

**BISHOP JOHN ROBINSON CHURCH OF ENGLAND  
PRIMARY SCHOOL**



**English Policy**

**B**e the best we can;

**J**oin in learning, play and prayer,

**R**emember God's Word.

<b>Implemented</b>	November 2017
<b>Presented by</b>	English Lead
<b>Ratified by <i>Governors</i></b>	February 2018
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## Mission Statement



We want all adults and children to: **Be the best they can** in order to have best possible start in life and to make the most of the gifts God has given.

To achieve this we;

- Set ambitious targets for all pupils and staff
- Continually look for ways to improve
- Have high expectations of behaviour for all

We encourage children to: **Join in Learning**, to promote academic excellence and to inspire everyone to value the importance of education in wider society. To achieve this we;

- Provide an engaging curriculum with opportunities for learning in a variety of contexts
- Strive for all lessons to be focussed and engaging to allow all children to achieve
- Support deeper levels of understanding so that children can apply learning to different settings

For children to: **Join in Play** is important at BJR because Play is essential for everyone's social and emotional development. It is a vital life skill which helps children to form the adult they will become building trust, forgiveness and resilience. To promote positive play we;

- Have dedicated staff who promote play EVERY PLAYTIME
- Promote the importance of play through PLAY DAYS
- Invest in the playground as a learning resource

We want the school community to: **Join in Prayer** as Christians believe that this is fundamental to developing a relationship with God as well as giving thanks and praise. We encourage this though;

- High quality collective worship for all children
- Daily acts of prayer
- Valuing the essential role of our School Chaplain

We believe that we should: **Remember God's Word**, as this is at the very Foundation of being a Christian school. In promoting a practical understanding and application of Christian Values we strive to; *"Train up a child in the way he should go, And when he is old he will not depart from it"* Proverbs 22:6 (NKJV) through;

- Providing High quality RE teaching and daily collective worship for all children
- Regular visits to church and other places of worship

This policy outlines our approach to the teaching and learning of English, reflecting the aims and objectives of our school. It sets a framework within which teaching staff can operate. The policy should be read in conjunction with the 2014 National Curriculum. This sets out the rationale for teaching each area of the English Curriculum and specifying the skills that will be developed for the majority of pupils in each year group.

### 1. Our School Vision for English

We aim to deliver a high quality English curriculum that gives children the best possible opportunities to become confident, literate, successful members of society, with a deep love and understanding of English language and literature. We believe the development of Literacy skills is central to improving a child's life chances. Teachers have high expectations for all children to achieve and enjoy English and to be able to use the skills they have acquired in a range of contexts. We strive to ensure all children can communicate clearly in spoken and written form and become masters the language. Rich texts are at the heart of our teaching and a love for reading is promoted throughout the school. Teachers use cross curricular, inspirational ideas to engage children in work whilst providing memorable experiences and bringing topics to life through real life contexts. Curriculum coverage is carefully monitored by the English Leader and the Senior Leadership Team to ensure all staff are delivering the quality English curriculum in line with our vision statement.

### 2. National Curriculum 2014

The National Curriculum (2014) clearly states that teaching the English language is an essential role of a Primary School. The English programme of study is based on four areas;

- Spoken language
- Reading
- Writing
- Spelling, grammar and punctuation

The National Curriculum is divided into 3 Key stages; Key Stage 1, Lower Key Stage 2 (Years 3 and 4) and Upper Key Stage 2 (Years 5 and 6). By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

The National curriculum 2014, gives detailed guidance of what should be taught at each Key stage under the following headings;

Spoken language	Reading Word reading Comprehension	Writing Transcription Spelling Handwriting and presentation Composition Grammar and punctuation
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### 3. Spoken language

Developing strong speaking and listening skills is fundamental to the teaching of English at Bishop John Robinson. Teachers place a high emphasis on spoken language and plan for the discreet teaching of skills as well as incidental learning opportunities. Our approach is firmly based on teaching how language changes in different contexts. We believe children need to develop strong, oral skills to enable them to internalise language patterns and understand how language changes in different situations. This enables our children to understand and manipulate language for different purposes and audiences. To do this, teachers provide authentic contexts, giving children opportunities to use a range of spoken language; teachers provide a range of purposeful opportunities through role play, drama, discussions and debates and model the use of Standard English masterfully, increasing children's repertoire of vocabulary and sophistication of spoken English.

