

Pudsey Bolton Royd Primary School



English Policy

At Pudsey Bolton Royd Primary School, we recognise that the acquisition of English, both spoken and written, will empower our pupils and provide the foundation for all future learning. We aim to develop pupils' skills through a cohesive and creative English curriculum; a curriculum designed to fit the needs of our children and reflect our diverse community whilst also incorporating all elements of the National Curriculum: spoken language, reading and writing. Our English curriculum teaches key knowledge and skills through discrete phonics lessons (based around the core scheme Read Write Inc), reading lessons and English lessons, as well as embedding these skills across the broader curriculum. Equipping children to engage with, understand and appreciate the spoken and written word underpins all our English teaching. Children are exposed to a wide range of texts, including stories, poems and non-fiction pieces, and are given opportunities to respond to these texts in a variety of ways. Our curriculum is designed to provide opportunities for pupils to make connections across all learning in all subjects, with the English curriculum, underpinned by high-quality texts, sitting at the heart of this learning. High-quality tuition in English will enable 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.

Aims

- To provide a language-rich environment for all children and promote a positive culture of reading and writing
- To develop children's speaking and listening skills so that they can express and share their views and ideas clearly and confidently, as well as listen and understand others competently
- To develop and continue to widen children's vocabulary whilst giving them tools to analyse and understand new words in context
- To develop the key phonics skills in segmenting and blending so that children are equipped with the knowledge to be able to decode words and read accurately
- To develop every child's reading fluency so that they read aloud clearly with developing confidence (building up to children being able to confidently perform a range of literature to different audiences)
- To develop children's basic and higher order reading and comprehension skills

- To develop in children an interest and enjoyment of books and a good knowledge of authors that will support their learning across the curriculum and will also enrich their lives
- To teach children the skills and techniques for writing so they can construct well-crafted pieces for a range of purposes and audiences
- To fully meet the requirements of the National Curriculum programmes of study for English at Key Stage 1 and 2 and the revised Early Years Foundation Stage Curriculum.

Spoken Language

At Pudsey Bolton Royd, we value the importance of spoken language in pupils' development across the whole curriculum. We believe it provides the foundations to reading and writing, as well as for social interaction and the acquisition, development and understanding of knowledge through effective classroom dialogue. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary, grammar and their understanding for reading and writing. Our use of dialogic teaching harnesses the power of talk to stimulate and extend our pupils' thinking and to advance their learning and understanding. We value the importance of giving children of all ages and abilities the opportunities to take part in a range of speaking and listening activities for different purposes. We also believe that it is crucial that teachers and members of staff model these skills for children.

We believe that spoken language should be developed in several ways:

- Modelling of good speaking and listening skills by all adults around the school, including making eye contact with speakers, asking attentive questions and commenting on what has been said
- Adults model their thought processes so that children better understand internal dialogue
- Through implementing dialogic teaching strategies within whole class situations, targeted group work or on a one-to-one basis, the relationship between talking, thinking and learning is strengthened. Children are encouraged to reason, discuss, argue and explain rather than merely respond, in order to develop higher order thinking and articulation
- Spoken language is developed through modelled interactions within activities which encourage communication, such as circle-time, role play, storytelling, puppets, games, multi-media activities, exploratory play and creative, social experiences, are readily planned for. These commence in nursery and are followed right through school
- In EYFS, regular opportunities are provided for children to talk extensively about what they hear, see and do, and to extend their spoken communication
- Through introducing and developing the use of new vocabulary through strategies such as Word Aware and Colourful Semantics
- Encouraging children to share their ideas and opinions with their peers and teaching children how to respond appropriately to the ideas of others
- Teaching and encouraging children to work collaboratively

- Use of sentence frames, which are organised into language categories and progress through each year group, to support the children's understanding and use of sentence structure
- Developing a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write
- Understanding and using the conventions for discussion and debate
- Participating in drama and gaining associated knowledge, skills and understanding by adopting, creating and sustaining a range of roles and responding appropriately to others in role
- Providing a rich and varied environment that supports children's language learning
- Providing a range of opportunities for children to talk and listen across all curriculum areas
- Creating opportunities to use ICT to support speaking and listening skills, e.g. making video presentations
- Giving children opportunities to take part in assemblies and school performances including reciting and performing poetry
- The Nuffield Early Language Intervention (NELI) - a programme for 4-5 years which has been found to improve children's language and early literacy skills. The programme involves a trained teaching assistant providing short, small-group and individual teaching sessions for 20-weeks. Key staff in Early Years and KS1 have been trained to plan and deliver NELI intervention sessions with targeted groups of children (DFE funded).

