



ENGLISH CURRICULUM POLICY

At Bishop Bridgeman, we give our children the very best. Through a supportive and purposeful curriculum, linked with National Curriculum objectives, we strive to ensure that all our pupils are able to succeed and find their unique talents and strengths. Our staff are committed to develop in each pupil, a love of learning, whilst developing the skills and values to support their all-round development. Bishop Bridgeman C of E Primary School is a special place where we work, we play, we care and we pray.

Rationale

We promote high standards of English by encouraging pupils to develop a love of reading, writing, speaking and listening, so that they can communicate effectively for the rest of their lives. It is our intention, when teaching the English curriculum, that our pupils acquire the necessary knowledge, skills and understanding to become lifelong learners. We ensure that all pupils achieve their full potential in reading, writing, speaking and listening, spelling and grammar. It is our intention to immerse pupils in the wonders of quality texts to instil a love for reading, a passion for discovery and a confidence to explore their imagination.

English is a core subject of the National Curriculum and a second language for many of our pupils. We understand that English is a prerequisite for educational and social progress, as it underpins the work undertaken in all other areas of the curriculum. The acquisition of language skills is of the utmost importance therefore, the teaching of all aspects of English is given a high priority within our school.

Pupils at Bishop Bridgeman Primary School will leave Year 6:

- reading and writing with confidence, fluency and understanding, using a range of independent strategies to self-monitor and correct;
- with a love of reading and a desire to read for enjoyment;
- with an interest in words and their meanings; developing a growing vocabulary in spoken and written forms;
- understanding a range genres and media types;
- able to write in a variety of styles and forms appropriate to the situation;
- using their developing imagination, inventiveness and critical awareness;
- having a suitable technical vocabulary to articulate their responses.

Statutory Requirements

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document (2013) and in the Communication and Language and Literacy sections of the Statutory Framework for the Early Years Foundation Stage (2012).

The new English programme of study (2014) is based on 4 areas:

- Spoken language
- Reading – word reading, comprehension
- Writing – transcription, spelling, handwriting, composition
- Spelling, vocabulary, grammar and punctuation

The new National Curriculum is divided into 3 Key stages: - Key Stage 1 (Years 1 and 2), Lower Key Stage 2 (Years 3 and 4) and Upper Key Stage 2 (Years 5 and 6). By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Long term memory

Knowledge empowers and nourishes children, it belongs to the many, not the few. A knowledge rich curriculum has the power to address issues of social disadvantage and leaders at Bishop Bridgeman have high ambitions so that all pupils can take full advantage of opportunities, responsibilities and experiences in later life.

Learning can be defined as alteration in long term memory, with this being the case leaders have implemented strategies taken from cognitive science to enhance and support pupils in the transfer of new knowledge into their long-term memory.

Teaching staff have drawn on research focussing on Cognitive Load Theory. Teachers understand that pupils working memory is limited and that new content should be introduced to pupils in small and manageable steps to avoid overloading the working memory.

Research from Oliver Caviglioli has also been considered and leaders utilise strategies of dual coding to support pupils in integrating new knowledge into long term memory. By providing simple images to pupils when new content is introduced, they can use both visual and auditory strategies to process the information, forming a greater link with long term memory. Spaced retrieval is also a strategy employed by teachers to enhance pupils' retrieval and in turn secure knowledge into long term memory. Lessons typically begin with a daily retrieval opportunity and additional retrieval sessions are planned over the year.

Learning is a long-term process and teachers utilise strategies to support pupils in being successful and confident learners. The agreed strategies across school are:

- New content in small, manageable steps
- Images to support new learning
- Spaced retrieval

Marking and Feedback

Leaders at Bishop Bridgeman have implemented a marking and feedback policy that enables teachers to give precise and accurate feedback to support learning. In Key Stages 1 and 2, wherever possible marking takes place with the child so that it is interactive and feedback is immediate. Work is marked against the differentiated success criteria (WILF), following the school marking policy and children are always given the opportunity to review their work and respond to feedback. The WILF is highlighted so that children can see what they have achieved and their next steps. By having a greater focus on verbal feedback pupils are engaged in their learning and are clear on their own achievements.

