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Bampton CE Primary School and Nursery



Belonging, Believing, Building

To Be the Best we can Be for ourselves and others

Title of Policy	English Policy
Date Adopted by the Governing Body	January 2025
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Intent

At Bampton CE Primary School and Nursery, we recognise the central role played by English in the school curriculum – as both a key subject in its own right and as a vehicle in teaching and learning in all other curriculum subjects. We believe language (speaking and listening, reading and writing) is integral to the whole curriculum and as such is given high priority.

We intend to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. We will provide a wide range of learning experiences, giving children the opportunity to develop reading strategies and to read for a variety of purposes, including enjoyment; write in a range of styles; speak confidently in a range of contexts and develop focused listening skills. We will help our pupils to express themselves creatively and imaginatively and to understand how language works by looking at its patterns, structures and origins.

The policy supports the implementation of the National Curriculum 2014 and the EYFS Statutory Framework, it gives guidance to staff and insights for other interested parties into agreed ways of developing children's language. All who work in school should be familiar with the contents of this policy and teachers should use it to plan and inform their practice and to ensure continuity progression and success for pupils.

Core aims:

- read fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style for a range of contexts, purposes and audiences
- use discussion in order to learn; to be able to elaborate and explain clearly their understanding and ideas
- be competent in the art of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

This policy should be read in line with our schools' vision statement, *'Belonging, Believing, Building to be the best we can be for ourselves and for others'*, as it encompasses everything that we do. It stems from the parable of the wise and foolish builders, Matthew 7:24-27 and the Christian belief that all children are to believe in themselves, being a unique human being, made by God and Loved by him, and so develop a love of lifelong learning and a sense of community.

Spoken Language Intent

Our intent is to provide experiences that will develop and enhance vocabulary and enable the children to be able to articulate their thoughts and ideas. Children should learn to change the way they speak and write to suit different situations, purposes and audiences. We intend to support our children to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- be competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication

Reading Intent

Our intent is to help our children become confident with word reading and Comprehension.

Our intent is to provide opportunities for the children at our school:

- to hear, identify and use phonemes and ways of writing graphemes in English, in order to decode.
- read easily, fluently and with good understanding and through reading age-appropriate texts:
- develop the habit of reading widely and often, for both pleasure and information
- appreciate our rich and varied literary heritage
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- to draw on knowledge of vocabulary to understand texts, giving and explaining meanings of words in context and how meaning is enhanced through choice of words and phrases.
- to identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.
- to retrieve and record information / identify key details from fiction and non-fiction.
- to identify and explain the sequence of events in texts, summarising main ideas from more than one paragraph.
- to make inferences from the text, explain and justify inferences with evidence from the text.
- to predict what might happen on the basis of what has been read so far and details implied.
- to identify and explain how content is related and contributes to meaning as a whole.
- To make comparisons within the text.
- To develop the habit of reading widely and often, for both pleasure and information

Writing Intent

Our main intent is to help our children with transcription and composition. Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader.

Our intent is to develop our children as writers who can:

- Plan and edit writing
- write effectively, accurately and coherently
- adapt their language and style in and for a range of contexts, purposes and audiences,
- select the appropriate form to present their writing.

Spelling, Vocabulary, Grammar and Punctuation Intent

Our intent is to provide opportunities for our children to be taught to use the elements of spelling, grammar, punctuation and for them to acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.

Implementation

Early Years Foundation Stage

At Bampton CE Primary School and nursery, we believe that communication and language, with opportunities to learn to read and write, underpins children's future learning. The Statutory Early Years Foundation Stage Framework forms the basis of teaching and learning in the EYFS. In reading, we provide opportunities that will enable our children to develop a life-long love of reading. Adults read a wide range of fiction, non-fiction and poetry texts to the children every day. This, together with high quality 'book talk' supports the children's growing understanding of the world around them as well as developing language comprehension skills and enriching vocabulary. In writing, we plan for opportunities where children can apply their phonic knowledge to spell words by identifying the sounds and representing these using the related letter/letter groups. We plan for opportunities using 'drawing club' where they can write words to simple sentences and paragraphs which can be read by others.

Language development underpins the children's success in all areas of learning. With this in mind, we ensure that the children are immersed in a language-rich environment. Adults are skilled at supporting and extending children's language during adult-led sessions, as well as child-initiated play through skilled questioning and Sustained Shared Thinking. When developing spoken language, we plan for opportunities for children to listen attentively in a range of situations such as stories and non-fiction texts, discussions in whole class, groups and one-to-one. We ensure new vocabulary is introduced through drawing club and in continuous provision to support and extend children's ideas and through our curriculum work.

