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English Policy

Signed:	Mr Ian Enwright
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Staff responsible:	English Subject Lead

Reading, writing and communication skills are the foundations of successful learning in all other areas of the curriculum and for all children in future life. We believe in preparing children for the wider world by ensuring they have a love, thirst and enjoyment for English as well as the necessary skills to succeed.

- To promote a positive attitude to reading, writing, speaking and listening.
- To develop children's ability to become confident users of language, both orally and written.
- To ensure children have access to a broad and balanced English curriculum.
- To provide clear and consistent teaching throughout the school.
- To communicate the school policy on English to all staff, parents and other interested parties.

Students with additional literacy needs:

Students are RAG rated to assess their progress. Students who are not making sufficient progress will be discussed as a staff team and possible interventions will be implemented by a designated member of staff.

Teachers should all be aware of any students in the class who have a diagnosis of a specific learning difficulty, or who they think might require further assessment. Any students who are struggling to make progress with their learning, following high quality teaching and subsequent class-based intervention, should be referred to Mr Zaib (SENDCo) for assessment.

Phonics and reading

Phonics:

'should be set within a broad and rich language curriculum that takes full account of developing the four interdependent strands of language.'

It is the knowledge of the alphabetic code, along with the skill of blending and segmenting.

The alphabetic code is knowing that:

- Sounds (phonemes) are represented by letters
- A phoneme can be represented by one or more letters
- The same phoneme can be spelt in different ways (ai, ay, eigh, a-e)
- The same spelling may represent more than one sound e.g. snow/brow

Blending is:

Hearing a series of spoken sounds (phonemes) and merging them together to make a spoken word, which progresses to recognising the graphemes in a word and merging the phonemes they represent, to read the word.

Segmenting is:

Identifying the individual sounds in a spoken word which progresses to writing the individual sounds in clusters to form words:

E.g. p/o/t r/ai/n f/r/o/g wh/i/ch

Students who reading age below their actual age at KS3 and KS4

Students at Primary School level are taught Phonics approximately to the age of 9 years old. It is the aim that all students who attend Newbridge School will be assessed for their reading age. Any student having a reading age of less than 11 will be offered a specific reading support/intervention.

As a provision we have found that the vast majority of our cohort have reading deficiencies. Therefore, there is a whole school initiative to implement and embed school-wide reading ethos and culture to improve this. This will include daily opportunities for dedicated reading time.

How is phonics taught?

At Newbridge School, the teaching of phonics is primarily supported by a tailor-made resource programme specifically for targeted support.

Teaching Expectations:

All phonics teaching will:

- Engage children and be fully participatory, using partners and groups where appropriate.
- Ensure that the grapheme-phoneme correspondence (GPC) is taught in a clearly defined, incremental sequence.
- Model and support children using the correct enunciation of the phonemes to ensure accuracy.
- Blend phonemes in order, throughout the word, so that they can be read.
- Segment words into their constituent phonemes in order to spell them.
- It will highlight the reversibility of blending and segmenting.

Reading

Our aim is to encourage children to become confident, enthusiastic and independent readers who are able to read for a variety of purposes. This includes enjoyment and the pursuit of knowledge enabling all young people to be able to reflect on and evaluate what has been read.

Reading work within our school should:

- Foster enthusiasm and enjoyment for reading.
- Extend a child's vocabulary by ensuring the explicit teaching of tier two words within their lessons.
- Develop the use of expression and intonation when reading aloud.
- Provide opportunities to practise the skills of skimming and scanning the text for the retrieval of information in a wide range of texts.
- Develop reflective and evaluative reading including personal preference.
- Give knowledge and insight into a range of authors and genres.
- Encourage and develop an understanding of what has been read explicitly and implicitly.

Rationale – what is reading and why is it important?

“It is not enough to simply teach children to read; we have to give them something worth reading. Something that will stretch their imaginations – something that will help them make sense of their own lives and encourage them to reach out toward people whose lives are quite different from their own”.
(Katherine Patterson)

Reading is a skill for life; it is an everyday activity. Reading is not simply the decoding of marks on a page but an experience which involves the ability to read with understanding. /if reading isn't pleasurable or fulfilling, children won't choose to read, and they won't get the practise that they need to become fluent.

Our aim is to develop readers who:

- Are enthusiastic and confident
- Can understand a wide range of texts

Success in reading can have a direct effect on progress in all areas of the curriculum and therefore it is crucial to children's self-esteem, confidence and motivation. Competence in reading is the key to independent learning and links closely to children making good progress with writing.

