



ST BERNARD'S PREPARATORY SCHOOL

ENGLISH POLICY

ADVENT 2018

St. Bernard's Preparatory School

English Policy

Mission Statement

With God as our shelter and Christ as our guide, the mission of St Bernard's Preparatory School is to educate towards love and service to God, each other and the wider community. Through our broad balanced curriculum we will develop an understanding of each faith and the values we share. We will treat each person with respect, knowing we are special and unique.

St Bernard's is part of the St Benedict's family of schools. All schools in the group share a similar Catholic and Benedictine/Bernardine ethos.

PRINCIPLES

This policy outlines the approach to the teaching and learning of English throughout the Early Years Foundation Stage and Key Stage One of St Bernard's Preparatory School. It should be used by all those who contribute to the development of pupils' language in school.

"Teachers should develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects."

National Curriculum (DfE 2014)

At St Bernard's Preparatory School we believe that when children are given exciting experiences, from any stimulus, they can be inspired. They will not only learn to develop their own ideas but then share them through spoken and written communication. We aim to teach literacy by providing these stimulating experiences and help motivate children to enjoy and understand their learning through all subjects. Through these positive experiences we endeavour to equip children with the language skills they need to become effective communicators and language users as members of their community and the wider world. English is taught in the context of a broad and balanced curriculum and is guided by the structure of the Primary National Curriculum 2014. All teaching is informed by the general principle that learning should enrich the lives of all learners.

OVERALL AIMS FOR THE TEACHING AND LEARNING OF ENGLISH

- Develop children's abilities to communicate effectively and confidently in a range of formats including oral and written standard English.
- Develop pupils' capacities to listen with understanding and respond appropriately.
- Provide a rich, challenging and stimulating language environment, where speaking and listening, reading and writing are integrated
- Provide opportunities for pupils to become confident, competent and expressive users of the language with a developing knowledge of how it works
- Provide opportunities for pupils to be reflective users of language, able to analyse and evaluate features of language.
- Develop pupils awareness of purpose and audience for both written and oral language
- Increase children's ability to independently use planning, drafting and editing to improve work
- Create an environment where pupils are encouraged to construct and convey meaning, both in speech and writing, of factual, imaginary and personal experiences

St. Bernard's Preparatory School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

- Enable pupils to foster an enthusiasm for and love of reading
- Provide opportunities for pupils to use ICT to facilitate and extend their learning in speaking, listening, reading and writing.
- Enable pupils to use and apply their competence in one mode of language to extend and develop their competence in one or all other modes.
- Ensure rigour across all curriculum areas with regard to Literacy

SUMMARY OF THE KEY POINTS CONTAINED IN THIS POLICY

This policy contains the agreed aims for the teaching of the speaking, listening, reading and writing curriculum for the Early Years Foundation Stage and Key Stage One at St Bernard's Preparatory School. It outlines the sequence of development in each area of English and makes some suggestions about classroom organisation, resources and activities that will encourage learning.

It contains sections on the school library, work with the under threes, bilingual learners, children who experience difficulties, equal opportunities, assessment, recording and reporting and parental involvement.

PART 1: LOWER SCHOOL ENGLISH POLICY

ENTITLEMENT

Each child is entitled to at least one hour of English per day in Key Stage One and forty to fifty minutes per day in Early Years Two. This may be through specific English lessons or integrated within another curriculum area.

SPEAKING AND LISTENING AIMS

To enable all children to

- feel confident and valued when they express themselves through the spoken word
- respect and value all languages
- learn through discussion with others
- listen to, evaluate and respect the opinions of others
- become competent listeners and speakers

THE DEVELOPMENT OF SPEAKING AND LISTENING

Speaking and listening are important for learning and as a means of communication. Many children start school with considerable oral ability but may lack experience at using language in certain ways. We are aware of these different experiences and abilities and early assessment of the children's spoken language is vital in the development of Speaking and Listening skills. Teachers will build on what the children can do but will extend the children's competence as oral language users by developing their abilities in the following areas:

- Taking account of the needs of listeners. Assessing the listener's understanding and knowledge; needing to be more explicit in certain situations and with certain audiences.
- Talking on a one to one basis, in front of a small group and in front of larger audiences.
- Turn taking in group discussion..
- Participating purposefully, using reasoning and discussion techniques, in collaborative classroom talks.
- Using different styles and forms of language appropriate to particular situations such as telling jokes, participating in debate or giving reasons and step-by step explanations.
- Acquiring and using a more extensive vocabulary.

