



Brompton Community Primary School
English Policy



'Reading and Writing float on a sea of talk.' James Britton

Rationale:

The National Curriculum (2014) clearly states that teaching the English language is an essential, if not the most essential role of a primary school.

At School, we recognise that without effective communication, little achievement can be made. We know that we have a duty to ensure that English teaching is a priority and we recognise that this is a necessity and a constant through-out school life and beyond. It is part of the 'essential knowledge' that is needed in society:

'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.' (National Curriculum)

We are an inclusive school; we set high expectations and recognise the importance of accurate and regular assessment 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 SEND code of practice. We agree with the statement of the National Curriculum, that 'pupil who do not learn to speak, read and write fluently and confidently are effectively disenfranchised' (National Curriculum)

We will continue to promote the school driver - 'Legacy'. This will be the vehicle used to drive aspects of the curriculum that we believe to be the foundation and ethos of our school. As we hang everything off 'Happiness Through Learning' we are also using 'Legacy' to promote Personal, Social, Health, Moral, Cultural, Spiritual, Emotional aspects of learning. Alongside this, we promote the values and principles of the UN Convention in order to remain a Gold Rights Respecting School.

Legacy will turn our Vision into action, purpose into practice and pressure into results. It will help us all to accept that 'Good isn't Good enough' and to be the best that we can be. As a result, Brompton Community Primary School will be a better place than when we found it.

'Build your Legacy - This is Your Time'

Spoken Language:

The National Curriculum states that pupils should be 'taught to speak clearly and convey ideas confidently in Standard English'. They should:

- Justify ideas with reasons
- Ask questions to check understanding
- Develop vocabulary and build knowledge
- Negotiate
- Evaluate and build on the ideas of others
- Select the appropriate register for effective communication
- Give well structured descriptions and explanations
- Speculate, hypothesise and explore ideas
- Organise their ideas prior to writing

We encourage our pupils to speak clearly and confidently and articulate their views and opinions. We teach the children to express themselves orally in an appropriate way, matching their style and response to audience and purpose. Listening and responding to literature, giving and receiving instructions. They develop the skills of participating effectively in group discussions in the following ways:

- Planned activities to encourage full and active participation by all children, irrespective of ability
- Children with specific speech and language and auditory problems will be identified and specialist help sought, where appropriate. Due to long referral wait times our school SENCO has implemented Verbo, to assess Speech and Language and provide timely and individual interventions.
- Encouraging talk-time in the classroom which can be shared in assembly and by encouraging reading and talk about books
- School Plays and performances
- Class debates
- Assemblies
- Events within the community
- Pupil Voice - School Council/ RRSA/ Eco Committee/ Librarians/JRSOs and Well Being Champions
- Talk partners
- The Power of Reading
- Whole Class Reading/ Guided Reading /Literature Circle
- Drama / role play

- PSHE and circle time
- Sharing Assemblies
- English cluster events - such as the spelling bee

Reading:

At Brompton, we promote a 'love of reading'. We use the text of a quality reading book (The Power of Reading) as the main focus of our taught curriculum and build the remaining curriculum subject areas around it where possible.

The National Curriculum states that pupils should be taught to read fluently, understand extended prose and be encouraged to read for pleasure. Reading is singled out as of extreme importance since through it 'pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually'. Reading allows pupils to 'acquire knowledge' and to 'build on what they already know'.

The 2014 Curriculum divides reading skills into two dimensions:

- Word reading/ decoding
- Comprehension (Both listening and reading)

We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, writing, grammar and vocabulary. We also understand that reading is a developmental process and part of life-long learning and we encourage and praise children at every stage of it.