The National Curriculum states that pupils should be 'taught to speak clearly and convey ideas confidently in Standard English.' (p10)

They should:

- Justify ideas with reasons
- Ask questions to check understanding
- Develop vocabulary and build knowledge
- Negotiate
- Evaluate and build on the ideas of others
- Select the appropriate register for effective communication
- Give well-structured descriptions and explanations
- Speculate, hypothesise and explore ideas
- Organise their ideas prior to writing

The focus on the spoken word gives children the ability to cope with written language by discovering:

- How it works;
- That meanings are shaped by lexical and syntactical choices;
- That language changes in different contexts;
- That there are differences between written and spoken English and standard and non standard

## 4. Writing

The National Curriculum states that children should;

- develop the stamina and skills to write at length
- use accurate spelling and punctuation
- be grammatically correct

We aim to develop children's ability to produce well structured, detailed writing in which the meaning is made clear and which engages the interest of the reader. Attention is paid throughout the school to the formal structures of English, grammatical detail, punctuation and spelling. Teachers model writing strategies and the use of phonics and spelling strategies in shared writing sessions. Guided writing sessions are used to target specific needs of both groups and individuals, whilst children have opportunities to write at length in extended independent writing sessions regularly for a range of purposes across the curriculum. The children are given frequent opportunities in school to write in different contexts using quality texts as a model.

There are techniques and many opportunities for children to improve their writing inspired by drama film clips as stimulus. They may be asked to produce their writing on their own or as part of a group.

### Principles of writing sequences

1. All work in books should be working toward a final outcome which is a published piece of writing that has been edited and improved
2. ALL extended writing should have an improvement phase
3. Children should leave a page after extended writing for their second draft.
4. All teachers are to use the 2017 writing exemplification as their guide for marking extended pieces of work.
5. Presentation and marking policy must be followed and communicated with children.

### Planning a sequence of lessons

- All units have similar features and may run from one to three weeks. **Each unit is split into 4 distinct phases which form the writing process**

(1) Reading - Immersion in the text	(2) Writing Grammatical features	(3) Improving writing	(4) Publishing
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- Depending on the age and ability of the children and the type of writing outcome, teachers may decide how much time is spent at each phase.
- Teachers have access to a number of resources to support planning for lessons including:
  - Language and Literacy Scheme
  - Power of Reading
  - Hamilton Trust
  - Twinkl
  - Teachers should also use materials from other curriculum areas eg RE, History or Science as a stimulus or focus for writing in English

### Sample Writing Sequences:

- The following sample writing sequences are guide for teachers when planning units of English.
- Teachers may find it useful to plan the sequence from the outcome backwards eg thinking out the writing outcome then tracking back through the different phases of the writing process

### Sample three week sequence (KS1)

Day 1	Day 2	Day 3	Day 4	Day 5
Reading - Immersion in the text				
Reading text /genre type Comprehension	Reading text /genre type Comprehension	Drama / role play	Drama / role play	Features of the text type - grammar, spelling, punctuation
Day 6	Day 7	Day 8	Day 9	Day 10
Writing - grammatical features				
Writing - grammatical features	Writing - grammatical features	First draft writing	First draft writing	Teaching based on marking or curriculum
Day 11	Day 12	Day 13	Day 14	Day 15
Improving writing		Publishing		
Teaching based on marking or curriculum	Making corrections to first draft	Final draft writing	Final draft writing	Final draft celebration - reading

### Sample two week sequence (LKS2)

Day 1	Day 2	Day 3	Day 4	Day 5
Reading - Immersion in the text		Writing - grammatical features		
Reading text /genre type Comprehension	Drama / role play	Features of the text type - grammar, spelling, punctuation	Writing - grammatical features	First draft writing
Day 6	Day 7	Day 8	Day 9	Day 10
Improving writing		Publishing		
Teaching based on marking or curriculum	Making corrections to first draft	Final draft writing	Final draft writing	Final draft celebration - reading

### Sample one week sequence (UKS2)

Day 1	Day 2	Day 3	Day 4	Day 5
Reading - Immersion in the text			Writing	
Reading text /genre type  Comprehension	Features of the text type - grammar, spelling, punctuation	Drama / role play	First draft writing	First draft writing  First draft to be edited and improved after two weeks after teaching input

### (5) The 2016 writing exemplification

The 2016 writing exemplification has been broken down for classes to ensure that there is coverage of all grammar and punctuation across all classes.

