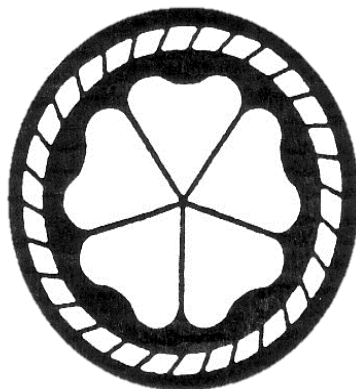


Great Bardfield Primary School



English Policy

“English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.”

National Curriculum 2014

Approved by:	Elizabeth Crow (Headteacher)
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Ratified by Governors:	March 2023
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Next review due by:	March 2025
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English Policy Outline

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1. Rationale

The National Curriculum (2014) clearly states that teaching the English language is an integral role of a primary school.

At Great Bardfield Primary School we recognise that effective communication directly impacts pupils' learning. We know that we have a duty to ensure that English teaching is a priority and that this is necessarily cross-curricular and embedded through-out school life and beyond.

'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.' (p10 National Curriculum)

2. Overview of Aims

At Great Bardfield Primary School we follow the aims of the National Curriculum for KS1 and KS2 (p.13) and intend to support a child's English so that by the end of year 6 they

- Read easily, fluently and with good understanding
- Read widely and often, both for pleasure and information
- Have acquired a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading writing and spoken language
- Appreciate our rich and varied literary heritage
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and idea
- Become competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Additionally, we encourage pupils to

- Transfer English skills across the curriculum
- Understand how computing can be used as a tool to communicate and apply this knowledge
- Become confident speakers and listeners that can communicate their emotions

The KS1 and KS2 curriculum aims build upon the aims of the Early Years Foundation Stage (EYFS). The Early Learning Goals (ELGs) 2021 promote the importance of "language and early literacy skills" that they believe "are critical areas for building a foundation for later success and allow pupils to thrive. As a result, the new ELGs (optional September 2020) place an emphasis on communication and literacy skills under the following headings:

- Listening
- Speaking
- Word Reading

- Comprehension
- Writing
- Being Imaginative and Expressive

The English KS1 and KS2 Curriculum is divided up into 7 categories:

- Spoken Language
- Reading – Word
- Reading – Comprehension
- Writing Transcription – Handwriting and Presentation
- Writing Transcription - Spelling
- Writing - Composition
- Grammar and Punctuation

3. Spoken Language

Intent

At Great Bardfield Primary School, we believe that Spoken Language underpins the development of reading and writing as well as creating pupils who can confidently articulate their ideas and emotions. This in turn creates global citizens who can speculate, hypothesise and explore ideas. We believe that spoken language allows pupils to communicate their knowledge and skills, apply and explain concepts and demonstrate their positive attitudes. During their primary school experience, spoken language is promoted within lessons and throughout the wider school community. The National Curriculum states that pupils should be 'taught to speak clearly and convey ideas confidently in Standard English'. Pupils should be given opportunities across the curriculum to apply and develop their spoken language skills. Pupils should be able to:

- Justify their ideas with reasons
- Ask appropriate questions to clarify their understanding or to further their learning.
- Develop a wide range of vocabulary including subject specific vocabulary
- Negotiate and debate ideas and beliefs respectfully
- Evaluate their own ideas and use the idea
- Select the appropriate register for effective communication depending on the situation
- Match their style and response to the audience and purpose
- Give well-structured and extended descriptions and explanations
- Speculate, hypothesise and explore ideas
- Organise their ideas prior to writing
- Express themselves orally in an appropriate way
- Listen and respond to literature
- Give and receive instructions
- Participate effectively in group and class discussions.
- Develop the ability to think, reflect, debate, discuss and evaluate by refining questions and lines of enquiry.

Implementation

Spoken Language is implemented and reinforced across the whole school and curriculum. Opportunities should be included to promote spoken language across all areas of the curriculum. Additionally, opportunities should be created for pupils to:

- Recite and perform poetry
- Perform in School plays
- Debate different topics
- Attend Weekly assemblies on a range of topics.
- Participate in community events
- Join the School Council or communicate with their Class Councillor
- Discuss books and authors
- Take part in Drama and role play activities

SEND

Spoken Language activities are planned to encourage full and active participation by all pupils, irrespective of ability. Pupils with specific speech and language and auditory problems will be identified and specialist help sought, where appropriate. Scaffolded support such as word mats and pre-teaching of vocabulary may be used to adapt the tasks for all pupils.

