



English Policy

Member of staff responsible: Tammy Whyte

Ratified by Governors: May 2020

Next review date: May 2022

Review cycle: Two years

The aim of English at Bush Hill Park Primary School (BHP) is to develop the key English skills of reading, writing and speaking. Children will leave BHP at Year 6 fluent readers, writers and talkers who have received an integrated education enabling them to succeed. Our aim is for the majority (by which we mean 80%+) of children to leave at age expected standards.

SPOKEN WORD

Children are given every opportunity to speak using Standard English and develop their oracy skills within English and the wider curriculum. Wider opportunities could include:

- EYFS/KS1 – Show and Tell, News, opportunities for discussion in formal and informal settings (e.g. play).
- KS2 – Debate (e.g. Socratic debate), formal debating, News, frequent opportunities for formal and informal discussion, team discussions and presentations

All BHP teachers and staff model and teach Standard English. Staff and pupils should take care with verb inflections such as *we was/we were* and incomplete phrasing *go toilet/go to the toilet*

WRITING

BHP is committed to developing children's full range of English writing skills and ensuring that the majority of children have reached expected standards by Year 6.

- In KS1 children have daily 45-minute writing lessons.
- In KS2 children have hourly writing lessons each day.
- 2-week cross curricular writing units are planned to incorporate both content, skills and awareness of the reader.
- Across the unit, grammar, spelling, key features, drafting, and editing will take place.
- Stimuli for writing is taken from books, videos, images, news, etc.
- Writing lessons are an opportunity for children to further their knowledge in other subject areas, e.g. history and geography.
- Extended writing outcomes are completed at the end of each writing unit, e.g. diary, letter, story, instructions, etc.
- During writing lessons, the children are exposed to ambitious vocabulary.
- Modelling is a key component of our writing lessons.
- Teachers give timely and specific feedback through conferencing daily with children daily (see marking and feedback policy)

KS1 READING

All children at BHP will leave as fluent readers who have a range of strategies to read and understand unknown words and texts. Reading at KS1 (and for those reading at a KS1 level) is broadly concerned with developing decoding and fluency skills. Children are also taught basic comprehension skills and understanding of texts.

PHONICS – Phonics is taught daily in EYFS and KS1 using Read Write Inc. Children are taught word phonology through regular and consistent lessons. They then incorporate this into their writing.

For this the children are:

- Set according to their Read Write Inc. level (or reading age)
- Re-assessed every 8 weeks
- Taught in 45-minute sessions
- Taught by teachers and trained support staff
- Children working significantly below their age expected levels in KS2 are included in RWI (Years 3 and 4 via KS1 Read Write Inc. and Year 5 and 6 via Fresh Start).
- Children in Nursery start RWI in Spring 2/Summer term or when it is deemed appropriate for them to do so.

SUPPORTED READING – Children in Reception and Year 1 receive supported (from their teacher or other adult) reading twice weekly in small groups of between 5 and 7 for 20 minutes. During these reading sessions the aim is to develop other strategies for reading other than phonics e.g. whole word, contextual, reading on, and picture clues. In this way BHP provides children with a range of reading strategies. These sessions encourage independent reading and modelling from the supervising adults. Children in Year 2 who have a reading level of below 6 years (i.e. end of year 1) also receive supported reading.

HOME AND INDIVIDUAL READING DEVELOPMENT

Children working below a reading age of 8 years take a scheme book home to read with an adult or another fluent reader. BHP uses Book Bands/Colours to organise its books. Children with a reading age of below 8 are regarded as developing readers and those above 8 are early fluent or fluent readers.

In KS1 and Year 3 this means:

- All children take at least one book home a week. An adult in the classroom keeps a record of what book they have taken and spends 5-10 minutes reading with them.
- Children also have the opportunity to take books from the class library to share with a parent
- Parents/carers are encouraged to write comments in their child's home/reading diary.
- Children are "assessed" by their teacher (or another qualified adult) every half term to ensure they are on the correct band. Most children will move a band every half term/term.
- In Nursery children take a reading book home from the Autumn term. This may contain no or a few words to encourage reading behaviours and introduce them to learning to read.

In KS2 this means:

- Children who have a reading age of below 8 years are still regarded as needing a reading scheme to support their reading development. However, as they are below age-related expectations, they may need additional support from other schemes such as Better Reading Partners (BRP), RWI Fresh Start, Project X or another scheme deemed suited to their needs.

- Children are read with weekly (or according to the requirements of the scheme) and have their reading book changed with an adult (who also records books taken/levels)
- Parents/Carers are encouraged to record comments in their child's homework diary.
- Children are also encouraged to choose a book from their class library.

FLUENT READERS KS2

- Children choose a book from their class library which they change regularly
- Teachers/adults monitor books that are chosen and advise on those that are appropriate for that child
- Children record their reading in their homework diaries and parent/carers are encouraged to comment

CHILDREN NEW TO BUSH HILL PARK PRIMARY & EAL READERS

- Children are tested on arrival at school and given a reading age. This is done using the GL Assessment Group Reading Test
- Once tested they put in appropriate group (this may include Read Write Inc/Fresh Start for children in KS2 with very low reading abilities or new to English).
- The school has a number of dual language texts which children are encouraged to take whilst they gain confidence

READING AT KS2

Reading at KS2 is concerned with continuing to develop strategies such as using background knowledge, asking questions and visualising for reading unknown words. Also, the comprehension and understanding including vocabulary, inference, prediction, explanation, retrieval and summarising of the texts. Children are exposed to a wide-range of texts through Success for All (see SFA below) and also encouraged to read widely at home. The school firmly encourages a love of reading and believes children have the right to read from a wide range of books including those embedded in the UK's literary traditions.

