



English Policy

2018-2019

English at St. Bede's Catholic Primary School

At St Bede's Catholic Primary School, we strive for excellence in English achievement throughout the school. We hope to develop children's abilities within a cross-curricular programme of Reading, Writing and Speaking & Listening. Across all classes, pupils are given opportunities to develop their knowledge, understanding and use of spoken and written English, within a balanced and exciting curriculum. There are lots of opportunities for children to consolidate and reinforce taught English skills and to apply them in a range of contexts.

Aims

- Learn how to read and write with fluency, understanding and confidence, developing a range of independent strategies to take responsibility for their own learning.
- Be encouraged to develop a love of reading and to read for enjoyment.
- Develop their ever-growing vocabulary, through an interest in words and their meanings.
- Learn to write in a variety of styles and be able to apply characteristic features of texts to their own writing.
- Develop a technical vocabulary with understanding of grammatical terminology.
- Learn how to apply grammatical terminology in their own writing.
- Experience a range of text/media types, genres and authors, across a range of contexts, to develop their understanding.
- Have the opportunity to write for pleasure; to explore and develop their own ideas.
- Most importantly, children will have the opportunity to develop their creativity and imagination.

Statutory Requirements

Statutory requirements for the teaching and learning of English are set out in the National Curriculum in England (2014) and in the Communication and Language and Literacy sections of the Statutory Framework for Early Years Foundation Stage (2012). The aim for English in the National Curriculum is to promote high standards of language and literacy by allowing children to develop a strong command of the spoken and written word, and to develop their love of literature.

From EYFS to Year 6, the national curriculum for English (2013) aims to ensure that all children:

- 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.

Reading at St Bede's

Read, Write, Inc

Nursery to Year 2 follow the Read, Write, Inc (RWI) program. Children are divided into phonic groups dependant on their reading and phonetic ability. Each RWI group has a teacher/teaching assistant who is responsible for the running and phonic assessment of their group. Groups are adapted and changed on a half termly basis following 1:1 assessments. Class teachers and Group Leaders work closely together to share progress, monitor and track pupils throughout the term.

In EYFS and KS1, children take their RWI book home to be shared with parents every Wednesday. Each child keeps a 'Reading Record' in which parents and teachers share information about a child's reading. Parents are encouraged to read with children as often as possible, preferably daily, and information is provided by teachers at the start of each school year to ensure parents know how best to support their child in reading.

Accelerated Reader

Once children can read longer texts independently and with fluency, they move to Accelerated Reader. Accelerated Reader gives children the opportunity to read for pleasure (by selecting their own books from their given starting point, which is based on ability) whilst also developing their fluency and comprehension skills. After each book is finished, children access online comprehension quizzes based on what they have read.

In Year 2 (when they are assessed as ready to leave the RWI program) and KS2, children have more responsibility for selecting books to take home and read. The expectation is that children are able to read more independently. Children in KS2 who do not meet national expectations for their age continue to read with a teacher or adult frequently, and interventions (e.g. Lexia) are put in place to support their reading. Although children in KS2 are likely to read without a parent/carer, we still encourage all readers to share books at home with their family as we want children to develop a lifelong love of reading. Reading will continue to be recorded in Reading Record books, where parents are encouraged to communicate reading successes and concerns with teachers.



Reading Skills

Reading skills are taught discretely in weekly sessions through the VIPERS skills (Vocabulary, Inference, Prediction, Explanation, Retrieval, and Summary). Children will be given a range of engaging texts from a variety of genres which they will then analyse using these skills. Each skill will be taught independently and then combined as the year progresses. Questioning will link to the skill and allow pupils an opportunity to extend and consolidate their learning.

Questions should develop children's understanding at three levels;

- Literal questions, asking pupils to recall information that is directly stated in the text.
- Deductive or inferential questions asking pupils to work out answers by reading between the lines, by combining information found in different parts of the text and by going beyond the information given.
- Evaluative or response questions asking pupils to go beyond the text by, for example, thinking whether the text achieves its purpose, or making connections with other texts.

Vocabulary

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.

At St Bede's we encourage our pupils to have a wide and growing vocabulary in a number of ways. These include:

- A weekly in-depth vocabulary session based on the 'Repair the Text' technique.
- Display of key words on 'Magpie Boards' as part of each classes working wall.
- Spelling lists/ key words to take home and learnt (from Year 2).
- Using correct and expansive vocabulary orally.
- Using dictionaries and thesaurus' (including online).
- Carrying out systematic testing and providing feedback to pupils.
- Targeted one to one/ small group support, where appropriate.

