



Bishops Lydeard Church School

English Policy

School intent: Strong outcomes, positive mental and physical health, resilience and identity: reflecting our vision of 'life in all its fullness'

English Intent:

At Bishops Lydeard Church School we aspire for our children to be confident and thoughtful readers, writers, speakers and listeners who are able to articulate their ideas in a variety of ways.

When our children leave Bishops Lydeard Church School, we want them to be able to read and write fluently in order to communicate effectively throughout their lives.

We recognise the key to unlocking learning across the subject domains is being able to read well and communicate effectively. This is also linked with life outcomes and well-being.

We aim for our children to be lifelong readers and writers who take pleasure in reading and sharing books. We also aim for children to be effective communicators who are confident to do so both orally and in writing.

Our English curriculum enables every child to achieve by providing a clearly structured and sequenced progression of learning and expectations of how English is taught. We also place our children and their existing knowledge and interests at the heart of all we do.

Implementation:

We use evidence-based research to support the decisions we make about the teaching of literacy. We seek every opportunity to ensure the best progress for every child. Decisions are centred around our children and their needs and are responsive to the cohorts we have in school.

We endeavour to ensure our children know, remember and are able to do more. We provide routine opportunities to reactivate and revisit previous learning so that children are supported to build a robust schema and make links across all areas of learning.

**Links to some of the evidence based research we use is provided at the bottom of this policy.*

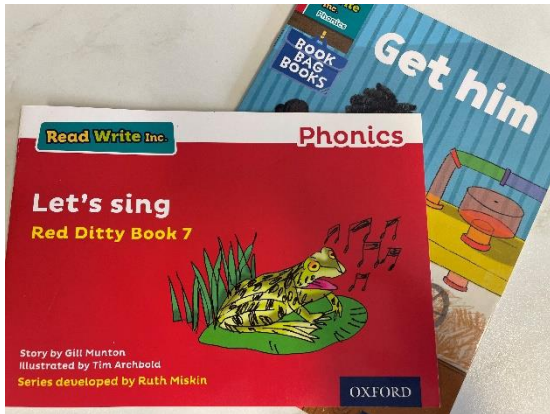
READING

Phonics and Early Reading: Our Overarching Principles

We use the DfE approved synthetic systematic phonics programme Read Write Inc. This provides consistent and rigorous approach to the teaching of phonics and early reading. It also ensures our earliest readers read books which are very tightly matched to their phonic knowledge. This program also ensures we support the children to develop accuracy, fluency, comprehension and automaticity thereby enabling the children to lift meaning from the words and text. The way in which the texts are reread with a range of foci supports the development of 'reading at a glance' and for deeper understanding.

At Bishops Lydeard Church School, we place a strong emphasis on the teaching of phonics in the Early Years in order to give all children a solid foundation for learning. This begins in the very first week of school.

To support parents to work with their children at home we share weekly reading videos and books which revisit the learning from the preceding week or term. This individually targeted practice supports children to reactivate and apply their knowledge and understanding and this in turn supports their progress and confidence.



Read Write Inc books



Reading Video

Phonics is a way of teaching children how to read and write by developing their phonemic awareness - the ability to hear, identify, and manipulate different sounds used in the English language. Children learn the correspondence between these sounds and the spelling patterns (graphemes) that represent them. Children then use this knowledge to and decode (read) and encode (write).

Please see the following document for progressions and expectations:

[Bishops-Lydeard-Church-School-Phonics-Progression-Grid.docx \(live.com\)](#)

Accelerated Reader in KS2:

In KS2 we use a program called Accelerated Reader as a tool to encourage children to read and to help assess children's understanding of books they have read as well as to track their progress. This program enables us to ensure books are well matched to an individual child's needs.

Developing a Love of Reading:

At Bishops Lydeard Church School we promote a positive culture and love of reading

- We encourage our children to read widely and often
- Children choose matched books from our library. Adults check the book is well matched. This ensures children are able to read, understand and enjoy the text.

