



Rationale: We offer a safe and secure environment that actively encourages children to express themselves, confident that their contributions are valued. Speaking and listening underpins the vital ability to read and write. We offer children the building blocks to develop these skills and become reflective learners. We believe English is a lifelong skill that allows children to access the whole curriculum and progress confidently into the future.

Equal Opportunities

English is planned to meet the varied needs of all learners regardless of their gender, background, and culture, physical or cognitive development. Our expectations do not limit pupil achievement and assessment does not involve cultural, social, linguistic or gender bias. We recognise that English may strongly engage our gifted and talented children, and we aim to challenge and extend them.

Inclusion

At Barlby Bridge Primary School, we believe that our English curriculum should encourage all pupils to be the best that they can be, whatever their ability, diverse needs or varied experiences. Therefore, our English curriculum policy will be delivered in accordance with our Equality Scheme and Special Educational Needs Policy.

Aims and objectives:

1. Encourage pupil expression and confidence through speaking and listening.
2. Ensure children have the building blocks to reading writing and spelling through focussed phonics and writing strategies.
3. Stimulate a love for reading.
4. Inspire purpose for writing.
5. Encourage children to be responsible for their own learning through effective AFL strategies.

Strategies:

1. We create secure environments in the classroom that allows all children 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.
2. Phonics is taught systematically through 'Letters and Sounds' from Nursery to Year 2. Throughout school Phonic learning is consolidated within reading and writing. Children who haven't met the phonic standard will continue to access phonic support during Year 2/3/4.
3. Reading is taught, age appropriately, through individual, guided group and whole class teaching. In KS1 children learn in groups to ensure children are taught the skills of reading acquisition - decodable and phonic skills. Children explore a range of question types in line with KS1 Content Domains. KS2 use a range of group and whole class teaching to ensure all children are working on age-expected texts and are immersed in a range of questions linked to the KS2 content domains.
4. Class readers are drivers of the curriculum and topic based learning is used to further encourage children's enjoyment of reading.
5. Daily Spelling sessions are used to ensure the children are learning spelling rules at an age expected level. Children are provided with opportunities to acquire a range of rich vocabulary in line with and beyond age related expectations.
6. Age related grammar terminology is linked to the current writing genre and embedded in the main teaching using the BBS Writing Progression document.
*Please note that the use of Kagan groupings is subject to the government relaxation of Covid-19 precautions.
7. Writing is inspired through interesting and often practical activities. Kagan groupings and strategies support discussion and inspiration. In Foundation Stage and Year 1, play and exploration lead to mark making and writing challenges that are lead by child interest. While in Year 2 and KS2 children link cross curricular, school theme activities and learning to inspire writing for a purpose.
8. A variety of age specific AFL strategies are used throughout the school to encourage children to take responsibility for their own learning. Children use bespoke approaches to assess their writing and recognise next steps to improve. Children learn how to evaluate their own and others' work through peer and self-review and develop editing for improvement skills.
9. 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 half termly.
10. Editing and redrafting is part of the writing process and children 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. Children 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 should be apparent in the books. Teacher's marking during the process aims to impact on the quality of the writing and the individual pupil's progress. Redrafted work - that is displayed on the wall is to be retained.

Handwriting Policy: Barlby Bridge School

Rationale:

The ability to write fluently and legibly gives children a means to communicate their thoughts and ideas efficiently. Joined handwriting helps children to learn and remember spelling patterns and write at length. Children's self-esteem and confidence is increased when they are able to produce well- presented work of which they can be proud.

Aims:

1. To develop confidence and enjoyment in handwriting tasks
2. To develop a correctly formed, consistent, legible and joined handwriting style
3. To make a link between spelling and handwriting patterns
4. To ensure a consistent approach to the learning of handwriting across the school
5. To celebrate well- presented written work through display - work leading up to this will be quality marked but the re-drafted best pieces for display will not be marked to celebrate their carefully edited work.

Strategies:

1. When children start school they are given many opportunities to develop the pre-requisite skills needed before beginning to write in a joined style. They are encouraged to practise mark making with a range of mediums.
2. In Reception and Year 1, pupils learn to create letters using ISHA (Achieving Excellence in Handwriting document. Children work in small groups supervised by an adult, who ensures that the writing implement is gripped correctly and that posture is comfortable for handwriting. Children are given Handwriting - lined books (eprint company 8mm/ 6mm lined books) to support letter formation. Teachers model letters which include a joining stroke leaving the letter.
3. During Year 2 the children are introduced to joining, using the joining stroke. Children will work on 6mm/4mm eprint books to support letter formation. Ascending letters remain without joins.
4. In KS2 children practice handwriting skills modelled by the teacher. In Year 3 children aim to achieve a handwriting pen (pen licence) - this continues throughout KS2. Most children are expected to work in plain handwriting books with line guides which link to ' ISHA Achieving Excellence in Handwriting' document. Children will be taught to join descending letters with a loop.
5. Well-presented pieces of writing are celebrated on the walls to encourage children to be proud of their writing.
6. Teacher modelled handwriting short sessions 3 - 5 days a week. All skills and letter formation modelled by the teacher using the agreed language from ISHA Achieving Excellence In Handwriting document (see appendix.)
7. Once children have achieved a handwriting pen they are able to use handwriting pens provided by school.
8. Handwriting grips are taught specifically across the school (eg. Putting the pencil to bed.) Pupils who develop a left handed writing style are provided with ergonomically designed pens.
9. SEN: Children, for whom handwriting and spelling poses a particular difficulty, are assessed and individual/ small group programmes are devised including Lois Addy's "Speed Up" programme and StartWrite (KS1.)