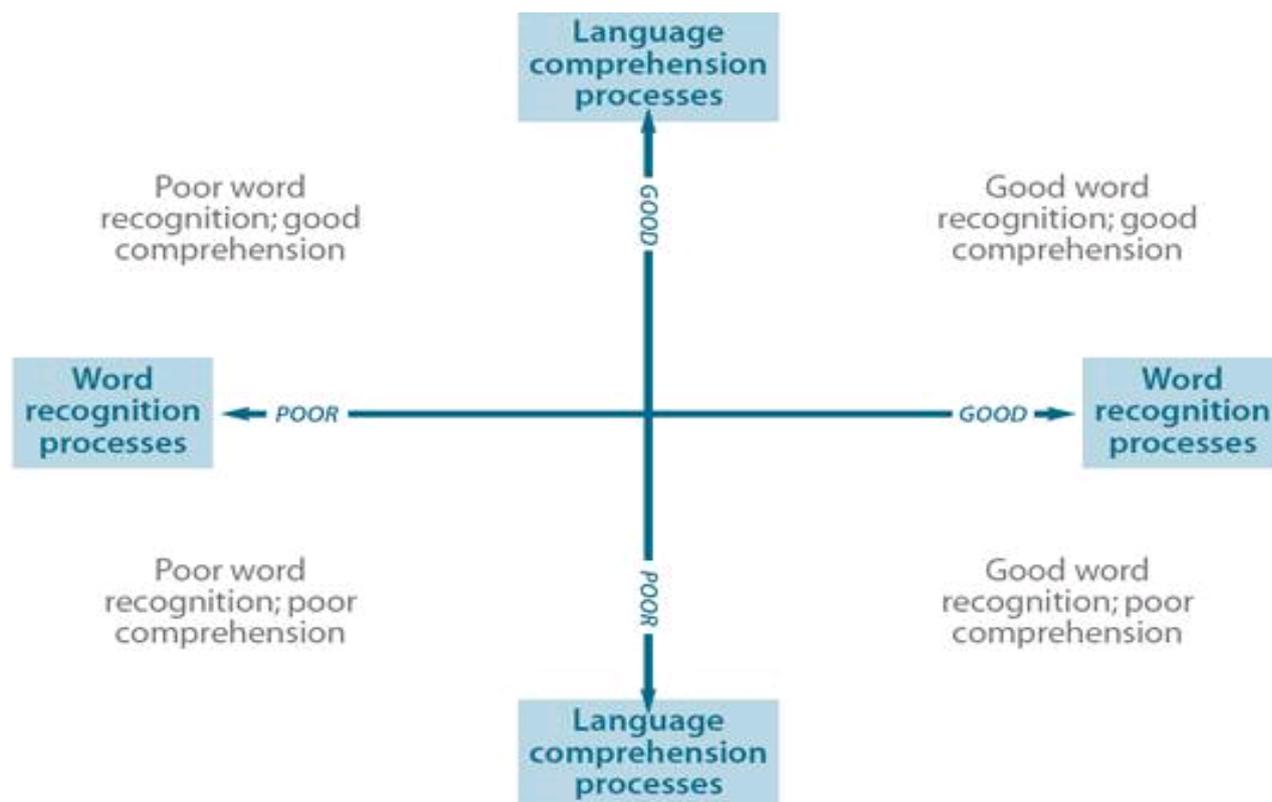
In all Key Stages Spoken Language is an integral part of daily life. English teaching activities are also planned to ensure that spoken language skills/objectives are met.

At St. Bede's we employ a number of different approaches to facilitate this, including: talking partners, 'talk for writing', hot seating, role play, puppets, class discussion, liturgies/assemblies and drama productions, 'show and tell' and school council meetings.

Reading at St. Bede's

At St. Bede's Primary School it is our aim is for all pupils to become confident and independent readers who gain both pleasure and insight from the reading activities and texts they engage with. Reading is an essential skill for participation in all areas of life. Competence enables enjoyment and appreciation of literature and access to information from a variety of sources.

