

Braywick Court School



English Policy

This policy applies all pupils in the school, including in the EYFS

Signed:	M. Robertson
Local Advisory Board:	
Approved:	
Updated	
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This policy details our pedagogy and practice for the teaching of English. The English curriculum at Braywick Court School encompasses the following areas:

- Reading
- Phonics
- Writing
- Spelling
- Grammar
- Punctuation
- Oracy

Our approach to English is multi-faceted, ensuring that English knowledge and skills are taught and applied across the whole curriculum. High quality texts create a literature spine throughout the school, ensuring that our pupils have access to a diverse range of reading material and stimuli.

The Braywick Court School curriculum aims to enable our pupils to become confident and independent learners with a passion to succeed and a curiosity for the world around them. Proficiency in reading, writing and oracy is vital to the lifelong success of our pupils.

Text-based, whole-class teaching provides opportunities for learning and reinforcing:

- *word reading* – as children encounter unfamiliar words in context
- *comprehension* – through listening to, reading, and discussing challenging texts
- *vocabulary and spelling* – by encountering new language
- *spoken language* through participating in discussions
- *writing* (both transcription and composition).

In addition, studying whole texts in lessons can develop children's love of reading by giving them the opportunity to read and listen to texts and authors that they might not have chosen to read for themselves. They also have the chance to encounter new or unfamiliar genres.

Reading

At Braywick Court School we strive for pupils to develop a lifelong love of reading, to be confident and fluent readers who enjoy reading for pleasure. The deeply rooted culture of reading within our school is intended to promote reading at every opportunity. Research shows that reading for pleasure has a positive impact on children's attainment. Children who read for pleasure have enhanced levels of text comprehension, an increased knowledge of grammar and show improvement in their writing. Research has also found children who read often at the age of ten perform better than their peers in tests of spelling, vocabulary and even mathematics when tested at the age of sixteen, they also have more positive attitudes towards reading than their peers.

The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

- word reading
- comprehension (both listening and reading).

It is essential that the teaching of reading focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each. Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words.

We believe in both the importance of developing children's discrete word-reading skills and comprehension, and the need to engender their love of books and reading. At Braywick Court School, we recognise these two elements are intertwined; each relies on the other if children are to become life-long readers.

We have two fully stocked libraries; which pupils use weekly. The libraries are stocked with a range of high quality texts, carefully selected by staff and pupils. We ensure that our library stock represents a range of authors and cultures and is regularly reviewed. Pupil librarians play an important role in promoting the library. In addition, each class has a clearly visible reading area from which pupils are encouraged to select books to read for pleasure. Staff ensure that stock within the class library complements, enhances and extends the curriculum being taught and covers a range of fiction and non-fiction. Ongoing fundraising and parental support ensures the library stock is able to be refreshed and remain current and meet the needs of all of our pupils.

Reading for pleasure is prioritised daily at Braywick Court School. All classes have dedicated reading time where classes share literature and high quality texts are read aloud. Pupils are also given dedicated time for personal reading for pleasure.

Staff listen to pupils read regularly and in a variety of ways for example, individual reading, shared reading, group reading, guided reading. Supporting reading forms a pivotal part of our home school partnership, all pupils are expected to read at home every day. Parents are supported through parent workshops to ensure that they understand how best to support their child's reading at home.

Braywick Court School has a progressive and well established reading scheme in place. Oxford University Press texts are carefully mapped throughout the school from EYFS to Year 6. Pupils progress through the colour banded scheme, and then onto the OUP reading levels (see appendix 1). Home reading books are carefully matched to pupil's reading ability and are reviewed regularly by trained staff. Pupils' progress through the reading scheme is carefully tracked by staff and reviewed half termly by the English Leader.