ORGANISATION FOR SPEAKING AND LISTENING

The effectiveness of teachers and other adults in school, in extending the oral development of young children is related to:

- their own understanding of the value of talk
- their attitude to talk
- planning for talk
- organisation for talk
- their choice of classroom activities

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- their own use of language

Talk has high status like all other aspects of the English Curriculum and speaking and listening activities should be considered and included when planning schemes of work. Group work is an effective way of encouraging children to listen and use language for different purposes. The teacher will also need to support children's talk through sensitive and well-timed dialogue and questions. Planning for talk in a range of formal and less formal situations will encourage children to use different dialect forms, including standard English in appropriate contexts.

PUBLIC SPEAKING

From Early Years, children are introduced to public speaking through participation in class assemblies and school productions. This gentle introduction to speaking in front of an audience encourages confident use of the voice and develops the skills of adding expression when speaking aloud.

RESOURCES FOR SPEAKING AND LISTENING

These include listening areas, story sessions, whole class discussion times, collaborative group work across the curriculum, role play, games, computer software, the use of story props and reading activities.

READING AIMS

To enable children to

- understand the purposes for reading and learning to read
- develop confidence in their ability to read and to see themselves as readers regardless of attainment
- become voluntary users of books for pleasure, interest, information and the extension of experience
- be able to read competently and fluently from a range of material
- draw upon a variety of reading strategies in order to make sense of print
- become critical and discerning readers who are able to evaluate the written word.

THE DEVELOPMENT OF READING

During their early years at school, children are expected to develop from dependence to independence as readers. Independent readers are those who combine fluency and accuracy and who make sense of and respond to what they read. Children's development as readers will be supported by hearing and sharing books with adults and other children, having time to browse in the book corner, talking about books and practising reading. Learning to write will support learning to read, giving children further experiences and insights into print. As they engage in all these experiences, children will be encouraged to apply a wide range of strategies to their reading and to read a range of books.

ORGANISATION FOR READING

Opportunities for reading are provided during individual, guided group, paired, class and silent reading sessions in each class. Daily organisation of activities should take account of the need to provide opportunities for pupils to have sustained periods of reading every day. The children will also gain practice in reading during shared or guided reading sessions using a range of texts, enlarged texts, shared-writing sessions and during activities in all other areas of the curriculum. Story reading and storytelling sessions occur each day and provide a valuable opportunity to introduce children to the power and use of books. Listening to CDs and reading the books that accompany these give children positive experiences with texts. Every class has access to the school library which can be used for borrowing and sharing books.

- Children in Early Years One are provided with a book from the class library and a discussion book to share with parents on a weekly basis. When appropriate some children will also be provided with a reading/phonics based book to read and discuss at home.
- From Early Years Two to Upper Prep the children are provided with a structured reading book three times a week to share with parents at home. At the beginning of term a reading card is also available to be sent home giving guidance and discussion points to assist the learning process.
- Children can also select a book from the class library to share at home.
- Able readers are permitted to select more challenging text from the KS2 levelled reading scheme.
- Each child participates in a guided reading session once a week alongside other groups and individuals.

Throughout the Early Years Foundation Stage and Key Stage One the children are taught the 44 sounds of the English language in order to assist their reading and spelling progress. The Jolly Phonics Scheme and Letters and Sounds are used as a basis for this teaching and full details of the teaching programme can be found in the long

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term plans. In line with Government recommendations phonics screening is administered in Year 1 during the first week of July. On-going assessments using Jolly Phonics are used throughout the year as a way of monitoring progress. The data from the Phonic Year 1 screen is used to support and inform teaching in Year 2.

RESOURCES FOR READING

A well-chosen range of good quality picture books, poetry, song books, traditional tales, stories, novels, reference books, non-fiction, big books and books made by children and adults in school is available in classrooms and the library. Books are available in English and dual language versions. The Early Years Foundation Stage and Key Stage One have a collection of core books which are used in conjunction with enlarged texts and group guided reading books. Also available are an extensive range of big books suitable for a variety of different reading levels. A large variety of sets of guided reading books can be found in the resource room. These are levelled accordingly.

CDs, story props and computer software should be used to foster the development of reading. Reading resources are exchanged between classes regularly to ensure that children experience a variety of books and stimuli for reading. Books and other resources are regularly updated and added to.

It is an important professional responsibility for all teachers to familiarise themselves and keep up to date with books and other resources that are available for children.

THE SCHOOL LIBRARY

The school has a well-stocked library containing a large collection of fiction and information books. The library is used by all the children in The Early Years Foundation Stage and Key Stage One and they are introduced to the library system and organisation. Resources may also be borrowed for class use by the teacher. Teachers should plan for the use of the library for book sharing sessions, to help pupils to learn how to use the library and to give children access to the wider range of texts that are available. A reading area is also available at the front of school.

WRITING AIMS

To enable all children to

- use the knowledge and understanding of writing that they bring to school
- develop a positive attitude towards writing
- understand the reasons for writing and for learning to write
- understand that writing conveys meaning
- write for a variety of audiences and in a variety of styles
- become competent and fluent writers.