Reading

Intent

Our ultimate intention is that every child will learn to read regardless of their background, needs or abilities. We continually strive for our children to become confident and independent readers with high levels of enjoyment, understanding and comprehension. We intend to provide all children with phonological understanding to read words accurately. For those pupils who are reading below age-related expectations, leaders utilize the intervention resources such as PiXL, to enable pupils to successfully decode words before a further focus on developing comprehension. At Bishop Bridgeman, we inspire an interest in words and what they mean to enable children to develop an increasing oral and written vocabulary. We ensure all children read widely and experience a range of genres in fiction, non-fiction and poetry, and are able to discuss some of the ways in which narratives are constructed.

Leaders have carefully planned and sequenced the curriculum so that there are clear end points for what pupils will be able to know and do at key points. The curriculum has been sequenced so that new knowledge and skills build on what has been taught before, to enable pupils to develop their skills and abilities with increasing fluency.

There is the daily discrete teaching of reading across school, these sessions are at least 25 minutes. In addition to the daily guided reading sessions pupils read 1:1 with their class teacher each week. Guided reading lessons enable teachers to teach the skills of reading in a logical progression, systematically and explicitly enough for all pupils to acquire the intended knowledge and skills. During the daily teaching of reading, additional teaching staff are deployed to support pupils further as directed by the teacher. For vulnerable pupils, including those with Special Education Needs, the curriculum has been adapted to ensure the curriculum contains the content that leaders have identified as most useful. By constructing an ambitious curriculum, that gives pupils the cultural capital needed to succeed in life, leaders strive to address issues of social disadvantage. 'Social justice requires that we provide an education which gives the less privileged access to the knowledge they need to succeed' Ofsted 2018.

Bishop Bridgeman CE Primary follows 'Letters and Sounds' for the teaching of systematic phonics from the beginning of reception. Children have daily sessions for the discrete teaching of reading and phonics and children have phonetically decodable books to overlearn and consolidate phoneme-grapheme correspondences. For further information see the school's phonics policy.

Implementation

English and guided reading lessons provide the structure which enables reading to be explicitly taught. Teachers present information clearly and there is frequent opportunity for pupils to embed key concepts into long-term memory. The reading curriculum is designed to support pupils to develop unconscious competence and fluency, this will allow them to develop skills, i.e. the capacity to perform complex operations, drawing on what is known.

The role of the teacher is:

- To prioritise the teaching of reading;
- To foster a love of reading as an enjoyable, stimulating and worthwhile activity;
- To follow the school's English policy with the aim of helping pupils to become independent readers;
- To ensure that children read books of an appropriate level of challenge and, in key stage 1, pupils read books that match the sounds they know;
- To ensure phonics is taught from the beginning of reception;
- To identify if a pupil has fallen behind and support them to catch up quickly;
- To keep up to date with professional developments and attend training to ensure they develop sufficient expertise in the teaching of reading.

In developing pupils love of reading, teachers will:

- Provide regular opportunities for children to read for pleasure;
- Model the value and enjoyment of reading through whole class reading of a shared text;
- Model the act of reading through shared reading;
- Provide focused support through guided reading;
- Create a supportive environment for reading;
- Encourage children to read regularly at home;

- Provide a range of varied reading material in book corners, updated termly using the library service.

Reciprocal units

Reciprocal units of work are planned around a high quality text over a longer period of time so that pupils can immerse themselves within a text. Examples include 'The Boy in the Striped Pyjamas' and 'The Firework Makers Daughter'. These units of work, delivered through English sessions, equip children with the skills needed to be a confident, independent and fluent readers. They incorporate shared reading whereby 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 high levels of collaboration. The teacher's role is that of the expert reader who models how the text is read. Some of the skills and knowledge children gain are to predict, clarify, summarise, infer and question. The texts selected are rich, challenging and higher than the current reading ability of the majority of the class.

