



*Faith, Family and Fascination*

# English Policy

## Boutcher C.E. Primary School

Reviewed by: Lorna Clifford

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Next review due by: Autumn 2020

## **Intent**

The English National Curriculum (2014) states that:

***'The overarching aim for English in the National Curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading and enjoyment.'***

At Boutcher C.E. Primary School, we believe the exposure of children's literature within the primary school setting is vital as a rich context for learning; not only within English as a subject but to support building a reading culture throughout the school.

We aim to use high quality books that offer opportunities for empathy and can aid philosophical enquiry, as a means of developing the spoken language requirements through debates, drama and discussion using the issues raised through, and within, the text.

## **Equal Opportunity**

We aim to promote equal opportunities for, and have high expectations of all pupils irrespective of age, race, gender, background, physical/sensory ability, intellect and special educational needs.

We aim to personalise our curriculum, where appropriate, in order to fully engage and motivate all our pupils.

We analyse data from our monitoring procedures and are aware of any vulnerable groups and target support where appropriate.

We have high expectations of all our children and aim to overcome any potential barriers to their learning.

*For further information please refer to the Equal Opportunities Policy.*

## **Writing Curriculum**

At Boutcher C.E. Primary School, we believe that the mastery of written language is one of the most powerful gifts that we can provide to our children. We believe that writing should be purposeful, rich and enjoyable for all.

### **Intent**

- to have real reasons to write whether to explain, persuade, inform or instruct and that where possible, this can be embedded within our text or linked to a curriculum area
- to make writing opportunities meaningful; whether short or long, and to have a clear audience for their writing
- to develop stamina and skills to write at length, with accurate grammar, punctuation and spelling
- to help the children to develop an understanding that writing is both essential to thinking and learning and enjoyable in its own right
- to enable children to improve their writing through the editing process

### **Organisation and Delivery of Writing**

High quality texts are at the core of our English teaching. By placing books at the core, we are allowing teachers to use them as the context for the requirements of the National Curriculum. The National Curriculum states that:

***‘This guidance is not intended to constrain or restrict teachers’ creativity, simply to provide the structure on which they can construct exciting lessons.’***

Working alongside The Literacy Curriculum, we have developed a programme of texts from Reception through to Year Six, which include a range of genres and allow for full coverage of the National Curriculum objectives. Teaching staff attend regular training and new books are brought into the selection of texts from this. Where possible, we make thematic links with other areas of the curriculum.

### **Early Years Foundation Stage**

In the Foundation Stage, there is a big emphasis on phonics and letter formation. The structure of the week for English lessons is as follows:

In structured English lessons, children hear the phoneme and the lesson focuses on the recognition of this. Children learn and practise writing the grapheme for the phoneme (both lower and upper case using the Nelson Handwriting Scheme). During this lesson, a book is introduced and read which uses this phoneme.

In the Foundation Stage, we follow a sequences progression grid created by The Literacy Curriculum. This links phonics teaching with suitable texts.

### **Key Stages One and Two**

In order to meet the objectives of the 2014 National Curriculum and to ensure that children are inspired and have a meaningful purpose to write, stimulating texts are carefully chosen and used as a starting point for their writing.

We have developed a programme of texts which ensures that children have access to a range that provide thorough coverage of National Curriculum objectives. We use many of the planning sequences taken from The Literacy Curriculum, of which we have a yearly subscription. Planning sequences are adapted and personalised to ensure all access arrangements can be made to support children with the requirements.

