

English Policy



Curriculum

In Reception, we use the Statutory Framework for the Early Years Foundation Stage (2021) to plan our English teaching in provision. In Key Stage 1 and 2, we use the National Curriculum for English (2014) as the basis for our English planning.

Early Reading

At Barrowcliff, we believe that learning to read plays a crucial role towards academic success, and evidence and research produced by the Education Endowment Foundation (EEF) supports this. The teaching of phonics is recognised as an important component in the development of early reading skills, particularly for those children from disadvantaged backgrounds. Phonics at Barrowcliff School, which is taught using the Read, Write Inc. scheme of work, plays a vital part in our school curriculum, as it provides the building blocks of which our reading curriculum is built on. High-quality, consistent phonics teaching provides our children with the skills to learn how to read, which enhances the meaning of what is read, and makes reading more pleasurable and enjoyable.

Intent

We believe that reading is a gateway skill to all other learning and is integral to a child's understanding and appreciation of the world around them, and phonics is crucial for children being able to unlock the reading code. We aim to:

- Deliver phonics through a high-quality phonics programme (Read Write Inc.) and consistently implement it to equip children with the skills they need to in order to decode and become fluent readers.*
- Provide children with books which are closely matched to their attainment in phonics, so they are able to practise their reading successfully.*
- Support children in catching up quickly by making use of ongoing formative assessments and targeted intervention.*
- Ensure the highest number of children possible are able to pass the phonics screening check, with expectations for children being aspirational, yet achievable.*

Implementation

Phonics at Barrowcliff School is taught using the DFE validated programme Read Write Inc. (RWI). This programme provides a consistent and rigorous approach to teaching in a systematic, synthetic phonics. You will see:

- Daily RWI phonics sessions taught from the beginning of Reception to year 2.
- Lessons following a consistent structure, which is deeply embedded across all sessions.
- Children grouped into small groups according to attainment, to receive targeted learning, dependent on learning needs and progress.
- Expertly trained adults leading RWI phonics sessions.
- Teaching which follows the RWI scheme of work and expectations, where 44 sounds are taught as well as their corresponding letter/letter groups using simple picture prompts.
- Children learning to read words using Fred Talk and sound blending.
- Children reading from a range of storybooks and non-fiction books which are closely matched to their phonic knowledge.

Rigorous assessment

Assessment is used to monitor the progress of children, as well as to identify any children who may need additional support.

Formative assessment is used:

- Daily within lessons to identify children who need keep-up support.
- Daily, to provide on the spot feedback to address learning needs immediately.
- Consistently ongoing to identify any children who are falling behind the programme's pace.

Summative assessment is used:

- Every 6 weeks to assess children's progress, to identify learning gaps, and identify any children in need of additional or targeted support.
- To regroup children, where necessary, so individual learning needs can be targeted and met successfully.

Home readers

Integrated into the RWI approach is the use of high-quality decodable books, which are sequenced and matched to the scheme of learning. From this collection of sequenced books, children take home a book which is closely matched to their level of phonics attainment, so they can practise and apply their phonics to the skill of reading.

Support to catch up

Although we aim for each child to have successfully completed the RWI phonics programme by the end of year 1, we recognise that some children may benefit from further instruction and additional support. Therefore, we will ensure that high-quality consistent RWI phonics provisions is in place for:

- Any child who did not pass the year 1/2 Phonics Screening Check.
- Any child who is new to the English language.
- Any child who has not completed the RWI programme (or any other systematic synthetic phonics programme).
- Any SEND children who may benefit from repeated, additional practice.

In year groups and classes from year 2-6, this may look different. However, you may see:

- 1:1 RWI sessions following the RWI programme.
- 1:1 repeated practice of elements of phonics using the RWI programme (e.g. individual sounds, blending).
- Small group RWI sessions following the RWI programme.