Guided Reading (daily, 25 minutes)

Daily guided reading sessions are an opportunity for the class teacher to develop pupils reading ability through guided sessions and other planned reading activities for example pre-reading tasks, free reading within the class library or post reading tasks to respond to a text. In guided reading sessions, the responsibility for reading shifts to the learner. The teacher structures reading tasks with pupils who are grouped by ability. Pupils are required to read and respond to the text themselves with the teacher supporting. Texts of a graded difficulty are chosen and matched to the reading ability of the group. The texts selected are of a greater challenge than the individual reading scheme books taken home; this enables pupils to read the text with sufficient ease so that a further focus can be placed on comprehension skills. Guided reading is carried out daily and is led by the class teacher in small groups with a teaching assistant being directed to support pupils. Therefore, every child in the class is heard reading by the class teacher at least twice per week.

In KS1, during guided reading sessions, the teaching assistant also reads with a group of children and provides children with a new book to take home to read. By deploying additional teaching staff within these sessions, teachers are able to target vulnerable learners and support pupils to catch up and keep up. These books are closely matched to the child's phonic ability, allowing them to overlearn and practice their phonic learning to support them in developing their fluency of reading. It is intended that guided reading should provide a forum for pupils to demonstrate what they have learned about reading. In KS1, floor books are used to showcase what children have completed independently during a guided reading session. The focus for the independent reading activity is concerned with reinforcing and extending strategies taught during shared reading and provides focussed time for the children to work.

All pupils have a reading record that supports communication with parents. These records support teachers' ongoing assessments of reading for pupils and promote the dialogue with parents about pupils strengths and next steps. Teacher's record areas for improvement so learning can continue at home. This may include identifying a phoneme-grapheme correspondence to focus on or a particular reading skill e.g. retrieval. Bishop Bridgeman reading records also contain helpful prompts and questions for parents to support at home and there are regular workshops for parents to attend to gain information of how to support their child. Children are also rewarded for reading at home with a smiley stamp that teachers track and reward when pupils have reached a certain amount.

Teachers have strong subject knowledge and have expertise in the pedagogical content knowledge for the teaching of reading. Leaders dedicate sufficient time to the continuing professional development of teachers through staff meetings, inset days and training sessions.

Intervention

A planned timetable of intervention is within school. This is responsive to pupils needs to raise attainment and secure intended knowledge. Resources are used that are well aligned to the intent such as PiXL, teaching staff are directed to support pupils at opportune moments. Additional intervention is given outside of the school day for example in year 6 and year 2 so that pupils have continued access to the broad curriculum.

Reading for Pleasure

We place a huge emphasis on reading for pleasure. Reading is not restricted to English lessons and is prioritised across the curriculum. Many opportunities are provided for pupils to practise and extend their reading in other subjects and during reading for pleasure time as part of the guided reading sessions. The

free choice books children are provided with are high quality and matched to their reading level to ensure pupils are choosing books that are appropriate for their reading ability.

The Learning Environment

All classrooms at Bishop Bridgeman have well-stocked and appealing book areas with fiction and non-fiction titles, supplemented by titles from the school library service. Children also have the opportunity to read the First News newspaper that is delivered to classes weekly.

Celebrating Reading

Book promotion is very important and we strive to create a culture where books are celebrated and our children are enthusiastic readers. We organise an annual English Super Learning Week with a theme that is engaging for all. This typically involves a launch event with related activities throughout the week, including rich and purposeful opportunities for speaking, listening, reading, writing and drama tasks. We invite book fairs, authors and poets into school to share their texts and enthusiasm for reading and writing.

Parental Involvement

Parents and carers are strongly encouraged to be actively involved in their children's reading routines at all ages by listening to their children read, reading to their children, and by promoting a home environment where books are valued. Stay and Learn sessions are also provided for parents, where they are advised on ways of supporting their child's reading to enhance the reading and comprehension process. All parents and carers are provided with examples of questions that can be asked to enable children to show their understanding of the books they read at home.

