



Warwick Bridge School

English Policy

Rationale

At Warwick Bridge Primary School, we strive for excellence in English achievement throughout the school. We hope to develop children's abilities within a cross curricular programme of Reading and Writing. Across all classes, pupils are given opportunities to develop their knowledge, understanding and use of spoken and written English, within a balanced and exciting curriculum. There are lots of opportunities for children to consolidate and reinforce taught English skills and to apply them in a range of contexts.

Children at Warwick Bridge Primary School will:

- Learn how to read and write with fluency, understanding and confidence, developing a range of independent strategies to take responsibility for their own learning.
- Be encouraged to develop a love of reading and to read for enjoyment.
- Develop their ever-growing vocabulary, through an interest in words and their meanings.
- Experience a range of text/media types and genres, across a range of contexts, to develop their understanding.
- Learn to write in a variety of styles and be able to apply characteristic features of texts to their own writing.
- Develop a technical vocabulary with understanding of grammatical terminology.
- Learn how to apply grammatical terminology in their own writing.
- Have the opportunity to write for pleasure; to explore and develop their own ideas.

Statutory Requirements

Statutory requirements for the teaching and learning of English are set out in the National Curriculum in England (2014). The aim for English in the National Curriculum is to promote high standards of language and literacy by allowing children to develop a strong command of the spoken and written word, and to develop their love of literature.

From EYFS to Year 6, the National Curriculum for English (2014) aims to ensure that all children:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage

- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

EYFS

In EYFS (Nursery and Reception) children are given opportunities to:

- speak and listen and represent ideas in their activities;
- use communication, language and literacy in every part of the curriculum;
- become immersed in an environment rich in print and opportunities to communicate;
- build fine and gross motor skills to ensure children are physically ready for writing;
- develop early skills in reading and writing.

Key Stage 1 (Year 1 and Year 2)

In Key Stage 1, children learn to speak confidently and listen to what others have to say. They learn to read and write independently, at length. They use language to explore their own experiences and imaginary worlds.

Key Stage 2 (Years 3 – 6)

In Key Stage 2, children learn to change the way they speak and/or write to fit different situations, purposes and audiences. They encounter a range of fiction, non-fiction and poetry. They explore the use of language in literary and non-literary texts and learn how the structure of language works. Children in Key Stage 2 develop their knowledge and understanding of grammatical terminology.

Subject Organisation

Planning

Teachers use a variety of different resources to plan and deliver stimulating and engaging English lessons. We follow the HfL Education Essential Writing planning for years 1 to 6. We use Literacy Shed Plus, Power of Reading and Drawing Club within our EYFS. The teaching of Spelling, Punctuation and Grammar is embedded into every English lesson and is sometimes supplemented with extra SPaG lessons in KS2. The teaching of vocabulary is imperative; we strive to equip children with a wide range of vocabulary to help bring their writing to life. Spelling is taught twice weekly in year groups following Spelling Shed. When planning, teachers identify new vocabulary opportunities and provide children with opportunities to learn and explore new vocabulary. All teachers and teaching assistants model the writing process and demonstrate writing to a high standard. Each classroom has an English Working Wall where key vocabulary and modelled writing are displayed. Handwriting is also taught twice weekly following our handwriting scheme – Schofield on Simms Write Well. Extra handwriting support is also provided in classes where needed.

EYFS

Early Years continuous provision provides children with opportunities to develop their communication, language and literacy skills on a daily basis with a focus on child-initiated activities.

As well as a Writing Area, which provides children with a range of materials with which to experiment and practice mark marking/letter formation (and eventually to practice taught skills), other areas are enhanced to provide children with the opportunity to read and write in a range of contexts. A range of resources in the outdoor area, including a mud kitchen, provide valuable opportunities to engage children in writing for pleasure. They also have access to a vast range of texts, including fiction and nonfiction. Children enjoy daily 'story time' so they become familiar with stories and authors and begin to develop a love of reading. Adult led activities in EYFS are usually linked to stories, poems or nursery rhymes or to cross curricular topics. From when they start school, children learn that writing can have a range of purposes and they begin to explore the features of different types of writing. The continuous provision also helps children to develop their fine and gross motor skills which are important for children to be able to write using a pencil. In EYFS, children have daily phonics sessions in order to develop their blending and segmenting skills in preparation for early reading and writing.

