



Brindley Heath Academy English Policy

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1. Curriculum INTENT

Aims and Values

Brindley Heath Academy's curriculum has been designed to:

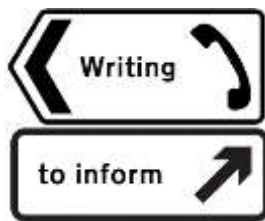
- We want our children to develop a **life-long love and passion for the power of reading and writing.**
- We want all of our children be **confident fluent readers who read widely, read often, read for pleasure and read to learn.** We want them to be exposed to **a variety of literature, genres and authors.**
- We believe that children need to develop a **secure skill-set in English** which follows a **clear pathway of progression** both in terms of reading and writing. This will give the children the **confidence to apply their learnt skills within their own learning within English lessons and across the wider curriculum.**
- We want to create a **culture** in which children **take pride** in their writing, can write **clearly and accurately** and **adapt their language and style for a range of contexts, audiences and purposes.** - ***be proud, be aspirational, be you.***
- We want our children to **aspire to be authors:** to develop an **individual style and tone**, drawing **upon the styles of authors they encounter** through their reading and to see **writing as a process** that involves **initial thinking** (planning), **drafting and editing** (reflecting upon and refining) and **publishing** (polishing). - ***be resilient, be aspirational, be you.***
- We want our children to **communicate with confidence:** to enter into discussion and to present their ideas to each other by talking, being able to elaborate and explain themselves clearly, make presentations and participate in debates. - ***be respectful, be you.***

2. Curriculum IMPLEMENTATION

- English is taught throughout the week at Brindley.
- English 'Writing' is taught five times per week. Each session is 1 hour in length.
- English 'Reading' is taught four times per week. Each session is 30 minutes in length.
- A dedicated spelling session is taught once per week on a Friday morning. This is followed up throughout the following week with short, mini, retrieval tasks.
- A dedicated handwriting session is taught once per week in an afternoon.

Writing

- Our writing journey is broken down into 4 separate parts: **Establish, Explore** (as a reader and as a writer), **Evolve, Exhibit**.
- Our vision is that children **love** and **care** about the work they produce. We want our children to **adore** their writing, taking **great pride** in their finished products. We want our children **to be writers**, not to just *do some writing*.
- We want to give our children inspiration to write and our writing journeys are designed to ensure that children write with a specific purpose and audience in mind.
- At Brindley, we write for 4 different purposes: **Writing to...Entertain, Inform, Discuss and Persuade**



- On balance, we expect there to be 3 units of Writing to Entertain and 3 units of Writing to Inform/Persuade/Discuss within each term. Examples of the type of writing that fits within these purposes can be found in our [Writing to...Genre Toolbox](#) documents.
- Much of our vision for our writing journey takes its inspiration from the work of Ron Berger (An Ethic of Excellence).

“I believe that work of excellence is transformational. Once a student sees that he or she is capable of excellence, that student is never quite the same. There is a new self-image, a new notion of possibility. There is an appetite for excellence. After students have had a taste of excellence, they’re never quite satisfied with less; they’re always hungry.”

“Students need to know from the outset that quality means rethinking, reworking and polishing.”

Establish



Here the purpose for writing is established and the end-goal is made clear to the children. Things to consider at this stage are:

- What are you writing? Why are you writing? Who are you writing for? How will you share your writing with them?
- As a teacher, we need to consider how we make this REAL, PURPOSEFUL and EXCITING for the children.

We see this lesson as the hook! The stimulus! The reason for writing! Think outside the box - be creative! Although this may not be a whole lesson, it is an opportunity to inject energy into a new learning journey and to create an eagerness to find out more.

- A mysterious object
- Hidden box of items
- Letter
- Image
- Piece of music
- Feely bags/boxes
- Artefact
- School trip/visit/visitor
- Map
- Video/film clip

At this point, it may be appropriate to share with children what their final outcome will look like and how will it be presented? Tea stained paper / typed / double page spread / watermarked paper, etc.

The Establish section can take place at the start of the writing journey or it can take place before the Evolve section. Teachers can choose which is more appropriate dependent upon the journey in question.

