

Respect 🍏 Resourcefulness 🍏 Relationships 🍏 Risk Taking 🍏 Resilience 🍏 Reflectiveness



Burghill Community Academy English Policy



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Burghill Community Academy History Policy

Our Vision

At Burghill Community Academy, our aim is to motivate and inspire children to achieve their potential in English through a broad, balanced and engaging cross-curricular approach. We focus on developing the skills, knowledge and understanding that children need in order to become confident readers and writers, as well as the Learning to Learn Skills: Respect, Relationships, Resourcefulness, Risk-taking, Resilience and Reflectiveness.

We aim to develop children's oracy, reading and writing attainment through the provision of skills-focussed lessons that feed directly into more thematic, topic-based opportunities to explore these skills.

We believe that developing strong English skills is essential for progressing across the curriculum and preparing for adult life. All teachers have a responsibility to develop pupils' competence in reading, writing, speaking and listening and to ensure that pupils build the language skills necessary to fully access the curriculum.

Intent

Through a well-balanced curriculum, all pupils become confident speakers, listeners, readers and writers and use these language skills for a wide range of purposes.

A Burghill CA, pupils will leave Year 6 being able to:

- read and write with confidence, fluency and understanding, using a range of independent strategies to self-monitor and correct;
- express a love of reading and a desire to read for enjoyment;
- develop an interest in words and their meanings; developing a growing vocabulary in spoken and written forms;
- understand a range of text types, media types and genres;
- write in a variety of styles and forms appropriate to the situation;
- use their developing imagination, inventiveness and critical awareness;
- have a suitable technical vocabulary to articulate their responses.

Implementation

Statutory Requirements

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document (2014) and in the Communication and Language and Literacy sections of the Statutory Framework for the Early Years Foundation Stage (2021).

In the Foundation Stage (Reception) children are given opportunities to:

- speak and listen and represent ideas in their activities;
- use communication, language and literacy in every part of the curriculum;
- become immersed in an environment rich in print and opportunities to communicate.

At Key Stage One (Years 1 and 2) children learn to speak confidently and listen to what others have to say. They learn to read and write independently and with enthusiasm. They learn to use language to explore their own experiences and imaginary worlds. Children are given opportunities to speak and listen throughout all subject areas.

At Key Stage Two (Years 3-6) children learn to change the way they speak and write to suit different situations, purposes and audiences. They read a range of texts and respond to different layers of meaning in them. They explore the use of language in literary and non-literary texts and learn how the structure of language works.

Planning

- Medium term plans are drawn up from units planned on two-year planning cycles (one-year cycle in Reception)
- Medium term plans include grammar for each unit and a variety of genres. Please see our progression map documents for reading and writing for an overview.
- Medium Term plans are adapted by teachers to meet the needs and interests of their pupils and to take account of cross curricular opportunities.
- Weekly plans include challenge, differentiation, grammar skills progression and opportunities for extended writing.

Phonics

At Burghill Community Academy, children in Reception and Year 1 are taught phonics following the principles and programmes of the DfE approved Read, Write, Inc. (RWI).

RWI is a teaching method based on phonics (the units of sound within words) and we teach children to recognise and apply the phonics in both their reading and spelling. Evidence suggests that fidelity to a well-structured and systematic phonics scheme is the best, and fastest way of teaching children to decode.

RWI also supports children's ability to read high frequency, common exception words as well as teaching the skills required for effective comprehension of a text including vocabulary knowledge, reading fluency and inference and deduction skills.

Children in Reception and Year 1 will receive daily RWI phonics lessons. In Read Write Inc., the children are taught the sounds in three sets.

In Reception, all children are introduced to Set 1 sounds and will learn how to read the sounds in words and how those sounds can be written down. We teach the children to use 'Fred Talk', where they sound out each letter and blend these together to read the word. The children then

progress to learning 'Best Friends' (2 or 3 letters with 1 sound e.g. sh, ch, ea) and then 'Chatty Friends' (2 letters that have been split up to make 1 sound e.g. u-e, a-e).