The frequency of every child's reading is monitored weekly. Reading smiley stamps are awarded to children for reading at home. We have a bronze, silver and gold award for reading where children can choose bookmarks, books and book vouchers.

Assessment

Assessment is used to check understanding and inform teaching. Guided reading feedback forms are used to monitor children's reading progress during weekly guided reading sessions. Teachers make informed assessments against year group statements aligned to the National Curriculum to update assessment systems (Insight) and analyse progress for all pupils and vulnerable groups. Summative assessment takes place at the end of each term using PiXL tests, as well as Salford reading tests, to assess fluency of reading. In EYFS, children's reading skills are monitored and assessed through 1:1 reading sessions, phonic assessments and the ability to read high frequency and tricky words on sight. The phonics progression document is also used from reception to year 2 to monitor progress.

Impact

We ensure that children develop detailed knowledge and skills across the curriculum and, as a result, achieve well. Pupils at Bishop Bridgeman attain above national averages in reading and make good progress from their varied starting points. As a result of this strong attainment, pupils are well prepared for the next stage of their education. Throughout school, teachers use termly PiXL assessment materials to analyse pupils progress in terms of knowing more, remembering more and being able to do more.

Pupils leave Bishop Bridgeman as confident and independent readers with high levels of enjoyment, understanding and comprehension.

Writing

Intent

Writing is a key aspect of the curriculum and along with reading, speaking and listening, it makes a significant contribution to the development of children as thinkers and learners. It is a central part of the school's role that all pupils develop their writing ability and enjoy the process of cultivating this life long skill. At Bishop Bridgeman School we strive to provide children with exciting, purposeful and inspiring contexts in which to become writers.

Leaders have carefully planned and sequenced the curriculum so that there are clear end points for what pupils will be able to know and do at key points. There is daily discrete teaching of English where the skills of writing are taught in a logical progression, systematically and explicitly enough for all pupils to acquire the intended knowledge and skills. For vulnerable pupils, including those with Special Education Needs, the curriculum has been adapted to ensure the curriculum contains the content that leaders have identified as most useful.

For those pupils who are achieving below age-related expectations teachers support pupils in addressing gaps in learning so that they are not disadvantaged. Teachers provide children with a differentiated success criteria (WILF) which is clear and supports children in securing the knowledge and skills that teachers have identified as most useful. Additional adults are deployed effectively to support pupils progress and the teacher continually monitors all pupils to ensure they achieve the best possible outcomes.

By constructing an ambitious curriculum, that gives pupils the cultural capital needed to succeed in life, by introducing them to the best of what has been thought and said, leaders strive to address issues of social disadvantage. 'Social justice requires that we provide an education which gives the less privileged access to the knowledge they need to succeed' Ofsted 2018.

For the teaching of spelling teachers follow the 'No Nonsense Spelling' programme. This resource builds on the high-quality phonics teaching by supporting children in understanding morphology (word structure), spelling strategies, the orthographic (spelling structure) nature of words, patterns, word origins, common exception words and personal spellings.

Teachers use the scheme 'Penpals' for the teaching of handwriting to support pupils to meet National Curriculum criteria. The programme offers clear progression through five developmental stages. It teaches children a fast and fluent handwriting style to help them achieve by joining letters.

Implementation

Strategies we use to develop Writing Skills:

- Both transcription (spelling and handwriting) and composition skills (articulating ideas and structuring them in speech and writing) are explicitly taught.
- Transcription and composition skills are also applied and developed in writing for curriculum areas.
- Children have frequent opportunities to read aloud their written work for an audience.
- Throughout the teaching of writing, links are made to reading. We have adopted the Talk for Writing method to structure writing units in Early Years – year 3. At the start of a new writing unit children analyse the structural and language features of a specific text type and develop their own success criteria to guide their subsequent writing.
- Pupils are taught how to plan, edit and redraft their writing, as well as producing a best copy.
- Pupils are taught effective composition by forming, articulating and communicating ideas, before organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar.

