

# St Mary's Bryanston Square CE Primary School



## **ENGLISH POLICY**

September 2020

**Excellence with compassion**

“Love your neighbour as yourself” Mark 12.31

## **Overview**

This document is a statement of the aims, principles and strategies for the teaching and learning of English at St Mary's Bryanston Square. It contributes to the school's philosophy of teaching and learning as expressed through the Vision Statement.

## **Aims/Objectives**

The overarching aim for English in the national curriculum 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.

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.

## **Intent**

We strive to produce children who are fully literate and articulate, and are prepared for their secondary education and later life. Through engaging lessons, we aim to foster a love of English and language and an enjoyment of learning. We challenge children of all abilities and in order to make good progress in all areas of the English National Curriculum. They are encouraged to have a growth mind-set and to develop the skills of perseverance and resilience. Through reading in particular, pupils are given a chance to develop culturally, emotionally, intellectually, socially and spiritually.

## **Implementation**

### **Implementation of National Curriculum 2014**

In the National Curriculum for 5 - 11 year olds, English is developed through four key areas:

- Spoken Language
- Reading – Word Reading & Comprehension
- Writing – Transcription & Composition
- Spelling, Vocabulary, Grammar & Punctuation

It is important to note that each is closely interrelated with the next, so it becomes increasingly difficult to consider one without the other(s).

### **The Early Years Foundation Stage**

English in Early Years is based upon the Foundation Stage Profile strand of Communication, Language & Literacy. Communication, language and literacy depend on learning and being competent in a number of key skills, together with having the confidence, opportunity, encouragement, support and disposition to use them. This area of learning includes communication, speaking and listening in different situations and for different purposes, being read a wide range of books and reading simple texts and writing for a variety of purposes.

To give all children the best opportunities for effective development and learning in communication, language and literacy, practitioners should give particular attention to:

- Providing opportunities for children to communicate thoughts, ideas and feelings and build up relationships with adults and each other
- Incorporating communication, language and literacy development in planned activities in each area of learning;
- Giving opportunities to share and enjoy a wide range of rhymes, music, songs, poetry, stories and non-fiction books
- Giving opportunities for linking language with physical movement in action songs and rhymes, role play and practical experiences
- Planning an environment that reflects the importance of language through signs, notices and books
- Providing opportunities for children to see adults writing and for children to experiment with writing for themselves through making marks, personal writing symbols and conventional script
- Providing time and opportunities to develop spoken language through conversations between children and adults, both one-to-one and in small groups, with particular awareness of, and sensitivity to, the needs of children for whom English is an additional language, using their home language when appropriate

### **Spoken Language**

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. All staff must therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills through careful modelling using formal Standard English.

#### **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.

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Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate.

All pupils should be 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. Statutory requirements which underpin all aspects of spoken language across the six years of primary education form part of the national curriculum.

These are reflected and contextualised within the reading and writing domains which follow.

### Reading

Reading is a skill essential for life and at St Mary's we want our children to leave school with a love of reading. Reading is a habit and that habit needs to be grounded in what we do at school. Children need to see adults loving books, so school staff are encouraged to share their love of reading with the children. This of course includes magazines, newspapers and online reading as well as traditional books.

The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

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

### **Whole-class guided reading:**

Teachers read with pupils a range of texts focusing on comprehension and specific features in relation to objectives and content domains. This is an opportunity for teachers to model the act of being a fluent reader. Teachers demonstrate to the class by 'thinking aloud' the skills required to be a reader. For guided reading, the text chosen should be at a level slightly higher than the majority of the class and the teacher should plan differentiated questions around the text that encourage the children to enjoy, understand, discuss and analyse the written word in a supported environment. For children working below age related expectations, guided reading is taught in a smaller group session led by a member of the support staff team using a suitable text.

<b><u>Year group</u></b>	<b><u>Autumn</u></b>	<b><u>Spring</u></b>	<b><u>Summer</u></b>
Y2		The Lighthouse Keeper's Lunch by Rhonda & David Armitage	The Owl who was Afraid of the Dark by Jill Tomlinson
Y3	The Hodgehog by Dick King Smith	George's Marvellous Medicine by Roald Dahl	Bill's New Frock by Anne Fine
Y4	The Iron Man by Ted Hughes	Charlie and the Chocolate Factory by Roald Dahl	Charlotte's Web by E.B.White
Y5	The Lion, the Witch and the Wardrobe by C.S.Lewis	The Wreck of Zanzibar by Michael Morpurgo	Percy Jackson and the Lightning Thief by Rick Riordan
Y6	Kensuke's Kingdom by Michael Morpurgo	Holes by Louis Sachar	Skellig by David Almond

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We aim to have regular reading sessions outside of English lessons – a minimum of four times weekly in both Key Stages. Teachers are encouraged to use a variety of medium to teach reading, including: newspaper articles, video clips, extracts from novels etc., covering a breadth of topics.