In the Foundation Stage there are adult led and child-initiated activities that include:

- giving the children a wealth of opportunities to develop and experience speaking and listening; stimulate their early interest in literacy by exploiting play, story, songs and rhymes and provide lots of opportunities, and time, to talk with children about their experiences and feelings.
- experiences that develop gross and fine motor skills through play and handwriting activities;
- sharing and enjoying a range of rhymes, songs, film clips, stories and books;
- immersion in a print rich environment with opportunities for oral language and written communication, e.g., differentiated phonic activities;
- focussed group activities that teach children early communication language and literacy skills, using daily phonics and guided reading/writing sessions
- big book activities with shared reading and writing focuses.
- letter formation and handwriting taught and modelled in a print style using a combination of the Nelson handwriting scheme and RWInc patter.
- ICT activities to enable access to texts and language activities
- Storytelling activities, including story stepping and mapping.

Key Stage 1 and 2

The National Curriculum provides the basis of the teaching and learning of the English curriculum. There are daily English, Phonics sessions and Guided Reading lessons. Opportunities are provided for learning to take place in a range of ways e.g. whole class work; teacher modelling, scaffolding and supporting; bespoke work for smaller ability groups; guided group work; shared Reading/Writing; and Independent Work.

A key part of this involves the full participation of the whole teaching staff including teaching partners, children and parents from the earliest days until they leave us at the end of Key Stage 2. Teachers will seek to take advantage of opportunities to make cross-curricular links, where the pupils can apply the skills, knowledge and understanding acquired through English lessons.

Teaching and Learning

The curriculum is delivered by class teachers and where appropriate, groups or individuals are supported by Teaching Partners. Collaborative learning styles and mixed ability activities are used. A range of learning styles are used to allow oral rehearsal prior to developing written pieces. All teaching and learning, in every year group, should be in line with the statutory requirements set

out in the 2014 National Curriculum. In addition, all lessons should challenge and stretch children of all abilities; work provided should also be suitably adapted without putting a ceiling on a child's learning. Feedback must be used effectively to support children's learning (see Feedback Policy).

Spoken Language Implementation

At Bampton CE Primacy School and Nursery, we aim to develop every child's competence, confidence and enjoyment in speaking and listening. We believe that speaking and listening underpins the development of reading and writing; speaking and listening activities are therefore embedded throughout the curriculum. 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 retiring or reticent pupils. Spoken Language outcomes are planned for in all areas of the curriculum. Learning takes place in a variety of situations and group settings. Spoken Language will be a focus across the curriculum and across the school day in a variety of settings.

To develop our pupils as speakers and listeners we: -

- give all children opportunities to express their ideas to a range of audiences;
- teach children to retell and act out stories;
- provide opportunities for pupils to read aloud, including performing poems and plays;
- give all children opportunities to take part in group discussions, debates, role play and drama activities;
- encourage all children to listen and respond appropriately to others;
- encourage children to use relevant questions to extend their understanding and knowledge;
- help all children to understand the need to adapt their speech to different situations;
- give all children opportunities to evaluate and reflect on their own speech;
- encourage all children to use vocabulary and grammar of standard English whenever appropriate;
- provide a stimulating environment, which arouses children's interest and curiosity;
- provide good role models;
- listen carefully, with respect and interest to what the children say;
- give all children equal opportunities to develop their oracy.

Through the use of drama, we provide our pupils with the opportunities to: -

- create, adapt and sustain different roles individually and in groups;
- explore meanings of texts – characters, actions, themes, emotions and ideas;
- participate in spoken performances, dramatic interpretation and improvisations;
- write original scripted plays to develop written skills;
- evaluate their own and each other's contribution and effectiveness of performance.

In addition to the above, there are often 'circle time' discussions. This ranges from PSHE and Zones of Regulation lessons to debate; this also takes account of School Council business. Topical debates promote confidence in speaking and listening. Children are also encouraged to take part in assemblies, productions and school events, which provide opportunities for public speaking.

Reading and Phonics Implementation

We teach systematic synthetic phonics and use Read Write Inc as our primary scheme. Phonics teaching happens daily throughout EYFS, KS1 and KS2 – where needed. When children have completed the Read, Write Inc scheme they then progress to Reading comprehension, which is taught explicitly in daily guided reading lessons.

