



Bowerhill Primary School

English Policy

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Reading

At Bowerhill we aim to help all children become confident, enthusiastic, critical and independent readers and to equip them with the necessary skills to understand and respond to a range of literature. An effective reader is someone who uses a variety of strategies appropriately, is interested in and excited by books and who can express an opinion about what has been read. Children will have opportunities to experience print produced in a variety of forms and for a variety of purposes.

The Teaching of Reading at Bowerhill

Children will be taught how to use a range of reading strategies during a 20-30 minute reading session, 4-5 times per week, and/or during English or Topic lesson time. These strategies will be taught in a variety of ways, through whole class, group and individual reading work using a text closely matched to the skills being taught.

Year R and 1's reading sessions take place through phonics sessions following Letters and Sounds.

Years 2-6: The reading sessions will be planned alongside the English weekly plan following the integrated 3 phase Reading approach (see under writing below).

There will also be opportunities in the week for children to hear a story read to them, at the end of the day for example, and to read their own choice of book independently.

Phonics

At Bowerhill Primary School we follow Letters and Sounds to teach Phonics.
See Phonics Policy.

The Reading Scheme books

Children learning Phonics have access to books which relate to their phonics phase and therefore phonic ability.

Children then have access to books at a colour which is designed for pupils meeting ARE for reading in their year group, as well as a smaller selection of books for pupils working toward or below this level, or above. Alongside these scheme books, each class is equipped with a wider selection of books suitable for the age range of the children. Children can choose one of these books alongside their 'scheme' book if they wish.

Additional book resources can also be ordered from the Learning Library at 3 points in the year to meet any other additional reading needs identified by the teacher. Children also have access to the school library for a range of non-fiction texts.

Monitoring and Assessment of Reading

Assessment of individual pupil's reading skills will be updated on Pupil Asset at the 3 data drop points throughout the year. Each child will complete Headstart Reading Comprehension papers when set by WHF and this information will inform Pupil Asset formative assessments.

Teacher assessments will also be made during the phase 2 comprehension week of reading as to which of the reading domains require further practice.

Each child will have a reading diary in order to record reading undertaken at home. They are expected to read a minimum of 5 times per week. These diaries will be checked and stamped in school, to ensure that reading practice is happening at home. Children will be celebrated and given a prize for recognising their reading at home for every '20 reads' they accomplish.

Developing a Culture of Readers

We feel that the children at Bowerhill should enjoy reading and have opportunities to read for pleasure. Some time is given to children most days to choose and read for pleasure. We have also offered (pre Covid 19) our children a range of opportunities to develop their interest in reading e.g. school visits to Melksham Library and to Wiltshire & Swindon Learning Resources, author visits to the school and visits from book fairs.

Writing

Planning

Our English teaching and learning sequence follows the 3 phase approach and integrates reading and writing:

This table shows how the phases for reading and writing sit alongside each other.

	Reading	Writing
Pre phase 1	<p><u>Reading: pre-phase 1</u> <u>Purpose: to give children the background knowledge so they can access the text/ animation.</u></p> <ul style="list-style-type: none"> • What do the children need to know to access the text? • Do they need to know about a country? Way of time? Historical time period? Familiarity with a genre? • Don't feel the pressure to cover reading objectives: research/ games/ videos/ listen to texts... • Engaging! Fill children's heads. Get them to debate, show them clips and read to them. 	<p>The first thing to do when planning the writing is to write an exemplar of the phase 3 outcome so each teacher is clear of the expectation and of the key learning.</p>
Phase 1	<p><u>Reading: phase 1</u> <u>Purpose: Phase 1 exposes children to literature that may support in phase 2 writing</u></p> <ul style="list-style-type: none"> • You are unlikely to be reading around grammar objectives here like relative clauses. • Teach reading skills (using reading integra objectives) that link to phase 2's writing skill. <ul style="list-style-type: none"> ○ <i>Fiction e.g.: If children are creating an exciting atmosphere in their writing, they may look at different extracts in reading, considering how author's use language and sentence structure to create that excitement.</i> ○ <i>Non-fiction e.g.: If children are looking at a non-chron report and cohesion within a paragraph, they might</i> 	<p><u>Writing: phase 1</u> <u>Purpose:</u> <u>Children become familiar with the text, language and genre type.</u> <u>To understand characters'/ key themes...</u> <u>Practise and apply two writing skills</u> <u>Immersion</u></p> <ul style="list-style-type: none"> • Introduce text (may not be all of it) • Teach the skills that you don't want to 'read around' in the reading sessions. <i>Grammar and 'drier' stuff input.</i> • Produce two skills writes. (Skills writes should be a familiar genre to the children so you do not need to teach the features – see table and text below for genre