- Pupils learn to read easily and fluently through daily systematic synthetic phonics followed through 'Essential Letters and Sounds' in EYFS and Key Stage 1 and further intervention in KS2 where required. Alongside this, children have the opportunity to practise reading to adults in school, reading with partners and reading at home.
- Pupils develop skills in reading for understanding and comprehension through Whole Class Reading. In essence, pupils study a high quality text which is more challenging than those which they might be able to read independently and is in line for ARE of their year group and sometimes beyond. Classes spend sessions of whole class reading taking part in echo reading, choral reading and paired reading and unpicking the vocabulary in the text. Following this session, they are then given a Literature Circle/ Guided Reading role or job to complete at school. Alongside this, last year saw the introduction of year group-specific Reading Challenges which the children complete independently and this provides evidence towards objectives taken directly from the school's tracking system.
- Year 5 are currently accessing reading plus as part of an EEF funded reading trial. This is to enhance reading fluency, comprehension, word recognition and vocabulary. This allows the class teacher to rigorously monitor progress (daily) and pupils can access this at home and school for a minimum of 90 minutes per week.
- Pupils are encouraged to read widely, through our use of differing class texts, school library visits and high quality attractive books in classrooms.
- Pupils are encouraged to read for pleasure using reading partners, quiet reading time, listening to an adult read and the various methods outlined above. In Foundation Stage and KS1 they are called 'sharing books' to differentiate between the decodable texts.
- Pupils also read to retrieve information in all lessons and comprehension is assessed in a formal way every term.
- Pupils are exposed to a range of texts from their literacy heritage during their school career.
- Pupils are given the opportunity to read every single day.
- Our bottom 20% readers in each year group are tracked half-termly by the co-ordinator. These pupils read 3-5 times per week to an adult. Each half term these children are recorded using our online learning platform 'Seesaw' to monitor their progress alongside assessments, ARE expectations sheets, Target Tracker and reading records. The other children in class are recorded once a term to build a fuller reading profile and help track their progress.
- Regular whole school reading competitions have been introduced and implemented to further encourage our love of reading and encourage more sharing or reading outside school.

Writing:

The National Curriculum states that pupils should:

- Develop the stamina and skills to write at length
- Use accurate spelling and punctuation
- Be grammatically correct
- Write in a range of ways and purposes including narratives, explanations, descriptions, comparisons, summaries evaluations and cross curricular writing opportunities.
- Write to support their understanding and consolidation of what they have heard or read

The 2014 Curriculum divides writing skills into two dimensions:

- Transcription (spelling and handwriting)
- Composition (articulating ideas in speech and writing)

We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, reading, grammar and vocabulary.

- We teach grammar, punctuation and spelling, as part of our daily English lessons - further input will be given as required.

- We teach print letter formation in Foundation stage incorporating the new EYFS framework. However, we teach cursive font from Y1 in preparation for end of KS1 age related expectations. Children are exposed to a variety of fonts throughout their learning journey to help with both the reading and writing process.
- Children are exposed to the structure of writing from Nursery onwards through text tracking. We explore the direction of writing, how letters join to make words, and the use of finger spaces, capital letters, full stops, question marks and "mystery marks" in Reception.
- We encourage joined cursive handwriting from Y1 to promote our 'Line of Expectation'.
- We carry out spelling dictations twice per half-term in all classes to work on our spellings but within a context.
- Y2 follow on from ELS phonics onto the ELS spelling programme and this continues in Y3 and 4 with the Essential Spelling and Word Knowledge programme. All classes can access the No nonsense spelling programme alongside the National Curriculum to support with strategies and the teaching of spelling patterns.
- We correct grammatical error orally/ written work (where appropriate).
- We have a systematic approach; we revisit key learning and build upon it in all areas from phonics phases, through to grammar and spelling patterns.
- We use high quality texts to support our 'Sequence for Writing' phases, that helps to promote independent writing.
 - Phase 1 - Familiarisation with the genre/ text type
 - Phase 2 - Capturing ideas and oral rehearsal
 - Phase 3 - Teacher demonstration and Guided writing/supported writing/teacher scribing
 This is driven using The Power of Reading texts to inspire writing.
- We encourage and promote 'talk for writing'.
- We provide writing frames to support the least confident where appropriate.
- We provide time for planning, editing and revising.
- We mark extended pieces of work in-depth and set appropriate targets with the pupil against the Year Group Writing Expectations, which can be found at the back of each child's English books.
- We use checklists for pupils to self assess or peer assess, when appropriate so they can evaluate effectively.
- We use drama and hot-seating to help pupils to think about another point of view
- Support for pupils with learning and motor difficulties.
- Meetings with parents to help them support their child.
- Teachers take part in CPD around writing, including supporting effective handwriting to ensure they can support pupils to develop a fluent style of handwriting.

Vocabulary Development:

The National Curriculum makes clear that learning vocabulary is key to 'learning and progress across the whole curriculum' since it allows pupils to access a wider range of words when writing and for them to understand and comprehend texts efficiently.

