

BOSVIGO SCHOOL ENGLISH POLICY

We recognise that English is a core subject within the National Curriculum and is a prerequisite for educational and social progress. Mastery over language empowers children to communicate creatively and imaginatively, as well as allowing them to engage with the world at large. At Bosvigo, we aim to develop pupil's abilities within an integrated programme of reading, writing and other literacy activities. Pupils will be given opportunities to use their English skills within a broad and balanced curriculum; our curriculum will strive to enable children to understand the ideas and opinions of others whilst also effectively communicating their own.

AIMS

Children will:

- speak, read and write with confidence, fluency, understanding and enthusiasm
- develop the habit of reading widely and often, for both pleasure and information
- develop their cognitive ability, imagination and personal expression
- develop their grammar knowledge to enable them to become confident manipulators of language; improving both their written and oral communication strategies
- expand their vocabulary and ignite a love and curiosity for words
- develop an interest in our rich and varied literacy heritage
- adapt language and style for a variety of purposes and audiences
- use discussion in order to learn: being able to elaborate, explain or summarise their ideas clearly
- develop confidence in the art of speaking and listening

Subject Organisation KS1 & KS2	Foundation Stage
The English curriculum is based on the new National Curriculum: <ul style="list-style-type: none">• Spoken language• Reading<ul style="list-style-type: none">- word recognition- comprehension• Writing<ul style="list-style-type: none">- transcription and spelling- handwriting and presentation- composition• Grammar and punctuation	English in the early years is based upon the Foundation Stage Profile strand of Communication, Language & Literacy. This area of learning includes: <ul style="list-style-type: none">• Communication• Speaking and listening in different situations and for different purposes• Being read a wide range of books and reading simple texts and writing for a variety of purposes

READING

Foundation stage

In addition to the aims of the Foundation Stage Profile, we recognise the extreme importance that reading plays in a child's academic success, confidence and ability to empathise and access worlds outside of their own. Therefore, to ensure de-coding is not an early barrier we use Read Write Inc (RWI), which is a systematic, consistent and rigorous synthetic phonics programme, as soon as children enter Bosvigo's Foundation stage setting.

PHONICS	We aim for all children to:	We achieve this through:
	<ul style="list-style-type: none">• recognise all set 1 sounds by the end of AUT 2 (appendix 1)• orally blend all set 1 sounds by the end of SPR 1• read simple sentences by SPR 1 (e.g. the photocopied ditties 1-20)• read the red ditty books by SPR 2 and read RWI purple by SUM 2	<ul style="list-style-type: none">• assessing children every half-term• grouping children according to their phonics knowledge across both class 1 and class 2 in AUT 2• delivering RWI tutoring every day for to children identified as requiring extra support

At Bosvigo, we understand how critical it is for young children to be read to frequently. Research from G. Kalb and J.C. van Ours and from the 'Read on, Get on' campaign both draw significant attention to the importance of reading to children at an early age when aiming to neutralise social and economic inequalities therefore we value highly story time

READING ENJOYMENT	We aim for all children to:	We achieve this through:
	<ul style="list-style-type: none">• demonstrate understanding when talking with others about what they have read• listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions• enjoy a wide variety of literature• experience a rich language environment	<ul style="list-style-type: none">• story time twice a day (including poetry and nursery rhymes)• 'a Talk Through Stories' approach for 20 minutes at least 4 times a week• learning favourite phrases from well-known books• taking home story books in addition to home reading books• learning stories off by heart using the Talk For Writing (T4W) approach• oral story invention

KS1 and KS2

Expectations of children’s attainment in reading come from the National Curriculum. The Programme of Study consists of two dimensions: word reading and comprehension (both listening and reading).

At Bosvigo reading continues to play a critical role in the delivery of the English curriculum in KS1 and KS2. We understand that early phonics success remains critical in nurturing a child’s positive attitude towards reading. In addition to this, we understand the importance of continuing to form healthy reading behaviours and attitudes to ensure both reading enjoyment and attainment are achieved.

READING	We aim for all children to:	We achieve this through:
	<ul style="list-style-type: none"> • know their set 1, 2 & 3 by the end of Y1 • be able to read RWI Blue books independently and fluently by the end of Y1 • comprehend a wide variety of texts and genres • leave school with a love of reading • develop positive reading behaviours (the frequency, width and breadth of a child’s reading) • read to learn • read a wide range of texts • use a range of strategies to read with meaning, fluency, accuracy and expression • read silently or aloud for a variety of situations and audiences • reflect on their reading and offer a personal response to a wide range of authors and illustrators • develop imagination through reading of traditional and modern literature 	<ul style="list-style-type: none"> • delivering RWI (a synthetic phonics programme) daily in KS1 and as required in KS2 • paired reading during RWI guided reading sessions in KS1 • using aspirational texts in ‘Talk Through Stories’ sessions daily in KS1 and whole class guided reading session twice weekly in KS2 • daily read aloud sessions in KS1 and KS2 (at least three dedicated story time session) • supported reading as required (1:1) • guided reading as required • independent reading • weekly explicit vocabulary instruction • learning story telling texts off by heart using the T4W approach • children regularly quizzing on texts they have read using Accelerated Reader (AR) • sharing new books every term via the class bookshelf or book boxes • teacher’s sharing their love and knowledge of books and authors via their phase team padlet • well organised class libraries • student Leaders hearing KS1 children • using STAR assessment to feed into teacher’s assessments • carrying out PIRA assessments in the Autumn and Summer terms in Y1, Y3, Y4, Y5 (Y2 & Y6 use past SATS papers) • delivering Rapid Reading and/or reading fluency support groups as identified • children and parents completing a weekly reading record to share with their teacher • RWI 1:1 tutoring • book Oscars in SUM 1&2