Impact

At Barrowcliff, we will know if we have achieved our aims because:

- Children will be able to decode, segment and blend successfully and confidently, and by the end of year 1 will be ready move onto Whole Class Reading.
- Children will feel successful in reading and will be more willing to read as books will be closely matched to their attainment and needs.
- By implementing high-quality intervention effectively and promptly, the majority of children will be fluent confident readers by the end of year KS1.
- A high percentage of children will have passed the phonics screening check at the end of year 1.

Reading

At Barrowcliff School we believe that Reading is an essential part of the curriculum: a subject that doesn't stand alone, but one that should be integral of all learning across our curriculum. Therefore, where appropriate, our teachers follow our long-term plan and use high-quality, well-chosen texts as the starting point for teaching Reading. This provides links to the wider curriculum where possible, and therefore offers additional context to enhance meaning and understanding.

Intent

We aim to:

- *Deliver an engaging & exciting curriculum that develops a love of reading & inspires children to want to read.*
- *Teach children to read accurately and fluently to be able to gain a secure understanding of what they have read.*
- *Foster a love of reading by providing children with the opportunity to read a wide variety of challenging fiction, non-fiction and poetry, confidently.*
- *Build a community of engaged readers who turn to reading for pleasure and to find meaning in what they are learning, with the hope of enabling them to be lifelong readers.*
- *Develop a consistent and rigorous approach to teaching reading in order close any gaps and target the highest possible number of children achieving the expected standard (and higher).*

Implementation

We view Reading as an entitlement for all, and as the key to academic success. By having reading at the core of our curriculum, we are instilling in children an understanding that reading is a transferable skill which will benefit them in all subjects. We ensure that children read within and outside of reading lessons, where they can read for a range of purposes.

Whole Class Reading Approach (Year 2-6)

- *From year 2 onwards, children at Barrowcliff take part in daily Whole Class Reading sessions, using our consistent 2-week cycle approach to Reading. Here, children are submersed into language-rich lessons using our high-quality class texts*

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which have been carefully chosen.

- Children are taught explicitly how to read fluently, as well as how to fully comprehend the texts they are reading.
- Children to learn to read and comprehend a wide variety of non-fiction, fiction and poetry, for a wide variety of purposes.
- Each session within the 2-week cycle prioritises vocabulary and language development, as well as reading comprehension and skills.
- When children begin our Whole Class Reading 2-week cycle in year 2, reading fluency is prioritised, as it is recognised that fluency acts as a bridge to reading comprehension.
- When our children have increased their reading fluency, our two-week cycle is then adapted to place an emphasis on extended reading and the close reading of challenging texts in order to comprehend understanding and meaning.

Support to catch up from Year 2-6

Although we expect the majority of children will have successfully completed the Read, Write Inc phonics programme by the end of year 1, we recognise that some children will benefit from further instruction. We will therefore ensure that high quality Read, Write Inc phonics provision is in place for:

- Children who did not pass the Year 1 phonics screening check.
- Children who have no previous experience of the English language.
- Children with SEND, who are finding decoding difficult and require repeated practice.

In Year 2 and across key stage 2 this may look different for different children. However, you may see:

- Small group interventions focused on teaching graphemes, blending and segmenting using the Read, Write Inc. scheme of learning.
- 1:1 intervention focused on blending and segmenting using Read, Write Inc.

In addition to this, teachers will:

- Ensure children have access to books which are appropriate to their individual reading level and age.
- Closely monitor home reading book choices and frequency using our school Reading Records.

Reading for Pleasure

At Barrowcliff School, we recognise that reading is more than decoding and practising written comprehension skills. Therefore, Reading for Pleasure is highly encouraged, modelled and celebrated in our school. In school you will see:

- Planned time for children to share/read a book of their choosing, or one that has been recommended by our staff.
- Daily class story time, where texts are selected with input from our children to gain maximum enjoyment.
- Access to high-quality texts in our school library and colour-banded reading sections, which children are able to choose independently to take home and share.
- A designated section within our 2-week cycle devoted to Book Talk, for our children to share and discuss their opinions.

