

ENGLISH POLICY

“If you don’t like to read, you haven’t found the right book.” J.K. Rowling.

“We rely English skills in everyday life – we need to be strong readers and writers. English lessons help us to develop our imaginations and our creative outlook which makes us confident in all areas of life. We will need these skills in the future; we want to be able to share our views and opinions and this subject helps us to do this.”

--Year 6 pupil – January 2020

We hope a rich, engaging English curriculum will be the platform children will use to make a difference and bring change they hope to see. Immersing children in rich literature, we believe, will open many doors and opportunities, developing aspirations, highlighting fine role models leading to successful learners who can communicate to many audiences for many differing purposes.

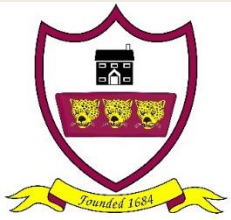
More Able Learners in English

HOW LEARNERS ARE CHALLENGED

All children are challenged through quality first teaching within every English lesson. Children will be encouraged to ‘aim high’ and be the best they can be.

High expectations will nurture the higher order vocabulary and the most effective language structures. Children will be encouraged to read challenging texts, be exposed to the best English literature and will be challenged through higher order questioning. Groups of children are given additional challenges such as writing pieces for the school website, producing entries for competitions, writing responses to challenging questions. Children are also given opportunities to write for real purposes e.g. Eco Committee requesting families to consider carbon footprint impact.

Aims of the English



Curriculum



Y5/6 perform Macbeth at the Shakespeare Schools’ Festival- March 2022

What we intend to do

The developing use of language underpins children's achievement across the curriculum and lays the foundations for active involvement in cultural life, society, work and lifelong learning. English is a major world language and its secure and confident use opens many possibilities. Learning and using languages enables children to engage with different cultures and societies and further develops their understanding of how languages work. Literature in English is rich, varied and influential. It helps children to develop their imagination, see the world through the eyes of others and read and write for pleasure.

Children learn to communicate effectively in a range of media. They become increasingly fluent and accurate in expressing their thoughts and emotions, orally and in writing. They become more skilled in generating ideas, solving problems and thinking critically and creatively.

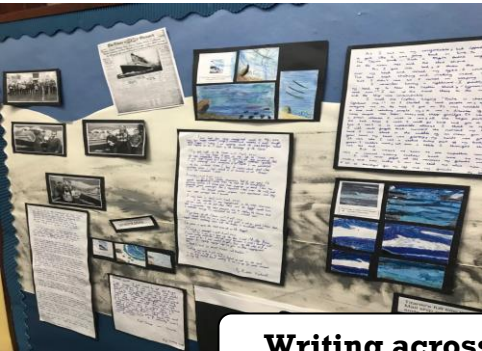
English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society.

Non-Negotiables in English

- To read a wide variety of class novels
- To address common spelling errors
- Handwriting will be modelled by the class teacher and high quality presentation is expected across the curriculum.
- Pupils will be given the opportunity to respond to marking to support

- their learning
- Apply punctuation appropriately

All children will access...



Writing across the Curriculum -History

- A well-resourced library and stock of stimulating books and reading materials
- A class novel linked to their focus for learning
- A range of poetry they will learn by heart – at least 3 per school year
- An opportunity to perform in The Shakespeare Schools’ Festival
- A visit to the theatre to see a novel translated to the stage
- A learning process leading through from reading to writing
- Challenging, progressive teaching in grammar and spelling
- Exposure to a rich range of authors and poets
- Regular visits to/from author and poets
- Immersion in challenging higher level vocabulary
- Regular practice to develop handwriting from mark-making to progression within our scheme



Jacqueline Wilson Author Visit
- May 2023

Y5/6 perform Annie- July 2022



Reading with an EYFS governor.

Supporting Learners in English

Learning in English is carefully planned to include all learners. Learning may be differentiated by outcome, by support, by task or by resources.

A range of interventions are also deployed to help close gaps or attend to individual needs. These may be delivered by the class teacher or teaching assistant within or outside the English lesson.

A comprehensive series of interventions are also provided to offer targeted support – these may cover spelling, reading, fine motor skills, pre-teaching of vocabulary or precision teaching.

Where needed, children may have an Individual Support Plan to target specific areas. Each target will be SMART – specific, measurable, attainable, relevant and timely. These will be taught and supported by teachers and teaching assistants.

