

English at Byfield School:

What is English, Why do we teach English?

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

National Curriculum 2014/

Children at Byfield School are readers because they are fluent:

- Children in Reception, Year 1 and Year 2 have structured phonics using the read write inc scheme.
- The whole school has daily reading sessions – teaching fluency skills.
- Children listen to teachers read a class story.
- English schemes use modelled texts and specifically chosen books – which children read with their peers.
- Children who read at home at least 5x a week are given rewards to encourage this.
- We use Lexplore termly, to monitor children's reading fluency. This enables us to ensure children are targeted for interventions where needed.
- Interventions for children who are working below age related include, additional reading in groups, precision teaching, working 1:1 with reading volunteers, additional phonics.

Children at Byfield School are readers because they learn to understand (comprehend) a variety of texts and develop a love of reading

We believe the way we encourage children to love reading – is teaching children to love stories, love finding information in books, and love the feeling of discovery you get through quality books. Children need to have both fluency skills, and the ability to understand and comprehend books to show this love of reading.

- The whole school has daily reading sessions – and have daily access to quality books.
- Children listen to teachers read a class story.
- EYFS have a treasure chest or 'treasured' books, which they revisit time and time again.
- English schemes use modelled texts and specifically chosen books – which children read with their peers.
- Children who read at home at least 5x a week are given rewards to encourage this.
- Our Reading Spine includes a wide range of texts from different cultures, different historic times, and a range of different text types.

How we teach Reading and Phonics:

At Byfield School and Nursery, we value reading as a key life skill, and are dedicated to enabling our pupils to become lifelong readers. We believe reading is key for academic success and so to ensure we have a holistic approach to the teaching of reading, we implement the following.

- Children take part in Guided Reading sessions, where children are exposed to a range of different texts and can demonstrate their understanding and thinking behind these.
- A wide range of reading books are available for the children to choose from. All children from Nursery to Year 6 choose a reading book to take home that matches their individual reading age along with a reading book that is closely matched to the phase of phonics they are currently working within.
- Each classroom will have a selection of books in their classroom which are directly linked with the class topic. This offers opportunities for the children to apply their reading skills across the curriculum.
- Children are read to each day by their class teacher. This could be a book that the teacher recommends to the class or a recommendation from a child.
- Each classroom has a reading area that is filled with books suitable for their reading age. This is a comfortable place for children to read throughout the day.
- Children who are not yet 'free readers', will work through our school reading scheme –these are levelled books which match the children's current reading age.
- We expect family at home to read these books with their child daily and make comments in their child's reading record. Rewards are given to children who read 5 times at home each week.

By the time children leave Byfield School and Nursery they are competent readers who can recommend books to their peers, have a thirst for reading a range of genres including poetry, and participate in discussions about books, including evaluating an author's use of language and the impact this can have on the reader.

At Byfield School and Nursery, we use a systematic teaching of phonics which is a high priority throughout Foundation Stage and Key Stage 1. Phonics is taught daily to all children in Foundation Stage, Year 1 and those in Year 2 who have not passed phonics screening in Year 1. Staff systematically teach learners the relationship between sounds and the written spelling patterns, or graphemes, which represent them using the Read, Write, Inc scheme. Phonics is delivered in a whole class format because it enables staff to ensure application across subjects embedding the process in a rich literacy environment for early readers. Intervention is planned for those children who are working below expected levels. Phonics Bug is used as the spine for delivery of the phonics sessions. Read, Write, Inc is visual, aural and kinaesthetic thus increasing the likelihood of rapid progress. Pupils will be given Reading books which closely match the phase of phonics that they are currently working within.

Children at Writers because they learn to accurately transcript their ideas:

- Children have regular grammar lessons using Classroom Secrets whole school overview to ensure there is a clear progression.
- Children have regular handwriting lessons using the Letterjoin scheme – which teaches children to write with a Cursive, Fluent Script.
- There are weekly spellings, based on the national curriculum using SpellingFrame, so spelling can be taught in a clear progression, with a variety of games on Computers/Tablets to help these remain memorable.