Key Stage 1 (Year 1 and Year 2)

In English lessons, children explore a variety of themes such as Stories in Familiar Settings, Instructions, Fantasy Stories or Funny Poems. They study fiction and non-fiction and begin to compare characteristic features of writing. Children learn how to apply these features in their own writing and begin to write at length.

In Key Stage 1, children will write for a range of purposes, including (but not limited to):

- Stories
- Diaries
- Newspaper reports
- Instructions – recipes, 'how to' guides
- Explanation texts
- Poems
- Letters and postcards
- Labels, lists and captions
- Recounts
- Non-chronological reports

The teaching of English in Key Stage 1 focuses on Spelling, Punctuation and Grammar objectives from the National Curriculum and learn how to use these taught rules in their own writing. Writing skills are developed across the curriculum and children are given lots of opportunities for cross curricular writing. This may be linked to Topic (for example, Kings and Queens, the Great Fire of London, Lighthouses) or other curriculum areas such as R.E or Science. Children have 1:1 reading sessions as well as whole class guided reading. Children are encouraged to develop a love for reading through story time.

Key Stage 2 (Years 3 – 6)

In Key Stage 2, children have English lessons in which they focus on a range of text types throughout the year. Lessons are linked to high quality texts, topic themes, films or animations. During Key Stage 2, children can expect to tackle a range of writing tasks through the exploration of texts, including (but not limited to):

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- Stories (including a variety of genres such as myths and legends, adventure, mystery and suspense)
- Letters
- Play scripts
- Biographies
- Recounts
- Instructions
- Glossaries
- Explanations
- Debates
- Haikus
- Poems

Children will also learn to write in a range of styles, including;

- Writing persuasively
- Writing in a journalistic style
- Writing formally/informally
- Writing arguments

Spelling, Punctuation and Grammar is taught within every English lesson and when necessary it is taught discreetly. In Key Stage 2, children continue to have a range of opportunities for cross curricular writing. English skills are developed across the curriculum so children can apply what they know in a variety of contexts.

Approaches to Reading

We use reading sessions in EYFS and KS1 to enable children to decode efficiently. Where necessary, this is continued into KS2. Reading strategies are modelled daily by teachers and teaching assistants and children have the opportunity to develop these and discuss texts in detail. In EYFS and KS1, children have the opportunity to read 1:1 with an adult at least once per week. This is more frequent for children who read less often at home, or who may need additional support to reach national expectations for their age. In each class, there are children identified as 'daily readers'. These children are listened to where possible every day. This can be by a teacher, teaching assistant or one of our school volunteer readers. As children move through school (or become more able readers), opportunities for sustained independent reading are provided. At Warwick Bridge, we use Accelerated Reader to track and assess reading comprehension. In EYFS and KS1, children follow a range of different phonics books which are closely matched to their phonics level. At Warwick Bridge Primary School, we are following the Phonics Shed planning to teach and deliver our phonics teaching and learning. All children in EYFS, KS1 or where applicable in KS2 have books that match their phonics stage. In EYFS, children take home a reading book to be shared with parents. Throughout the school, each child keeps a 'Reading Record' in which parents and teachers share information about a child's reading. Parents are encouraged to read with children as often as possible, preferably daily, and information is provided by teachers at the start of each school year to ensure parents know how best to support their child in reading. In KS2, children have more responsibility for selecting books to take home and read. The expectation is that children are able to read independently by this Key Stage. We also send home reading VIPERS question sheet to support parents with questioning their children while reading. Please see appendix B for further information.

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Children in KS2 who do not meet National Curriculum expectations for their age may continue to read with a teacher or adult frequently, or intervention is put in place to support their reading. Although children in KS2 are likely to read without a parent/carer, we still encourage all readers to share books at home with their family, as we want children to develop a lifelong love of reading. As a school, we recognise the value of reading aloud to children to model appropriate use of story language and reading with expression. We want to enthuse them with a love of books and inspire them as writers. All of our classrooms have a reading area in which the children can access a range of books including fiction and non-fiction books. Children also have the opportunity to select books from our school library during the school day or at break times. We also have regular book clubs in our school library at lunch times.