- Year 1
  - i. Foundations for the Expected Standard (Interim pre KS1)
  - ii. Working Towards Expected KS1
- Year 2
  - i. Working at Expected
  - ii. Greater Depth KS1
- Year 3
  - i. Working at Expected KS1
  - ii. Greater Depth KS1
- Year 4
  - i. Greater Depth KS1
  - ii. Growing Development of the expected standard (Interim Pre KS2)
- Year 5
  - i. Working Towards Expected KS2
  - ii. Working at Expected KS2
- Year 6
  - i. Working at Expected KS2
  - ii. Greater Depth KS2

Exemplification should be stuck in English books and used when marking extended pieces of writing. They can be used for children's targets and next steps.

## **(6) Principles of teaching Grammar and Punctuation**

Grammar is most effective when taught in the context of reading and writing; either in the context of the linguistic demands of a particular genre or the writing needs of a child. We take a pragmatic approach to the teaching of grammar and believe effective grammar teaching takes place in meaningful contexts. **All Grammar teaching should be in the context of the text outcome at the end of the unit.**

The role of the teacher:

- To provide direct teaching and accurate explicit modelling of grammar and punctuation choices during guided and modelled writing.
- To provide resources and an environment which promotes a developing understanding of grammar and punctuation including a SPAG focused display referring their year group's specific requirements as exemplified by the New Curriculum in order to allow children to achieve and exceed.
- To monitor pupil's progress and determine targets for via marking and group working and intervene with specific targets as required.
- The teaching of correct grammatical terminology is vital to the children's understanding and use of the English language and as such all teachers must use the terminology set down in the New Curriculum grammar and punctuation appendices. This will enable pupils to discuss, use and recognise their grammatical knowledge into independent reading and writing.
- Within the planning of Literacy the grammar or punctuation feature to be taught must be explicitly referred to.
- Teachers must demonstrate the use of grammatical features at word level (morphology), sentence level (syntax) and text level (conventions of style and organisation).
- Guided writing, during the literacy lesson, provides opportunities for the pupils to focus on specific aspects of grammar and punctuation, while the group/independent sessions provide helpful contexts for investigations and application of grammatical knowledge in pupils' own writing. Specific grammar, punctuation and spelling will be taught and then teachers will assess application in writing tasks.

### **Resources:**

- At BJR the following resources are available for teaching Grammar and Punctuation

## **(7) Principles of teaching Spelling**

We want our pupils to become fluent and effective writers; and we believe accurate spelling is essential to achieving this. Competent spellers need to spend less time and energy in thinking about spelling to enable them to channel their time and energy into the skills of composition, sentence structure and precise word choice.

A balanced spelling programme includes five main components:

- understanding the principles underpinning word construction (phonemic, morphemic and etymological);
- recognising how (and how far) these principles apply to each word, in order to learn to spell words; practising and assessing spelling;
- applying spelling strategies and proofreading;
- building pupils' self-images as spellers

A good spelling programme gradually builds pupils' spelling vocabulary by introducing patterns or conventions and continually practising those already introduced. Experience has confirmed that short, lively, focused sessions are more enjoyable and effective than an occasional skills session. Spelling strategies need to be taught explicitly and applied to high-frequency words, cross-curricular words and individual pupils' words. Proofreading should be taught during shared and guided writing sessions and links should be made to the teaching of handwriting. Spellings are given to children for homework every Friday and spelling tests are conducted during the week. Teachers are to encourage children to use their weekly spellings in their writing.

### **Resources:**

At BJR the following resources are available for teaching spelling:

## **(8) Principles of teaching Handwriting**

Our aims in teaching handwriting are that the pupils will:

- Achieve a neat, legible style with correctly formed letters in accordance with our Primary School's chosen cursive style (Letter Join)
- Develop flow and speed.
- Eventually produce the letters automatically and in their independent writing.

In order to achieve these aims, the following principles are followed:

### Teaching and Learning

- We use 'Letter Join' Handwriting Scheme in school to help children develop fluent, clear and legible joined up writing.
- Children should experience coherence and continuity in learning and teaching across EYFS, Key Stage One and Key Stage Two.
- Develop a recognition and appreciation of pattern and line and be given support in finding a comfortable grip.
- Understand the importance of neat presentation in order to communicate meaning clearly.
- Encouraged to take pride in the presentation of their work and therefore study handwriting with a sense of enjoyment and achievement.
- Be supported in developing correct spelling quickly through a multi-sensory approach to handwriting.
- Shown how to be able to write quickly to aid expressing themselves creatively and imaginatively across the curriculum and for a range of purposes.
- Encouraged to use their skills with confidence and pride in real life situations.
- Teachers should take care to use the correct script when writing on the board when marking and when writing for display purposes.