The expectation is that by the end of the Autumn term in Year 2, all children will be secure with Set 1, 2 and 3 of the speed sounds.

As well as learning the speed sounds, children will also have an opportunity to read storybooks that are matched to the sounds they are learning. They practice reading with a partner and answer questions about what is happening in each book.

Phonics Interventions

Any child who is not making expected progress within RWI will be given additional 1:1 tutoring in phonics. These interventions follow a set structure based on the RWI 1:1 Interventions set out in the RWI Handbook. The Reading Leader will specify which children require which interventions based on half termly analysis of RWI assessments.

Phonics in KS2

By the time children complete the transition from KS1 to KS2 we intend that they will have completed the RWI phonics programme.

From Year Two onwards, pupils' phonetic development will continue to be explicitly taught through the school's spelling programme. Those children who have not reached the expected level by the time they leave KS1 will continue to access the RWI programme and receive additional targeted intervention to ensure they continue to make progress. In Years Five and Six, interventions will be taught through the RWI Fresh Start Programme.

Approaches to Reading

Early Reading

We prioritise the development of early reading by putting reading at the heart of our curriculum.

Using robust and systematic teaching of phonics, we provide an effective transition into independent reading, which subsequently encourages our older pupils to read widely and often. Phonics is an essential tool, but we are aware that, whilst phonic knowledge enables pupils to decode words, it does not teach them to understand meaning.

We achieve this by providing opportunities for our pupils to sing, hear and engage with stories and rhymes, to gain an understanding of what words mean through early, verbal comprehension. These solid and secure foundations are then built upon to enable the children of Burghill Academy to be fluent, confident readers, fostering a love for reading.

Phonics Reading Book Scheme

On entry to Reception and until they complete the RWI programme, children take home books matched to their latest RWI assessment. This includes taking home the storybook they are reading in school to help build fluency and share with parents the specific sounds their child is currently focusing on.

In addition to this, they take home a book bag book which uses the sounds they are learning and the key words they have been practicing. This helps children to apply their learning in a different context.

Children also have access to a range of books within the Early Years / KS1 classrooms. These include familiar authors and texts as well as topic-related books. Pupils have time during the school day to freely access these texts. This helps to develop individual preferences and interests.

Accelerated Reader

Moving from phonics to fluency, Accelerated Reader continues to support each child's love of reading, as well as continue to develop their fluency throughout their primary education. Accelerated Reader is a programme we use to ensure that each child in KS2 (and children off the RWI phonics programme in KS1) has a reading book that will comfortably challenge pupils of all ages and abilities, while continuing to support their vocabulary acquisition and fluency of reading.

In KS1, when a child is confidently reading the grey RWI books with accuracy and fluency, they will sit a STAR Early test. This will determine if they are ready to progress to the Accelerated Reader Scheme. This is usually in the Autumn Term of Year Two. There is then a transition period. For a few weeks, the child will finish their RWI books and read their new Accelerated Reading books alongside. This will enable them to build familiarity with Accelerated Reader and progress to a more appropriate level whilst still accessing the more familiar RWI texts. Each term, pupils undertake a short assessment called a 'STAR' on a computer, in order to inform their class teacher of their level of comprehension.

Based on this assessment, each child will be given a new ZPD (Zone of Proximal Development) range from which they can select their daily class reading books. After each book they read within their ZPD range, they will complete an online quiz and receive immediate feedback on their comprehension of the book, which motivates them to make progress with their reading skills.

Class Reader

Throughout the school, children also have the opportunity to hear an adult read aloud to them at three-four times a week for a minimum of 20 minutes in their story time session. Our Talk through Stories supports our globally themed curriculum, and the use of a broad, ambitious and diverse range of texts deepen our children's understanding of the world around them the wonderful world of literature. The sharing of key texts enables our children to further extend their understanding of literature and passion for reading for pleasure.