	<p><i>look at the structure of a paragraph: subheading; topic sentences; points that give more detail; conclusion sentences (if needed). Reading objective: Identify the structural conventions of non-fiction in relation to the text type (see range)</i></p>	<p>ideas appropriate to each year group. The focus is the application of the skill.)</p> <ul style="list-style-type: none"> • What drama/ speaking and listening would deepen the children’s understanding of the plot/ theme/ issues/ characters?
<p>Phase 2</p>	<p><u>Reading: phase 2</u> <u>Purpose: To develop comprehension techniques.</u></p> <ul style="list-style-type: none"> • Use look, clue, think, text-to-text, text-to-world and text-to-self questions based on text. <p>E.g.: To ensure answers produced are of a high quality, pre write possible answers with the appropriate detail. Then model that expectation.</p>	<p><u>Writing: phase 2</u> <u>Purpose: To practise skills that will be used in phase 3.</u> <u>To plan and orally rehearse phase 3 piece.</u></p> <ul style="list-style-type: none"> • Teach 2 writing skills that you would like to read around in phase 1 reading. Skills writes here will include the grammar/punctuation skills from phase 1 writing but will mainly be to practise (through short burst write) the skills read around in phase 1 reading e.g. character, setting, atmosphere or whole text type stuff. • You may want to include a discrete practise lesson (<i>write sentences practising using subordinating conjunctions</i>) • Teacher can start to model planning process/children plan • Oral rehearsal
	<p><u>Pre-phase 1: non fiction</u> <u>Purpose: to give children the background knowledge so they can access the next writing genre.</u></p>	<p><u>Phase 3: writing</u> <u>Purpose: To apply the skills from phase 1 and 2.</u> <u>To edit writing for errors (sense, tense, spellings, punctuation errors.)</u> <u>To revise writing (to alter word choice/ sentence structure, formality)</u></p> <ul style="list-style-type: none"> • Use strategies to support the children like slow writing, modelled writing, shared writing or guided writing. (Generally, only model a few sentences.) • Revise- use an editing strip if the child needs to rewrite a section.

		<ul style="list-style-type: none"> • Phased editing: first read through your work and check every sentences begins with a capital letter... • Use of an spelling window so they can see only one word at a time (spelling). • A final 5 step edit and revise lesson saved in Staff shared >English>Writing>Editing and marking guide.
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Year by Year Genre Coverage

The information below shows suggested fiction and non-fiction writing genres appropriate to each year group.

Ideas for narrative writing – for big write/end of unit write or short burst writes.

Character description – use show don't tell, use dialogue, role on the wall/character profile, top trump card, wanted poster

Setting description – use to create atmosphere (and contrast with character perhaps), advert for a setting, poem about a setting.

Object description – describe 3 things inside the ...

Dialogue between two characters (LKS2)

Prequel (UKS2)

Sequel (UKS2)

Alterative ending

Alternative version e.g. key character has the opposite personality traits.

Change the plot of a traditional story e.g. Little Red Riding Hood gets lost in the woods and never arrives at Granny's.