A variety of reading strategies are taught including whole word, phonic, grammatical and contextual, in line with *'The simple view of reading'*:



At St. Bede's our families are encouraged to work in partnership with their child's class teacher by supporting regular reading at home. Each child reads for ten minutes 5 times a week with an adult at home; the adult is encouraged to record comments on the child's online reading record book with a written comment if applicable. An online 'Reading Record' is maintained throughout the school where all adults hearing the child read will record the progress made with the book and teaching staff will communicate how the child is getting on and what to do to develop his/her reading skills further. The online reading record book is monitored weekly by the reading set teacher to acknowledge that regular reading at home has taken place. Children who are not reading regularly at home are then monitored by the Lead Teacher for English in KS1 or KS2 and the Deputy Head teacher. If the reading set teacher notes that reading at home continues to be unsupported the parent/carer is invited to meet with the Lead Teacher for English in KS1 or KS2 or the Head teacher.

Each classroom across the school displays a 'Reading at Home' reward chart. Every child who reads at least five times at home each week is awarded a reading sticker to display on their classroom chart.

A new target is set every half term by the child's reading teacher and recorded on the online reading record book so that the children are clear about what their next steps are in order to progress. This

also allows parents to work on this target with children at home during that half term. Children's reading set teachers will monitor the progress of this target and new targets will be set if the child has achieved this.

For additional information on Programme of Study for English across the year groups please visit:

<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study>.

Our reading comprehension lessons here at St Bede's have a specific structure to enable the children to learn and use the skills needed to understand and analyse a range of text types. The children are taught to identify key words in questions and to then use these as clues to find relevant information within the text and to then successfully answer questions using these skills.

Reading skills are taught from Key Stage one and lessons include the canine characters from the Totally Pawsome Gang, who are matched directly to the KS1 and KS2 reading content domains.

Reading in KS1

Children identified by reading set teachers and the KS1 Lead teacher of English during assessment week of each term are read to with support staff 3-5 times a week. There is a focus in these sessions on phonics, fluency and reading comprehension questions. Support staff are guided and directed by the KS1 Lead teacher for English on questioning techniques. These sessions are recorded on our electronic Go-Read record with notes made by the support staff member. Reading set teachers read with children as often as possible (at least once every two weeks) and record comments on our electronic Go-Read record. These sessions are based on phonics, fluency, vocabulary and helping children achieve their termly reading target.

Reading in KS2

Children identified by reading set teachers and the KS2 Lead teacher of English during assessment week of each term are read to with support staff 3-5 times a week. There is a focus in these sessions on both fluency and reading comprehension questions. Support staff are guided and directed by the KS2 Lead teacher for English on questioning techniques. These sessions are recorded on our electronic Go-Read record with notes made by the support staff member. Reading set teachers read with children as often as possible (at least twice a half term) and record comments on our electronic Go-Read record. These sessions are based on fluency, vocabulary and helping children achieve their termly reading target.

Reading – E-Books ~ Online

St. Bede's children currently enjoy a whole-school reading programme that joins books with an online reading world to teach them to read via www.bugclub.co.uk. Bug Club is a whole school approach for EYFS, KS1 and KS2 with an aim to transform our young readers into life-long readers. It is our aim that through this approach the children are instantly engaged in their own personalised reading world which provides the children with interactive activities, characters that they know and love and offers rewards to keep the children motivated.

Bug Club is a levelled reading scheme which ensures that each child is reading books at their reading level; it is controlled by each class teacher who monitors each pupil's online reading activity. Parents and pupils are encouraged to alternate between reading online and hard copy books.

Shared Reading

Shared reading is a whole class reading activity using a common, quality 'text'. The text may be presented in a variety of ways, e.g. a big book, poster, interactive whiteboard, film, painting and is chosen to address and exemplify specific genres, themes and formats. The text is clearly visible to all pupils. Teaching and learning approaches are varied and lively, e.g. teacher modelling, whole class reading aloud, questioning, visualisation, drama techniques.

Guided Reading

Guided reading is the systematic teaching of reading skills and strategies to a group of pupils of similar ability. Here at St Bede's we use a whole class approach and have invested in the Bug Club Comprehension Scheme which is a fresh approach to teaching deep comprehension through guided reading. It uses a powerful and proven talk-based, mastery approach to help children develop a deeper understanding of texts and prepare them, regardless of decoding ability, for the higher expectations of the national curriculum and end of key stage tests. This scheme supports a more in-depth, consistent approach to teaching comprehension which is centred around rich and meaningful discussion; enabling children to develop their vocabulary skills.

