

Bramhope Primary School English Policy

Agreed: December 2022

Date to review: December 2024

English Provision for all children

In our teaching of English, we ensure that all pupils are supported in their progress and that all pupils are stretched and challenged. When pupils are working significantly below their year group, a tailored programme of English support is put in place.

Interventions include the following:

- Lexia support
- Inference Training – A reading support programme for pupils who can decode fluently but have difficulty with comprehension.
- Phonics interventions
- Y6 Reading booster sessions
- 1:1 Reading Sessions

We have carefully considered the impact of our teaching of English on equality, and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

- Each year group has a carefully selected pack of books which celebrate equality and diversity. We aim to read these books to each class at least three times a week.
- We strive to ensure that we have a rich and broad selection of books in our libraries, book corners and within our curriculum.
- We aim to include books which contain strong and positive characters which represent people from across society and to include books by authors and illustrators from all backgrounds.

For the remainder of this document we have broken English into two areas:

- ***Reading and phonics***
- ***Writing, Speaking and Listening***

1. Reading and Phonics

Rationale:

Through reading, in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually.... Reading also enables pupils both to acquire knowledge and to build on what they already know...The national curriculum for English aims to ensure that all pupils:

- ***Read easily, fluently and with good understanding***
- ***Develop the habit of reading widely and often, for both pleasure and information***

(National Curriculum Programme of Study)

At Bramhope Primary, we are determined that all pupils will learn to read and make sufficient progress to meet or exceed age-related expectations (A.R.E.) by the end of Key Stage Two. Meeting A.R.E. will enable pupils to progress in the next stage of their school career and access a broad range of subjects at secondary school.

By the time children leave our school, our aim is that they will:

- **Be able to read age-appropriate texts fluently and with good comprehension**
- **Have a love of reading**

- **Have experience of a wide variety of books that inform and inspire them**
- **Be able to make informed choices about what they read**
- **Be able to talk about their favourite authors**

At Bramhope Primary School we nurture pupils to become both fluent and inspired readers. These two aims run parallel through our teaching of reading.

What makes our teaching of reading special at Bramhope Primary School? We provide opportunities for pupils to enjoy literature from around the World and to learn about and meet with authors and illustrators from different backgrounds. We also ensure that pupils meet authors and illustrators from the local area. We see this as an important step in inspiring them to be lifelong lovers of literature and the authors and illustrators of the future.

Please see Bramhope Primary School's Reading Curriculum for a full overview of our approach

Organisation of the Reading and Phonics Curriculum

At Bramhope Primary School, we have designed our curriculum to ensure we meet all the requirements of the national curriculum. We have also used the EEF Improving Literacy Reports to ensure our approach follows the latest research into best practice.

The systematic teaching of phonics has a high priority throughout Reception and Key Stage 1 and is delivered as an intervention thereafter. Staff in reception and KS1 systematically teach pupils the relationship between sounds (phonemes) and the written spelling patterns (graphemes) which represent them.

Phonics is taught daily to all children in reception and KS1. The phonics programme we use is Read Write Inc (RWI), which is fully matched to the National Curriculum and new EYFS Framework.

Read Write Inc

Read, Write Inc. has 5 underlying principles – the five Ps:

1. **PACE** – no time is wasted during teaching sessions.

2. **PRAISE** – teachers praise the children constantly throughout the teaching sessions. Children learn more quickly when they are praised for what they do well. The children are encouraged to praise each other and as a school we have adopted several 'Praise Phrases' and 'Praise Actions'.

3. **PURPOSE** – each activity has a very clear purpose. The teacher will set this purpose at the beginning of the lesson so that the children know exactly what they will be learning.

4. **PARTICIPATION** – all children take part in all parts of the lesson. Full participation is gained through partner work and choral response.

5. **PASSION** – as a staff we are passionate about our teaching and the benefits of the Read, Write Inc. programme

Children learn the 44 common sounds in the English language and how to sound-blend words for reading (decoding) at the same time as developing handwriting skills and spelling (encoding). Both the Reception and KS1 RWI lessons start with a 10- minute phonics input session, where new sounds are taught, or previously taught sounds are reviewed. The children then read exciting books which are matched to their level – so that they have early success in reading. The children follow a structured programme of reading and writing activities in small groups. All staff at Bramhope Primary School have been trained in the delivery of this programme. The children take their books home to read to their family.

Progression in phonics:

See appendix one for guidance on our expectations of progress.

We assess children's progress regularly, so we can quickly identify any pupil that is falling behind and provide targeted support. Children who are working below expected levels, who have not passed the Phonics Screening in Year 1, or have been internally assessed as having gaps in their phonic knowledge, are discussed in Pupil Progress discussions and support is implemented as appropriate.

As children progress through lower key stage one, most children acquire good phonological knowledge and are developing fluency. If children have not become fluent readers by upper key stage one, they will be hampered in their comprehension by slow decoding. While children's fluency is still developing, it is essential that children spend lots of time practising decoding through meeting a wide range of new texts. Our home learning policy states that children should read every day to ensure that reading 'mileage' is prioritised. Teachers set reading targets (number of pages per day) for children who are reluctant readers.

All staff employ dyslexia-friendly strategies including:

- Children and adults take turns to read aloud;
- Rulers and quick word checks are used to ensure that children are focusing and keeping pace,
- Simplified texts are provided
- We have a range of 'hi-lo' reading books available.

(See SEND policy for further details of strategies used)

By the end of KS2, we aim for children to accurately read aloud at 100+ words per minute.

Once children have become fluent readers (confident and competent at decoding and sight-reading) their reading comprehension continues to develop.

Teachers are knowledgeable about children's authors and can recommend books. They encourage and guide a careful choice of books from the class bookshelves and school library. They ensure that books broaden children's vocabulary, their experience of language and their general knowledge. Reading comprehension and vocabulary development reinforce one another. Plenty of time spent reading is essential, but vocabulary development is also supported by teaching children particularly useful words and by revealing to them the value of understanding the grammatical structure of the English language. The teaching of SPaG is directly linked to the teaching of writing so that children understand the relationship between them.

At least one lesson per week has reading as its focus and reading will also be a major component in other lessons such as history, geography and science. We aim to provide frequent purposeful occasions for children to read aloud in many areas of the curriculum.

Reading comprehension relies on background knowledge. A curriculum that is coherently structured allows children to add new knowledge to a rich network of understanding that they can use in their reading and beyond.

Reading Resources

The foundation for pupils learning to read is the quality and variety of language that they hear and speak. We carefully choose stories, poems, rhymes, songs and a range of non-fiction books to develop pupils' vocabulary, language comprehension and general knowledge.

In Reception and KS1, the reading books provided for the children have a cumulative progression in phonics knowledge that is matched to our phonics lessons. Teachers' give pupils practise in reading and re-reading books that match the phonics knowledge they have been taught.

We support parents **by providing a phonics workshop in term one and share resources which will support their child's learning at home.**

As the pupils develop their reading skills, they continue to move through the Read Write Inc books and on to our levelled reading books for beyond phonics. We use the Oxford Reading Tree books to ensure that their reading material is still at the appropriate level for them to apply the skills they are learning. We also provide high quality texts in class libraries to ensure the pupils have a wide range of choice so that they develop a love of reading. We ensure that each year the children are exposed to the following types of texts as a minimum:

- Classic texts including Shakespeare in KS2
- Poetry
- Non-fiction

- Texts written by a local author /poet

To support our teaching of language comprehension, we use VIPERS and supportive resources from the Literacy Shed. These include lessons plans using high-quality texts.

V Vocabulary

I Inference

P Prediction

E Explanation

R Retrieval

S Sequence or summarising

Promoting Reading

Throughout the school, we enthuse about books and reading of all kinds. We promote good habits to support reading. These include:

- Parents and carers reading aloud to children throughout the primary phase
- Teachers sharing favourite books, characters, and texts
- Teachers regularly, frequently and skilfully reading aloud to their class
- Choosing texts which make valuable links between different areas of the curriculum
- Promoting frequent ring-fenced time for reading
- Guiding children in their choice of reading material
- Using 'reading champions' to promote reading and influence choice of books in school
- Encouraging a 'mixed-diet' of reading materials, including poetry and non-fiction
- Hosting celebratory days such as World Book Days
- Praising and rewarding children who read regularly –for example reading with Noodle the dog

Using Assessment in the Teaching of Reading and Phonics

Attainment in phonics is measured by the Phonics Screening Check at the end of Year 1. Children are retested in Year 2 if they do not pass. Our priority is to ensure children have secure phonic knowledge and the necessary skills to support them in accessing the next stage of the curriculum.

We closely track children's progress in learning to read. Initially, this is through detailed knowledge of each pupil's acquisition of phonological knowledge, moving on to using termly NFER (National Foundation for Educational Research) reading tests. Teachers and TAs hear children reading aloud in whole-class, small groups and individually. Children who require additional support are quickly identified and our least able readers are given additional opportunities to read aloud.

Reading interventions are most frequently carried out individually or in a group of no more than four. Interventions such as inference training, Lexia and Alpha to Omega are led by trained support assistants. Pupils have specific targets and progress towards these is regularly reviewed by the assistant headteachers and overseen by the SENDCO.

Our aim is for all our children to meet age-related expectations.

2. Writing, Speaking and Listening

Rationale

At Bramhope Primary school, we strive to nurture a passion for writing. Our curriculum is designed to teach pupils to become:

- Clear communicators – To develop skills in spelling, grammar, vocabulary, punctuation, tone and text organisation in order to convey information effectively
- Creative writers – To use their writing as a vehicle to express their own ideas and to be encouraged to be creative and use their imaginations.

We believe that writing and speaking and listening are intrinsically linked. We aim to ensure all our pupils leave primary school as:

- Clear communicators – To develop skills in speaking and listening in order to communicate effectively.
- Inspired speakers – To use their voice as a vehicle to express their own ideas and influence others.

Organisation of the Writing Curriculum

At Bramhope Primary School, writing is taught daily following the national curriculum. Initially the pupils follow the Read Write Inc Scheme and then move on to our writing curriculum based on the four purposes of writing (this is in line with the best practise research of Michael Tidd):

- **Entertain:** To entertain the reader often by evoking an emotional response. To write to capture and hold the attention of the reader making them feel happy, sad etc.
- **Inform:** To explain, instruct and to give information to the reader.
- **Persuade:** To argue a particular point of view to convince and persuade the reader.
- **Discuss:** To present arguments and information from different viewpoints to help the reader draw conclusions based on the evidence.

Our writing curriculum map specifies when children will learn to write for these different purposes and the types of genres which this will in turn cover. For example, newspapers to inform. Our curriculum map also specifies the books and reading material that the children will read and learn about to inspire them to write. We have thought carefully about our choice of text to ensure that we provide an inspiring and progressively more challenging diet of literature.

Writing Resources

In order to support the planning and teaching of writing we have developed unit planners. These provide guidance on the key learning intentions for each unit as well as helpful tips relating to different styles of writing.

Spelling is taught initially through phonics teaching. From Year Two onwards, we follow the No Nonsense Spellings scheme to ensure a coherent approach throughout the school.

The Teaching of Speaking and Listening

The following strategies are in place to ensure we develop clear communicators and inspired speakers.

- Speaking and listening is a part of every lesson at Bramhope Primary School.
- Talk is valued in all subjects and used as a vehicle to teach learning points.
- Teachers explicitly teach speaking and listening skills from Reception to Y6.
- Talk partners are used throughout the school.

Debate is used as a tool across the curriculum and children are taught to listen to each other and also to form carefully constructed arguments to convey their opinion in an effective and respectful way.

The Teaching of Handwriting

We believe that teaching handwriting to a high standard promotes self-esteem and that fluency in handwriting reduces pupils' cognitive load when composing their own writing. To achieve this, we:

- Emphasise the development of gross and fine motor skills in Reception
- Teach correct letter formation, posture and pencil grip
- Develop automaticity and handwriting speed
- Children also learn the correct formation of numeral digits

In line with DfE supporting documents for the validation of phonics schemes, children initially are taught to form individual letters. When ready to progress, children learn to add exit strokes before learning cursive letter formation.

All children are expected to have mastered letter formation in a cursive style by Year Five. Additional support is offered to any pupils as necessary.

We use the Nelson Handwriting Scheme from Year One onwards to ensure a coherent approach throughout the school.

Monitoring Standards in Writing

Standards are monitored through:

- Learning walks
- Book scrutinies
- Moderation in year groups
- Daily formative assessment
- Half termly summative assessments which are uploaded to FFT.
- Staff meetings led by the subject leader
- Termly pupil progress meetings
- Governor visits
- Use of DfE exemplification materials in Y6 and Y2