Vocabulary teaching needs to be:

- Active
- Progressive/ systematic
- Making links from known words
- Develop understanding of shades of meaning
- Include 'instruction verbs' used in test questions.
- Subject specific- accurate mathematical and scientific words.

We encourage our pupils to have a wide and growing vocabulary in a number of ways, these include:

- Display of key vocabulary linked to topics and cross-curricular subjects on our working walls.
- 'Wonder Word' boxes are used in each class - the intention of which is to increase children's vocabulary and ensure that they leave school with more words than they arrived on a daily basis.
- Using the correct vocabulary orally.
- In-depth word based lessons looking at patterns and root words.
- Using dictionaries, thesaurus and similar programmes.
- Using Whole Class Reading time and other texts to explore vocabulary choices and the effect they have.
- Carrying out systematic testing and providing explicit feedback to pupils.
- Targeted one to one/ small group support, where appropriate.

Planning:

- Long term/medium term overviews using our 'Big Picture' are used in all year groups, as is 'The Power of Reading'
- Planning shows adaptations by age and ability
- English is planned for separately to other subjects using the school proforma making cross curricula links where appropriate.
- Each week we deliver a grammar focus which is revisited daily, 3 to 4 power of reading sessions. Spelling is taught weekly and is delivered in classes and in small groups. With the exception of termly assessment weeks and whole school themed writing weeks e.g. World Book Day.
- Essential Letters and Sounds is followed systematically starting in Foundation Stage.

- Short term planning is flexible allowing for assessment for learning after each session/ group of sessions.
- The End of Year Expectations criteria sheets at the back of each child's book allows the teacher to assess each piece of writing accurately against Sonar statements.

Assessment:

- Staff assess pupils learning during and as part of every session, they adapt their practice accordingly
- Twice half-termly 'Big Write' tasks are tracked in the back of books and on Sonar half-termly.
- Formal assessments of Reading Comprehension ability are carried out through Rising Star NTS tests, tracked and monitored each term.
- Writing is assessed using the End of Year Expectation sheets in the back of English books alongside Sonar.
- Reading ARE sheets are tracked within class individual reading files this evidence is cross-referenced from English books, Literature Circle books, Assessments, Homework and 1.1 reading time with an adult.
- Staff attend moderating sessions within county including the local cluster, this is now carried out using Pobble365 in line with our Local Authorities moderating process.
- End of Key Stage Assessments are analysed by the Co-ordinator and Head teacher and feed into the school SEF, development plan and appraisal.

Professional development:

- The English lead attends termly training within county and reports back to all staff.
- The English lead is responsible for improving the standards of teaching and learning in English through: Monitoring and evaluating Literacy: - pupil progress; provision of Literacy (including Intervention /Support programmes) and the deployment and provision of support staff. Taking the lead in policy development and purchasing and organising resources.
- The local cluster has an English group which meets regularly.
- Staff are expected to attend relevant courses during the school year.
- Moderation takes place in house, within the cluster and with support from county.
- Writing is agreement trialled as mini CPD training at staff meetings.

Specific groups:

- Appropriate challenge is in place for all pupils.
- Analysis of English achievement is carried out termly, pupils who are slow moving or making little or no progress are discussed and pupil progress action plans made.
- Pupils entitled to pupil premium are given additional English support based on pupil needs.
- Pupils with EAL are given additional support in all aspects of English if required.
- Pupils with SEN will have English based targets on their IPPM if this is a pertinent target area for their need. These are reviewed termly.
- Intervention programmes are in place to match the needs of individual and group learners. These may be delivered in class situations or outside of the classroom.
- Our bottom 20% readers are tracked half-termly by the co-ordinator in every year group.
- Clickr is used to support pupils who struggle with independent writing and is computer based.
- Laptops and iPads are used to support extended writing pieces for those who struggle with fine motor skills.
- We use recording equipment to help children orally rehearse their ideas before putting them on a page. This increases their independence.

This Policy needs to be read alongside other school policies including:

- Homework policy
- Marking and Feedback policy
- Early Years Foundation Stage policy
- SEND policy
- Assessment policy
- Single equality scheme

Reviewed: November 2024

Next review date: November 2025