THE DEVELOPMENT OF WRITING

When children start at St Bernard's they are given opportunities to demonstrate what they know about writing. Teachers work with what the children are able to do. The children are asked to read back what they have written and are given correct models of writing to compare with their own versions. As the children's writing becomes more readable the teacher may begin to focus on one or two aspects of transcription and develop those in the first instance. As children grow in competence they are expected to write more and to write and redraft their work, paying attention to organisation, use of language, purpose and audience. Transcription is never emphasised at the expense of discussing the choice of words, detail, organisation and structure of what has been written. It is expected that most children at the end of Key Stage One will produce writing that shows that they have met the expected standard.

ORGANISATION FOR WRITING

When smaller groups of children are engaged in writing at one time, it is easier for the teacher to give support for each child's writing needs. For some writing activities children may be organised in collaborative mixed-ability groups and pairs. Shared writing and guided writing with the whole class or with groups of pupils is a useful way of demonstrating all the processes that are used when writing. It can be used to introduce young children to the conventions of print and older children to ways of planning, drafting and redrafting. The organisation of writing should always complement the nature of the task. Writing is supported through the use of activities related to vocabulary building activities.

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WRITING FOR DIFFERENT PURPOSES AND DIFFERENT AUDIENCES

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Writing at school should always have a purpose that is made clear to the children. Writing activities should cover the range of uses for writing that exist, including personal, factual, expressive and imaginative. Children should be encouraged to make notes when carrying out practical tasks and to produce labels, captions and word banks for the classroom. Wherever possible children's writing should have an audience that goes beyond the teacher, such as older and younger children, children in the class, family members and audiences outside the school.

RESOURCES FOR WRITING

Writing should be portrayed as a language enriched, everyday activity. In the classroom, children should experience a print rich environment with displays of lists, greeting cards, notes, letters, name labels, self-made books, registers and notices. In order to participate fully in a range of writing activities and become successful and competent writers, children will require a variety of writing tools. Word processing facilities should also be available for pupils to use.

Pupils should learn that different implements are more suitable for particular sorts of writing. Paper, whiteboards and notebooks should be readily accessible. In Early Years these resources should be available in the writing area, as part of the role-play area and alongside interactive displays. As children become more proficient at writing they should be provided with dictionaries and thesauruses and shown how to use these. Writing conferences with the teacher will help the children to evaluate their work and improve their writing. Target setting is used with the children in order to assist them in making progress and in encouraging them to take responsibility for their own learning.

TRANSCRIPTION AIMS

To enable all children to:

- be independent and confident users of written language
- communicate the meaning of what is written efficiently
- draw from a range of strategies when spelling
- develop dictionary and referencing skills.

SPELLING

Spelling is only one part of the writing process. Children should be encouraged to consider the sounds, which make up words and to attempt spelling when they are writing. The teaching of spelling should arise from what the children write, from their work on phonics, including the Tricky Words in the Jolly Phonics Programme and from classroom topics. Spellings should be linked to the individual child's needs. Spelling is taught through shared writing sessions, through word games and by the 'look, cover, remember, write, check' method and a variety of other strategies. Early Years Two and Year One should have access to simple dictionaries, word books and word banks and in addition Year Two should begin to use more sophisticated dictionaries and thesauruses.

HANDWRITING

Handwriting is only one aspect of writing but all children need to learn to write legibly, fluently and with reasonable speed. To this end children need to be shown the correct pencil grip, writing posture and letter formation. Children are taught cursive writing from Early Years and details can be found in the school's Handwriting Policy. Each class base has a Handwriting Resource folder of resources and guidance.

PUNCTUATION

Discussions about punctuation should arise during shared reading and writing sessions. These will help children to realise the function of punctuation in writing. The structure of how punctuation is taught through the Early Years Foundation Stage and Key Stage One can be found in the Long Term Plans.

DRAMA AND ROLE PLAY

Role-play, simulation and group drama are acknowledged throughout the Lower School as important elements in learning. Improvised drama is often used in many curriculum areas, including Science, PSHE, RE and the Humanities, as the basis for written work and a method of exploring ideas and concepts.

Performance skills are developed from an early age and all children from Early Years are involved in assemblies and Christmas productions. But it is important to note that not all drama and role-play activities end in performance.

The process of making drama in the Lower School is seen in four phases investigating, experimenting, presenting and responding. Children are given opportunities to develop skills in each of these four phases.

LANGUAGE IN THE EARLY YEARS FOUNDATION STAGE

In the Early Years Foundation Stage, opportunities for speaking, listening, reading and writing will be planned for children. Indoor and outdoor play, group work and collaborative activities as well as discussion times and adult involvement in activities will provide occasions for speaking and listening. Story sessions using 'big books' as well as other books should introduce children to the pleasure and purposes of reading and writing.