Common Exception Words

From Year 1 to Year 6, children learn to both read and write common exception words related to their year group. These are monitored termly and support is put in place for those falling behind.

Reading Records

Home reading is recorded in individual reading records. From Reception to Year 2, home reading is recorded by both parents and school staff. KS2 children start to take more responsibility for the recording of their reading in their records.

Whole-class Reading

From Year Two onwards, the children are taught reading skills though through whole-class reading. Pupils in Year Two and the most able Year One children receive three sessions a week. KS2 classes are mixed according to ability and taught through whole class reading for four sessions a week. This allows all children to access, experience and discuss high-quality texts. These sessions are planned through 'Fred's Whole Class Reading Scheme'. Planning covers a two-year-cycle and the range of text types and genre are varied. As well as the more traditional themes, the texts used often focus on specific key events in history, such as Remembrance Day and Bonfire Night, as well as celebrating specific authors and poets. To ensure a breadth of text is used, all texts are recorded on our Reading Spine.

Literacy Box

Literacy Box is a selection of comprehension activities linked to a variety of genres. Pupils from Years 2-6 will access these differentiated activities fortnightly. This enables them to apply the skills and knowledge they have acquired in our whole class reading sessions. It is also a useful tool for the class teacher to monitor individual attainment and address any difficulties.

Doodle English / Doodle Spell

Pupils use the learning apps 'Doodle Spell' and 'Doodle English' for additional support in various aspects of English, such as grammar and spelling. The aim is to rebuild self-confidence, rediscover self-esteem and establish a love of learning.

Approaches to Writing

The writing curriculum is delivered during daily English lessons across the whole school using the Literacy Tree Scheme. This scheme teaches writing through enriched texts, used to enthuse and inspire the children.

Principles of Teaching Writing

- Writing is taught as a sequence of lessons that follow a certain text, stimuli or respond to a lived experience.
- Positive attitudes to writing are fostered through a good understanding of the audience, purpose and text for writing and children having appropriate scaffolds and models to enable them to recreate writing.
- Writing covers a breadth of genres and text types including fiction, non-fiction and poetry.
- The whole school writing overview is followed closely to provide support from Year 1, with a gradual removal of scaffolds as pupil's progress towards Year 6.

Writing in EYFS

All pupils within the EYFS will be taught to develop their writing skills as an integral part of the topic work covered during the academic year.

All writing objectives will be underpinned by the early learning goals (ELGs) that pupils should have attained by the end of the EYFS.

In accordance with the writing ELG, at the end of the EYFS, pupils at the expected level of development will be able to:

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Writing in the EYFS is taught predominantly using the Read, Write Inc. phonics scheme. The scheme includes both a reading and a writing focus. This is enhanced using the Literacy Tree and Talk for Writing as carefully planned approaches to develop a love for language and writing in those important early stages.

Writing in KS1 and KS2

Children will complete a minimum of one piece of extended writing at least once every three weeks, with shorter rehearsal pieces leading up to this where they will experiment with different sentence structures and vocabulary.

Before completing their extended write, children will participate in a number of teaching strategies including:

- **Model write**-Children read an example of the text type for that week and participate in some work around this. This may be modelled by the teacher or using a published write.
- **Shared write**-The class create their own model of the text taking contributions from children within the classroom with guidance from the teacher.
- **Planning**-Children plan their own version of the text type using their own ideas and drawing in learning from other areas of the curriculum
- **Extended Write (both independent and guided)**-Children write their own version of the text using the plan from the previous lesson. Children will experience this independently or with adult support.
- **Editing**-Children edit their work using purple pens.
- **Publishing and Review**-Children publish their work which is then celebrated on displays in their classrooms. Children also have opportunity to share their work with others in class and in celebration assembly.

Children are also taught to apply their writing skills in other curriculum areas such as: answering key learning questions in History, Geography and RE; evaluating their work in DT and Art and reporting their findings and conclusions in science.