### **Baseline Expectations:**

- to teach English lessons four times a week lasting approximately one hour each
- to ensure SPaG objectives are included in each of our daily English lessons
- to plan and teach English lessons from a carefully selected text or film
- to plan for opportunities for independent writing weekly

### **Writing Curriculum Planning**

We follow the Southwark 'Performance Indicators in Writing' objectives which are taken from the National Curriculum when planning for writing across the school. Teachers meet weekly in the following year groups to plan their lessons:

- Foundation Stage (Reception)
- Years One and Two
- Years Three and Four
- Years Five and Six

A medium term plan for each text with grammar, spelling and punctuation objectives to be taught, is recorded. This is a working document and teachers are encouraged to make changes as necessary in response to their teaching. A notebook file with the teaching slides is emailed to the English Coordinator to be checked through and feedback is provided as necessary. A copy of this is stored on the shared network.

### **Monitoring and Assessment**

Assessment is a continuous process which both reinforces teacher/pupil planning and provides clear information for others. Work is monitored termly by the English coordinator through a 'book look' and regularly by SLT in weekly Secret Student monitoring.

Moderation is a necessary process in order to ensure consistency when making judgements on progress and attainment. It also highlights gaps in learning and next steps in teaching. Moderation takes place both in school between staff, at meetings held between local schools and through the attendance of moderation sessions led by Southwark.

### **Approaches to support Writing**

As well as daily English lessons, we have the following approaches to teach and develop writing skills:

#### **Spellings**

In Year One, children take home five spelling words each week whilst the rest of the school take home ten to learn. Every child is tested on a Wednesday and taught the new spelling rule for the next set of spellings. Children complete a homework task to support them with learning their spellings.

#### **Spelling, Punctuation and Grammar (SPaG)**

In order to meet the SPaG objectives of the 2014 National Curriculum, SPaG skills lessons are taught weekly in Years One – Six. We recognise the importance of children having the chance to apply these skills, so ensure that these objectives are also covered in all English lessons and that they have plenty of opportunities to apply these skills through a range of written genres and across all subjects.

#### **Handwriting and Presentation**

Presentation is very important to us at Boutcher as it shows that we care about our work. To recognise this, each week, a child from each class is awarded with a presentation award and this is celebrated in assembly.

To teach handwriting, we follow the Nelson handwriting scheme. Please refer to the Handwriting and Presentation Policy for further information on how this is taught.

## **Reading Curriculum**

At Boutcher C.E. Primary School, we believe that reading is an important life skill and we strive for all children to enjoy and value it. We recognise that enjoyment in reading arises from deriving meaning from text. It is our aim to develop and create passionate readers for life.

### **Intent:**

- to encourage all children to read widely across fiction and non-fiction to develop their knowledge of themselves and the world in which they live;
- to establish an appreciation and love of reading for pleasure, as well as for information, by reading widely;
- that by the end of Year Six, children are able to read fluently, and with confidence, in any subject in their secondary education;

- to help children to become confident, independent readers, through an appropriate focus on the reading content domain
- to use phonological awareness to decode and encode words
- to help children to be able to read with fluency, accuracy, understanding and enjoyment
- to develop enthusiastic and reflective readers, through contact with challenging and substantial texts

## **Implement**

### **Early Years Foundation Stage**

In the Foundation Stage, the teacher introduces concepts of print and teaches synthetic phonic skills on a daily basis. They take home two letter sounds to learn each week and are encouraged to bring in an object with the same initial letter sound. Initially, children take home wordless picture books (Level 1 Oxford Reading Tree) before then moving on to books with words.

### **Stage Books in Early Years Foundation Stage and Key Stage One**

At Boutcher, we use Oxford Reading Tree to provide children with a richer reading experience and give them a breadth and variety of books to develop a life-long love of reading. Stage books are given out using the '*Boutcher's Guide to Stage Books*' (appendix 1)

### **Free Reading**

Once children have worked through the stage books, children then become 'free readers'. For most children, this is from Year Three upwards. Children select a book from their class book corner at the colour at which they are working within. The colour indicates a level in line with The Oxford Reading Tree scheme. We encourage children to read widely across a range of genres and the organisation of the book corners by genre supports children with this.

