
Brant Road, Preston, PR1 5TU. Tel: 01772 792302 Website: www.brockholeswood.lancs.sch.uk
Head Teacher: Miss Natalie Barber BA Hons - email: head@brockholeswood.lancs.sch.uk
Breakfast & After School Clubs email: badgers@brockholeswood.lancs.sch.uk

ENGLISH POLICY

Subject Intent

Our intent for the teaching of English at Brockholes Wood Primary School is to equip our pupils with the skills of language which are essential to communication and participating fully as a member of society. Through the teaching of reading in particular, in addition to spoken language, writing and spelling, vocabulary and punctuation, we intend to teach pupils the skills to communicate their ideas and emotions to others, and allow others to communicate with them. A range of fiction, non-fiction and poetry is taught in each year group in writing, units being repeated throughout the school, when basic knowledge and skills are re-visited. Progression in the units is evidenced by vocabulary, grammar and punctuation skills and composition skills.

Curriculum

At Brockholes Wood we believe that every pupil is entitled to a broad, balanced and relevant curriculum that takes into account the requirement of the National Curriculum and any other guidance documents. We believe that the fundamental functions of language as a means of expressing feelings, establishing contact with others and bringing about desired responses, are crucial in underpinning life skills and all aspects of the curriculum. We therefore believe that all aspects of language need to be developed in as many different ways as possible in order to help children achieve a confident, fluent and appropriate use of language.

Rationale for the Teaching and Learning of Reading

Reading requires the reader to make use of a number of skills:

- Phonological – being able to equate a letter or letters with a sound.
- Syntactical – understanding of grammar and word order.
- Semantic – an understanding of the meaning being conveyed.

The school meets this with fidelity to a regular systematic phonics scheme with matching decodable readers to support independence in reading. The development of these skills begins in the Early Years when children are introduced to early phonic work, using Essential Letters and Sounds, and builds on their knowledge of stories, rhymes and poems, which build cultural capital. From Nursery and up to the end of Year 1, phonics is taught for 20 minutes every day outside of the English lesson. In KS2, any children who haven't met expected levels will be targeted with relevant intervention programmes.

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Regular guided reading or whole class reading sessions take place in both key stages. This will provide opportunity to develop the ability to think about their reading, reflect on more demanding text, develop and articulate their own preferences, and develop the language with which to do this. Reading is promoted as an enjoyable activity in which ‘reading for pleasure’ is fundamental. During the course of a week, children are provided with opportunities to read for pleasure themselves, or be read to by an adult.

In KS2 children meet the Reading Canon, which is an identified group of texts that they will meet in the year group, become familiar with and use the knowledge to make connections between stories and authors, developing fluency in discussing common themes and characterisation.

We recognise the importance of the home school partnership when children are learning to read and as such, children are encouraged to take their class reading books home from the outset.

Children in the Foundation Stage are working towards achieving the Early Learning Goals. They experience a language-rich curriculum in which they are encouraged to explore the use of language through role-play, stories, rhymes and other activities. Children will continue to have access to play opportunities to enhance their use and familiarity with appropriate language. This will take place in the Autumn term of Year 1 in order that their transition to the National Curriculum be successful.

Rationale for the Teaching and Learning of Speaking and Listening

Speaking and listening are vital skills for children to acquire and are fundamental to their language development. Children are taught to speak confidently and to adapt their speech to different situations. They are given the opportunity for their language to develop alongside their progress in reading and writing. They will also be given the opportunity to develop into careful and responsive listeners.

Work is planned within the context of the National Curriculum covering areas of:

- Speaking
- Listening
- Group discussion and interaction
- Drama

As well as class discussions, children will work in pairs and small groups requiring them to contribute and adapt their speech in a range of contexts as well as listening to, remembering, and responding to each other.

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Throughout the school, where space is permitting, role play areas are used to build on experiences and foster development through real and imaginary situations.

Rationale for the Teaching and Learning of Writing

Writing will reflect the wide range outlined in the National Curriculum, with text, sentence and word skills being covered in shared, guided and independent teaching sessions.

