

Policy for Teaching and Learning in English

(Reviewed April 2020)

INTENT

Curriculum Intent Statement (October 2019)

'Enriching lifelong learning by promoting resilient, confident and caring pupils!'

AT BROOKFIELD PARK PRIMARY SCHOOL WE WANT OUR PUPILS TO:

- *have high expectations and belief in themselves each and every day*
- *be self-motivated to acquire comprehensive mastery skills in communication, reading, writing and mathematics and to be committed to achieve the highest possible standards in all other subjects*
- *develop the curiosity and focus which enables them to build, retain and apply, with increasing fluency and independence, key skills and knowledge across the curriculum*
- *be resilient and persevere when facing challenges with confidence and optimism*
- *contribute to our school and community spirit, both today and in the future*
- *show tolerance and respect for all differences and diversity amongst our school, neighbourhood and the wider world*

English Intent

AT BROOKFIELD PARK PRIMARY SCHOOL WE WANT OUR PUPILS TO:

- *Have an interest in learning new words and their meanings and rapidly develop a growing vocabulary;*
- *Read and write with confidence, fluency and understanding;*
- *Orchestrate a full range of reading cues (phonic, graphic, syntactic, contextual) to monitor their reading and correct their own mistakes;*
- *Understand the sound and spelling system and learn the skills needed to become successful spellers;*
- *Have fluent and legible handwriting;*
- *Know, understand and be able to write in a range of genres in non-fiction, fiction and poetry;*
- *Plan, draft, revise, identify their own errors and edit their own writing;*

- *Have a suitable technical vocabulary through which they understand and discuss their reading and writing;*
- *Be interested in books and read with enjoyment;*
- *Through reading and writing, develop their powers of imagination, inventiveness and critical awareness;*
- *Understand correct grammatical conventions in both writing and speaking;*
- *Develop skills in speaking and listening which enable them to communicate effectively now and in the future in a wide range of situations.*

IMPLEMENTATION

In the Foundation Stage (Nursery and Reception) children should be given opportunities to:

- *Speak and listen in a variety of contexts and groups sizes and represent ideas in their activities;*
- *Use communication, language and English in every part of the curriculum;*
- *Become immersed in an environment rich in print and possibilities for communication.*
- *Develop a love of books and stories through regular story telling; hearing stories; constant access to a range of books which are regularly changed and displayed in inspiring and motivating ways and through watching reading being modelled by all adults.*

At Key Stage One (Years 1 and 2) children should learn to:

- *Speak confidently in a widening range of situations and for different purposes, and listen to what others have to say;*
- *Write independently and with enthusiasm using language to explore their own experiences and imaginary worlds, they should also have regular opportunities to see high quality writing modelled by adults.*
- *Use new vocabulary in different contexts*
- *Read with increasing independence out loud to adults and quietly to themselves.*
- *Love books and stories, through regular class reading, guided sessions, independent reading and exposure to high quality book selections which are constantly refreshed and displayed in exciting and varied ways.*

At Key Stage Two (Years 3-6) children should learn to;

- *Change the way they speak to suit different situations, purposes and audiences and become active listeners who can offer relevant responses in a range of situations and group sizes.*
- *Read a range of texts and respond to different layers of meaning in them both written and orally. They should explore the use of language in literary and non-literary texts and learn how the structure of language works through whole class, guided and independent reading sessions.*
- *Write independently using language features appropriate to their age and ability and for varying purposes and audiences.*
- *Become increasingly familiar with a widening range of vocabulary and use new words in different contexts.*
- *Love books, through constant exposure to high quality books being read to them and also available for them to read independently. They will hear fiction read regularly by adults modelling different reading styles and be excited by books and stories through their exposure to books displayed in inviting and motivating ways.*

Speaking and Listening

At Brookfield Park Primary School we believe that Speaking and Listening plays an essential role in pupil's ability to develop the important skills needed to access all other areas of the curriculum. Without the ability to communicate verbally with others and understand verbal communication then writing and reading becomes a distant goal, therefore the emphasis in English in the early years of school, particularly in Foundation Stage, must be on developing the skills involved in understanding the grammar and conventions of speech. Only then will pupils be able to make the important connections between written and verbal communication.

With an increasing number of children starting Brookfield Park with poor language acquisition and communication skills we recognise the importance of modelling correctly spoken English, including correcting children's errors when speaking and planning in opportunities for teaching these skills across every key stage.

Opportunities for speaking and listening are included in every aspect of the curriculum and use of chatty partners and group work is seen as a key strategy for practising structured conversation and using technical vocabulary. Drama skills and collaborative strategies are employed

wherever appropriate to guide speaking and listening activities and children are encouraged to join in with these activities.

