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Introduction:

At Bridlewood Primary School we believe that English is a fundamental life skill. It develops children's ability to listen, speak, read and write for a wide range of purposes. Children are enabled to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding in speaking and writing across a range of different situations.

Aims and Objectives:

- To have an integrated approach to reading and writing, speaking and listening.
- To provide inter-active opportunities for pupils to practise using language in relevant, 'real life' contexts.
- To provide opportunities for pupils to communicate independent views and opinions, respond imaginatively and express feelings through spoken and written language including the use of drama.
- To enable pupils to make critical responses about the language which they read, view and hear in a variety of media.
- To develop language skills in ALL curriculum subjects.
- To increase pupils' understanding of how language is used in the world beyond school.
- To teach pupils how to craft language for particular effects, through an understanding of how texts are created in relation to genre, purpose and audience.
- To recognise the value of literacy in order to foster the enjoyment of writing and to help develop enthusiastic, reflective readers.

Teaching and Learning:

At Bridlewood Primary School we use a variety of teaching and learning styles in our English lessons in order to meet the needs of all our pupils. Our principal aim is to develop children's knowledge, skills and understanding through incorporating the requirements of the National Curriculum (The National Curriculum, Handbook for Teachers) into our planning. They key areas covered are outlined below.

Speaking and Listening

- Pupils are taught how to speak confidently, clearly and audibly in a wide range of contexts.
- Pupils are taught to listen and respond appropriately to adults and peers.
- Pupils should understand how to adapt to their use of language, varying use and register in relation to purpose and audience.
- Pupils should listen with concentration to a wide range of spoken language in real contexts, such as: live talks, radio, television and film.
- Pupils should participate in pair/group discussions, debates and individual presentations, maximizing opportunities for paired talk and learning 3s.
- Pupils have opportunities to reflect on their own and each other's use of language.
- Drama strategies are used to provide inter-active opportunities for developing spoken language.

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- Pupils have opportunities to listen to a range of narrative and recite poems by heart.
- Pupils are taught to consider and evaluate different viewpoints, building on the contributions of others.
- Through drama, children have the opportunity to explore the meaning of texts, write their own scripted plays and participate in spoken performances.
- Drama is also an opportunity to develop self-esteem, a sense of achievement and a deeper understanding of other curriculum areas.
- Songs, rhymes, poems and stories should be used as part of a language rich environment.

Interventions

If concerns about speak and language are highlighted, the SENCo would be consulted and a referral made to the speech and language team, where necessary. Additional interventions may take place such as Black Sheep, Word Award and puppet play. If a child has speech and language support outside of school, Bridlewood would support any advice given by the outside agency.

Handwriting

- Reception and Year One use pre-cursive handwriting style, moving into a cursive style in Term 5 and 6 of Year One and going forward.
- Adults must model the joined cursive handwriting style when working with children or marking work.
- All children in Year 1-3 have a handwriting book that is to be used daily to practise letter formation and joins. Handwriting flip chart pads are available for modelling correct formation.
- Identified children in Year 4-6 will have a handwriting book in which they will practise during identified times.
- In KS2, handwriting must be taught once a week, linked to spellings.
- Pencil grips are available for identified children, in consultation with the SENCO.
- Pen Licenses can be given to children from Year 3 for children using joined, cursive handwriting of a consistent and appropriate size, as judged by the class teacher.

Interventions

Where a child has difficulty with handwriting formation a number of interventions can take place within the classroom. These include: sand trays, glitter trays, fine motor skills activities.

For gross/fine motor skills issues then the child may attend SPARKs sessions or additional interventions as agreed by class teacher in consultation with SENCO.

Spelling

- They are taught to spell accurately and identify reasons for spelling errors as well as learning the relevance of word origin families, roots and origin of words.
- Pupils are taught to proof-read their writing to check for accuracy, using dictionaries, spell checks and thesauruses.
- Spelling is taught through VCOP activities using the Rising Stars spelling lists. Lists are differentiated to meet the need of all pupils.

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- Incorrect spellings in children's writing are corrected according to the marking policy [see marking and feedback policy].

Interventions

Additional support may be giving to a child who is struggling to retain spelling or has phonic gaps. These interventions could include; one to one daily support, rainbow writing, a range of kinesthetic approaches or precision teaching. In some circumstances a PhABs assessment or visual stress assessment may be carried out, with parental agreement.

Punctuation and Grammar

- Pupils are taught to speak fluent standard English and to understand how word order and choice are crucial to meaning and effect, both in written and verbal communication.
- Pupils are taught to have an understanding of grammatical features of written Standard English.
- Daily phonics is taught using the 'Letters and Sounds' scheme throughout Reception (Phase 2 &3), Year 1 (Phase 4&5) and Year 2 (Phase 6).
- In KS2 pupils are taught grammar through discreet grammar sessions following the National Curriculum programme of study.
- Punctuation and grammar is modelled by adults
- Good examples of children's work are shared and celebrated through use of a visualizer/iPad

Reading

- Pupils should read for pleasure and to develop research and study skills.
- Pupils should read a wide range of fiction, poetry, plays and non-fiction, including media and ICT texts and texts from a variety of cultures and traditions.
- Pupils are taught to be discriminating readers, be able to understand layers of meaning and make a critical response to what they read.
- Pupils should have the opportunity to learn and perform poems and plays.
- Pupils should explore meanings of text using drama strategies.
- Teachers understand the skills and strategies involved in teaching reading to enable pupils to read accurately for meaning and pleasure.; using methods and strategies including Shared, Guided and Independent reading and systematic phonics teaching. Guided reading sessions are held outside the English lesson and are based on a rotation system throughout the week.
- The schools planning and assessment format must be used for Guided Reading.
- Children's performance and progress will be monitored against KPIs [see assessment policy].
- Reading for information and other purposes should be reinforced in other subjects.
- Reading diaries are to be used from Reception to Year Six. These are to be checked and signed each week by the class teacher. Teachers to indicate when child has worked with an adult, including Guided Reading sessions.
- Children to be encouraged to read daily at home.

