



English Policy

2023-2025

POLICY HISTORY

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6	Reviewed by LR	24 th June 2021 (virtual T&L committee)		Summer 2023
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Intent:

The overarching aim for English is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

We aim to ensure that all of our pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a broad and varied vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage

A writer from Bickleigh Down (C of E) Primary School will be able to:

- communicate their ideas in a variety of forms by exposure to a wide variety of genres
- take pride in their written work and write clearly, coherently and accurately and adapt their language and style for a range of purposes
- acquire a broad and varied vocabulary which they use with great effect in their own writing and when communicating orally
- accurately spell most words and efficiently use a dictionary to check unfamiliar spellings.
- edit their written work to improve the standard of writing
- develop a continuous cursive style of handwriting which they use in all their written work
- have a command of Standard English, which they communicate in their writing and everyday conversations.

At the end of Key Stage Two, a writer from Bickleigh Down will be confident in their writing ability and be ready to meet the expectations and challenges for Key Stage Three.

Spoken English

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers at Bickleigh Down C of E Primary School therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills.

Through quality first teaching, pupils develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. Through various opportunities in lessons, during class worship and within other events, they are encouraged to make their thinking clear to themselves as well as to others.

Spoken English: a key to success

Skills with spoken English underpin much learning across the curriculum and are vital to the success of every child. Teaching at Bickleigh Down C of E Primary School incorporates all the statutory elements of the national curriculum and teachers ensure that these skills are taught and practised across the curriculum.

Discussion and Debate

Teachers ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils are also taught to understand and use the conventions for discussion and debate by applying these skills across the curriculum.

Drama

All pupils are enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

Barriers to developing spoken English

For some pupils, learning and using spoken English is more challenging. Teachers work with the SEND Coordinator where necessary to support children who have problems with speech and language. They also use a variety of skills and techniques to support those pupils for whom English is a second language. The purpose of any intervention is to promote accelerated development and equip the child with skills they need to fully access the curriculum and succeed in life beyond school.

Reading

In accordance with the programmes of study for reading at Key Stages One and Two from the national curriculum, teaching of reading at Bickleigh Down C of E Primary consists of two dimensions:

- word reading
- comprehension (both listening and reading).

It is essential that pupils develop competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.

Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics is emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely increases pupils' vocabulary because they encounter words they would rarely hear or

use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.

Reading: A key to success

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, for success in any subject in their forthcoming secondary education.

At Bickleigh Down C of E Primary School, teachers utilise a range of techniques and strategies to promote good reading skills.

Phonics

At Bickleigh Down Primary school we use the Read Write Inc. scheme and all necessary staff are trained to deliver high quality phonics teaching to children in Foundation, across Key Stage One and to target groups or individual children in Key Stage Two. A phonics, Read, Write Inc. assessment is carried out six times a year to ensure that the children are learning the correct set of sounds to enable secure progress in their independent reading.

All children, who are receiving phonics teaching, take home a phonically decodable text which enables them to practise reading the sounds they are learning in school. Adults who support them record any comments about their reading in their home-school diaries. Teachers and Assistants regularly hear pupils read and change their books to support the child's progression towards fluent reading.

Reading to the children

In order to model excellent reading, to engage children's imagination and to enthuse reading for pleasure, teachers read regularly to children. Children are encouraged to actively listen and to discuss and respond to the stories they have heard.

Guided reading

All children in Key Stage One and Key Stage Two, are involved in regular guided reading sessions. These are taught as whole class lessons or in small group sessions. Sessions are planned and prepared to improve the children's word reading or comprehension skills and children may be grouped by ability. The Devon Re-Think Reading programme is used to support the planning of guided reading and ensure appropriate, high quality texts are utilised.

All class teachers maintain a guided reading folder or a section of their planning folder, where assessment information, planning and notes on progress can be accessed.

