



BREZZETT CHURCH OF ENGLAND PRIMARY SCHOOL

Name of Policy:	English Policy	
Date Written:	September 2018	
Date Updated:	September 2018	
Updated By Who:	Exec Headteacher/Head of School/Other	
Policy Originated from:	Brenzett Primary School/SPS/Aquila/KCC	
Date To Be Reviewed:	September 2020 or as appropriate	
Policy Approved By:	SLT:	
	Staff:	
	Governors:	

Our Vision Statement:

At Brenzett Church of England Primary School, we will provide children with a purposeful, rich and holistic environment that puts community and family at its heart. We believe that children should be the aspirational champions of their own unique success, by providing them with life in abundance in the eyes of God.

Brenzett Values Statement:

'Life in abundance'

*The thief comes only to steal and kill and destroy;
I have come that they may have life, and have it in abundance. John 10:10*

Our Key Christian Values are:

- Community:** The Believers Share: Acts 4: 32-35
- Compassion:** Jesus Heals a Sick Man: John 5: 1-15
- Friendship:** Two are better than one: Ecclesiastes 4: 9-10
- Forgiveness:** The Prodigal Son 15: 11-32
- Respect:** The Parable of the Good Samaritan; Luke 10: 25-37
- Trust:** Trusting in God: John 14: 1-6

Statement of Intent

'Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish level and the Diocese of Canterbury.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers all pupils.'

Inclusion and Equal Opportunities

This policy should be read while referencing our school's Single Equality Scheme. All children have equal access to the curriculum regardless of their race, gender, or disability. Our behaviour policy underpins all that we do at Brenzett and should be closely linked to our other policies.

1. MISSION STATEMENT

Within a safe, secure and caring Christian environment we seek to teach the children of our small rural community to enjoy life and learning; to have enquiring minds and to be resilient in their approach to learning. We aim to equip our children with the skills and attitudes required to prosper in a changing society and to achieve their full potential.

2. AIMS OF THIS POLICY

- To ensure pupils receive their entitlement;
- To establish expectations for teachers of this subject;
- To promote continuity and coherence across the school;
- To state the school's approaches to this subject in order to promote public, and particularly parents' and carers', understanding of the curriculum.

We aim to develop pupils' abilities within an integrated programme of Speaking & Listening, Reading & Writing. Pupils will be given opportunities to interrelate the requirements of English within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught literacy skills.

We aim for the children at Brenzett CE Primary School to:

- Become fluent, confident, readers and read for enjoyment.
- Read and respond to a wide range of different types of literature.
- Understand the layout and how to use different types of books.
- Understand the sound and spelling system, and use this to decode words with increasing accuracy.
- Be able to read aloud with expression and clarity.
- Understand and respond to literature drawn from the English literary heritage and from other cultures.
- Become fluent and confident writers.
- Write in a range of genres and styles for different purposes and audiences.
- Develop a legible handwriting style.
- Understand and apply spelling rules and patterns
- Develop and apply a secure understanding of punctuation and grammar.
- Use technology to enhance and reinforce their Literacy skills.

We aim to develop, through our teaching of reading, the following attitudes:

- Curiosity and interest
- Pleasure and sensitivity
- Critical appraisal
- Independence
- Confidence
- Endurance
- Respect for other views and cultures
- Reflection

3. STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of English are laid out in the New National Curriculum 2014 and in the Literacy section of the Development Matters Early Years Foundation Stage document (2012).

In the Foundation Stage (Reception) children should be given opportunities through:

Communication and Language (Listening): Listen in a range of situations and to stories, accurately anticipating key events and responding to what they hear Pay attention to what others say and respond appropriately, while engaged in another activity.

Communication and Language (Understanding): Follow instructions involving several ideas and answer questions about their experiences.

Communication and Language (Speaking): Express themselves effectively for the listener and can talk about past present and future events. They develop their own narratives and explanations by connecting ideas.

Reading: Read and understand simple sentences, using phonic knowledge to decode regular words and read them aloud accurately, read common irregular words and demonstrate understanding when talking with others about what they have read.

Writing: Children use their phonic knowledge to write regular and irregular common words. They write simple phonetically plausible sentences which can be read by themselves and others.

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

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

THE GOVERNING BODY

Regular reports are made to the governors on the progress of English provision. This policy will be reviewed every year or in the light of changes to legal requirements.

4. SUBJECT ORGANISATION

The English Curriculum is currently delivered using Power of Reading and RWI. The Early learning Goals are followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum. Pupil provision is related to attainment, not age. All outcomes are differentiated according to ability.