At Newbridge School, our children will have the opportunity to read for a variety of purposes and become comfortable with a range of different writing forms and genres. We aim to inspire them to want to read later in life, in whatever genre or format they choose.

It is our aim that students will be provided opportunity to independently read for at least 10-15 minutes during form time and to engage in a class read with a mental wellbeing focus. This will be recorded in their Reading Diaries and countersigned by staff electronically. This can include a range of fiction and non-fiction texts and students will be encouraged to choose books themselves from the school library or are welcome to bring books in from home.

20 reads will be celebrated to support engagement and progress.

Vulnerable readers

Vulnerable readers are those who find reading difficult and have not met age related expectations for their reading. Young people who have been identified as requiring additional support will receive a reading related intervention (dependent on their needs):

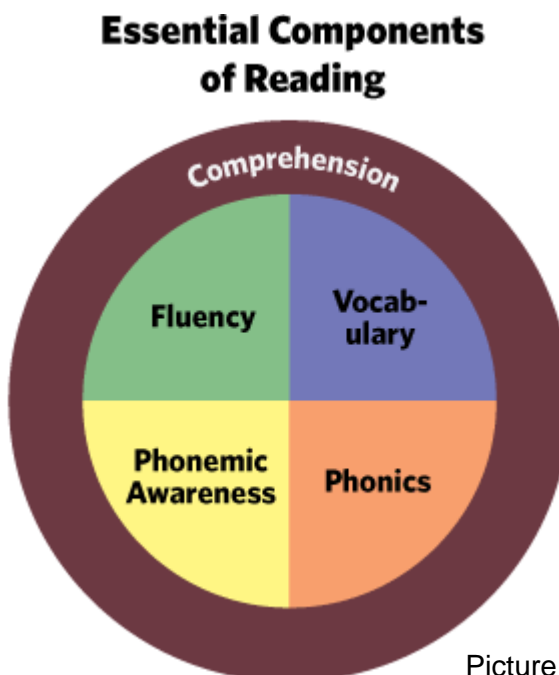
- All students will be required to read daily at school for 10 to 15 minutes during form-time to build on existing ability and develop decoding skills, fluency and vocabulary.
- Any student with a reading age below 11 or a gap of more than two years will need to do a reading intervention tailored to meet their needs using the Rapid Reading programme or extra reading sessions (whichever is deemed to be more appropriate).
- Any student that has a reading age below 11 AND a gap of 2 years or more will be offered a Reading Phonics programme (read write Inc Fresh start) through an intervention BEFORE accessing the Rapid Reading programme if deemed appropriate.
- All students will be tested for reading age annually unless on an intervention. Those accessing interventions will be tested more regularly to ascertain progress.

Reluctant and/or struggling readers will receive intervention support as detailed above.

The Simple View of Reading

This underpins our school's teaching of reading. It identifies that skilled reading requires five components:

- Fluency
- Vocabulary
- Phonemic awareness
- Phonics
- Comprehension



Picture from Read naturally.

Also, it is recognised that children will need to be taught other cueing strategies for reading:

- Visual (whole word recognition and analogy with known words)
- Contextual (use of picture and background knowledge)
- Grammatical (which words make sense)

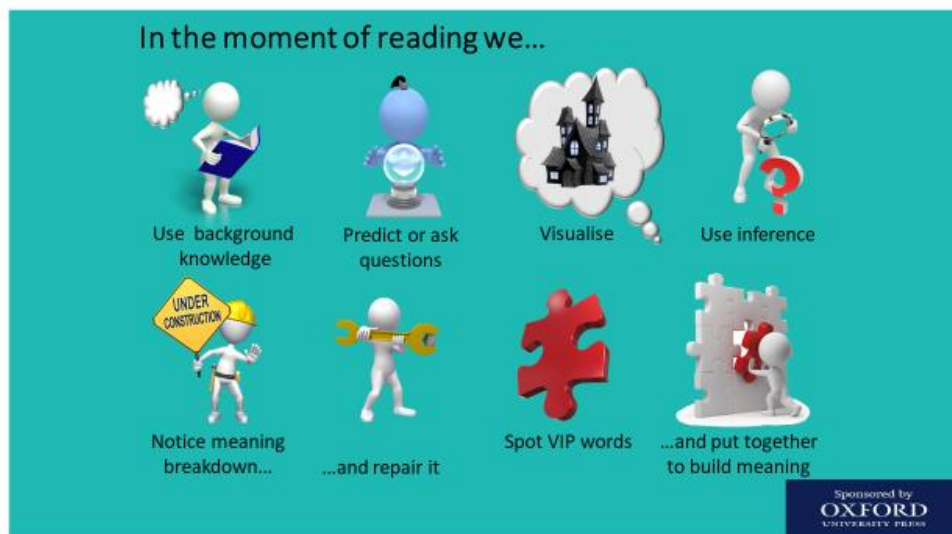
Strategies for Teaching Reading

Children will experience a wide range of texts from different genres so that they enjoy reading for pleasure as well as reading for meaning.

