



ENGLISH POLICY

Our aim is to enable all pupils at The Flying Bull Academy to communicate effectively in English through Writing, Reading, Speaking and Listening and Drama. All pupils, regardless of ability, gender, race and sexual orientation, are equally entitled to take part in an appropriate and continuous study of English (see Inclusion Policy).

EARLY READING AND WRITING (PHONICS)

At The Flying Bull Academy, we follow the Letters and Sounds Phonics programme in Key Stage 1. This programme is taught alongside regular shared reading of stories and books, to help instil an early love of reading. Pupils work through phases of learning during 'phonics' lessons, made up of 'revisit, learning, practise and apply'; these take place at least four times a week from the start of Reception until the end of Year 1. There are five phases, each prioritising reading and spelling using synthetic phonics:

Phase 1: Hearing and articulating sounds

Phases 2 and 3: Learning one way of writing (i.e. one grapheme) each sound (phoneme)

Phase 4: Practising blending and segmenting words with clusters of sounds

Phase 5: Learning about alternative graphemes for any given phoneme

As pupils move through the phases of learning, there is a growing emphasis on using a variety of strategies to read and spell words; pupils are strongly encouraged to think about strategies that work for them. This is closely linked to 'Key words (Year R)' and 'ERIC words (Year 1 onwards)' for each year group – these are words (or parts of words) for which 'phonics' may not be the best strategy to help with reading and spelling (see *Grammar, Punctuation and Spelling* below).

In the summer term of Year 1, pupils are assessed on their ability to read phonetically decodable words up to Phase 5 (e.g. eat, street, donkey). Pupils who do not pass this screening receive subsequent ongoing systematic support in phonics to help close the gap to their peers.

READING

At The Flying Bull Academy, we teach and practise the skills necessary for our pupils learn to read and develop their fluency and comprehension. Using a range of reading opportunities, our aim is to instil a love of reading.

Guided Reading

Guided Reading takes place a minimum of four times a week from Year R to 6. These sessions are led by the Class Teacher and supported by a Teaching Assistant. Pupils need to access a range of texts (including fiction and non-fiction). This links to the pupils' learning across the curriculum. Teachers use a variety of strategies to teach reading. These include: shared reading through whole class texts, group reading with colour banded books and reciprocal reading to develop comprehension skills.

Children regularly receive feedback, either written or oral. When children are learning with a whole class text, they learn through differentiated activities and are heard reading one-to-one.

Home Reading in EYFS and KS1

Each pupil must bring a book bag to school every day. It should include:

- A 'banded' home reading book
- A library book
- A reading journal

We have a wide variety of 'banded' home reading books for pupils to access. Pupils should choose a book with an appropriate banding from the selection available. Teachers guide pupils over which band (and potentially which book) they should choose. Pupils change book bands when they can read approximately 95% or more of the words in at least three books at their current banding, as well as confidently answer questions about what they have just read.

Home Reading in KS2

Each pupil must bring a book bag to school every day. It typically includes:

- An 'Accelerated Reading' home reading book
- A library book
- A reading journal

In KS2, we use a reading programme called 'Accelerated Reader'. Each half term, children take a Star Reading test which identifies the children's reading ages and allocates them an appropriate reading range. The children then choose a book within that reading range to read. After the child has read their book, they are able to take a quiz. When the child passes the quiz, they are awarded with points. Teachers reward children based on whether they have reached their personalised target, the number of words they have read and quizzes they have passed.

The Hub

All pupils and teachers at Flying Bull have access to the Hub, which features a library of many fiction and non-fiction texts, of all genres. This is constantly updated by the librarian. Pupils receive training in how to select an appropriate library book; they may withdraw one book at a time. Both library books and home reading books must be looked after; if books are lost, a small cost will be incurred for replacement. Quizzing for Accelerated Reader takes place each morning. Year Groups 3-6 are also allocated a day for children to quiz during break time.