WRITING

Foundation Stage

By the end of Foundation Stage, the ability to write is one of the fundamental skills needed to ensure a child's life chances are not adversely affected; we view it as a vital gatekeeper for successful learning across all other subjects. We strive to not only teach the children the basics, building on prior learning at an appropriate pace, but also provide a sufficiently challenging curriculum for those children who arrive at Bosvigo already personally, socially and emotionally ready to learn.

WRITING	We aim for all children to:	We achieve this through:
	<ul style="list-style-type: none">• become confident in their ability at expressing ideas, opinions and information through the written form• use their phonic knowledge to write words in ways which match their spoken sounds• write some irregular common words• write simple sentences that can be read by themselves and others• spell some words correctly and others, phonetically plausible• learn letter formation using shape families:<ul style="list-style-type: none">• 'Around' letters: c a o d g q• 'Down' letters: l t b p k h i j m n r u y• 'Curly' letters: e f s• 'Zig-zag' letters: v w z x. start all letters from the top apart from d and e	<ul style="list-style-type: none">• following the RWI sequence of teaching for phonics• direct teaching of red words• modelling the writing process• learning storytelling texts off by heart using T4W• providing opportunities for purposeful child-led mark making using a variety of tools• providing opportunities for imaginative child-led story based learning• adult-led letter formation sessions where the correct pencil grip and posture are taught• adult-led sentence building activities in weekly guided writing sessions• moderating internally• moderating with the cluster of local schools• celebrating children's achievements through Tapestry and a Writer of The Week award

KS1 and KS2

Expectations of children’s attainment in writing come from the National Curriculum. The Programme of Study consists of two dimensions:

1. transcription (spelling and handwriting)
2. composition (articulating ideas and structuring them in speech and writing)

As a school, we follow the T4W approach to teaching writing, which breaks down the writing process into 3 sections: imitation, innovation and invention (see Bosvigo’s writing overviews for a breakdown of our writing coverage in different key stages).

WRITING	We aim for all children to:	We achieve this through:
	<ul style="list-style-type: none"> • enjoy writing for a variety of purposes and audiences • articulate and communicate ideas and organise them coherently • produce independent pieces of writing using correct sentence construction and punctuation • appreciate the techniques used by writers to involve the reader, and use some of these in their own writing • develop their own fluent, legible and eventually speedy handwriting • reflect on their writing and use a range of strategies to improve it • develop the ability to use computing software to communicate for a specific purpose. 	<ul style="list-style-type: none"> • daily phonics sessions using RWI in FS and KS1 • spelling sessions using RWI at least 4 times a week in KS2 • daily handwriting sessions in KS1 following the demonstrate, practice, review RWI strategy • weekly handwriting sessions in KS2 focused on the development of a mature writing style • grammar and punctuation sessions taught discretely weekly and woven throughout the daily English sessions • 5 sessions of English per week across KS1 and KS2 • modelling the writing process at least once a week • inspiring starts to each unit of writing • learning story telling texts off by heart using T4W twice a half-term (fiction and non-fiction) • children writing independently and four times termly in their ‘Posh Books’ • summatively assessing the children’s independent writing at least once a term against the writing checklist and once a year using comparative judgement, a digital subscription service, to judge our children on a national level (www.nomoremarking.com) • following the feedback and marking policy consistently • moderating internally • moderating with the cluster of local schools • celebrating children’s achievements through Seesaw moments

SPOKEN LANGUAGE

Expectations of children’s attainment come from the National Curriculum and the Early Learning Goals. At Bosvigo we believe that spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing.

SPOKEN LANGUAGE	We aim for all children to:	We achieve this through:
	<ul style="list-style-type: none"> • develop personal and interpersonal communication through reading, writing, speaking and listening • develop a rich and varied vocabulary that will support their learning across the curriculum • have the confidence to take risks in using new vocabulary • show awareness of the need to use the appropriate vocabulary, tone, pace and style when speaking • orally rehearse their ideas before writing them • develop the language to talk about language • develop subject vocabulary associated with the wider curriculum e.g. in science so that children feel confident and at ease in both responding to specialist terms and in using them; • recite and perform age related poetry • understand the importance of effective listening to a range of audiences and in a variety of situations 	<ul style="list-style-type: none"> • modelling correctly spoken language • weekly explicit vocabulary instruction • having consistently high expectations when children verbalise ideas, opinions or information • direct teaching of partner talk and group discussion techniques and skills • providing well-structured opportunities for partner talk and group discussions • well-structured class debates • purposeful drama • visits/visitors • valuing ‘Pupil Voice’ (e.g. School Council, Book Buddies, sport clubs) • creating a safe environment for both speaking and listening to occur e.g. assemblies, performances and concerts • displaying informative word banks in classrooms that bring language to life and record children’s developing vocabulary for later use • NELI interventions across Foundation Stage and KS1

