



Belonging, Believing, Together Succeeding

Policy:

English Policy

Date Reviewed by Staff:	04/01/2023
Date Reviewed by Education Committee	
Date Ratified by Full Governing Body: Next Review Date: (3 years unless otherwise advised)	7/2/2023

Our Vision

Our vision as a Church of England primary school, deeply rooted in a strong Christian tradition, is to develop happy, young people with enquiring minds, a lifelong love of learning, respect for themselves, others and the environment so that they will have the skills, resilience and adaptability to thrive in a rapidly changing world.

At Barrington C of E School, we believe that English and communication are key life skills and at the forefront of a broad and balanced curriculum. Through the English curriculum, we will help children develop the skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language and equip them with the skills to become lifelong learners. We want children to enjoy and appreciate literature and its rich variety.

English is at the heart of all children's learning. English enables children both to communicate with others effectively for a variety of purposes and to examine their own and others' experiences, feelings and ideas, giving these order and meaning.

As a school, Barrington aims to:

- Promote a shared love and understanding of books, writing and reading
- Develop key skills of speaking and listening, reading and writing
- Ensure all children are entitled to access the English curriculum
- Establish high expectations for pupils
- To understand and appreciate that communication in all forms contributes to the wider world

Rationale

By the time children leave our school, we expect them to communicate confidently through speaking and listening, reading and writing in a range of situations and in many curriculum areas. We want every child to take pleasure in reading across a range of genres and have a strong motivation to read for a variety of purposes.

It is expected that cross-curricular links will contribute to pupils' effective learning in speaking and listening, reading and writing. This is reinforced through our delivery of our broad, balanced curriculum.

Aims and Objectives

The aims and objectives in our school encourage children to:

- be effective, competent communicators and good listeners;
- express opinions, articulate feelings and formulate responses to a range of texts both fiction and non-fiction using appropriate technical vocabulary;

- foster an interest in words and their meanings, and to develop a growing vocabulary in both spoken and written form;
- enjoy and engage with and understand a range of text types and genres;
- be able to write in a variety of styles and forms showing awareness of audience and purpose;
- develop powers of imagination, inventiveness and critical awareness in all areas of English;
- use grammar and punctuation accurately;
- understand spelling conventions;
- produce effective, well-presented written work.
- to ensure writing is purposeful by planning in whole school writing events and publishing writing externally.

Teaching and Learning

Planning

The current National Curriculum 2014 forms the basis of teaching and learning. All children receive at least the minimum entitlement of a daily English lesson.

Teachers work towards independent learning and plan for different working groups. Teachers employ a range of generic teaching strategies.

Teachers use the National Curriculum 2014 as a starting point for creating their medium term English plans. These medium term plans follow the five key aspects of English teaching: familiarisation with the genre and text type; capturing ideas; teacher demonstration; teacher scribing through supported and guided writing and finally, independent writing to create a teaching sequence. This is used as a basis for short term planning and adapted according to the needs of the children. Teachers will use elements of The Write Stuff approach (Jane Considine) and a range of other resources to teach different English units (See Appendix 2). The length of a unit may vary. Teachers plan in detail, knowing the interests of the children in their class to ensure consistency of opportunity for all children.

Clear objectives are set for each session and are shared with pupils. Teachers differentiate according to the needs of the pupils and use intervention programmes for targeted support. Children are expected to write in a range of foundation subjects. ICT is used where it enhances, extends and complements English teaching and learning.

Differentiation and Additional Educational Needs

All children receive quality English teaching on a daily basis and activities are differentiated accordingly. Tasks will be set that challenge all pupils, including the more able. For pupils with SEND, the task will be adjusted or pupils may be given extra support. In addition, where identified pupils are considered to require targeted support to enable them to work towards

age appropriate objectives, intervention programmes will be implemented. Teachers and teaching assistants monitor progress of these pupils.

The needs of children with English as an additional language will be met through planning which is supported by our equal opportunities policy.

Assessment for Learning, Recording and Reporting

Assessments are made in line with the school assessment policy.

Staff Development

Teachers are expected to keep up to date with subject knowledge and use current materials that are available in school or online.

Training needs are identified as a result of whole school monitoring and evaluation, performance management and through induction programmes. These will be reflected in the School Development Plan. The English co-ordinator will arrange for relevant advice and information, such as feedback from courses or newsletters, to be disseminated. Where necessary, the English co-ordinator leads or organises school based training.

Additional adults who are involved with intervention programmes will receive appropriate training that may be school based or part of central training.