SUCCESS FOR ALL (READING FROM CHILDREN 7.5 years and up)

Success for All is a proven reading scheme that accelerates learning and encourages a wide range of learning styles including collaborative learning, resilience and independent task completion. Most children have SFA lessons from Year 2 to Year 6.

In SFA children are:

- Taught daily in hour long sessions
- Grouped according to their reading age in Wings Groups (from 7.5 years to 11 years)
- Assessed every half term and re-grouped as necessary
- Taught by SFA trained teachers
- Work in teams of 4 or 5
- Read a text daily (including comprehension follow-up)
- SFA is correlated to the new English curriculum.

- Year 6 will follow the SFA Revision lessons from Spring Term where they will be grouped within Year 6 (children working below a reading age of 7.5 years will continue with RWI).

SPELLING AT BHP

Spelling follows the 2014 National Curriculum appendices. It is fully incorporated into RWI and writing lessons.

In RWI spelling is incorporated into the scheme of work.

In writing lessons spelling is part of the lessons but delivered through the No Nonsense Spelling scheme.

At KS1 children are taught to spell using their phonetic knowledge and the automatic spelling or words that do not follow regular phonic patterns. Children are also introduced to regular prefix and suffixes and their spelling rules.

At KS2 children continue to segment to spell but this will involve “chunking” larger words, identifying words within words, word etymology and morphology by which we can learn spelling rules and spelling families.

Children take spellings to learn at home and are tested on those spellings weekly.

GRAMMAR AND PUNCTUATION

Grammar and punctuation lessons are fully incorporated into RWI and Writing lessons, however where necessary (i.e. in preparation for national tests) other resources will be used.

HANDWRITING

BHP follows the Nelson scheme for handwriting (cursive script with most letters joined). Children are encouraged to start joining in Year 2 (or if ready at the end of Year 1) and most children should join (and know when not to join) by end of Year 3. Children receive regular discrete handwriting lessons that incorporate dictation.

ASSESSMENT

At BHP we use both formative and summative assessment to accurately place children, track them and decide upon their next steps. The following assessment takes place:

YEAR GROUP	ONGOING FORMATIVE	SUMMATIVE	FREQUENCY SUMMATIVE
NURSERY	Observations	Baseline Termly assessment against EYFS learning goals.	Termly

RECEPTION	Observations	RWI assessments Supported Reading assessments Benchmarking/testing Termly assessment against EYFS learning goals.	RWI – half termly Supported Reading assessments
YEAR 1	Marking & Feedback writing assessment sheets Highlighted Success Criteria Weekly Spelling tests Target Tracker statements	Writing assessment sheets Supported Reading assessments Benchmarking/testing RWI assessments Reading/SPaG tests	Writing assessment sheets/RWI assessment every 8 weeks Reading comprehension and SPaG tests every 8 weeks Supported Reading assessments termly Phonics check - June
YEAR 2	Marking & Feedback Reading and writing TAFs Highlighted success criteria Weekly spelling tests SPaG/Reading comprehension SATs preparation Target Tracker statements	TAF for reading/writing RWI assessments Benchmarking (where necessary) SPaG testing Reading Comprehension tests	Autumn Term: Every half term Spring Term: Every 2 to 3 weeks (or as needed) Summer Term: Every half term
YEARS 3, 4, 5	Marking and feedback reading and writing assessment sheets Highlighted success criteria Weekly spelling tests	Reading and writing assessment sheets RWI Testing (where necessary) SPaG testing Reading Comprehension tests	Every 8 weeks

YEAR 6	Marking and feedback reading and writing TAFs Highlighted success criteria Weekly spelling tests Preparation for SATs tests	Reading and writing TAFs RWI Testing (where necessary) SPaG testing Reading Comprehension tests Preparation for SATs tests	Autumn term: Every 8 weeks Spring term: Every 2-3 weeks Summer term: Every 8 weeks
--------	---	---	--

TAF Tool – Teacher Assessment Framework (End of KS1 and KS2). Children’s writing (and reading) is assessed over a number of pieces using an assessment sheet to identify where they have met key framework objectives and what they need to do next.

All children’s progress is tracked on Target Tracker and teachers attend a Pupil Progress meeting once a term to discuss attainment and progress. Year 2 and Year 6 have half termly meetings.

MARKING AND FEEDBACK

English follows the BHP marking and feedback policy (please see policy for more detail). Feedback for learning should be part of day to day discussion. All comments (specific and important achievements related to the WALT (*we are learning today*)/SC (*success criteria*), shared verbally, should help inform what to do next. Response marking to be used to improve their work based on KSU (knowledge, skills and understanding), deepen or challenge where they have shown they have met the WALT. All work is proof-read for grammar, spelling and punctuation using Standard English.

TARGET SETTING/SELF SETTING

Research has shown that where children have ownership over their targets (what they need to improve their work) it results in raised levels of self-esteem and improved learning. Children also use the meta-language of English and become used to the terminology. Children are encouraged to consider how they can meet their targets using meta-cognitive strategies in teaching (e.g. learning to learn).

Children identify where they have met a target using assessment sheets which the teacher confirms. Children review their targets every monthly.

WRITING MODERATION

Teachers take part in termly cross-phase moderation. The school also takes part in borough organised moderation for Reception, Year 2 and 6 or as part of our cluster

arrangements with other schools. We have STA (Standards and Testing Agency) approved writing moderators for both Y2 and Y6 amongst our teaching staff.

ENGLISH IN THE WIDER CURRICULUM

Where children are reading and writing in other subjects, Teachers employ the same high expectations as they would expect in an English lesson. Work is checked for spelling, grammar and punctuation. We encourage a high degree of independent extended writing in our foundation subjects.