Shared Reading

As a school, we recognise the value of reading aloud to children to model appropriate use of story language and reading with expression. We want to enthuse them with a love of books and inspire them as writers. Children have the opportunity to participate in lots of exciting and rewarding activities linked to reading, including:

- Visits from the local library for storytelling and book sharing
- World Book Day celebrations – dressing up, activities linked to favourite stories
- Roald Dahl Day celebrations – activities linked to Roald Dahl



Pupils will have regular opportunities to engage in independent and shared reading. Class teachers will read aloud to pupils who will then be encouraged to respond to the text in a variety of different fashions. In KS2, children will have class sets of books to read with; this will allow all pupils to have a shared experience of a text.

Assessment

Class teachers use Rising Star assessments and the STEPs Assessment Workbooks to assess pupil's reading levels. In addition to the assessments, class teachers also use Accelerated Reading Sessions, one to one reading and weekly comprehension and vocabulary sessions. This is added to the schools tracking system half termly.

Writing at St Bede's

Our aim at St Bede's Primary School is to develop children's ability to produce well-structured writing with appropriate detail, in which the meaning is clear and the interest of the reader is engaged. Our approach to writing aims to instil the importance of transcription and composition, as required in the National Curriculum (2014).

Throughout the school, teachers are flexible in their selection of teaching models for English. In EYFS, Pie Corbett's Talk for Writing allows children to develop their story language and learn how to structure stories so that the meaning is clear. Story maps provide children with invaluable opportunities to express their own ideas and develop their own characters and plots.

Children in all Key Stages are given daily opportunities to write in a range of contexts, for a variety of purposes, and have weekly opportunities to write at length in extended independent writing sessions. Our long term planning for English covers a range of text types, ensuring a breadth of coverage.

Cross Curricular Planning

Teachers plan carefully for children to practice and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum. Because of this, children from EYFS to Year 6 are provided with outstanding opportunities for cross curricular writing. Each class has a new Topic each half term, focusing on History or Geography. Examples include;

- Fire! (KS1)
- A toy's story (KS1)
- Where does our food come from? (KS1)
- Why did the Titanic Sink? (KS1)
- Tombs and treasures (LKS2)
- Let's Go on Safari (LKS2)
- Active Planet (LKS2)
- The World at War (UKS2)



- Crime and Punishment (UKS2)
- Marvellous Mountains (UKS2)

These topics allow children to write for a range of purposes, in a variety of contexts. In the past, children have written letters, reports, diary entries, play scripts and biographies about significant individuals in history. We believe that providing these cross curricular opportunities helps children to develop a love of writing, as well as instilling in them that all writing has a purpose.

Computing/Technology

We recognise the importance of Computing/Technology in developing English skills. Children are given lots of opportunities to improve their writing through drama or short film clips. Interactive technology is used daily in a range of ways to enhance the teaching of English; in EYFS or KS1 children may play English games on the interactive whiteboard or iPads, in KS2 they may use the internet to conduct research to support their writing.

Presentation

Staff have high expectations of presentation for all pupils. Handwriting and letter formation is taught through RWI in EYFS and KS1. In Year 2, children will begin to learn to join. This process is continued throughout KS2, with the opportunity to achieve a 'pen license' when the children has reached a sufficiently high standard.

Differentiation

To ensure all of our pupils are making the most progress they can within a lesson, work is differentiated using AFL via a variety of methods e.g. resources, adult support and level of thinking skills required. Differentiated questioning and high expectations during the main teaching can be used to stretch the more able pupils and develop other pupils.

Inclusion in English

The needs of all children are considered carefully when planning and teaching English at St Bede's Catholic Primary School. We want children to reach their full potential. Where necessary, teachers identify which children are not making progress and take steps to improve their progress and attainment in English, usually in liaison with the SENCO. More able and talented children are identified and suitable learning challenges are provided.

Equal Opportunities

At St Bede's Catholic Primary School we have high expectations for every child, whatever their background, ability or circumstances. We know that children learn best when they are healthy, safe and engaged. In order to engage all children, cultural diversity is celebrated. Our English curriculum includes a wide range of texts and other resources which represent a variety of cultures and backgrounds. We value what each individual child brings to our school.



Assessment

Writing assessment is an ongoing process at St. Bede's using the children's longer pieces of independent writing. Class teachers level pupils using the STEPs workbook along with the teacher's knowledge of the children. This is added to the schools tracking system half termly.

Marking and Feedback

All books should be marked and up to date. Year 2 pupils and all KS2 pupils should write in books with a margin. Supported work should be marked with a letter 'S' in the top right hand corner.

In all lessons, if the learning objective has been achieved, this must be highlighted in yellow.

Sp – highlights where a word is misspelt

g – highlights incorrect grammar

p – highlights incorrect punctuation

lf – highlights incorrect letter formation

(no more than 4 altogether in a piece of work)

Children should be allowed a short amount of time each lesson to check for sp, g, lf mistakes.