Monitoring and Evaluation

The Head teacher, the English Co-ordinator, teachers and Governors monitor English. Having identified priorities, the Head teacher and English Co-ordinator construct an action plan that may form part of the School Development Plan. This forms the basis for any monitoring activities and will clearly identify when, who and what is to be monitored and how this will take place e.g. classroom observation, planning scrutiny, work sampling etc.

Reading and Writing at Barrington C of E Primary School

Our Reading Aims

At Barrington C of E Primary School we enable children to:

- develop positive attitudes towards reading so that it is a pleasurable and meaningful activity;
- use reading skills as an integral part of learning throughout the curriculum;
- read and respond to a variety of texts whilst gaining increased level of fluency, accuracy, independence and understanding
- develop different strategies for approaching reading and be able to orchestrate the full range of strategies

Much of the Programme of Study will be taught through English lessons. Additional time is provided on a regular basis for reading at other times. There is time set aside for

independent reading, using the library, listening to whole class stories and research linked to other subjects.

Teaching and Learning

Teachers promote and value reading as an enjoyable activity and a life skill. Teachers plan for a range of comprehension strategies that allow pupils to engage with text in a variety of ways to suit different learning styles.

In shared reading the teacher models the reading process to the whole class as an expert reader providing a high level of support. Teaching objectives are pre-planned and sessions are characterised by explicit teaching of specific reading strategies, oral response and collaboration. Texts are rich and challenging, beyond the current reading ability of the majority of the class.

In guided reading texts are chosen to match the ability of the group but still provide an element of challenge. Guided reading provides a forum for pupils to demonstrate what they have learned about reading; the focus for the reading is concerned with extending strategies/objectives taught in shared reading.

Teachers plan for independent reading activities during sessions of English teaching. Texts are selected so that pupils can access them without support. The focus for the reading is to provide practice and develop personal response to text.

Many other opportunities are provided for pupils to practise and extend reading in other subjects. Pupils select texts under the guidance of the teacher for independent and home/school reading. Teachers monitor independent reading and discuss progress with individual pupils on a regular basis.

All teachers are responsible for providing a stimulating reading environment, promoting book ownership and recommending books to pupils. All children will participate in reading activities daily. Classroom and central displays are language rich and special displays should promote authors and books.

Reading at home is regarded as an important part of reading development. Parents are encouraged to hear their children read regularly and respond to their child's reading through their Reading records.

Our Writing Aims

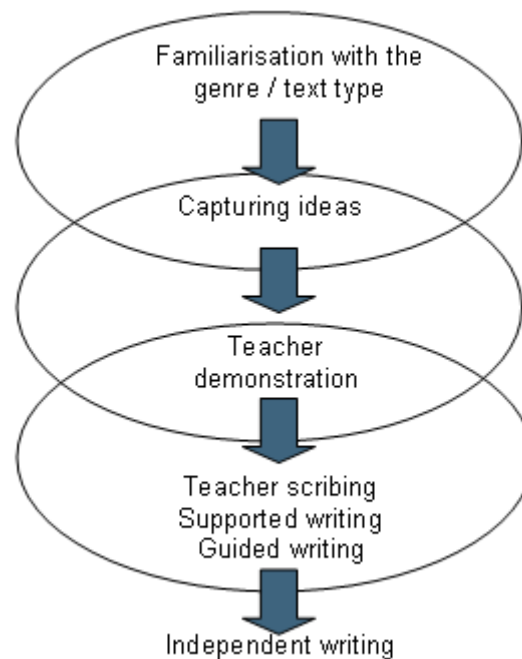
Children should learn to:

- write in different contexts and for different purposes and audiences
- be increasingly aware of the conventions of writing, including grammar, punctuation and spelling
- plan draft and edit their writing to suit the purpose
- use ICT as a English medium for presenting work and manipulating text

- form letters correctly, leading to a fluent joined and legible handwriting style, giving increasing regard to presentation

Teaching and Learning

Teachers promote writing and look for ways to inspire and motivate pupils so that they see themselves as 'writers'. Teachers establish the purpose and audience for writing and make teaching objectives explicit to pupils so they know why they are studying a particular text type, the kind of writing activities they need to undertake and what the expected outcome will be. The following teaching sequence for reading and writing may be used as a framework:



The writing process breaks down into a number of steps that will need to be taught and practised regularly:

1. Planning
2. Drafting and Writing
3. Evaluating and Editing
4. Proof-Reading
5. Reading Aloud and Sharing

Subject-specific texts that link to work being undertaken in other areas should also be used in English lessons to support the wider curriculum. Teachers use shared writing to model the writing process. In every writing lesson, teachers ensure they model the thought processes and writing decisions that are involved in 'live' writing. Through this, children are continuously exposed to adventurous vocabulary and a realistic approach to sentence composition. Shared reading and writing provide a context for discussion and demonstration of grammatical features at word level, sentence level and text level. Activities are

differentiated through the use of writing frames, spelling banks, collaborative work and peer or adult support. Teachers encourage 'talk for writing' as an integral part of the process.