Explore as a Reader



This is the part of the journey in which children will **explore** their genre of text as **READERS** – looking at what it's like to be on the receiving end of a text. This may involve performing it, unpicking the emotions, unpicking the impact it has on you as a reader. How does it make you feel? How do you react to it? Which parts are effective? Why? Exploring a text through the eyes of a reader will take place at the start of a journey in unpicking a genre-specific text, however the principle of exploring text/models for writing may also take place throughout the writing journey.

Examples of opportunities to explore a text as a reader:

- Evaluating the impact of the text on the reader
- Considering vocabulary use / magpieing vocabulary
- Asking questions
- Emotion graphing
- Character roles/role on the wall
- Reading out loud
- Sequencing
- Making inferences in detail
- Hot seating
- Conscience alley
- Thought bubbles
- Impact on the reader
- Comparisons
- Cartoon Strips
- Story mapping
- Question/Predict/Infer/Connect/Feel/Evaluate

Explore as a Writer



This is the part of the journey in which children unpick a text in depth by analysing how the writer has formed a text and how it meets its purpose. This includes the genre features / language choices / tone / formality, etc. Here, we would study grammar in context and develop our genre-related skills.

Studying the text (*Read as a Writer*):

- Studying how language and vocabulary is used and manipulated for effect
- WAGOLL v WABOLL
- Identifying Keys to Success
- Identifying structural features
- Identifying features within separate paragraphs
- Making layout comparisons

Explicit skills development:

- Vocabulary and language development
- Exploring different sentence techniques
- Developing our writing skills and applying grammar within a context
- Looking at paragraph construction and development
- Exploring tone through different intended audiences
- Looking at punctuation for effect - give grammar purpose! (*not isolated skills lessons*)

Teacher modelling would be prevalent throughout this stage – the teacher verbalising and demonstrating the skills required to produce high-quality writing.

Children should leave the explore section with a deep understanding of the features of the genre being studied as well as a confidence in how to apply these features and skills in order to produce an effective piece of writing.

Evolve



Here the children are given the opportunity to apply their learning to their new writing, the writing identified during the **Establish** section. They will use their understanding of the genre and the skills they have developed during the Explore section to now begin to create their own piece of writing. The children will be given to **plan, draft** and **edit** their writing at this stage.

- **Plan:** Here the children will be given the opportunity to **plan** their writing, rehearsing learnt skills if needed and gathering any vocabulary, thoughts and ideas that will assist them in constructing their piece. The planning process is fundamental to the child's ability to write at length. Time must be dedicated to this stage to ensure that children have gathered everything they need in terms of their ideas, vocabulary, sentence openers, writing structure and relevant success criteria. They need to be ready to write!
- **Draft:** They will then **draft** their writing, before being the opportunity to reflect, review and refine it through **editing**. Pupils will receive in the moment feedback to guide and support them, as well as the opportunity to review their work independently and in pairs or groups. Draft work takes place in the pupil's drafting books; children are encouraged to be free and to write without fear, safe in the knowledge that they will be given the opportunity to refine and perfect their work ready for final publishing.

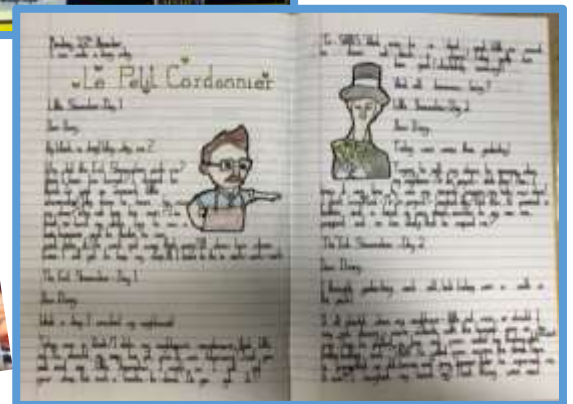
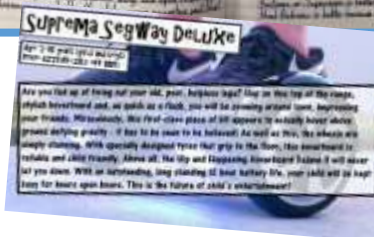
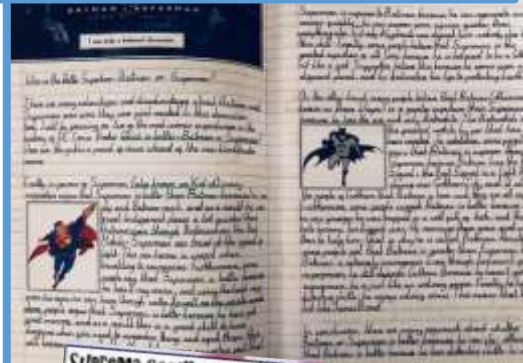
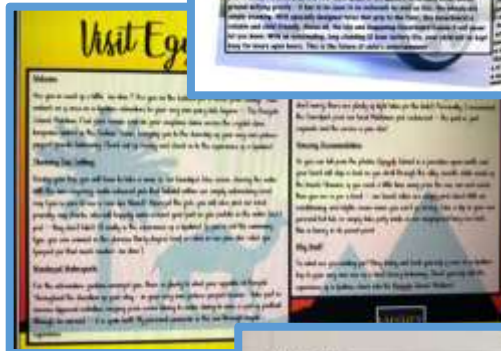
Exhibit