Some of the teaching methods and strategies we use are:

- Progress through the Oxford University Press Reading bands and levels
- Daily teaching of synthetic phonics in EYFS and Year 1
- Expectation of daily reading at home
- Daily reading for pleasure sessions in all classes
- Pupils read to staff every week
- Guided reading sessions explicitly teaching reading skills
- Well stocked class and school libraries

- School librarians
- Partnership with RBWM library service to enhance range of texts on offer
- Broad and varied range of texts to promote and explore cultural and social diversity
- Weekly timetabled library sessions
- Novel led English units
- All staff are role models and advocates for reading for pleasure
- Reading celebrations e.g. Summer Reading Challenge, World Book Day
- Use of online reading programmes such as Bug Club/Oxford Owl and Nessy
- Regular comprehension teaching
- Monitoring and review of reading progress
- Reading buddies
- Use of reading volunteers from the school community

Phonics

At Braywick Court School all staff are trained in the teaching of synthetic phonics. This ensures that all staff understand the principles that underpin the successful teaching of word reading and spelling.

We follow the letters and sounds scheme, ensuring there is clear progression and consistency in the teaching of phonics from EYFS to the end of Year 1. Phonics is taught daily in EYFS and Year 1 using a range of teaching strategies. Phonics teaching covers a range of skills including phoneme-grapheme correspondence, decoding, segmenting and blending and reading for meaning. Pupils are given the opportunity to apply their phonic knowledge through carefully planned activities. Whole class phonics teaching ensures a balance between teacher directed instruction and pupil participation.

Pupils are taught to recognise and read 'common exception words' in accordance with the phonics scheme taught.

Oracy

Our aim is for all pupils at Braywick Court School to develop the confidence and skill to express themselves verbally. Research has shown that high quality oracy education can positively impact academic outcomes, confidence, emotional wellbeing and equips pupils to thrive in life beyond school.

Pupils understanding of language should be developed and enhanced through speaking and listening skills. We create a language rich environment throughout our school, starting with the fundamentals of language acquisition and communication in EYFS, and progressing to skilful communication and articulation by Year 6.

Pupils take part in a variety of conversations every day: paired, small group, whole class individual. The skills of dynamic and effective dialogue are explicitly taught to pupils throughout the school. Pupils are taught to listen and respond to each other, to challenge and build upon

ideas and to contribute to discussions in a proactive and effective way. A cornerstone of our approach to effective dialogue is the expectation of pupils to speak in full sentences.

Staff engage pupils in high quality dialogue constantly. Opportunities for language acquisition and building vocabulary are maximised through skilled teaching.

Pupils are regularly given the opportunity to speak publically to a variety of audiences through events such as school assemblies, curriculum celebrations and house competitions. We use a range of approaches to encourage pupils to feedback and contribute to discussions.

Writing

At Braywick Court School we strive for pupils to be confident and effective writers. Our vision is for all pupils to express themselves creatively and imaginatively across all areas of the curriculum.

The programmes of study for writing at key stages 1 and 2 consist of two dimensions:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing).

We believe that it is essential that teaching develops pupils' competence in these two dimensions. We recognise that expertise, confidence and success in writing is intrinsically linked to all other areas of the English curriculum.

A writing progression map is in place which clearly outlines the knowledge and skills taught throughout the school (See appendix 2). This ensures that pupils are taught the range of disciplines necessary to be effective writers:

- composition & effect
- structure & organisation
- Sentence structure
- Grammar
- Vocabulary
- Punctuation
- Editing & proof reading
- Spelling
- Handwriting

Writing units are planned in accordance with the BCS text map, this outlines high quality texts which have been specifically chosen for each year group. The texts used are reviewed annually and are chosen to ensure a range of classic and modern literature, varied genres, a range of authors and exposure to culturally diverse literature.

Writing units are planned and taught using a key text as a core thread. Throughout one unit of work pupils will produce varied writing outcomes covering a range of genres, audiences and purposes. Writing units also ensure that pupils have access and exposure to complementary texts

that enhance, challenge or enrich the core text being studied. Pupils work towards published pieces of writing which can take various forms and are always shared with an audience.

Staff carefully plan the curriculum to ensure that writing opportunities across the curriculum are maximised. Pupils learn that writing skills are transferrable across a range of subjects.

