



Burbage Primary School

English

Policy

Date of approval: May 2021

Approved by LGB

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This document should be read in conjunction with the following policies and documents:

- National Curriculum for English
- Early Years Framework
- Sounds-Write Phonics Programme
- Teaching and Learning Policy
- Assessment Policy

Organisation of the English Curriculum:

English is a core subject within the National Curriculum and forms an integral part of the whole curriculum for EYFS, Key Stage 1 and Key Stage 2. The teaching of English is guided by the National Curriculum document which sets out the key objectives for Year 1 through to Year 6, with Reception following the EYFS Framework, to enable pupils to become fully literate. English is taught within daily focus lessons and developed further across the whole curriculum.

At Burbage Primary School we aim to nurture and develop a life-long enjoyment of all aspects of English with all the children in our care, irrespective of their background and attainment.

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Burbage Primary School English Policy - Writing Focus

Rationale

Writing effectively is a crucial skill that children need to develop throughout their education. As a school we believe that enjoyment of writing across the whole curriculum is a key element to ensuring the development of the skills and knowledge that will enable them to communicate clearly and creatively with the world around them. Our writing will be shared out across all areas of the curriculum. Our afternoon curriculum and foundation subjects expose the children to regular extended non-fiction writing (essays), therefore majority of morning English writing will consist of creative writing opportunities.

Aims

In order to encourage all children to see themselves as writers, as a school we will:

- Expose all children to a range of high quality examples of writing by sharing a wide range of written texts.
- Provide a diverse range of opportunities to enable children to develop their own writing style, including both formal and informal genres.
- Ensure children experience success and enjoyment through providing regular opportunities to share their writing with a range of audiences.
- Hold regular events celebrating writing – such as: taking part in events such as Marlborough Literacy Festival; internal, local and national writing competitions; cross-year presentations of work; regular recognition of writing to raise profile in school; pen license certificates.

How we Teach Writing at Burbage:

At Burbage Primary School we have adopted "The Write Stuff" approach by Jane Considine to ensure clarity to the mechanics of writing. Following a method called "Sentence Stacking" the approach places emphasis on sentences being 'stacked together' chronologically and organised to engage children with short, intensive moments of learning that they can then immediately apply to their own writing. "The Write Stuff" uses a variety of texts, including narrative, non-fiction and poetry, this ensures that the children get a rich diet of texts over the course of the year. Throughout the

writing process, children edit and redraft their work in response to feedback from their teacher and peers.

An individual lesson is based on a sentence model, broken in to 3 learning chunks. Each learning chunk has three stages:

Initiate stage– This is a time to inspire: through the use of a stimulus, pupils are immersed in a rich language discussion and activities to provide a wealth of vocabulary to aid their writing.

Model stage – This is the chunk whereby the teacher demonstrates the thoughts and processes of a writer and articulates writing choices, through modelling.

Enable stage – This stage is the opportunity for pupils to showcase what they can do within particular writing parameters known as ‘The Three Zones of Writing: FANTASTICs, GRAMMARISTICs and the BOOMTASTICs’.

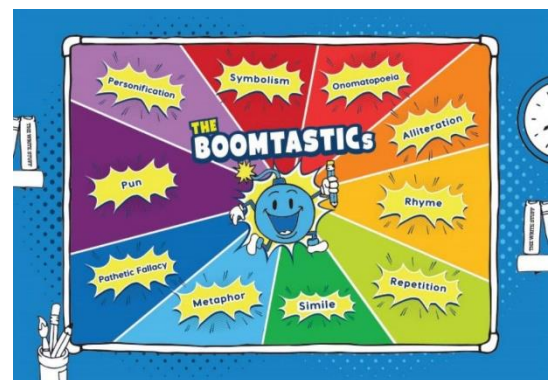
Children are challenged to ‘Deepen the Moment’ throughout the sentence stacking lessons, this requires them to independently draw upon previously learnt skills and apply them to their writing during that chunk.