This is it! The final write – the perfected piece! Having explored the genre and developed their skills, the children will have then planned, drafted and edited their own piece. Now is the time to publish it – a beautiful end-piece that the child should treasure long after they leave our school. If the writing is produced for a real-life purpose - for example, a letter to a charitable organisation - now is the time to produce it and send it off! If you are writing a setting description of a mystical, magical land, now is the time to write it out on a beautiful, watermarked backdrop! Make it special!

Some ideas:

- Double page spread
- Water marked paper
- Leaflet/booklet
- Typed
- Letter headed paper
- Bound book
- Display piece
- Something to be sent some
- For a specific purpose/person/venue/event



Reading

Brindley Heath Whole Class Reading

Children are explicitly taught the skills of reading (outlined in the National Curriculum and the KS1 and KS2 test domains) through the use of VIPERS which were created by Rob Smith (The Literacy Shed).

Key Stage 2

In Key Stage Two children reading skills are taught and practised using VIPERS during whole class reading sessions.

KS2 Content Domain Reference	VIPER
2a Give/explain the meaning of words in context	Vocabulary
2b retrieve and record information/ identify key details from fiction and non/fiction	Retrieve
2c summarise main ideas from more than one paragraph	Summarise
2d make inferences from the text/ explain and justify inferences with evidence from the text	Infer
2e predict what might happen from details stated or implied	Predict
2f identify/explain how information/ narrative content is related and contributes to meaning as a whole	Explain
2g identify/explain how meaning is enhanced through choice of words and phrases	Explain
2h make comparisons within a text	Explain

VIPERS Lesson Structure

VIPER whole class reading sessions take place 4 x a week for 30 minutes. In addition to this, in Key Stage 2, on a fortnightly basis, there will be one extended 60 minute session that replaces the literacy session for that day. These are separate to but may complement literacy sessions.

Genre coverage

In a 6 week half-term, 3 weeks will be spent on fiction, 2 weeks on non-fiction and 1 week on poetry.

- Fiction (3 weeks)
- Non-fiction (2 weeks)
- Poetry (1 week)

In addition to the above, in Key Stage 2, the children will complete one 60 minute comprehension lesson on Fiction, Non-fiction and Poetry. This will involve the children studying a specific extract and developing their comprehension skills across the full range of reading content domains.

Learning Sequence

In a 4 lesson week, 2 separate VIPERS will be covered (2 days on each)

- Day 1 will involve reading the extract for the first time and oral/collaborative learning will take place focussed upon a specific VIPER.
- Day 2 will involve re-capping the learning from the day before. The children will then complete a written activity based upon the VIPER in question.

Teacher Reading

Each reading session will begin with the teacher reading to the children. This gives the teacher an opportunity to model reading (expression, intonation) and to promote that love of reading!

Partner Read / Independent Read

Following this, the children then read the rest of the extract. This may be done independently, as a pair, or with the support of an adult. During this stage, an adult may listen to different children read on rotation so as to assess their word reading fluency.

Vocab Lab

The 'vocab lab' is a short, 'five minute' focus upon vocabulary. Often this will be vocabulary that the children are about to come across in the text being read, but it can also be done after the text has been read.

