



## **Introduction**

At Barlby Bridge Community Primary School we recognise and embrace the importance of English in every aspect of learning and daily life. Pupils are encouraged and taught how to express their ideas and emotions, confident that their contributions are valued. Speaking and listening underpins the vital ability to read and write. We provide pupils with the building blocks to develop these skills and become reflective learners. Reading in particular, gives pupils a chance to develop culturally, emotionally, intellectually, socially and spiritually; facilitating and enhancing learning in all aspects of the wider curriculum. Literature, especially, plays a key role in such development. Reading is key to enabling 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; progressing confidently into the future.

The English policies have been developed and agreed after using the above National Curriculum objectives and methods to ensure continuity and progression throughout school

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment.

The national curriculum for English aims to ensure that all pupils:

- read easily, 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 in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

## Continuity and Progression

Pupils learn language skills from the very first day that they join BBS and these are building blocks which are built upon as pupils grow and progress through their learning journey with us.

- Phonics is taught systematically through 'Little Wandle Letters and Sounds' from Nursery to Year 1 in line with BBS phonics progression document. Throughout school Phonic learning is consolidated within reading and writing. Where formative and summative assessment shows pupils are not on track with the pace of phonics learning personalised support is given to ensure prompt catch up-during the lesson or over a longer period as appropriate. Pupils who have not met the phonic standard continue to access personalised phonic support during Year 2/3/4.
- Reading is taught, age appropriately, through individual, guided group and whole class teaching. Early reading has high priority and dedicated time every day. In KS1 children learn 1:1 and in small groups to ensure they learn the skills of reading effectively using phonically decodable books appropriate to their stage of learning. Pupils have daily opportunities to practise reading aloud and develop the confidence and vocabulary that results in fluency. Pupils develop comprehension skills through specific teaching of skills in line with KS1 Content Domains and learn how to articulate their understanding using the correct terminology.
- KS2 pupils also learn using a range of 1:1, group and whole class teaching techniques to ensure all pupils are accessing appropriately challenging texts and further developing the full range of comprehension skills linked to the KS2 content domains.
- Class readers are drivers of the curriculum and cross-curricular learning is used to further encourage pupils' enjoyment of reading. Teachers read to and with pupils daily for a range of purposes, modelling and encouraging a love of reading.
- Daily Spelling sessions are used to ensure that pupils are learning spelling rules and vocabulary at an age expected level. Pupils are provided with opportunities to acquire a range of rich vocabulary in line with, and beyond, age related expectations. Where formative and summative assessment shows that pupils are not on track personalised additional support is put in place
- Age related grammar and its terminology is linked to the current writing genre and embedded in the main teaching using the BBS Writing Progression document.
- Writing is inspired through interesting and often practical activities. Kagan groupings and strategies support discussion and inspiration. In Foundation Stage, play and exploration lead to mark making and writing challenges that are led by pupil interest. While in KS1 and KS2 pupils link cross curricular, school theme activities and learning to inspire writing for a purpose.
- A variety of age specific AFL strategies are used throughout the school to encourage pupils to take responsibility for their own learning. Pupils use bespoke approaches to assess their writing and recognise next steps to improve. Pupils learn how to evaluate their own and others' work through peer and self-review and develop editing for improvement skills.
- Writing is assessed half termly and moderated every term. Reading is assessed formatively throughout guided reading sessions and summatively once a term. In addition, moderation

takes place regularly across phases, key stages and across schools within the cluster. Spelling and Grammar are tested termly.

- Editing and redrafting is part of the writing process and pupils evaluate their own and others' work using a purple pen and apply the same marking policy as teachers. This work is supported by the use of talk partners alongside Kagan groupings and strategies. Pupils use dictionaries and electronic thesauruses to check spellings and use more effective vocabulary. The use of Kagan groupings provides opportunities for feedback which supports children checking punctuation and clarity. In line with the marking policy, work that requires further attention or redrafting is highlighted in yellow. The writing process and redraft are apparent in the books. Teacher's marking during the process aims to impact on the quality of the writing in relation to the needs of the intended audience and the individual pupil's progress.

### **Intent**

- At Barlby Bridge the intent is to provide all children with the knowledge and understanding to communicate and interact with others effectively; through written and spoken language and become active citizens influencing the world around them as they mature.
- To be able to make informed decisions and take pleasure and enjoyment from reading as well as obtaining information.
- To develop a passion for learning, love of reading and the ability to interpret the vast array of information in the world around them.
- English planning and teaching encompasses age related entitlement within meaningful contexts; providing opportunities for learning new skills, building on and applying previous learning. Planning includes challenge for all and takes into consideration the specific needs of all pupils.

### **Implementation**

We create secure environments in the classroom that allow all pupils to confidently give opinions and ideas. They know that mistakes lead to learning, therefore constructive reflection and discussion is commonplace. Paired talk and group work are a feature of children's learning across the school.

The planning and teaching of English includes explicit teaching of age related entitlement, as stated in the National Curriculum, within meaningful curricular contexts linking to a range of subjects. This is complemented by relevant application opportunities within cross-curricular learning.

- Phonics and early reading are crucial to pupils' success and have a high priority.
- Daily teaching in all subjects identifies and makes links with all aspects of language learning wherever possible; in particular phonics, spelling and reading comprehension.
- Pupils have access to a wide range of books through class reading areas, access to our library, the reading scheme and online libraries.

As pupils' knowledge and understanding increase they become more proficient and independent in successfully:

- reading and discussing a range of texts using the relevant technical language,
- writing effectively for a range of audiences and purposes,
- using and spelling age related words,
- selecting and spelling effective and ambitious vocabulary
- expressing ideas and opinions and debating issues constructively.

### **Impact**

- Teachers identify and make effective use of regular formal and informal opportunities to assess pupil knowledge and understanding across the English curriculum. The attainment and progress of all pupils is tracked and regular progress meetings take place where staff discuss the most effective challenge, targets and approaches for pupils to achieve their full potential. Pupils not able to keep pace with age related expectations will be identified quickly and provided with personalised support to facilitate progress which will close the gap.

As pupils move on to the next learning year and/or next stage of school life they will have a love of learning with a desire to build on their current levels of knowledge and understanding .Pupils will have a love for reading and seek out information and entertainment through the written word. Pupils will have the skills to interpret the vast array of information in the world around them and make informed decisions. They will feel empowered to communicate their ideas and opinions constructively, verbally and in writing; becoming active citizens influencing the world around them as they mature and fostering positive relationships with others. Pupils will have the skills to seek and obtain employment, with some aspiring to careers using their English skills; such as journalism, authors, poets and presenters.

Pupils will be well prepared to actively engage with their own personal next step in life.