

### Our Vision

**At Bessacarr Primary we place great emphasis on good speaking and listening skills. We aim for our pupils to become clear communicators and to achieve success as confident readers and writers. We enable children to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as non-fiction and media texts.**

#### **Our Aims:**

- To enable children to use and understand language as speakers, readers and writers
- To enable children to read and write with confidence, fluency and understanding
- To encourage children to be competent, confident and independent in the use of language
- To provide the opportunity to monitor and assess the language and development of each child including a range of self and peer marking
- To develop children's awareness of different audiences and purposes for speaking and writing
- To enable children to use the English language in all areas of the curriculum
- To encourage a whole school approach to language

#### **Planning:**

We plan our English lessons (reading, writing, SPaG and phonics) using the Focus Education objectives as well as the National Curriculum strands. As we are a dual entry school we work with our year group partners to ensure that children in that year group are delivered the same objectives and that the coverage is the same in both year groups. We also make sure that we cover the correct writing genres for each year groups throughout the year by logging this on a long term plan. Where possible we link our English learning with the Cornerstones learning project we are following. Every two weeks each class completes an extended piece of writing.

#### **Teaching:**

The curriculum is delivered by the class teachers and this is supported by the Teaching Assistants that work in that class. Learning is differentiated from Reception – Y6 to ensure that each ability group and individual is catered for.

### Reading

**Any book that helps a child to form a habit of reading, to make reading one of his deep and continuing needs, is good for him – Maya Angelou**

At Bessacarr we believe that reading is an important life skill and we strive for all children to enjoy and value it. We recognise that enjoyment in reading arises from deriving meaning from text. It is our aim to develop creative and passionate readers for life.

#### **Ways we incorporate reading at school:**

- A 30 minute reading carousel each day. In this session one group will read with an adult (guided reading) whilst other groups will complete different activities such as phonics, SPaG, comprehension, independent reading or tasks in their reading journals

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- Shared reading during English lessons when appropriate
- Letters and Sounds phonic work throughout the Foundation Stage and Key Stage One and on an individual level if needed in KS2
- Timetabled library sessions
- 1 to 1 reading
- Reading to an adult (KS1)
- Reading partners
- Individual independent reading
- Silent reading
- Home/School reading
- Reading for pleasure

### Phonics

At Bessacarr Primary we follow a systematic, synthetic phonics programme. Phonic Bug is a core reading programme that can be used for independent and guided reading from Reception to Year 6. It is a balanced approach to the teaching of reading using synthetic phonics. It teaches the segmentation of words for spelling and develops phonemic awareness skills. Children are taught to pronounce the individual phonemes associated with the graphemes they see and then to blend them together to form a word. Phonics Bug is supported by decodable readers which match the order of phoneme introduction. Phonics Bug offer coverage of Phase 5 phonic progression and also match the recommended teaching and learning in the DfES' Letters and Sounds. Phonics Bug supports learning in Phase 6 introducing more complex, multi-syllabic words and morphemes such as prefixes and suffixes. In the Foundation Stage, there is larger emphasis placed on reading. Children are encouraged to develop an awareness of the difference between pictures and text and to begin to point to the first word on a page. They repeat the text and begin to recognise that letters make sounds (see Foundation Stage Policy). Throughout the Foundation Stage and Key Stage One children receive phonics input, using the Phonic Bug scheme supplementing where necessary with Letters and Sounds or Jolly Phonics.

### Shared Reading

Shared reading is a whole class activity using a common text. Across the key stages teachers will focus on the comprehension of the text, layout, purpose, structure and organisation. A particular aspect of word or sentence level work may provide additional focus depending on the objectives.

Shared Reading is used to:

- Directly teach active reading strategies
- Focus on comprehension and specific features of text
- Promote and develop pupils' grammatical awareness, understanding of sentence construction and punctuation and extend vocabulary
- Enable less able readers to gain access to texts of greater richness and complexity

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- Build confidence and teach more advanced skills which feed into other independent reading and writing
- Provide models for writing through careful analysis of the ways in which texts are structured.