The Early Years Foundation Stage classes have well-resourced book areas, which are used by the children for browsing and borrowing. Story CDs and books are available in the listening areas. Imaginative play areas should contain appropriate literacy resources and adults should enter into the children's play to provide models of how these resources are used. All children are expected to explore and enjoy reading and writing during their time in the Early Years Foundation Stage. The children will be introduced to the Jolly Phonics Programme and Letters and Sounds from the outset and this will be an integral part of classroom practice. Close liaison with parents and carers will enable nursery staff to match language and literacy experiences to the children's needs and to extend the knowledge, skills and understanding children already have.

WRITING AND READING

Good readers are not automatically good writers. However, as children gain more experience of print through reading, it is likely that their writing will improve. As young children gain more experience of print and books they will learn about written language. Attending to the details of print in reading will help children with the transcriptional elements of writing, such as knowledge about letters, presentation and spelling. Reading will also provide children with ideas for their own compositions as well as an awareness of the structure and organisation of writing.

BILINGUAL LEARNERS AND ENGLISH

Wherever possible children's development as listeners, speakers, readers and writers in community languages should be supported. Initial and continuing meetings with parents should provide teachers with information about children's experiences in language and this should be used to guide the teacher's provision for English. Children who are fluent or literate in another language other than English should not be discouraged from speaking, reading or writing in languages that are familiar to them. This will not prevent them from developing as competent users of English. Monolingual pupils should be encouraged to value languages other than their own. Please refer to the EAL policy.

CHILDREN WITH SEND

Children who are making less progress in speaking, listening, reading and writing than one might expect should be brought to the attention of the SENDCO, Ms A Underwood. The language curriculum should be the same for all children and careful attention to differentiation should make this possible. (Please refer to SEND Policy for further guidance). Children who are able and talented in English should be referred to Mrs H Sahota the More Able and Talented co-ordinator. Children with EAL should also be referred to Ms A Underwood the EAL co-ordinator.

PARENTS AND LANGUAGE

We value the experiences of language in its written and oral modes that children bring with them from their homes and communities. Making links and sharing information between home and school has a beneficial effect on children's learning. To this end parents are encouraged to participate in the work of the school and in their children's language development through

- parents' evenings and reports
- regular informal parent consultations and discussions
- a home-school reading programme
- curriculum information evenings and afternoons
- invitations to parents to make contributions to the language curriculum

Parents are provided with information about their child's language development through parents evenings held twice a year and through two written reports, one sent out in December and one in June. In the Early Years one written report is sent out in June. At the end of the Early Years Foundation Stage children's language development is monitored from the onset using an I-talk monitoring sheet and discussed with parents.

SUPPORT AVAILABLE TO IMPLEMENT THIS POLICY

Further information and guidance about the teaching of English is available in the first instance from the School's English Co-Ordinator (Mrs A Verma). Other people who may be able to provide support include the ARR Co-ordinator and the SENDCO. A number of other professionals such as speech therapists may be called on where appropriate. Please consult with the Lower School co-ordinator if you have any questions about this policy. Support is also available in the form of teacher resource materials particularly the Collins Primary Literacy Scheme.

MONITORING AND EVALUATING THE POLICY

The effectiveness of the provision of English throughout the Lower School is reviewed annually. Through discussion, all staff make suggestions for future action and when agreed, these are written into an Action Plan by the English Co-ordinator. These targets underpin the School Improvement Plan. English long term and medium term plans are monitored by the English Co-ordinator and samples of work are collected annually for monitoring purposes. Samples of writing are kept in the exemplar folder located in the English file.

PART 2: UPPER SCHOOL ENGLISH POLICY

Purpose

- To establish an entitlement for all pupils;
- To establish expectations for teachers and pupils
- To promote continuity and coherence across the school;
- To promote a shared understanding of Literacy, within the community.

Overview

This policy consists of key paragraphs that explain how English is taught and appendices, which give further guidance about:

- Reading – Appendix 1
- Writing (to include handwriting) – Appendix 2
- Speaking and listening – Appendix 3
- Characteristics of effective teaching and learning– Appendix 4
- Principles underpinning literacy teaching – Appendix 5

Aims of Policy

To encourage children to:

- be effective, competent communicators and good listeners
- express opinions, articulate feelings and formulate responses to a range of texts both fiction and non-fiction using appropriate technical vocabulary;
- foster an interest in words and their meanings, and to develop a growing vocabulary in both spoken and written form;
- engage with and understand a range of text types and genres;
- be able to write in a variety of styles and forms showing awareness of audience and purpose
- develop powers of imagination, inventiveness and critical awareness in all areas of literacy;
- use grammar and punctuation accurately;
- understand spelling conventions;
- produce effective, well presented written work.