Handwriting

It is paramount that children are rigorously taught correct letter formation from the very beginning of their time in school. As soon as the children are ready, they should be taught to sit properly in order to have the correct posture for writing, hold a pencil in the correct tripod grip and develop a legible and joined handwriting style. The school follows the LetterJoin handwriting scheme. A mixture of whole class, small group and individual teaching is planned for and delivered.

It is expected that all members of staff, class teachers and teaching assistants, model the school handwriting style at all times i.e. when writing on the board or in children's books. By the end of key stage 2, all children should be displaying an efficient, quick, neat and legible handwriting style that is effective in recording their ideas; ideally all writing should be joined efficiently by the end of year 4.

Resources

Each class has a range of materials to support the writing process. Writing materials are kept accessible and organised and pupils are encouraged to take care of the equipment and return it to where it belongs. Each class also has a set of age appropriate writing mats and handwriting prompts, dictionaries, thesaurus and word banks. The teachers have also devised their own lists of Writing Resources and Writing Games/Starters which remain working documents to ensure engaging activities are relevant, new resources are continuously used. See Appendix 1 and 2.

Our Spoken Language and Oracy Aims

Children need to be able to:

- Communicate effectively, speaking with increasing confidence, clarity and fluency
- Participate in discussions and debate in a variety of contexts
- Listen to the views, opinions and ideas of others with increased interest
- Articulate ideas and thoughts clearly with appropriate tone and vocabulary recognising audience
- Respond to questions and opinions appropriately
- Retell stories and poems which are known by heart
- Ask questions with increasing relevance and insight
- Create, share and evaluate ideas and understanding through drama

Teaching and Learning

Teachers provide a wide range of contexts for spoken language throughout the school day. Teachers and other adults in school model speaking clearly. This includes clear diction, reasoned argument, using imaginative and challenging language and use of Standard English. Listening is modelled, as is the appropriate use of non-verbal communication, respecting the views of others. Teachers are also sensitive in encouraging the participation of children who lack confidence in articulating their ideas.

Spoken Language outcomes are planned for in all areas of the curriculum. Roles are shared amongst pupils: sometimes a pupil will be the questioner, presenter, etc.

Learning takes place in a variety of situations and group settings. For example, these could include reading aloud as an individual, working collaboratively on an investigation, reporting findings as a newscaster, interviewing people as part of a research project, acting as a guide for a visitor to school or responding to a text in shared or guided reading.

Spoken Language will be a focus across the curriculum and across the school day in a variety of settings.

Our Spelling, Grammar and Phonics Aims

Children should be able to:

- Blend and segment sounds easily
- Learn that segmenting words into their constituent phonemes for spelling is the reverse of blending phonemes into words for reading
- Spell words accurately by combining the use of grapheme-phoneme correspondence knowledge as the prime approach, and also morphological knowledge and etymological information
- Use a range of approaches to learn and spell irregular words.
- Be confident in reading and spelling.
- Develop and use a variety of strategies to learn relevant skills.
- Write independently.
- Punctuate their writing so that it can be clearly understood.
- Use the correct grammar in spoken and written English to aid expressiveness and comprehension

Pupils have access to a range of phonics and grammatical opportunities that include at KS2:

- Whole class teaching of specific spelling and grammar conventions and rules
- Discrete phonics teaching as part of an intervention group where gaps in phonological knowledge have been identified
- Using phonological and grammatical knowledge in real life contexts
- Applying spelling and grammar skills in cross curricular contexts

- Spelling Essential Learning
- Words of the Week
- Sounds of the Week

Teaching and Learning

Teachers provide a wide range of contexts for reinforcing spelling patterns and tricky words throughout the school day. Where appropriate, teachers use multi-sensory phonics materials based on Song of Sounds in EYFS and KS1 as a basis for their planning for the teaching of spelling. KS2 use a range of resources to support spelling and SPAG.

