



# English Policy

## **Overview**

This policy for English teaching and learning is underpinned by the school's generic curriculum policy for foundation and core subjects that sets out guidelines, practise etc. that should be adhered to in all foundation subjects. The areas covered in the generic curriculum policy are as follows:

- Curriculum coverage
- Teaching and learning guidelines
- Roles and responsibilities
- Inclusion
- Assessment, recording monitoring and reporting
- Key competencies

## **1) Reading**

Teaching a child to read is vital. We use a range of strategies, in addition to phonics, such as a variety of decoding methods, teaching high frequency words through sight recognition, discussion through picture books and interventions such as Rapid Read and Word Wasp.

There is an emphasis on decoding, fluency and comprehension in that order. Children who struggle with decoding cannot be fluent and children who are not fluent cannot comprehend while independently reading. Interventions are targeted at each stage in order to access the next.

In Key Stage 1 and early Key Stage 2 (where needed) phonics is delivered through using the DfE recognised Twinkl Phonics scheme. Each stage is delivered in a separate teaching area by trained staff.

Our school inspires reading by promoting both classic and recently discovered children's authors and through connections with inspirational writers/authors (such as Frank Cottrell-Boyce) . We access books from the School Library Service to enhance the book stock already in school and to ensure a broad base of literature for our children to have access to.

Volunteers enhance our reading provision every week hearing our vulnerable readers. In addition, we have target readers who are read with more regularly by trained staff.

From Reception to Year 4, reading is taught through a range of activities. These activities include reading with a teacher or teaching assistant and written comprehensions. KS2 are taught through whole class reading. Children have focussed guided reading sessions each week and are expected to complete one written comprehension in that time (Ninja Comprehension forms the basis of our comprehension activities).

One-to-one reading occurs in Reception and vulnerable readers are identified in each class to ensure reading progression and a love of reading. During the reading sessions, there is an emphasis on fluency, vocabulary, the retrieval of facts and inference. Novels are used to teach reading as well as a range of non-fiction texts. These texts are carefully chosen to ensure that there is progression and challenge across the school. Key Stage 2 use Kindle Whispersync technology to allow the children access to the written text whilst being read to. At Brampton, we aim to develop a love of reading, so children are encouraged to read for pleasure at home and school. Teachers read a variety of high-quality texts to the children on a regular basis.

We currently use a range of different reading schemes, linked initially to Twinkl phonics but then aligned to reading colour bands to ensure a clear progression. This enables us to meet the interests and individual needs of each and every child. In Key Stage One the reading book bands are matched to the relevant phonic stages, allowing the children to practice reading specifically targeted words and sounds.

Children are assessed termly in reading fluency and comprehension. Fluency is practiced using a range of techniques including echo reading to ensure prosody and intonation. Children who are struggling are identified and targeted intervention is given with close reassessment to ensure its effectiveness.

## **2) Writing**

Our school is committed to using work with external advisers and experts who have proven records in developing pupils' learning in writing. As part of the Wye Valley Learning Network (WVLN), we work with our federation partners to develop our practice and ensure consistency in moderation. We use this valuable resource to finely tune our provision, share good practice and offer whole school staff continuing professional development (CPD).

Talk4Writing is delivered throughout the whole school and using high quality, well-pitched model stories ensures that each child reaches the highest possible standard they can. All children are taught writing skills through studying a range of both fiction and non-fiction texts including teacher-produced models. Children are encouraged and supported to learn texts by heart, before trying to innovate them and gradually apply more independent changes to the model until they can write freely with confidence.

Each half term teachers aim to deliver a Talk4Writing unit based on one poetry, one fiction and one non-fiction text. We aim to cover a variety of writing styles including poetry, narrative, non-chronological reports, diary writing, persuasive writing and interviews. In addition, in Key Stage 2, children are taught to write through studying quality texts. Some of their writing is inspired by novels and they study three novels per academic year. Challenging texts are chosen to ensure that children have an excellent model for their own writing.

The children use iPads as a regular part of their class work. They are encouraged to use them to check spellings and meanings of words and look for synonyms. Sometimes, they present their work electronically but there is also an expectation that the children will regularly hand write work.