A range of teaching strategies are adopted to ensure that pupils are exposed to excellent models for writing and to allow them the opportunity to devise, practice, refine and improve their writing. These may include:

- Modelled Writing – Adults model and demonstrate a particular piece of writing
- Shared Writing – Adults and pupils collaborate on a common piece of writing
- Guided Writing – Pupils working in small groups, directly guided and instructed by adults
- Paired/Group Writing – Pupils collaborating on a particular piece of writing
- Independent Writing - Focused time for pupils to apply their writing skills

Teaching grammar in context provides pupils with the opportunity to understand deliberate choices made by writers, to evaluate the impact of grammatical variations, and to explore exemplification of the grammar they have been taught. Grammar rules are taught explicitly throughout the school, but the application of grammar for writing is always taught in context, using high quality authentic texts as stimuli.

Spelling

The ability to write fluently, and with accurate spelling is a fundamental skill that pupils need to acquire by the end of Key Stage 2.

Through the development of a consistent and multisensory approach to the teaching of spelling patterns, conventions and rules, we provide our pupils with a range of strategies to equip them with confidence and independence to tackle more challenging and ambitious vocabulary, enabling them to develop a richer writing style and become effective communicators.

We follow the Spelling Shed scheme, ensuring consistency and progression throughout the school. Dedicated spelling lessons are timetabled each week in every class, this enables staff to directly and explicitly teach new spelling rules and to assess understanding and retention of spelling rules previously covered.

Some of the teaching methods and strategies we will use are:

- rhyming activities and songs, games (e.g. bingo, quick-write, snap, find the word)
- segmenting and blending
- breaking words into syllables
- identifying letter patterns and grouping words
- 'look, say, cover, write, check'
- dictionary activities
- investigating spelling rules and root meanings
- sorting words and generating spelling rules

- creating mnemonics
- sharing strategies for spelling
- handwriting new spelling patterns editing and proofreading

In EYFS spelling is largely related to phonics teaching, combining grapheme-phoneme correspondence alongside high frequency vocabulary and tricky words.

From Year 1 – Year 6 the spelling curriculum is taught in line with Spelling Appendix 1 (Curriculum 2014) and children are tested, in an age appropriate way, on spelling rules they have been learning.

Spelling is a fully immersive aspect of the curriculum, children are expected to transfer their spelling knowledge into their independent writing, across all areas of the curriculum. Guided reading sessions also focus upon the etymology of words and the context and meaning of particular language.

Children’s growing understanding of spelling rules is only valuable if they go on to apply it in their independent writing. Children should be able to spell an ever increasing number of words accurately and to check and correct their work.

We expect parents to help support their child’s spelling at home. This may involve:

- reinforcing phonics taught
- practising weekly spellings
- reinforcing spelling rules
- practising dictionary skills
- encouraging and supporting proof reading and editing of homework

Handwriting

Braywick Court School uses the Letterjoin handwriting scheme. Teaching of handwriting is done as a whole class and in groups where appropriate. Each class has a dedicated handwriting lesson once a week ensuring direct teaching and application of handwriting. Formal handwriting practice involves the use of Letterjoin’s learning resources, including interactive software and handwriting exercises.

Pupils from Year 1 are taught pre-cursive script and from Year 2 are taught to join their handwriting.

Pupils from Year 3 upwards are encouraged to write in black pen, a fluid and legible joined script is encouraged.

Recording of work

All pupils have an English exercise book which is used to record their day to day learning. In addition, pieces of writing may be evident in other exercise books as pupils often write across the curriculum.

Pupils complete published pieces of writing at least once per half term, these are showcase pieces written for a particular audience.

Pupils from EYFS-Year 4 have a reading record which travels between home and school. This provides a written record of reading that takes place both in school and at home.

Spelling and handwriting books may also be used where deemed appropriate by Teachers.

Assessment of English

Assessment of English is administered in accordance with our assessment policy. Assessment for learning forms an integral part of our English teaching. Pupils are regularly given verbal and written feedback across the English curriculum, in accordance with our marking and feedback policy.