Cross-curricular links

Throughout the curriculum, opportunities exist to extend and promote Spoken Language. Where possible, pupils are given opportunities to apply their Spoken Language skills to all subjects. For example:

- Discuss the importance of Digital literacy and what it means.
- Share their feelings and opinions during PSHCE and circle time.
- Articulate and express their feelings using the Zones of Regulation.
- Make reasoned arguments in History and Geography.
- Develop and communicate hypothesis in Science.
- Evaluate and improve their work in all subjects, including Art and DT.
- Respectfully discuss and compare World religions.
- Reflect on and make connections between their own learning.

Resources

Each classroom also has an English Working Wall, a spelling wall or Phonics wall and a reading corner, all of which promote and support spoken language. Additionally, classes have a set of age appropriate dictionaries and thesauruses.

Whole school topic resources are organised into themes and are stored in the resource shed or KS2 corridor in clearly labelled boxes. All classrooms have a regularly updated Topic Wall that reflects the topics being taught. Classroom resources are clearly and age appropriately labelled and easily accessible to pupils. A range of class texts, small group texts and Big books are stored in the KS2 corridor to promote discussion as well as artefacts and equipment for a range of subjects.

Computing

Throughout the school, all pupils are given access to computer programs to enhance their learning.

1. **iPads - video recordings** pupils can record short explanations or drama activities.
2. **iPads - Dictation** pupils can dictate sentences or stories using Pages or notes or add narration to other tasks.
3. **Visualiser**
4. **Interactive whiteboard**
5. **BBC Bitesize, BBC Teach** and other learning websites to support class discussions

4. Reading

Intent

At Great Bardfield Primary School we value reading as a key life skill and aim to support pupils to become fluent readers allowing them to achieve age related expectations or make accelerated progress from their starting point. We also aim to foster a love for reading and literature enabling pupils to become lifelong readers.

Our curriculum is designed around the needs of the pupils in our school. By the time pupils leave Great Bardfield Primary School, we aim to create pupils who:

- Rapidly acquire a secure knowledge of letters and sounds and make sustained progress in learning to read fluently
- Read easily and fluently with a good understanding of fiction and non-fiction
- Are proficient readers and have a love of literature
- Can recommend books to their peers
- Have a thirst for reading a range of genres, including poetry
- Acquire a wider vocabulary
- Can participate in discussions about books
- Can evaluate an author's use of language and its impact
- Can identify purpose, viewpoint and audience
- Develop their reading in all subjects to support their acquisition of knowledge
- Through their reading develop culturally, emotionally, intellectually, socially and spiritually.

Implementation

Phonics

At Great Bardfield Primary School, we use a structured systematic synthetic approach to teaching phonics which begins in our Foundation Stage. Children build on their pre-school reading journey beginning with Phase two sounds in Foundation and continue to build their phonics and reading skills in year 1.

- Pupils follow the sounds outlined and ordered in the 'Phonics Bug' scheme produced by Pearson. As part of this, pupils have daily phonics sessions in groups where they participate in speaking, listening and spelling activities matched to their developing needs. Teachers use the *Revisit, Teach, Practise, Apply, Assess* sequence of teaching. Additionally, teachers draw upon observations and continuous assessment to ensure support and challenge are adapted to the needs of the child.
- During the 'Phonics Bug' Phases, children are taught graphemes and phonemes at the same time. Research studies have shown that children progress quickly when phonemes in the context of letters and print from the beginning of phonics teaching.

- Blending for reading and segmentation for spelling are given equal prominence and the linked in each session. Children are taught the phoneme alongside the grapheme and practise their blending skills applying the new sound in words and sentences.
- Following this, children practise writing the graphemes through modelling of how to segment a word and out these into phoneme frames to aid spelling.
- “Tricky words” or words that cannot be easily decoded, are taught alongside graphemes and phonemes.
- Pupils are given letters and books closely matched to the phonemes they are learning so parents can support and reinforce their learning.
- The Phonics Bug scheme continues to be followed throughout KS1. Children who do not pass the phonics screen in year 1 are targeted in year 2 and this continues into KS2.
- All teachers are made aware of pupils who need additional support and phonics may continue in targeted groups in KS2.
- Assessment of Reading is carried out by Class teachers and LSAs. Decisions are made about the progress of pupils based on all reading assessments – including phonics.
- Focused assessment and quickly identified gaps allows for early intervention. Extra provision is planned for and delivered to targeted groups across all Keys Stages.
- The Whole school follows the Bug Club book banding system. The Phonics Bug books are clearly sequenced to build on the children’s phonics knowledge.
- Every child has a reading book. In Reception and Key stage 1, Phonics books are closely matched to the GPCs Children are learning that week.
- In Key Stage 2 the book is matched to their fluency and comprehension ability and uses the Bug Club bands.
- Children are expected to read 5 times a week and this is part of the home-school agreement.