Reading

The teaching of reading is broken into two strands, word reading and comprehension. We strongly believe that teaching pupils to read is not sufficient to enable children to become a lifelong reader and that along with teaching pupils the different ways of decoding text we also need to teach pupils that the pleasure of reading opens up new worlds and endless possibilities. We provide many different opportunities for this to happen:

1. Opportunities to access The Reading Room where pupils are taught how to select books they enjoy.
2. Enrichment opportunities with reading as a central focus are regularly provided.
3. All classes have a reading area displaying books in interesting and exciting ways with a variety of texts that reflect the different interests and abilities within the class. The books within the displays are changed regularly in order to keep the element of excitement, particularly in key stage 2 where pupils can easily become dis-interested and motivation to read books becomes more difficult to attain.
4. Books across the school are regularly audited in terms of appropriateness and assessed as to their popularity and whenever possible (through fund raising and book fairs) new books are added in The Reading Room and book areas in school.
5. All pupils are given a home reading book which they are expected to read at home on a daily basis. The home reading library contains a wide variety of fiction and non-fiction books that are banded and colour coded. Pupils are given many opportunities to select their own books and are taught the skills needed to do this. In addition the Home reading areas have been developed to include two separate areas, one for each key stage. These areas are bright and stimulating with artwork, created by the talented artists of Brookfield Park, and brand new and exciting books are regularly purchased to include free readers at all book band colours.
6. All pupils have an opportunity to read with the teacher or member of support staff during guided reading sessions or one to one reading sessions depending on the needs of the children in the class. Books used in guided reading are specifically selected from

- the extensive guided reading library by the teacher to suit the specific needs of the group of children.*
- 7. All classes are read to by the teacher on a regular basis and the class novel is used as a teaching and learning tool to discuss new vocabulary or inspire writing opportunities.*
 - 8. Children are exposed to good role models for reading through regular modelling by teachers, support staff and other adults in school.*
 - 9. Pupils are given an opportunity to read independently whenever possible during the day either: a book they have chosen themselves; onscreen texts or texts linked to the particular topic or subject being taught.*
 - 10. Opportunities are often planned to encourage reading throughout the school e.g book fairs, book weeks, world book day vouchers, assemblies, competitions.*

Stories form the basis of our early introduction to language patterns and conventions and are essential to our understanding of how words fit together and their meaning, they also form a big part of our culture and heritage and for these reasons stories are central to the teaching and learning for every child at Brookfield Park regardless of age or ability. In order to ensure story patterns are learnt and internalised by the children every teacher is providing opportunities for the children to be exposed to story language through class novels and where possible learn stories off by heart.

Writing

Reading is an essential component in teaching and learning of writing and is embedded in the model we use for teaching writing skills. Before any new form of writing is attempted pupils are immersed in the reading of that text type. There are also many regular opportunities to see the writing modelled by the teacher before pupils are guided through the writing process. Throughout a unit of work children are given many opportunities to write independently at lengths and at a pace appropriate to their age and ability, including nursery where informal jottings are encouraged.

When a writing genre is taught, the pupils are given numerous opportunities to practise and cement this learning and progress further in this text type through cross curricular writing tasks linked to their topics and other subject areas such as science.

In key stage 1 and key stage 2 all children regardless of ability are expected to take part in a weekly independent writing session which allows them the chance to practise and embed the writing styles and associated skills completely independently, using the genre toolkit they have developed whilst learning to write in the particular genre style.

The teaching of writing encompasses transcription (including spelling and handwriting), composition, vocabulary, grammar and punctuation.

Handwriting

(see presentation policy)

In EYFS focus is on pencil control and letter formation with lots of opportunities given for mark making for those children not ready to write letters and planned activities to practise fine manipulative skills.

In KS1 and Y3 handwriting is taught through regular short sessions in order to focus on letter formation and the conventions of handwriting; in other year groups it is practised through editing writing, spelling sessions and alongside other curriculum areas with a particular focus on presentation and fluency.

The teaching of grammar and punctuation is taught through discrete lessons and also through modelled writing. In each year group a variety of genres is taught, practised and applied through other areas of the curriculum. Wherever possible the teacher tries to plan opportunities for children to visit every genre style each year although some of the genres will be taught in more depth than others.

Spelling

Spelling is taught daily, where appropriate and possible it is taught in small ability groups or if necessary on a 1 to 1 basis. In EYFS, Key Stage 1 and Key Stage 2 children are taught through letters and sound phases with children in Key Stage 2 being taught appropriate year group spellings.

