

Great Bowden Academy English Policy

This policy has been developed to support the school's core vision:

At Great Bowden Church of England Academy, our vision is for each member of our school family to experience life in all its fullness both now and in the future. We are an inclusive welcoming community valuing everyone for who they are and enabling all to flourish.

It should be read in conjunction with the following policies:

- Teaching and Learning Policy
- Assessment Policy
- Feedback Policy
- Curriculum Policy

and

the National Curriculum Programme of Study for English (2014)

Aims

The aim of this policy is to provide teachers with a framework for high quality teaching and learning in literacy and English. At Great Bowden Academy, we aim to help children develop skills and knowledge that will enable them to:

- communicate effectively and creatively with the world at large, through spoken and written language
- read English fluently
- respond critically to a wide range of texts, express opinions, articulate feelings and formulate responses to both fiction and non-fiction using appropriate technical vocabulary
- enjoy and appreciate literature and its rich variety
- be interested in words and their meanings, and to develop a growing vocabulary in both spoken and written form
- produce fluent, well-formed handwriting with a level of early automaticity which supports ease and fluency of written expression
- 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 literacy
- use grammar and punctuation accurately
- be competent spellers and understand spelling conventions
- produce effective, well presented written work

Literacy is the key for access to the whole of the curriculum. The proportion of time spent teaching English in its different forms should reflect this: an hour and a half every day, which can be split into different sessions as required.

Reading

Aims

To enable children to:

- develop positive attitudes towards reading and read for purpose *and* pleasure
- 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 can orchestrate the full range of decoding and comprehension strategies
- read and discuss their reading with a variety of audiences, including parents and carers.

Everyday excellence: Reading

- Children read and are read to daily.
- In early years and Key Stage One children have daily phonics lessons following the Sounds Write scheme.
- In Reception and KS1 reading books closely match the skills the children have been taught. Children are given opportunities to read and re-read these books in school and at home,
- Across the school, teachers support the children in choosing books that have an appropriate level of challenge and support children in reading a wide range of text types.
- Across the school, phonics, fluency and comprehension skills are regularly assessed, and targeted support is given immediately to close gaps.
- All pupils make sufficient progress to succeed in the next year of education.
- Children are read to and read from a wide range of stories, poems and non-fiction which develop vocabulary, language comprehension and love of reading
- Children are explicitly taught reading skills using the Content Domain caterpillar/doughnut cartoons as reminders; and are then taught metacognitive strategies to use these skills as they are reading.
- Reading is taught individually, in small groups and as a whole class as best fits the needs of the children or the text being read.
- Teachers plan to develop pupils' skills cumulatively throughout the year, in order to prepare children for success in their next year group.
- Reading skills are closely identified with writing skills and children are encouraged to see a link between authors' intent and purpose and their own writing.
- Books, poems and texts are used at the heart of the curriculum across the school.
- In Reception and KS1, teachers and parents record children's reading in the Reading Journals. These are monitored to ensure children are reading very regularly.
- In KS2, children are taught to complete their reading log books which are regularly monitored to ensure frequent reading across a wide range of texts.

Resources: talk to English Leaders if you do not know how to find and use the following:

Caterpillar and Doughnut Content Domain skills prompts

Beers and Probst's reading signposts

Sounds Write Phonics resources

The school library

Phonic based reading books closely matched to skills taught

3 circle model for teaching reading and writing document

Learn-AT reading progression document *

Reading skill prompt question packs

Writing

Aims

Children should learn to:

- write in a wide range of contexts, for different purposes and audiences, making decisions about form and style
- form letters correctly, leading to a fluent joined and legible handwriting style, giving increasing regard to presentation
- 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 literacy medium for presenting work and manipulating text

Everyday excellence: Writing

- Children write every day.
- There are regular opportunities for independent writing, sometimes at length
- Writing has a clear purpose for a range of contexts and audiences.
- From the beginning of KS1, children have opportunities to plan, draft and edit their work; and to work with others as part of a collaborative workshop experience.
- The teaching of writing is integrally linked to the teaching of reading within a unit of work.
- Units of work are planned with a clear skills outcome in mind and show progression towards that skill in the lessons taught.
- The high standard of and expectations for children's work demonstrates clear teacher knowledge of expectations and skills for the year group they are teaching.
- Gaps in learning are addressed quickly so that pupils make sufficient progress to succeed in the next year of education.
- Development of a fluent, automatic cursive handwriting style is achieved through regular discrete handwriting lessons and followed up with consistently high expectations in presentation across all subject areas
- Children are taught to spell using a systematic approach using SoundsWrite phonics in Reception and KS1, moving onto a Word Study based approach in KS2. Phonics is taught daily; spelling lessons occur several times a week if not daily.
- The grammar objectives for the national curriculum are regularly and systematically taught in each class, sometimes discretely if appropriate, but mostly in the context of the genre being studied in the class's current unit of work. Children refer to the grammar Knowledge Organisers to help secure age appropriate skills

Resources: talk to English Leaders if you do not know how to find and use the following:

National Curriculum 2014

Learn AT writing progression Document

3 Circles model for reading and writing planning document

Great Bowden Grammar Knowledge Organisers

Michael Tidd: 4 purposes for writing

Pie Corbett – Talk for Writing

Kingston Cursive Script folder

Word Study Spelling website

Support for Spelling document (online)

Grammar for Writing document (online)

EYFS curriculum

Sounds Write phonics materials for trained colleagues

Sue Palmer "Skeletons" books

Teaching Writing and Writers' workshops: Lucy Calkins

Teaching Primary English: Bearne & Reedy

Spoken language

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

Everyday excellence: Spoken Language

- Teachers model the use of standard English and clear diction.
- Teachers model how to listen and respond to others speaking.
- Teachers use imaginative and challenging language to support the acquisition of a wide vocabulary
- Teachers sensitively support pupils in discussion and reflection conversations
- Teachers articulate their own thoughts to model metacognitive and dialogic thinking in all subject areas
- Teachers explicitly teach subject specific vocabulary and support its use in different contexts
- Children are encouraged to speak aloud as individuals, and in groups of varying sizes; both in informal and in formal situations
- Children take part in recounts, discussions and debates.
- Talk for writing strategies are used to support the development of writing

Resources

PHSE resources
National Curriculum 2014
Pie Corbett Talk for Writing

Sheila Critchley and Sarah Walker
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