Impact of Reading

How will we know if we have achieved our aims?

- Children display enthusiasm for reading and choose to read for pleasure.
- Children will be able to become fluent, confident readers who are able to comprehend the meaning of challenging texts.
- Children will read in other subject areas confidently and will be able to enhance their skills and understanding of the world.
- Children will have acquired a range of reading skills and knowledge which can be applied to new and unfamiliar challenging texts, allowing them to be able to fully understand it.
- A high number of children achieve the expected standard or higher at the end of KS2, and those who find reading challenging are provided with the support to catch up through targeted intervention.
- Children will show a passion for reading widely and accurately, with the appetite to becoming lifelong readers.
- Children will choose books for pleasure, enter a wide range of worlds that reading opens up and immerse themselves in topics of interest in lessons and beyond the primary school curriculum.

English

English is an essential part of our curriculum at Barrowcliff School, and we view it as a subject that not only stands alone, but one that should be an integral part of all learning. Daily English lessons are completed where children combine and skills of knowledge of spoken and written language, as well as grammar, punctuation, spelling and vocabulary. Children are taught to write for different purposes, first and foremost, as well as in different forms (text types). The writing purposes are our project drivers. Through English, spoken language is developed. The key skills for Spoken Language apply across the curriculum, not just within our English based lessons.

Intent

We aim to:

- Deliver an engaging and exciting curriculum that helps develop a love of writing and inspires children to want to write.
- Encourage children to be imaginative, and to bring this to their writing.
- Provide children with the essential skills in grammar, spelling, punctuation and composition that will be life-long.
- Support children to express their thoughts and ideas clearly and creatively through the written word.
- Develop children into writers with an understanding of the writing process, including proof-reading and editing to enhance their work.
- Support children to be articulate and confident communicators who express themselves and enhance their learning when engaging in discussions.
- Create a culture where children love to read and take pride in their writing.

Implementation

In EYFS, children are taught using the Talk 4 Writing approach which allows our children to develop their spoken language and vocabulary, whilst orally rehearsing sentences. From year 1-6, children are taught how to write using our consistent approach to writing. Effective composition of writing, involves forming, articulating and communicating ideas and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary, spelling and grammar.

Therefore, across 2 weeks children will:

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- Study a high-quality model text, which is used to explore text layout, language features, and be used to spark imagination and inspire ideas.
- Take part in clearly structured lessons which allow children to develop essential skills and knowledge, such as tier 2 vocabulary and the teaching and retention of grammar and punctuation skills.
- In KS1, take part in 'pre-writing' lessons which allow our children to discuss ideas, verbalise vocabulary, phrases and sentences for writing orally, before forming written pieces.
- Be taught grammar and punctuation (and sometimes spelling) in the context of their writing unit, where its purpose can be identified and be seen being used most effectively.
- Work on any other areas of the English curriculum, that is required to be able to write effectively for their purpose and genre (e.g. vocabulary choices, structuring of sentences orally and verbally, and idea generation).
- Be guided through the writing process of: planning their writing, producing a shared write with their teacher modelling expertly, writing a first draft independently, editing and improving their own writing, and producing a published final draft.

Writing for a range of purposes

In KS1, children are taught to write for a range of purposes, and how different text types can allow this to be completed. This is then strengthened and developed as children enter KS2, with children enhancing their knowledge of different purposes and text types, and begin to see themselves as writers. Across school, writing purposes and text types are revisited regularly to consolidate and solidify their understanding, and to enhance their skills in grammar, sentence construction and punctuation. At Barrowcliff School, we write for four main purposes: To entertain, to inform, to persuade, and to discuss.

