

BURTON BRADSTOCK SCHOOL

English Policy

At Burton Bradstock School we deliver a creative curriculum where subjects are taught within a whole school theme, called a Learning Quest, each term. This approach encourages our pupils to use their imagination and make links across topics and subjects thereby giving depth and breadth to their knowledge as well as the ability to learn and apply a range of skills in different contexts.

Introduction

“English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know.”

National Curriculum 2014

At Burton Bradstock Primary School, we believe that the development of language and literacy skills are of the highest priority. Both children and parents should realise that language is the main tool of learning and communication. All children have an entitlement to access the Programmes of Study for English as set out in the National Curriculum. We will achieve this through our own curriculum planning for English. The purpose of this English policy is to:

- a. ensure the effective delivery of the National Curriculum for English and Communication and Language, and Literacy for EYFS
- b. ensure English skills are developed and used across the whole curriculum
- c. aid the monitoring of the teaching and learning of English including standard English.

Aims

We aim to develop the skills of each child to the highest level in each of the main areas of English.

Spoken Language

From the beginning, children are actively encouraged to speak and listen in a wide range of situations and with a range of audiences. Opportunities are given for school, class, small group and individual discussion, expression of ideas and presentations. Children are actively encouraged to:

- listen and respond with constructive comments, questions or answers in a variety of speaking and listening activities, developing wide ranging and suitable vocabulary
- listen and to follow instructions and to relay messages accurately
- plan and discuss work co-operatively where appropriate
- develop social skills and good manners, showing courtesy to each other and visitors
- take part in drama activities and debates

Reading

We believe it is vital for children to become fluent and confident readers by the end of their primary education. Many opportunities are given for children to develop their reading skills in a range of contexts. We encourage them to:

- read for enjoyment
- develop phonemic awareness and phonic knowledge
- use organisational features and systems to find information
- develop comprehension skills using a range of strategies to retrieve, deduce, infer and interpret information
- appreciate a wide variety of literature, including prose, poetry and non-fiction, from all genres.

Writing

We need to teach each child handwriting, spelling, grammar and the language of writing for them to become effective writers. Each child enters school at a different level of writing ability but we aim to teach all children the skills to:

- use writing as a tool to aid learning and to record their experiences in a wide range of activities across the curriculum
- employ a variety of forms suitable to the context, purpose and audience
- achieve independent writing of a high quality
- present work that demonstrates thought, care and pride

Planning English

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum and the updated Early Years Foundation Stage Curriculum. Our English curriculum is delivered in accordance with these requirements, whilst also considering the needs of our school and its pupils.

Our curriculum is planned on a two year rolling programme (see Appendix 1) and has been developed to tie in with our termly Learning Quests. Medium term and weekly plans are drawn up which give details of appropriate activities and outcomes.

Teaching

A range of styles of teaching are necessary for the teaching of English. Skills are taught explicitly through daily English lesson and opportunities are given to practise these skills through our creative curriculum.

Spoken Language

Opportunities to develop children's speaking and listening skills are built into both the English curriculum and across all other areas of the curriculum. We use drama on a regular basis to develop children's confidence to take on roles and consider alternative courses of action. Through our reading curriculum, children are encouraged to discuss books. During writing lessons children are taught to orally rehearse their ideas, before recording these on paper. We make use of response partners to allow children to develop their oral skills, their ability to communicate and cooperate with their peers. Class council meetings give children chance to debate and discuss ideas and issues. Our weekly Good Work Assembly gives children chance to address a larger audience and children in Class 4 have the confidence to run these assemblies. We are proud of the way our children take part in and run church festivals such as Harvest Festival and the Leavers' service.

Reading

There are two main strands for reading: word reading and comprehension. These are taught through a wide variety of approaches.

Phonics: phonics is taught on a daily basis in KS1 using Jolly Phonics in Reception, and Letters and Sounds, supported by the Oxford Reading Tree phonics scheme in Year 1 and Year 2. Children are screened in Reception within the first few weeks as part of a Baseline Assessment. All children in Year 1 undertake a phonics screening check to see how well they are able to use and apply the sounds that they have been taught to build on their phonic skills.

Individual Reading books: All children choose an individual reading book to take home and practise their skills. In KS1 and into KS2 book bands are used to ensure that children have a book that matches their reading ability. Oxford Reading Tree is our core scheme supplemented by a range of other books. The bands are monitored on a regular basis. As children become fluent readers, they are able to become 'free readers' and can make choices from the class libraries. Reading diaries are provided to record progress and any useful observations of children's reading strategies.

Guided Reading: In KS1 children are grouped for guided reading and the books are chosen to challenge children either in their word reading skills or comprehension. While guided reading sessions are taking place, children are taking part in other reading activities such as reading for pleasure, playing phonics games, taking part in comprehension activities or reading digital texts on the computers or Learn Pads. In KS2, guided reading takes place as a whole class activity, and other tasks such as comprehension and reading for pleasure are also planned.

Poetry: This is an important part of our English Curriculum and children are encouraged to read poetry aloud and to learn poetry by heart.

Reading for pleasure is promoted through story time in each class and also through our Beach Team Bookworm time.

Writing

The two main strands in writing are - transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing). Many of the skills for transcription are taught explicitly through phonics sessions, Read Write Inc lessons (KS2 reading and spelling programme), SPAG lessons (Spelling, Punctuation and Grammar), guided writing and dedicated handwriting lessons. Opportunities for using their composition skills are built into English lessons as well as across topic work as part of our Learning Quests.

Equal Opportunities

The teaching of English will be in accordance with the Equality policy. We aim to provide equal access to English for those children with Special Educational Needs and those pupils who are very able and require extension activities, through small group work, through the use of Classroom Assistants help where available and appropriate resources.

In relation to pupils who have English as an additional language this is not categorised as a Special Educational Need. The school follows the advice of external agencies where pupils have English as an additional language.

I.C.T.

Opportunities for using I.C.T. available in the classroom and the school are built into the planning, delivery and assessment of this subject. Computers and Learn Pads are available, which have appropriate programs and links to useful resources. A range of equipment including microphones and digital cameras are available to enhance learning in English.

Assessment

Children's work will be continually assessed in accordance with the National Curriculum and Foundation Stage Profile by the class teacher. Pupils' progress is assessed both formatively (regular observations of classroom learning) and summatively. The Foundation Stage profile is reported to parents and data is submitted to the LA and DFE. Key Stage 1 and 2 National Curriculum test results are reported to Parents, LA and DFE as required by law. The teacher passes on relevant information to other teachers, and summative and formative records are regularly updated using Pupil Tracker. Staff hold termly parents consultation meetings and written annual reports are forwarded to parents in the summer term.

Homework

English homework is set in all classes in accordance with the Homework Policy. In particular, we encourage all children to read at home on a regular basis. The value of parents and other family members helping children with their reading cannot be overestimated at any age/stage of development

The Role of the English Co-ordinator

- * To purchase, organise and maintain teaching resources
- * To assist with diagnosis and remediation of learning difficulties
- * To encourage and assist in-service training
- * To keep up-to-date by attending courses and feedback sessions organised by LA, Cluster groups, MAT or other colleagues
- * To provide guidance and support in implementing the National Curriculum and schemes of work
- * To offer specialist advice and knowledge for special needs and gifted pupils
- * To advise the Headteacher of action required to develop the subject
- * To encourage ways of involving parents in their children's learning
- * Analysis of tests and draw up plans from this analysis
- * Monitor planning, teaching and learning

The over-riding task must be to provide support for all who teach this subject and so improve the quality and continuity of English teaching and learning throughout the school.

Appendix 1 - English Scheme of Work – Year 1 of Cycle

Name of Quest	Key Stage 1	Class 3	Class 4
Forest Adventure	Fairy Tales Poems about the Senses Letters and Invitations	Reference Books – introductory session teaching key skills Fairy Stories Recounts Shape poems and calligrams	Reference Books – introductory session Myths and legends Persuasive writing Formal letters Modern poetry
How it Works	Significant authors Classic poetry/Patterned poetry Instructions/Explanations	Stories with historical settings Instructions Riddles	Fiction from our literary heritage Biographies Playscripts Classic poetry
Jurassic Coast	Summer stories Non-fiction books Poems on a theme	Well known children's authors Leaflets Plays Performance poetry	Modern adventure stories Instructions Performance poetry

Year 2 of Cycle

	Key Stage 1	Class 3	Class 4
Journeys	Fantasy stories Silly poems Labels, captions and diagrams	Reference Books – introductory session Plays Acrostic poetry Myths and Legends Letter writing Stories set in imaginary worlds	Reference Books – introductory session Play scripts Journalistic writing Legends
Houses and Homes	Traditional stories Stories set in other cultures Non- chronological reports	Stories that are structured in different ways Instructions	Recounts and diary writing Autobiography and biography Significant author - Louis Sacher
Food and Farming	Key stories Contemporary poems Recounts	Stories from other cultures Explanations/reports Kennings, haiku and cinquains	Stories from other cultures Explanations Fiction

In Sails, the genre covered are tied into the Learning Quests and interests of the children. They always include stories, rhyme and non-fiction.