5. SPEAKING AND LISTENING - APPROACHES TO TEACHING AND LEARNING

The Four Strands of Speaking and Listening: Speaking; Listening; Group Discussion and Interaction, and Drama permeate the whole curriculum. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life.

6. READING - APPROACHES TO TEACHING AND LEARNING

The teaching and learning of reading will run across the entire curriculum. We aim to provide a rich reading environment to develop the children's skills in reading. Teaching strategies aim to enhance children's motivation and involvement in reading and to develop their skills through the following:

Read, Write, Inc.

Reading with other children

Reading with an adult

Shared Reading

Whole-class comprehension

Reading aloud

Independent reading

Questioning, investigations, debates

Building phonic skills

Developing vocabulary

Understanding of sentence structure and punctuation

Comprehension, inference and implication

Ability to skim

Understand persuasive writing

Instructions

Story/character/plot/setting

Idea of an audience

Reading and interpreting dictionaries, index, glossary, contents

Developing critical skills

Participating in play reading

Performance of poetry and songs

READING IN THE CLASSROOM

Here at Brenzett CE Primary School we operate a reading programme called Accelerated Reader (AR), which is the nation's leading reading management programme. Using Accelerated Reader provides teachers with timely, accurate information on student academic performance. We can use this information to quickly adjust instruction to help all of our pupils reach their greatest potential. Accelerated Reader helps teachers reach all types of readers because it includes Reading Practice, Vocabulary Practice and Literacy Skills Quizzes. Recorded Voice Quizzes are also available for emergent readers. AR quizzes cover all National Curriculum Reading levels of reading ability.

How AR (Accelerated Reader) Works

A typical Accelerated Reader session operates something like this:

1. We assign Reading Practice targets and certification levels for the students in the Accelerated Reader record books and targets area.
2. Pupils either choose a book to read or read books that the teacher has assigned to them.
3. Pupils use Accelerated Reader at the computer to search for and take the quiz for the books they have read.
4. Accelerated Reader scores each pupils quiz and prints a TOPS Report or STAR Report.
5. The teacher, teaching assistant and the pupil discuss the TOPS Report.
6. Pupils are rewarded in class for their reading efforts; for example a high proportion of books read during a term, a high Word Count, meeting a challenging target or for a high quiz score average. Reading successes are celebrated in achievement assemblies.

Home Connect

Home Connect improves the school-to-home connection by allowing parents, carers and children to log in to a website and view their child's reading practice and progress towards targets. Access to online results is intended to promote discussion between parents and children, which then motivates children and can make reading practice even more effective. In addition, parents can specify up to six email addresses to receive automatic updates on their child's reading progress.

Independent reading

During independent reading, pupils take responsibility for selecting and reading a variety of texts including fiction, poetry and non-fiction from book banded reading books in Year R and 1 and Reading Ranges within our organised library. The pupils should be able to read these texts readily and comprehend them with little or no teacher or adult support.

The focus for the reading is to provide practice and to develop personal response to text.

Children are encouraged to read at home at least 3 times per week. Every class has independent reading time for children to read for pleasure, and once pupils are able enough they will take comprehension quizzes using the Accelerated Reader online programme. All children have an independent reading book from their Book Band or Reading Range and are expected to record all reading in their Reading Record book. Class teachers will monitor how much reading each child has done by checking reading record books, as well as how many quizzes have been completed by pupils each week.

Shared reading

Takes place in whole class or group situations. In shared reading (either POR or class stories), the teacher models the reading process to the whole class as an expert reader, providing a high level of support. Teaching objectives are pre-planned and sessions are characterised by explicit teaching of specific reading strategies, oral response and high levels of collaboration. The teacher's role is that of the expert reader who models how the text is read. The pupils, the learner readers, join in where appropriate with the reading of the text – singly and/or chorally. The texts selected are rich and challenging, being beyond

the current reading ability of the majority of the class.

Phonics

Synthetic Phonics is taught on a daily basis to children in Foundation Stage, KS1 and in KS2 where the children still need daily phonics, using the Read, Write, Inc programme. Phonics is taught in ability groups with small numbers of children. They are assessed regularly by our RWI lead to ensure they are being challenged appropriately and make good progress.

Reading for Pleasure

Brenzett is committed to encouraging children to read for pleasure and be lifelong learners. Each class uses their Accelerated Reader data to celebrate children who are achieving well or making good progress. Every class has a reading area with favourite books and recommended books on display. Classes read class novels/ stories. The Whole school celebrate reading for enjoyment at annual events, such as Roald Dahl Day, World Poetry Day, World Book Day and during the Summer Reading Challenge.

