



Badby School

English Policy

Rationale

At Badby School we aim to inspire all children to reach their full academic potential and this policy reflects our aims and objectives in relation to the teaching and learning of English. It sets out a broad framework within which teaching staff can operate and outlines principles of planning, teaching and assessment.

This policy is a reflection of our commitment to deliver excellence in teaching and to act in accordance with, or to exceed, statutory requirements. It should be read in conjunction with the 2014 National Curriculum and the Early Years Foundation Stage Framework, which set out the rationale for teaching each area of the English curriculum and specify the skills to be developed by the majority of pupils in each year group.

At Badby School, we are passionate about the development of the whole child; the ability to communicate effectively leads to self-confidence and a healthy self-esteem and it is in this context that this policy is set. Our aim is that all pupils

leave us with an ability to express themselves correctly and appropriately, in spoken and written language, and to read accurately, with understanding and with enjoyment.

In order to develop in these areas, pupils are taught to:

- Learn to use spoken and written language confidently, allowing a variety of interpretations and outcomes.
- Use a range of activities and contexts for spoken and written language to entertain, reason, persuade, argue, explain, instruct and describe, including opportunities for interactive learning and for the use of language in relevant, real life contexts.
- Develop language skills in and through all curriculum subjects.
- Develop a lifelong love of reading and become keen readers across a wide range of texts.
- Make articulate, perceptive and informed comments about a variety of texts, including media and moving image texts.
- Recognise that writers manipulate language and form according to purpose and audience.
- Use materials which reflect cultural and social diversity and which provide positive images of race, gender and disability, free from discrimination and stereotyping.

A variety of teaching and learning styles are adopted to ensure that all children are included and valued and in accordance with requirements of the 2014 curriculum.

Teaching and Learning Overview

English is at the heart of the curriculum, so that subject matter from other areas is available as content or stimulus for speaking, listening, reading and writing. All curriculum areas involve some aspects of English.

Early Years Foundation Stage

By the end of Foundation Stage, most children will:

- Listen attentively in a range of situations.
- Enjoy listening to stories, anticipate events and respond with relevant questions, comments or actions.
- Give attention to what others say and respond appropriately.
- Follow instructions involving several ideas or actions.
- Answer how or why questions about their experiences and in response to stories or events.
- Express themselves effectively, showing awareness of the listener's needs.
- Use past, present and future forms when talking about events.
- Develop their own narrative and explanations by connecting ideas or events.

In reading and writing, most children will:

- Read and understand simple sentences.
- Use phonic knowledge to decode regular words and read them aloud accurately.
- Read some common irregular words.
- Demonstrate understanding when talking with others about what they have read.
- Use phonic knowledge to write words in ways which match their spoken sounds.
- Write some irregular common words.
- Write simple sentences which can be read by themselves and others.
- Spell some words correctly and others in a phonetically plausible way.

Key Stages 1 and 2

The English programme of study, as detailed in the National Curriculum 2014, is based on the following four areas of teaching and learning:

- Spoken language
- Reading
Word reading/decoding
Comprehension
- Writing
Transcription
Handwriting and presentation
Composition
- Spelling, vocabulary, grammar and punctuation

By the end of each Key Stage, pupils are expected to know, apply and understand the skills and processes specified in each area.

Spoken Language

Pupils are taught to:

- Speak confidently, clearly and audibly in a range of contexts.
- Learn to adapt spoken language, varying use according to purpose and audience.
- Learn to listen with concentration in real contexts.
- Learn to take part in discussions, negotiations, debates and presentations, justifying opinions and evaluating and building on others' ideas.
- Speculate, hypothesise and explore ideas.
- Ask questions to check understanding.
- Develop vocabulary and build knowledge.
- Select the appropriate register for effective communication.
- Give well-structured descriptions and explanations.
- Participate in performance, in both drama and poetry.

Outside English lessons, the school provides a variety of forums in which to practise these skills. These include assemblies, public performances and plays.

Reading

At Badby, we believe that reading is central to all learning. We seek to foster in our children a genuine love of literature and a desire to read for pleasure, educating them to be inquisitive and thoughtful readers.

Our aim is that children:

- Gain enthusiasm and enjoyment from the written word and enrich their language and understanding.
- Have opportunities to hear a wide variety of texts read aloud.
- Have access to a wide range of reading materials in various formats.
- Appreciate that books from all genres are produced by authors, illustrators and publishers, and develop opinions about the work of these people.
- Are encouraged to use a range of reading strategies in an appropriate way.
- Offer personal and critical responses to what they read.
- Are able to use their reading skills to improve their learning across the curriculum.
- Perceive research as an enjoyable and purposeful activity.
- Have opportunities to use the school and class libraries.
- Develop reading as lifelong learners.

The timetable enables a variety of reading experiences within English lessons, in guided and shared reading sessions, discretely and in a variety of cross-curricular contexts.

