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Be the best you can be!

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# English Policy

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Member of Staff responsible: Nuala Husband

The aim of English at Bush Hill Park Primary School (BHP) is to develop the key English skills of reading, writing and speaking. Children will leave BHP at Year 6 fluent readers, writers and talkers who have received an integrated education enabling them to succeed. Our aim is for the majority (by which we mean 80%+) of children to leave at age expected standards.

### **SPOKEN WORD**

Children are given every opportunity to speak using Standard English and develop their oracy skills within English and the wider curriculum. Wider opportunities could include:

- KS1 – Show and Tell, News, opportunities for discussion in formal and informal settings (e.g. play).
- KS2 – Debate (e.g. Socratic debate), formal debating, News, frequent opportunities for formal and informal discussion, team discussions and presentations

All BHP teachers and staff model and teach Standard English. Staff and pupils should take care with verb inflections such as *we was/we were* and incomplete phrasing *go toilet/go to the toilet*

### **KS1 READING AND WRITING**

All children at BHPP will leave as fluent readers who have a range of strategies to read and understand unknown words and texts. Reading at KS1 (and for those reading at a KS1 level) is broadly concerned with developing decoding and fluency skills. Children are also taught basic comprehension skills and understanding of texts.

**PHONICS** – Phonics is taught daily in Foundation and KS1 using Read Write Inc. Children are taught word phonology through regular and consistent lessons. They then incorporate this into their writing. For this children are:

- Set according to their Read Write Inc. level (or reading age)
- Re-assessed every 8 weeks
- Taught in hour long sessions
- Taught by teachers and adults trained by RWI consultants
- Children working significantly below their age expected levels in KS2 are included in RWI (Years 3 and 4 via KS1 Read Write Inc. and Year 5 and 6 via Fresh Start).
- Children in Nursery may start RWI in the Spring/Summer term or when it is deemed appropriate for them to do so.
- Children read a text for 3 days (with follow-up activities) and write for 2 days culminating in an independently extended writing piece.

**DAILY SUPPORTED READING (DSR)** – Children in Reception and Year 1 receive DSR every day in small groups of between 5 and 7 for 20 minutes. DSR is a reading scheme that develops other strategies for reading other than phonics e.g. whole word, contextual, reading on, and picture clues). In this way BHP provides children with a range of reading strategies. DSR encourages independent reading and modelling from the supervising adults. Children in Year 2 who have a reading level of below 6 years (i.e. end of year 1) also receive DSR.

## **HOME AND INDIVIDUAL READING DEVELOPMENT**

Children working below a reading age of 8 years take a scheme book home to read with an adult or other fluent reader. The BHP scheme uses Oxford Reading Tree Bands/Colours to organise its books. Children with a reading age of below 8 are regarded as developing readers and those above 8 are early fluent or fluent readers.

In KS1 and Year 3 this means:

- All children take at least one book home a week. An adult in the classroom keeps a record of what book they have taken and spends 5-10 minutes reading with them.
- Children also have the opportunity to take books from the class library to share with a parent
- Parents/carers are encouraged to write comments in their child's home/reading diary.
- Children are "assessed" by their teacher (or other qualified adult) every half term to ensure they are on the correct band. Most children will move a band every half term/term.
- In Nursery children take a reading book home from the Autumn term. This may contain no or a few words to encourage reading behaviours and introduce them to learning to read.

In KS2 this means:

- Children who have a reading age of below 8 years are still regarded as needing a reading scheme to support their reading development. However, as they are below age related expectations they may need additional support from other schemes such as Better Reading Partners (BRP), RWI Fresh Start, Project X or another scheme deemed suited to their needs.
- Children are read with weekly (or according to the requirements of the scheme) and have their reading book changed with an adult (who also records books taken/levels)
- Parents/Carers are encouraged to record comments in their child's homework diary.
- Children are also encouraged to choose a book from their class library.

## **FLUENT READERS KS2**

- Children choose a book from their class library which they change regularly
- Teachers/adults monitor books that are chosen and advise on those that are appropriate for that child
- Children record their reading in their homework diaries and parent/carers are encouraged to comment

## **CHILDREN NEW TO BUSH HILL PARK PRIMARY & EAL READERS**

- Children are tested on arrival at school and given a reading age. This is done using the GL Assessment Group Reading Test
- Once tested they are put in appropriate group (this may include Read Write Inc/Fresh Start for children in KS2 with very low reading abilities or new to English.
- The school has a number of dual language texts which children are encouraged to take whilst they gain confidence

## **READING AND WRITING AT KS2**

Reading at KS2 is concerned with continuing to develop strategies for reading unknown words and also the comprehension and understanding of the texts. Children are exposed to a wide-range of texts through Success for All (see SFA below) and also encouraged to read widely at home. The school firmly encourages a love of reading and believes children have the right to read from a wide range of books including those embedded in the UK's literary traditions.

BHP is committed to developing children's full range of English writing skills and ensuring that the majority of children have reached national standards by Year 6.

## **SUCCESS FOR ALL (READING AND WRITING FROM CHILDREN 7.5 years and up)**

Success for All is a proven reading and writing scheme that accelerates learning and encourages a wide range of learning styles including collaborative learning, resilience and independent task completion. Most children have SFA lessons from Year 2 to Year 6.