Talk for writing is a key approach at Brockholes Wood. Oral story-telling enables children to re-tell known stories with a series of actions for key words and key connectives before they are asked to record formally. Writing, modelled by the teacher, is a key feature of writing sessions, followed when appropriate by supported writing.

In Key Stage 1, children are shown the importance and value of communicating thought through writing and are helped to develop accurate spelling and punctuation.

In Key Stage 2, there is a progressive emphasis on the skills of planning, drafting, revising, proof reading and the presentation of writing.

Children are given developmentally-appropriate opportunities to write for sustained periods of time on a weekly basis. Teaching across the curriculum will also provide opportunities for children to apply their writing skills in other subject areas, and an opportunity to display their breadth and depth of knowledge.

Handwriting

Handwriting has taken a more important focus in the new curriculum, and we take particular care in teaching our joined, cursive style, which is taught from Year 2. In Reception and Year 1, children follow the mnemonics as taught in our Phonics Programme, Essential Letters and Sounds to ensure the formation of letters are mastered before joining them together. Handwriting is a basic skill that influences the quality of work throughout the curriculum. By the end of Key Stage 2 all pupils should have the ability to produce fluent, legible and speedy joined-up handwriting, and to understand the different forms of handwriting used for different purposes. We aim to make handwriting an automatic process that does not interfere with creative thinking. We encourage parents and carers to use the ‘Letter-join’ resources at home, to which we have arranged for free access.

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Spelling

At Brockholes Wood we use the No Nonsense Spelling Programme which has been designed to meet the needs of the 2014 National Curriculum. It is a comprehensive, effective spelling programme designed for Year 2-Year 6. Children lower down the school practise high frequency word lists and spelling pattern lists set out in the letters and sounds guidance and appropriate phonics phases. Spelling lists of approximately five words are sent home to learn and to use in text and sentence level work.

Phonics

At Brockholes Wood, we use the Letters and Sounds framework in Pre-school, and the Essential Letters and Sounds programme in Reception and Year 1. Children are taught this in class groups, with a reading book available to them that is fully decodable at their stage, that is sent home to them on a Friday to be kept and re-read a minimum of 4 times throughout the week.

Home Reading

At Brockholes Wood, we send home reading books from the class library on a regular basis. Children in Reception and Year 1 have 2 books; one fully decodable book, and one that is for reading for pleasure, or for parents/ carers to read aloud to children. In Years 2 to Year 6, Pupils take a minimum of one reading book home for pleasure from the reading library or the class Reading Canon. Children are expected to read this daily at home, and record this in to their home reading journal. They return this book and get a new one on completion.

Aims

Our aims are to enable children to:

- Read with enjoyment and understand for a variety of purposes.
- Write for different purposes in an appropriate style using spelling, punctuation and syntax accurately and confidently.
- Communicate effectively.
- Develop accurate listening skills.

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Breadth of Study

Each child will participate in:

- A daily English lesson including text, sentence and/or word work or drama
- Individual, group or paired reading sessions appropriate to their age
- Daily cursive handwriting practice
- Daily ‘Word Wizard’ work to extend knowledge of vocabulary
- Phonics work in KS1 and where appropriate in KS2
- Daily SPAG work in both key stages □ Regular sustained writing sessions
- Cross-curricular English activities.

The New National Curriculum – Continuity and Progression

We have implemented the statutory requirements for reading, speaking and listening and writing by following the basis provided by the new National Curriculum. Planning will be based on the Key Learning Indicators of Performance and will ensure pupils cover these objectives in full breadth and depth, embedding key skills and given ample opportunities to practice these skills in many different contexts.

Differentiation

EAL

Support for children who have English as an additional language is provided in a variety of ways. There is targeted support across the key stages in response to need. Speaking and listening activities are used to promote clear language acquisition through role-play, shared stories and the use of language to describe everyday activities is encouraged.

SEN

Children with additional educational needs receive extra support in the literacy lessons from teachers and teaching assistants. In KS1, children identified as needing additional support will follow the Best Start Reading and Writing intervention programme. Children identified as needing additional support in KS2 will receive extra support outside of the literacy lesson focusing on reading and writing skills such as phonics and sentence structure.