Expectations

By the time children leave our school, we expect them to communicate through speaking and listening, reading and writing, with confidence, fluency and understanding and in a range of situations. We will make every effort to foster an enjoyment of literature.

By the end of Key Stage 1, the majority of children will have met the expected age related standard.

By the end of Key Stage 2 the majority of pupils should have met the expected age related standard and we always seek to challenge children to strive for greater depth

Time Allocation

The time allocated for English is that each child is entitled to at least one hour per day from Year 1 upwards, forty - fifty minutes at Early Years. This may be through specific English lessons or integrated with another curriculum area. In addition, it is expected that cross-curricular links will contribute to pupils' learning in speaking and listening, reading and writing.

Teaching and Learning and Planning

The Primary National Curriculum 2014 forms the basis of teaching and learning. Teachers work towards independent learning and plan for different working groups, e.g. whole class/small group/paired/individual. Teachers employ a range of generic teaching strategies based on "Principals underpinning literacy teaching" (Appendix 6). These include:

- Instructing/directing
- Modelling/demonstrating/scribing
- Explaining
- Questioning
- Discussing
- Consolidating
- Evaluating
- Summarising

Teachers use the National Primary Curriculum 2014 programmes of study for English, as a springboard for their planning. The programmes of study for English are set out year-by-year for key stage 1 and two yearly for key stage 2. The single year blocks at key stage 1 reflect the rapid pace of development in word reading during these two years. Class novels are also used as the basis for or to supplement the children's learning and experience of text.

Clear objectives are set for each session and are shared with pupils. Teachers differentiate according to the needs of the pupils and use intervention for targeted support. The teaching of English is encouraged and developed across the curriculum and links are made where appropriate.

ICT is used where it enhances, extends and complements the teaching and learning of English.

Additional adults are used to support the teaching of English. They work under the guidance of the teacher with small groups of children or individuals.

Inclusion

All children receive quality first English teaching on a daily basis and activities are differentiated accordingly. In addition, where identified pupils are considered to require targeted support to enable them to work towards age appropriate objectives, intervention programmes will be implemented. Teachers and teaching assistants plan programmes together and monitor progress of these pupils.

There will be a third wave of support for pupils who are placed on School Action or School Action Plus, which will be additional and different.

Please see More Able and Talented policy with regards to how children are catered for.

Parental/Community involvement

At St Bernard's Preparatory School we value parental involvement in children's development of literacy and promote a home school partnership in the following ways:

- Sharing information – Newsletters; Termly Curriculum Letters; Curriculum Evenings
- Celebrations – Assemblies, school performances, displays, book fairs and special initiatives such as 'Book Week'.

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- Homework – in line with our homework policy and home/school agreement
- We have strong links with local secondary schools to ensure smooth transition.
Regular visits to the local library are encouraged by our staff. Class teachers liaise with secondary school teachers.

Assessment, Recording and Reporting

Assessments are made in line with the school assessment policy. Teachers report to parents three times a year at parents' evenings and in the bi-annual report to parents. Children are assessed on entering the school and are formally assessed at the end of Key Stage 1 (Year 2) and Key Stage 2 (Year 6). Optional tests are used in years 3, 4 and 5 as a form of summative assessment. These are moderated by the English Co-ordinator and Leadership team.

Analysis of assessment data is used to set targets and whole school English curricular target(s).

To ensure that our assessment continues to be rigorous we have recently adopted the NAHT framework for assessment. The key principles which underpin this are:

- The assessment should link closely to the taught curriculum
- Not everything that is taught should be tested
- Key Performance Indicators [KPIs] should be selected for each year group and subject against whom teachers can make assessments.
- Using the KPIs as a reference point means that assessment can take place throughout the year against specific objectives.

Over the course of the year, teachers and pupils can see progress being made against specific criteria, and can clearly identify those which still need to be covered.

Annual tracking of those who are, and are not, meeting the performance standard for the year group can be kept, with intervention targeted appropriately.

Through use of internal and inter-school moderation, we can have confidence in our judgements part-way through a year and can improve our professional understanding of our children's learning at the same time. Teachers use assessment for learning to ensure planning is based on prior attainment and that pupils know what they need to do to achieve the next steps. Group or individual targets are set accordingly. Marking is in line with the school's marking and feedback policy.

Each child in Key Stage 2 has a personal 'Reading Log Book' where their daily reading at home is recorded. This is evidenced with a parent signature.

All staff teaching English will make teacher assessments against national curriculum statements. It is the responsibility of each English teacher to gather this information.

Staff Development

Teachers are expected to keep up to date with subject knowledge and use current materials that are available in school or on the DfE website.

