

Bitterne C of E Primary School



Policy for English

Headteacher

Andy Peterson

At Bitterne CE Primary School, we believe that every child should have the opportunity to reach their full potential in English. We strive to ensure that the children's learning of English will equip them with the skills needed to access the curriculum as they move through their education and into later life when they can contribute positively to society. Through education of the highest quality we want every child to have a life-long love of English fostered through our school motto 'Inspire, Believe, Achieve'.

Last review- May 2021

Next review –May 2024

Signed by Chair of Governors

Purpose of policy

- To ensure all children develop as enthusiastic readers and writers and apply skills across the curriculum and leave their primary education with a good level of reading and writing.
- To ensure consistency of the progressive teaching of reading and writing skills across the school based on the National Curriculum.
- To set expectations for the teaching of reading and writing and the entitlement for all children in developing as writers ensuring equal opportunity for all to succeed.
- To ensure assessment of reading and writing is accurate and robust through standardisation and moderation.
- To ensure all children read widely both in school and at home.
- To ensure that at all times every child has a current reading book / level on Bug Club appropriate to their attainment.

The teaching of good reading and the outcomes of good writing are linked. Where children experience a wide variety of reading and speaking /listening opportunities their writing will be richer because of this.

The English Curriculum at Primary School

Teachers should develop children's spoken language, reading, writing and vocabulary as integral aspects of teaching of every subject. English is a subject in its own right and the medium for teaching; for children, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.

At Bitterne CE Primary, we teach a broad, balanced and inspirational curriculum through the school's Christian Values of **Love, Trust** and **Forgiveness**.

- Our curriculum demonstrates **Love** through carefully planning our English curriculum to embed the **Love** of reading and writing. The learning should help and develop their excitement and enthusiasm for the subject, while teaching them fundamental skills to access the whole curriculum and use these skills in the wider world.
- Our curriculum is rooted in **Trust** that it is challenging and inspires the children. We plan inspirational learning experiences through hooks to engage all learners. We trust the children to achieve well, to know more and remember more. We support the children to remember their learning from previous years, building on a clear progression of skills and knowledge in all subjects.
- **Forgiveness** is our third core value which is ingrained within our curriculum. Through studying a wide range of stories and texts in English we help the children to learn about communities and cultures in our vastly diverse and fascinating society. Our speaking and listening progression allows children to challenge others' views respectfully and become articulate members of society.

The nature of Reading at Bitterne CE Primary School

The programmes of study for reading at key stages 1 and 2 consist of 2 dimensions:

- Word reading;
- Comprehension (both listening and reading).

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading.

Good comprehension comes from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experiences of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and nonfiction. All pupils must be encouraged to read as widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.

The nature of writing at Bitterne CE Primary School

The programmes of study for writing at key stage 1 and 2 are constructed similarly to those for reading:

- Transcription – spelling and handwriting (see handwriting progression of skills);
- Composition – planning, drafting and evaluating and vocabulary, grammar and punctuation.

Effective transcription results in children being able to spell quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Handwriting also plays a role, by allowing children to write legibly and fluently with increasing speed (please see separate Handwriting Policy).

Effective composition involves articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity and awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar.

The nature of phonics at Bitterne CE Primary School

The programme of study for phonics at key stage 1 follows the Letters and Sounds Scheme. It is paramount that the teaching of phonics enables the children to know and understand how letters, either combined together or singularly, represent sounds that when put together, make words.

The following extract is taken from the Letters and Sounds website, and explains how phonics should look at Bitterne CE Primary.

Letters and Sounds is a phonics resource published by the Department for Education and Skills in 2007. It aims to build children's speaking and listening skills in their own right as well as to prepare children for learning to read by developing their phonic knowledge and skills. It sets out a detailed and systematic programme for teaching phonic skills for children starting by the age of five, with the aim of them becoming fluent readers by age seven.

Overall, phonics has a two-fold purpose. The following extracts are taken from the National Curriculum 2014 and address how phonics aids children with their reading and writing.

Phonics for reading

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.

Phonics for writing

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words.

The English curriculum at Bitterne CE Primary

The planning for English should follow the national programme of study for each year group. Each unit of work follows a 'learning journey' which incorporates the skills from the reading and writing curriculum. At the start of every writing unit, we give our pupils hooks in order to engage and motivate them. These include trips, visitors, drama, role play and books.