### **Guided Reading**

Guided reading is taught in addition to the phases of English teaching. Children work on a shared text suitable for their ability group (they should be able to read the text independently with 90% accuracy). Trained Teaching Assistants work in partnership with teachers delivering supported reading sessions depending on the needs of the group and adult support.

Guided and supported reading sessions are planned for using the following sequence:

- Text introduction
- Strategy check
- Independent reading
- Return and response to the text
- Review of targets and follow up activity where appropriate.

### **Paired Reading**

The emphasis during these sessions is on reading for pleasure and enjoyment as well as the development of the ability to respond to questions and answers about a text. Children read together in pairs: pairings may vary according to ages, friendships, ability.

### **Individual Independent Reading**

Whole class silent reading provides an environment for children to read independently or for an adult to provide individual reading help. Teachers may spend a few minutes at the end of the session to question and evaluate reading time.

### **Home Reading**

Throughout school pupils are given home reading books - these are changed at least twice a week to support the child's level of reading. Parents are asked to share these books at home with their child and provide valuable help and support in this area of the curriculum. In KS1 parents are encouraged to make comments in home Reading Record books regarding pupil's progress. Their Reading Records contain levelled objectives for the children to work towards. Teachers welcome these views and will discuss them with parents and pupils if necessary. In KS2 every child has a Reading Journal in which they can complete activities about the book they have read independently at home.

## **Writing**

After nourishment, shelter and companionship, stories are the thing we need most in the world. – Phillip Pullman

At Bessacarr, we believe that the mastery of written language is one of the most powerful gifts that we can provide to our children. We believe that writing should be purposeful, rich and enjoyable for all.

### **How we include writing**

We expect the children to be doing some form of writing throughout the day. These may include:

- Guided writing group work
- Shared writing during English lessons when appropriate
  - Letters and Sounds phonic work throughout the Foundation Stage and Key Stage One
- Extended writing
  - Informal note making
- Writing on whiteboards

### **Shared Writing:**

Shared writing is a powerful teaching strategy and the principal means of teaching writing.

It has an essential place in English teaching because it enables teachers to:

- Work with the whole class, to model, explore and discuss the choices writers make at the point of writing, rather than by correction, demonstrating and sharing the compositional process directly.
- Make the links between reading and writing explicit by reading and investigating how writers have used language to achieve particular effects and by using written texts as models for writing.
- Scaffold some aspects of writing, e.g. the spelling and transcribing, to enable children to concentrate on how to compose their writing, e.g. through the choice of words or phrases and ways of constructing sentences to achieve particular purposes or effects.
- Focus on particular aspects of the writing process, while supporting others: - planning - drafting - revising
- Introduce children to appropriate concepts and technical language as a means of discussing what writers do and internalising principles to apply to their own writing.
- Provide an essential step towards independent writing by helping children to understand and apply specific skills and strategies.

### **Key features of Shared Writing:**

- Identify specific text and sentence level objectives
- Discuss the content and purpose of the writing, telling and retelling to get ideas clear, reveal the overall structure and begin to frame it in authorial language
  - Capture and organise ideas in a writing plan
  - Rehearse sentences orally before writing them down
  - Constantly and cumulatively reread to gain a flow from one sentence into another – as well as checking for possible improvements or errors
  - Encourage the automatic use of basic punctuation
  - Discuss and explain why one decision might be preferable to another

- Pause during the writing to focus discussion upon the specific objective, but otherwise, move the rest of the composition on quickly so that the children's attention is not lost
- Take suggestions from children who will make effective contributions but also ask children who may struggle, in order to check misconceptions and provide further opportunities for explanation. These children should be specifically checked on when they are using dry-wipe boards to assure the quality of their writing. Where some children remain uncertain, they may be targeted as a guided group
- Make the occasional deliberate error to hold children's attention and focus on common errors or an error related to the specific objective being taught
- Talk for writing: discussion to clarify the content and purpose of the writing, telling and retelling to get ideas clear and reveal the overall structure of writing
- Making a plan: recording the intended text in note, picture or diagrammatic form from which to compose the text in shared and independent writing
- Teacher demonstration: working from the 'talk for writing' show how a text is written
- Teacher scribing: to write for the children while they compose and contribute all or some of the text
- Supported composition: occasions in the course of shared writing when children write parts of the text, possibly in pairs, e.g. on dry-wipe boards.