Story with a similar theme – same message or setting maybe, but different character

Different genres – fairy tale, suspension, flashback, quest, myth/legend, fantasy world, traditional tale (how the ... came to be).

Retelling familiar stories (KS1)

Stories based on familiar settings (KS1)

Stories with predictable patterns and language (KS1)

Divide a story into mini chapters to be retold to different characters in a different style (UKS2)

Give beginning/end, children write the middle.

The Wishing Tale, The Warning Tale, The Losing tale, The Finding tale, The Tale of Quest, The Tale of defeating the monster, The Meeting tale, The Tale of Fear (Pie Corbett) (KS2)

Poetry up to LKS2 – focus on rhythm, patterns, figurative language (alliteration, simile, onomatopoeia...)

Poetry in UKS2 – focus on punctuation, figurative language (as above plus hyperbole, metaphor, personification)

Non-fiction Genre Progression

	To inform		To argue		To explain	
	Reports	Recounts	Persuasion	Discussion	Instructions	Explanation
Y1	Information about one subject. Use a heading, opening sentence and concluding sentence.	School trip – simple events in order based on an experience. Use time words – first, then etc.	Party invitation – draw attention to highlights of the party.		One sentence as a hook to introduce, bullet points to list, use a heading, precise and clear language, time words for cohesion.	
Y2	As above but with 2-3 sections with subheadings. It could include 'did you know' facts and bullet points for facts.	As above. Postcards too. Use informal tone, viewpoint, past tense, interesting points, greeting, summary and sign off.	Poster for an event – opening statement, highlights with exaggerated language (best in the world, jaw- dropping...).		As above with a statement and/or rhetorical question to hook/introduce, numbered points and adverbs to organise.	
Y3	As above but using pictures, captions and diagrams as well. Points made in a sentence should then be developed further.	As above. Letters too – with a correct and consistent tone throughout depending on the audience.	Advert – use hyperbole and expanded details.		As above with a more detailed hook and opening. Instructions may include a viewpoint. The language will begin to match the audience: formal/informal/humorous.	
Y4	Eye witness report: Use fronted adverbials to develop cohesion within and across paragraphs. Non-chronological report as year 3 but with developed	As above. Diary entry too. Set the scene, add descriptive detail, reorientation at the end, comment on events, add	Letter – intent of letter, opening statement, paragraphed points to elaborate details, reiterate in a summary that restates the opening. Use hyperbole and		Begin to add more detail to each instruction including additional information to clarify a point and add precision or safety information.	Explain a simple process in a diagram e.g water cycle. Use sentence stems and rehearse orally. Use simple conjunctions such as however, because. Use time

	use of subject specific/technical language.	interesting or amusing anecdotes.	emotive language. Use connectives such as this shows..., I strongly believe..., this mean that... Use generalisers such as many people think that..., most people will agree that...			connective such as first, next, several months later... Use technical vocabulary.
Y5	As above but use multiple sub-headings. Could use rhetorical questions. Use links across and within paragraphs. All facts to be explained and developed.	As above. Newspaper report too – with sophisticated cohesion, adverbials, formality maintained, 3 rd person, past tense, orientation and reorientation.	Leaflet – strategically organise information, elaborate on details, have a consistent, cohesive viewpoint. Link the closing statement to the opening statement. Writing will generally show a movement from the generic to the specific.	All points 'for' to be grouped then all points 'against'. A general viewpoint given in the conclusion. Sentence openers used to aid cohesion – In addition..., On the contrary...	As above. Develop the hook to appeal to a particular audience. Develop parenthesis in each instruction (for additional information, humour or safety information – think about use of punctuation~).	As above, and use diagrams, simple present tense, first paragraph to introduce your subject to the reader, a general statement followed by logical steps to explain how or why, begin to move to more formal written explanation using sentence stems/oral rehearsal, use more complex sentence structures/cohesive devices: this happens because... as a consequence... this causes...
Y6	Possible mixing of genres – explanation/instructions. Use passive voice and maintain the level of formality.	As above – instructions/newspaper. (Auto) biography too – maintain formality level depending on audience, consistent person, distinguish between fact/opinion.	A speech or persuasive argument – show a balance between facts and opinion, strategically order points for impact, short sentences for emphasis, make your reader feel that everyone shares the same opinion. Counter arguments could be used to strengthen your own argument.	For and against points are intermingled. A point is raised but the reader may then move on to discuss the counter argument. A balanced viewpoint is given in conclusion. Sentence openers are used to aid cohesion so the reader is clear what you are discussing, and the link between points.	Instructions must be consistent in style according to audience and purpose. Formality level to be maintained throughout the piece. Use an engaging and substantial hook, and clear cohesion: As you..., Once you have... Conclusion to sum up.	Explain how something works – a more complex cycle. Decide whether diagrams, charts, illustrations or a flow chart would help to explain.