### **Organisation and Delivery of Shared and Guided Reading in school**

We aim to instil a passion for reading in all our children and therefore shared and guided reading is integral in our school curriculum. At Boutcher C.E. Primary School, we have adapted a reciprocal teaching approach to reading, which is taught as a whole class, with children partnered in near-ability pairings.

High quality texts are at the core of our teaching of reading. Where possible, shared and guided reading is taught using the same text as that used for the writing curriculum. We are in the process of developing a range of texts across KS1 and KS2 which include a range of genres. Where possible, we make thematic links with other areas of the curriculum. This approach has been adapted in order to develop the children's comprehension skills and to develop their ability to question things themselves.

In KS1, shared reading has a focus on children being read to and joining in with repetitive words and familiar patterns. It exposes children to a range of rich texts where they have the opportunity to be modelled how to use intonation and expression so that - over time - they develop these skills when reading by themselves. There will be occasions when children will have a go at independently or within a group, reading the texts that have been read to them previously by an adult. This develops their confidence as they are familiar and have a good level of comprehension through previous shared reading sessions and follow up tasks they have completed.

In KS2, guided reading gives children the opportunity to read aloud, develop decoding skills and intonation and expression as well as for child led dialogue, which is an important element of these lessons.

All children complete tasks in their read and respond journals in response to what they have read or read to them, which further develops skills of the KS1 and KS2 content domain. Each area has been reworded into child friendly language. A copy of this is displayed in each classroom and in each child's read and respond journal to be referred to during lessons (appendix 2a and 2b).

### **Baseline Expectations:**

- One to one reading must take place in Reception and in Years One and Two. Children in Reception and KS1 read with an adult and a comment is recorded in their reading record.
- Shared Reading takes place in Years One and Two with each lesson lasting around thirty minutes. Children complete follow up tasks in their Read and Respond journals which covers the content domain.
- Guided Reading takes place in Years Three – Six with each lesson lasting around thirty minutes. Children complete follow up tasks in their Read and Respond journals which covers the content domain.
- Each class has a weekly visit to the school library. For more information, refer to the 'reading for pleasure' statement.

### **Reading Curriculum Planning and Delivery**

We follow the KS1 and KS2 Content Domain and Southwark 'Performance Indicators in Reading' objectives when planning reading across the school.

Teachers plan for shared and guided reading, where appropriate, using the same book studied during English lessons. This allows for a deep discussion of the texts and for every child to access suitably challenging reads. KS1 and KS2 delivery focuses heavily on each area of the Content Domain and encourage teachers to plan questions which provide broad coverage of each objective within it. Included within our subscription to The Literary Curriculum are 'Literary Leaves' which also form part of our planning. Teachers ensure that there is good coverage of both non-fiction and fiction texts and poetry planned for throughout the year.

### **Approaches to support Reading**

As well as guided reading lessons, we have the following approaches to teach and develop reading skills:

#### **Phonics**

We begin the process of learning to read in the Foundation Stage, where we believe that the systematic teaching of phonics is the fastest and most effective way of getting young children to start reading. For information on how phonics is implemented and taught in the Foundation Stage and in Key Stage One, please refer to the Phonics policy.

#### **The School Library**

All children are provided with the opportunity to borrow one book each week from the library. Children are encouraged to choose books which they are interested in and this helps to promote a reading for pleasure ethos. Two children from each Key Stage Two class are chosen to be Junior Librarians and these ambassadors support the librarian with running the library.

### **Reading Partners**

We are in our third year of a reading partnership with members of a lawyer firm who visit school weekly to read with specific children. During this time, they develop comprehension skills through questioning and discuss vocabulary. This success of this is monitored through termly questionnaires completed by the children.

### **Reading at home**

We use a range of books for home reading books. There is an expectation that children read regularly and this is monitored by class teachers and support staff. Each child has a reading record which is completed by parents and staff to record children's reading.

### **Readathon**

For two years, we have held a readathon to further develop a love of reading in school as well as to raise money to purchase new books for the library and class reading corners.