Teachers have a good subject knowledge and are kept up to date through the investment in continued professional development and their own personal reading.

The intent for writing has been logically and carefully sequenced and teachers utilise this when planning writing. Within units of English work, learning builds up towards clear identified end points so that pupils can apply new learning to a piece of work. The sequence of learning supports and scaffolds pupils to gain the necessary knowledge to fluently apply this in their writing. Leaders have prioritised the teaching of

grammar as this is a typical gap in children's knowledge and as such the teaching of grammar is contextualised so that pupils understand it within the context of their learning.

Developing Writing Skills in the Early Years Foundation Stage (EYFS)

Writing down ideas fluently depends on effective transcription: that is, spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology and orthography of words. This understanding begins in EYFS through daily, high quality phonics lessons.

In the Foundation Stage, children are encouraged to attempt their own emergent writing and their efforts are valued and celebrated. As their phonic knowledge increases, so does their ability to write independently. At the same time, their knowledge of key words is supported through reading and writing activities, including shared reading and writing. A wide variety of opportunities are provided for children to engage in writing activities and independently apply their phonic skills through role play, creative activities, computing and the outdoor area.

Developing Writing Skills in Key Stages 1 and 2

Modelled Writing

This is used in English lessons. During this style of teaching, the teacher thinks aloud while writing and models strategies in front of the children, communicating the strategies being used. Teachers may model writing skills such as punctuating, rehearsing, proof reading, editing, word selection, sentence construction and paragraphing.

Shared Writing

This can take place in any curriculum lesson but most frequently during English lessons. This strategy has far greater input from the children than modelled writing. The teacher invites contributions from the children and teaches writing skills such as rehearsal, proof reading and editing, and production of a final draft. Teachers may also demonstrate how to create or use success criteria to self or peer assess.

Talk for Writing

Throughout the year there is a balance of Talk for Writing units of work and wrapping around a text (see curriculum overviews)

Good speaking and listening skills are crucial to the development of writing. Drama and role play opportunities are provided prior to writing when teaching poetry or narrative. Teachers also plan for talking opportunities through drama, talk partners and group discussion to enable children to verbally rehearse their ideas before writing. We adopt Pie Corbett's Talk for Writing approach to the teaching of narrative and non-fiction writing, through which children learn to internalise text structures and widen both their spoken and written vocabulary. This understanding is then used as the basis for their own writing innovations. During the Talk for Writing units of work, children complete a cold and hot write as well as a feedback, edit and redraft session.

Wrapping around a text

Teachers use high quality texts or resources as a stimulus for writing. Leaders recognise that pupils have typical gaps in their knowledge and experience and skilfully plan to address these through exposing children to engaging and inspirational texts. Teachers plan opportunities for pupils to immerse themselves in a text and unpick the language features so that pupils understand the writing process and can apply those skills within their own writing. This process enables pupils to consider the writers style and intent by deconstructing the text, this supports children to apply their fluent knowledge as skills in the writing process.

Independent Writing

We want children to enjoy writing from an early age. Our ultimate intention is to enable children to independently and effectively communicate in writing for a wide range of audiences. In the EYFS children are encouraged to write independently using their own emergent writing from the time they come into school. Throughout Key Stages 1 and 2 children have the opportunity to write independently frequently during units of work and in other areas of the curriculum.

Grammar and Spelling

At Bishop Bridgeman, we firmly believe that a sound understanding of grammar will lead to an improved understanding of English and how the written and oral language works. Grammar is taught in Key Stage 1 and 2, in line with the objectives in the new curriculum. We believe that the teaching of grammar should, as far as possible, feed into the writing activity that the children are undertaking and should not be taught in isolation. Punctuation and grammar skills are taught within English lessons; however specific grammar lessons are taught where new skills are introduced. Within these lessons, children are taught the terminology and subject content specified in the National Curriculum 2014. Subsequent lessons are then planned for the children to apply their learning.