The planning format must follow the agreed format across the school; it must outline the learning journey over a unit with clear expected outcomes. The teacher must keep in mind that the planning is a working document that is adapted as the unit progresses, as a result of assessment for learning. SLT and the English leaders will monitor that the planning follows the agreed format, but will not expect the audience for the planning to be anyone other than the teacher themselves. In addition, they will be looking at the impact of planning on the learning on a lesson or over time in the books.

It is important for each unit of work to have a clear **audience** and **purpose** which motivates the children. The children's books should show examples of where children have written for a real audience and purpose.

The **drafting** and **editing** process in improving writing should be planned and valued by children and adults alike.

All planning should dedicate an appropriate amount of time to children **working for sustained periods** for both teacher structured work and independent work.

Lessons within the 'learning journey' is as followed:

Writing skills – these are taken directly from the year group national curriculum. For example, inverted commas to show dialogue, adjectives to add description, types of sentences to identify commands, exclamations and questions.

Reading skills – these must be based on a high-quality example of the genre or a WAGOLL. For example, book talk, reading comprehension, text marking, talk for writing, etc. This could also include drama and speaking and listening.

Shared write – this is a guided write with the class teacher (KS2) where the teacher models using the skills that have been taught in the learning journey, and applying these to a practice piece of writing. This can be focused on one or several skills depending on the year group.

Planning – children to be exposed to a variety of planning formats throughout KS1 and KS2. Speaking and listening should be included to help children develop their ideas. By the time they get to year 6, children should be able to independently choose a planning format.

Independent write – All children should use their plans and the skills they have been taught when writing independently. In addition, they must use resources from their learning packs and those available in the classroom, e.g. word banks and thesauri. Teachers will lap and intervene with questioning or workshops throughout the independent writing process.

Proof read, edit and evaluation – All children should be given opportunities throughout the independent write to proof read and edit their work. Proof reading includes – spelling errors, checking for sense, missing/repeated words, punctuations, homophones. Whereas editing includes – improving word choice (higher level vocabulary), adding in extra detail, including the skills that have been taught (e.g. where can you add in expanded noun phrases to add interest for the reader?), showing an awareness of the reader.

Spellings

Teachers must ensure sufficient time is given to the teaching of spelling. It is important for children to understand the morphology (word structure) and orthography (spelling structure) of words, so that they confidently apply these to their writing. The planning should follow the national curriculum of each year group focusing on rules and the common exception words/year group word lists. Key elements of a spelling lesson:

- Teach the rule;
- Apply the rule in games/activities;
- Identify the rule in sentences/short paragraphs/whole texts;
- Dictation sentences/paragraphs.

It is important for children to be given opportunities to embed/apply the rules taught during English lessons. Spelling should be set weekly as homework, and tested the following week during the spelling lesson. Teachers should use assessments to identify gaps from previous years. This must inform their planning, so that children are able to meet age-related expectations.

Reading – Talk Through Stories EYFS and KS1

At Bitterne CE Primary, we teach Talk Through Stories in KS1. The benefits of whole class reading include:

- Fluency and performance skills;
- Speaking and listening skills;
- Understanding the breadth and depth of vocabulary;
- Develop a love of reading.

Talk Through Stories help the children love the story first and, when they know it well, the children are taught to use the 'Tier Two' words from the story in everyday context. Tier Two words are words that children are unlikely to hear in everyday conversation, but will encounter in stories and teaching as they progress through school.

How is Talk Through Stories structured in KS1? Talk

Through Stories is structured as followed:

- Week One, focuses on fluency and retrieval: reading the story focusing on intonation; children will join in the story throughout the week modelling intonation; retrieval (see VIPERS strands below) and share the story at home on SEESAW.
- Week Two, focuses on vocabulary (Tier Two words): contextualise Tier Two words within the story; say the words and an explain what it means; recognise the words in different contexts and apply their knowledge of Tier Two words in everyday context.

Reading – Whole Class Reading KS2

At Bitterne CE Primary, we teach Whole Class Reading in KS2. The benefits of whole class reading include:

- Build higher order thinking and questioning skills;
- Speaking and listening skills;
- Supports the development of children's thinking skills;
- Develops confidence to voice opinions, whilst respecting others' views;
- Develop a love of reading.