Pupils are all tested every week on a spelling rule, particular grapheme they have learnt and practised throughout that week or on the specific year group spellings in Key Stage 2. A variety of spelling elements will be displayed in each class including commonly misspelled words, National Curriculum year group spellings, rules for learning spellings, topic related words and the 5 strategies used to learn tricky spellings; these will be

regularly referred to and accessed by the pupils and teacher. Teachers will not accept misspelling of words on the board or on work in front of the pupils; and will set high standards and have high expectations of spelling in all of the pupils' books.

Planning

The long term plan ensures coverage in every year group is varied and appropriate and that coverage of all of the relevant genres is even however this is not exclusive and does not prevent the teaching of other genres deemed to be most appropriate by the teacher. The long term plan will be evaluated regularly in consultation with all of the staff in school and changes will be made to suit the needs of the learners on a regular basis.

Each week teachers plan valuable lessons which enable all children in the class to make progress and achieve their best. Planning is for the adults in the room and should be a useful and fluid process which can be changed and adapted to suit the needs of the learners on a daily basis. Learning intentions, success criteria and activities are shared with learners as required.

Feedback

All pupils are made aware of what they must do in order to make improvements in reading writing and grammar. This will be through a variety of strategies such as individual targets, verbal and sometimes written prompts, class focused learning intentions. All pupils must have regular opportunities to evaluate their achievements including targets and know how well they are achieving in relation to their peers.

Homework

English homework will consist of weekly spellings, daily reading at home. Any further English homework will be set only as it becomes necessary on a class by class basis, as we believe that homework is not done for the sake of it but in order to move learning on and practise only those skills that parents could help us to embed and to extend learning in English outside the classroom.

Principles of teaching and Learning in English

The national curriculum 2014 forms the basis for our English curriculum; through this we build in the skills and knowledge necessary for our students to be prepared for Secondary School and equipped for life. The

skills which are taught in English are central to all of the learning which takes place in school and as such we ensure each child will experience at least an hour of interactive and effective English teaching every day that is supplemented by regular enrichment activities. In Foundation Stage the timings will reflect the stage of development of the children.

Through regular assessment for learning and evaluation of the strategies we use in school we are able to deliver high quality teaching and learning opportunities which best suit the needs of the children and enables them to reach their potential in all aspects of English. Delivery of the programmes of study in English is adapted so that it is relevant, personalised and encompasses the broad and balanced curriculum delivery that we strive to achieve.

Pupils are provided with opportunities to develop and extend their English skills in and across the curriculum. Lessons will focus on teaching and learning in the following aspects of English.

- 1. Speaking and listening*
- 2. Reading*
- 3. Writing (including spelling and grammar)*

Learning experiences will take the form of group work, paired work, whole class teaching and independent work and will provide pupils with a variety of learning opportunities which address all types of learners.

Class Teacher Roles

The class teacher is responsible for planning, preparing and assessing all English work for each child in their class. It is the responsibility of the class teacher to share and discuss the intended learning and planned tasks with the member of support staff and collaborate with support staff delivering intervention programmes to make decisions about who should be taking part in the programmes.

It is also the responsibility of the class teacher to ensure that the skills and knowledge being taught are in line with the year group expectations for their class with reference to the National Curriculum Document.

Record keeping and assessment data must also be kept by the class teacher and used effectively to plan and deliver lessons at an appropriate level.

Role of Subject leader

The English subject leader is responsible for the leadership and management of English through the school. This includes:

- *Ensuring continuity and progression throughout each Key Stage including EYFS.*
- *Providing all teachers with guidance about how aims are to be achieved and how each aspect of English is to be taught.*
- *Advising on in-service training to staff where appropriate. This will be in line with the needs identified in the School Improvement Plan and within the confines of the school budget, including sharing updates and reviewing policies put in place in school.*
- *Advising and supporting colleagues in implementation and assessment of English throughout the whole school.*
- *Assisting with acquisition and maintenance of resources required for the teaching of English within the confines of the school budget*
- *Monitoring of the subject to ensure maximum achievement.*
- *Assisting with target setting.*
- *Overseeing running of the library.*
- *Writing and updating a subject action plan.*

Support staff roles

*On occasions where a child is supported during an English lesson the member of support staff will support the child or group of children as identified by the class teacher **in class**. It may be necessary on occasion to withdraw groups of children from the lesson to work on a child's individual or group targets; wherever possible all children will remain in class for the shared session and the support staff member will enable the child to access the shared session.*

English Governor

At Brookfield Park Primary School we have an identified governor for English who receives regular updated information about development in school in English and is involved wherever possible in monitoring of the subject. The English governor reports back to the curriculum committee on a regular basis.