Staff check home reading diaries at least once a week, and respond to any questions or comments left by parents or carers. Pupils are encouraged to read regularly at home; pupils are given the choice to read to an adult, be read to or to read independently out of school, at least five times a week. Fluent readers can be asked questions instead. If pupils have had their reading journal signed five or more times in a week, they receive a team point.

ERIC – Supporting your Child's Reading

Parents and carers are invited into class for ERIC (Everyone Reading In Class) every Thursday morning from 8:35 to 9:15. The aim is for every pupil to be heard reading at this time. This is a good opportunity for teachers and parents to discuss pupil's reading and next steps. Parents and carers can visit the English resources section of our website and/or speak to teachers at the end of the day for further support.

ECAR (Every Child a Reader)

At The Flying Bull Academy, we have a Reading Recovery teacher and numerous support staff trained in FFT Wave 3 and BRP (Better Reading Partnership). These are one-to-one 'Every Child a Reader' interventions which take place outside 'regular' classroom learning. They are designed to accelerate pupils' progress in reading. If a pupil is selected for one of these programmes, the Class Teacher will inform the respective parent or carer.

Vocabulary Development

To supplement our varied reading curriculum, each year group across the academy will learn new vocabulary (mainly taken from their class reading book) using a systematic approach. These include strategies such as: songs, word investigations, games and opportunities for application in written and verbal form.

Assessment

Years 2 and 6 will sit KS1 and KS2 Reading Tests. Alongside these formal tests, teachers use a variety of methods to assess, feedback and plan for pupils' learning in reading. These include:

- A weekly class guided reading plan, with Assessment for Learning (AfL) annotations
- Guided reading sheets for each group, with AfL annotations
- Running records (4 per pupil per term up to, and including, 'White' book banding)
- Comprehension activities (a minimum of 1 per week per pupil)
- Reading tests (usually sat in the Summer term)
- Reports from Accelerated Reader
- Video evidence
- Feedback in the books

WRITING

At The Flying Bull Academy, we aim for every pupil to become a fluent, competent and confident writer, able to use writing as a tool for both communication and reflection in their daily lives.

Writing Across the Curriculum

Pupils develop the skills of text, sentence and word level writing within their English work. Guided writing with the teacher takes place within the structure of the English lesson. These skills are transferred into writing in other areas of the curriculum. Pupils are taught to recognise the features of different types of text and to use this knowledge to write for a range of different purposes and audiences.

Based on their individual needs, pupils have access to:

- Feedback Marking (at least once a week)
- Toolkits
- English Working Walls
- Spelling Journals
- Targeted support from adults

Proof-reading and Editing

Children are encouraged to become reflective writers, part of this journey involves the explicit teaching of proof-reading and editing. During the process of writing, children respond to feedback and make amendments using a purple polishing pen.

Grammar, Punctuation and Spelling

Spelling is taught as a discrete lesson from Year 2 onwards (following on from Phonics). Like phonics, this lesson features daily 'revisit, learn, practise and apply' sections. Coverage for these lessons is taken from:

- The Letters and Sounds programme
- The spelling appendix of the national curriculum
- The grammar appendix of the national curriculum
- The No Nonsense Spelling and Grammar schemes

Ideas are also taken from the Support for Spelling document and the Chris Quigley Essential Learning Objectives document.

In this lesson, pupils continue to learn a variety of strategies to spell words; from Year 2 onwards, these strategies include learning about spelling patterns (also known as rules). Alongside these patterns, pupils are taught 'ERIC words' for each year group. Pupils are trained in choosing an appropriate strategy to help spell these words.

When appropriate, pupils are encouraged to find one spelling error a day in Years 1 and 2, two spelling errors in Years 3 and 4, and three spelling errors in Years 5 and 6. We teach dictionary skills from Year 1 onwards; once taught, pupils use dictionaries to check and correct their own spellings. Spellings are sent home in a targeted manner; for instance, if pupils are not yet spelling earlier curriculum content correctly.

Pupils 'apply' their spellings spelling lessons, as well as across the curriculum. This may be linked to their English work. During these lessons, teachers and pupils use the terminology from the English Glossary of the national curriculum. Pupils also have a regular chance to practise using this terminology. This occurs during feedback marking and during practice grammar questions in Grammar, Punctuation and Spelling lessons.