Specific resources have been purchased by the school to support learning including: Stareway to Spelling, Reading Pens, Alphabet Arc, a range of pencil grips and reading/writing materials. Advice from external professionals are also followed e.g. Educational Psychologists and Speech and Language Therapists.

PARENTAL INVOLVEMENT

Parents are engaged in their child’s learning in English from the very start. Sharing of books, stories and rhymes are strongly encouraged. A Reading and Phonics Workshop is provided annually for parents in EYFS.

Parents are invited to watch drama performances including the Shakespeare Schools’ Festival. There are opportunities to perform in Open Evenings, Class Showcases and special events.

What English will look like

The teaching of English has so many rich opportunities. It must be well planned in order for children to make good progress, capturing the vocabulary and language they need along the way. Working Walls imitate the learning process and reflect the unit of work so it can be accessible for children. The Working Walls capture higher-order vocabulary, provide challenging questions, display success criteria, modelled and shared writing and WAGOLLs (what a good one looks like) Sentence types which may be particularly relevant are also provided as models.

Skills are taught as a spiral curriculum so they can be practiced, revisited and applied repeatedly during a child’s time at primary school. Creativity is such a fundamental part of learning in English – children will explore a range of reading material, poetry, play with words, develop an understanding of etymology and use an increasing range of rich vocabulary. Children are given many reasons for writing so the purpose and audience is both clear and varied. Guided Reading is taught outside the English lesson so it has its own focus and be clearly led by the teacher to develop the differing reading domains. Technology will be used as a communication tool – for writing, for blogs and apps, for speaking and listening and publishing writing.

English Units	Year 1/2 A (2023/2024)	Year 1/2 B (2022/2023)	Year 3/4 A (2023/2024)	Year 3/4 B (2022/2023)	Year 5/6 A (2023/2024)	Year 5/6 B (2022/2023)
Narrative	Stories as a theme	Traditional Tales with a twist	Stories with Issues and Dilemmas	Fairy Tales	Older Literature: Shakespeare	Legends
	Traditional Tales	Fantasy Story	Fantasy	Novel with a theme – Iron Man	Stories from another culture	Historical narrative: Oliver Twist
	Stories with a familiar setting	Animal Stories	Folk Tales	Fables	Flashbacks/Time Shift	Classic Fiction (Wizard of Oz/Mary Poppins/Chitty)
	Stories by the same author	Stories with repetitive patterns and a structure	Film and Playscripts	Playscripts	Novel as a theme	Detective/Crime
	Stories from other cultures	Stories by the same author	Mystery	Myths	Science Fiction	Novel as a theme
			Story as a theme – Stig of the Dump			Film and Playscripts
Non-Fiction	Information Book	Non chronological Report	Persuasion – sales pitch/article	Persuasion- letters	Information text –hybrid	Persuasion- Radio or TV Broadcast
	Non Chronological Report	Recount of familiar events	Non-chronological report	Non-chronological report	Discussion	Magazine articles
	Persuasive advert or poster	Instructions	Recounts: Biographies	Recount : Newspapers	Recount: biography/autobiography	Explanation text
	Instructions e.g. recipe	Explanation text	Information Booklets	Discussion (For and against)	Information booklets	Discussion – formal debate
	Recounts: Letters	Other non-fiction texts (postcards, glossary, invitations)	Explanation texts	Recount: Diaries	Persuasion	Reports including formal reports
			Discussion debate/report	Explanation text		
Poetry	Poems on a theme	Poems on a theme-seaside	Kennings	Poems with a structure(Shape, calligrams, rhyming couplets)	Poems with imagery	Classic narrative poetry
	Classic poetry	Poems for learning by heart	Classic Poetry	Classic poetry for performance	Classic narrative poetry (on a theme)	Poems with figurative language
	Poems with a structure	Traditional rhymes including innovations	Poems on a theme	Poems on a theme	Poems with a structure.g haiku,limericks	Poems Free Verse

Subject Organisation and Implementation at Brabin’s

English is taught following the National Curriculum for English Programmes of Study for Key Stages 1 and 2, National Curriculum 2014.