Standardised testing for reading and SPaG is administered once a term, in November, March and June for pupils from Year 2 to Year 5, using Rising Stars NTS Assessments.

Attainment of pupils in Year 1 is judged by teacher assessment, and attainment in Year 6 is monitored and judged by end of key stage 2 statutory assessment tests (SATs).

Standardised scores are recorded and tracked in Arbor, allowing staff to monitor pupil attainment across a cohort or school wide. This data is used to inform termly pupil progress meetings with senior leaders.

Writing assessment takes place termly and follows school wide writing moderation. Staff are trained to understand the expectations of writing throughout Key Stages 1 and 2 and work collaboratively to make robust and accurate judgements. Writing exemplification is used to support teachers in judging the standard of pupils writing. A summative judgement of pupils writing is made once a term, informed by multiple sources of evidence. This ensures that a pupil is able to demonstrate a consistent standard across a range of genres of writing and pieces of work.

Learning Environment

All classrooms have an English working wall which supports, reflects and enhances day to day learning. Working walls should change frequently as pupils progress through an English unit. They should be a working record of learning taking place and are not expected to be pristine showcases of published work. Pupils should be encouraged to refer to the working wall as a day to day reference point to aid their learning.

In EYFS and Year 1 a phonics working wall should also be available to support pupils in their ongoing phonics teaching.

Every class has a reading for pleasure area, this may be a bookcase or where space allows, a book corner with seating. Books displayed with the classroom should be a range of fiction and non-fiction. Staff review and rotate the stock regularly to ensure that children have access to a variety of texts. Pupils are encouraged to spend time reading for pleasure and can select texts from within the classroom to aid this.

Classroom resources should be freely available for pupils to support their reading, writing and spelling with growing independence. These may include word mats, letter formation guides, dictionaries, thesaurus or reference books.

Teachers may decide to display additional resources to support pupil's learning for example: spelling lists, new vocabulary, common exception words, SPaG.

Leadership and Management

The named English Leader at Braywick Court School is Michelle Robertson. The English Leader works closely with phase leaders to monitor and improve standards of teaching and learning in English through:

- Monitoring of planning and curriculum delivery
- Analysis and monitoring of pupil progress
- Access and provision for English for all pupils, including SEND and EAL. (with SENDCo)
- Policy development, review and implementation
- Quality of the learning environment
- Leading CPD for English
- Resource allocation
- Reviewing research and developments in English pedagogy
- Running of the school library
- Leading English events and initiatives across the school
- Liaison with local advisory board
- Networking with BPET English Leaders
- Collaborating with BPET English Advisor

Appendix 1 Oxford University Press Reading Scheme

Pupils follow the coloured reading bands until they reach lime, when they move to KS2 all pupils then they transition onto the Levelled system until the end of Level 20.

The table below outlines the age-related expectations of reading progression for each year group. There is some overlap between the end of one year group and the start of the next year group.

For example:

A child who is reading fluently and with secure understanding on Lime level at the end of Year 2 would indicate that they are at end of year ARE.

A child who is reading at Purple level at the end of year 2 would indicate that they are reading below ARE.

Year Group	Colour Band	Level
EYFS	Lilac	
	Pink	
	Red	
	Yellow	
	Blue	
Year 1	Blue	
	Green	
	Orange	
	Turquoise	
Year 2	Turquoise	
	Purple	
	Gold	
	White	Level 10
	Lime	Level 11
Year 3		Level 12
		Level 13
		Level 14
Year 4		Level 14
		Level 15
Year 5		Level 16
		Level 16
		Level 17
		Level 18

Year 6		Level 18
		Level 19
		Level 20

Please be mindful of able readers in KS1 who may progress quickly through the colour bands. The levelled books are not all age appropriate for KS1 pupils and so suitable texts need to be carefully selected by an adult. Seek support from your Phase Leader or English Leader if you are unsure.