Reading

At Great Bardfield Primary School, the teaching of reading is paramount. Pupils have a daily reading time and also a chance to hear stories read to them by an adult. We implement the following:

- Pupils have weekly whole class comprehension lessons, where they are exposed to a range of different texts and the opportunity to develop a wide range of reading skills
- Pupils have a regular reading time where they are encouraged to independently read or share a book. Some identified pupils may read to an adult.
- Pupils choose books within a specified colour band according to their needs - colour bands are progressive and banded up to year 6 allowing teachers to encourage breadth of reading, especially in KS2. In Foundation and Year 1 reading books are closely matched to the phonics phase the child is working on.
- All pupils select an appropriate reading book to take home and read. Families are expected to support children with their reading and listen to their child read daily and make comments in their reading diary.
- Reading ability is regularly assessed in a variety of ways including teacher assessment of decoding and comprehension to assess a pupil’s readiness to progress.

- Each class has a class book which is read to them by the class teacher, ideally daily. This could be recommended by the teacher or a child.
- Each classroom has a designated reading area that is a comfortable place for children to read throughout the day.
- Opportunities are created for children to read to or with others. This could be a reading buddy from a different year group or a community reader.
- Each classroom has a selection of books which directly link with the class topic and pupils have access to the school library. This allows children the opportunity to apply their reading skills across the curriculum.

SEND

Reading and Phonics activities are planned to encourage full and active participation by all pupils, irrespective of ability. Pupils with specific learning difficulties will be identified and specialist help sought, where appropriate. Scaffolded support such as pre-teaching of vocabulary, additional comprehension or phonics activities may be used to adapt the tasks to support all pupils.

Cross-curricular Links

Reading is a pivotal part of every lesson and teachers create opportunities for pupils to apply their reading skills across the curriculum.

Resources

Each class has a set of their own books carefully banded and appropriate for that year group or groups. Additionally, a selection of non-fiction texts is available in each classroom but a wider range are available in the school library.

Small group or guided reading sets books are available. These include both fiction and non-fiction texts. In KS2, class sets of some fiction books are also available.

Big Books for whole class reading are available including Sue Palmer Skeleton writing books.

Computing

- **Phonics Play** - KS1 children can use the iPads to access phonics play in school
- **Bug Club** - All children have access to Bug Club
- **Website Research** – Children are encouraged to use the iPads to research topics allowing them to plan their writing and apply their computing and online safety knowledge.

5. Writing

Intent

At Great Bardfield Primary School, we endeavour to create a love for writing. We want every child to leave Great Bardfield Primary school able to competently communicate their ideas, knowledge and emotions and share their creativity through their writing.

During their time at Great Bardfield Primary school, we aim to develop each pupil's skills by exposing them to a range of different genres and diverse texts allowing them to explore a range of high-quality models. This impacts and supports each pupils creative process allowing them to draft and improve their own writing. By the time pupils leave Great Bardfield Primary School, we aim to create pupils who:

- Have acquired a wide vocabulary and a solid understanding of English grammar
- Have developed strategies to support their spelling and effectively apply spelling patterns and rules they learn throughout primary school
- Can write with fluency and their own individual authors style
- Can write accurately and coherently, adapting their language and style to suit a range of contexts, purposes and audiences
- Can independently reread their writing, leading them to identify their own areas for improvement and understand that editing is an important part of any writing process
- Take pride in their presentation, in part by developing a clear, joined style of handwriting
- Can transfer their writing and presentation skills across all areas of the curriculum.

Implementation

At Great Bardfield Primary School, the teaching of writing is vital. Pupils communicate their ideas through writing on a daily basis. To support pupils in the development of their writing, we implement the following:

- The use of both the Jonathan Bond Planning Kit and Assessment Kit to inform and plan teaching sequences.
- The use of Jonathan Bond Text Type Progression to ensure appropriate coverage and progression through year 1-6
- The use of Skeleton Planning frames to support pupils to develop independence in their own planning (Sue Palmer) KS2
- Elements of 'talk for writing' to support pupils with learning structures and generating ideas (Pie Corbett)
- High quality texts to ensure pupils can experience well-written texts showing examples of sentence structure and use of punctuation.
- Whole class texts to allow the pupils to read a whole text and see examples of multiclausal and varied sentence structures (KS2)
- Planned time for pupils to reread and edit work including punctuation and grammar
- Access to word mats, dictionaries and thesauruses (when appropriate) to encourage use of a varied vocabulary

- Regularly updated English working walls relevant to the text type and topic being taught.
- Opportunities to apply writing skills across all subjects and purposely planned extended writing in the foundation subjects.
- Medium Term Plans that plan in time for the pupils to become familiar with the text and text type, generate ideas, plan and write and allow time for them to proofread and redraft (when appropriate).
- Plans that include the grammar focus to be taught alongside each text type
- Clear weekly spelling focus using Twinkl Spelling (Years 2-6)
- A chance each week for pupils to be tested on the weekly spelling pattern using a dictation.
- Regular opportunities for all pupils to improve their handwriting, particular care with letter formation in Reception and year 1. Children should develop a cursive style (Years 1-6).
- Opportunities created for pupils to go on trips or other experience within school that promote and stimulate writing opportunities.
- Pupils work published to the school website, displayed around the school and on learning platforms such as Seesaw.
- An English Writing book where pupils can present their independent writing.