Children have the opportunity to participate in lots of exciting and rewarding activities linked to reading, including:

- Visits to the school library for storytelling and book sharing.
- World Book Day celebrations – dressing up, activities linked to favourite stories.
- Book Fairs.
- English lessons are based on high quality texts which engage and stimulate learning.
- Reading events at school including The Big Read and Reading Picnics which parents are invited to join us.
- Visits from the Library Service bus for storytelling and book loaning.

Whole-class Guided Reading

At Warwick Bridge, we have adopted a whole-class guided reading approach where possible. For children working below age related expectations, guided reading can be taught in a smaller group led by a teaching assistant using a suitable text. Guided reading sessions are focused on developing key skills for reading. We use Reading VIPERS (EYFS to Year 6) from the Literacy Shed to support guided reading please see appendix A and B for further information on Reading VIPERS.

Teachers read high quality texts with pupils focusing on comprehension and specific features in relation to objectives and content domains. This is an opportunity for teachers to model the act of being a fluent reader. Teachers demonstrate to the class by ‘thinking aloud’ the skills required to be a reader. For guided reading, the text chosen should be at a level slightly higher than the majority of the class and the teacher should plan differentiated questions around the text that encourages the children to enjoy, understand, discuss and analyse the written word in a supported environment.

Teachers will use Reading VIPERS from the Literacy Shed Plus to plan and deliver whole class guided reading sessions. This approach gives the children a way of exploring the different content domains found in the National Curriculum. Further to this, it allows the children to break down questions into key skills and understand how they are required to approach different types of questions. Teachers are encouraged to use a variety of mediums to teach reading, including: newspaper articles, video clips, extracts from novels etc. ensuring they are covering a breadth of topics.

Approaches to Writing

Our aim at Warwick Bridge Primary School is to develop children’s ability to produce well-structured writing with appropriate detail, in which the meaning is clear and the interest of the reader is engaged. All children are given daily opportunities to write in a range of contexts, for a variety of purposes, and have regular opportunities to write at length in extended independent writing sessions. Our long-term planning for English covers a range of different texts which ensure children

are exposed to a range of appropriate text types set out in the National Curriculum (2014), ensuring a breadth of coverage. Teachers will identify key texts for Guided Reading. We recognise the importance of computing/technology in developing English skills. Interactive technology is used daily in a range of ways to enhance the teaching of English; in EYFS or KS1 children may play English games on the interactive whiteboard or tablets, in KS2 they may use the internet to conduct research to support their writing. Technology may be used to support the 'end product' of a writing task. Children also have the opportunity to use the Clicker software which can support children with spelling and sentence composition it can also be used to support children with SEN.

Approaches to Speaking and Listening

Speaking and listening are fundamental to good communication for us all, and are dependent of ability in reading and writing. We recognise the importance of being aware of skills children have already acquired in order to build on this foundation. From entry in EYFS, children are given opportunities to develop and learn new skills in formal and informal settings, both in and outside of the classroom.

Children are encouraged to speak clearly and listen carefully, and both speaking and listening are stimulated in a range of ways, including:

- Listening to and responding to stories, rhymes, poems, songs and games from various cultures
- Responding to visual and aural stimuli, such as pictures, paintings, radio or film clips
- Discussing and expressing opinions
- Giving and receiving instructions or information
- Using talk partners in EYFS/KS1 in all curriculum areas
- Describing/recounting events
- Storytelling and reading aloud
- Reciting lines, songs or poems learned by heart in school plays or presentations
- Imaginative play (not just in EYFS) for example, role play, use of puppets or drama
- Circle time
- Assemblies
- Debates (KS2)

We also realise that a rich variety of speaking and listening opportunities arise from literature and so we have a vast array of books in each classroom including fiction and nonfiction. Any child thought to require the support of a Speech and Language therapist is referred in accordance with our SEND policy.