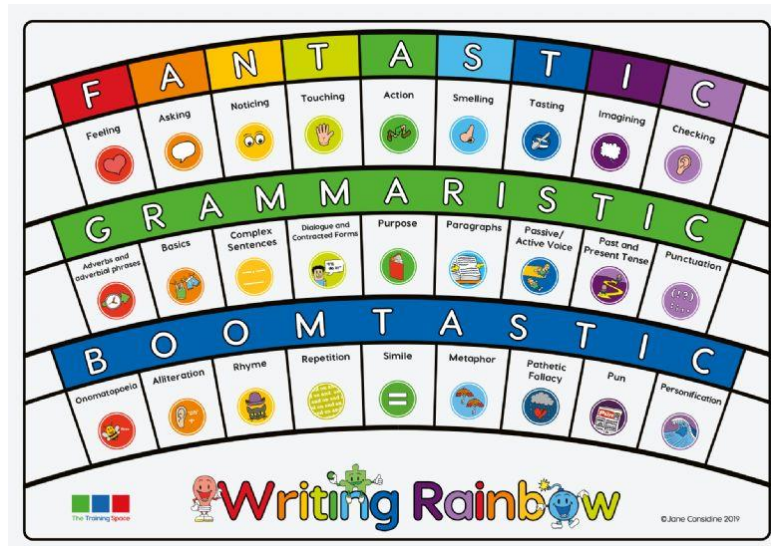
The Three Zones of Writing are essential components to support pupils in becoming great writers.

Through the nine idea lenses known as the FANTASTICs, pupils focus on intended purpose of a sentence.

The GRAMMARISTICs allow pupils to focus on the grammar element of writing which focuses on sentence structure, grammar rules and punctuation.

The BOOMTASTICs allow pupils to capture and create a vivid visual for the reader through the use of poetic devices.





Once children have followed their 'central character' through the story, they have the opportunity to plan and write independently using their previous learning to shape their creative stories. The children are encouraged to see writing as a journey; re-drafting and editing are used before writing is published. Writing extends across the curriculum with children being given opportunities to write for a range of different purposes outside of the writing lesson.

Whilst following The Write Stuff approach, each year group will teach one unit of poetry per year, as well as three different types of non-fiction writing (for example, letters, instructions and leaflets). Non-chronological report writing is covered throughout topic work over the course of the year, as children write essays at the end of their unit.

Burbage Primary School English Policy – Speaking and Listening Focus

Aims:

As a school we will:

- expose all children to become willing, clear speakers and active, thoughtful listeners
- provide a diverse range of opportunities to enable children to develop appropriate speaking skills for a variety of situations – both formal and informal
- ensure children's contributions are valued by their peers and adults
- enhance their thinking and learning skills
- ensure children read out loud on regular occasions in a variety of settings (e.g – assemblies, in class)

How we Teach Speaking and Listening Skills at Burbage Primary School:

Teaching and learning will involve utilising every opportunity to challenge, enthuse and engage children and given them the opportunity to develop their speaking and listening skills. Skills will be taught both explicitly and incidentally throughout all English lessons and across the whole curriculum. At all times, both in lessons and break times, children will be encouraged to speak in complete sentences.



Contexts in which speaking and listening occurs will be varied in terms of:

- Audience e.g.: child/child; child/adult; group; whole class; assembly; performances
- Strategies e.g.: role play; drama; discussion games; reasoning; explanations etc...
- Purpose e.g.: communicating; clarifying; questioning; solving problems etc...

Speaking and Listening will be promoted through activities including:

- Role play and drama
- Performing poetry
- Sharing news / ideas
- Story telling / re-telling / reporting
- Reading aloud
- Questioning and Enquiring
- Group interaction / Collaborative group work
- Reflective work
- Clarification and explaining
- Assembly and concert performances

Assessment in Speaking and Listening:

Speaking and listening is assessed firmly through DC Pro. Teachers keep a regular record of children's progress against DC Pro objectives.

Burbage Primary School English Policy – Reading Focus

Rationale:

Reading for pleasure is the most important facet of teaching children to read. Reading is a skill and, as a school, we believe that reading for pleasure is one of the most life-affirming elements of the human condition. Success in reading is the key to independent learning and has a direct effect on progress in the wider curriculum.

Aims:

As a school we will:

- Expose all children to a range of high quality texts by sharing stories aloud
- Provide a diverse range of books to enable the children to develop their own reading tastes, from humour and sci-fi to mystery and historical fiction
- Ensure children experience success and enjoyment through providing regular opportunities to read and re-read known and loved favourite books
- Include class book corners which are well stocked and inviting
- Carefully level books in order to develop stamina and fluency
- Hold regular events celebrating storytelling and books – such as: World Book Day, Book Fayres, Theatre trips, visits by authors, book clubs, book reviews published in school newsletters, reading buddies, reading challenges
- Provide a vibrant library with regularly updated stock.
- Designated library slots, where all children are encouraged to borrow a variety of texts.