During Whole Class Reading sessions, the children will be exposed to a range of different genres that are linked each week. The children will be given opportunities to hear excellent modelling of expression and intonation from their class teacher and to read aloud themselves as a whole class or individually.

How is Whole Class Reading structured in KS2? Whole

Class Reading is structured as followed:

- Two lessons a week focus on the class novel. These lessons include: reading parts of the novel; recapping what has happened so far; vocabulary check; discussion questions based on the text and focuses on prediction and summary (see VIPERS strands below).
- Three lessons a week focuses on texts which are based around a theme and these include different genres including songs, poetry, non-fiction, etc. These lessons include: reading and annotating the text; vocabulary check; retrieval (see VIPERS strands below); other VIPERS style questions for partnered or individual thinking and solo work.

Reading symbols

The reading curriculum can be broken into strands and these cover every aspect of becoming a confident reader. At Bitterne CE Primary, we use the VIPERS strands (examples of questions can be found in appendix 1):

- **Vocabulary** – find the meaning of words in context.
- **Infer** – make and justify using evidence from the text.
- **Predict** – predict what might happen from the details given and implied.
- **Explain** – how content is related and contributes to the meaning as a whole; how meaning is enhanced through choice of language; themes and patterns that develop across the text; how information contributes to the overall experience.
- **Retrieve** – retrieve and record information and identify key details from fiction and non-fiction.
- **Summarise** – summarise the main ideas from more than one paragraph.

Each is represented by a symbol (see appendix 1). These symbols should be used in the lesson to signal to children, which reading strand is the focus of the task or question. Teachers should ensure there is sufficient coverage of all strands throughout the year, so that children are confident in all areas of reading.

Phonics

The planning for phonics must follow the systematic approach outlined by the Letters and Sounds Scheme. It must also follow the Revisit, Teach, Practice and Apply planning format using a 6-step success criteria (not all 6 steps are always applicable to Year R until the Summer Term).

It is expected that a new sound is taught every day within the following success criteria:

1. I can say the sound.
2. I can read the sound.
3. I can write the sound.
4. I can read the sound in a word.
5. I can write the sound in a word.
6. I can write the word in a sentence.

In addition, the children must also be given the opportunities to practise the reading of the sound within a 'real' word and also within a pseudo or 'alien' word; for instance, practising reading the sound 'ar' in 'park' and 'charv'.

It is fundamental that by the time the children come to sit the Phonics Screening Check (see assessment in phonics), they will have covered all of Phase 2, 3, 4 and 5 multiple times in different contexts.

Bug Club

Bug Club is an online finely-levelled reading scheme, which ensures that all children can find books at exactly the right level for them. Every child in the school has a username and password to access Bug Club where they will find books which are appropriate to their level. Each book has comprehension questions throughout which should be completed by the child. Teachers are responsible for setting the correct levelled books and to set new books when necessary.

Cross curricular links

Children must be given **regular opportunities to demonstrate the independent application** of taught reading and writing skills across the entire curriculum. Throughout the year, children will have opportunities for sustained writing activities linked to other subjects in the curriculum. For example, written explanations in maths, a written science investigation, a persuasive letter in geography or a report of an historical event. Resources for reading and writing should be available for children during foundation lessons. The quality of independent writing in all subjects should be equivalent to writing completed within English lessons.

Assessment

Marking and feedback

Meaningful feedback in reading and writing should be in accordance with the schools feedback and marking policy. This can include: self and peer marking, verbal feedback from the TA or class teacher or a tick and a tip. Children must be given sufficient time to act on the discussions or tips given by the class teacher.

Tracking of book band readers

When a child is around 90-95% accurate when reading a book, it is probably an appropriate level to send home. This works out at between 1 in 10 to 1 in 20 words incorrectly read. When there are no errors with 100% accuracy it should be explored with the child whether the text is too easy. Their comprehension of what they have read should be checked. Where there are a high number of errors it is likely that the book is too hard for the child as they will not understand the meaning fully, due to the effort made in decoding the text.

When a child moves onto the next phonics band / colour band of reading books, teachers should record this on the tracker sheet in the yellow year group library folder. This will be monitored by the librarian, who will also update this information on a centrally held database and will be analysed by the reading leader once a term to track the progress of all children through the phonics bands / colour bands. The reading leader will then feedback to teachers regarding individuals, whose progress is a concern.