### **Class read:**

Every class across the school is read to by an adult on a daily basis, fostering a love for reading through exposing the children to high quality literature. Teachers are encouraged to choose challenging texts that will uncover new vocabulary and themes, opening up discussions around the language of books. This takes place at the end of the day, as well as any other spare moments in the timetable.

<b><u>Year group</u></b>	<b><u>Autumn</u></b>	<b><u>Spring</u></b>	<b><u>Summer</u></b>
Nursery (F1)	Grandma comes to stay by Ifeoma Onyefulu	One is a snail, ten is a crab by April Pulley Sayre	Guess how much I love you by Sam McBratney
Reception (F2)	Rosie's walk by Pat Hutchins	Whatever next! by Jill Murphy	You choose by Pippa Goodhart
Y1	The Great Big Book of Families by Mary Hoffman	Superbat by Matt Carr	The Snail and the Whale by Julia Donaldson
Y2	Malala's Magic Pencil by Malala Yousafzai	Dear Greenpeace by Simon James	Conker by Michael Morpurgo
Y3	Blast-off! by Jane Clarke	Robin Hood by Rob Lloyd Jones	The Fox and the Ghost King by Michael Morpurgo
Y4	Mufaro's Beautiful Daughters by John Steptoe	Alice's Adventures in Wonderland by Tony Ross	Pirate diary by Richard Platt
Y5	The Victory Dogs by Megan Rix	Lampie and the children of the sea by Annet Schaap	Incredible inventions by Matt Turner
Y6	Private Peaceful by Michael Morpurgo	The Explorer by Katherine Rundel	The Boy with the Butterfly Mind by Victoria Williamson

### **Reading Programmes:**

At St Mary's, our aim is to produce not only capable and confident readers but also readers with a love and appreciation of books and literature. The ability to read gives children a magic key, enabling them to a lifelong love of learning.

We use a combination of the following reading scheme books in guided reading sessions. (Oxford Reading Tree, Rigby Stars, Collins Big Cat, Project X).

We carry out termly assessments and use Rising Stars and The PM Benchmark Reading Assessment Resource to support teacher assessment. This has been designed to assess children's instructional and independent reading levels using unseen, meaningful texts.

### **Phonics**

At St Mary's, the first steps to success in reading and writing start with phonics. In the Foundation Stage and Key Stage 1, phonics is taught daily at a discrete dedicated time using Letters and Sounds and resources from Phonics Play.

<https://www.phonicsplay.co.uk/freeIndex.htm>

We complement aspect of learning though the use of songs and actions from Jolly Phonics to help the children remember the sounds in the early stages of their learning. Children are grouped according to the phase they are working at.

By the end of Reception children are expected to be secure in Phase 3.

By the end of Year 1 children are expected to be secure in Phase 5.

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When finishing Key Stage 1, most children should be secure in Phase 6 – this phase moves away from learning sounds and focuses on spelling rules, and patterns.

Expectations for phonics has been raised due to government guidelines, and as a result staff use fully decodable texts to support children's reading development with phonics sessions.

To ensure that all children are taught the necessary skills in reading we have revised and refined the way we teach phonics at St Mary's.

As phonics is the driver for reading we have invested in reading books that are the 'mechanical tool' to teach the explicit sounds your child needs to know at each phase stage. We use Ransom Reading Star books.

### **Independent Reading:**

Children engage in independent, sustained reading. It provides an opportunity for pupils to read and enjoy a range of texts and to apply reading strategies. Each class has a dedicated reading area containing a range of books and text types for children to access independently. This area should be inviting and promote reading for pleasure.

Every class should have a range of books including:

- Poetry / plays
- Fiction – the choice of books reflects the spread of interest and reading abilities across the class, for example picture books, graphic novels, etc
- Non-fiction – as wide a range as possible, including plenty linked to the subject areas being studied
- Books from a range of cultures and in a range of languages interwoven through all collections – it may be appropriate to have some 'focus' boxes of books too

### **Books Going Home** (Reading scheme and high quality texts):

EYFS & KS1 - They are given fully decodable books which match their sound they are learning in their daily phonics session, as well a reading for pleasure book chosen by the child themselves. Comments are made by a member of staff or a parent, this is a line of communication between school and home.

KS2 - Children are heard reading independently by an adult or their peers on a regular basis, changing their books when required. Children work their way through the stages according to their ability, progressing to reading literature of their choice (checked for suitability by an adult where necessary). The child takes these books home and records in their reading record. They also have a regular visits to the school library where they may take a book out, this supporting reading for pleasure.

### **Spelling, Vocabulary, Grammar & Punctuation**

Opportunities for teachers to enhance pupils' vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers should 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.

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They should also teach pupils how to work out and clarify the meanings of unknown words and words with more than one meaning. Pupils should be taught to control their speaking and writing consciously and to use Standard English.

They should be taught to use the elements of spelling, grammar, and punctuation listed in the curriculum. This is not intended to constrain or restrict teachers' creativity, but simply to provide the structure on which they can construct exciting lessons. The use of working walls in the classroom support the development of new vocabulary.

Throughout the programmes of study, teachers should teach pupils the vocabulary they need to discuss their reading, writing and spoken language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching.