Children at Writers because they learn writing composition skills :

- All classes have a clear planning structure – where writing, planning, and the genre is modelled and children are given clear examples of what good looks like.
- Through this teaching sequence, children are taught new vocabulary and spend time discussing the impact of different word choices.
- Our Curriculum is planned out clearly – so each term children write at length in both Non-Fiction and Fiction. There is also a termly poetry focus.
- Children apply their writing skills across the curriculum.

How do we cater for children who are more able in English?

What We Believe	Provision
<p>The characteristics of a More able pupil:</p> <ul style="list-style-type: none"> • Have a secure subject knowledge and can recall it quickly • They work systematically, • They are able to come up with their own solutions to problems, and use their knowledge to think creatively • Are able to work with a wide range of children being good leaders or team members • Are able to apply that subject knowledge in a range of different contexts • Are able to communicate their understanding efficiently. • Are able to use reasoning skills (not just in writing but across every subject) to construct sound explanations and arguments based on secure subject knowledge • Are able to analyse, evaluate and create (Blooms Taxonomy) drawing from good subject knowledge. 	<p>Children are taught spelling, handwriting and grammar and consistently apply this securely in every piece of work</p> <p>Children are given opportunities to extend their vocabulary.</p> <p>Children use models of writing and are given opportunity to read high quality texts so they can draw ideas for their own writing.</p> <p>Children are given a clear purpose for writing – so they can adapt writing to meet the audience. They also have the opportunity to write to parents in the form of letters and presentations, the local community, stories for other children and in the school writing magazine.</p> <p>Teachers plan relevant and purposeful writing experiences, so that writers apply taught skills to new contexts. This often is linked to our topic learning.</p>

<ul style="list-style-type: none"> • Children are able to self-check, identify mistakes more independently and edit and improve their work. • Use Enquiry skills 	<p>Children are given opportunities to edit and improve work based and evaluate their own writing and that of others.</p> <p>Children have a variety of reading materials, which remain challenging for their age, but are content appropriate. This is done through the Lexplore reading analysis, so we can ensure they have access to stage appropriate texts.</p>
<p>Opportunities for More Able</p> <p>More able children need opportunities show they have a deeper level of understanding.</p> <p>Blooms Taxonomy states the higher level thinking is through analysing, (breaking down information into component parts), Evaluating (judging the value of information or ideas) and Creating (combining parts to make a new whole)</p> <p>More able children should have the opportunity to communicate, present and produce work for an audience.</p>	<p>Children have open-ended tasks which they are expected to analyse, evaluate or create.</p> <p>Opportunities are built in so children that are more able produce work for a specific audience – for example producing letters, presentations or displays to communicate their knowledge.</p> <p>Children take part in inter-house competitions for writing – using the above skills.</p>

How do we cater for SEND in Writing?

What we Know / What we believe	Provision
<p>At Byfield we believe the importance of maintaining an inclusive learning environment</p>	<p>SEND children still have 100% access to English lessons – they are not removed for interventions unless there are specific interventions which are assessed to address a crucial learning need which would prevent them from leading a successful and rewarding life.</p>
<p>Some children may need differentiated adaptations to be made – so they can access the same learning.</p>	<p>Teachers adapt and design learning so that it means children can access the next step of learning. This means teachers design activities, which still meet the learning intention by differentiating lessons by responding to learners needs through planning different levels of expectations, activities, level of support, resources, time limits, challenge, peer support or adult support. Teachers also adapt lessons so children with disabilities can access the same learning intentions.</p> <p>Where children are working significantly behind, the class teacher plans interventions and strategies and this is reviewed by our SENCo to ensure that the support is correct.</p>
<p>English is a vocabulary-rich and vocabulary dependant subject – SEND children who struggle with spelling or retaining vocabulary need extra support.</p>	<p>Key vocabulary is explicitly taught – with time for consolidation.</p>