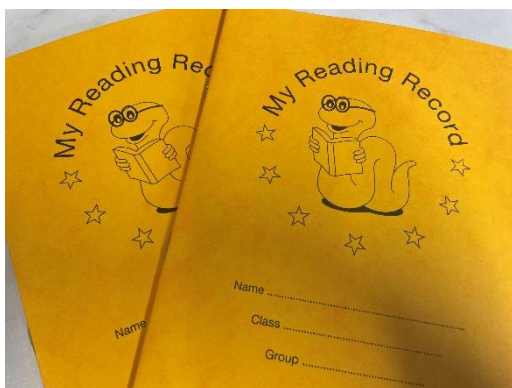
- We use the Somerset Library Service and Resources for learning to order individual books and class texts to broaden the range of books on offer and to support the learning across the curriculum.
- Every classroom has a welcoming, engaging and well-stocked reading area
- Class books are read aloud by the teacher. This allows children to hear and enjoy texts which are above their current reading level. We recognise how much the children love exploring new words and concepts.
- Our children in the pupil premium group have access to Beanstalk readers who come in and read with the children on a weekly basis.
- We allow time for children to become absorbed in and enjoy reading as part of the school day.

Reading Progression: Please see our reading progression on our school website.

[Bishops-Lydeard-Church-School-Reading-Curriculum-Progression-Map.docx \(live.com\)](#)

What Reading Looks Like Across Our School:

Reading Records:



Home school diaries are used to record the experiences children have with reading at home. They are used as a regular method of communication between home and school for reading.

Teaching of Reading:

Early Years and Key Stage 1 (Nursery to Year 2):

In Early Years and Key Stage 1, reading lessons take place daily using a broad range of texts. Children hear and discuss texts which are above the level which they are able to read independently, this prevents their current decoding skills and phonic knowledge from limiting their comprehension of a text. Picture books and the Cracking Comprehension scheme are used to stimulate thinking and develop skills and vocabulary.

Key Stage 2 (Year 3 to Year 6):

At Bishops Lydeard Church School, in Key Stage 2, we teach reading using a whole class comprehension approach. To do so we use both the Cracking Comprehension scheme and texts and extracts chosen for an identified purpose.

These lessons will centre around the same age-appropriate text for one week (on average). This will enable children re-read (and hear the text read) to develop fluency, accuracy and understanding. Vocabulary will be explored and children will be supported to read 'at a glance' so that they are able to lift meaning from the text. Over the week reading skills will be identified and taught using the text for context. Children then use these skills on an independent text. Teachers support learners who were not confident or able to effectively apply skills within the first text.

Teachers, following analysis of class work or reading tests, will also teach an identified reading skill for a sequence of days to support the development of this area. This allows the children to revisit, build confidence and develop learning over a series of days.

Assessing Phonics and Reading:

Phonics is tracked weekly by the adults leading the group and the reading leader. The previous weeks graphemes are checked so that children receive the support and focus on the sounds they need to embed. This information is used formatively by staff to identify those who need further support in their phonics learning.

The Read Write Inc teaching sequence is used to ensure the children are able to decode words containing identified graphemes and tricky words before they appear in their matched reading books.

Assessments also take place during the term so that children are able to access the teaching which best matches their next steps.

In reading, assessment using Scholarpack is carried out based on a triangulation of evidence gained from: listening to readers individually, whole class comprehension lessons, Accelerated Reader tracking and the results from PIRA reading tests.

What if my child is struggling with reading?

When children are finding reading or phonics difficult, intervention will be put in place early to ensure specific gaps in their learning are identified as soon as possible and closed.

These supports or interventions could include:

- 1:1 targeted reading at least 3 times weekly
- Precision teaching (phonics)
- Small group support during reading lessons
- Phonics sound cards sent home for children to revisit with parents

If a child continues to fall behind, the procedure for Assess, Plan, Do, Review through the SENDCO will be followed. Parents will be informed throughout this process if a teacher feels that a child needs more support with phonics and reading.

Writing: Our Overarching Principles

At our school we value the writing process as a whole: from analysing a high-quality model text, to editing our work into a final draft. Writing lessons take place daily and form a structured sequence of around 2-3 weeks per unit. These writing units are determined by our writing progression document which sets out the SPaG, transcription objectives, features of a text and the purposes for writing covered in each year group.

Spelling, punctuation and grammar is woven into our writing units to ensure that children are taught not only about the concept but also how to apply (all year group appropriate aspects) within their writing. Similarly, transcription skills and features are taught from texts which are able to exemplify and support the children in their development.

The vocabulary contained within each text is carefully chosen. Tier 2 and tier 3 words are used so that children explore the meaning of new words in context and are able to build up a schema of understanding. Care is taken to make links and build upon previous learning while addressing gaps and misconceptions in understanding.