English is taught daily as a discrete subject through cross-curricular links may be made. The lesson is complemented with additional teaching in spelling, phonics and reading. Each class follows units of work which are blocked to enable children to produce independent written work having been exposed to high quality texts, rich vocabulary and incidental

writing opportunities, and taught skills in grammar and spelling. Outcomes reflect a range of writing, for a range of different audiences and purposes. Units of work may be taught in any order as some best complement learning in other subject areas. Reading and Writing are extensively used as communication within other subjects which provide children with opportunities to practice and apply skills. Children also have the opportunity to read books of their own choice, to listen to challenging and classic novels and to choose writing genres in response to different stimuli.



Clare Balding
–author and
TV Presenter
June 2019

“Writing is the most fun you can have by yourself.” - Terry Pratchett.

Professional Development in English

At Brabin's, we intend to keep the subject of English rigorous and alive so it is reflective of pedagogical research and is ambitious in its aims. To do this, we invest significantly in Continued Professional Development in English for all our staff. The Headteacher is the English Lead. The school has memberships for the National Literacy Trust and the National Association for Teaching of English. We also engage with the Chartered College of Teaching and the Education Endowment Foundation for up to date research and thinking. Locally, subject networks and Headteacher Briefings for English are attended. Training for staff is provided regularly to cascade training and research. This has included Whole School Grammar Overview, Y2 and Y6 SAT's training, Phonics training, Raising standards in writing using ICT and Aiming High in Reading. Opportunities for professional engagement with cluster colleagues take place termly for class teachers alongside regularly moderation and training events.

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT WITHIN ENGLISH

	We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> development
English	<p>In responding to a poem, story or text; pupils can be asked 'I wonder what you wonder?' 'How would you feel if you were the person in the story?' 'Where have you met these ideas before?' e.g., when responding to text through drama or Real Reading thinking stems.</p> <p>By appreciating the beauty of language, e.g., poetic language within stories and poems.</p>	<p>By exploring stimulus for thinking about the consequences of right and wrong behaviour; pupils can speculate and apply their learning to their own lives. When they do this they are developing their speaking, listening and higher order thinking skills. E.g., The Iron Man, The Selfish Giant, The Arrival, A Christmas Carol.</p> <p>By considering different perspectives and showing empathy.</p>	<p>By supporting conceptual and language development through an understanding of and debates about social issues, e.g., refugees, bullying, stereotyping, conformity, homelessness.</p> <p>Work collaboratively, e.g., as part of a dramatised response; to prepare a verbal response to an argument; to evaluate each others' work.</p> <p>By providing opportunities for learning to continue at home e.g., through homework projects.</p> <p>By providing opportunities for talk in a range of settings, to a range of audiences and for different purposes. E.g. performances and structured discussion.</p>	<p>By providing opportunities for pupils to engage with texts from or representing different cultures, e.g., The Peacock Garden, The Bridge to Terabithia, Handa's Surprise</p> <p>By providing opportunities for pupils to engage with texts that represent a our strong literary heritage, e.g., A Christmas Carol, Carrie's War, the Tempest, The Iron Man, The Listeners, War Horse, Goodnight Mister Tom</p> <p>By providing opportunities for children to visit the theatre and experience theatrical productions.</p>

CULTURAL CAPITAL

English presents great opportunities to highlight to our pupils the best that has been published, thought and said. Through a rich provision of high-quality texts, many of which has stood the test of time, children will become familiar with great authors and poets. We will also ignite children's ambitions and aspirations by highlighting new authors and making their works explicit. Children will have the opportunity to perform and to see performances, to learn great poems by heart and have a solid foundation of books which have been both told and read.

DEVELOPING BRITISH VALUES WITHIN THE ENGLISH CURRICULUM

We have ensured that we have a range of books within our libraries which reflect the rich tapestry of our society. We have also selected books which have particular themes such as tolerance, mutual respect and democracy. Opportunities within English units explore how these themes are presented and how characters embody these values. Poetry, songs and languages from other cultures are also used to develop children's learning. Stories and poems are often used as a stimulus for Collective Worship and PSHE lessons.