Developing a love of Reading

Opportunities for reading are provided across the curriculum: topic books, news articles, blogs, class magazines etc. We have a dedicated book corner area in each classroom and all class teachers read a class book or novel at the end of every day - DEAR. Much thought goes into the selection of texts to ensure diversity, exposure to high level vocabulary and exciting plotlines.

We update our Reading Page on Fronter to include book recommendations from trusted sites and share this with our whole school community.

There is of talk and discussion about reading in a variety of contexts, both formal and informal. We have regular school Book Fairs and always celebrate World Book Day in new and exciting ways.

Teachers also promote reading competitions and challenges e.g. Summer Reading Challenge.

Drop Everything and Read - DEAR

All pupils *'Drop Everything and Read'* during timetabled sessions after lunch. During this time, class teachers model the reading process which is combined with a discussion of the text, the author's style of writing and how to question themselves during the reading process; these sessions take place daily.

Writing at St. Bede's

Our aim is for all pupils to communicate meaningfully when writing for a variety of audiences and purposes. Writing requires the orchestration of a number of complex skills including the ability to construct and organise a text in an appropriate style and to use punctuation, grammar, spelling and handwriting. Confident, independent writers will be able to express themselves creatively and also be able to communicate information clearly and concisely. Activities in English lessons are planned to allow for different learning styles and are differentiated according to individual children's needs.

Drafting and Editing both at school and at home play an integral role in the children's Time to Shine journey and allows class teachers to see individual children's progress across each writing journey. Draft Books are provided to all children in KS2 which enables them to plan, draft and edit their work through weekly Time to Shine homework set once a week by the classroom teacher. Time to Shine in Years 2- 6 (Year 1 from Spring term) takes place every three weeks. The children are taught the same genre over a three week period.

At St Bede's Primary School progress of children in English is monitored on an ongoing basis, across all areas of the curriculum. Every half term the children's writing is levelled after their Time to Shine sessions against the relevant Oxford Writing Criterion Scale and recorded in the 'Writing' assessment folder within the Staff Drive and annotated paper copies are kept in Teacher planning folders.

Grammar

Children revisit Grammar skills during daily English lessons as their starters and as bubbles at the end of lessons across the week, these enable children to practise and consolidate features learnt in previous years alongside new skills needed for their current writing journey. Teachers monitor the progress of children and address misconceptions with isolated lessons if required. Children in Year 6 have dedicated weekly Grammar lessons on a Friday to revisit and revise skills in preparation for SATS.

For additional information regarding handwriting at St Bede's please refer to the **Handwriting Policy**.

Vocabulary

The National Curriculum states that 'opportunities for teachers to enhance pupils' vocabulary arise naturally from their reading and writing. Teachers should show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. The teaching of Vocabulary at St Bede's is ongoing, progressive, and systematic and is present in all of our English Writing and Reading lessons. Teachers allow children to make links from known words across all subject areas; ensuring words used are accurate and inspiring. Supported by corresponding visual vocabulary walls in all classrooms, alongside accurately modelled vocabulary by all adults in our school; our aim is for all children to develop a wide and varied vocabulary and be able to use these words in context, applying their understanding of words to reading comprehension and written pieces.

Examples of what we do:

- Spelling lists/key words to take home and learn
- Unknown vocabulary as a key focus in writing and reading comprehension lessons
- Display of key words linked to topics and subjects
- Use of visuals to support vocabulary
- Create word maps to explore vocabulary in-depth
- Support opportunities for 'pre-learning' of new vocabulary before a new topic has begun
- Adults modelling the correct vocabulary orally
- Using dictionaries and thesauruses
- Using high quality texts to explore vocabulary choices and the effect they have
- Vocabulary wall displaying the new and interesting words that have been explored in class

Shared Writing

Shared writing is a whole class writing activity which may take one of the following forms:

- Teacher demonstration/modelled writing, whereby the teacher writes to exemplify the thought process and the construction of the writing.
- Shared writing, whereby the teacher and pupils compose a text together with the teacher taking responsibility for recording the pupils' ideas.
- Supported composition or scaffolded writing, whereby pupils, in the course of shared writing, write parts of the text, e.g. in pairs, using dry-wipe boards or sugar paper.

Shared writing is planned into English lessons to scaffold independent writing and exemplify generic features and sentence construction. Every unit of work includes frequent opportunities for class teachers to use shared writing before pupils attempt to write independently. This includes modelling skills such as reading through, redrafting and editing. Outcomes of shared writing should be made explicit in planning and shared with the pupils, e.g. displayed on the class English Working Wall.