- Regularly update a list of recommended book set to be made available to all children and families.

How this looks in practice:

Children are encouraged to read independently from a range of genres. Records of these books are kept and monitored to ensure that they have accessed a wide variety of reading experiences. Additionally, each class shares a daily story which could be linked to other areas of the curriculum.

A common core of Nursery Rhymes and Fairy Tales will be taught across Reception and KS1 including classic versions, for example: Three Little Pigs, Red Riding Hood, The Gingerbread Man, as well as others.

How we Teach Reading at Burbage:

Our reading lessons are planned within the 2014 National Curriculum and reflect the “Simple View of Reading.” This is a combination of word reading skills (both phonic decoding and the quick recognition of “tricky words”) and comprehension - including retrieving information, summarising, deduction, making inferences and using evidence from the text to justify these. We use the statutory appendices on spelling, grammar and punctuation to inform our planning. We believe the key to success in teaching reading skills is consistency and rigorously embedding developmentally appropriate skills in the curriculum.

Phonics:

In EYFS and KS1 we use the Sounds-Write programme. Sounds-Write is acknowledged by the DfE as meeting ALL its criteria for an effective phonics teaching programme. It is a highly structured, linguistic programme which is all about sounds.

This phonics programme offers a very highly structured, multi-sensory, incremental and code-oriented, instructional approach to teaching children to read and spell. The Sounds-Write programme provides fast and effective teaching for children at all levels. Lessons are clearly structured and follow within a systematic, synthetic phonics approach. It teaches all key elements of conceptual understanding, factual knowledge, and the three essential skills of blending, segmenting and phoneme manipulation necessary for learning to read and spell and it does so on a **daily** basis until all children achieve the automaticity that underlies the fluency of every successful reader.

The children are placed in mixed ability groups and cover 5 sounds in one day. These sounds are then repeated over a week or 2-week period. This gives children the opportunity to use the variety of sounds all together, rather than separately.

Teaching the Initial Code

At the start of the programme, simple, one sound/one spelling, one-syllable, CVC words only are introduced. As the programme progresses, the complexity of one-syllable words is increased to four-, five- and six-sound words of the structure CVCC, CCVC, CCVCC/CCCVCC, before introducing the most common consonant digraphs.

The Sounds-Write programme teaches pupils to understand the way the alphabet code works. Very often, in the early stages of learning to read and spell, because of the complexity of the code, pupils will not be able to spell some sounds by using the correct spellings. However, pupils taught using



Sounds-Write will be able to write almost anything they want to write by using plausible (phonetic) spellings for sounds. In this way, pupils, teachers and parents can read anything the pupil has written. As they progress through Key Stage 1, pupils learn systematically how words are spelled in English. This ability to express oneself in writing from the start of school gives children enormous confidence, which naturally feeds back into the other kinds of learning taking place within the school curriculum.

The Extended Code and Polysyllabic Words

Thereafter, from Y1 onwards, all the remaining common vowel and consonant sound to spelling correspondences are taught until all the common spellings for the forty-four sounds in English have been covered. In parallel with this, pupils are taught how to read and spell polysyllabic words, progressing from two-syllable to five- and six-syllable words.

A multi-sensory programme

Throughout, Sounds-Write promotes the use of multi-sensory engagement with the materials pupils are working with in a manner that is commensurate with the level and abilities of the children being taught. Visual, auditory and kinaesthetic activities are at all times combined simultaneously to promote learning.

In addition to being multi-sensory, the Sounds-Write programme has pace and utilises an array of stimulating lessons and resources. It also enables practitioners to differentiate the challenges placed before the learner in order to meet their individual needs.

Spelling:

When ready, children move on to the No Nonsense Spelling programme which covers Year 2 to Year 6. Spelling is taught daily for 20 to 30 minutes across the school. Children are given weekly spellings. These spellings are practised at home and are then tested in school. Spellings are assessed three times a year. This gives an accurate spelling age for the children and is a way to show their progress over the course of the year.

Reading Books:

All class teachers are responsible for their pupil's progress in reading. Our children are immersed in books and storytelling from their earliest days in Reception, all the way through school. They are taught how to segment and blend simple words. Children start off by reading the Sounds Write books and Dandelion readers, which match the phonics programme. As a school we are also partnered with the Ramsbury Reading Hub which provide resources for phonics and early reading.

