Britannia Primary School and Nursery

English Policy

‘Developing responsible citizens, confident individuals, and independent learners’

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Committee	**LAB**
Signed by Chair of Committee	**K Smith**
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Definition of a Parent

- **All biological parents, whether they are married or not.**
- **Any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative.**
- **Any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person.**

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

Aims

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables 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; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised. (DfE, National Curriculum for English, 2014)

At Britannia Primary School and Nursery, we aim to develop pupils' English through an integrated programme of spoken language, reading, writing and spelling. Pupils are taught a broad and balanced approach to the teaching across the curriculum, with opportunities to consolidate and reinforce taught English skills.

By the end of their time at Britannia, we aim for each child to be able to:

- read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor, edit and improve.
- have an interest in books and read and write for enjoyment.
- have an interest in words and their meanings, developing a growing vocabulary in spoken and written forms.
- understand and use a range of text types and genres for different purposes.
- develop the powers of imagination, inventiveness and critical awareness.
- have a suitable technical vocabulary to articulate their responses.

Independent Reading

At our school, we are committed to fostering a love of reading both at home and in school. To support this, we use Boom Reader as a digital reading diary, enabling pupils and parents to log and celebrate reading progress outside the classroom. Each year group participates in a Reading Challenge designed to motivate and engage pupils with a variety of texts. As part of this initiative, pupils can earn reading tokens through their participation and effort, which can be redeemed at our book vending machine, offering a fun and rewarding way to encourage regular reading habits.

Teaching and learning of English

At Britannia Primary School, we teach reading and writing through the 'Talk for Reading and Writing' approaches across the whole school. Talk for Writing (TfW) enables children to imitate the language they need for a particular topic orally, before reading and analysing it, and then the teacher using shared and guided teaching to develop the ability in children to write creatively and powerfully. Talk for Reading (TfR) aims to develop children into efficient, effective, thoughtful and strategic readers who can learn about life, discover information and deepen their thinking through considering other people's views and experiences with a critical mind.
From Early Years to Year 2 we use 'Read Write Inc' as the basis of our phonics programme where the children are set into specific attainment groups. In Years 3-6, intervention groups are organised to support children that have not yet secured the expected phonic knowledge.

For the teaching of spelling, we follow the Spelling Shed curriculum with Jason Wade's Sounds and Syllables approach. The founding concept behind spelling in Sounds & Syllables is the understanding that every word in the English language, from the simplest to the most complex, is constructed in exactly the same way. Each word is a collection of spellings, each of which represents a speech sound. And these sound-spelling matches are clustered into syllables.

Planning

Long Term Planning:

Whole school overview document - this document maps out genres for the whole school. This ensures that our children are exposed to a wide breadth of text types throughout their learning journey. Writing and reading have explicit links and where possible, writing and reading is linked to the rest of the curriculum, but this should not be tenacious.

Medium Term Planning:

The Long-term planning document is then used to create medium term plans. These map out a whole half term for reading and writing. In writing, 'cold tasks' (unaided pieces of

work) are used to assess the children. These documents are flexible and are ever evolving as teachers respond to the needs of the children each week during their PPA time.

Timetabling

Writing

All pupils receive 5 discrete English lessons a week where the children focus on writing composition. In each term, each year group will cover three units of work. Each unit focuses on a specific text type and works through the TfW process of imitation, innovation, and independent application. Throughout the year the children will have studied a mixture of fiction, non-fiction, and poetry.

Reading

Reading is taught four times per week in Key Stage 2, separately to English lessons. During TfR sessions, children will focus on challenging texts where they can apply reading skills to ensure they are moving their learning forward.

In EYFS and KS1, reading is taught daily in conjunction with the Read Write Inc programme (RWI) and using the TfR programme for those children who complete the RWI programme. In addition, Year 1 also teach short 15-minute reading lessons four times a week using the TfR process.

Assessment

Teachers will use formative assessment on a daily basis to inform their planning. Red stars are noted in the green folder and followed up promptly. Live marking is used throughout the lesson to give the children 'in the moment' feedback. (Linked to the marking policy)

In Reading, summative assessments will happen at set points during the year. Years 1, 3,4 and 5 will use PIXL tests to assess how they are getting on during each term. Years 2 and 6 use past papers and PIXL to assess the pupils towards the beginning of the year and at other key points during the year up to SATs. Children in the RWI programme will be assessed regularly by their teachers and more formally assessed at the end of every half term where data will logged.

In Writing, children will be assessed before each unit using a 'cold task'. Teachers then use this piece of work to plan what they will teach the children in that unit. After each of the units, the children will then complete a 'Hot task' which teachers will assess against the national curriculum writing statements (tick sheets).

For reading and writing, at the end of every term, teachers will input children's data. This provides a progress measure for the class compared to previous years and end of key stage. (Linked to the assessment policy).