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AGT

Children who are gifted and talented will be given opportunities to embed their skills by applying them in a variety of contexts. These may include writing through topic and ‘writing for real’.

Homework

All children are encouraged to take their reading book home regularly and read to their parents or to read independently. Home reading books are located in the corridors outside classrooms, so that they can be selected by the children from a book banded range at an appropriate level for the individual child.

Parents have a vital role to play in the development of their children as readers. Children are encouraged to take their school reading books home to read and share with their parents. Parents meetings on reading and helping children to read at home are held annually. Phonics guidance booklets are sent out to all new starters in the term before they start school. Guidance on reading expectations is written in the front of all home reading diaries. Developing children’s comprehension skills materials are freely available on request.

Excellence in English

This is celebrated
with:

- The display of handwritten and word-processed work
- Work being read aloud to the class
- The publication of work in the form of individual books, class anthologies and class newspapers.
- Work being celebrated in Praise Assembly
- Presentations to other classes

Planning

High quality texts should be the starting point of long-term planning. Teaching should give pupils the opportunity to write in a range of genre with reference to the Lancashire guidelines for genre coverage. Writing tasks should be grounded in ‘real-life’ contexts.

Differentiated planning ensures that:

- There are achievable objectives for all children
- Work is matched to children’s abilities and experiences

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- Work is differentiated by task(s) or outcome
- There is progression and continuity related to the previous learning and not the previous teaching
- There is balanced coverage of the framework throughout the year
- Children are appropriately grouped for collaborative activities, or independent work.

Assessment and Record Keeping

Ongoing assessment for learning (AfL) will always be an integral part of good practice. See Assessment policy for further details.

Formative Assessments

- Work produced in lessons is assessed in line with the school’s marking policy and in most cases is used to provide instant feedback.
- Reading is assessed through Guided Reading sessions using the Lancashire LAPS.
- Writing is assessed termly following the agreed assessment procedures.

Formal Summative Assessment

This will include:

- Non-statutory optional SATs tests
- End of key stage SATs tests
- Teacher assessment termly

Resources

These include:

- Phonics and spelling programmes
- Individual classroom libraries
- Reference library

Classrooms

These can include:

- set of dictionaries and thesauri
- free reading books
- pelican interactive reading books
- big books

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ICT Resources

Pupils are given opportunities to apply and develop their ICT capability through the use of ICT tools to support their learning. These include the use of ICT-based reference and information such as online dictionaries and the internet, and the opportunity to assemble and develop ideas on screen when writing. ICT software is also used as an effective support to the teaching of spelling, for example Clicker.

Role of the Subject Leader

The role of the subject leader is wide ranging and is crucial to raising standards in school and supporting teachers and children. The role includes:

- analysing whole school data and identifying areas for improvement
- monitoring progress and evaluating impact
- undertaking book scrutinies
- conducting pupil and staff interviews
- observing teaching
- creating, reviewing, monitoring and evaluating an action plan
- peer coaching and support

Equal Opportunities

We value each child as a unique individual. We will strive to meet the needs of all our children and seek to ensure that we meet all statutory requirements related to matters of inclusion. (This policy should be read in conjunction with the Single Equalities Policy).

SMCS (Social, Moral, Cultural and Spiritual)

At Brockholes Wood Primary School we provide a wide range of opportunities for pupils to develop their spiritual, moral, social and cultural identity so that they can thrive as they grow and develop in these areas in school and the wider world. As part of our spiritual, moral, social and cultural development we promote fundamental British values which are at the heart of the ethos of our curriculum drivers at Brockholes Wood Primary School.

Our pupils' spiritual, moral, social and cultural development gives them the skills to be thoughtful, caring and active citizens in school and in wider society which we develop and nurture through a range of activities and opportunities both within and outside the school environment

PREVENT

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This policy is to be read in conjunction with the school’s PREVENT policy, in response to a legal duty from the DfE placed on schools to have due regard to the need to prevent people from being drawn into terrorism or be subject to radicalisation. *The Counter Terrorism and Security Act 2015*, section 26th February 2015. In line with legislation to prevent possible radicalization of individuals the school safeguards children through adherence to this policy and allowing Internet access under staff supervision.

Updated by Amanda Sinker May 2023