	<p>Key words are explained with examples, images, videos and use of other strategies to ensure they are memorable.</p> <p>Word banks are used to help with key vocabulary and the spellings.</p>
<p>English requires knowledge to be 'sticky' – children need to remember learning to build on knowledge from one lesson to the next. – SEND children who struggle with memory retention will need extra support and experiences to link knowledge to.</p>	<p>Learning starts with an 'experience' which gives children something to attach all learning to (this may be a trip, watching a video, conducting an experiment, a re-enacting something through drama)</p> <p>Lessons are planned so they are progressive, and knowledge from one lesson is built upon in the next.</p> <p>Strategies are used to ensure key facts and knowledge is retained from one lesson to the next – for example teacher questioning on previous learning, quizzes, consolidation activities, or class discussions.</p>
<p>English, Reading, Writing and Grammar are key subjects in order for children to achieve in the rest of the curriculum and continue to make good progress at Secondary School</p>	<p>If children have specific difficulties with Reading, Spelling, Writing or Grammar – small step targets, additional classroom support and additional interventions will be put in place. These interventions may take place during other times of the day, may be led by the SENCo, teachers, classroom assistants or tutors.</p> <p>This is because they are crucial skills in order for children to continue lead a successful and rewarding life.</p>

Assessment

All Assessments for Reading and Writing are based on the Stowe Valley Writing Assessment Grids – these link directly to the national curriculum. Please find these separately to this document on our website.

What we Know / What we believe	Provision
Formative	<p>Where appropriate – children in ks2 start each unit by sharing with their teacher what they already know – this may be through creating a mind-map, completing a cold task, class discussions, contributing to a whole class display with post-it notes, similar, so that they can assess what knowledge children already have.</p> <p>Where appropriate key vocabulary is put on display prior to the lesson where it will be taught- and discussions are had so that children already know words and can access learning.</p> <p>Intent statements for each unit are included in books and sent home. These are the stimulus for initial conversations about children's prior knowledge. This gives teachers opportunities to plan whether they need to start by teaching objectives, or can be deepening children's learning.</p> <p>There are regular assessment points, where reading, spelling, and writing is measured 3x per year – as well as ongoing teacher knowledge.</p>
Summative	<p>At the end of the each unit the teacher reviews the knowledge learnt of each pupils and skills which have been improved. Teachers carry out assessments for the objectives in Tables of Progression for that year group, stating whether a child has a deeper mastery level of understanding, achieved the standard, working towards the standard, beginning to understand or not yet there.</p> <p>Teachers also highlight which skills and knowledge have been covered so that we can ensure there is full coverage of the curriculum.</p>

Pedagogical Approach – Inspire, Challenge, Succeed

What we Know / What we believe	Provision
<p>Inspire: Children learn best when they are engaged, interested and enthusiastic around their learning. If children are to learn, they need something to 'stick' this learning to.</p>	<p>Units will start with an 'inspire' launch – which is there to engage pupils, stimulate questions and discussions, and give them an experience to 'stick' their learning to. This inspire launch could be: a trip or visit, walk around the school or local area, watching a film, use of news/current events, experiment, survey, quiz, drama/role-play, looking at resources, group work challenges, etc.</p>
<p>Challenge: Once children are secure in the understanding of the knowledge, and have chance to learn or improve their skills, they need to ensure this learning is embedded by applying it to a real work situation. Children learn vital skills which they will need to lead happy and independent lives through challenges – “We must accept life for what it actually is - a challenge without which we should never know of what stuff we are made, or grow to our full stature.” Robert Louis Stevenson.</p>	<p>Once the base learning of knowledge and skills are in place, children need to apply this learning through a challenge. A challenge (noun) is a new task that checks someone’s ability and skill. The theme of rising and responding to challenge is important for children. The purpose It is through setting 'challenges' that children learn many of our core values: Respectful, Responsible, Determined, Caring, Fair, Courageous. These challenges can take part in lots of different ways:</p>
<p>Succeed: Children need the skills of presenting and explain. Children need the pride, confidence and self-esteem which comes with 'showing-off' their work. Children need the skills of producing and creating work for a specific audience (creating being one of the higher-order skills of blooms taxonomy, which shows a deeper level of learning and understanding.)</p>	<p>The final step of our learning process is celebrating the success with others – sharing our knowledge and what we have learnt with a closing experience. This helps give a reason for learning, and audience and a purpose. This could be in many forms: house group competition, invite Parents in for sharing afternoon, create a presentation, quiz, share to another class, produce an assembly, create a display.</p>

SMSC

What we Know / What we believe	Provision
<p>Spiritual:</p> <ul style="list-style-type: none"> • ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people’s faiths, feelings and values • sense of enjoyment and fascination in learning about themselves, others and the world around them 	<ul style="list-style-type: none"> • Children have units based on a variety of contexts. Every unit includes opportunities for children to respond emotionally to different texts. • They reflect on their own life and interests and learn how other people live in different ways in different places. • They reflect on characters in historical stories, stories from other cultures and fictional stories.