Appendix 2 – Writing Progression Map

Expected Standard	Composition & Effect	Structure & Organisation	Sentence Structure, Grammar & Vocabulary	Punctuation	Editing & Proof Reading	Spelling & Handwriting
Year 1 – Y1 learning is applied accurately with secure sentence structure.	<ul style="list-style-type: none"> Meaningful sentences written Structures from familiar stories are evident Events recounted in sequence Sentences rehearsed orally before writing 	<ul style="list-style-type: none"> Writing structured appropriately – both narrative and non fiction 	<ul style="list-style-type: none"> Sentence structure mostly accurate. Conjunction 'and' used to form compound sentences. Some evidence of other conjunctions attempted. Word choices are relevant to the context, word banks support this. Some adjectives used to add detail. 	<ul style="list-style-type: none"> Words appropriately spaced. Capital letters correctly used to demarcate most sentences. May display some use of other punctuation eg ? or ! Consistent use of capital letters for the pronoun I and other proper nouns. 	<ul style="list-style-type: none"> Checks writing makes sense by reading aloud. Changes made following discussion with adults or marking. 	<ul style="list-style-type: none"> Most words with taught phonemes are spelled correctly. Most Y1 common exception words are spelled correctly. Spelling rules and patterns from Y1 are used with increasing accuracy. Letters are correctly formed and orientated and start & finish in the correct place.
Year 3- Y3 learning is applied effectively, accurately and independently with increasing stamina for writing.	<ul style="list-style-type: none"> Purpose and audience is clear and sustained throughout a text. In narrative, resolutions and endings are developed. In non narrative writing, endings are related to the content. Relevant detail is used to create a picture for the reader or to clarify information. 	<ul style="list-style-type: none"> Writing is structured appropriately for the context, In narrative writing, sections are organised to support meaning. Paragraphs are used to signal a change in setting. In non narrative writing, similar information is grouped into sections with some effective paragraphing. In non narrative writing, simple suggested devices (including headings, sub headings) guide the reader through the text. 	<ul style="list-style-type: none"> Simple and compound sentences are used accurately. Complex sentences are used to convey more than one idea or piece of information, or to explain or give reasons. Sentence opening are varied. Models from reading are evident. Conjunctions, adverbs and prepositions are used to sequence, express time and place and cause. Present and past tense are used appropriately and consistently with use of progressive forms. Use of the 1st and 3rd person is mostly sustained. Word choices are adventurous and carefully selected to add detail and engage the reader. Detail is added by the expansion of noun phrases before and after the noun, and with the use of adverbials. 	<ul style="list-style-type: none"> Punctuation to mark the end of sentences is mostly accurate. Capital letters are used for proper nouns. Apostrophes for contractions are used correctly. Apostrophes for possession are used with increasing accuracy, including plural possession. Inverted commas are mostly used for direct speech. Commas are sometimes used to mark clauses and phrases. 	<ul style="list-style-type: none"> First drafts draw on ideas and models. Writing is proof read to check for SPaG inaccuracies, with developing precision. Improvements and changes are made following discussion or marking. 	<ul style="list-style-type: none"> Spelling rules and patterns from the Y3 scheme are being used with increasing accuracy. Diagonal and horizontal strokes are used to join letters as appropriate.