The focus of the work in shared writing should be continued into purposeful writing tasks through which children apply their new learning. Shared writing sessions can be used to scaffold independent writing in a number of ways.

### **Guided Writing**

Trained Teaching Assistants work in partnership with teachers delivering supported writing sessions depending on the needs of the group and adult support. Guided writing can provide an additional supported step towards independent writing where the onus is on the children to make decisions, compose and revise their own texts.

Guided writing should be planned with three major purposes in mind:

- To support children in planning and drafting their own work
- To revise and edit and evaluate work in progress
- To provide differentiated support for particular groups - to rerun a shared writing session with more support and focus for less secure writers - to prepare a group of children who are learning English as an additional language in advance of a shared writing session - to work intensively with able writers on composing or editing a draft - to work intensively on supported independent writing with less able writers.

### **Teaching Grammar for Writing**

The purpose of teaching grammar is not simply the naming of parts of speech, nor is it to provide arbitrary rules for 'correct' English. It is about making children aware of key grammatical principles and their effects, to increase the range of choices open to them when they write. Children learn grammar as an integral part of learning to speak from the earliest stages. The

development of oral language is vitally important in its own right as well as being essential to success in English. In the course of development, children will use grammar in a wide variety of ways, often with considerable complexity.

### Spelling

In order to communicate effectively, children need to learn a range of strategies to help them become confident at spelling. The school encourages children to write independently and with enthusiasm but at the same time it is committed towards the development of a rigorous and systematic whole school approach towards spelling, set within the context of the National Curriculum.

At Bessacarr, spelling is taught on a regular basis. As well as introducing new learning, the daily English session provides opportunities for consolidating and reinforcing previous learning. Some teaching arises incidentally from ongoing pieces of learning and common patterns of error are addressed during whole class or group time. Children are given weekly spellings to learn and are tested the following week.

Other approaches may include:

- Phonic and spelling activities may be taught through the routine practice of a ten minute warm-up for English
- Interactive approaches are taught through the systematic use of the schemes of work, 'Letters and Sounds', PhonicBug, Support for Spelling
- An integrated approach to phonics and spelling through the application of phonic and spelling knowledge and skills in shared work
- Effective use of teaching assistants in whole class and group work
- Rhyme and word play
- Developing visual strategies e.g. Look, say, cover, write, check
- Encouraging independence, 'have a go' philosophy
- Work on root words, prefixes and suffixes
- Dictionaries, word banks and thesauruses
- Use of ICT
- Use of interactive displays
- Selective marking for spelling conventions
- Spelling investigations and games

### Handwriting

At Bessacarr, we follow the Cambridge Pen Pals for Handwriting scheme. It is expected that all classes have handwriting sessions at least once a week. It is an expectation that all children demonstrate good posture when writing and hold their pencil/pen correctly. High standards of handwriting are expected across all subjects.

In Early Years, children practise manipulative skills in order to prepare them for writing. They are taught to hold a pencil effectively and form recognisable letters.

When children are competent with a pencil they are promoted to pen. Our aim is that the majority of children in Y5 and Y6 are writing in pen in a neat, fluent style.

Teachers and teaching assistant should ensure that writing in the classroom and in pupils' books mirrors the agreed style and provides a model for the children to aspire to.

### Speaking and Listening

**When people talk, listen completely. Most people never listen.**

— Ernest Hemingway

The aim at Bessacarr is to develop as fully possible each child's competence, confidence and enjoyment in speaking and listening. Speaking and listening activities are embedded throughout the curriculum. The National Curriculum provides guidance on incorporating speaking and listening into planning through specific speaking, group discussion and listening tasks.

