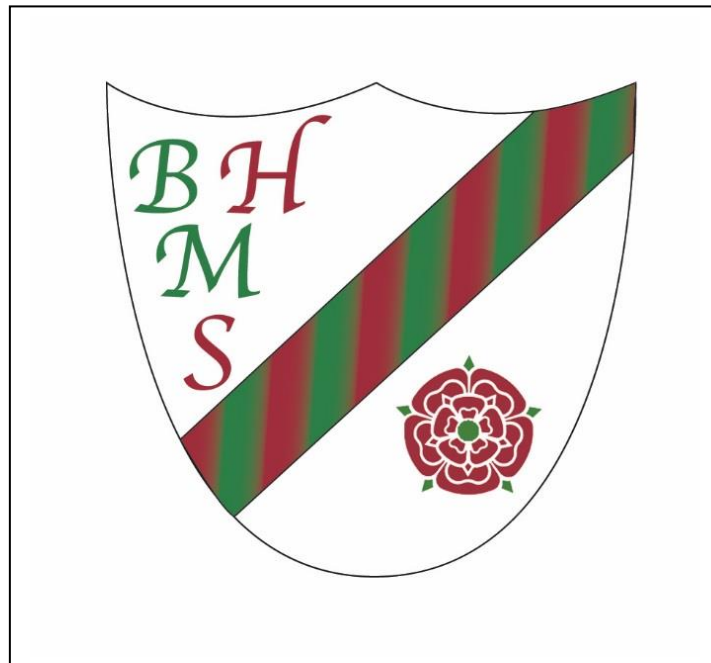


# Bedford Hall Methodist Primary School English Policy



Date Written: Summer term 2021

Review date: Summer term 2024

Chairs signature:

## Mission Statement

Bedford Hall Methodist Primary School strives to provide a caring environment in which every individual can achieve his or her full potential.

To achieve this we wish to create a happy secure and purposeful atmosphere throughout the school, which is conducive to learning and high standards, and is based on Christian values.

## Our Vision



## **Safeguarding Statement**

At the Bedford Hall Methodist Primary School we recognise our moral and statutory responsibility to safeguard and promote the welfare of all children.

We work to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in the Safeguarding Policy apply to all staff, volunteers and governors

# English Policy

Bedford Hall Methodist Primary School follows a personalised Framework for English which meet the key performance indicators set out in the National Curriculum.

In Early Years, the curriculum is guided by the EYFS Profile's 'Prime and Specific Areas of Learning,' covering Communication, Language and Literacy.

## **AIMS**

We aim to develop pupils' abilities within an integrated programme of Speaking & Listening, Reading & Writing. Pupils will be given opportunities to interrelate the requirements of English within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught literacy skills.

At Bedford Hall Methodist Primary School we strive for children to be a 'Primary Literate Pupil'

By the age of eleven we aim for a child to be able to:

- read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.
- have an interest in books and read for enjoyment.
- use a full range of reading cues to monitor their reading and correct their own mistakes.
- Understand the phonetic and spelling system and use this to read and spell accurately.
- Have an interest in words, their meanings; developing a growing vocabulary in spoken and written forms.
- Know and understand a range of text types and genres – be able to write in a variety of styles and forms appropriate to the situation.
- Plan, draft, revise and edit their writing.  
be developing the powers of imagination, inventiveness and critical awareness.
- Have a suitable technical vocabulary to articulate their responses.
- Speak clearly and fluently.
- Listen to the spoken word attentively with understanding, pleasure and empathy.

## **THE GOVERNING BODY**

Regular reports are made to the governors on the progress of English provision and to our English Governor Mrs Andrea Metcalfe.

This policy will be reviewed every three years or in the light of changes to legal requirements.

## **SUBJECT ORGANISATION**

The Early Years Profile is followed to ensure continuity and progression from the Foundation Stage through to the personalised framework (based on the National Curriculum).

In the Foundation Stage communication, language and literacy is taught as one of the six areas of learning covering children's physical, emotional and social development and is incorporated in each area of learning as set out in the 'Curriculum Guidance for the Foundation Stage.' We know that children learn best when activities engage many senses, when they are happy and confident. A love of books, rhymes and poems, sounds and words is developed through planned and incidental work. Structured play activities provide valuable opportunities for children to:

- Engage in conversation with other children and adults
- Share music, songs, poetry, stories and non-fiction
- Experiment with writing for themselves through making marks, personal writing symbols and conventional script

From Years 1-6, English is delivered using a personalised English Curriculum based on the National Curriculum. This was devised in partnership with Chris Quigley (Specialist in Primary Education).

English is based on books from Year 1 – Year 6. The book itself, or themes from the book, are used to drive activities where objectives from the curriculum are met in composition, spelling, grammar and punctuation.

'Books as Hooks' captures the children's imagination and encourages them to become fluent, thoughtful and creative writers.