Here at Newbridge, we aim to teach students a variety of strategies and skills that we refer to as 'Tools for reading' that can be used 'in the moment of reading'. In everyday life and also in a section of the English Language paper, students are required to read and determine meaning from, unseen text and prose.

Students are taught explicit tools and strategies to enhance meaning and understating in such circumstances including:

- the use of background knowledge;
- the ability to predict and/or ask questions;
- to visualise images from the text;
- to use inference skills (read between the lines and search for the deeper meaning);
- to notice meaning breakdown and apply skills to repair it; and
- To spot VIP words that help with understanding.



These are taught be enabling students to:

- look back and find easier answers;
- read and think more deeply like a detective;
- connect important words, phrases and ideas together to build meaning;
- know what's in a writer's toolkit and explain what the tools do; and
- notice an author's use of language and explain how it makes the reader think.

Tier three vocabulary

Students in all subjects will be taught Tier three vocabulary specific to their current Scheme of Work to enable them to access the work provided.

Modelled reading

This is when an adult (or sometimes a fellow pupil) works with a prepared text to talk through, share and demonstrate particular reading strategies that could be used or responses that could be made to the text. This might be done in a whole class, group or one-to-one sessions.

Shared reading

This is closely linked to modelled reading, describes the stage when pupils and teacher explore together aspects of a text, with pupils contributing responses drawing on the reading behaviours and strategies modelled by the teacher. It can precede, follow or be threaded throughout modelled work.

Shared reading takes pupils from dependence on the teacher to interdependence where exploration of the text is collaborative. Once understanding has been established, pupils can move to independent learning. All teachers will provide regular opportunities for modelled and shared reading using physical books and texts on the screen, ensuring that all of the children can see the writing. It is particularly important in helping students become immersed in a text and promotes for all the chance to:

- Read for enjoyment
- Understand the text
- Question characters, fact the author
- Retrieve information and ideas
- Interpret what the author is saying

The teacher's role is key throughout the immersion stage as they elicit responses, extend the children's responses and encourage critique.

Planning and Recording for Reading

The Teacher in charge of English (Mrs Walker) will hold a stock of Reading Journals, suitable for both key stages. Children and staff will ensure that form time reading is recorded. Students will be encouraged, with support, to write in their own Reading Diary and reflect on what they have just read.

Speaking and Listening

Speaking and Listening

By its nature, speaking and listening is taught as part of the work in all subjects. We aim to make it clear to the children the importance of speaking and listening as the foundation of their language development.

Planning for Speaking and Listening

Richness and variety of talk is important for all children. Some children will arrive at school having had many good opportunities to develop their speaking and listening skills. Others acquire much of their knowledge at school.

Progression

In planning for progression we ensure that our expectations of the children are related to their age and ability. These expectations are also shared with the students.

Questioning and critical thinking that enables are key to deeper understanding progress. At Newbridge, we use Oracy ABC to encourage group discussions to 'Add'. 'Build' and 'Challenge' ideas in all subjects.

Writing

We aim to develop pupils' understanding of the value of writing as a means of communicating; to enjoy writing in response to a range of different stimuli, and to equip children with the necessary skills to write independently and effectively for different purposes and readers. We aim to teach the children to:

- Enjoy writing and see the value of it.
- Communicate meaning in narrative and non-fiction forms.
- Spell words correctly and punctuate their writing accurately. Use the main rules and conventions of written English.
- Plan, draft, edit and process writing to improve it.
- Develop fluent and legible handwriting
- To write in different styles.
- Engage fully English sessions

Assessment

- Children are given opportunities to write independently and this forms the basis for assessment.
- Children complete cold and warm writes at the beginning and end of each scheme of work respectively to assess progress within the unit of work.
- Assessment weeks take place with all students throughout the academic year.

English across the curriculum. English encompasses every aspect of the curriculum and the skills involved in speaking and listening, reading and writing can be taught and practised in every subject. Teachers will ensure English skills are taught through other areas of the curriculum through learning opportunities which practise and consolidate skills taught in English lessons. It is vital that the child see the links between each subject and understand how the skills they learn in English must be applied to learning in other subjects.