Throughout the school day children are involved in:

- Convey messages, be involved in role play, express understanding of narrative structure, recite poems, and recount events. Listen and learn some rhymes and poetry. Express feelings and opinions, read aloud and ask and respond to questions to clarify meaning
- Experience different styles and forms of spoken language for a variety of purposes and encouraged to make the appropriate responses in a range of situations. These opportunities will include working in different groupings and talking and presenting to a range of audiences
- Speak audibly and clearly, using spoken Standard English in formal contexts.
- Listen attentively to each other, taking others' views into consideration, expressing and justifying own opinions
- Participate in drama activities and performances of various kinds, using appropriate language. Plan presentations, e.g. to the class, school, groups or partners etc.
- Explore, develop, clarify ideas, predict outcomes and discuss possibilities. Develop language for independent critical thinking
- Observe the conventions of talking and listening, e.g. my turn, your turn, as a member of a group, etc.

### Environment

We aim to provide a print rich environment. Displays provide models for/of reading, including a range of genres and fonts; reading corners have been implemented throughout the school from Nursery to Year 6. Role play areas which support children's learning through play are also found in Foundation Stage and KS1. Displays are interactive where appropriate and encourage a love of reading and care when handling texts. We aim to display pupils' work in a range of genres including writing checklists of a range of text types, contributed to by children through the use of shared, guided and independent reading and writing.

### Assessment, reporting and recording

Target setting and assessment are essential processes. Teachers are able to use different targets for different purposes. The types of targets may include the following:

- Focus Education – teacher use class track targets to assess pupils progress on a weekly basis
- Quantitative assessment – at the end of each half term an assessment is carried out using the Focus Education and Rising Stars assessment documentation

Short-term assessments are informal and are carried out on a day to day basis. It is at the teacher's discretion whether to keep notes of these short-term assessments although all staff usually do.

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Medium-term assessments involve setting learning targets for a unit of work and assessing explicitly in relation to those targets. In addition, writing is levelled and moderated by the Key Stage each term.

Long-term assessments involve the writing of each child's annual report based on a culmination of short and medium-term assessments known as APP.

### Foundation Stage:

Foundation Profiles - ongoing termly assessment of profile points achieved. The summative assessment happens at the end of Foundation 1 and Foundation 2. Phoneme/Grapheme Checklists - ongoing.

### Key Stage One and Two:

Year 1 Phonic Test results are recorded

Year Group Tracker - Child's National Curriculum Level is recorded up to 3 times a year using teacher assessment, Sats tests and Focus Education documents.

Record of Attainment in Phonics

Class Track/writing assessment sheets are regularly updated. Objectives are marked when a child has achieved them.

Speaking and listening skills are observed and monitored and fed into the child's class track.

### Reporting

In the autumn term, parents have the opportunity to come to discuss any concerns with the teacher. These meetings are informal. Parents may request an appointment with the teacher or vice versa. In the spring parents are given the opportunity to view their child's work and to discuss their child's progress. In addition, we report via a written comment on the annual report form in the Summer Term and again parents may wish to discuss their child's progress.

### Cross-curricular Issues in English

Bessacarr Primary follows the Cornerstones Curriculum which allows us to link other areas of the curriculum to English using methods such as:

- Topic themed guided reading
- Cross curricular writing – e.g. through history, science etc.
- Speaking and listening opportunities relating to topic.

### ICT in English

Rationale

ICT is essential in supporting and enhancing many aspects of English teaching and should be a significant part of every child's experience of learning to be literate. It also adds a new dimension to English, allowing children to explore and create different kinds of text, which should be part of the wide range and diversity of texts all children experience. ICT often engages the children who are disengaged and reluctant writers.