Grammar teaching may also be integrated into these lessons; however, most grammar will be taught in context as part of shared writing and reading.

Handwriting

It is our aim that all pupils write in a legible, fluent style, sitting in an appropriate position with a comfortable pencil grip. In Reception, pupils are taught each letter of the alphabet using the 'pre-cursive' style. When ready (usually from Year 1 onwards), pupils are taught to write using a cursive script. When children are showing a consistent use of cursive script, they will be awarded their pen licence to use during lesson time.

Assessment

Years 2 and 6 sit the KS1 and KS2 Grammar, Punctuation and Spelling Tests. Results in Year 6 will be reported to parents.

As part of ongoing assessment, pupils undertake learning journeys. At the end of these journeys, there is an independent piece of work that demonstrates progress. We use the Chris Quigley Milestones Document to assist with assessing the writing of pupils. At the end of each half term, teachers review work in books and annotated planning and form a judgement. Pupils are either working towards national expectation, working at national expectation or working at a greater depth.

Alongside this, teachers use a variety of methods to assess, feedback and plan for pupils' writing. These include:

- A weekly Phonics/Grammar, Punctuation and Spelling plan, with AfL annotations
- A weekly English plan, with AfL annotations (this may be combined with a 'topic' plan)

- Weekly feedback given, and responded to by the pupil in a purple pen
- Spelling corrections
- Pupil conferencing
- Peer / self editing
- End of year formal assessments

SPEAKING AND LISTENING

At The Flying Bull Academy, we encourage pupils to speak with confidence and clarity in an increasing variety of situations, and to develop the ability to listen with sustained concentration.

Speaking and Listening Across the Curriculum

Speaking and listening is an integral part of all lessons and opportunities for questioning, collaborative activities and higher order thinking skills are included or annotated on all lesson plans from Nursery to Year 6. Pupils have an opportunity to think and orally rehearse their ideas before writing them. 'Good listening' skills are taught, modelled and encouraged in all lessons. Staff are trained in dialogic teaching practices to develop class discussion and allow children to agree/disagree and build on the ideas of their peers.

P4C

Philosophy lessons are held fortnightly and as part of our regular focus day events. During philosophy lessons pupils are encouraged to listen and respond to their peers as part of a community of enquiry. Starting with a stimulus, such as a story, pupils are encouraged to ask their own questions. The whole group then decides (e.g. by voting) which question it would most like to discuss. The teacher gives pupils time to think and reason individually about the chosen question before exchanging ideas and opinions as a group. Through discussing their questions, pupils learn to listen carefully, to explore differences of opinion respectfully and to value the ideas of others. The aims of P4C are to create a community of enquiry where the pupils can learn through dialogue, testing ideas against each other's whilst developing their critical thinking skills.

SaLT (Speech and Language Therapist)

We have a dedicated part-time Speech and Language Therapist working in the school to identify speech and language needs. Pupils are supported with their Speech and Language and teachers /teaching assistants are given support with delivering programmes.

Assessment

Nursery pupils are assessed alongside the Development Matters document. In the Reception classes, pupils are monitored individually against the Foundation Stage Profile. All other pupils are assessed against the Speaking and Listening skills progression.

DRAMA

At The Flying Bull Academy, we believe that all pupils are entitled to a full education in the arts, and that drama is an important part of a broad and balanced arts education. Drama supports our school values, and also provides opportunities for the spiritual, moral, social and cultural development of the pupils. Drama permeates each part of the English curriculum as well as being evident in cross curricular subjects.

The main components of creating drama, responding to drama and performing drama are taught progressively in all years through cross-curricular activities. Opportunities are provided whenever possible for pupils to be part of an audience at a range of performances. This includes: educational visits to watch performances, performances in

school, school plays and class assemblies. Children also have access to our radio suite, where they can broadcast and record their work.

Policy Written: October 2018

Requirements outlined in this policy are monitored regularly by the English team.