Phonics

Due to the linguistic needs and the low starting points in spoken English of many of our children, phonics pre-teaching begins in Nursery. Children are taught to discriminate between sounds, to listen carefully to sounds and they practise remembering and sequencing sounds. In order to develop their vocabulary and language comprehension, staff talk about the sounds children hear. These activities help to develop children's ability to discriminate phonemes, reproduce audibly the phonemes they hear and to segment words into phonemes. Opportunities to explore sounds in words are planned into adult-led interactions across Early Years and beyond.

Read Write Inc. (RWI) Phonics is an inclusive literacy programme for all children learning to read. Children learn the 44 common sounds in the English language and how to blend them to read and segment them to spell. The scheme includes both a reading and a handwriting writing focus.

Reading is the key that unlocks the whole curriculum so the ability to efficiently decode is essential. The RWI sessions are expected to occur regularly from Reception and throughout KS1 (until children successfully pass the phonics screening check) as the continuity and pace of the programme is key to accelerating the progress of children's reading development.

The RWI scheme advocates that lessons should be delivered using the 5 Ps:

- Pace – good pace is essential to the lesson
- Praise/Positive Teaching – children learn more effectively in a positive climate
- Purpose – every part of the lesson has a specific purpose
- Participation - a strong feature of RWI lessons is partner work (based on research which states that we learn 70% of what we talk about with our partner)

- Passion – this is a very prescriptive programme. It is the energy, enthusiasm and passion that teachers and teaching assistants put into the lesson that brings the teaching and learning to life!

Phonics - Aims and Objectives

To teach children to:

- Apply the skills of blending phonemes to read words
- Learn that blending and segmenting words is a reversible process
- Read high frequency words that do not conform to regular phonic patterns
- Read texts and words that are within their phonic capabilities as early as possible
- Decode texts effortlessly so all their resources can then be used to comprehend what they are reading
- Spell effortlessly so that all their resources can then be directed towards composing their writing.

Teaching of Read Write Inc will:

- Be pitched at the correct level for each child, ensuring every child is sufficiently challenged while also being able to make clear progress
- Use phonics, reading and writing skills together to connect and support each of these aspects
- Encourage consistency of teaching and learning across the school with regards to phonics
- Accelerate children's literacy learning, leading to improvements in attainment both in relation to the Phonics Screening Check in Year 1 and Year 2, and throughout the school.

In addition to following the Read Write Inc programme, teachers supplement their phonics lessons with engaging games and activities designed to excite and stimulate children through active learning (in particular to engage boys) in which they enjoy achieving and progressing.

For the small proportion of children who do not pass the phonics screening check by the end of KS1, with the addition of children who are new to school and have not passed the check, phonics teaching continues through targeted small group interventions. Phonics learning is also reinforced through whole class teaching linked to the teaching of spelling patterns. As synthetic phonics may not suit the learning needs of all these children, additional methods, such as teaching phonics through a whole word approach and multi-sensory strategies, are also used alongside continued teaching of synthetic phonics. Regular one to one reading sessions and differentiated spelling activities are used to ensure all such children make progress in these areas.

Reading

At Pudsey Bolton Royd, we promote a culture of reading, not simply as a life skill, but also to develop a love of books and literature. This will not only support their learning across the curriculum, but also enrich their lives. We believe that reading feeds the imagination, allows

curious minds to discover new things and ultimately brings enjoyment; therefore, we aim to inspire children and provide them with the tools to become motivated and strategic readers who know more, understand more, and remember more.

We aim to develop a rich reading culture throughout the school using teacher modelling, the well-resourced school library, vocabulary-rich displays and classroom libraries, as well as a curriculum that is structured around a carefully considered reading spine.

In Early Years, pupils learn the conventions of reading standard English, such as turning the pages right to left, reading words from left to right and that print (both pictures and words) convey meaning. They are also exposed to aspects of reading for pleasure common to British culture, such as being read to and sharing bedtime stories (parents are supported to develop this through workshops). The curriculum is based around key texts, stories and rhymes and these reflect the children's current interests and developmental stage, as well as topic specific content such as seasonal changes and celebrations. Throughout the day, lots of opportunities are provided for children to engage with books, whether that's sharing them with an adult or selecting books which interest them therefore providing motivation to value reading. The use of words matched with pictures increases the children's understanding of the written word and provides them with the confidence to share what they know. As they develop as readers, they acquire an increasing vocabulary of words which they can recognise on sight and become more capable of reading for meaning, using phonic knowledge to decode regular words and read them aloud accurately as well as reading some common irregular words. Using picture books and stories which are read aloud, teachers use targeted questioning which begins to develop the children's comprehension skills. Children begin to discuss what they have read, expressing preferences, opinions and predictions of what may happen next whilst demonstrating an understanding, when talking with others, about what they have read.

