




BRENZETT CHURCH OF ENGLAND PRIMARY SCHOOL

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Updated By Who:	SLT	
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Policy Approved By:	SLT:	
	Staff:	
	Governors:	



Our Vision Statement

Through belonging, everyone flourishes in a purposeful, nurturing and inspiring learning environment that puts community and family at the heart of everything we do. All are seen as unique individuals, valued and precious in the eyes of Christ, who are aspirational champions of their own success, working together to succeed.

Biblical story connected to Brenzett C of E Primary School

Luke 15:4-7

“Suppose one of you has a hundred sheep and loses one of them. Doesn’t he leave the ninety-nine in the open country and go after the lost sheep until he finds it? ⁵ And when he finds it, he joyfully puts it on his shoulders ⁶ and goes home. Then he calls his friends and neighbours together and says, ‘Rejoice with me; I have found my lost sheep.’ ⁷ I tell you that in the same way there will be more rejoicing in heaven over one sinner who repents than over ninety-nine righteous persons who do not need to repent.

Our Key Christian Values are:

- **Community**
- **Compassion**
- **Friendship**
- **Forgiveness**
- **Respect**
- **Trust**

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 and Listening, Reading and 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 (2023).

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

Communication and Language (Listening, Attention and Understanding)

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Communication and Language (Speaking)

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Literacy (Comprehension)

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.



Literacy (Word reading)

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Literacy (Writing)

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

At Key Stage One (Years 1 and 2)

The national curriculum for English aims to ensure that all pupils:

- Read easily, fluently and with good understanding
- Develop the habit of reading widely and often, for both pleasure and information
- Acquire 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 ideas
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

At Key Stage Two (Years 3-6)

The national curriculum for Key Stage 2 English aims to ensure that all pupils:

- Write clearly, and accurately with the ability to adapt their language and style for a range of contexts, purposes and audiences.
- Use discussion in order to learn; they should be able to elaborate and explain their ideas to a teacher or students.
- Show that they are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.
- Read easily, fluently and with good understanding, and develop the habit of reading widely and often, for both pleasure and information.
- Use a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.

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 a wide range of high quality texts underpinned by the National Curriculum 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

Children at Brenzett follow the RWI reading scheme until they have completed the programme. Once completed they move onto the Oxford Reading scheme until being assessed to be a free reader. Termly assessments are completed to inform academic performance.

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 daily. Every class has independent reading time for children to read for pleasure. 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 recording they have completed their bronze, silver and gold awards.

Shared reading

Takes place in whole class or group situations. In shared reading 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 follows the schools reading reward scheme, they are awarded a bronze for 10 reads, silver for 20 and gold for 30 consecutive reads. Once this is completed children are then given a raffle ticket for every subsequent 10 reads which is put into a whole school reward draw at the end of each term. 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 complete 'Spelling Frame' spellings lists online which are tailored to their individual year groups. These are tested weekly. At the end of Term 2, 4 and 6 pupils are tested on the 100 common words list which is appropriate for the age and/or ability.

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 literacy lessons. 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.

Handwriting

Cursive handwriting is taught throughout school, from Year 1. Dedicated time is set aside each day to ensure pupils handwriting develops following the correct use of leads in and leads out. Once a child is confidently forming the letters individually, they will be encouraged and taught how to join cursive. Pupils throughout the school write in pencil, until they are confident enough and their writing has met a certain standard, to be awarded a pen license. If handwriting slips, a pupil may be asked to return to using a pencil until the quality of writing is restored.

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.

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 Spellings.

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
- Writing.

Parents evenings are held 2 times a year for parents (Term 2 and 4). 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 half term and children are regrouped where necessary.

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 and are attached to the child's individual reading record.

Children in Key Stage 1 are assessed and their progress tracked in reading and writing using Pixl and Statutory Assessments.



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 Pixl assessment in Grammar and reading 3 times each year.

Children are assessed by teachers and their progress is tracked in reading and writing. Parents are informed about their child's progress in their annual report. 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 the MAT. 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. More able 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
- Handwriting
- Fizzy programme (Fine motor skills)

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

14. 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 daily, 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.

15. 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
- Literacy– 60 minutes daily
- Handwriting is taught as part of RWI session daily
- Story time 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
- Literacy and SPAG total of 1 hours per day (Can be split)
- Handwriting 10 mins daily
- Extended Writing opportunities – expected per unit

KEY STAGE 2

- Literacy 1 hour daily
- 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.



16. 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