7. WRITING – APPROACHES TO TEACHING AND LEARNING

Spelling

Spelling is initially taught through daily Speed Sounds sessions during RWI sessions, in Year R, 1 and 2. Once pupils have completed the RWI programme they follows the RWI Spelling programme (from Year 2-6) which is taught for 15 minutes daily with children working through spelling rules at their own level.

Early writing

Children in early years and KS1 are encouraged to write as much as possible and emergent writing is valued and encouraged. Children are also given direct teaching through a systematic programme of synthetic phonics (RWI) and POR. As children develop, they will be taught to form letters correctly using a block style.

Shared Writing

Shared writing takes place regularly by class teachers modelling. In shared writing, the teacher and students compose together, both contributing their thoughts and ideas to the process, while the teacher acts as scribe, writing the text as it is composed.

The purpose of shared writing is to model the thought process involved in writing and allow students to engage in and focus on the process. The teacher, acting as scribe, frees students from that aspect of the writing process so that they can focus exclusively on the thinking involved in writing. Shared writing is also a powerful method for direct teaching of key skills and concepts needed in the writing process.

Shared writing:

- Reinforces and supports reading as well as writing
- Makes it possible for all students to participate
- Encourages close examination of texts, words, and options of authors
- Demonstrates the conventions of writing-spelling, punctuation, and grammar
- Focuses on composing and leaves transcribing to the teacher

Guided Writing

Guided writing allows a teacher to work closely with a small group of students based on a common need. It helps children grow as writers and affords a chance to model peer marking

by turning the small group into a critique circle.

Guided writing:

- It is a component of a balanced writing curriculum;
- Provides an additional supported step towards independent writing;
- It contributes to the teaching sequence for writing;
- It should be carefully targeted towards groups of children with similar specific needs;
- The aim is to teach a specific skill to lead to independence in writing;
- Enables the teacher to tailor the teaching to the needs of the group;
- Although it is a group activity it allows the teacher to observe and respond to the needs of individuals;
- Encourages the children to discuss writing;
- Builds confidence;
- Allows immediate feedback on success and further areas for improvement.

Extended writing

Children are given the opportunity to complete an extended piece of writing on a fortnightly basis or as a final piece of work at the end of a unit. This takes the form of 'Big Writing'. The children complete a piece of writing independently using their ideas from planning or one-off stimuli. They will practise writing both narrative and non-narrative genres each term.

(See Appendix 1)

Handwriting

Cursive handwriting is taught throughout school, it is taught from year 1.

8. APPROACHES TO SPELLING, PUNCTUATION AND GRAMMAR (SPAG)

Grammar is concerned with the way in which sentences are used in spoken language, in reading and in writing. Sentences are the construct, which help give words their sense. The purpose of grammar teaching is to enable pupils to become conscious of patterns of language, which they can apply in their own work to enhance meaning. The purpose of punctuation is to clarify the meaning of texts. Readers use punctuation to help make sense of written texts while writers use punctuation to help communicate intended meaning to the reader. Within school, teachers – and all staff – are to use the progression for Spag document to ensure accurate coverage across the whole school and within year group.

Entitlement and curriculum provision

The National Curriculum gives a clear developmental programme for the introduction and acquisition of knowledge about grammar and punctuation.

The Literacy sessions are well suited to the practical development of this knowledge through the sentence level work provided in the teaching sequences based on Literacy and Language programme.

Class teachers will:

- provide direct teaching and accurate modelling;
- teach the SPAG for their Year group expectations through discrete sessions on a weekly basis, plus reinforcing SPAG during lessons across the curriculum;
- provide resources and an environment which promotes a developing understanding of grammar and punctuation;
- Observe pupils, monitor progress and determine individual and class targets for

development;

- Display Speed Sounds chart and key vocabulary clearly in every classroom as a visual prompt.

9. LITERACY OPPORTUNITIES ACROSS THE CURRICULUM

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. (See Appendix 1 overview)

10. THE USE OF ICT

Opportunities to use ICT to support teaching and learning in Literacy will be planned for and used as appropriate. There are Interactive programmes that can be used to accompany the teaching of RWI and Literacy and Language.

11. PLANNING, ASSESSMENT AND REPORTING ASSESSMENT AND TARGET SETTING

Teachers will ensure that planning is completed for every unit / weekly and includes reading and writing. There will be ongoing teacher assessment of the skills needed for reading, and the ability to read aloud as well as Speaking and Listening.