Approaches to Phonics

We teach daily phonics sessions following Phonics Shed. Phonics is taught as a whole-class lesson every day alongside their class teacher and Joe (the puppet). Children who are struggling with retaining their phonics understanding are given an opportunity to have a 'catch up' session in the afternoon. This session is delivered in a different way to ensure all learning styles are accommodated for. The Phonics Shed programme provides a systematic way to teach reading through synthetic phonics. Children are taught to decode by breaking down words into sounds as a way to "synthesize" the whole word from letters and sounds. By using our fully-resourced and editable planning sequences, children are taught, through techniques such as our 'Say It, Stretch It, Sound It,'

to decode by breaking down words into sounds as a way to segment and blend (“synthesise”) the whole word with the learning reinforced by our offline and online multi-sensory tasks and games.

We believe that phonics teaching should be:

- Systematic
- Discrete
- Interactive
- Practical
- Engaging
- Multi-sensory
- Differentiated

Children who still need extra support to develop their phonic knowledge across the EYFS, Key Stage 1 and 2 are identified and targeted for intervention or ‘catch up’ sessions. Phonics Shed provides planned interventions to use with children who may need that extra support.

Cross-Curricular Opportunities

Teachers plan carefully for children to practice and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum. Because of this, children from EYFS to Year 6 are provided with opportunities for cross curricular writing. Each class has a new topic each term, focusing on history or geography. However, teachers may choose to link their English text to any other subject including religious education or science.

Topics allow children to write for a range of purposes, in a variety of contexts. In the past, children have written letters, written reports, written diary entries, produced play scripts and written biographies about significant individuals in History. We believe that providing these cross curricular opportunities helps children to develop a love of writing, as well as instilling in them that all writing has a purpose.

Assessment and Target Setting

Children are assessed termly by their class teachers in Reading and Writing. Formative and summative assessments are carried out regularly to ensure that the teaching of Reading and Writing is focused on children’s needs. In Y1, children take a statutory Phonics Test to test their decoding skills. In Year 6, children will take statutory assessments in Reading and Spelling, Punctuation and Grammar.

Inclusion in English

The needs of all children are considered carefully when planning and teaching at Warwick Bridge Primary School. We want children to reach their full potential. Where necessary, teachers identify which children are not making progress and take steps to improve their progress and attainment in English, usually in liaison with the SENCO.

Equal Opportunities

At Warwick Bridge Primary School, we have high expectations for every child, whatever their background, ability or circumstances. We know that children learn best when they are healthy, safe and engaged. In order to engage all children, cultural diversity is celebrated. Our English curriculum

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includes a wide range of texts and other resources which represent a variety of cultures and backgrounds. We value what each individual child brings to our school.

Role of the Subject Leader

Our subject leader for English is Natasha Hogarth. The subject leader is responsible for maintaining/improving the standards of teaching and learning in English by:

- Monitoring and evaluating English; pupil progress, planning, marking and feedback, curriculum coverage, teaching, role of teaching assistants, English provision
- Taking the lead in policy development
- Auditing and supporting colleagues in CPD
- Purchasing/organising resources
- Keeping up to date with developments in English

Policy written and adopted by Warwick Bridge staff **January 2025.**

Ratified by Governing Body

Date to be reviewed **January 2025.**

Head Teacher

Chair of Curriculum Committee

Chair of Governors

Signed:.....

Signed:.....

Signed:.....

Date:.....

Appendix A.