Summative assessments Writing

Across the school, children's independent writing is moderated each term against the national curriculum statements for the year group. These moderations are used by teachers to identify gaps in learning and to inform planning for the next term's units. Independent pieces can be found in both English and topic/science books.

Reading

Reading is formally assessed during the Summer Term of year 2 and year 6, every child sits an end of key stage assessment (commonly called SATS). In year 2, this is used in conjunction with teacher assessments

to assess whether a child has met end of key stage expectations. In year 6, assessment is made using the tests alone.

In order to ensure children are prepared for these assessments, and to inform teacher judgements, children should be exposed to test materials in every year group. The school currently uses half termly tests taken from the Rising Stars Assessment materials or 20 minute tests created by the class teachers. Teachers must analyse the results of these tests to inform their planning for next half term, and provide a copy of their analysis to the reading leader.

Phonics

Phonics is formally assessed during the Summer Term of Year 1 when every child sits a Phonics Screening Check (see appendix 3 for an example). The assessment is produced by the government and all children in Year 1 across the country sit the same screening check. The check consists of 40 words, 20 of which are 'real' words and the other 20 are pseudo or 'alien' words. The purpose of the screening is to establish whether the child has learnt phonic decoding to an appropriate standard and to identify pupils who need extra help to improve their decoding skills.

If the child does not meet the pass threshold mark in Year 1, then the class teacher must put in place all the necessary interventions to boost the child's decoding ability in order for them to retake the screening in the Summer Term of Year 2.

English grammar, punctuation and spelling

English grammar, punctuation and spelling test is formally assessed during the Summer Term of year 2 and year 6, every child sits an end of key stage assessment (commonly called GPS). In year 2, this is used in conjunction with teacher assessments to assess whether a child has met end of key stage expectations. In year 6, assessment is made using the tests alone.

In order to ensure children are prepared for these assessments, and to inform teacher judgements, children should be exposed to test materials in every year group. The school currently uses half termly tests taken from the Rising Stars Assessment materials. Teachers must analyse the results of these tests to inform their planning for next half term, and provide a copy of their analysis to the writing leader.

Inclusion

The achievement for all groups of pupils should be equal across the school. Progress is tracked in English at least termly for all groups, and adjustments are made to the curriculum to ensure that any differences in progress and attainment are diminished.

A range of strategies are put in place to accelerate the progress of children, whose attainment is a concern as identified by their teachers. **English interventions:**

- A TA coach leads support for precision teach and Reading Catch up Literacy;
- The progress on any intervention is tracked for each session and impact on levels tracked each half term;
- Children are identified at pupil progress meetings and parents are informed what the intervention is and why it is happening;
- For every child attending a reading intervention, the adult should comment on SEESAW to comment on the reading in school to support reading at home;
- Class teachers are aware of the interventions for children in their class and must liaise with the intervention provider so children can be given opportunities to apply what they have learnt in the intervention in class;

- Interventions are an important tool in accelerating an individual child's progress in reading. By the nature of interventions, the child must be released from the class for a short period. Where possible, the timing will take account of which sessions children are missing in their class.

Home school links

Reading books

- Every child is expected to have an appropriate book at their level every day in school.
- Children are able to take up to 3 books at any one time. Parents can request more books by leaving a message at the office for the librarian. These books should be from their phonics / colour band and should include one non-fiction book.
- Each term the Reading Leader and SLT will hear a sample of children read in order to evaluate their experience and attitudes to reading in school. Feedback will be given to individual teachers and year teams. The children will be randomly selected however more children whose progress is slower or from vulnerable groups will be sampled.
- Children will be given an A4 plastic wallet that will keep books dry.

Bug Club

- Every child in school has access to an online reading programme called Bug Club;
- Each child will have their own username and password;
- Every child will be assigned an appropriate book for their level on Bug Club;
- Bug Club will be used in school as a reading resource and at home;
- Each child will have comprehension questions to complete for each book. Teachers will monitor this to ensure that children are scoring 80% or more on each test. Books will be reassigned when necessary and parents contacted to ensure children are reading at home;
- Teachers will track the amount of reads each week onto the Bug Club tracker to ensure all children are accessing the resource at home. This will be monitored by the librarian, who will email teachers on a weekly basis as a reminder. **Library**
- Every child will have an individual scan card. They are allowed 3 books at any one time. This allows for children to have a colour banded fiction or non-fiction book and at least one other;
- The school uses Librosoft Librarian. It is the responsibility of the Library Manager to ensure Librosoft Librarian is working well and the scanners are working properly;
- Children are able to select and change fiction and non-fiction books in the library once a week, but are able to change their books more frequently if needed. A range of fiction and non-fiction books are kept in classes in KS1. In KS2, fiction books are kept in year-group libraries and non-fiction books are kept in the KS2 library.