As fluency develops and the range of a pupil's reading increases, they: learn to read aloud with increased ease and expression, and silently for sustained periods; learn to approach a text in a variety of ways and for a range of purposes; are taught to isolate and summarise key points and themes, use inference and deduction and demonstrate understanding which extends beyond the literal, whilst personal response is supported by increasingly sophisticated reference to the text.

Children at this school are therefore taught to:

- Appreciate the significance of print and the fact that pictures and other visual media can also convey meaning, e.g. road signs, logos
- Recite, retell and create stories using strategies such as 'Helicopter Stories'
- Develop, in the context of their reading, a vocabulary of words recognised on sight
- Use their phonic knowledge to decode words
- Make informed attempts at words and correct themselves in the light of additional information, e.g. by reading ahead or looking back in the text for syntactic, contextual or picture clues
- Develop the capacity to convey the meaning of the text clearly to the listener through intonation, phrasing and awareness of punctuation
- Respond to texts by making predictions and answering comprehension questions which reflect a range of skills including retrieval, basic and complex inference, sequencing and summarising
- Develop the skill of sustained silent reading
- Make appropriate choices of reading material for their own enjoyment

- Share what they have read with others and express their preferences
- Evaluate authorial intent and techniques to explain how a text impacts them as a reader
- Compare and contrast both within and across texts.

Continuing on from this, reading skills are further developed throughout the English and wider curriculum, in the following ways:

Independent Reading

All children have a personal reading book which they read both in school and at home. This reading book may be a book from a specific reading scheme at the child's book band level, but for more able 'free readers' it can be a book chosen from the school or classroom library. Children have a reading record or school planner which is used to record reading sessions with teachers and parents and can also be used for parents and teachers to communicate.

Shared Reading / Class Novel

Shared reading can take place within the Reading or English lesson, as well as during wider curriculum lessons or whilst reading the class novel. The teacher explicitly models reading skills and strategies to the whole class as an expert reader and children are given the opportunity to practise reading aloud (using strategies such as choral reading, partner reading, repetitive reading and readers' theatre) to improve their fluency.

Whole Class Reading Approach

From Year 2 upwards, specific reading lessons take place at least three times a week and can be stand alone or integrated within the English lesson. These lessons take a structured approach and allow children to work on specific reading comprehension skills: retrieval, inference, vocabulary analysis including authorial choice, sequencing and summarising, predicting, explaining and comparing. During these lessons, children analyse a text extract in detail using these comprehension skills and talk strategies. After teacher modelling and shared practice, they then answer questions independently.

Differentiation

Whole class reading lessons can be differentiated in several ways to ensure the needs of all children in the class are met and all children are challenged to ensure progress is made. These strategies include text modification, pre-reading, peer support, targeted support with an adult, differentiated questions, colour coding of the text and questions, and differentiation by outcome.

Parental Engagement

At Pudsey Bolton Royd, we understand that parental engagement is vitally important to the progress that children make in reading and in developing enjoyment through books. Therefore, we aim to involve parents in supporting their children's reading development in several ways:

- Offering parent workshops to model effective reading at home as well as 'stay and read' sessions where parents and children can share stories together within the school environment
- Models of teacher reading are shared on the website and through Tapestry
- Using reading records and planners for effective three-way communication

- Recommended reading lists, that enhance the wider curriculum and raise awareness of appropriate challenge of reading material, are shared with parents and children.
- Reading challenges, which encourage reading in school and at home and promote communication between parents and teachers, are set throughout school to excite and engage children and families with reading.

Writing

At Pudsey Bolton Royd, we want our children to be confident and enthusiastic writers who, by the end of Year 6, should be able to write independently in a range of genres, for a range of real-life purposes. We understand that effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Fluent, legible and, eventually, speedy handwriting will support most children in their compositions.

We believe that children learn best in a creative, cross-curricular and integrated context. As staff, we therefore seek to make cross-curricular and relevant links with the learning taking place in English with that taking place in both English and other areas. This is strongly reflected throughout our curriculum and literacy spine. In KS1 and KS2, class novels, which are usually linked to the wider curriculum, are often used as stimuli for writing. Visual literacy - through carefully selected clips from, for example, short films, movies or adverts - is often used to engage and enhance the children's experience and understanding.

In EYFS, children are taught how writing is a form of communication and are encouraged to mark make on entry to school. Letter formation is developed alongside phonics teaching to make links between phonemes and graphemes. Children use their phonic knowledge to write words in ways which match their spoken sounds. Some words are spelt correctly, and others are phonetically plausible. Segmenting and blending sounds, aids the development of the spelling of words alongside specific teaching of high frequency words. The children then move towards writing simple sentences which can be read by themselves and by others. Children's curiosity in letter shapes and written words are fostered throughout the indoor and outdoor learning spaces and writing is encouraged through areas in the classrooms and through the wider provision available. Movement for learning, including activities such as dough disco, parachutes and swirling ribbons, helps to develop physical skills, finger strength and gross motor skills in preparation for writing.