Training needs are identified as a result of whole school monitoring and evaluation, performance management and through induction programmes. These will be reflected in the School Improvement Plan, which includes the English action Plan. The English Co-ordinator will arrange for relevant advice and information, such as feedback from courses or newsletters, to be disseminated. Where necessary the English Co-ordinator leads or organises school based training.

Resources and Accommodation

A comprehensive range of resources is available in school. Every class has a selection of reference books e.g. dictionaries, thesaurus etc. and a class fiction library. In addition the school library has a variety of reading material, which includes magazines, newspapers, pamphlets, leaflets, posters, etc.

Guided reading books and teacher resources are kept in each classroom. These books are banded and age appropriate. The school library contains an excellent range of fiction and non-fiction books and a growing resource of ICT software to complement that already available in the ICT suite.

The school holds different events, which has included a book week that includes a book fair and visiting authors. Other events may include special displays, library visits, and visiting drama specialists.

Monitoring and Evaluation

English is monitored by teachers, English Co-ordinator, the Headteacher and the Governing Body. Having identified priorities, the English Co-ordinator constructs an action plan that forms part of the School Improvement

Plan. This forms the basis for any monitoring activities and will clearly identify when, who and what is to be monitored and how this will take place e.g. classroom observation, planning scrutiny, work sampling etc.

Applies to:

Whole School including Early Years Foundation Stage (EYFS), all staff, peripatetics, clubs and extra-curricular activity providers, volunteers, Trustees, Governors.

Related Policies:

Teaching and Learning, Curriculum, EYFS, SEND, Single Equalities

Availability:

This policy is made available to parents on our website www.stbernardsprep.org or a copy may be obtained from the school office on request.

Monitoring and Review:

This policy will be subject to continuous monitoring, refinement and audit by the Headmaster.

The Trustees will undertake a formal review of this policy for the purpose of monitoring the efficiency with which the related duties have been discharged every three years or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed by:

Headmaster _____

Date _____

Chair of Governors _____

Date _____

| _____ Review date: [Lent](#) 2020

Appendix 1: Reading

St. Bernard's Preparatory School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

Aims

To enable children to:

- Develop positive attitudes towards reading so that it is a pleasurable and meaningful activity;
- Use reading skills as an integral part of learning throughout the curriculum;
- Read and respond to a variety of texts whilst gaining increased level of fluency, accuracy, independence and understanding
- Develop different strategies for approaching reading and be able to orchestrate the full range of strategies

Entitlement

Pupils have access to a wide range of reading opportunities that include:

- Guided reading
- Whole class reading
- Regular independent reading
- Home/school reading
- Hearing books read aloud on a regular basis
- Big Reading - Comprehension conversations
- Selecting own choice of texts including ICT texts
- Reading whole texts
- Reading in other subjects including ICT texts
- Reading in the community

The Primary National curriculum (2014) stipulates that the programmes of study for reading at Key Stage 1 and Key Stage 2 consist of two dimensions: word reading and comprehension (both listening and reading). Our curriculum ensures that comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction.

Much of the Programme of Study will be taught in English lessons, particularly during whole class and guided reading sessions. Additional time is provided on a regular basis for reading at other times. There is time set aside for independent reading, using the library, listening to whole class stories and research linked to other subjects.

Teaching and Learning

Teachers promote and value reading as an enjoyable activity and also a life skill. Teachers plan for a range of comprehension strategies, which allow pupils to engage with text in a variety of ways to suit different learning styles.

Big Reading – Is the teaching of the key skills of reading through talk and collaboration. We understand that not only is it vital that pupils are taught reading skills, but that they are then given opportunities to practise and reinforce those reading skills across the curriculum. The key skills of reading are:

- **READ** - phonics, sight words & other 'decoding' strategies
- **Retrieve**
- **Explore**
- **Analyse**
- **Deduce and infer**

Comprehension conversations enable teachers to listen to children read a 'cold text' and then question the children's using the R.E.A.D. question stems. Using the Oxford Criterion Reading Scale, teachers can then identify and focus on the key reading skills, which the pupils need to develop. Focus on the key reading skills and reference to pupils' Cloze assessment, also ensure that each child is issued with the appropriately levelled structured reading book. Pupils' progress through the structured reading scheme is tracked.

In **whole class reading (Years 3-6)** the teacher models the reading process to the whole class as an expert reader providing a high level of support. Teaching objectives are pre-planned and sessions are characterised by explicit teaching of specific reading strategies, oral response and collaboration. Texts are rich and challenging.

In **guided reading (Years 1-2)** texts are chosen to match the ability of the group, but still provide an element of challenge. Guided reading provides a forum for pupils to demonstrate what they have learned about reading; the focus for the reading is concerned with extending strategies/objectives taught in shared reading.