Other possible writing opportunities for short burst writes or topic writing:

Inform: non-chronological report, journalistic report (magazine, news bulletin, newspaper...), police report, eye-witness report, weather report, review of a book/play/film

Recounts: diary, letter, postcard, visit writing, autobiography, biography, a day in the life of... (character)

Persuade: invitation, letter, poster, leaflet/brochure, advert, speech, argument, review, 10 reasons to....

Discuss: Speech, debate, argument

Instructions: recipe, manual, rules, handbook, spell, craft instructions, how to be a ...

Explanation: process or cycle, cause and effect.

Modelled Writing

Every piece of writing undertaken by a child should first be modelled by the teacher as described below. These modelled pieces of writing then remain up in the classroom as references for the class.

Modelled writing may be conducted as a whole-group, small-group, or one-on-one activity. It involves the teacher composing text and demonstrating the way an effective writer works. During modelled writing the teacher is in control of what is being modelled. Planning for explicit strategies or processes to be modelled is important. They need to be specific and focused on the observed needs of the pupils. Pupils participate by listening and watching. It is crucial that the teacher ‘thinks aloud’ the thinking processes involved in effectively reading a text.

Features of Modelled Writing:

- Each session has a planned focus
- Pupils should be seated so that they can clearly see the teacher writing
- The teacher should demonstrate writing for a variety of purposes and audiences
- Both compositional and secretarial aspects should be addressed.

Assessment and marking

At the end of each unit taught in English lessons, teachers will highlight which of the Integra objectives were met in that piece of writing, and provide a next step for children, where necessary, to address a skill missing from their writing. This data can then inform each data drop point, as well as future unit plans.

After a final piece of writing at the end of each unit is taught, teachers will follow the editing/revising process.

1. Share a the writing – book on top of book with partner.

Children: 1. Read their writing out loud. 2. Highlight their favourite or best bits. 3. Share these with a partner.	
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Teacher: 4. Magpies word and phrases for the working wall.	
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2. Evaluate

Teacher: 1. Shows a section of writing with an example of the learning objective which most of the class need more work on.	
Partners: 2. P2 reads P1's writing, as P1 identifies evidence of the objective in their work. 3. Partners decide on the best examples together and P1 highlights his/her own work. 4. Repeat 2 and 3 with P2's writing.	
Teacher: 5. Takes feedback and could write successful examples onto flipchart.	

3. Revise

Teacher: 1. Models improving a section of writing (written by the teacher with mistakes) that includes the chosen learning objective.	
Partners: 2. Use the examples to improve/add to P1's writing. 3. Reverse roles.	

4. Edit

Teacher: 1. Models correcting proofreading points using a section of writing (teacher to produce own section with sp, p and { errors).	
Partners: 2. Correct the first proofreading point in P1's writing. 3. Reverse roles. 4. Repeat steps 2 and 3 for other proofreading points.	