Targets

Teachers use their marking to give guided feedback and set individual targets for each child. Teachers plan lessons and learning opportunities to support children in achieving their targets. Working walls within each classroom give the children support as they work towards these targets and the learning objective for each lesson. Children are encouraged to know their targets and to take the initiative in trying to progress towards reaching them.

Accelerated Reader or Renaissance Reader

On completion of the phonics programme in Key Stage One and throughout Key Stage Two, children's reading development is supported through the use of Accelerated Reader. Children are assessed using a STAR reader test and then choose a book with an appropriate difficulty level related to the outcome of this test.

When they complete their book, children take a comprehension quiz via the internet. They may have access to the book during this quiz. (This is to encourage children to use evidence in the text to support their responses). The quiz is completed independently and the child receives a score immediately, based on their responses. The score obtained for a quiz dictates whether children change their reading level or not.

Depending on year group, reading levels change as shown below:

Year 2:

Stay on the level you are told to read until -

If you keep scoring 5/5	your teacher may move you up 0.1
If you keep scoring below 4/5	your teacher may move you down 0.1

Year 3 and 4:

Score 100% (5/5)	move up 0.1
Score 80% (4/5)	stay where you are
Score 80% 3 times consecutively	move down 0.1
Score <80% (4/5)	move down 0.1

Year 5 and 6:

Score 100%	move up 0.1
Score 90%	stay where you are
Score 90% 3 times consecutively	move up 0.1
Score <90%	move down 0.1

Children are highly motivated by the Accelerated Reader system and the certificates which they receive throughout the year, based on the amount and understanding of the books they read. Teachers employ the system above which allows children to succeed with their reading and they make steady progress through the levels.

STAR Reader tests are used three times a year to monitor children's progress. The test result is a percentage score. These scores are accessible by the teacher and may be shared with parents. The teacher can also access further information about individual children's progress. From the test, standardised scores and reading ages are also available. Information from these tests is used as part of the school's monitoring procedures.

The Library

Children may borrow books from the library within their Accelerated Reader level. Accelerated reader is supported by a wide range of books in the Library which have been graded and labelled to enable the children to select a book of appropriate ability.

Devon Library Service

Teacher's make use of the Devon Library Service to borrow books to support reading in other subjects: for instance, if the class is learning about the Tudors in history, the teacher might borrow a topic box of books about the Tudors.

Assessment

Once the phonics programme is completed, reading is assessed through the use of half-termly STAR tests; guided and individual reading; and through the use of optional tests and end of Key Stage statutory tests.

Monitoring and Target Setting

Attainment and Achievement in reading is carefully monitored for all pupils as part of the school's monitoring cycle. Standardised scores and reading ages are regularly discussed as part of pupil progress meetings. Targets are set in relation to the Fischer Family Trust D data. Class progress targets for reading may be part of teachers' performance management targets. **Writing**

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing).

It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

Writing: A key to success

It is essential that, by the end of their primary education, all pupils are able to communicate in writing with clarity and confidence, for success in any subject in their forthcoming secondary education.

At Bickleigh Down C of E Primary School, teachers utilise a range of techniques and strategies to promote good writing skills. Teachers use Devon Education Services BookWrites: Texts that Teach teaching sequences to support their teaching of writing, based on high quality texts.

Spelling

In the first instance, children are taught to spell through synthetic phonics. They are taught grapheme-phoneme correspondence for reading and are then taught to apply this to their first attempts at writing.

In the foundation stage, pupils are exposed to a word rich environment where playing with letters and words is a fun activity. Application of phonic knowledge for writing is encouraged and celebrated. Opportunities for writing are nearly ubiquitous.

From Year Two, or when the phonics programme is completed, the teaching of spelling at Bickleigh Down C of E Primary is in accordance with the national curriculum. Teachers deliver lessons on spelling as part of the English lesson, supported by the No Nonsense spelling programme from Devon Education Services. Pupils are also given lists of spellings to learn at home. Pupils are tested regularly on these spellings. Pupils are also taught how to work out and clarify the meanings of unknown words and words with more than one meaning.