Each unit starts with a 'hook' and then the children journey through the book completing different genres of writing with specific audiences and purposes.

Various genres are taught regularly throughout the year appropriate to key stage 1 and key stage 2. Teachers use progressive milestones 1, 2 and 3 to ensure objectives are taught and revisited on a two-year cycle to enable deeper learning and knowledge retention to happen.

Children work in ability groups and mixed ability groups according to the objectives of the lesson. Group objectives are differentiated appropriately with the aim to both challenge and support children in their learning.

The SLT monitor teaching and learning regularly.

## **APPROACHES TO SPEAKING AND LISTENING**

Speaking; Listening; Group Discussion and Interaction, and Drama permeate the whole curriculum. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life. Children are encouraged to

speak in a range of contexts and as they grow older, adapt their style of speak appropriately.

Children often work in a groups to further develop their speaking and listening skills. This provides children with further opportunities to express their ideas, make plans and present ideas; thus encouraging them to work both co-operatively and collaboratively.

A Communication lesson is also taught each week from Year 1 to Year 6. Part of the session, children have the opportunity to explore a different book (e.g. modern or classic text) over a half term. This enables children to 'share' a book as a class which, in turn, provokes class discussion around the text. As well as introducing children to a variety of genres; shared reading enhances the teaching of comprehension skills and challenges children to explore a text on a variety of levels. This is used as platform to encourage wider reading, discuss themes, broaden vocabulary and answer relevant content domain questions.

The other part of the lesson is focused on speaking and listening. The teacher will use a real life event (current news) or a fictional event (possibly from a class book) to allow for the opportunity to reflect / debate / discuss a key question which is based on a spiritual, moral, social or cultural angle.

This lesson, along with English lessons, enables children to immerse themselves in reading.

## **APPROACHES TO READING**

Shared Reading takes place regularly during English and Communication lessons.

Discrete comprehension lessons take place each week. A teacher led taught comprehension lesson takes place in which the content domains of reading are covered. This session is followed up by an application session. In this session children apply the taught skills they have learnt.

Children should have the opportunity to read every day and to share books at home. Teachers or teaching assistants will read one-one with children once a week within key stage 1. This also occurs in Key Stage 2 (as deemed appropriate). These schemes include Read, Write, Inc. Collins Big Cat, Rigby Rockets and the new Oxford Reading Project X.

Reading books are changed regularly and a child will only move on to the next level when the teacher or teaching assistant feels the child is completely ready. A child's progress is recorded in a reading record.

Each class visits the school library every week. During these 20 minute sessions children can read, complete reading activities and take a book out on loan.

In addition, there are book banded reading books available (with a selection of fiction and non-fiction reading materials) which the children can choose from regularly.

Classes also have the opportunity to use the School Library to further develop research materials for topics being studied in class.

Children are encouraged to read daily with their parents as part of their homework exercise and home-school liaison is achieved by having regular parental contact through the reading record book.

Children from Reception upwards also have access to the Rising Stars 'Reading Planet' scheme which provides access to book-banded books and wider reading books. This resource also used to support our Remote learning offer.

Each year Bedford Hall Methodist Primary School has a book fair from which children and parents are invited to buy new reading materials to develop an interest in reading.

Please click the link below for Oxford Owl advice for parents reading:

<https://www.oxfordowl.co.uk/welcome-back/for-home/reading-owl/advice-for-parents>

For e-books that can be read at home:

[https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/?view=image&query=&type=book&age\\_group=&book=1&book\\_type=&series](https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/?view=image&query=&type=book&age_group=&book=1&book_type=&series)

More information around reading materials can also be found on our school website.

## **APPROACHES TO PHONICS**

Our pupils learn to read and write effectively and quickly using the *Read Write Inc.* Phonics programme. The programme is for pupils in Nursery to Year 2 (until the Spring term) who are learning to read and write.

The programme enables pupils to:

- Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- Read common exception words on sight
- Understand what they read
- Read aloud with fluency and expression
- Spell quickly and easily by segmenting the sounds in words

Children are assessed each half term and the information is used to group pupils homogeneously, according to their progress in reading. We identify those who are at risk of falling behind their peers immediately and they receive 1:1 phonics tuition in order to meet their individual needs. In Key Stage 2, phonics interventions take place when required to enable all children to be fluent readers.

## **APPROACHES TO WRITING**

All children have the opportunity to take part in shared writing, guided writing and independent writing tasks during English sessions. Guided writing is teacher lead

and is an essential component of a balanced writing curriculum, providing an additional supported step towards independent writing. Guided writing is planned in regularly and is targeted towards groups of children according to their current targets or specific needs. It is used to support children during the different stages of the writing process.

In the foundation stage children are encouraged to use emergent writing and any phonics knowledge to write freely. The children see writing modelled by the teacher in shared writing sessions and phonics lessons. By the end of reception, most children should be confident in their phonetic sounds and using this knowledge to begin to spell simple words and write simple sentences.

Within Key Stage 1 and 2 children are taught to write in a variety of genres, for a variety of audiences.

Punctuation and grammar are taught discretely and within English lessons and link to the text being studied at the time. Additional grammar and punctuation sessions are planned in each week to reinforce learning and address any misconceptions and support children's retention of knowledge.

The Nelson Handwriting Scheme is also used across school.

### **Spelling**

Spelling strategies are taught twice a week across school focusing on a weekly spelling pattern. These sessions are followed by a spelling test at the end of the week. The new National Curriculum Spelling Bank and Babcock scheme is used as a resource for this.

During English (and phonics lessons in key stage 1) all children are encouraged to learn the sounds of letters and to learn letter patterns. Children are encouraged to use word banks and dictionaries to support them when spelling unfamiliar words.

Each year Bedford Hall Methodist Primary School has a book fair from which children and parents are invited to buy new reading materials to develop an interest in reading.

School reading materials are reviewed annually.

### **CROSS-CURRICULAR ENGLISH OPPORTUNITIES**

Teachers seek to take advantage of opportunities to make cross-curricular links. They plan for pupils to practise and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum.

### **THE USE OF COMPUTING**

Opportunities to use computing to support teaching and learning in English are planned for and used as appropriate. Children are able to develop research skills using the internet, use various software and a range of i-pad apps which support learning.

### **ASSESSMENT AND TARGET SETTING**



Assessment is regarded as an integral part of teaching and learning and is a continuous process. It is the responsibility of all teachers to assess all pupils in their class.

At Bedford Hall Methodist we are continually assessing our pupils and recording their progress. We see assessment as an integral part of the teaching process and endeavour to make our assessment purposeful, allowing us to match the correct level of work to the needs of the pupils, thus benefiting the pupils and ensuring progress.

Work is assessed in line with the Assessment Policy (Assessment without levels) and is both formative and summative.

Verbal feedback is used as powerful assessment tool and is integral to every lesson. Timely, pertinent feedback enables children to review their learning, address misconceptions and progress.

Summative assessments are carried out at the end of every term. The children complete the NTS Reading tests from Year 1-6 and Rising Stars spelling, punctuation and grammar assessments. The MARK assessment tool is used to analyse gaps in knowledge shown within the test and the Shine Intervention programme is used to support delivery of interventions to address these identified areas.

In Reception, children's progress is monitored against the Early Years Profile. The children's profiles are moderated termly and additional support is planned as required.

Regular moderation of writing is carried out by teachers and SLT.

## **INCLUSION**

Bedford Hall Methodist School aims to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups of pupils need additional support and ensure this is in place through adaptations to teaching inputs and planned activities.

Extended learning Opportunities (ELOs) and interventions are planned in to provide additional support to identified children. Teachers liaise regularly with the Inclusion Manager to ensure the appropriate support is in place.

For High Level Need SEND children, the Primary Steps tool is used to support teaching and learning in English.

Where possible, more able children will be taught with their own class and stretched through differentiated input, activities and extra challenges building on the Milestones progression document. More able children are encouraged to apply taught skills in a range of contexts - demonstrating deeper learning.

## **INTERVENTION PROGRAMMES**

All staff are involved in using appropriate intervention programmes to help children to develop reading, writing and speaking and listening skills. All programmes are determined on on-going assessment data. (See assessment and target setting).

## **EQUAL OPPORTUNITIES**

We endeavour to maintain an awareness of, and provide for equal opportunities for all our pupils in English. We aim to take into account cultural background, gender and Special Needs, both in our teaching attitudes and in the published material used with our pupils. Books, posters, books and teacher resources support multicultural aspects.

Long term assessments are used to monitor progress not only within classes and age ranges but also to ensure there are no obvious discrepancies between the achievement of boys and girls.

## **ROLE OF SUBJECT LEADER**

The Subject Leader should be responsible for improving the standards of teaching and learning in English through:

Monitoring and evaluating English:-

- pupil progress
- provision of English (including Intervention and Support programmes)
- the quality of the Learning Environment;
- the deployment and provision of support staff

Taking the lead in policy development

Supporting colleagues in their CPD

Purchasing and organising resources

Keeping up to date with recent English developments

## **PARENTAL INVOLVEMENT**

At Bedford Hall Methodist School we encourage parents to be actively involved in supporting their child in English by:

- attending parents' evening - where they are given the opportunity to discuss and agree their child's targets for English
- reading daily / regularly with their child at home
- supporting their child with English homework
- supporting and attending class and family assemblies
- attending curriculum evenings
- helping to run the book fair

## **CONCLUSION**

This policy should be read in conjunction with the following school policies:

Teaching and Learning Policy

Assessment Policy

Responding to pupils' work / Feedback / Marking policy

Special Educational Needs Policy

Computing Policy

Equal Opportunities Policy

Health and Safety Policy