Spelling, Punctuation and Grammar: Please see our progression on our school website.

[Spelling Shed Scheme Stage 1 \(bishopslydeardbwmat.org\)](https://www.bishopslydeardbwmat.org)

Writing Progression: Please see our progression on our school website

[Talk-for-Writing-Map-19-20.pdf \(bishopslydeardbwmat.org\)](https://www.bishopslydeardbwmat.org)

Handwriting:

Handwriting is modelled by all members of staff during lessons and is taught explicitly during the teaching timetable. We teach cursive script, with an expectation that by Summer Term of Year 2, all children should be joining their handwriting. By Year 5, children's writing should have refined to be a consistent size that suits the width of lines in their book.

Assessing Writing:


Toolkits are used as a tool of formative assessment by both the children and the teachers across the school. In every unit, a toolkit is used to reflect the objectives that are appropriate for that year group and piece of writing (taken from our writing progression document). Children use these toolkits as a prompt to support their writing but also as a tool for peer/self-evaluation. The toolkits are marked following our school's marking policy and this information is used in several ways:

- To identify weaknesses in writing that would benefit from being revisited
- To plan next steps in learning
- To assess children against National Curriculum objectives using Scholarpack.


KS1 Toolkit

Thursday 31st March 2022

WALT- Plan our innovated explanation text- 'Why children are a nuisance' using a planning structure effectively.



Spag starter:
Red word spelling.

	ABC		ff	.	A	Verb	FANBOYS. ISAWAWABUB.
My teacher thinks...							
I think....							

KS2 Toolkit

SPaG starter: Punctuate this speech sentence

"Let's go to the other side of the bridge," whispered Barry covertly, "I'm sure there will be an adventure over there."

WALT: learn, practise and develop key skills from the model text (speech to move the story on) –

Imitate week

Pupil	Success criteria	Teacher
✓	Inverted commas go around the spoken words	✓
✓	Capital letter for the first word in the inverted commas	✓
✓	Punctuation goes before the last inverted comma – comma if you continue, full stop if you finish	✓
✓	Speech verb phrase uses interesting powerful verbs	✓
	Verb phrase has a comma at the end if there is speech after it	
	Add adverbs to the verb phrase to add detail	
	Add description and detail to the verb phrase	

Oracy: Our Overarching Principles

At Bishops Lydeard Church School, oracy plays a prominent role in teaching and learning. We are engaged in Oracy programmes such as Nuffield Early Language Intervention and in 2022/23 Voice 21. The ability to listen actively, speak clearly and communicate articulately is seen as a fundamental part of the learning process. Critically, oracy underpins the development of reading and writing, and is key to progress in all subjects. Sentence stems are frequently provided to support the children to develop their oral competencies.

At Bishops Lydeard Church School, we strive to develop oracy skills through the curriculum, lunchtimes, extra-curricular activities and the whole ethos of the school. Oracy can be described as a combination of learning to talk and learning through talk.

At Bishops Lydeard Church School, there is a shared understanding of how talk supports learning and children's social development. We believe that developing oracy throughout primary education

provides our students with vital life skills. We aim to encourage fluent speakers, who are confident to communicate, debate and present in a wide range of situations.

The National Curriculum for English reflects the importance of spoken language in pupils' development. Oracy is embedded throughout our broad and balanced curriculum and dialogic teaching/learning is evident in practice. Lessons are talk-rich, and questions are carefully planned to ensure all children can fully participate. Pupils participate in a wide range of oracy activities, which help them to develop confidence in spoken language. Some examples are partner talk, group discussion, collaborative work and problem solving, debate, role play, drama, presentations and performances. There are opportunities for pupils to develop their oracy skills outside of the curriculum. This is achieved through pupil voice groups, productions, assemblies, visiting speakers, topic events and participation in local events.

Oracy is incorporated across our broad and balanced curriculum to develop understanding and higher order thinking. Oracy supports pupils to make their thinking clear to themselves as well as others. Questions are crafted to ensure full participation and pupil discussions are scaffolded to ensure inclusive practice.

Oracy in English:

As a school we are committed to raising and maintaining high standards in Literacy. We support our pupils by providing them with the skills necessary to:

- Develop and build vocabulary
- Participate in collaborative conversations
- Articulate and justify their answers
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Speak audibly and fluently with an increasing command of Standard English
- Give well-structured descriptions, explanations and narratives for different purposes.