In EYFS we introduce children to the conventions of books, reading from left to right, turning pages, identifying authors, illustrators, contents pages etc. Moving through the school children are encouraged to continue to develop a love of books, building on the positive experiences in the Early Years. We place high importance on teaching children how to decode through daily phonics lessons, using Read, Write Inc. Alongside this, we ensure that children are taught the wider aspects of word reading, inference and deduction skills and comprehension of the text through daily reading and high-quality book based English planning. A full and broad range of texts are available to all children and support is given to help children choose books at an appropriate level. Books are used to stimulate children's imaginations.

The use of colour banded reading scheme books is used in KS1 and continues into KS2. A full and broad range of texts are available to all children. Children take home a colour banded book to read at home but are also able to choose a reading book from the library.

As children progress, they are taught to widen their use of books for reading for information, developing the skills of looking up/locating information, skimming, scanning, note taking and use of ICT through interactive texts and research.

To develop all pupils as readers we: -

- teach them to read accurately and fluently using a range of strategies;
- help them to understand and respond to what they read using inference and deduction where appropriate;
- encourage them to read a wide range of fiction and non-fiction books, including media and ICT texts and texts from a variety of cultures and traditions;
- encourage them to read independently and with enjoyment;
- teach them how to seek information and learn from the written word;
- provide a range of reading experiences (including individual reading, paired reading, shared reading, guided reading, class stories and poetry, use of the school and class libraries);
- will involve parents/carers as much as possible;
- provide stimulating texts which are age related with appropriate graduated vocabulary;
- encourage independence through the development of a variety of skills;
- celebrate books through themed days and events.

Teachers also read daily from a quality text during 'snack and story' to allow children to experience and discuss a wide range of texts.

The school library provides reference and reading materials for children and teachers. Library sessions are available for classes to visit the library and access its resources. Children are encouraged to select a book to take home.

Writing implementation

Children in Year 1 to Year 6 will write a weekly/fortnightly piece of sustained writing in English. The writing process follows the Writing Journey progression and develops over a 2/3-week unit.

They will use story mapping and boxing up to plan and then draft, edit and revise their piece of sustained writing. Book talk and writer talk are integrated into these daily sessions when appropriate.

Pupils have access to a wide range of writing opportunities that include:

- modelled writing
- shared writing
- guided writing
- assessed writing
- writing different text types and narrative styles, including poetry
- writing in different curriculum areas
- handwriting practice
- collaborative writing
- writing related to own experiences and enjoyment
- writing from a variety of stimuli
- planning, drafting, editing, revising and presenting
- using ICT
- English working walls are also displayed in each classroom.

Children are explicitly taught handwriting from EYFS using a combination of Read Write Inc patter and Nelson Handwriting. The school follows a cursive joined style of handwriting starting from Year 1 when appropriate and based on each individual child's physical development. Teaching of letter formation, opportunities to practise and application of handwriting will be given daily in

EYFS and KS1, and then as needed in KS2. We aim to ensure children produce clear, well formed, legible writing that is consistent and neat in appearance. Support is put in place for those who require it.

Spelling, Vocabulary, Grammar and Punctuation Implementation

Initially, children are taught to write individual letters and attempt to spell phonetically. Children in EYFS and Key Stage 1 follow the Read, Write Inc programme. Children in Year 1 through to Y6 follow a spelling programme which supports the learning of words linked with spelling patterns as set out in the National Curriculum and includes high frequency/common exception words. Dictionaries and thesauruses are used in class and children are taught how to use them effectively, including as a tool to aid their ability to self-correct and revise work. Grammar and punctuation are taught both alongside the normal English lesson through the learning journey, and discreetly, as needed.

Writing environment

All classrooms should have well-equipped resources for writing, that children can access through a writing area or table. An English 'Working Wall' will be visible in each classroom and should display the current Learning Journey and focus in lessons, as well as reminders of what has already been learnt to provide children with a way to further and consolidate their learning themselves.

Planning

Our teaching of English throughout the curriculum draws from a variety of sources and opportunities; our school curriculum ensures that statutory elements of the 2014 National Curriculum are the foundation of all English teaching.

The National Curriculum 2014 is used to provide a flexible structure to the teaching of English throughout the school. The strands of spoken language, listening skills, reading words, reading comprehension, transcription (specifically spelling and handwriting), composition (including planning, drafting, revising and editing), vocabulary, grammar and punctuation are all taught across the school. The strands are structured to form a long-term plan with an appropriate balance of fiction and non-fiction elements which is broken down in to medium term and short-term plans. Planning is based around the use of a high-quality text and allows for the discrete teaching of spelling, punctuation and grammar as well as the opportunities to apply this learning in different contexts. It allows for cross curricular writing opportunities and independent and free writing. Planning must also encompass objectives informed by the evaluation and marking of the children's previous work.