5. Marking after the lesson:

Teacher: 1. Highlights in green any of the learning objectives which are met.	
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2. Identify one next step (in pink) that would make the biggest difference to the piece of work and write it as a command.	
Children: 3. Follow the next step instruction in green pen, using an edit flap if necessary.	
Teacher: 4. Acknowledges improvements e.g 😊 or tick	

Working Walls for Writing

The look of your planning display is down to teacher choice however, we ask that there is some consistency of content across the year group. Each display must indicate which reading and writing skills from Integra are to be explicitly taught over the unit (2x compositional, 2x grammar/punctuation), as well as the overall writing aim and the title of the quality text used as a stimulus.

Your working wall should also include the speed sounds chart, conjunctions mobiles and the effective discussion poster and speech bubbles.

As the unit progresses, class work can be added to the display to show when and how the skills have been covered. Another integral part of the planning display, is child involvement. Children must be able to talk confidentially about what is on the display and how this supports their learning.

Word of the Week

Word of the week should also be on display in each classroom (Y1-6) as detailed on the Powerpoint in Staff Shared > English > Word of the Week. This is to improve children's vocabulary use and understanding.

Drama

At Bowerhill, we recognise the enormous value of drama and role play. Pupils are given planned opportunities to use a range of dramatic forms to express feelings and ideas both verbally and non-verbally.

In normal circumstances (pre-Covid 19), children are encouraged to appreciate drama, both as participants and observers through theatre visits, visiting drama groups and plays and assemblies performed to parents from each year group over the course of the year. In addition, visits from well-known individual characters will be planned in throughout the year. We believe the use of 'real' characters in costume will create an immensely powerful learning experience.

We aim for:

- Opportunities to be given for the development of drama in a variety of contexts, including time in the role play corner of every classroom in EYFS and KSI.
- Pupils to be encouraged to use drama to link ideas through role-play, hot seating, tableaux, mime and freeze-frame techniques
- Pupils to explore a range of endings to stories through role-play and use these as a pre-writing stimulus

Speaking and Listening

At Bowerhill, we believe it is important to provide planned opportunities for a range of speaking and listening tasks. This encourages children to develop as fluent, confident and competent speakers who are also able to listen with interest and understanding for sustained periods.

Speaking encourages pupils to work co-operatively with others and to listen to the views of others. Working collaboratively and sharing ideas is a valuable and supportive exercise that is planned and developed within each classroom.

We aim for pupils to be able to:

- Use speech appropriately for different purposes
- Adopt appropriate vocabulary, tone, pace and style for a variety of audiences and in a variety of situations
- Understand the effect of speech on the listener
- Use talk to develop and express ideas
- Communicate meaning effectively
- Listen attentively and derive meaning from what others say and respond with confidence
- Develop the skills of turn-taking, negotiation and reaching consensus.

Spelling

At Bowerhill Primary School we teach spelling following the Read, Write Inc Oxford Owl scheme. See Spelling policy.

Grammar and Punctuation

Integra writing objectives include all the grammar and punctuation objectives specific to each year group. Grammar and punctuation from previous year groups should also be revisited and revised regularly as necessary. For example, any grammar or punctuation feature can be referred to in a modelled write or edit/revising time regardless of which year group it was first introduced. Two specific grammar and punctuation objectives are chosen for each unit of work in English and form an integral part of the teaching and modelling of writing in the daily English lessons.

Handwriting

It is important for pupils to be able to write clearly and develop a fluent and legible handwriting style. Presentation should be neat and joined from Year 2 up.

In Reception the children are given a wider diameter or larger triangular pencil where necessary, until their fine motor skills are developed and they can form letters correctly and consistently. Children engage in dough disco, squiggle while you wiggle and gym activities to help build up their fine and gross motor skills ready for writing. When they have acquired these skills for writing a normal HB pencil is used.

From year 3, children can have a pen if their handwriting is consistently joined, in a cursive style. This is decided by the class teacher.