Oracy in Maths:

Oracy is incorporated in maths lessons to increase mathematical vocabulary, support children in proving or justifying their answer and to address misconceptions. Oracy has a particularly important role in Maths reasoning lessons, which have a focus on children verbally communicating their understanding of mathematics accurately. Children work collaboratively to solve a problem and justify their answers. Sentence stems are used to support discussion.

Oracy in Science:

Children are given opportunities that will support them to:

- Ask questions linked to scientific enquiry
- Talk about what they found out and how they found it out
- Communicate their findings in a range of ways
- Use scientific vocabulary

This is achieved through collaborative projects, group discussion, debate and oral presentation.

Vocabulary and Word Gaps:

At Bishops Lydeard Church School we recognise the importance of a rich vocabulary and strong skills of communication. Simply put, research shows that outcomes and well being are often significantly lower for children who have a 'word gap'. For this reason, throughout our curriculum and its progressions we strategically plan to develop tier 2 and tier 3 words which children are unlikely to experience in everyday life. We map in a way so that the concepts around these words are supported and a rich web of language can be developed.

In English this is clear through our choice of texts. In maths, maths talk and sentence stems supports this development. Across the foundation subjects key vocabulary (an its context) is planned and mapped. This is shared with children and families via our knowledge organisers and termly pathways.

<https://www.oup.com.cn/test/word-gap.pdf>

Maths sentence stems

<i>Sentence Starters for Reasoning and Problem Solving</i>				
<i>Order of problem solving</i>	<i>Explaining choices / knowledge used</i>	<i>Patterns noticed</i>	<i>Predictions</i>	<i>Convincing</i>
<i>First I will....</i>	<i>I decided to ... because ...</i>	<i>I noticed that...</i>	<i>I think it could be because ...</i>	<i>I know it is true because ...</i>
<i>First I noticed...</i>	<i>I used the fact that ...</i>	<i>I think that ... because ...</i>	<i>I think it cannot be because ...</i>	<i>I already know that ... so ...</i>
<i>I started by</i>	<i>I already know that ... so ...</i>	<i>The pattern I noticed was</i>	<i>I wonder whether ...</i>	<i>A further example would be ...</i>
<i>Now that I know, I will ...</i>	<i>I know ... therefore ...</i>			
<i>Next I will try ...</i>	<i>If ... then ...</i>			
<i>Next I will use because ...</i>				

Speed read words

Speed Read Words			
<i>argumentative</i>	<i>tentatively</i>	<i>tingled</i>	<i>inquisitive</i>
<i>mounds</i>	<i>scampering</i>	<i>captive</i>	<i>melody</i>
<i>unsettling</i>	<i>startled</i>	<i>awaited</i>	<i>deserted</i>

Knowledge Organiser

Key Vocabulary	
igneous rock	Rock that has been formed from magma or lava .
sedimentary rock	Rock that has been formed by layers of sediment being pressed down hard and sticking together. You can see the layers of sediment in the rock.
metamorphic rock	Rock that started out as igneous or sedimentary rock but changed due to being exposed to extreme heat or pressure.
magma	Molten rock that remains underground.
lava	Molten rock that comes out of the ground is called lava .
sediment	Natural solid material that is moved and dropped off in a new place by water or wind, e.g. sand.
permeable	Allows liquids to pass through it.
impermeable	Does not allow liquids to pass through it.

Key Knowledge			
There are three types of naturally occurring rock.			
Natural Rocks			Human-Made Rocks
Igneous	Sedimentary	Metamorphic	
Obsidian	Chalk	Marble	Brick
Granite	Sandstone	Quartzite	Concrete
Basalt	Limestone	Slate	Coade Stone
Some words you might use to discuss the properties of a rock: hard, soft, permeable , impermeable, durable (meaning resistant to weathering), high density, low density. Density measures how 'bulky' the rock is (how tightly packed the molecules are).			

Learning Environments:

Each classroom has working walls which contribute to promoting subject-specific vocabulary development for English, Maths and the foundation subjects through the 'loop of learning' for the term.

Evidence based research:

Here is some of the research we are using to improve outcomes in literacy.

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2>

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1>

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback>

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions>

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics>

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies>

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation>

<https://www.oup.com.cn/test/word-gap.pdf>

Reading Reconsidered by Doug Lemov

Closing the Vocabulary Gap by Chris Quigley