Expected Standard	Composition & Effect	Structure & Organisation	Sentence Structure, Grammar & Vocabulary	Punctuation	Editing & Proof Reading	Spelling & Handwriting
<p>Year 4 – Y4 learning is applied effectively and accurately and shows increasing stamina for writing across genres.</p>	<ul style="list-style-type: none"> Narratives include a clear plot, detailed setting and characters. Characters are developed through 'show don't tell' techniques. Endings are developed and close the narrative appropriately, relating to the beginning or a change in a character. Non narrative writing has a clear purpose and provides the reader with relevant information. 	<ul style="list-style-type: none"> Narrative writing is organised into clear sequences with more than a basic beginning, middle and end. Paragraphs are used to signal a change in event, time or place. In non narrative texts, paragraphs have a topic sentences which introduces the content of that paragraph. Structure of the selected non narrative text type is sustained throughout the writing. 	<ul style="list-style-type: none"> Simple, compound and complex sentences are used effectively to convey complicated or detailed information and ideas. Fronted adverbials of place, time and manner are used effectively. Sentences are often opened in different ways, to create effects. Pronouns are used to avoid repetition and may support cohesion across the text. Detail is added with noun phrases which are expanded before and after the noun with adjectives, prepositional phrases and adverbial phrases. Details mostly add interest, create effects and engage the reader. Verbs are often chosen to describe or to 'show not tell'. Words are selected mostly deliberately and carefully, including specific and technical vocabulary. 	<ul style="list-style-type: none"> All sentences are demarcated correctly. Commas are mostly used for fronted adverbials. Inverted commas and punctuation within them are used correctly. Comma for the reporting clause is mostly used correctly. 	<ul style="list-style-type: none"> Drafting, re-drafting and editing process is used independently to make improvements to writing. Process is focused on impact and effect. Writing is proof read independently for accuracy and amendments are made. 	<ul style="list-style-type: none"> Spelling rules and patterns for Y3&4 are being used accurately. Some exception words are also spelled correctly. Diagonal and horizontal strokes are used to join letters appropriately. Developing a fluent, joined handwriting style.

Expected Standard	Composition & Effect	Structure & Organisation	Sentence Structure, Grammar & Vocabulary	Punctuation	Editing & Proof Reading	Spelling & Handwriting
<p>Year 5- Y5 learning is applied effectively, accurately and independently</p> <p>Written texts demonstrate increasing stamina for writing.</p>	<ul style="list-style-type: none"> • Writing for a range of audiences is evident and the purpose is clear eg to entertain, inform, persuade etc. • Reader often directly addressed. • In narrative writing, the plot is well developed, paced and sequenced. • Characters are developed with description, dialogue and actions and they may be used to move events forward. • Settings are used not only to create atmosphere, but also to indicate a change. • Non narrative writing content is well developed and logically linked. • Writer's, narrator's or character's viewpoint is consistent and controlled throughout the text. • Models from reading may be used or integrated into writing. 	<ul style="list-style-type: none"> • Structure and organisation of text selected according to the audience and purpose. This is sustained. • Narrative writing is well developed, using paragraphs to mark changes of time, setting or event. • Shifts in time and place are managed effectively and guide the reader through the text. • Topic sentences are used to establish the main idea of a paragraph. • Fronted adverbials are often used to link ideas across paragraphs. • Within paragraphs, ideas are developed and linked. • In non narrative, appropriate representational devices are used. 	<ul style="list-style-type: none"> • Simple, compound & complex sentences are used to extend meaning and add variety and interest. This is appropriate to the purpose and audience of the writing. • Expanded phrases and clauses are used to add information or detail. • Direct and reported speech used correctly. • Relative clauses used to add information. • Modal verbs used to indicate certainty or possibility and to position an argument. • May use adverbs to indicate degrees of possibility. • Word choices are selected for deliberate effect and used with thoughtfulness and precision. 	<ul style="list-style-type: none"> • All sentences are demarcated correctly. • Commas are used to separate clauses and phrases and clarify meaning. • Commas sometimes used to avoid ambiguity. • Colon used to introduce a list. • Inverted commas and other punctuation to indicate direct speech used correctly. • Some use of brackets, dashes or commas to indicate parenthesis. 	<ul style="list-style-type: none"> • Drafting, re-drafting and editing process is used independently to make improvements to writing. • Process is focused on impact and effect. • Writing is proof read independently for accuracy and amendments made. 	<ul style="list-style-type: none"> • Spelling rules and patterns for Y5 are used accurately with some common exception words spelled correctly. • Handwriting is legible and fluent, including appropriate choice of letter shape and whether or not to join. • Fluent legible style developing.

*Key objectives for Year 2 and Year 6 are detailed within the DfE End of key stage Assessment Framework.

<https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-1>

<https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-2>