Guided Reading

Each child will be listened to in a guided reading session at least once a week. In KS1, teachers follow the Little Wandle Letters and Sounds Revised programme (see separate Phonics Policy). In KS2, teachers introduce a new objective through whole class shared reading, which is then the focus of guided groups throughout the week. Children then complete a whole class reading comprehension or discussion around a film/picture on a Friday.

Children also read individually to teachers and teaching assistants, who invite them to share and discuss their responses.

Reading for Pleasure

We believe that reading is the one thing that will ensure our children make progress. As such, we have an ethos of promoting enjoyment for reading throughout the whole school.

> Every day, we have a DEAR session, when we Drop Everything And Read. Every class in school has 15 minutes when everyone reads their own choice of text, including adults.

> Teachers read to their class at the end of every day in order to promote interest and excitement in literature.

> We have a group of Year 6 children who are our Book Squad - they champion reading in school by taking charge of a display board in the library, carrying out reading assemblies and running a lunchtime book club.

> Adults in school carry out a reading assembly regularly. Children see members of staff (not just teachers) reading parts of a story, promoting discussions.

> We have developed a reading spine for each class. Teachers read these books to the class and children read them independently as well. These include a range of rich and culturally diverse books.

> We have had visits from authors and illustrators, which have been successful in raising interest.

> The whole school celebrates World Book Day every year, involving a range of activities for children to share, including a book swap.

Assessment of Reading

We assess the following aspects of each child's development as a reader:

- The acquisition of a growing range of strategies for decoding words and making sense of the text.
- The ability to use these strategies appropriately and flexibly.
- The enjoyment of books and reading, and confidence and motivation in approaching new texts.
- The range of reading experiences, both at school and at home.
- The ability to reflect on reading and respond personally and critically to written text.
- The ability to access, assess and present information from non-fiction texts.
- The ability to use a variety of tools, to access and research information.

After completing the fully decodable phonics books (as set out in Little Wandle), children in KS1 follow a reading programme which is based on a range of banded (colour coded) books. Class teachers move children to the next colour in the reading programme when sufficient progress has been made. The books are from The Oxford Reading Tree scheme and have been assessed and colour coded according to their level of difficulty. These books are taken home for reading practice with parents/carers and are changed weekly. As children reach the end of the colour coded reading programme, they progress to "free choice" books which are based in classrooms and in the library. Class teachers advise children to choose from levels which match their reading ability.

Book Band
LILAC
PINK A
PINK B
RED A, B
RED B, C
YELLOW A, B
YELLOW B, C
BLUE A, B
BLUE B, C
GREEN A, B
GREEN B, C
ORANGE A, B
TURQUOISE A
TURQUOISE B
PURPLE A, B
GOLD A, B
WHITE extension A, B
LIME extension A, B

Children working at the expected standard should leave Year 2 on White Band books or be a free reader. It is expected that the majority of Year 2 children will have met the expected standard by the end of the Key Stage. Children who have not met the standard will continue to progress through the programme along with additional interventions from the class teacher.

Writing

Teachers understand the skills and strategies involved in teaching writing and understand that writing is essential to thinking and learning and to investigating and organising ideas. Writing should be seen as an enjoyable activity in itself.

The 2014 Curriculum divides writing skills into two dimensions:

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

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

Pupils should:

- Be taught to write fluently and accurately, understanding related rules and conventions.

- Learn to write for communication by creating images, describing experiences, ideas and feelings, and organising information in order to engage, inform and persuade.
- Learn a variety of forms of writing, such as letters, notes, narratives, poetry, explanations, descriptions, comparisons, summaries and evaluations.
- Be able to choose form and content to suit purpose and audience.
- Be able to compose on paper and on screen, using different fonts and layouts.
- Learn to respond critically to their own and to others' writing.
- Learn to redraft their work to develop and improve content, style and accuracy.

In order to maintain a positive climate for writing, teachers should:

- Ensure that extended writing time is frequently and regularly available.
- Provide access to a wide range of quality reading resources including non-fiction, stories, poetry and play scripts in various formats.
- Create frequent opportunities to share and publish writing.
- Share their own favourite writing and texts with the children.
- Allow opportunities for reading whole texts as well as extracts.
- Expose children to a wide range of authors, poets and storytellers, planning opportunities for children to encounter good examples of writing and investigate an author's craft.
- Use demonstration as well as shared and supported composition on a regular basis.

Handwriting

Aims are:

- To develop a legible, fluent and comfortable style.
- To appreciate the aesthetic qualities of handwriting.
- To gain pleasure from presentation.
- To ensure that a good standard of handwriting is used and maintained in all areas of the curriculum.

Children are taught handwriting from Foundation Stage and discrete handwriting sessions then help children to progress through three stages:

Stage 1 - developing correct letter formation, posture and pencil grip.

Stage 2 - learning to join letters and developing a cursive style.

Stage 3 - to be increasingly able to make their first draft their best copy.

Teachers are expected to set a good example by writing neatly and in the style agreed when marking children's work or writing on the board.