Each week, one piece of writing should be quality marked. This should begin with a date, learning objective and success criteria.

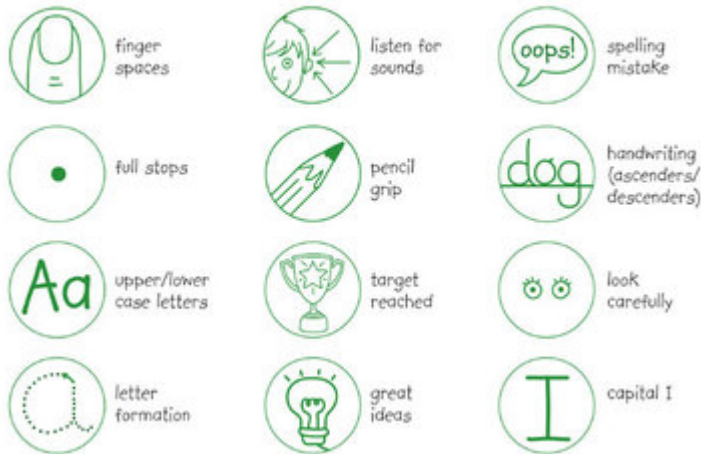
Success Criteria (extended writing) – Children should self-assess with a tick. Teachers can then highlight yellow to say when an SC has been achieved. Pedagogos pictures can be used for EY and KS1 success criteria.

Success Criteria	
I have used:	Tick
Use capital letters and full stops	✓
Use adverbs	✓


For Early Years and Year One children the pedagogos writing stamps can be used to show the children where/how they can improve their work.




Target Stamps for Key Stage 1



In KS2, when the children have completed their work, they should edit with a **purple** polishing pen. This should be introduced in Term 2 of Year 2.

 When identifying something the child has done well, this should have a yellow highlight in the margin.

 In a longer piece of writing, the children should be given a 'pink for think' challenge highlighted with pink in the margin. This should be used to move on their thinking/learning.

Responses to 'pink for think', sp, g, p and If should be written in **green** pen. This should be introduced in Year 1.

Spelling, Punctuation & Grammar at St. Bede's

At St Bede's, we believe the teaching of spelling, punctuation and grammar is integral to the progress children make in English. In EYFS and KS1, it is taught through the RWI program and through daily English lessons.

These sessions focus on aspects of SPaG detailed in the National Curriculum, including;

- Word classes, what they are and when/how to use them
- Sentence types & structure
- Spelling rules
- Adding suffixes/prefixes
- Using a range of punctuation appropriately
- Subordination and coordination

In addition, daily RWI is fundamental in developing children's spelling. Children are taught to segment to spell. From EYFS, children learn words which are not phonetically regular (common exception/RED words). From Year 2, there is more focus on choosing the 'right' sound for spelling, and children learn alternative representations of graphemes and spelling rules.



In KS2, 30 minute SPaG sessions are taught daily, focusing on key aspects of SPaG as detailed in the National Curriculum and developing skills taught in KS1. We focus on a range of aspects including;

- Antonyms and synonyms
- Using a range of tenses
- Punctuation (semi colons, colons, brackets, hyphens)
- Paragraphs
- Adverbials/Adverbial phrases
- Suffixes/prefixes
- Word classes
- Sentence types

When marking, we do not correct all spelling errors, instead focusing on high frequency words, topic words and those studied in Phonics/SPaG sessions (up to four in each piece of work). Spelling, punctuation and Grammar is assessed half termly through the Rising Stars Assessments.

Parental Involvement

We hope to involve parents as much as possible in school life, and thus in the development of children's skills, knowledge and understanding in English. In EYFS, parents are sent home a 'Between us Journal' every week. They are also encouraged to download the Tapestry App, where they can view their child's learning journey online. They are invited to view pictures, work and observations on them.

At the start of each school year, parents are invited to a session in which they meet their child's new teacher and find out about expectations in English for the upcoming year. They are provided with information about the English curriculum, how it will be taught in school and what they can do to support their child/ren. The importance of regular reading and writing is highlighted at these meetings. Parents are then welcomed into school on various occasions over the course of the year to see presentations of their children's work.

We use Accelerated Reader Home Connect to keep parents informed of their child's progress in Reading. When a child has completed a comprehension quiz, their score can be viewed online by their parents. Parents can also view strategies and ideas to help their child improve their comprehension skills.

Parents receive termly progress reports giving them information about their child/ren's progress, attainment and effort in Reading and Writing. There are termly parents meetings in which these reports are discussed with the class teacher. Additionally, parents receive a full school report in the summer term, detailing their child's achievements in English alongside other core curriculum subjects. The results of statutory assessments are reported to parents in accordance with government legislation.