All pupils should have some opportunity to create ICT texts in shared, guided and independent reading and writing. All children will have access to I.C.T. for drafting and for the production of finished products. Pupils will experiment with different fonts and styles. **Other forms of ICT available to children:**

- Suite of networked computers
- Interactive Whiteboards



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- Digital cameras
- Email
- Podcasting
- Recording equipment – visual and audio
- Range of software to support English teaching including Text ease, Clicker6, Internet and Learning Platform.
- Children are able to access a range of high quality reading materials including e books by using the ICT suite and interactive whiteboards

### Equal Opportunities

At Bessacarr Primary, we try to ensure that:

- Pupils have opportunities to use language and literature to explore aspects of personal and cultural identity, issues in social life, values and concerns that all human beings have in common.
- Fiction, non-fiction, drama and poetry reflect a wide range of genres, times and places and refer to a wide range of human conditions, experiences and achievements. This diversity helps to extend pupils' horizons and to develop their powers of imagination and sympathy.
- Drama is used as a medium to explore cultural identity and social issues.
- Any storytellers or other visitors are from a diverse range of cultural and ethnic backgrounds.
- Staff have determined clear criteria for the choice of texts, rhymes and stories, and have agreed appropriate strategies for dealing with any racist language and assumptions arising from certain texts and images used in class.
- Pupils develop analytical skills to recognise bias in literature and the media and learn to question assumptions, stereotypical images, languages and concepts.
- Talk in class along with books, resources and displays contain a variety of accents, dialects and languages and are used appropriately.
- See Equal Opportunities Policy.

### English Intervention Programmes

Year 1 and 2 pupils are assessed following the given screening process to identify children in need of early literacy support. The TELL programme is led by a trained Learning Support Assistant. After following the programme pupils are re-tested and any remaining difficulties identified for attention.

Selected Year 3 pupils may follow the Quest Literacy Support programme receiving extra tuition from a trained Learning Support Assistant.

### Special Educational Needs and Inclusion in English

We recognise that children learn at different rates. The assessment and planning process provides for individual differentiation appropriate to specific needs. Pupils identified as more able will be provided with suitable challenging tasks where appropriate to develop their skills in all areas.

Children who have particular reading or writing needs will be specifically identified by class teachers. Every effort will be made to obtain additional teacher support for such pupils and a work rate expectation will be set appropriate to each child's ability. Advice from the SENCO is sought by the class teacher as to how best to plan for pupil's educational needs and what resources might be used. Details about this provision will be included on the child's Individual Education Plan.

### **SEN Waves of Support Wave 1**

All children are entitled to a high quality daily English session.

#### Wave 2

Small group intervention programmes which include E.L.S. and personalised adaptations of existing intervention programmes; all of which are designed to accelerate pupils learning and understanding.

#### Wave 3

Specific targeted intervention for pupils on the SEN register.

#### **Teaching styles include:**

- Valuing everyone
- Securing motivation and concentration of all pupils working at various paces and levels.
- Assessing pupils' needs and their learning and using the information to inform teaching.
- Setting challenging and achievable targets for all.

#### **Access includes:**

- Specialist equipment where necessary so that all children are able to learn and succeed.
- Working with other adults and agencies for support where necessary.
- Multi-sensory approaches.
- Management of behaviour.
- Use of TA and HLTAS to support with the teaching of English.

### **Management**

#### **The role of the English Subject Leader is to:**

- After liaising with the Head and staff, audit current practice with regard to English: standards; management; quality of teaching; assessment; parents and governors
- In conjunction with the Head and Numeracy Co-ordinator, identify action points after careful analysis of school's Raiseonline, particularly value added information
- After liaising with the Head and looking at data from testing, ensure curricular targets are set for English
- Construct English Action Plans
- After analysis of end of year tests to assist class teachers in setting curriculum targets.
- Review and adapt the English Policy
- Identify training needs and lead English training
- Be available to offer help and advice on implementing the Literacy Framework, choosing texts and planning activities
- Monitor progress in English and advise on action needed
- Take responsibility for the purchase and organisation of central resources for English
- Keep up-to-date with developments in English education and disseminate information to colleagues as appropriate.