Quality editing and publishing

The editing and improving of a piece of writing is viewed as an essential part of the writing process across school. In KS1, children are taught how to make simple edits and improvements to their own writing, so that they can begin to do so more independently in year 2. As children progress through the school, they are encouraged to proof-read and edit their work independently and with the guidance from their teacher, using a purple pen. Teachers make it clear that writing has an audience and that publishing writing is an important aspect of the writing process. The publishing of writing can be creative, and is

focused on presenting written work in the most appealing and suitable way possible.

Vocabulary

Vocabulary development has a high priority at Barrowcliff School and is emphasised not just in English lessons, but across the curriculum. Across school you will see:

- *Tier 2 vocabulary explicitly identified from our high-quality model texts, and explored as part of our writing process. This may include visiting the word in context, using it as part of a sentence, verbalising the word to help with pronunciation, its word class, creating an action for the word, identifying any rhyming words, identifying any synonyms and antonyms.*
- *Tier 2 vocabulary revisited regularly to aid with retention of meaning and use.*
- *Vocabulary identified and clarified at the beginning of whole class reading sessions using images, definitions etc, done with the intention of pre-teaching any unfamiliar words to provide additional background context, and aid fluency and comprehension as the text is being read.*
- *Topic related vocabulary being identified across the curriculum (e.g. Science, Humanities and PSHE) to provide additional background knowledge and context. This vocabulary will be visible on our 'Key Vocabulary' working walls.*
- *A prioritisation of vocabulary being identified and explored through all subjects, including the pronunciation of less familiar words to aid with reading fluency and spoken language.*

Handwriting

Handwriting at Barrowcliff School is taught weekly using the Penpals handwriting scheme of work. We recognise that when handwriting is not fluent, a higher demand is placed on a child's cognitive load. Therefore, correct letter formation and joins are prioritised early in a child's journey through school and continued to be identified as they progress. Correct letter formation is taught from EYFS and is practised daily through RWI. Once year 1 are confident with printing letters correctly, they are introduced to joining letters together. By year 4, we aim for children to be confident and fluent joined handwriters. Where this is not the case, additional and repeated practice is provided for those who need it.

Spelling

In KS1, children begin their learning to spell journey alongside their Early Reading, using the Read, Write Inc. scheme of work. Once children, have completed the Read, Write Inc. part of their journey, they then begin learning to spell following the Sounds & Syllables program of learning, which will take them to the end of KS2. The teaching of Sounds & Syllables follows a natural progression from the early stages of reading and systematic synthetic phonics, in that it allows children to continue to develop their knowledge of the different possible graphemes which can represent different phonemes in words, as well as the relationships these have with the meaning, origin and history of words. Children, therefore, learn that this creates predictable patterns that children can use their knowledge of, when spelling words.

Behind the design of the Sounds & Syllables curriculum, sits a simple and universal spelling routine that children are explicitly taught how to use in spelling lessons, and which can be applied at the point of writing, with its intention for it to be applicable to any word, any time and for any child. This strategy involves children: saying the word in a 'spelling voice', snipping the word into its syllables, breaking down the syllables into sounds, and choosing an appropriate, learned grapheme to represent that sound. Throughout their spelling journey, children are taught the entirety of the Spelling National Curriculum, however the contents of Sounds & Syllables goes beyond the national curriculum allowing for a greater coverage of sounds and rules, whilst also regularly revisiting content from KS1.

Impact

We will know if we have achieved our aims if:

- Children are engaged and thoughtful in writing lessons.
- Writing is developed from good ideas and is imaginative in use of ambitious vocabulary & figurative language.
- Children know more and remember more, and have skills which equip them to progress from their starting points.
- Children have strong writing skills that allow them to access the whole curriculum and transition to secondary school with confidence.
- Writing is high quality and well-presented in a range of ways.
- Children's understanding of the writing process helps them make good progress, with a high percentage achieving age-related expectations.
- Communication skills are strengthened and they can articulate themselves well.
- Children take pride in their work by making choices in language and

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presentation to appeal to the reader.