Spellings

- Every child will be set a list of appropriate spellings weekly. This should be practised at least three times at home. These will be sent to parents via SEESAW;
- Each week, children will be tested on their spelling list. Parents will be informed when this will be;
- Where children are frequently misspelling words in the tests, teachers will contact parents to discuss strategies to help the children learn their words at home.

Role of the English Leader

The leaders for reading, writing and phonics must liaise regularly to ensure standards are consistent across the school for the English curriculum.

- Undertake regular monitoring activities: observations, coaching, work sampling, data analysis, pupil conferencing.
- Attend termly English meetings to share findings and discuss next steps for the subject.
- Provide self-evaluation each term and use this to inform the RAP.
- Provide staff with CPD, such as staff meeting training and coaching.
- Liaise with English leads in the cluster.
- Promote English to parents and the wider school community.
- Communicate clearly with parents to ensure a consistent approach to English at home, e.g. parent workshops and progressions of skills documents.
- Communicate with and evidence the impact of this policy to the linked English governor and attend more formal Governor meetings, as required.

Role of English Link Governor

The English Link Governor is responsible for meeting with the English lead at least termly and providing a report to the Curriculum and Learning Committee. The meeting will involve a summary of the impact of actions linked to the school improvement plan and evidence shared that indicates what standards in reading, writing and phonics are like across the school and what the next steps are.

The evaluation questions included in the current English action plan will be used by governor to demonstrate that this policy, alongside the action plan, are effective. This information will feed into the 2 yearly review process for this policy

Appendix 1 – vipers

Vocabulary

Draw upon knowledge in the vocabulary in order to understand the text.

What does the word _____ mean in this sentence?

Find and copy a word which means _____.

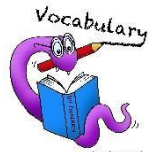
What does this word or phrase tell you about _____?

Which word in this section do you think is the most important? Why?

Which word best describes the mood/character/setting?

Can you think of any other words that author has used to describe _____?

Why do you think _____ is repeated?



Infer

Make inferences from the text.

Why was _____ feeling _____?

How do you know _____ is feeling _____?

What do you think the author intended when they said _____?

How does _____ make you feel?

How do these words make the reader feel?

How does this description show the character is _____?

What voice might these characters use?

Who is telling the story?

What was _____ thinking when _____ happened?

How can you tell that _____?



Predict

Predict what you think will happen based on the information given.

From the cover what do you think this text is going to be about?

What is happening now?

What happened before this?

What will happen after?

What does this paragraph suggest will happen next?

Do you think the choice of setting will influence how the plot develops?

Do you think... will happen?

Yes, no or maybe?



Explain

Explain your thoughts, preferences and opinions from the text. Make links between what they are reading and what they have read.

Who is your favourite character? Why?

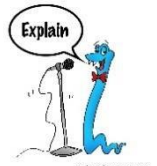
What is the purpose of _____?

Who does this character remind you of?

What is the author trying to tell us?

Would you like to live here? Why?

Is there anything you would change in the story?



Retrieve

Identify and explain the key features of fiction and non-fiction texts, such as:

Characters, events, titles and information.

What kind of text is this?

Who did _____? Where did _____?

When did _____? What happened _____?

Why did _____ happen?

How did _____?

How many _____? What happened to _____?



Sequence

Sequence the key events in the story.

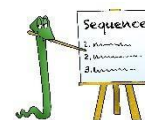
Can you order the events in the story as they happened?

What happened after _____?









What was the first thing that happened in the story?

Can you summarise in a sentence the opening/middle/end of the story?

In what order do these chapter headings come in the story?



Appendix 2 - Phonics screening check example pages

Section 1		Section 1		Section 2		Section 2	
vol		freed		jair		comic	
teg		dress		clain		giving	
jat		fund		yewn		pumpkin	
ind		think		tabe		fighters	

The words marked with the images of the alien indicate to the children the 'pseudo' words and the words with no images indicate to the children the 'real' words.