Quick Quiz

Following 'reading' and 'vocab lab', the children will take part in a quick-fire 5-8 question mini-quiz. The focus is predominantly upon the quick recall of key facts/key information. Fast and fun!

VIPERS Activity

To finish the session, the children will hone in upon a particularly reading comprehension skill (VIPERS).

An accompanying document, **Ideas/Activities/Question Stems** outlines different activities children may participate when studying different VIPERS.

On day 2 of the learning sequence, the children will recap the learning from the day before and then complete a written activity based upon the VIPER being studied. This will link to the learning the children did the day before.

An example sequence is detailed on the next page.

Day 1

- 1) **Teacher Read:** The teacher reads the opening to an extract from a book.
- 2) **Children Read:** The children, either in pairs or independently, read the end of the extract. The teacher may listen to children read individually at this point.
- 3) **Vocab Lab:** The class will then discuss key/unfamiliar vocabulary as a group

Tuesday 19th November
I can infer a character's feelings and thoughts.

Room 13 by Robert Swindells - Chapter 3

Vocab Lab!

They were off by twenty-five past nine, growling slowly up the drive while Mr Joyce and a handful of parents stood in a haze of exhaust, waving...

The upholstery on that seat cost a lot of money!

Grant's eyes were watering copiously and his mouth was twisted into a grimace which would not have been out of place in a medieval torture-chamber.

- 4) **Quick Quiz:** The children then complete a quick-fire retrieval quiz. This may be completed independently or in pairs. This will typically be recorded informally (e.g. on whiteboards).

Tuesday 19th November
I can infer a character's feelings and thoughts.

Room 13 by Robert Swindells - Chapter 3

Quick Quiz - Partner Whiteboards!

- 1) Where was Mrs Marriott?
- 2) Who started kicking the back of Floss's seat?
- 3) Who grabbed Gary's hair?
- 4) Who annoyed Floss first? Ellie-May or Gary Cooper?
- 5) What city were they in at this point of the story?

- 5) **VIPER Activity:** The children will then complete a series of activities that encourage the children to collaborate and discuss their ideas/thoughts and opinions. This may be done as pairs, in groups or as a whole-class.

Tuesday 19th November
I can infer a character's feelings and thoughts.

Room 13 by Robert Swindells - Chapter 3

- 1) Partner talk - True or False
The teachers at Floss's school are very strict
- 2) Partner work
Highlight evidence in the text that backs up your opinion
- 3) Group discussion
Do you think Mrs Evans was correct to treat Grant Cooper like she did?

Day 2

- 6) The following day, the children will independently re-read the given text. This will be timed informally to monitor the children's independent reading speeds.

7) The children will quickly recap their learning from yesterday. This may include recapping what was read and the VIPER studied.

Wednesday 20th November
I can infer a character's feelings and thoughts.

Room 13 by Robert Swindells - Chapter 3

Quick Recap - Talk to your Partner

- 1) What did Gary Bazzard do to Fliss to get told off?
- 2) What did Mrs Evans do when she found out?
- 3) How would you feel if you were Gary Bazzard's parents?

8) Then, the children will be complete a learning activity that will require a written output. This will be recorded in their red reading books.

Wednesday 20th November
I can infer a character's feelings and thoughts.

Room 13 by Robert Swindells - Chapter 3

Writing Activity

Write a letter of complaint to Mrs Evans from the perspective of Gary Cooper's mother.

Dear Mrs Evans,

- Introduce yourself.
- Explain your concerns.
- Explain that you understand that your son isn't perfect.
- Explain what you would like to happen next.

Kind regards,
Mrs Cooper (Bradley's mum)

Blue/Red - Work with Mr Manns
Yellow/Green - Expand your points with reference to what actually happened.

This process will be repeated on Days 3 and 4 using a separate extract and different VIPER focus.

Spelling and Phonics

Spellings

- Children are taught spellings through a progressive scheme of spelling from Year 3 to Year 6.
- A thirty minute spelling session is used to introduce the following week's spelling pattern. Children are taught the spelling pattern or rule, followed by a series of activities that are used to develop their understanding of the spelling pattern.
- Throughout the following week, children are given the opportunity to practise their spellings through mini activities and sessions.
- Spellings are posted on Microsoft Teams on a Friday for children to access and practise at home.