Teachers, in collaboration with the English lead, will ensure that the needs of all pupils are met by:

- Setting tasks which can have a variety of responses.
- Providing resources of differing complexity, according to the ability of the pupils.
- Setting tasks of varying difficulty, depending on the ability group.
- Utilising TAs to ensure that pupils are effectively supported.
- Celebrating and praising writing skills.

Oracy

At Burghill CA, oracy is a key focus integrated across the curriculum. We prioritise developing students' speaking and listening skills through activities such as group discussions, presentations, and debates. From an early age, pupils are encouraged to express their ideas clearly and confidently, while also learning to listen and respond thoughtfully to others.

Through structured lessons and interactive tasks, we aim to build strong communication skills that will support students in all areas of their learning.

Spelling

Children from Year 2 to Year 6 access the particular national curriculum objectives relevant to their year group and ability using the Read Write Inc. Spelling Scheme.

Children have a spelling focus per week which they practice through a range of class and home-based activities. Spellings are brought into the rest of the curriculum where possible including in their reading to maximise learning opportunities and embed the theory into practice, using it in a range of contexts. Children learn specific spelling rules in line with national curriculum objectives and progress through these according to their ability.

Children receive RWI spelling log books to record their new words to learn at home each week.

Grammar

Grammar is planned and taught through the Literacy Tree Scheme. This enables direct links to familiar texts for pupils, helping them to see a real context for the grammar they are learning.

Handwriting

Handwriting and presentation are taught consistently across the school using the Twinkl – a cursive handwriting scheme.

Handwriting interventions are in place to help children who have difficulties with their letter formation.

Assessment

Assessment in English will be based upon knowledge and understanding of reading, writing, spelling, punctuation and grammar. Key reading and writing knowledge is taught to enable and promote the development of children's English skills.

Pupils will be assessed and their progression recorded in line with the school's Primary Assessment Policy.

Assessment is supported by use of the following strategies:

- Observing children at work, individually, in pairs, in a group and in class during whole class teaching.
- Using differentiated, open-ended questions that require children to explain their understanding.
- Providing effective feedback, including interactive marking through questions where appropriate, to engage children with their learning and to provide opportunities for self-assessment, consolidation, depth and target setting.
- Book moderation and monitoring of outcomes of work, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners.
- Implementing Read Write Inc. standardised assessments.
- Pupil's self-evaluation of their work.

Parents will be provided with a written report about their child's progress during the Spring term every year. Reports will include information on the pupil's attitude towards English, progress in reading, ability to write clearly and coherently, and the grammatical knowledge levels they have achieved.

Verbal reports will be provided at parent-teacher meetings during the Autumn and Summer terms.

The Early Years Foundation Stage

Communication, Language and Literacy is one of the six areas of learning in the Early Years Foundation Curriculum. It includes communication, speaking and listening in different situations and for different purposes, being read a wide range of books, reading simple texts and writing for a variety of purposes.

We acknowledge that effective teaching in the Early Years Foundation Stage requires:

- Observing children and planning for the contexts in which they best develop their speaking and listening and their understanding of reading and writing
- Helping children to develop language for communication through interaction and expression
- modelling the use of language as a tool for thinking
- Demonstrating the use of language for reading and writing
- Helping children understand how text works
- Planning that is flexible and informed and which involves the whole team Children work towards early learning goals which establish expectations for most children to reach by the end of the Early Years Foundation Stage.

Inclusion

At Burghill Community Academy, writing, reading and spelling sessions are designed to be accessible for children of all abilities and backgrounds. Including:

- Children with Special Educational Needs and/or Disabilities (SEND)
- Children who have English as an Additional Language (EAL)
- Children who are working at Greater Depth (GD)
- Children who are eligible for Pupil Premium Funding (PP)

Personalised planning, scaffolds and supports will be put in place to ensure all children can access the curriculum. Equipment and resources will be expertly utilised to allow all pupils to write to the best of their ability. Provision for these vulnerable groups is closely monitored by the English leader in accordance with the SENDCO, SLT and Governors.