Handwriting is taught at least once a week and usually forms part of our early work sessions.

Children are to start using pens in Year 4. This is at the teacher's discretion. Children can choose to use a pencil if they are not ready to use pens but need to stick to using it till the end of the half term.

### **Resources:**

At BJR the following resources are available for teaching handwriting:

## **(9) Principles of teaching Reading**

When choosing texts, we look for a balance of fiction, non fiction and poetry. Reading is one of the most important ways in which children observe and absorb the best language skills. So, while components such as grammar and vocabulary are important in the new curriculum, they will be taught in a contextualised way, through the enjoyment of shared reading. Units of work (writing) will include rich texts which will be evidenced on planning. Shared reading will take place daily using a class text (Power of Reading) and a guided reading carousel takes place on 3 out of 5 days in every classroom. Every classroom has a reading area that is inviting and may be themed according to the cross curricular topic. The school has a lending library, where children can borrow a variety of books and change them every week.

To promote a love of reading, we:

- Read aloud to children up to and including Year 6, to introduce them to new authors and styles of writing.
- Encourage and model reading for pleasure and establish an appreciation and love of reading.
- Establish and develop a varied range of texts in the classroom.
- Focus on book corners, displays and the library.
- Stop, drop and read- this is where the whole school stop and read at the same time (autumn 2 2017).
- School book club that runs during the autumn and summer terms.

### **Guided Reading**

Guided reading is focused on covering the Assessment Foci that stems from the National Curriculum 2014 ensuring word decoding and word comprehension is covered for the appropriate year group using the yearly overview and medium term plan.

At our School, Guided reading is taught as follows:

#### **Year 1**

Children are split into ability groups with each group reading a different text every session (Rigby star). Children read with an adult while others quietly work on a task linked to their text.

#### **Year 2**

Children are split into ability groups with a different text each week or fortnight (Rigby star). Children read with an adult while others quietly work on a task linked to their text.

#### **Year 3 - 6: Whole class guided reading.**

We have half-class sets of books that are linked to our class topics (Year 4 - 6). Whole-class reading works the same as any other lesson; there is one learning objective for the whole class based around the same text. The activities are adapted by the teacher for different abilities so that all children can access the learning objective and be challenged. Children read aloud to the whole class as well as complete tasks linked to the text.

## **(10) The Writing Learning Environment**

Our classrooms and displays are used as learning tools. Using the learning environment, all skills are transferrable and learning is applied across a range of contexts, ensuring intrinsic links between reading, writing, phonics, grammar, spelling and punctuation are made and children are regularly given time to consolidate learning. Through the learning environment children are empowered and supported to build independence when working. All classrooms have a working wall where good quality writing displayed as well as a snapshot of what children are learning that day or week.

## **(11) Expectation of all teachers**

- Planning covers all English objectives throughout the year and this will be tracked using Target Tracker
- A4 English books are used for writing in literacy and writing is also evident in topic and science books
- A high level of presentation is expected across all subjects
- Guided group work is planned for and delivered
- Topics offer children the opportunity to contextualise and apply discrete literacy learning for a wide range of purposes
- Writing is edited and published often
- Learning Objectives and Success Criteria are displayed in all lessons and are evident in books.
- Marking is directly linked to the Learning Intention and Success Criteria in all lessons. See feedback and Marking policy
- Success criteria are generated prior to the lesson (detailed on lesson planning) and with the children.
- Skills taught in English are reinforced and embedded throughout all other areas of learning; this is evidenced in all work.
- Yearly overview is used to create a termly medium term plan
- Weekly plans are based on medium term planning and success criteria based on the most recent assessments.
- Assessment for Learning is used in classrooms.

## **(12) Time allocations for English**

- Literacy to be taught every day for 1 hour.
- Guided reading 3 times per week for 30 minutes.
- Handwriting taught sessions twice weekly usually during early work.
- Handwriting practice within phonics/spelling teaching.
- Extended writing taught across the curriculum.
- Punctuation and grammar should be embedded in all English teaching and should be evident within planning.
- Spelling focus lessons three times a week for around 15 minutes.
- Phonics interventions or whole class focus where needed.

## **(13) Phonics - See separate phonics policy**