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- Children to receive a 20 reads stamp and have photograph put on the reading tree in the library. Children can also receive a 100 read stamp. Stamps are received from the Headteacher or English Lead.
- Class books should be of a high quality, a picture of which should be displayed on the classroom door. Children should be read to daily.
- Children are provided with a book from the book band scheme to read at home, this will be changed regularly. Once the child is confident they will be able to choose from the range of books available in the library.

Interventions

Where a child has difficulty with reading a number of interventions could take place within the classroom, in small groups or one to one support given. These interventions could include: Catch Up reading, Paired reading or a variety of reading Apps which the school use. In some circumstances a PhABs assessment or visual stress assessment may be carried out with parental agreement.

Writing

- Children's performance and progress will be monitored against KPIs [see assessment policy].
- Teacher feedback and marking is crucial in facilitating progress [see marking and feedback policy].
- Writing should be seen as an enjoyable activity in itself.
- Pupils are encouraged to write with commitment and vitality and develop independent distinctive and original styles.
- Pupils are taught to write fluently and accurately, understanding how to use the main rules and conventions of written English.
- Pupils write for a range of purposes: - to communicate to others, create imaginary worlds, explore and describe experiences, organize and explain information, imagine and explore feelings and ideas, use language creatively to engage a reader, inform and explain, to persuade and present arguments.
- Pupils write in a variety of forms, e.g. narrative, letter, poems, notes.
- Pupils are able to choose form and content to suit purpose and audience.
- Pupils are given opportunities to plan and draft both on paper and on computer screen, using different formats and layouts to present work.
- Pupils discuss and respond critically to their own and other pupils' writing, making improvements at the editing stage using a purple 'polishing' pen.
- Teachers understand the skills and strategies involved in teaching writing: using methods and strategies including Modelled, Shared, Guided and Independent writing. Children have differentiated success criteria for their writing according to their areas of need (bronze, silver, gold and sometimes platinum challenge).
- Pupils are given opportunities to write independently, at length, at least once a fortnight (3 x per term).

Interventions

To support pupils with written tasks, some pupils may need writing to be broken down in to manageable chunks or scaffolded. Additional resources may be given as support: such as phonic mats, key word mats or

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personalised learning mats. In some cases a pupil may need access to a laptop or for work to be scribed for them.

Curriculum Planning:

English is a core subject in the National Curriculum and we use our own long term plan in order to implement the key requirements of the National Curriculum.

We carry out curriculum planning for English weekly on our agreed planning format. The content of what we teach is determined from our long term plan and also the current topic to ensure opportunities for cross-curricular links. This also ensures that a range of genres/text types are taught throughout the year.

Our weekly plans detail the key objectives and differentiated activities (Bronze, Silver and Gold challenge), including support where necessary. This is followed through with teacher evaluations and assessment against the learning objectives and dating of KPIs (Key Performance Indicators).

Contributions of English to other Curriculum areas:

The skills that children develop in English are linked to, and applied in every subject of our curriculum. The children's skills in speaking and listening, reading and writing, enable them to communicate and express themselves in all areas of their work at school.

ICT is an important means of developing language use in the context of the modern world and is used to support pupil learning in the following ways:

- Pupils have opportunities to compose directly on screen
- Pupils are taught how to use word processing techniques to develop writing skills
- Pupils use a range of fonts and layout presentation features in relation to audience and purpose
- Pupils are taught to check for written accuracy, using grammar and spellcheckers
- Pupils are given opportunities to use computers to read for information eg. the Internet
- Pupils use ICT to explore the range of resources available to support the learning of spelling and grammar

Assessment for Learning:

Assessment is an integral part of our teaching and learning process. We assess through our Key Performance Indicators, PIRA reading papers (Autumn, Spring and Summer), moderation of writing within school and with other schools locally. Record keeping enables progression to be tracked, analysis of what has been achieved in relation to learning objectives and future targets to be set. Assessments are based on teacher assessments supported by test results [see Assessment Policy]. Questioning and feedback for plenaries contribute to Assessment for Learning and children are encouraged to reflect on the success criteria and their learning at the end of a lesson.

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Resources:

There is a wide range of resources to support the teaching of English across the school. All classrooms have their own dictionaries/thesauruses as well as access to appropriate reading books. All materials are carefully selected to ensure no discrimination and we aim to provide texts which develop fluency, accuracy, understanding and pleasure in reading.

Access to the internet is also available through iPads and laptops. A range of other ICT resources are available to support the development of English. The library contains a range of non-fiction books to support children's individual research. These are supplemented by resources ordered by class teachers from the Wiltshire Learning Resources, for which we have platinum membership.

Please see interventions listed above along with the additional resources that may be used to support pupils.

Equal Opportunities:

At Bridlewood we teach English to all children, whatever their ability. We acknowledge and value the variety of different experiences, interests, social and cultural backgrounds of pupils and use differences constructively to raise confidence and self-esteem.

We ensure that all children have access to learning, through differentiated teaching and learning strategies. We provide appropriate learning opportunities for pupils from all social backgrounds, ethnic groups and for those who are disabled.

Monitoring:

It is the responsibility of the class teachers to ensure that this policy is followed. Monitoring of English across the school will be carried out by the English Lead in accordance with the school development plan, English action plan and monitoring cycle. This policy will be reviewed regularly in accordance with the school's policy review cycle.

N. McLaughlin
October 2017

Agreed by Governors: _____