Intent

At Newbridge School, we recognise that writing is integral to all aspects of life and we mindfully endeavour to ensure that children develop a lifelong, healthy and enthusiastic attitude towards writing. The skill of writing enables pupils to communicate with themselves and others while documenting and conveying their knowledge and ideas. Building on experiences, it encourages expression and higher order thinking skills to develop. Thus, creating a culture of writing in our school ensures that our students are given the best opportunities to build their capacity and confidence in a range of writing styles.

By creating a stimulating environment and employing appropriate resources, we are determined to provide all pupils with a supportive writing curriculum which will allow learners to recognise their full potential and develop their:

- Literacy
- Creativity
- Independence
- Inquisitiveness
- Confidence

Writing skills underpin most elements of the school curriculum and is an essential life skill. Considering the fundamental importance of writing in everyday life, we are driven by the need to develop each learner's writing ability, thus enabling them to pay a full part in society.

Every half term, the English team suspend their planned schemes of work for all students to engage in a whole school extended writing competition. The theme of these tasks follows a different aspect of British Values as a stimulus through cross curricular topics for a narrative or image description writing.

Newbridge School Aims:

- To develop children who are imaginative, creative, independent, inquisitive, inquiring and confident writers.
- To provide children with a range of writing skills and strategies to enable them to write confidently with comprehension, cohesion and enjoyment for a variety of purposes, in a variety of contexts and for different audiences.
- To ensure no opportunity is missed to foster an enjoyment of writing amongst pupils and a recognition of its value, by setting work that is challenging, inspirational and motivating; helping them to develop a positive and enthusiastic attitude towards writing, which will nurture a life-long love of writing.
- To provide opportunities to explore a variety of different genres and to be exposed regularly to high quality texts, providing a model for students to aspire to.
- To ensure students have a clear understanding of the writing process we are working towards the teaching of how to; plan, draft, revise and edit their own work, and learn how to self and peer assess against the success criteria, in time.
- To develop children's ability to self-assess by reflecting on the quality of their writing, encouraging them to construct informed opinions and implement strategies to improve their own work.
- To monitor writing progress effectively to evaluate, promote and maintain high levels of attainment.
- To ensure that our students with writing difficulties are identified early and any possible interventions are put in place promptly in order to close any attainment gap following their move to Newbridge school; whether this is short term or longer.

Implementation

Teaching and learning of writing at Newbridge School

At Newbridge, we are following the National Curriculum for the teaching and learning of writing skills. We are committed to raising the standards of children's writing to ensure that all children are progressing and achieving, ideally in line with national age-related expectations. We recognise that a significant majority of our students join us well below these age-related expectations and so our priority is to close the gap by providing challenge, stimulation and excitement to improve standards of writing.

Newbridge school believes that two distinct, but related areas are involved in teaching children to write: transcription and comprehension.

Transcription covers the technical aspects of writing: handwriting, spelling, grammar and punctuation. Comprehension is about sharing their ideas and thinking about the purpose for their writing. Both are essential for developing lifelong successful writers. It is imperative that teaching focuses on developing students' competence in both dimensions; different kinds of teaching are needed for each.

Strategies for the teaching of writing

Our students are provided with a variety of opportunities to develop, extend and deepen their writing skills. On a student's arrival to Newbridge, the priority will be to accurately assess each student's baseline attainment from their previous school's data and from our own testing. Teachers will then set half termly literacy targets in order to ensure that our students make rapid progress to close the gap if required. For those students who come to us achieving age related expectations, teachers will focus upon ensuring that they are adequately challenged in order to continue this trajectory and make good to outstanding progress.

Key stage 3 and 4:

- Daily lessons engage students in the development of grammatical understanding, punctuation and spelling (and phonics where applicable) strategies based on high quality texts. The elements of writing are also taught during this time.
- Meaningful contexts and high-quality texts are provided as the hook or as the inspiration for writing.
- Quality speaking, listening and drama activities precede writing to enable the development of quality writing skills and outcomes.
- Teachers exploit cross-curricular links wherever possible and further develop writing skills within a variety of contexts.
- A clear model for how to meet lesson objectives and success criteria is presented to the class from the outset.
- Teacher modelling of the thought processes and standards required are clear and regular.
- Writing is linked to learning focused objectives, with clear, SMART targets as success criteria.
- Writing composition is taught explicitly to the students weekly. The reinforcement of this teaching is also featured across the full range of subject areas.
- The thought processes involved in writing is modelled to the children through both Shared and Guided writing sessions:

Shared Writing

- Shared Writing takes place during whole class teaching, where ideas are shared and discussed.
- The sessions are well paced and interactive e.g. the teacher employs intentional errors, the use of pupil whiteboards for the quick composition of ideas and to support students in feeling confident to re attempt when mistakes occur.
- These ideas are then recorded and refined by the teacher, with them modelling the skills needed to be a writer.
- The Shared Writing sessions primarily focus on how to achieve the success criteria for a given objective within the writing to be completed. It also provides a vehicle for the teaching of grammar.
- Children then have the opportunity to practise and extend their own writing independently.

The Teaching of Basic Skills (SPaG)

At Newbridge School, we value the importance of enabling children to be confident, literate individuals, who can actively select and use a wide range of grammatical forms. We work from the principle that the ideal methodology for the teaching of SPaG is through the wider teaching of reading and writing composition.

Our aim is that pupils should ascertain good literacy skills to equip them in adulthood. These integral skills are embedded in our everyday English lessons and act as a foundation upon which our schemes of work are built upon. Students are set three literacy targets at the beginning of each half term to focus and develop their skills in. Literacy support packs are created for each student to help them tackle SPaG tasks independently, thus building confidence, autonomy and a love for learning.

Aims:

- a. To ensure that the teaching of grammar and punctuation is effectively planned for by selecting grammatical ideas and principles relevant to the individual.
- b. To maximise the progress of students through referring to grammatical concepts as key teaching points (underpinned by appropriate success criteria) by 'thinking out loud' during modelled writing composition.
- c. To feedback on students' understanding of grammatical concepts verbally and marking alongside students.

Procedures:

- Students' basic literacy needs will be regularly assessed to determine areas for improvement and with half-termly targets set according to this.
- Lessons, or sections of lessons may then be devoted to consolidating the understanding of the SPaG principle in question. Evidence of this will be seen in students' exercise books.
- SPaG concepts will then appear as success criteria in writing composition lessons, and as such will be explicitly referenced/exemplified during modelled writing e.g. through teachers 'thinking out loud' or making deliberate omissions/errors.

Assessment:

Students' learning in SPaG will be assessed against the National Curriculum targets and using the Newbridge Literacy target bank.

Planning

- To ensure the teaching of writing is effectively planned, and responsive to learners' needs, teachers plan the teaching of both writing composition and spelling, punctuation and grammar in line with National Curriculum programmes of study as appropriate for the age and ability of the children.
- Planning will reflect the needs of our children at Newbridge School, who may join the school performing significantly lower than their age-related expectations.
- For all classes, individual lessons are planned to meet the needs of each class, in line with National Curriculum objectives; with relevant Success Criteria.
- Clear learning-focused objectives and success criteria are provided for every writing lesson.
- Differentiation occurs through providing different degrees of support to enable all children to meet the objectives stated.
- Students complete learning objective-focused activities throughout every lesson, meeting a wide variety of learning styles.

Planned Opportunities for Extended Writing

Students will be provided with regular opportunities to carry out extended writing tasks within their own exercise books in the form of cold and warm writes.

Assessment

Assessment is regarded as an integral part of teaching and learning and is a continuous process. It is the responsibility of the class/subject teacher to assess all of the students in their class. We strive to make our assessment purposeful, allowing us to match the correct level of work to the needs of the pupils, thus benefiting the students and ensuring that adequate progress is made.

Students will be assessed through baseline assessments and through 'assessment weeks' in order to track progress as they move through the school. Assessment Objective assessment sheets and Smaller Steps assessment sheets are used by teachers to track progression half termly. This will be used in order to set targets and monitor progress. This is conducted in line with the school's agreed assessment policy.

Students' developing abilities as writers are assessed through ongoing formative assessment. This occurs through daily interactions with learners and productive and effective marking of pupil work. Ongoing formative assessment enables teachers to derive targets for improvement.

Evidence of Progress

In order to provide evidence of children's progress in writing, each pupil will have regular opportunities to produce an extended piece of writing independently (un-modelled). The independent pieces of writing will be of the same genre as the one taught during the unit. Children may make use of wall displays and/or a success criteria checklist in completing work on an Extended Writing task.

Monitoring and Reviewing the Policy

We are aware of the need to monitor and update the school's Writing Policy on a regular basis so that we can take account of improvements made in our practice, and changes to assessments, materials and government requirements. We will therefore review this policy annually.