Inclusion

Throughout, it is our aim to provide equal opportunity and access to the English curriculum for all of our pupils regardless of disability, race or gender. We will ensure that the rich and rewarding English provision is open to all our pupils. We recognise our duty to all pupils to provide them with an English curriculum that meets the special needs of individual pupils. We will make every effort to ensure that the methods and materials used are free from prejudice or bias against any particular group and be aware that we need to target and adjust to meet the needs of some. EAL pupils will be supported in their use of English and we feel it is important to recognise the importance of their first language, make links with the home and to make use of home language to assist learning. We provide a dyslexia friendly approach to Literacy with a variety of resources available to support learning.

We aim to ensure the full and effective participation and progression of all pupils by:

- acknowledging and valuing the variety of different experiences, interests, social and cultural backgrounds of pupils; using such differences constructively to raise confidence and self-esteem
- ensuring access to learning at an individual level, through differentiated teaching and learning strategies; planning should set high expectations and provide appropriate learning opportunities for pupils from all social backgrounds, ethnic groups and for those who are disabled
- providing texts from a range of cultures and which are free from discrimination and stereo typing
- providing resources to support specific learning difficulties, e.g. lap tops, large print texts, Braille, taped materials, recording devices

It is important to ensure that in these circumstances the child's cognitive ability is taken into account when assessing their work.

Impact

Assessment, Recording and Reporting

Assessment for learning is embedded into classroom practice. The results from this assessment are used to inform future planning. Teaching is evaluated and modified where necessary. Each teacher identifies the next steps for the children in their class.

The Reading Leader assesses the children on the RWI program every 6/7 weeks or as necessary, children are allocated to the appropriate reading group following assessment.

At the end of Foundation stage, children will be assessed using the statutory ELGs for the EYFS Profile as being Emerging or Expected.

The progress and academic achievement of each child will be monitored throughout the academic year. The main data drops will be December, April and July of each academic year. December and April data drops will be held to ensure that children are on track to achieve and progress at least in line with their end of phase assessments.

Parents are invited to parent interviews with the class teacher twice a year. They receive an annual written report that will include their child's levels.

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 programs. These will be reflected in the School Development Plan. The English lead will arrange for relevant advice and information, such as feedback from courses or newsletters, to be disseminated. Where necessary, the English lead and head teacher will organise or lead school-based training. Additional adults who are involved with intervention programs will receive appropriate training that may be school based or part of central training.

The Reading Leader will offer RWI coaching sessions to Teaching Partners, as well as coaching during lessons to Teachers and Teaching Partners.

Monitoring and Evaluation

At Bampton we continually review and monitor practice to ensure thorough coverage and good teaching standards are maintained to meet the needs of all our children. The monitoring and evaluation of teaching and learning, in English, is carried out by the English Lead and the Head teacher.

This takes place in the following ways:

- Annual audit and review of subject by the subject lead, to inform the School Development Plan.
- Analysis of progress
- Attendance at English Leads network and training meetings to link with Primary English Advisors and other English Leads – to keep informed about the subject locally and nationally including new initiatives.
- Leading staff meetings focusing on English areas where new national or local practice and initiatives will improve current practice and also on areas highlighted in School Development Plan and Annual Audit and Review.
- Discussion at staff meetings to ensure consistency of approach, standards and expectations.
- Scrutiny of work, sampling of records etc. from monitored children.
- Collection of work samples to demonstrate achievement, range of activities, special events.
- Whole school moderation of writing standards.
- Cluster and borough moderation of writing standards
- Scrutiny of weekly planning.
- Observation of English lessons
- 'Learning Walks' to focus on a particular aspect of English.
- Feedback to staff on areas of strengths and areas of development.

It is the task of the English Lead to manage the subject across the year groups throughout the whole school.
In the main this involves:

- Being responsible for policies, schemes and all documentation relating to English (with support from the SLT) and ensuring they relate to current practice and are familiar to all staff.
- Encouraging and supporting all staff in the teaching of English.
- Promoting good practice, keep abreast of new development, working through current issues in a balanced informed way, being committed to school improvement.
- Monitoring English throughout the school in a range of ways, to ensure consistent practice and children make progress.
- To budget for and manage resources.
- The Headteacher and the English Lead are responsible for purchasing or organising all resources for this subject. This includes all books and library material for reading, the purchase, organisation, allocation storage and management of all resources for the English Curriculum, including the School Library.