Phonics

- On entry to school, children are tested to determine their phonological and reading fluency.
- Children that are determined to have significant phonic gaps do not take part in whole class reading sessions but instead embark upon a bespoke and specific Read Write Inc catch-up programme during reading sessions.
- Children on the RWI phonics programme are assessed on a termly basis and groups are adjusted according to the emerging needs.

Handwriting and Pen Licenses

Handwriting

- Children are taught handwriting using the Nelson handwriting scheme.
- Children receive one short handwriting session each week that introduces a new handwriting pattern, join or objective.
- Handwriting are encouraged to use joined handwriting at all times as per end of Key Stage 2 expectations.

Pen Licence Policy

Aims:

- To encourage all children to take pride in their written work and always present their work as neatly as possible.
- To improve standards in writing across the school.
- To celebrate the achievements of children.

Process:

In school, children write using pencil. Children are awarded a pen licence if they meet the criteria detailed below.

In the first instance, based upon day to day work, the class teacher will decide if they believe a child should receive a pen. Once the class teacher feels the child has met the required criteria to be awarded a pen licence, that teacher will need to arrange a time for the English lead to see the evidence. If the English lead agrees with the evidence, that child will be awarded with a pen by their class teacher. This child is now allowed to use their pen for any written work. Pencil will still be used for maths work, art work or any

other work where a pencil is more appropriate. A pencil will still be used for any straight lines including underlining and crossing out.

Criteria:

- All letters must be formed correctly in the correct orientation.
- All writing must be on the line.
- All handwriting must be the correct size - not too big or too small.
- All handwriting must be joined up where appropriate.
- To be awarded a pen, the child **MUST** produce at least a week's worth of work in their English book that fulfils all of the criteria above. In addition, the standard of handwriting should be replicated across their wider curriculum books.
- High Standards: For pen licences to be successful in improving the presentation of written work across the school, they must be encouraged, referred to and viewed as something worth receiving. Any child who has been awarded a pen licence, must continue to produce handwriting that complies with the criteria above. If they do not, this must be addressed during marking and the child reminded of the criteria and encouraged to take pride in their work. In a small minority of cases, it may be necessary to suspend the pen licence for a short period of time and reinstate the use of pencil until the child reaches the required standard. If this happens, the pen must be removed from the child and kept safely by the teacher. This is a last resort and to avoid this, it is important that a child is only put forward for a pen licence when their teacher is completely confident they can produce this standard of handwriting consistently.
- Missing or Lost Pens: It is the child's responsibility to ensure they look after their pen. Their pen must stay in school and be kept in their pencil case. Once the pen has run out it will be replaced. To get a replacement pen, the child or their teacher will need to bring the original pen to the English lead for the replacement to be issued.
- **During their time at Brindley, we will ensure that every child will receive a pen licence before they leave the school.**

Provision for SEND

- Students with specific fine or motor skills needs will have access to adaptive resources, e.g. pencil grips specific writing implements that match need. These will be assigned in response to the needs of the child.
- Fine and gross motor development will be promoted through a series of interventions: 'Cook Kids OT programme' and 'Speed up writing intervention.
- 'Speed up' handwriting sessions can be used to address the specific handwriting skill that will enable neat cursive handwriting.
- No child will be excluded from achieving a pen licence by the end of their time at Brindley in accordance with policy.
- Students with dyspraxia, dysgraphia etc. will have recording scaffolds in order to help support recording and promote good handwriting.
- For some children, we recognise that it may be easier for them to record in pencil. By the end of Year 6, we will give them the option of continuing to have a pencil, if this is appropriate to their specific need.

Differentiation

- Learning needs for all pupils are met using the whole school approach of Support, Scaffold, Standard and Stretch - see wider teaching and learning policy.

Assessment

- The school uses year group Teacher Assessment Framework statements to assess pupil progress - see Year Group TAF statements for Reading and Writing on the school website. Teachers assess objectives based upon evidence gathered through a year: green indicates the children has met the target in question and blue indicates that the target has been secured at a later date.
- Teacher assessments are submitted on a termly basis.