Spelling is tested weekly throughout all year groups in order to ensure that children are consistently learning their set spellings and are therefore able to apply them correctly into their writing.

Phonics continues to be taught for spelling until the children have progressed through the Read Write Inc. programme.

Handwriting

The school uses continuous cursive script for handwriting, which is taught using the Letter-Join scheme. Children learn letter formation in Foundation Stage, which progresses to a pre-cursive script when the children are ready. Regular handwriting instruction and practice time is applied in all year groups. Pupils are encouraged to use high quality presentation (ie their best handwriting) in all subjects.

Grammar

Throughout the school, from Foundation to Year Six, pupils are taught to control their speaking and writing consciously and to use Standard English.

In foundation, adults consistently model Standard English when speaking to children. They encourage them to speak correctly by remodelling their speech, for example with irregular verbs.

By the end of foundation, pupils have been introduced to word types through grammar input as part of their writing. They learn about full stops, capital letters, finger spaces and are introduced to adjectives as words that describe.

Grammar lessons continue as part of the writing sequences throughout Key Stage One. Terms such as verb, noun, adverb and conjunction are introduced. Grammar and Punctuation is taught in accordance with the national curriculum.

In Key Stage Two, children are introduced to the toolbox model of grammar and punctuation. Grammar is delivered as part of the daily English lesson, through the writing sequences, to equip pupils with the vocabulary and understanding necessary to discuss their reading, writing and spoken language. This vocabulary is also integrated into other lessons. They are taught to use Standard English and punctuation accurately in accordance with the national curriculum.

Composition

Through quality first teaching, pupils are taught to write in a range of styles and for a variety of purposes.

Many lessons are taught using the BookWrites teaching sequences, which ensure the modelling of a high quality text as the basis for the final writing outcomes. Grammar teaching is also incorporated within these sequences to support successful outcomes. Other approaches are also occasionally employed at the discretion of each year group team.

Each year, children are taught how to write for a variety of purposes and in a variety of genres in fiction, non-fiction and poetry.

Pupils create an extended piece of writing in their English books every 2-3 weeks. They may also write extended pieces as part of their work in other subjects. Independent writing is assessed using Evidence Gathering Grids (EGGs) which are specific to the national Curriculum objectives for each year group. These grids help inform the teachers' planning of lessons and provide the basis for individual targets and assessment of writing.

Teachers at Bickleigh Down C of E Primary School use purple pens to mark children's written work (in accordance with the school marking policy). Children are expected to edit and redraft their work and to respond to the marking using green editing pens.

Targets

Children are set individual writing targets based on the National Curriculum objectives. Teachers plan lessons which accommodate children's individual learning needs wherever possible. Children are also encouraged to know their targets and to take the initiative in progressing towards achieving them.

Vocabulary

Through the Developing Vocabulary Project, teachers at Bickleigh Down C of E Primary School are encouraged to teach vocabulary specific sessions two to three times each week. Every year group has a 'word of the week' which children and adults are encouraged to use appropriately. Through these vocabulary sessions and in English lessons, pupils are taught the morphology and aetiology of words. Teachers 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.

Assessment

Assessment is ongoing throughout the year but data is gathered termly based on each child's progress towards achieving the National Curriculum objectives in each subject. Writing is assessed using the EGG sheets and children are expected to reach Age Related Expectation (ARE) by July. Reading is assessed termly using the STAR Reader test and End of Key Stage Statutory tests are also used. Phonics screening takes place at the end of Year One. Spelling, Punctuation and Grammar is tested by end of Key Stage Statutory tests. Children who reach the Age Expected standard are supported to increase their Mastery of reading or writing throughout all areas of the curriculum.

Monitoring and Target Setting

Attainment and Achievement in writing is carefully monitored for all pupils as part of the school's monitoring cycle. Writing is regularly discussed as part of pupil progress meetings. Targets are set in relation to the Fischer Family Trust D data. Class progress targets for writing may be part of teachers' performance management targets.

Please see the Teaching and Learning policy for additional information about the teaching of English, presentation and marking.