<ul style="list-style-type: none"> • use of imagination and creativity in their learning willingness to reflect on their experiences. 	<ul style="list-style-type: none"> • They try to empathise with other people’s feelings through their reading and writing. <p>Examples Spiritual Education taught through English at Byfield:</p> <ul style="list-style-type: none"> • <i>When Learning through the book Beegu in year ½ - children look at a alien who feels lonely. They related this to children – and develop empathy for other children.</i> • <i>In year 3 and 4 children learn through a book called Gregory Cool, children learn about how a character who tries hard to ‘be cool’ ends almost ends up missing out on great experiences, as he is using it to hide his own insecurities. They discuss how it is important to be confident being yourself, and how if something is worrying or scary it is best to talk to people.</i> • <i>In year 5 and 6, children learn through a book called ‘Boy in a Girl’s bathroom’ which discusses a themes of how ‘naughty’/disruptive behaviour could be a sign of far more insecurities.</i>
<p>Cultural (Including Cultural Capital)</p> <ul style="list-style-type: none"> • understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others • understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain • knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain • willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities • interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities. 	<ul style="list-style-type: none"> • Books – used as the driver for each writing unit, are chosen so there is a mixture of different cultures and times. These have been deliberately chosen – as we are aware that without this in the curriculum many children will not have access to learn about these different cultures. • At the end of each writing unit there is an opportunity for children to present their work – this could be through poetry performance, reading to another class, sharing with parents. • Children learn about stories from different points in history, both British and non-British, as well as learning traditional British stories and fairy tales. • Every term there is a poem of the term for every class. This are chosen to represent local poets from Northamptonshire, different British poets from a range of different points of history, and poets from different cultures. <p>Examples of Cultural Education through History At Byfield School</p> <ul style="list-style-type: none"> • In our year ¾ unit – Tales of Wisdom and wonder, children learn a number of different traditional tales form different cultures from around the world. • In our reception and nursery unit, based on the book Handa’s Surprise, children learn about a character from African Heritage, and the fruit which grows naturally around her.
<p>Social (Including British Values)</p> <ul style="list-style-type: none"> • use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds • willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively 	<ul style="list-style-type: none"> • Children learn about the daily lives of people in books and through their writing and learn about British and how British Values underpin how society works. • Through the English unit children work in a variety of ways, with partners, and in groups.

<ul style="list-style-type: none"> • acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. 	<ul style="list-style-type: none"> • Children have conversations about themes raised in books – and learn to empathise with other people – from a range of different backgrounds. <p>Examples of Social Education through History At Byfield School</p> <ul style="list-style-type: none"> • <i>In year 5 and 6, children learn through a book called 'Boy in a Girl's bathroom' which discusses a themes of how 'naughty'/disruptive behaviour could be a sign of far more insecurities.</i>
<p>Moral</p> <ul style="list-style-type: none"> • ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England • understanding of the consequences of their behaviour and actions • interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues. 	<ul style="list-style-type: none"> • Children enjoy learning about oneself, others in their local community, British People and the lives of people who lived at different points through reading books and poems.. • They learn about how people can change places, and how places can affect the way in which people live there. They think about the consequences for human's behaviour and actions upon the environment. • Children learn that stories can be told from different viewpoints – and different people may have different opinions. They learn often there is a reason for certain behaviours. They learn to make a moral decision based on the evidence they know, but listen to the viewpoints of others. <p>Examples of Moral Education through History At Byfield School</p> <ul style="list-style-type: none"> • <i>In year 5 and 6, children learn through a book called 'Boy in a Girl's bathroom' which discusses a themes of how 'naughty'/disruptive behaviour could be a sign of far more insecurities.</i> •