Writing Assessment

- In writing, teacher assessments are made across a range of final unit pieces using the teacher assessment frameworks

Marking the Final Piece (*the Exhibit writing*)

- The following checklist is used across the school to assess final writes

Date	
I can write a non-chronological report.	
Basic Skills	Teacher
Keys to Success	Teacher
Greater Depth	Teacher

- It is a simple checklist, written in child speak, that details objectives and statements that the children should have done to achieve the **I can**
- These are stuck in next to the final write and each statement is 'ticked' if achieved, left blank if not achieved or a T for target may be written if there is a specific target area for the children to work on going forwards.
- These on-going assessments are then used to provide evidence against TAF statements at termly assessment points.

Example

Thursday 17 th September	
I can write a diary entry.	
Basic Skills	Teacher
I have used capital letters accurately.	✓
I have used full stops accurately.	✓
I have used exclamation marks accurately.	✓
I have used question marks accurately.	✓
I have checked my spellings carefully to ensure they are accurate (TAF1-4).	✓
My handwriting is neat, joined and accurate (TAF6).	✓
Keys to Success	Teacher
I have written in first person using the correct tense (TAF14).	✓
I have used one word sentences and short clause sentences effectively (TAF22).	✓
My writing flows appropriately. It moves from negative to positive (TAF12).	
My writing uses the correct informal diary tone , including the use of contractions	✓
I have used a semi-colon correctly (TAF18).	✓
I have used a dash correctly (TAF19).	T
Greater Depth	Teacher
My sentence variation is controlled and achieves its desired effect on the reader .	
My vocabulary choices are considered and achieve the desired effect on the reader .	
My use of punctuation is accurate, controlled and used for effect .	
I have written in role with a strong awareness of the character.	✓

Reading Assessment

- Teacher assessments for reading are based upon on-going evidence collated from reading lessons, reading assessments and listening to children read individually.
- The school uses NFER termly reading assessments and Salford reading and comprehension testing alongside on-going day-to-day reading evidence collated by teachers using the year group teacher assessment frameworks (TAFs).
- Children are assigned a reading book from the library using the colour band system. Teachers determine the reading colour band for each child based upon hearing children read, reading lessons and reading assessment information. Reading book bands are reviewed at a minimum of once per term.

Moderation

- In-school moderation of writing and reading takes place on a termly basis.
- Moderation involves looking at a collection of evidence from reading and writing books, as well as any further testing information.
- The school senior leadership team (SLT) are responsible for overseeing moderation across school.

SEND

- English lessons and tasks are differentiated to meet the needs of individual children using the whole school Support, Scaffold, Standard and Stretch approach (see wider teaching and learning policy). A number of interventions and different strategies are used to develop children's specific learning needs in English. E.g. Read, Write, Inc phonics.
- SEND children will make greater use of writing frames and word banks (Support and Scaffold)
- Scribes may be used for some children and partner or group work will be used at times to help them explore their ideas.

Monitoring and Evaluation

The subject leader is responsible for improving the standards of teaching and learning in English through:

- monitoring and evaluating
 - pupil progress
 - marking and planning
 - curriculum coverage
 - provision of Literacy
 - the quality of the Learning Environment
- taking the lead in policy development
- auditing and supporting colleagues in their CPD
- purchasing and organising resources
- keeping up to date with recent developments in English

Intended Impact

- The teaching of English, including within reading and writing lessons, is of the highest quality.
- Children make at least good progress with their reading and writing skills with some children making accelerated progress.
- Attainment levels at the end of key stage are above national average for expected standard and greater depth in Reading and Writing.
- Children are passionate about their learning and writing books, reading books and curriculum books reflect high quality outcomes.
- Children are able to talk confidently about their learning and can remember their learning from earlier within the year or from previous years.
- Our curriculum will enable children leave school ready for their next steps in learning. Being a confident reader, understanding what is read and being able to read to acquire new knowledge, and being a confident writer, understanding how to write informally and formally for different purposes and audiences, has a direct impact on our children's skills for not only the next stage of their education but also their future life opportunities.
- Our curriculum will give children the English skills required to learn about the world that we live in, to stimulate their imagination and creativity, to acquire new skills and experiences, to achieve their aspirations and to be prepared for life in modern Britain.