PLANNING AND TIME ALLOCATION

Each phase team works from a 2-year rolling programme that details the genre to be taught alongside the focus of the unit e.g. setting, atmosphere etc. The T4W process is followed when planning daily English lessons: imitate, innovate and invent. Each phase team follows the same weekly plan but adapts it for the needs of their class: all class teachers are responsible for weekly planning, based on the agreed rolling programme. Whilst teachers may link the English planning to a foundation subject the priority is always the English knowledge and skills needed to be taught and learned.

Teachers will:

- identify the appropriate teaching and learning strategies required for all aspects of the English curriculum
- provide children with a varied balanced range of English lessons
- plan for the specific needs of children within their own class using the Marking and Feedback policy
- design units using based on the T4W approach and their own ideas and flair
- identify opportunities for cross-curricular writing to take place
- deliver appropriately pitched GPS sessions
- assess children against the National Curriculum objectives using termly PIRA assessments or Benchmark to support their reading judgements
- assess children against the National Curriculum objectives using individual checklists to support their writing teacher judgements

There are at least five hours per week allocated for direct English instruction. There are also two to three hours allocated for the provision of other areas of the English curriculum. For example, assemblies, circle time, story times, reading for pleasure, spelling lessons, grammar and punctuation lessons and handwriting sessions. Where appropriate, English links are made through the other subjects, giving children the opportunity to access a range of genres, build upon prior knowledge and develop their writing in a purposeful manner.

ASSESSMENT, TARGET SETTING AND REPORTING

Assessment and recording of formative assessment is carried out by the class teacher and is an integral part of their role. It is used in both a daily and weekly capacity to inform future planning, using the distance marking book as a supportive tool. It involves identifying children's progress against teaching objectives, determining what a child has already achieved and moving them on to the next stage of learning: adjusting plans to ensure all children are challenged at an appropriate level for them. Children in EYFS are assessed regularly using the Early Learning Goals. This information is recorded and their progress tracked using Tapestry.

In line with the National Curriculum, children are assessed against the end of year expectations for their own year group. Children are assessed as to whether they are working towards the expected level, working at the expected level or working at greater depth.

For further detail please see the school's Marking and Feedback policy.

INCLUSION: EQUAL OPPORTUNITIES AND SPECIAL EDUCATION NEEDS

Equal opportunities

At Bosvigo it is part of the school curriculum policy to provide a broad and balanced education to all children. All children have equal access to the English curriculum, irrespective of age, gender, race, religion, belief, disability or ability. Through our English teaching, we provide learning opportunities that are matched to the needs of children with special educational needs, those with disabilities, those with special gifts and talents and those for whom English is an additional language, and we take all reasonable steps to achieve this.

Special Education Needs

Children access the English curriculum at the level appropriate to them, ensuring rapid measurable progress. Resources and learning environments are planned and designed to enable all children access to the learning required. Children with learning difficulties are assessed and diagnosed quickly in order for them to be supported appropriately. Quality first teaching, as well as the use of TAs, enables us to support children on the SEN register. Parents are kept informed, through meetings with the class teacher and the SENCo when appropriate.

ROLES

<p>The Head Teacher, with support of the Governors, will:</p> <ul style="list-style-type: none"> • support the use of appropriate teaching strategies by allocating resources effectively • monitor how effective teaching and learning strategies are in terms of raising pupil attainment • ensure that staff development and performance management policies promote good quality teaching 	<p>Subject Leaders will:</p> <ul style="list-style-type: none"> • provide support and training to ensure an evidence-informed, inclusive English curriculum is taught to meet the needs of all pupils • liaise with phase team leaders and the SENCo to ensure that provision is made for all children • keep up-to-date with research to ensure the school delivers evidence informed teaching • collate, share and monitor whole-school data to inform action plans • maintain the availability of high quality resources • ensure, together with the Head Teacher, a rigorous and effective programme of moderation of assessments occurs • ensure a regular and effective programme of analysis of children’s work sample monitoring is in place • effectively manage any funding designated to English.
<p>Class Teachers will:</p> <ul style="list-style-type: none"> • ensure the effective implementation of the National Curriculum for English • adapt and use the Programme of Study for English across the whole school that meets the needs of their pupils • make effective use of ‘assessment for learning’ within English • ensure work is planned sufficiently to enable all children to reach their full potential 	<p>Parents/Carers:</p> <ul style="list-style-type: none"> • attend parents’ evenings to discuss children’s English progress • support their children with homework and English learning.
<p>Teaching Assistants will:</p> <ul style="list-style-type: none"> • support the class teacher in the effective implementation of English 	

English Subject Leaders: Helen O’Kane and Abigail Sadler

Date of policy: September 2019

Date to be reviewed: September 2022

References

2012 research report, Reading to young children: a head-start in life, authored by: G. Kalb and J.C. van Ours.