## **The Spoken Language Curriculum**

At Boutcher C.E. Primary School, we believe that pupils should be taught to develop their competence in spoken language and listening to enhance the effectiveness with which they are able to communicate across a range of contexts and to a range of audiences.

### **Intent:**

- to provide a range of situations, audiences and activities which encourage children to develop confidence and competence in the spoken language
- to develop children's awareness that different situations require different forms of oral expression
- to develop the mechanical skills required for effective oral communication, e.g. voice projection, tone, clarity, pace of speech
- to recite and perform a range of age appropriate poetry
- to sing songs and nursery rhymes

## **Approaches to support the Spoken Language**

We develop children's spoken language and listening skills through the following:

### **The Literary Curriculum**

The Literary Curriculum encourages teachers to give children rich experiences linked to the text and regular opportunities to discuss and act out topics covered. We believe that

the Literacy Curriculum helps children to develop a rich vocabulary through choices of quality text, immersion in the language of the text, discussion and drama activities.

Teaching strategies which have been developed from the Literary Curriculum include:

- role on the wall
- freeze-framing
- conscience alley
- hot seating
- role playing
- drama

### **Theatre workshops and visits**

Children in Key Stages One and Two are regularly involved in workshops with The Unicorn Theatre based in London Bridge. Teachers attend training sessions and work alongside specialised practitioners to lead the children in developing their spoken language skills. Children also have the chance to attend theatre productions and see performances linked with the text they are following and/or their theme.

### **The Burnett News Club**

Pupils in Years Five and Six are part of the Burnett News Club, which is run by the Economist Educational Foundation. Through this, children develop their critical thinking and literacy skills through open discussions about current affairs. The four skills embedded across all content and activities are scepticism, reasoning, speaking up and open-mindedness and serve as important and necessary life skills.

### **Performances**

Children are expected to be involved in services and class assemblies from the Foundation Stage and are taught to be confident when performing to an audience. Time is dedicated to rehearsing for these and children are encouraged to develop their performance voice to engage their audience.

### **Working and Vocab Walls**

Each class has a working wall and/or vocab wall where vocabulary is displayed for children to access and to support language and spelling. The vocab wall is split into two criteria: Tier Two – these words are sophisticated words, more commonly found in written text and move the speech and writing from more social, conventional language to a more formal, sophisticated language which can be fundamental to academic success and Tier Three – these words are specific to topics and have a limited use outside of the context that they are used in. Every week, a new Tier Two word is introduced to each class and short activities and games are led around this to develop...

## **Outside Agencies**

The school has links with a number of outside agencies and specialist teachers to promote and enhance the delivery of English, namely:

- The Literary Curriculum
- Burnett News Club (run by the Economist Educational Foundation)
- The Unicorn Theatre
- CLPE
- The National Theatre
- Tales on Moon Lane

## Appendix 1

### Oxford Reading Tree Boutcher's Guide to Stage Books

Year Group	Age	Oxford Level (Stage)
Reception	4-5 years old	1
		1+
		2
		3
		4
Year One	5-6 years old	5
		6
		7
		8
Year Two	6-7 years old	9
		ALL STARS GOLD
		10
		ALL STARS WHITE
		11
		ALL STARS LIME
<b>FREE READER</b>		

Year Three	7-8 years old	9 - 11
		12 - 13
Year Four	8-9 years old	14
		15
Year Five	9-10 years old	16
		17
Year Six	10-11 years old	18
		19 – 20

## Appendix 2a

## KS1 Reading Comprehension Skills

1a	Vocabulary	
1b	Features	
1c	Sequence	
1d	Infer	
1e	Predict	

## KS2 Reading Comprehension Skills

2a	Define	
2b	Retrieve	
2c	Summarise	
2d	Infer	
2e	Predict	
2f	Cohesion	
2g	Language	
2h	Compare	