## **3) Vocabulary**

Key Stage 2 Classes deliver Word of the Day lessons in order to further children's vocabulary knowledge. In Upper Key Stage 2, a grammar focus is often introduced into this lesson.

The basis of our grammar teaching is the National Curriculum. We ensure that our Talk4Writing models contain specific grammar teaching points but it is also taught more discretely in weekly lessons using CGP books across the school.

## **4) Phonics**

At Brampton Abbots, we follow the DfE Approved Twinkl Phonics Scheme of work. Each child in Reception and Year 1 has a daily, minimum 20-minute phonics lesson, following the teaching sequence of revisit/ review – teach – practise - apply. In Year 2, children access a balance of both phonic and spelling punctuation and grammar (SPAG) lessons based on their individual needs and attainment. Small phonic sessions or interventions are delivered by teaching assistants and overseen by the class teacher, to provide complimentary teaching and targeted intervention.

Sessions are lively, fast-paced and fun. In a session, children are taught either phonemes/ digraphs/ trigraphs, high frequency and/or tricky words and these are consolidated through reading and writing. There are lots of opportunities to speak and listen, as well as to read and write the sounds.



At the end of Year 1 children have to take the national Phonics Test which tests children's phonic knowledge. Here, they are required to read real and nonsense words, applying the skills they have learnt. Ideally children will have completed and consolidated Level 5 during Year 1 and Level 6 during Year 2, so that they can focus more on higher-level comprehension using increasingly challenging texts. Any child that does not complete the phonics programme will continue learning phonics throughout Year 3/4 during interventions.

## 5) Spelling

In Key Stage 2, the children are given weekly spellings based on the National Curriculum lists. As well as learning for homework, the children are given a range of activities in class in order to cement the patterns and practise. As well as electronically checking words, children are also taught to use a paper dictionary.

## 6) Handwriting

Regular handwriting practice underpins our writing process. By the end of Year 6 there is an expectation that children will be able to use joined up writing which is even in size and clearly legible. In Key Stage One, the children use CGP books for daily handwriting practice. In Key Stage 2, the teacher models handwriting exercises and the children regularly practice moving from handwriting books to ordinary lined books as they progress through the school.

The children's writing is assessed using No More Marking Comparative Judgement and regular moderation within school and with the Wye Valley Learning Network.

## 7) Assessment, recording and reporting

### 7.1 Formative Assessment

Teachers continually formatively assess children's reading using target questions in class to check children's understanding.

Focused reading with a member of staff is used to analyse children's strengths and next steps and to plan future work and targets accordingly. The appropriate year group reading objectives are in the reading file and these are ticked off by a teacher when they have been achieved.

### 7.2 Summative Assessment

#### EYFS

- Each half term, pupils in EYFS complete phonics assessments.
- Termly, book band levels are checked and recorded – these are often reviewed informally more regularly.

#### KS1

- Each half term, pupils in KS1 Y1 (and Y2 children due to re-take screening) complete phonics assessments.
- Termly, book band levels are checked and recorded – these are often reviewed informally more regularly.
- When appropriate, more detailed written methods of reading comprehension assessment are used – prior to KS1 SATs.

#### KS2

- Assessment In each child's individual reading file is a record of 1:1 or small group (if appropriate) reading which shows the progression for each individual child. YARK is a reading assessment tool to assess specific children allowing for early reading assessment, passage reading, reading comprehension and reading accuracy – it allows for detailed assessment to accurately direct intervention sessions which are specific to pupils' barriers to reading progress.
- Weekly comprehension work and formal assessment twice a year inform the teaching cycle for reading. Word reading age is assessed twice-yearly.



### **7.3 Subject Leader monitoring activity**

The reading subject leader will once a term, view selected reading records. The examples will be used for identifying progression and expectations.

Reading outcomes (following data snap-shots twice per year) will be analysed to look for patterns, progress and areas for development to inform ongoing CPD.

### **7.4 Reporting**

Statutory assessments in reading (inc Phonics screening check, KS1 and KS2 reading SATs) will be recorded and reported annually to Herefordshire LA.

Twice yearly reading data 'snapshots' (inc word reading, sentence reading, comprehension, book band level and phonics) will be recorded using the Insight tracking tool online.