Many other opportunities are provided for pupils to practise and extend reading in other subjects. Pupils select texts under the guidance of the teacher for independent and home/school reading. Reading at home is regarded as an important part of reading development. Pupils are expected to read aloud at home every day and parents are encouraged to engage in active discussion with their children about their reading materials. Parents/carers are expected to question their child using the R.E.A.D. question stems. This is monitored through the completion of the pupil's 'Reading Log', whereby pupils are then awarded with a credit on a daily basis, as part of the 'Reading Bugs' scheme. Reading aloud every day means that every pupil has the opportunity to be awarded a bronze, silver and gold reading badge.

Vocabulary development

Pupils' acquisition and command of vocabulary are key to their learning and progress across the whole curriculum. Teachers should therefore develop vocabulary actively, building systematically on pupils' current knowledge. They should increase pupils' store of words in general; simultaneously, they should also make links between known and new vocabulary and discuss the shades of meaning in similar words. In this way, pupils expand the vocabulary choices that are available to them when they write. In addition, it is vital for pupils' comprehension that they understand the meanings of words they meet in their reading across all subjects, and older pupils should be taught the meaning of instruction verbs that they may meet in examination questions. It is particularly important to induct pupils into the language, which defines each subject in its own right, such as accurate mathematical and scientific language.

Resources

All classrooms have a book area with a range of fiction and non-fiction. Pupils also have opportunities to read magazines, information leaflets and ICT texts. The school library is an important resource and pupils are taught how to use it appropriately. Appropriate structured reading (Oxford Reading Tree) and guided reading resources and teacher resources are kept in each classroom.

All teachers provide a stimulating reading environment, promote book ownership, have book notice boards, and recommend books to pupils. Classroom and central displays are language rich and special displays promote authors and books.

Appendix 2: Writing

Aims

Children should learn to:

- Write in different contexts and for different purposes and audiences;
- Form letters correctly, leading to a fluent joined and legible handwriting style, giving increasing regard to presentation;
- Be increasingly aware of the conventions of writing, including grammar, punctuation and spelling
- Plan a draft and edit their writing to suit the purpose
- Use ICT as a literacy medium for presenting work and manipulating text

Entitlement

Pupils have access to a wide range of writing opportunities that include:

- The Write Stuff (See appendix 3)
- Shared writing
- Guided writing
- Independent writing
- Writing different text types and narrative styles
- Writing in different curriculum areas
- Handwriting practise
- Collaborative writing
- Writing related to own experiences and enjoyment
- Writing from a variety of stimuli
- Planning, drafting, editing and presenting
- Using ICT

Teaching and Learning

Teachers promote writing and look for ways to inspire and motivate pupils so that they see themselves as 'writers'. Teachers establish the purpose and audience for writing and make teaching objectives explicit to pupils, so they know why they are studying a particular a particular text type, the kind of writing activities they need to undertake and what the expected outcome will be. Usually, though not always, the **teaching sequence for reading and writing** will be used as a framework. All the children from Year 1 upwards will be involved in using "The Write Stuff" approach and developing their writing skills through 'sentence stacking'.

Reading and responding	Introduction to reading; enjoyment; teach reading strategies; response
Analysing	Analysis of texts for structural and language features; teacher demonstration of usage of sentence and word level features; further consolidation of key features
Planning and writing	Talk for writing; planning, drafting, revising, editing

Subject-specific texts that link to work being undertaken in other areas may also be used in English lessons to support the wider curriculum. Teachers use shared writing to model the writing process. Shared reading and writing provide a context for discussion and demonstration of grammatical features at word level, sentence level and text level. Activities are differentiated through the use of writing frames, spelling banks, collaborative work and peer or adult support. Teachers encourage '**talk for writing**' as an integral part of the process. Teachers provide opportunities to practise and improve handwriting and encourage pupils to develop a fluent legible style.

Spelling, vocabulary, grammar and punctuation

The national curriculum in England - English Appendix 1: Spelling

http://dera.ioe.ac.uk/18288/1/English_Appendix_1_-_Spelling.pdf gives an overview of the specific features that

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should be included in teaching the programmes of study. Opportunities for teachers to enhance pupils' vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. Pupils are taught how to work out and clarify the meanings of unknown words and words with more than one meaning.

Pupils are taught to control their speaking and writing consciously and to use Standard English. Throughout the programmes of study, teachers teach pupils the vocabulary they need to discuss their reading, writing and spoken language. Consequently, it is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching.

Resources

Each class has a range of materials to support the writing process. Writing materials are kept accessible and organised and pupils are encouraged to take care of the equipment and return it to where it belongs. Each class also has a set of age appropriate dictionaries, thesaurus and word banks. All teachers have access to the teacher's guide to 'The Write Stuff'.