Spelling lessons are taught on a daily basis throughout the school. In EYFS and Key Stage 1, this is taught through phonics lessons. In Key Stage 2, children are set spellings appropriate to their ability, with a focus on learning and applying spelling rules as identified in the 'No Nonsense' spelling programme. All teachers follow the expectations set by the spelling guidance within the New Curriculum Framework 2014. In Early Years Foundation Stage and Key Stage 1, spelling will be taught and monitored daily through discrete phonics lesson and these skills will be applied in a weekly spelling test.

Cross Curricular Links

Writing has obvious links to many subjects in school and teachers aim to make the most of those links to create exciting and purposeful writing opportunities. School trips and visitors are an integral part of our creative curriculum and often foster inspiration to write. Children practise and develop their writing skills in other subjects such as science, history or geography and use knowledge from other subjects to inform and inspire writing in English lessons.

The Learning Environment

Bishop Bridgeman is an attractive and stimulating place where displays reflect current and recent learning. Classrooms have clear areas related to topics which are changed, added to and updated as topics progress. Class working walls include examples of high quality texts, examples of shared or modelled writing, Pie Corbett style text maps and useful vocabulary. Each class has a writing wall with examples of written work that are changed half termly. Each class teacher has five star awards that are given out based on this writing to promote and celebrate children's achievements in the writing process.

Assessment and Monitoring

In the Foundation Stage, the child and the teacher read written work together. The teacher may re-write the child's attempts underneath as a form of translation. In Key Stages 1 and 2, wherever possible marking takes place with the child so that it is interactive and feedback is immediate. Work is marked against the success criteria following the school marking policy and children are always given the opportunity to review their work and respond to feedback.

From Year 1, children's independent writing is assessed using the 'interim teacher assessment frameworks' (ITAFs) and exemplification material from the STA (Standards and Testing Agency). Teachers use this to update the assessment system (Insight), monitor progress and identify next steps. Children who are identified as not making expected progress will be highlighted for support via an appropriate intervention.

The English subject leader(s) and Senior Leadership Team (SLT) will ensure rigorous assessment and monitoring takes place through regular book scrutiny and moderation of assessed work. They will also ensure that appropriate training opportunities are provided for staff, to meet identified needs.

Handwriting

At Bishop Bridgeman we follow the Penpals Handwriting scheme. It is an expectation that all children demonstrate good posture when writing and hold their pencil/pen accordingly. High standards of handwriting are expected across all subjects.

In Early Years, children practise manipulative skills in order to prepare them for writing. They are taught to hold a pencil effectively and form recognisable letters.

In Key Stages 1 and 2, handwriting is taught daily. During these sessions, teachers should model the formation of letters and letter joins for the children to practise. From Year 2 onwards a joined script is modelled. Pen licenses are available for children whose script is of an appropriate standard. Our aim is that the majority of pupils in Years 4, 5 and 6 are writing in pen in a neat, fluent style. By Year 6, children should be experienced in using pens for handwriting and be developing their own style.

Workbooks in school support pupils with their letter formation. Books in EYFS and KS1 include the handwriting lines so that pupils can form letters correctly and teachers can address any issues. Once pupils enter KS2 handwriting lines will only be used for those pupils who still require the scaffold.

Teachers should ensure that writing in the classroom and in pupils' books mirrors the agreed style and provides a model for the children to aspire to.

Impact

We ensure that our children develop detailed knowledge and skills across the curriculum and as a result achieve well. Pupils at Bishop Bridgeman achieve well in comparison with national standards and are ready for the next stage of their education. We intend the impact to be that children will have an understanding that writing has a real purpose and for them to be able to communicate their thoughts, ideas and emotions with confidence and fluency to others in a range of genres.

Throughout school teachers used PiXL assessment materials to analyse pupils' strengths and areas for development so that pupils achieve the best possible outcomes.