In KS1 and KS2, English lessons take place daily. Writing is a design process; therefore, our children are taught to plan a text that will fulfil a different purpose for specific audiences. Our English curriculum and the text types taught in each group, builds on previous learning and ensures children are taught a wide range of genres throughout each Key Stage. Models of each genre are used by teachers as examples of how the children could structure their writing and the key features that should be included. Modelled, shared and guided writing are key strategies that are used throughout the writing process to ensure children are continually exposed to the thought processes writers go through when creating texts. In lessons, especially those in KS1, elements of Talk for Writing (such as learning and reciting texts with actions, story mapping and innovation of texts) are also used to support the writing process. Through modelling, imitation and scaffolding, which involves recreation of grammatical structures or ideas, children play with forms of expressions and decide how to make their writing more effective.

Children are encouraged to develop resilience throughout the writing process, ensuring that editing and redrafting is an integral part of the learning experience. Once an end of unit piece has been planned and drafted in the children's English book, and feedback has been provided by the teacher, the children publish it in their final draft book. At the end of a unit, teachers will formally assess their writing against our writing key performance indicators for their specific year group.

Our English long-term plan builds on skills learnt in previous year groups whilst introducing new learning. Throughout a term, each year group teaches a range of long units and short units. Whilst the longer units include new learning in line with the national curriculum expectations, the short units are designed to revisit text types previously taught and consolidate these skills. This also develops the children's knowledge of each text type and understanding of audience and purpose.

Children's writing is celebrated throughout school and their achievements are shared in a number of ways, giving children's hard work and progress the acknowledgement it deserves. At the end of each half-term, a unit of work from each year group is displayed outside their classroom, which not only highlights the writing process the children have worked through, but also celebrates published pieces. This also demonstrates progression in writing skills throughout our school. As well as displaying children's writing, it is also recognised in assemblies, shared with parents and participation in writing competitions is encouraged.

Grammar, Spelling, Vocabulary and Handwriting

We believe that children benefit from being taught grammar in a way that uses examples from texts, that makes connections between being a reader and a writer, that explores the effects of words, phrases, sentences and paragraphs, and that encourages them to play with language in their own writing. Grammar is taught explicitly, involving open discussion, exploration, investigation and experimentation in the context of the wider writing unit and relates to the specific learning outcome the children are working towards. This enables them to exercise conscious choice in their writing, gaining a greater understanding of the impact their writing has on the reader.

In both Key stages 1 and 2, spelling is supported by the Read Write Inc and the No Nonsense Spelling Programme resources. Using the National Curriculum, each year group has a specific word list to learn; children learn both how to spell the words and apply them in their own writing. Spelling rules are introduced and practised in class and these may form part of the class's home learning. Where appropriate, additional support for spelling is provided through differentiation of activities and spelling lists, or by an intervention.

Throughout school, new vocabulary is introduced in a structured way to ensure children follow a routine when it comes to learning new words and therefore have the confidence to experiment with them in conversation or their writing.

In EYFS, the Word Aware programme, a structured approach that promotes the vocabulary development of all children both written and spoken, is used. In KS1 and KS2, each class has a 'Word Wall' which is a colour coded, interactive display that helps children remember the process of learning a new word, and also the word itself. The different areas of the wall help the children to investigate new vocabulary and use it in context. This personalised approach, developed by our Speech and Language therapist, supports all children's vocabulary development, but specifically our EAL learners. As part of the planning process, teachers select words to introduce each week, however this can also be incidental as a new word

might arise at the start of a lesson or through shared reading, that would be useful for the class to incorporate into their vocabulary.

Handwriting

Policy under development

Learning Environments

The organisation of the classroom and learning environments is essential to promoting interest, independence and enthusiasm, as well as the necessary skills, concepts and knowledge to progress. Each class has an English working wall. This is an interactive display board to show the process of writing and should show the journey through the unit of work. This board is regularly changed to reflect the teaching and learning activities happening in the classroom and includes materials to support children in accessing their learning independently. In the corridors, display boards celebrate children's writing and allow visitors to school to see the teaching and writing process throughout unit of work. Within the classroom, resources are available to support spelling and composition of texts such as dictionaries and thesauruses, word banks, support for phonics and the current spelling rule. Our class libraries reflect the value of reading and our wider curriculum topics being taught. These have a range of fiction, non-fiction and poetry texts to engage children.

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