



Benington C of E Primary School

English Policy

Written	Reviewed	Next Review Date	Author	Adopted by Governors	Sub-Policies
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At Benington we believe that language and literacy is fundamental to the overall development of the child and their access to the curriculum in all its aspects. We aim to deliver quality teaching of basic and higher order reading, writing and speaking and listening skills to enable children to become confident and successful in all aspects of English. English is taught daily, through dedicated lessons, separate reading opportunities and, where appropriate, through the Creative Curriculum.

1. Purpose

This policy sets out how English is taught at Benington.

2. Scope

This policy applies to all teachers, support staff and governors.

3. Aims

We want all our pupils by the end of Year Six to be "Secondary Ready" and able to:

- read and write with confidence, fluency and understanding;
- be able to orchestrate a full range of reading cues (phonic, graphic, syntactic, contextual) to monitor their reading and correct their mistakes;
- understand both sound and spelling systems and use these to read and spell accurately;
- have fluent, joined and legible handwriting;
- have an interest in words and their meaning and a growing vocabulary;

- know, understand and be able to write in a range of genres in fiction and poetry, and understand and be familiar with some of the ways in which narratives are structured through basic literary ideas of setting, character and plot;
- understand, use and be able to write a range of non-fiction texts;
- plan, draft, revise and edit their own writing;
- have a suitable technical vocabulary including an understanding of grammatical terminology through which to understand and discuss their reading and writing;
- be interested in books, read with enjoyment and evaluate and justify their preferences; through reading and writing, develop their powers of imagination, inventiveness and critical awareness.

4.Statutory requirements

Statutory requirements for the teaching of English are set out in the National Curriculum in England: English Programmes of Study – Key stages 1 and 2 (2013) and in the Communication and Language and Literacy sections of the Statutory Framework for the Early Years Foundation Stage (2012).

5.Structure

As children progress from class to class, careful assessment and communication between staff ensures that work is appropriately matched to their level of ability and the transition is as smooth as possible.

6. Aims of the Foundation Stage

We believe that communication and language with opportunities to explore reading and writing underpins children’s future learning. The practice in Foundation Stage will follow the EYFS and will work towards the Early Learning Goals aiming to meet the statement of the goals by the end of reception year.

In Foundation the daily routine will include planned and spontaneous activities that include:

- a wealth of opportunities to develop and experience speaking and listening;
- experiences that develop gross and fine motor skills through play and handwriting activities;
- sharing and enjoying a range of rhymes, songs, stories and books;
- immersion in a print rich environment with opportunities for oral language and written communication, e.g. differentiated phonic activities;
- focused activities that teach children early communication language and literacy skills.
- Shared reading of easy texts
- English and topic based focus each week

7. Aims of KS1

The teaching of English in KS1 will include:

- explicitly taught and planned sessions following the guidance and objectives of the National Curriculum;
- Speaking and listening activities, e.g. role play, pair talk, drama and hot seating in order to prepare pupils for the writing process
- word level work with explicit teaching of phonics and spelling;
- sentence level work led by quality texts to develop grammatical awareness and punctuation skills;
- text level work using a range of genres will develop comprehension and composition skills and the understanding of print;
- letter formation and handwriting taught and modelled using the agreed Benington style (see appendix);
- Immersion in a print rich environment that promotes a reading culture and develops children's oral and written communication.

8. Aims of KS2

The teaching of English in KS2 will include:

- explicitly taught and planned sessions following the guidance and objectives of the National Curriculum;
- A wide range of literary genres;
- word level work with explicit teaching of spelling strategies and rules and phonics where required;
- sentence level work led by quality texts to develop grammatical awareness and punctuation skills;
- text level work involving reading a range of genres to develop comprehension skills and scaffold writing;
- Explicit teaching in spelling, grammar and punctuation;
- a range of text types, including cross-curricular writing, modelled to promote sustained composition;
- handwriting and presentational skills taught and modelled using the agreed Benington style (see appendix);
- Immersion in a print rich environment that promotes a reading culture and develops speaking and listening.

9. Phonics

Children in Foundation and KS1 follow the programme: 'Letters and Sounds' which encapsulates the reading review recommendations led by Jim Rose, (refer to the Rose Report for further details) Phonics is taught explicitly in Foundation Stage and KS1 and where necessary as an intervention strategy in KS2. Letters and sounds is a powerful teaching tool which ensures that young children will be well-placed to read and spell

words with fluency and confidence by the time they reach the end of KS1. They will also be prepared to take the National Phonics Test at the end of year 1. Children begin learning phonics in Acorn class, where it is taught every day. Phonics is taught in KS1 4 times a week for at least 20 minutes in a fun way but also with rigor and pace. In Year 1 most children begin to read and write one grapheme for each of the 44 phonemes. They blend and segment CVC (consonant – vowel –consonant), CCVC and CVCC words for reading and spelling and use their phonic knowledge when trying to read and write more complex words. In KS1 children are taught to read and spell 200 of the most frequently occurring words in English. The 'Letters and Sounds' programme teaches synthetic phonics and is available to parents on request.

10. Spelling

Children's phonological awareness and spelling strategies are assessed and this informs teaching. Dedicated time is allocated for teaching and investigating spelling, as well as word level work linking to a related text in the main English session. Spelling Bank investigations plus the spelling appendices from the National Curriculum are used alongside individual and whole class spellings. Children are encouraged to practice their spellings through investigation as homework as well as in handwriting sessions. Word banks (given and created) along with dictionaries can be used to support children's spelling at the point of writing.

11. Reading

Our aim is to nurture a lifelong love of reading in all our children by:

- creating welcoming book areas in classrooms;
- developing a school library which offers all children the opportunity to borrow both fiction and non-fiction books regularly and raises the profile of reading through a print rich environment, attractive book displays and promoting the written word at all times;
- Ensuring that children take home a reading book to read or discuss with their parent/carer each night. Parents make a comment in their child's home-school reading record on how their child read;
- Promoting reading through the "Birthday Book" scheme;
- Reading high quality texts as class reads to broaden children's exposure to different authors and styles.

Reading is taught through:

- Whole class reading through the use of high quality "class readers" that wherever possible we link to the Creative Curriculum topics. This develops listening skills, a love of story and reading for pleasure. It also enables children to experience texts

at a higher level than they might be able to read themselves and so extends their vocabulary.

In all year groups this happens on a regular basis. By the end of their time at Benington, children will have met a rich range of authors and texts.

- Shared reading that immerses children in the pattern of story and features of text types. This happens in English sessions when introducing text and prior to writing. The teacher models as an expert reader and draws out the key elements of the content.
- Guided reading that targets children's reading skills. Guided reading takes place in small groups with teacher/TA input using a levelled text, sets of guided reading books are book banded and stored together in the Library. Records are completed at each reading session and each group reads with an adult regularly. This allows a deeper analysis of text and opportunities for individualised questioning.
- Independent reading in school and at home. Books are sent home with a reading record or log for communication with parents. In Foundation Stage and KS1 children take home a Reading Scheme book to read or look at with their parents. Books are changed 3 times a week by teaching assistants or teachers. The Reading scheme books have a controlled vocabulary and therefore children are moved through the stages as they are able to read the key words. The books are chosen from a range of different schemes – this is deliberate and enables children to have exposure to different styles and formats and will better equip them to make the transition to "non- scheme" books. Once children have progressed through the scheme, they are deemed to be a "free reader" and have more freedom to choose their own books. At this stage, children will still need support in selecting books at an appropriate level once they have moved on from the scheme and will be supported in their selection of suitable books.
- Once children have developed a level of independence at "free reader" level, they will be assessed on the Accelerated Reader system. If they meet the criteria, they will then be given a reading range. This is a set of 2 numbers and they can select books that are graded as falling between these 2 numbers. The aim is that they will always be reading at challenge level – not books that are too easy or too hard. Once on the Accelerated Reader system they can then take comprehension quizzes on the books they have read to assess their understanding.

Hearing children read.

The skills that children need to become readers will be taught at school through all the ways aforementioned, However, the practice of reading aloud to an adult, needs to be consolidated daily at home. Where this is not possible, or where there is the need for additional support, provision will be made in school. Children have opportunities to read with: Teachers, TAs, Governors and parental volunteers.

12. Writing

Writing should be a creative/developmental process both at a functional and an imaginative level. All attempts at writing are valued and we know that all children have potential to be successful writers. Compositional and transcriptional skills are taught alongside creative aspects. Immersion in reading, talk and preparation for writing is essential to the writing development process.

Writing is taught through:

- Reading:
By modeling for the children what good quality writing looks like so that they know what to aspire to.
- Shared writing – this may be whole class or small group:
Writing which is modelled by the teacher as the expert writer with children's contributions.
This is teacher-led writing with children contributing ideas. Shared writing is not exclusive to English sessions and can be taught across the curriculum. The emphasis may be on the generation of ideas, grammatical awareness, spelling and phonics, compositional, transcriptional, presentational and text level skills or other key strategies needed in writing. Not all of these can be modelled in one session, but the teacher as the expert writer leads the cumulative writing process. Flipcharts are best used for this,
- Opportunities for developmental writing.
In Foundation stage children will experience writing in a range of settings and opportunities for developmental writing are available through all areas of learning and throughout the learning environment. Children's own attempts at early writing should be celebrated and promoted, alongside the direct teaching of the key skills that will enable the children to progress through the stages of writing development. In Foundation stage and KS1, children's writing that needs interpretation must be scribed by a teacher or adult working with the group.
- Independent writing.
Throughout the school children need opportunities to develop their confidence and practise their writing skills. All writing activities should have a purpose and quality should be promoted through awareness of audience. Writing may be shared through: book making, publication or presentation to another audience. Writing is modelled and supported from immersion to quality writing. Independent writing is supported through the use of dictionaries, word banks, writing frames or plans and alphabet cards.
- Writing environment.
The school environment celebrates quality writing through displays of work in both handwritten and typed form as well as signs and labels. All classrooms should have attractive and well-equipped resources for writing that children can access. Opportunities for writing are planned for and accessible throughout the

learning environment and school day. Functional and creative writing are demonstrated and promoted by staff and visitors.

- 'First of the Month' writing

During the first working week of each month children across the school are asked to complete an independent piece of writing. This will encourage the development of writing using different writing structures and genres within a time restriction Staff will agree on a focus for a piece of writing to be completed. These pieces of writing are moderated by staff and used to provide assessment data and children will be made aware of their "next steps."

13. Grammar and Punctuation

This includes grammatical awareness, sentence construction, punctuation and the higher skills and vocabulary of grammar. This is taught directly through quality texts, modelled examples and investigation. All teachers will follow the Benington Grammar document 2013. This incorporates grammar skills and objectives from the New National Curriculum, Grammar for Writing, Pie Corbett's advice and the Literacy Strategy. (see appendix)

Grammar teaching should be lively, engaging and based on real books and text wherever possible.

Grammar and punctuation is tested nationally at the end of KS2. KS 1 teachers may use the non-statutory grammar test to support their teacher assessments of grammar in the summer term of year 2.

14. Handwriting

Handwriting and letter formation is explicitly taught throughout the school. The correct way of forming letters with joining flicks is modelled by the teacher and patterns of letters are taught where appropriate. In KS2. Children have a separate handwriting book or handwriting paper and there is at least one session a week dedicated to demonstrating and practicing handwriting. Children need to have adult interventions when handwriting to ensure incorrect formation is not practiced. Good presentation is emphasised at all times and through all forms of writing. In Foundation Stage children are taught to write their name through tracing, copying and writing from memory. Support is given to those with poor pencil grip through triangular pencils, pencil grips and activities to strengthen poor fine motor skills. Left-handed writers should be sat on the left hand side of the table. In KS2 handwriting is practiced on lined, handwriting paper or in handwriting books Best copies of writing for display may be done on plain paper with line guides. Once children have mastered the correct joins and their handwriting is consistently neat and legible in all books, they will be awarded a pen licence, enabling them to write in pen in all books apart from maths books.

We have developed a Benington scheme which details letter formation and joins in agreement with all staff. (see appendix)

15. Speaking and listening

In line with the National Curriculum, we believe that speaking and listening is fundamental to children's development and that confidence in this area is essential to be successful in all areas of English. The four strands to speaking and listening are:

1. speaking;
2. listening and responding;
3. group discussion and interaction
4. drama.

These oral skills are directly taught, modelled and sensitively encouraged in whole class and small group settings. Opportunities across the whole curriculum are planned for and developed. Children play an active part in presentations, topic talks, group discussions, debates and drama activities on a weekly basis. We follow the guidance and ideas from the National Curriculum to support the teaching and learning of speaking and listening. There is progression in the skills taught and assessment of significant achievements in speaking and listening. Digital videos, and photos are a means of capturing progress and keeping records.

All Foundation and KS1 children will perform in a Christmas production.

All KS2 children will perform at the end of the Summer term.

All children will take part in the annual poetry competition and worship group assemblies

16. The subject leader

The English Coordinator works in conjunction with the S.L.T. The role of the subject leader involves:

- modelling good practice;
- being responsible for the upgrading and ordering of resources and arranging for their storage;
- keeping informed about developments and new initiatives to support the teaching of English and ensure staff are informed;
- auditing needs and organising staff training;
- training staff in teaching and learning of English through staff meetings and inset;
- monitoring planning; scrutiny of books and lesson observations with constructive feedback;
- supporting teachers in planning and using resources;
- organizing World Book Day in collaboration with other staff;
- updating the school policy when necessary.
- Collaboration with English Coordinators of other local, small schools to share good practice.

17. Assessment and Target Setting

Foundation Stage

Children's progress in the foundation stage is assessed against the EYFS objectives. Narrative observations, photographic evidence and photocopies of children's work is collected and then targets are set and shared with parents at parent consultations. Interventions will be planned as appropriate for these children needing it.

Key Stage 1

Children's progress is regularly assessed through daily marking of work against the objectives for each lesson and children are given next steps where appropriate. They are also assessed every half term against the HFL steps. Children in years 1 and 2 have individual reading and writing targets which are clearly displayed in the classroom and are reviewed and updated at least every term but more often if achieved.

More formal assessment is carried out at the end of each year through year 1 phonics screening and the optional Sats tests at the end of year 2 which are used to support teacher assessments. Writing in year 2 is assessed against the updated ITAF (2017) and samples of work to support judgments are kept in a separate file.

Key Stage 2

In years 3-6, daily marking is carried out and children are assessed against the lesson objectives taken from the national Curriculum. They are given next steps where appropriate.

All children have individual English targets which are kept in their English books and are reviewed and updated half-termly, or more frequently if achieved.

Progress in reading is assessed each half term through formal comprehension and grammar tests based on what has been taught that half term. These results are plotted on a grid and scrutinized by the Subject coordinator and the Head teacher.

In KS2, we use the HFL steps to monitor progress in all aspect of English.

Once children in KS2 are on the Accelerated Reader system, they also take a test each half term to update their ZPD level and this also provides us with a reading age so we can monitor progress in this way too.

In years 5 and 6, children's writing is assessed against the TAF and in year 6, a portfolio of annotated evidence supporting the final judgment is built up and kept in a separate file.

In years 3, 4 and 5, optional SATs tests are used to support teacher assessments and to give us an end of year judgment against the agreed national standard. There are also new TAF's for each of these year groups which teachers will use to ascertain standards.

18. Homework

Children will bring home a reading book and are expected to read independently or share a book with parents every day.

From year 1, differentiated spelling lists are used for weekly spellings.

Acorn Class: Sharing school reading book at home each night.
Tricky words will be sent home to learn when children are judged to
Be ready.

Willow Class: Daily reading at home
Weekly spellings from high frequency word lists
Written English task every fortnight
Additional phonics or handwriting as needed

Beech Class: 20 minutes reading each night
Differentiated spellings taken from core spellings and rules for year
3/4.
fortnightly written English task

Oak Class: 20 – 30 minutes reading each night.
Weekly spellings from core spelling s and rules for year 5/6
Weekly English task reinforcing work from previous week
Research / projects to support the Creative Curriculum
Class talk in the Summer term

19. Computing

Computing is used to enhance the learning experience and support effective teaching. All classes have an interactive whiteboard and access to computers and the laptop trolley. There are also ipads in each classroom. There are a range of reading, writing and teaching programs on most computers to support the teaching and acquisition of literacy skills and for presentation of work.

20. World Book Day

International Book Day takes place in March when we organise events to promote reading and writing in a fun way and with the aim of raising the status of reading across the school. Differentiated reading or book based activities take place in all classes, usually with the opportunity to dress up. There is an assembly at some point during the day where the children can share their learning with each other and with parents.