Learning takes place in a variety of situations and group settings. For example, these could include working independently to practise tricky words, possibly using ICT; working collaboratively on an investigation and participating in short, focused whole class activities. Children are expected to spell high frequency words correctly and the word lists for their particular year group.

We consider the ability to be able to spell and use correct grammar correctly an essential life skill. Without knowledge of strategies and patterns for spelling and grammar, confidence in writing is undermined. Learning to spell is a process of working out such patterns and applying them to new words. Learning to spell is not just learning lists of words. It is a developmental process of learning to apply different strategies appropriately. Grammar must be taught to enable children to punctuate correctly and make themselves understood, both in spoken and written English.

Review

This policy will be reviewed every three years, or according to the School Development Plan.

Appendix 1

Barrington Writing Games/Starters

- The Dojo Factor-Word Class Game- Jars with different word classes in. Invite children to choose
- **Walk-About Spellings-** Use KS1/KS2 key words. Each child has a word and walks around the classroom and finds another child. The children have to spell their words to their partner out loud and once they have done this three times, they choose another word.
- **Alphabet Game-**Can you think of an adjective/noun/type of something for each letter of the alphabet?
- **Vocabulary Traffic Light Game- Green, Amber and Red cards.**
Green-Knows the word and meaning
Amber-Knows the word but not the meaning
Red-Never heard of the word
 Use in Guided Reading/SPAG/warm up for writing. Children hold up cards for different words.
- **Finish my sentence.** Teacher writes a sentence starter on the board and challenges the class to finish the sentence. These sentences can be sensible or silly.
- **Visual Dictionary-** Have the alphabet visible in the classroom and children add new words they come across.
- **Dictation**
- **Listening Activities (Twinkl)-** Search 'Listen and Do' or 'Listen and Draw'
- **Oracy21 Warm ups-** Resources on Google Drive
- **Active literacy** – in pairs choose a (noun, verb, conjunction, suffix or adjective maybe what the spag focus is) from a jar or pot and put into a sentence verbally with your partner.
- **Word catcher-**Jane Considine approach to gather vocabulary. Start by giving the children 3 adjectives and the children decide which one they want to 'catch'. The three words are repeated before the children 'catch'. The children then use this word in their verbal sentence or writing.
- **Jumpstart Literacy games-Pie Corbett**
- **Noughts and Crosses Spellings-**A way of practising words instead of a spelling test. Put a starting letter in each of the boxes and children have to guess what the word is and spell it correctly.
- **Vocabulary Development course: Missing letter synonyms and Match definitions**
- **DADWAVERS (More KS2)-** [DADWAVERS \(literacyshedblog.com\)](http://literacyshedblog.com) Character pictures which encourages different types of sentences. (Descriptive, rhetorical, dialogue etc.)

Appendix 2

Barrington Writing Resources

- Talk for Writing-Pie Corbett
- Literacy Shed [THE LITERACY SHED - Home](#)
- Oracy21 [Understanding oracy - Voice 21](#)
- Pixar Shorts <https://www.pixar.com/theatrical-shorts>
- No Nonsense Spellings (Resources on Google Drive)
- The Write Stuff <https://www.thetrainingspace.co.uk/product-category/writing/>
- Letterjoin [Letter-join whole school handwriting scheme \(letterjoin.co.uk\)](#)
- Song of Sounds Phonics [Song of Sounds - About the Programme](#)
- TES Planning which is adapted to suit
- Grammar Bricks-Used in all classes to assess children's independent writing.
- Writing checklists-for self-assessment, peer assessment and teacher assessment in lessons.
- Phoneme and tricky word finders
- Sentence starters and endings
- Colour monster alternative words
- Pie Corbett Model texts
- The Literacy Tree planning [The Literary Curriculum](#)
- Tagtiv8 (phonics activities)
- Forest Schools
- Substitution Sentence Tables- [Substitution Tables - The Bell Foundation \(bell-foundation.org.uk\)](#)
- Colourful Semantics- [Colourful Semantics: A teacher's guide \(structural-learning.com\)](#)
Twinkl Resources.
- Anchor Charts [Anchor Charts 101: Why and How to Use Them, Plus 100s of Ideas \(weareteachers.com\)](#)
- DADWAVERS (More KS2)- [DADWAVERS \(literacyshedblog.com\)](#) Character pictures which encourages different types of sentences. (Descriptive, rhetorical, dialogue etc.)
- Alan Peats Sentence structures (More KS2)
- Authorfy- [Home - authorfy](#)
- Writing Stamina [10,000 Top "Stamina Writing" Teaching Resources curated for you \(twinkl.co.uk\)](#)