Spelling

In KS1, children are taught spelling through the Little Wandle phonics programme. From Year 2 onwards, teachers use the Jane Considine approach to teaching spelling. Children carry out daily and weekly spelling activities and investigations that are built on the fundamentals of teaching spelling with strong phonics foundations. Spelling lists and activities are put on EdShed for children to practise.

Children are taught strategies enabling them to:

- Spell accurately and identify reasons for mis-spellings.
- Proof-read their spelling.
- Recognise and use word origins, families and roots to build their skills.
- Use dictionaries, thesauruses and spell-checks.

The majority of children will be able to spell words specified in the appendices of the National Curriculum 2014 at the end of each school year and/or key stage.

Vocabulary

At Badby School, we understand the importance of vocabulary across the curriculum. In addition to reading texts to the class around our topic/theme, children are exposed to new vocabulary in the knowledge organiser at the start of every new topic. At the end of the topic, they produce a double page spread to show what they have learnt, highlighting any new vocabulary.

Planning

Long and medium term plans provide overviews of genre, content, resources and objectives across each term, whilst short term planning is flexible in reflecting the teacher's formative assessment of achievement after each session. Planning is in accordance with the National Curriculum framework for the coverage of reading, writing, poetry, speaking and listening, drama and role play across a variety of genres.

Objectives should be taken from the national curriculum. Staff are trained and encouraged to deliver lessons using resources from Jane Considine's "The Write Stuff". In addition, resources from Twinkl, Read, Write, Perform and Literacy Shed are all regularly used by staff to deliver a broad and balanced English curriculum, which is tailored to the needs of the class and to the individual child.

All planning should be differentiated using Arbor in order to ensure specific needs are met for the children. For those children working below their actual age group, objectives should be used to plan their learning from previous year groups. For those children working above ARE (Age Related Expectations), greater emphasis should be placed on deepening learning experiences. Support for children working above or below their ARE should be sought from the subject leader and/or the SENDCo.

Success criteria should be clear and linked to the learning objective. This should be stuck in children's books at the start of the unit and should include success criteria for the whole unit of work.

Assessment

Teachers use assessment as an integral part of the teaching and learning process and link it clearly to learning objectives. They record and track each child's progress, showing analysis of achievement in relation to learning objectives and using this to set future targets. They use a variety of formative assessment methods and constructive marking strategies, involving children in their own assessment through explicit understanding of learning objectives and target-setting for personal improvement.

At the end of a unit of work, a final piece of independent writing should be done, cross-curricular if possible, as a way of showing that the children can apply the objectives and success criteria covered throughout the unit independently.

Formal assessment in writing also takes place three times per year during the whole school assessment week (see diary for dates). A suitable writing assessment task can be chosen and completed during assessment week to provide further evidence of teacher assessment.

Assessment of reading comprehension

Formal assessment takes place during the designated assessment weeks in December, March and June. The appropriate Twinkl/SATs assessment papers are used for each year group. Children's progress in reading is monitored and teachers use evidence from assessment to inform the school's tracking system (Arbor).

Guided reading also provides monitoring and assessment opportunities. During the daily reading session, children work in ability groups with a focus on specific learning objectives. Teachers use VIPERS from the Literacy Shed to support their planning and questioning. Teachers update Arbor regularly as children achieve the objectives.

Guided reading sessions last 25-30 minutes every afternoon and include a guided reading group working with the class teacher and, where possible, a teaching assistant. Appropriate resources are used with each group and teachers/teaching assistants record assessment comments on sheets for each group.

Opportunities for mastery should be frequent and utilised at every opportunity throughout the whole curriculum in order to be able to assess progress of the child.

Staff moderate children's work within school every term and with other iMAT schools.

Pupils' work should be marked in line with Badby School's marking policy. The use of developmental feedback should be apparent in order to create a dialogue with the child; including opportunities for response, corrections and challenge.

Displays and Resources

In the classrooms there should be, either on display or easily accessible to children, age appropriate resources, to support children. A working wall should offer support for children's learning and understanding of key objectives being taught.

There should also be cross-curricular English work on display in classrooms and in other areas of the school in order to encourage a positive attitude and enthusiasm towards English for all groups of children.

Professional development

- The English Leaders attend relevant training and report back to all staff.
- The iMAT 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 iMAT and with support from the LA for Year 2 and Year 6 teachers.

Our Curriculum overview, medium and short term planning can help support this policy, as will a look at these relevant schemes of work:

- Phonics
- Grammar and Punctuation
- Spelling

Specific groups:

- Analysis of English achievement is carried out termly, pupils who are slow moving or making little or no progress are discussed and plans made.
- Pupils entitled to pupil premium are given additional English support and this is monitored for effectiveness termly.
- Pupils with EAL are given additional support, where necessary.
- Pupils with SEND will have English-based targets identified if necessary.

This policy will be reviewed annually by the governing body and was last reviewed:

Agreed by staff: May 2022

Agreed by Governors: