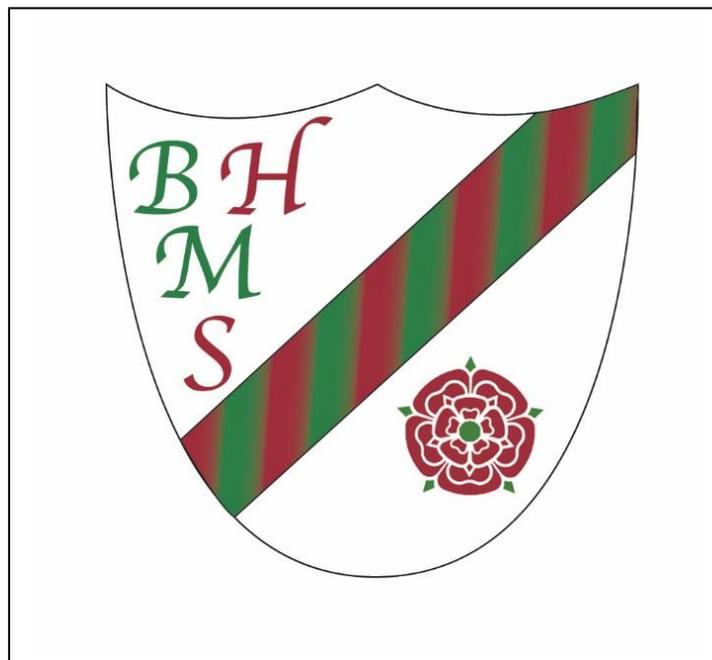


Bedford Hall Methodist Primary School English Policy



Date Written: Summer term 2021
– R. Hewitt

Review date: Autumn term 2027–
R. Kelly

Chairs signature:

Version Control

Change Record

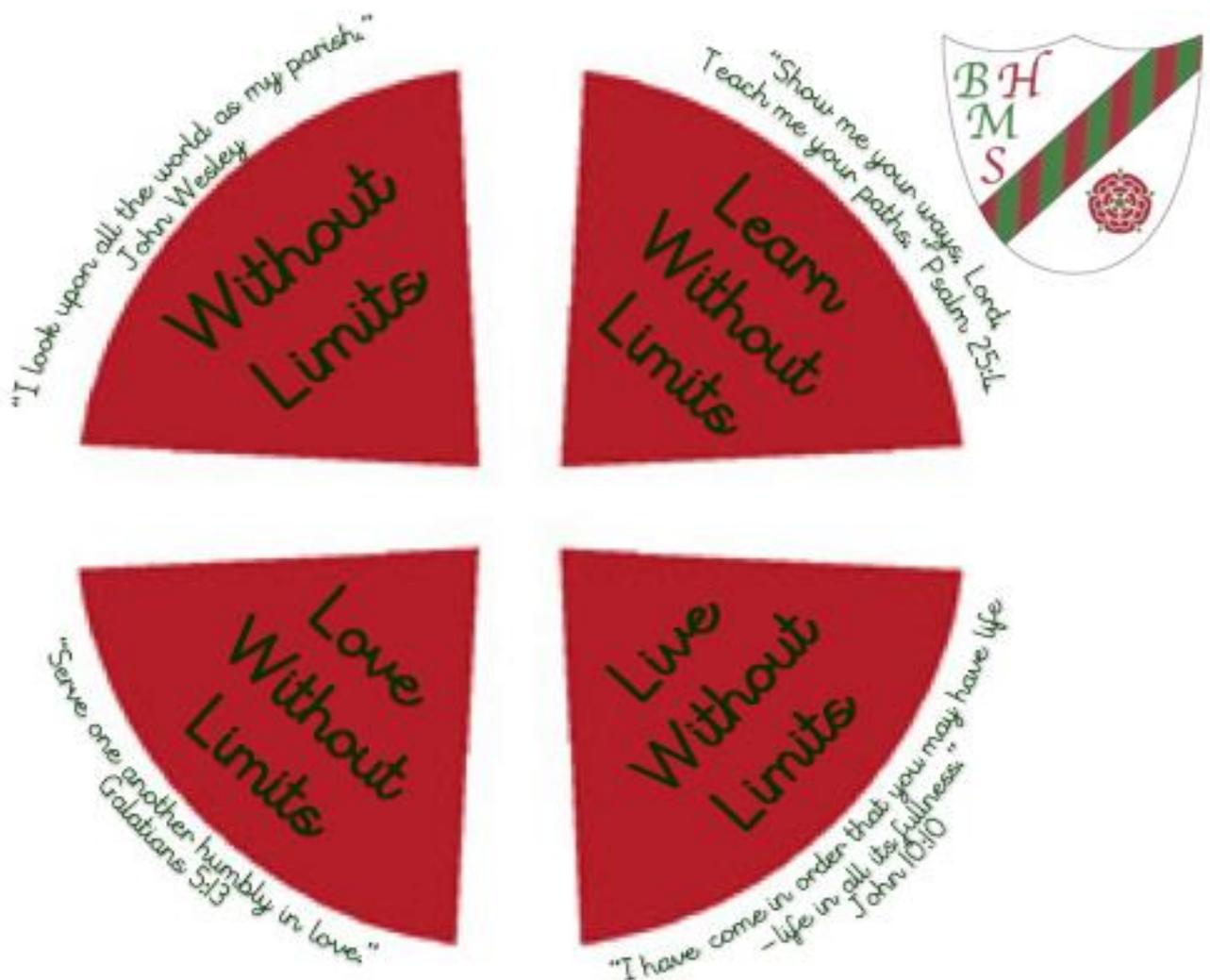
Date	Author	Version	Reason for Change
June 2021	Amy Burkes	1	Completion Revision of school policy
September 2024	Rachael Kelly	2	English governor – named Subject Organisation changes – Approaches to Writing - Pathways to Write Approaches to S+L – no separate lesson due to Pathways Approaches to Reading – grammarsaurus Approaches to Spelling – no scheme and addition of high frequency words weekly

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

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 Suzanne Pierce.

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, the English National Curriculum is delivered through a mastery approach to writing, based on the programme 'Pathways to Write'.

Units of work are delivered using high quality texts (fiction and non-fiction) and children are given varied opportunities for writing. Skills are built up through repetition within the units and children apply these skills in the writing activities provided.

We use 'Gateway Keys' to revisit prior learning and identify the non-negotiables expected in each unit. 'Mastery Keys' are used to introduce new writing skills from the year group curriculum.

Many opportunities for widening children's vocabulary are given through the Pathways to Write approach and this builds on the extensive work we do in school to provide our children with a rich and varied vocabulary.

From Year 1- Year 6, we engage with the high quality texts and follow a systematic approach to each unit.

Each unit covers a range of areas in the National Curriculum:

- Mastery of vocabulary, grammar and punctuation skills
- Writing a range of genres across a year
- Vocabulary development
- Using a wider range of reading comprehension strategies as a whole class
- Spoken language activities including drama and presentations
- Opportunities for practising previously taught genres
- An extended, independent piece of writing

This process follows three stages:

The Gateway

- Begin at the Gateway with a 'hook' session to intrigue and enthuse young writers

- Use objects, people, images or role-play to stimulate questions about the chosen text
- Give pupils the opportunity to predict the text
- Establish the purpose and audience of the writing
- Revisit previous mastery skills and ongoing skills

The Pathway

- Introduce pupils to three new writing skills from their year group curriculum
- Provide opportunities to practise and apply the skill they have learnt through short and extended writing tasks including character descriptions, poetry, dialogue between characters, fact files or diary entries in role
- Provide opportunities to re-cap and apply previously taught skills
- Challenge greater depth writers through a wider range of tasks e.g. changes to form, viewpoint and audience

Writeaway

- Section and sequence texts independently or collaboratively
- Create extended pieces of writing over time
- Opportunity to apply mastery skills
- Time for planning, writing, checking, editing, redrafting and publishing
- A fiction or non-fiction outcome will be written (covering a wide range of genres and themes over the year)

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.

A 'Writing Fluency lesson' is taught weekly in Years 1-6 to provide children with additional opportunities to become fluent writers. During this time, pupils may receive whole class feedback; recap specific year group objectives; make purposeful edits to their work or peer assess writing with a specific focus.

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.

Oracy is embedded in the Pathways to Write programme and children have many opportunities to use this to support them with their writing, for example through drama, role-play and spoken language activities; paired and group discussions and oral rehearsal of writing.

APPROACHES TO READING

Shared and independent Reading takes place regularly through Comprehension, English and Reading Fluency sessions.

Discrete comprehension lessons take place weekly based on the 'Grammarsaurus: Comprehension Crusher' programme. This has been designed to explicitly teach the essential components of reading, with fluency and vocabulary built into every unit. Each unit focuses on multiple content domains and has been written to revisit prior learning so that children know and remember more.

Each unit includes three different question formats, one for each focus area. This ensures that a variety of question types are practised throughout the year.

The comprehension programme incorporates opportunities for discussing and activating prior knowledge; identifying tier 2 and 3 vocabulary; practising the fluent reading of words on a fluency grid; summarising the text; teacher modelled reading; an independent timed read to promote fluency and teacher modelling of questions and answers. Every unit finishes with an opportunity for children to apply their skills to an 'unseen' text with matching question formats to those focused on that week.

In addition to comprehension sessions, a 'Reading Fluency' lesson is also taught weekly to give children additional opportunities to become fluent readers.

At Bedford Hall, we are aware that children need additional opportunities to read at age-appropriate levels to improve their fluency. Therefore, twice a week, 'reading to keep up sessions' occur. This involves the whole class independently reading the same text numerous times to improve their stamina, speed of reading and vocabulary. These texts link to prior learning so that learning is revisited.

Additionally, 'Reading to catch up' sessions also occur weekly for small groups of children who may need to read more often and have additional opportunities to read the same text.

Once a week, children from Y1-6 hold a book club where children share their recommended reads with their peers.

To promote reading for pleasure, all classes from EYFS- Year 6 have dedicated 'story time'. Children from Y1-6 participate in voting to choose which book they would like their teacher to read during this time.

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, and 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 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.

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

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 Letter Join Handwriting Scheme is also used across school.

Spelling

Spelling strategies are taught each week across school focusing on a weekly spelling pattern and common exception words/ high frequency words. These sessions are followed by a spelling test at the end of the week. Spelling lessons are taught directly from the National Curriculum, in the order as they are written. High frequency words are taught in a random order – linked to the likelihood where they could be used within writing.

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.

We are aware that reading is linked to improve spelling, therefore independent reading is incorporated into spelling lessons from Y1-6 wherever possible.

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