KS1 Reading VIPERS:

https://www.literacyshedblog.com/uploads/1/2/5/7/12572836/ks1_reading_VIPERS.pdf

Reading Vipers

- V**ocabulary
- I**nfer
- P**redict
- E**xplain
- R**etrieve
- S**equence

KS2 Reading VIPERS:

https://www.literacyshedblog.com/uploads/1/2/5/7/12572836/ks2_reading_VIPERS.pdf

- V**ocabulary
- I**nfer
- P**redict
- E**xplain
- R**etrieve
- S**ummarise

KS2 Reading Vipers

Vipers is a range of reading prompts based on the 2016 reading content domains found in the National Curriculum Test Framework documents which can be found online here: <https://www.gov.uk/government/publications/key-stage-2-english-reading-test-framework>

Vipers heading	Content Domain reference	Content Domain Description
Vocabulary	2a	Give/explain the meaning of words in context
Infer	2d	Make inference from the text/ explain and justify using evidence from the text.
Predict	2e	Predict what might happen from the details stated and implied.
Explain	2f, 2g, 2h,	Identify/explain how information/narrative content is related and contributes to the meaning as a whole. Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within the text
Retrieve	2b	Retrieve and record key information/key details from fiction and non-fiction
Summarise	2c	Summarise main ideas from more than one paragraph

KS1 Reading Questions

Appendix B.

V - Vocabulary

What does the word mean?
 Find one word which means...?
 Which word in this section do you think is the most important? Why?
 Can you think of any other words the author could have used to describe this?
 Why do you think... is repeated in this section?
 Which of the words best describes the character/setting/mood etc?

I - Inference

Why was feeling ...?
 Why did ... happen?
 Why did... say ...?
 Can you explain why...?
 How does.... make you feel?
 Is there anything you've just read which reminds you of something that has happened to you?
 Can you explain why... ?

Reading Questions
Key Stage 1

P - Prediction

Look at the book cover/blurbs. What do you think this book will be about?
 What do you think will happen next? What makes you think this?
 How does the choice of character or setting affect what will happen next?
 What is happening? What do you think happened before? What do you think will happen after?

E - Explain

Who is your favourite character? Why?
 Why do you think all the main characters are girls in this book?
 Would you like to live in this setting? Why/why not?
 Is there anything you would change about this story?

R - Retrieve

Where is the story set?
 How does the main character look/behave/speak?
 When is the story set?
 Where would you find a section about ...?
 Who are the key characters in the book?
 What happened at?
 What did (s)he/it look like?
 What happened to ...?

S - Sequence

What happened after...?
 What was the first thing that happened in the story?
 Can you summarise in a sentence the opening/middle/end of the story?
 How/where does the story start?
 Use 20 words to sum up the story or non-fiction text.

<p><u>V - Vocabulary</u></p> <p>What does this word tell us about the character/setting/atmosphere?</p> <p>Why did the author use words like ___ to describe ___?</p> <p>What might that mean?</p> <p>What does that imply/suggest/indicate about _____?</p> <p>Which word/phrase gives us the impression that the setting is _____?</p>	<p>WB <u>Reading Questions</u> WB Key Stage 2</p>	<p><u>R - Retrieve</u></p> <p>Where is the story set?</p> <p>How does the main character look/behave/speak?</p> <p>When is the story set?</p> <p>Where would you find a section about ___?</p> <p>Who are the key characters in the book?</p> <p>What happened at _____?</p> <p>What did (s)/he/it look like?</p> <p>The story is told from whose perspective?</p>
<p><u>I - Inference</u></p> <p>What makes you think ___? Give evidence for your opinions.</p> <p>Which words/phrases give you that impression?</p> <p>What impression do we get of ___? Why?</p> <p>What do you think will happen to the main character now? Can you give reasons for your opinion?</p> <p>Why is ___ important?</p>	<p><u>P - Prediction</u></p> <p>Who is on the front cover? What is on the background? How might these give us clues about the story?</p> <p>Based on what you already know, how do you think the story will develop?</p> <p>What don't we know about ___?</p> <p>What do you think is likely to happen when ___?</p> <p>Do you think the author has a plan for _____?</p>	<p><u>S - Summarise</u></p> <p>What happened after _____?</p> <p>What was the first thing that happened in the story?</p> <p>Can you summarise in a sentence the opening/middle/end of the story?</p> <p>Use 20 words to sum up the story or non-fiction text.</p>
	<p><u>E - Explain</u></p> <p>What affect does... have on the audience?</p> <p>Which section was the most interesting/exciting part?</p> <p>The mood of the character changes throughout the text. Find phrases that show this.</p> <p>What is the author's point of view?</p>	