In KS2, children are encouraged to take books from the library. Each class gets a 20 to 30-minute slot in the library, giving the children the opportunity to look at books together and spend time reading in a different environment. Each class has a book corner, which is well stocked with a variety of texts. These texts vary from fiction to non-fiction, poetry, picture books and many more. Children are encouraged to read daily, using reading journals to record their reads at home.

Guided Reading:

Across the school, whole-class guided reading sessions occur 4 times a week for around 25 to 30 minutes. These sessions focus on a variety of reading skills such as; inference, prediction, summarising and identifying how language, structure and presentation contribute to meaning.



Children are encouraged to discuss texts as a class, work collaboratively as well as independently and be able to use the text to support their answers in a variety of questions. During our guided reading sessions, we ensure that the children are exposed to a wide variety of text and authors throughout their time at Burbage. This includes a variety of styles of narrative, as well as a wide-variety of authors (see Appendix of texts), non-fiction texts and poetry.

Children are also given the opportunity to read individually with volunteers. We have a group of volunteers who come in once or twice a week to listen to children read, this gives children the opportunity to read in different settings, as well as to different people.

Our Approach:

Our approach reflects first-hand experience, for example; 11 things by 11. Teachers have professional freedom to select their own texts depending on the interest of their class. The following list of books provides a rich spine of literature which every child should experience at Burbage Primary. Children will experience a variety of texts, including classics and fairy tales throughout their time at our school and will be able to use this knowledge and experience later on in their school life.

Appendix of texts (Guided reading/end of day stories)

Reception

Traditional Tale: Three Little Bears and Jack and the Beanstalk

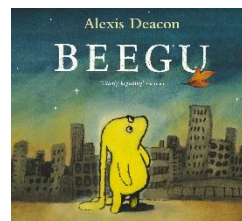
Classic: The Cat in the Hat

Fable: The Goose Who Laid Golden Eggs

Portal: Beegu

Picture Book: We're Going on a Bear Hunt

Poem: Each Peach Pear Plum – Janet and Allan Ahlberg



Year 1

Traditional Tale: Little Red Riding Hood

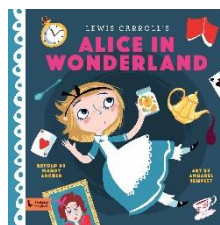
Classic: The Rainbow Fish

Fable: The Boy Who Cried Wolf

Portal: Alice in Wonderland

Picture Book: Elmer

Poem: The Owl and the Pussy Cat – Edward Lear



Year 2

Traditional Tale: The Three Little Pigs

Classic: Fantastic Mr. Fox

Fable: The Lion and The Mouse

Portal: Flat Stanley

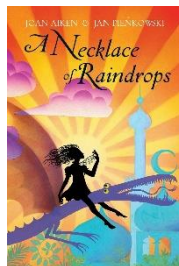
Picture Book: Meerkat Mail

Poem: The Dragon Who Ate Our School – Nick Toczek



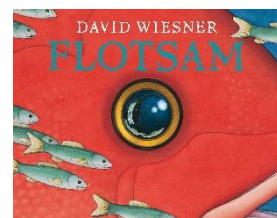
Year 3

Traditional Tale: Billy Goats Gruff
Classic: The Iron Man
Fable: A Necklace of Raindrops and other stories
Portal: Stone Age Boy
Picture Book: Voices in the Park
Poem: The Sound Collector – Roger McGough



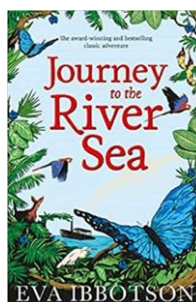
Year 4

Traditional Tale: Hansel and Gretel
Classic: Stig of the Dump
Fable/Myth: The Story of Tutankhamun
Portal: The Train to Impossible Places
Picture Book: Flotsam
Poem: The Jabberwocky – Lewis Carroll



Year 5

Traditional Tale: Beowulf
Classic: Journey to the River Sea
Fable/Myth: The Iliad and The Odyssey
Portal: The Lion, the Witch and the Wardrobe
Picture Book: Journey
Poem: The Sea – James Reeves



Year 6

Traditional Tale: Hansel and Gretel (Brothers Grimm)
Classic: The Hobbit
Fable/Myth: Skellig
Portal: Harry Potter and The Goblet of Fire
Picture Book: The Mysteries of Harris Burdick
Poem: The Way Through the Woods – Rudyard Kipling