### **Spelling at St Mary's is developed through:**

- ✓ The systematic teaching of phonics in KS1 using the Letters & Sounds scheme and the recurrent teaching of spelling strategies and conventions at KS2 using the 'Support for Spelling' document.
- ✓ Developing an increasingly wide knowledge of vocabulary and grammar, which are taught implicitly and explicitly from Year 1 through to Year 6.
- ✓ Regular dictionary and thesaurus work.
- ✓ Use of word banks and spell checks.
- ✓ Regular opportunities to identify and use spellings within a context.

### **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).

At St Mary's we believe that language is a powerful tool for learning and social development. We are committed to developing pupils' competence in their understanding and expression of spoken and written language through careful planning, teaching and assessment. Through reading, experience, exploration and excitement, the children learn to write enthusiastically and imaginatively in a wide range of genres and for a variety of purposes.

We use 'The Literary Curriculum', developed by The Literacy Tree. It is a complete, thematic approach to the teaching of primary English, which places children's literature at its core. Children explore a range of literary texts and experience unique significant authors as they move through the school. <https://literarycurriculum.co.uk/how-it-works/>

As a whole-school approach, it provides complete coverage of all National Curriculum expectations for writing composition, grammar, punctuation and vocabulary, as well as coverage of spelling, phonics and reading comprehension. All units lead to purposeful application within a wide variety of written outcomes.

### **Writing at St Mary's is developed through:**

### ***Shared Writing***

This provides an opportunity for teachers to demonstrate writing, including the thought processes that are required. Teachers should make explicit references to genre features, as well as word and sentence level work within the context of writing. Pupils contribute to the class composition by sharing their ideas with partners, in small groups or using individual white boards. This is also the time when children are given the opportunity to discuss, verbalise and refine ideas before committing to print. With knowledge of text type from shared reading sessions, children should be able to generate a list of features that they would expect to use in any writing genre about which they have learned. This can be used by teachers and children alike as one way of assessing children's writing and their understanding of the purpose and organisation.

### ***Guided Writing***

Children are given the opportunity to work as part of a small group to complete a piece of writing with the support and guidance of their teacher and peers. The group work together to begin a piece of writing and then continue independently whilst the teacher moves around the group and supports with individual needs as they arise. It is important that guided writing sessions are used with the range of abilities represented across the classroom and are planned carefully according to children's targets to promote progression in writing skills for all children.

### ***Independent Writing***

Children should be given the opportunity for a range of independent writing activities which clearly link to whole class writing objectives. These tasks will need an identified audience, clear purpose and should cover all aspects of the writing process. Children should be given the opportunity to self-assess and peer-assess writing, based on a rubric linked to the learning objective/year group objectives and developed by the class as a whole as part of the teaching sequence leading up to creating an extended piece of writing. Ideally, time to mark pupil's writing should be built into future lessons to allow children to go through their work with an adult, learning from their misconceptions and setting targets for future pieces of writing. As a school, we encourage cross-curricular writing opportunities where possible, using our rich and varied curriculum as an engaging stimulus for the children.

### **Handwriting and Presentation**

At St Mary's, children are taught to write legibly, fluently and at a reasonable speed. We believe a cursive style with correct letter formation must be taught as early as possible.

Please see the Handwriting Scheme and Presentation Policy for more details.

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).



### **Inclusion**

In planning work the teachers will aim:

- to provide breadth and balance of language activities for all children
- to provide a differentiated English curriculum to meet the needs of all the children
- through the continuity of experiences to set suitable learning challenges for individuals or small groups of children
- to respond to pupils diverse learning needs
- to liaise with the Special Needs Co-ordinator to ensure that provision is made for all children with S.E.N.
- to relate activities for S.E.N children to their individual targets and personal plans.
- to overcome potential barriers to learning and assessment for individuals and groups of pupils.
- to identify vulnerable groups who are not making expected progress, and provide appropriate support.

### **SEN Provision**

Pupils identified as needing extra support in English will be given the appropriate help in the classroom through quality first teaching. Providing for pupils with special educational needs should take account of each pupil's particular learning and assessment requirements and incorporate specific approaches which will allow individuals to succeed, such as using texts at an appropriate level of difficulty and planning for additional support.

### **EAL Provision**

At St. Mary's we are a very diverse community and have a high intake of pupils who do not hold English as a first language. Providing for pupils with English as an Additional Language should take account of each pupil's ability and grasp of the English language.

Teachers should both differentiate planning for these children but also allow them the time to be immersed in the language, modelling high quality talk at every opportunity.

### **Monitoring and Evaluation**

Termly monitoring will take place by the English leader - this will consist of learning walks, planning checks, book looks, pupil conferencing and data analysis. Feedback given to class teachers and senior leadership team. Annual feedback to the Governing body.

This policy will be reviewed annually by the English leader, in consultation with the staff, and as and when elements of English are identified or prioritised within the School Improvement Plan.

Revised: June 2020 by Oliver Knight (English Leader)

To be reviewed: September 2021