Parental Involvement

At Brookfield Park Primary School we believe that parents play a vital part in their child's education and as such we attempt to involve them at every level of their child's learning by:

- *Inviting them into school regularly to discuss their child's progress and attainment.*
- *Written reports in the summer term informing parents of their child's progress and attainment.*
- *Inviting parents/ carers to any curriculum evenings or meetings to keep them informed of up-to-date changes in the English curriculum or in the way we teach the English curriculum.*
- *Encouraging parents/ carers to help in the classroom.*
- *Inviting parents/ carers in to school for events such as the bookfair, reading with their child mornings etc.*
- *Informal drop in parent sessions focussing on different aspects of the curriculum which may sometimes be English etc.*

Able gifted and Talented

Pupils who consistently display ability in English above that of their peers and who achieve above average results for their appropriate age and make above average progress will be recorded on a register by the A,G&T leader and this progress and attainment will be monitored to ensure these children are given access to learning which offers them breadth and depth of the subject and allows them to master the skills through the challenges offered to them.

SEN

(see policy)

Pupils who need additional support in any aspects of English will have identified targets for these areas on their own 'Learning Plans'. Pupils on the SEN register will have full access to every part of the English session and independent work will be set at an appropriate level for each child which will give them plenty of opportunities to practise and consolidate learning targets from their LP.

Cross Curricular links

English encompasses every aspect of the curriculum and the skills involved in speaking and listening, reading and writing can be taught and practised in every subject in the curriculum. Teachers will ensure English skills are taught through other areas of the curriculum through learning

opportunities which practise and consolidate skills taught in English lessons. It is vital that the child see the links between each subject and understand how the skills they learn in English must be applied to learning in other subjects.

IMPACT

Assessment for Learning

Assessment of attainment in English is carried out in a number of ways both informally and through formal assessment. The following are used on a regular basis:

- *Assessment for learning.*
- *Peer assessment of pupils work.*
- *Writing is assessed through regular teacher assessment. This judgement is made using the children's independent writing and other writing across the curriculum along with specific English tasks. Teacher assessments are moderated with colleagues in school and colleagues within other SHARES schools. Assessment data; including end of year assessments and baseline assessments etc are used to help set end of year targets in reading, writing and grammar .*
- *Spellings are currently assessed through spelling age tests and a formal end of term tests and more informal testing carried out throughout the year.*
- *Pupil's progress and achievement in English are assessed and tracked on a termly basis through assessment data which is entered onto The Lancashire Pupil Tracker along with the school's own trackers. Data is then analysed by all staff and SLT. Pupils are tracked against different criteria including higher achieving learners and those classed as pupil premium.*
- *Regular pupil progress meetings are held throughout the year to discuss any children who are not achieving their potential in reading and writing and steps are put in place to address the issues such as extra adult support, intervention programmes etc.*
- *Pupils assess their own progress against individual targets and are taught to recognise their own next steps to improve their work.*
- *Pupils independent writing is self-edited with support from the class teacher and where appropriate peers. Any detailed marking in English should take place during the guided writing or planning opportunities (see marking policy).*

Support and intervention

In Brookfield Park we believe in the importance of quality first teaching as the key strategy for raising standards in English throughout school. Intervention programmes will only be put in place for pupils who are consistently underachieving in English. At this point the key stage leaders and English subject leader in consultation with SLT will introduce the relevant intervention programme and ensure all staff required to deliver the programme have sufficient training.

Wherever possible all support staff will receive training of current intervention programmes to allow them to be delivered to pupils in a way that will help to raise achievement of identified children and to raise standards in English. The intervention programmes/ strategies which may be run include:

- *IDL*
- *Toe-by-toe*
- *Fast forward grammar*
- *Fast forward spelling*
- *Fast Track Phonics*
- *Racing to English*
- *Boosters*
- *Precision teaching*

One-to-one support is a programme which is also used in school and will be used to address underachievement in reading and or writing, this will be delivered throughout school on a needs basis depending on budgetary constraints.

It is the responsibility of the class teacher to liaise with the relevant support staff member to discuss any baseline data for that child before the programme begins and to assess each child after to ensure that progress has been made, they should also remain a focus on class action plans to ensure progress continues once the programme has ended . It is understood that the same children should not be taking part in intervention programmes year after year as the necessary progress should be made by each child to bring them back in line with the expectations for their age group. If necessary progress is not being made then the subject leader and class teacher along with the SLT will review

and analyse the success of the programme and appropriateness of the children selected for the programme.

Monitoring

Monitoring of the standards of teaching and learning and progress made by the pupils in English across the school is the responsibility of the head teacher, subject leader, English governor and key stage leaders.

Monitoring will include scrutiny of books, lesson observations, pupil interviews, analysis of data and staff meetings to evaluate effectiveness of policies. The results of any monitoring under-taken by the subject leader will be shared with the staff either formally or informally and will form the basis of the English action plan and used to identify future training needs.

Review

This policy will be reviewed and modified as and when needed.