Children will always be encouraged to sit correctly, hold their pen/pencil correctly and to position their paper correctly. For children who have a poor pencil grip we provided moulded pencil grips. We also provide writing slopes for children who have difficulty writing on a flat surface.

Appendix I: Reading Glossary

cloze

an exercise in which certain words are deleted from a text and a gap left. The learner's task is to supply the missing words. The teacher chooses which words to omit, depending on the learning task. Words can be deleted in a specific way, e.g. adjectives, conjunctions, or randomly (every nth word). Cloze procedure can be used to measure readability.

comprehension

the level of understanding of a text:

literal

the reader has access to the surface details of the text, and can recall details which have been directly related.

inferential

the reader can read meanings which are not directly explained. For example, the reader would be able to make inferences about the time of year from information given about temperature, weather, etc and from characters' behaviour and dialogue.

evaluative

the reader can offer an opinion on the effectiveness of the text for its purpose.

cue

a source of information. In reading, children may use contextual, grammatical, graphic and phonological cues to work out unfamiliar words. Fluent readers orchestrate different cues and cross-check.

decode

literally, this means to convert a message written/spoken in code into language which is easily understood. In reading, this refers to children's ability to read words - to translate the visual code of the letters into a word.

scan

to look over a text very quickly, trying to locate information by locating a key word.

skim

read to get an initial overview of the subject matter and main ideas of a passage.

Appendix II: Writing Glossary

discussion text

a text (written or spoken) which presents all sides of an issue. A discussion text typically begins by outlining the issues before making points for and against. These points are backed up with evidence. It often concludes by stating an opinion in favour of one particular side, or by asking the reader/listener to decide. An example of a discussion text would be presenting arguments for and against school uniform, or for and against a new runway at Manchester Airport.

draft

preliminary written form of document; a **text** may develop through a number of drafts before reaching final draft stage, at which time it may be published. The process of working on a document at the composition stage is called drafting.

edit

to modify written work, either own or another's, in preparation for publication. This process takes place after **drafting** (composition), **revising** (major restructuring) and before **proof-reading** (a final check for typographical, spelling errors, etc.). It involves checking of facts, minor improvements to style at sentence level, and checking for **accuracy** and **agreement**.

explanation text

explanation text is written to explain how or why something happens, e.g. how river valleys are formed or why the Romans built roads. Typically such text consists of a description of the phenomenon and an explanatory sequence. The writer will normally need to use **connectives** expressing cause and effect (e.g. *so, therefore, as a result*) and time (e.g. *later, meanwhile*).

The **passive** often occurs in writing of this kind. For example:

Roman roads are considered to be a miracle of engineering.

information text

text written to inform. Examples include **explanation, report, procedure** or **recount**.

instruction text

text written to help readers achieve certain goals. The text may consist of a statement of the intended outcome, the materials needed to achieve it and a sequence of actions in chronological order. Connectives will often be time-related; verbs may be imperative, and will often be placed at the beginning of sentences to form a series of commands. Examples of this type of text include recipes and instructions.

non-chronological text

writing organised without reference to time sequence. Typically, writing organised by characteristics and attributes, for example, a report on a town might be organised into population, situation, facilities.

recount text

a text written to retell for information or entertainment. A fictional narrative recount may consist of scene-setting, a starting point, a problem, account and a conclusion. The language is descriptive, and there may be dialogue. Characters are defined and often named. A non-fiction recount may begin with a scene-setting introduction, and then retell events in chronological order. An example of this type of text would include writing about visits, newspaper accounts of an event or a biography.

report text

a non-chronological text written to describe or classify. The text often begins with a general classification, moving to a description of particular characteristics with a final summary. It is often written in the continuous present tense with generalised participants (*people, cats, buildings*). An example of this sort of text would include a report on dinosaurs or Roman housing, a guide-book or a description of a scene.