SMSC Development

Spiritual education in English helps children to understand different cultures and traditions through the reading of traditional stories and fables. It allows children to compare their lives with others. Moral education provides opportunities for children to recognise the impact of global issues that they have been taught about in other subjects and allows them to vocalise their opinions, debate and discuss and write about events from different perspectives.

Socially, during Reading and Writing, children are able to collaborate in different ways, share ideas and support each other with their learning.

Cultural education provides opportunities for using quality texts to teach similarities and

differences. Through their growing knowledge and understanding, children gain an appreciation of life in different societies and develop a sense of other cultures.

Diversity

Throughout the English curriculum, children learn about the diversity of global, national and religious issues. Teachers encourage pupils to think about topical political, spiritual, moral, social and cultural issues and problems, such as the plight of refugees, and to use their imagination to consider other people's diverse experiences.

Cross-Curricular English Opportunities

Planning for English seeks to take advantage of opportunities to make cross-curricular links and the Long term plan has taken account of possible cross curricular links. Pupils experience planned opportunities to practice and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum. Teachers plan for 'real-life' experiences in each unit.

Computing

Opportunities to use ICT to support teaching and learning in English are planned for and used as appropriate. A high priority is placed on visual English strategies and the use of the IWB in teaching. ICT is incorporated into English lessons where appropriate:

- Computers/IWBs are regularly used during whole class work to provide a starting point such as class texts, video footage, audio files etc
- Laptops and/or iPads are used by groups of children working independently on tasks related to the teaching objective
- Ipads are used for Accelerated Reader quizzes
- Laptops and/or iPads are used to record and present outcomes of English
- Nessy reading app is used for some intervention sessions.

Role of the Subject Leader

The subject leader's responsibilities are:

- To ensure a high profile of the subject.
- To ensure a full range of relevant and effective resources are available to enhance and support learning.
- To model the teaching of Reading and Writing.
- To ensure progression of the key knowledge and skills identified for each year group and to ensure that these are secure at the end of each age phase.
- To monitor books and ensure that key knowledge is evidenced in outcomes.
- To monitor planning and oversee the teaching of Reading and Writing.
- To lead further improvement in and development of the subject as informed by effective subject overview.
- To ensure that the English curriculum has a positive effect on all pupils, including those who are disadvantaged or have low attainment.
- To ensure that approaches are informed by and in line with current identified good practice and pedagogy.

Parental Involvement and Support

At Burghill Community Academy, we will implement:

- Reading records with guidance adapted to suit the year group.
- School-led parent workshops.
- Website guidance with resources-including signposting to further support.
- Parent teacher meetings.

Impact

Our English Curriculum is high quality, well thought out and is planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress.

In addition, we measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes (key end points) including ELG, KS1 & KS2 SATs results and Phonics Screening results,
- Tracking of learning through cold and hot tasks,
- Pupil discussions about their learning,
- A celebration of learning at the end of a unit of work, e.g. displays.

The subject leader, alongside the curriculum team leaders and senior management team, are responsible for monitoring and evaluating curriculum progress. This is done through scrutiny of books, lesson observations, pupil interviews, staff discussions and audit of resources.

Monitoring and Evaluation

Monitoring and Evaluation of English Monitoring and evaluation of teaching and learning in English is carried out by:

- The Head of School
- English leader
- Governors

This exercise entails:

- Classroom observation and feedback where appropriate to development needs and as part of Performance Management by Head teacher and English leader
- Regular scrutiny of medium and short term planning and feedback by Head teacher
- A thorough review of pupil progress through: - Review of pupils' work and standards through book trawls and pupil voice - Analysis of assessment data
- Monitoring of assessment
- Review of the provision for English (including intervention and support programmes)
- Regular Staff Meetings devoted to the discussion of teaching and learning in English
- Cluster moderation