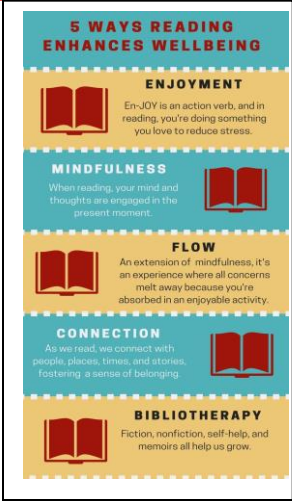
WELLBEING AND MENTAL HEALTH

At Brabin’s, we recognise the research which shows how reading can promote wellbeing and positive mental health.

The Report from the National Literacy Trust in September 2018 found that that:

- Children and young people who are the most engaged with literacy have better mental wellbeing than their peers who are the least engaged
- Children who are the most engaged with literacy are three times more likely to have higher levels of mental wellbeing than children who are the least engaged. Conversely, children who are the least engaged with literacy are twice as likely to have low levels of mental wellbeing than their peers who are the most engaged
- Children with above expected reading skills are three times more likely to have high levels of mental wellbeing than their peers with below expected reading skills. As children transition from primary to secondary school, their levels of literacy engagement and mental wellbeing both begin and continue to decline

We hope to promote wellbeing through our reading approaches at school – reading for relaxation, personal choice, buddy systems, reading indoors and outdoors, family challenges etc. We have an inviting library with soft seating etc. to encourage children to pick up a book and relax. We also recognise how engaging with themes and characters can help children make sense of the world around them, provide people and situations to identify and explore issues in a non-threatening way.



<https://literacytrust.org.uk/research-services/research-reports/mental-wellbeing-reading->

ENGLISH IN THE EARLY YEARS

Communication and language is one of the three prime areas in the Early Years Foundation Stage (EYFS) and involves giving children opportunities to:

- experience a rich language environment
- develop their confidence and skills in expressing themselves
- speak and listen in a range of situations.

Children have rich, varied and invaluable opportunities to continue their literacy journey in a language-rich environment. All learning is scaffolded through high quality questioning and language. Play is facilitated so it maximises opportunities for communication and language. All areas of learning are alive with words and books both indoors and outdoors. The phonics programme begins within EYFS, it is a systematic and synthetic approach which is followed consistently through to the end of Key Stage 1.

ASSESSMENT

All children are encouraged to be involved in the process of learning. In lessons, across the school, teachers will strive to provide instant oral feedback. When appropriate, the children have the opportunity to respond to written marking and complete ‘fix it’s’ in red pen in line with our whole school marking policy. Extended writing will be annotated with pink and green to highlight strengths and areas to develop. Children will add learning they are proud of to their Learning Tapestries during the year. They will take this home when they leave school. Pupil progress data is shared with the Subject Leader on a half termly basis. More formal assessments, Pupil Progress meetings and moderation takes place each term. In the EYFS, formative assessments are carried out on a daily basis. This type of assessment informs planning, the children’s next steps and demonstrates progress. Summative assessments are completed at the end of each phonic phase, this provides a good understanding of what the children have learnt and any areas that need to be reinforced. In guided reading sessions, the children work in small groups and have an objective linked to the Key learning for EYFS –reading grids document. The teacher carries out formative assessments, recording each session on their individual guided reading document. At the end of EYFS, the teacher completes an end of year report and makes a judgment for each of the 17 Early Learning Goals including reading and writing, this document is shared with parents.

Statutory assessments include: Year 1 Phonics Screening, Key Stage 1 SATs and SATs at the end of Key Stage 2.

IMPACT

Children will leave Brabin’s Endowed Primary School with a love of reading. Through the many opportunities, they will have hooked onto books that work for them which open many doors and possibilities. High standards in speaking and listening, reading and writing will be maintained by the school so children can continue their journey to Key Stage 3 with a solid skill base to read and write independently to the best of their ability. All children will access a rich provision of books, stories, poetry and language recalling a range of authors, poets and literary styles. Children will be articulate in a range of contexts and will have had many opportunities and challenges to develop their confidence. Children will explore books from a range of cultures and embrace themes which prompt discussions regarding equality and diversity.

MONITORING

Monitoring is undertaken by the Headteacher/Subject Leader. This is conducted regularly and includes: -

- Monitoring of planning
- Book Scrutiny
- Learning Environment Walkthroughs
- Talking to children
- Hearing children read
- Data analysis
- Lesson Observation

Information will be shared with all governors through the Headteacher Report to Governors and our Nominated Governor for EYFS, Mrs M Selby and English Governor, Rev Wilma.