SEND

Writing activities are planned to encourage full and active participation by all pupils, irrespective of ability. Pupils with specific learning difficulties will be identified and specialist help sought, where appropriate. Scaffolded support such as pre-teaching of vocabulary, writing frames, additional phonics activities, vocabulary mats may be used to adapt the tasks to support all pupils.

Cross curricular links

Writing is an important skill and pupils will use this in every lesson. Pupils are encouraged to explain their reasoning in Maths and share their conclusions in Science, among other lessons. Additionally, opportunities should be planned for pupils to create extended pieces of writing in Humanities each term, although this may look different in KS1 and KS2. Independent writing should be presented in the Red English Writing Books, but stickers or photocopies can be placed in other books e.g. Humanities or Foundation.

Resources

Each class should have its own set of dictionaries, thesaurus or phonics display (depending on the year group) to support writing. Classes may have individual and vocabulary writing mats available to pupils. The pupils should use the working wall as a resource and have input into what is added to the wall e.g. a class plan or an example text. High quality texts should be used to inspire, engage and teach pupils. Planning frames such as story mountains, story maps or skeleton plans should be made available and be familiar to pupils. Each teacher should have access to both the handwriting and spelling scheme relevant to their classes - a digital copy is available on the school server and a hardcopy in the headteacher's office. Pupils should have the opportunity to present their writing in a range of ways including using computers or iPads where possible.

Computing

- **iPads** - to present information including **Pages** and **Keynote**
- **iPads** - to research, generate and collate ideas
- **Visualiser** - To share good examples or plans with the whole class
- **Interactive Whiteboard** - To share examples, create class plans, shared writing.

6. SEND Overview

We are an inclusive school; we set high expectations and recognise the importance of accurate and regular assessment in order to support individuals at every part of their learning journey and in whatever circumstances. We use one to one support, small groups and cross-phase work to help with this. We plan teaching opportunities to help those for whom English is an additional language and those with disabilities outlined in the SEN code of practice. We agree with the statement of the National Curriculum, that 'pupils...who do not learn to speak, read and write fluently and confidently are effectively disenfranchised' (p13)

7. Impact

Our English Curriculum is high quality and carefully matched to the needs of pupils. Texts and opportunities are provided to engage and inspire pupils to create their own writing and discuss and analyse texts using a range of transferable skills. We ensure that when assessing our pupils, evidence is drawn from a wide range of sources to inform the process including:

- Regular assessment of Book Bands using both Teacher or LSA assessment and Bug club assessments
- Regular assessment of comprehension skills relevant to the age of the pupils e.g. practise SATs in year 2 and year 6
- Half termly independent writing assessment set out on the assessment timetable (all classes to use the same genre or task)
- Interaction with pupils during discussions and related questioning
- Day to day observations
- Practical activities such as role play and drama, the gathering, presentation and communication of information and writing in different genres.
- Summative termly assessments which enable us to record and track progress and attainment.

Role of the English Leader

- To take the lead in policy development.
- To support colleagues in the delivery of the English curriculum
- To monitor progress in English – eg leading staff CPD, scrutiny of work, analysis of assessment data.
- To take responsibility for the choice, purchase and organisation of central resources for English, in consultation with colleagues.
- To be familiar with current thinking concerning the teaching of English, including Spoken Language, Reading and Writing, and to disseminate information to colleagues.

- The leader will be responsible to the Headteacher and will liaise with the named link Governor.

MONITORING AND EVALUATION

The subject leader monitors and evaluates the quality and standard of English throughout the school and supports teachers to develop their practice. In practice, this includes learning walks, dropping into English sessions, book looks and discussions with both pupils and staff. Opportunities for teachers to review the scheme, policies and other support materials are given during staff meetings. Leaders are provided with an additional three planning days, or equivalent, per year in addition to their PPA, to plan their curriculum.

8. Policies

- Handwriting and Presentation Policy
- Phonics Policy
- EYFS Policy
- History and Geography Policies
- Marking and Feedback Policy
- SEND code of Practice