In SFA children are:

- Taught daily in 90 minute sessions
- Grouped according to their reading age in Wings Groups (from 7,5 years to 12 years)
- Assessed every half term and re-grouped as necessary
- Taught by SFA trained teachers
- Work in teams of 4 or 5
- Read a text for 3 days a week (including comprehension follow-up)
- Write for 2 days a week. They plan, draft and edit their writing based on modelled texts.
- Take part in an extended writing project every 8 weeks.
- SFA is correlated to the new English curriculum.
- SFA also includes mini spelling and grammar lessons
- Year 6 will follow the SFA Revision lessons from Spring Term where they will be grouped within Year 6 (children working below a reading age of 7.5 years will continue with RWI).

## **SPELLING AT BHP**

Spelling follows the 2014 National Curriculum appendices. It is fully incorporated into RWI and SFA.

In RWI spelling is incorporated into the scheme of work.

In SFA spelling is part of the lessons but delivered through the No Nonsense Spelling scheme.

At KS1 children are taught to spell using their phonetic knowledge and the automatic spelling or words that do not follow regular phonic patterns. Children are also introduced to regular prefix and suffixes and their spelling rules.

At KS2 children continue to segment to spell but this will involve “chunking” larger words, identifying words within words, word etymology and morphology by which we can learn spelling rules and spelling families.

Children take spellings to learn at home and are tested on those spellings weekly.

### **GRAMMAR AND PUNCTUATION**

Grammar and punctuation lessons are fully incorporated into RWI and SFA, however where necessary (i.e. in preparation for national tests) other resources will be used.

### **HANDWRITING**

BHP follows the Nelson scheme for handwriting (cursive script with most letters joined). Children are encouraged to start joining in Year 2 (or if ready at the end of Year 1) and most children should join (and know when not to join) by end of Year 3. Children receive regular discrete handwriting lessons that incorporate dictation.

### **ASSESSMENT**

At BHP we use both formative and summative assessment to accurately place children, track them and decide upon their next steps. The following assessment takes place:

<b>YEAR GROUP</b>	<b>ONGOING FORMATIVE</b>	<b>SUMMATIVE</b>	<b>FREQUENCY SUMMATIVE</b>
NURSERY	Observations	Baseline Termly assessment against EYFS learning goals.	Termly
RECEPTION	Observations	RWI Testing DSR Benchmarking/testing Termly assessment against EYFS learning goals.	RWI – half termly DSR - Termly
YEAR 1	Marking & Feedback PAT Tool* for writing Highlighted Success Criteria I can statements Weekly Spelling tests Target Tracker statements	PAT Tool for writing DSR Benchmarking/testing RWI Testing Reading/SPaG tests	PAT Tool/RWI assessment every 8 weeks Reading comprehension and SPaG tests every 8 weeks DSR termly Phonics check - June
YEAR 2	Marking & Feedback	PAT Tool for writing	Autumn Term: Every half term

	PAT Tool* for writing Highlighted success criteria I can statements Weekly spelling tests SPaG/Reading comprehension SAT preparation Target Tracker statements	DSR Benchmarking/testing RWI Testing SPaG testing Reading Comprehension tests	Spring Term: Every 2 to 3 weeks (or as needed) Summer Term: Every half term
YEARS 3, 4, 5	Marking and feedback PAT Tool* for writing Group reading sheets I can statements Highlighted success criteria Weekly spelling tests	PAT Tool for writing DSR Benchmarking/testing RWI Testing SPaG testing Reading Comprehension tests	Every 8 weeks
YEAR 6	Marking and feedback PAT Tool* for writing Group reading sheets I can statements Highlighted success criteria Weekly spelling tests Preparation for SATs tests	PAT Tool for writing DSR Benchmarking/testing RWI Testing SPaG testing Reading Comprehension tests Preparation for SATs tests	Autumn term: Every 8 weeks Spring term: Every 1-2 weeks Summer term: Every 8 weeks

\*PAT Tool – Periodic Assessment Tool. Children’s writing is assessed over a number of pieces using an assessment sheet to identify where they have met key framework objectives and what they need to do next.

All children’s progress is tracked on Target Tracker and teachers attend a Pupil Progress meeting once a term to discuss attainment and progress. Year 2 and Year 6 have half-termly meetings.

## **MARKING AND FEEDBACK**

English follows the BHP marking and feedback policy (please see policy for more detail). All work is marked using red pen. Response marking is a regular feature (at least 2-3 times a week) and children have the opportunity to improve/respond to their feedback. All work is proof-read for grammar, spelling and punctuation using Standard English.

## **TARGET SETTING/SELF SETTING**

Research has shown that where children have ownership over their targets (what they need to improve their work) it results in raised levels of self-esteem and improved learning. Children also use the meta-language of English and become used to the terminology. Children are encouraged to consider how they can meet their targets using meta-cognitive strategies in teaching (e.g. learning to learn).

Children identify where they have met a target using I can statements which the teacher confirms. Children also use their '*I can...*' statements to identify their targets. Children review their targets every 2 weeks.

## **WRITING MODERATION**

Teachers take part in termly cross-phase moderation. The school also takes part in borough organised moderation for Reception, Year 2 and 6 or as part of our cluster arrangements with other schools.

## **ENGLISH IN THE WIDER CURRICULUM**

Where children are reading and writing in other subjects Teachers employ the same high expectations as they would expect in an English lesson. Work is checked for spelling, grammar and punctuation. The International Primary Curriculum (through which we deliver the foundation subjects) encourages a high degrees of independent extended writing.