All children from Years 1-6 have access to SPAG.com and also have copies of the Schofield & Sims Grammar workbook. Rising Stars resources and the online platform - Spellodrome ensures that pupils in Years 1-6 are taught the spelling rules and patterns as required by the statutory requirements of the National Curriculum. Spellodrome encourages the development of critical spelling awareness - visual, phonological, morphemic and etymological.

Appendix 3: Speaking and Listening

Aims

Children need to be able to:

- Communicate effectively, speaking with increasing confidence, clarity and fluency
- Participate in discussions and debate in a variety of contexts
- Listen to the views, opinions and ideas of others with increased interest
- Articulate ideas and thoughts clearly with appropriate tone and vocabulary recognising audience
- Respond to questions and opinions appropriately
- Retell stories and poems which are known by heart
- Ask questions with increasing relevance and insight

Entitlement

Pupils have access to a wide range of speaking and listening opportunities that include

- Talking about their own experiences, recounting events
- Participating in discussion and debate
- Talk for writing
- Retelling stories and poems – Elocution Challenge
- Expressing opinions and justifying ideas
- Listening to stories read aloud
- Presenting ideas to different audiences
- Taking part in school performances
- Responding to different kinds of texts
- Talking to visitors in school
- Listening to ideas and opinions of adults and peers
- Role-play and other drama activities across the curriculum.

Teaching and Learning

Teachers provide a wide range of contexts for speaking and listening throughout the school day. Teachers model speaking clearly. This includes clear diction, reasoned argument; using imaginative and challenging language and use of Standard English. Listening is modelled, as is the appropriate use of non-verbal communication, respecting the views of others. Teachers are also sensitive in encouraging the participation of retiring and reticent children. Speaking and listening outcomes are planned for in all areas of the curriculum and speaking and listening objectives are identified in planning. Roles are shared with pupils: sometimes a pupil will be the questioner, presenter, etc.

Learning takes place in a variety of situations and group settings. For example these could include reading aloud as an individual, working collaboratively on an investigation, reporting findings as a newscaster, interviewing people as part of a research project, acting as a guide for a visitor to school, and responding to a text in shared or guided reading.

PSHE is a time when children learn about how to respect the views of others and the importance of speaking and listening with regard to others.

Resources

Teachers have access to a range of resources for speaking and listening activities. Audioboo is also used to record pupils' performances. This then enables a QR code to be produced and scanned so that all members of the class / school community

Appendix 4: Characteristics of effective teaching and learning

Speaking and Listening

Children:

- Feel their ideas and opinions are valued
- Listen to verbal instructions which are clear
- Offer ideas and opinions which may differ from others
- Verbalise ideas in a variety of situations
- Ask and answer questions appropriately
- Think before they speak – plan out
- Appreciate opinions of others
- Speak aloud with confidence for the appropriate audience
- Communicate collaboratively

Teachers:

- Plan for speaking and listening
- Speak clearly
- Listen
- Consider oral outcomes
- Encourage discussion, debate and role play
- Value and build on pupils' contributions
- Understand how to develop skills progressively
- Use resources effectively
- Set realistic goals
- Use different approaches

Reading

Children:

- Have access to a range of books
- Enjoy reading at their level
- Talk about reading and reading material
- Use a range of comprehension strategies to engage with text

Teachers:

- Offer a range of reading opportunities
- Encourage independence
- Read to children
- Teach the full range of reading strategies
- Understand the progression of skills in reading development
- Plan for shared and guided reading
- Monitor independent reading
- Promote reading for enjoyment and as a life skill
- Use reading in other subjects to consolidate skills
- Maintain home/school links

Writing

Children:

- Take pride in their writing and know different writing styles are appropriate
- Understand why they are writing
- Experiment and draft ideas

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- Talk about what they are going to write (mentally rehearse)
- Are confident to share ideas with others
- Write for different audiences and purposes
- Plan effectively
- Use support materials effectively
- Use ICT as a tool

Teachers:

- Make clear links between reading and writing
- Offer a wide variety of writing opportunities, including handwriting practise
- Are confident in modelling the writing process
- Know key features of different text types and narrative styles
- Use modelling/scribing and supported composition
- Plan outcomes and clarify audience and purpose
- Provide equipment to allow children to achieve their best results
- Clearly outline objectives and targets
- Encourage children to self-correct and redraft work
- Identify and use cross curricular links
- Plan to use ICT in writing activities
- Provide prompts and scaffolds to support independence

Appendix 5: Principles underpinning literacy teaching

- Objectives – led teaching
- Reading and writing linked
- Range of generic teaching strategies
- Whole class interactive teaching
- Promoting independence
Shared – Guided – independent
- Inclusion
- Minimum daily entitlement for children
- Cross – curricular links
- Talk for Writing
- VCOP