Guided Writing

Guided writing takes place regularly within the independent section of the English lesson. It is dedicated to developing specific writing skills in order to move pupils forward to achieve the next level and their next steps. Pupils are grouped according to need and writing targets are taken from the Oxford Owl. These targets are regularly revised, shared with pupils and written on the pupil's target card in their Big Writing book.

Independent / Extended Writing

Creative teaching and learning approaches are used to stimulate quality in writing and cater for different learning styles. Outcomes are carefully planned to be explicit and purposeful. Pupils are given a clear learning objective and success criteria (their steps to success) before they write and are reviewed at the end of each lesson when children are given the opportunity to evaluate their own personal success. On occasions the children are encouraged to build the success criteria as a whole class before they write in order to know that they are a part of their writing journey and know their steps to success. Each unit of work in English and across the curriculum allows for independent writing.

For additional information on Programme of Study for English including writing, across the year groups please visit:

<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study>

Spelling at St. Bede's

Early Years Foundation Stage (EYFS)

In EYFS pupils are taught phonics using "Letters and Sounds". This is a carefully planned and structured approach to teaching phonic knowledge and skills. Early spelling consists of general sound discrimination, speech sound discrimination, rhythm, rhyme and alliteration, visual discrimination, print recognition and mark making. These activities will form an integral part of daily activities. Pupils spell emergently and gradually build up a sight vocabulary of high frequency words which they learn to spell through games and modelled writing.

From the Spring term the introduction of six spellings are given to EYFS children linked to the Letters and Sounds they have been learning and are sent home to practice every week. Spelling tests take place weekly on a Friday.

Please see separate **Phonics Policy** for additional Phonics information.

Key Stage 1

The teaching of spelling occurs in daily phonics sessions, in an interactive way. The teaching of spelling is in line with The 2014 Primary English National Curriculum.

Ten high frequency words and/or spellings from phonics lessons, are sent home to practice every week. Spelling tests take place weekly on a Friday. Spelling lists are taken from spellingshed.com to support the children.

Year 1 - eight spellings from sounds the children have learned in Phonics lessons and two high frequency words are sent home weekly.

Year 2 - ten spellings from Spelling Shed and two high frequency words are sent home weekly.

Key Stage 2

The teaching of spelling is in line with The 2014 Primary English National Curriculum. The teaching of spelling remains an interactive activity and is an investigative activity that involves pupils taking responsibility for their own learning, target setting and strategy development:-

Years 3 and 4 - ten spellings from Spelling Shed and five National Curriculum words are sent home weekly.

Year 5 and 6 - twenty spellings from Spelling Shed are sent home weekly.

In line with the whole school spelling lists are taken from spellingshed.com and the 2014 Primary English National Curriculum to support the children. Spelling tests take place weekly on a Friday.

For additional information on Programme of Study for English across the year groups, including spelling lists for each Key Stage please visit:

Assessment at St. Bede's

At St. Bede's Primary School class teachers respond to pupils' work by:

- checking that the pupils have understood the learning objective,
- encouraging them to identify and work towards the set success criteria each lesson,
- observing the pupils at work, listening and discussing with them,
- marking and annotating pupils' work in line with St. Bede's Marking policy,
- providing regular bubbles in response to the marking,
- asking pupils to reflect on their learning by responding to their class teacher's bubble during bubble time,
- reporting termly to parents on pupil progress.

Pupils are set targets for reading and writing according to the individual needs of pupils. The targets are reviewed regularly and shared with pupils. The achievement of targets is based on teacher assessment. Each child has a reading target in their reading record book and writing targets are in the back of the child's English book and are built upon over the course of the year, allowing children to set personal targets and reflect on those given by the class teacher. Reading records are kept and passed on to subsequent teachers.

- Pupils in Years 3, 4, and 5 are assessed in reading comprehension and grammar termly.
- Pupils in Year 6 are assessed in reading and comprehension half termly.
- Pupils in Year 2 are assessed termly in reading comprehension and grammar by teacher assessment and SATs may be used to support judgements.
- Spellings are set and tested weekly for each year group.
- Writing is assessed each half term by the class teacher.

Data from assessments is used to track progress and inform future planning and the deployment of intervention strategies. All assessment results are stored in the Staff Drive.