Foundation Stage

Pupils are assessed at the end of the Foundation Stage using the Early Learning Goals for Literacy in the areas of Communication and Language (Speaking, understanding and Listening), Reading and Writing. Collaborative Conversations are produced 3 times a year for parents (Term 2, 4 and Term 6). They are expected to achieve a good level of development across the key areas by the end of the Foundation Stage (Year R).

Key Stage 1

Throughout Key stage 1 a phonic record is kept, detailing which sounds a child knows and records are kept of the high frequency words recognised by each child. Children are Assessed by our RWI Leader every 10 weeks or as often as necessary and the results are passed to the class teacher to consider whether the child needs regrouping.

At the end of Year 1, pupils complete the Statutory Phonics Screening Check, to ensure they are meeting age related expectations. This consists of both real words and 'nonsense' words. Year 2 pupils and Key Stage 1 SATS results are monitored for Reading and Writing. These results are tracked throughout the school. Individual targets in reading are set termly using Accelerated Reader STAR Reading test.

Children in Key Stage 1 are assessed and their progress tracked in reading and writing Focus Ed Grids. Parents are informed about their child's progress in their annual report

Key Stage 2

In Year 6 pupils are assessed for Reading, Writing and SPAG. (Spelling, Punctuation and Grammar)

There is a focus on combined scores and the percentage of pupils achieving combined Age

Expectation across all of the areas of Literacy. (Reading, Writing, Speaking and Listening and SPAG.) Pupils complete a Grammar Test (NFER) 3 times each year and a STAR Reading test at least 3 times a year.

Children are assessed by teachers and their progress is tracked in reading and writing using IMPACT grids. Parents are informed about their child's progress in their annual report, and also are given the opportunity to register their email address to receive their child's AR test scores. Literacy attainment is shared with parents bi-annually (In March and July). Test results for Year 2 AND 6 SATS are available for parents in July. External moderation of these results takes place regularly as arranged by KCC. Internal moderation of grades takes place termly among the teaching staff and in teams.

12. EXPECTATIONS.

In all lessons, teachers will provide children with examples of writing to show a WAGOLL (what a good one looks like) to allow children to see high-quality models of writing that give examples of the writing genre and SPAG expectations for their year group; this does not replace modelling within lessons, but is in addition to it. In addition, teachers will provide children with subject specific word banks to support their development of vocabulary that children can use within that lessons writing.

13. INCLUSION AND EQUAL OPPORTUNITIES

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. Gifted children are identified and suitable learning challenges provided.

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.

INTERVENTION PROGRAMMES

Provision mapping

Language Link

Reading Intervention

One-to-One Phonics

Read, Write Inc Spelling

Handwriting

Fizzy programme (Fine motor skills)

Fresh Start (Year 4-6)

Teodorescu

14. 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
- Provision of Literacy (including Intervention and Support programmes)
- The quality of the Learning Environment;
- The deployment and provision of support staff

- 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
- Regular observations and book scrutiny

15. PARENTAL INVOLVEMENT

Involvement of parents in helping their children to become fluent, confident readers who have an enjoyment of reading is vital. We ask that parents read at home with their children a minimum of 3 times a week, share stories at home and become involved in all of the activities at school promoting reading, such as: Summer Reading Challenge, World Book Week and any competitions sent for homework. We also invite parents/carers, community members to come into school and volunteer to hear our children read.

16. A GUIDE FOR TIMETABLING of LITERACY

FOUNDATION STAGE

RWI sessions run for 45mins a day once children are at 'green level'.

Speed sounds / Phonics is taught for 10 mins daily

Power of Reading – 45 minutes daily

Handwriting is taught as part of RWI session daily

Storytime takes place daily

Child-initiated Literacy activities set up daily

Fine motor skills weekly

KEY STAGE 1

RWI and Speed Sounds (Phonics) 45 mins daily Reading 20 minutes daily

POR (Power Of Reading) and SPAG total of 1 hours per day (Can be split)

Handwriting 10 mins daily

Extended Writing opportunities – expected per unit

KEY STAGE 2

Power of Reading 1 hour daily

Speed Sounds 10 minutes daily for children requiring intervention

Reading 15 minutes minimum daily

SPAG 15 mins per day relating to their writing.

Handwriting 15 mins daily

Extended Writing opportunities – At least one opportunity per unit or as relevant.

17. CONCLUSION:

This policy should be read in conjunction with the following school policies:

Teaching and Learning Policy

Assessment and Record Keeping



Feedback / Marking policy
Special Educational Needs Policy
ICT Policy
Equal Opportunities Policy
Health and Safety Policy
RWI Policy
Handwriting Policy

Date policy written: November 2019
Date approved by the full Governing body:
Date to be reviewed:

Signed: _____ (Chair of Governors)
Date: _____