


# Burscough Bridge Methodist Primary School

English Policy

**Mission Statement**

‘Let Your Light Shine To All’

(John Wesley)

Through exciting opportunities in lessons and the wider curriculum our children become well rounded, caring changemakers in our world. Each child is at the heart of all we do to ensure they become the best they can be and are meant to be.

If doing a good act in public will excite others to do more good then ‘Let Your Light Shine To All’. Miss no opportunity to do good - (John Wesley)

**Vision**

As a truly distinctive Methodist school, our vision is to be a Welcoming, Worshipping and Witnessing presence in the village and community. At Burscough Bridge children thrive emotionally, spiritually and academically to be the person God intended them to be; a school that the local community and church can take great pride through.

## Intent of English in our school

At Burscough Bridge Methodist School it is our intention to develop the English skills of each child to the highest possible level. We will provide a wide range of experiences and learning which encourage children to develop their English skills in all areas of the curriculum. All children will be given equal access to English irrespective or race, gender, creed, level of ability, style of learning or nationality. Mutual respect and tolerance for all cultures will be promoted through the study of English. We will broaden the pupils understanding of culture, disability and gender in society through the study of text, authors, writers and poets.

English is spilt into three main areas: Speaking and Listening, Reading and Writing.

## Speaking and Listening Overview

Children at Burscough Bridge Methodist School will encounter a range of situations in which speaking and listening is encouraged and developed. They will participate in a range of activities which are designed to develop confidence and accuracy in speaking and listening relevant for their age and ability, children will be encouraged to express opinions, articulate feeling and formulate appropriate responses to increasingly complex instructions and questions.

## Specific Objectives

### Speaking – Children will:

- Enjoy listening to and using spoken language and readily use it in play and learning.
- Speak with clarity and use appropriate expression when reading or reciting texts.
- Sustain conversation and give reasons for their views or choices.
- Respond appropriately to the contributions of others and be respectful of different viewpoints.
- Use and explore the different ways words are used, including formal and informal contexts.
- Participate in debates using the conventions and language of debate, including standard English.
- Be a part of the School or Eco Council and use their pupil voice to influence decisions.
- Be given as many opportunities as possible to speak in front of others and listen attentively.
- Take part in assemblies, plays and performances celebrating work and building confidence.

**Listening and Responding – Children will:**

- Listen with enjoyment and respond to stories, songs, rhymes and poems and make up their own.
- Listen to and follow instructions accurately, asking for help if necessary.
- Identify how language can vary depending on purpose and audience.
- Identify the difference between formal and informal occasions and respond appropriately.
- Listen on a whole school basis, including assemblies.
- Use speaking and listening as a way of avoiding physical confrontation and resolving conflict in an appropriate manner.

**Group discussions and interactions – Children will:**

- Take turns to speak, listen to each other's suggestions and discuss what they are doing or are going to do.
- Understand different ways to take the lead and support others in the group.
- Understand the process of decision making.

**Drama – Children will:**

- Discuss what they like or do not like about a performance.
- Adopt appropriate roles in small or large groups.
- Use drama strategies e.g. role play or hot seating to explore characters, stories or issues.
- Discuss the effects used in performances and how they were achieved.
- Take part in assemblies, plays and performances celebrating work and building confidence.

**Reading Overview**

Our reading resources are taken from a wide variety of published schemes - our main ones include Rhino Readers (Twinkle Phonics) and Oxford Reading Tree that are banded to aid progression in reading skills. Children from Reception onwards are given reading books to take home and share with parents and carers. We actively encourage parents and carer to read with their child / children every day to promote a love of reading and support their child in their development.

We are very proud of our well stocked library of fiction, non-fiction, encyclopaedias and poetry books. In our current library system, the children are able to borrow books and we have excellent Year 6 Librarians' who take responsibility for logging the books in and out and ensuring the library is in order. In addition to this all classes have their own reading areas, which include year group appropriate texts. We also

have guest readers who come into school each week and shares stories with our younger children.

**At Burscough Bridge Methodist School children will:**

- Be encouraged to develop a love of books and reading so that reading is seen as a pleasurable experience.
- Read a varied selection of texts whilst gaining an increasing level of fluency, accuracy, independence and understanding.
- Be able to read a text and retrieve and infer information.
- Be taught to read using a range of strategies including phonics, picture clues and whole word recognition.
- Use their reading skills in all areas of the curriculum.
- Have regular access to the school library.
- Have daily opportunities to share or read books and be encouraged to read at home.

**Specific Objectives**

**Word recognition and decoding – Children will:**

- Apply phonic knowledge and skills as the prime approach to reading unfamiliar words.
- Develop additional strategies to assist with word recognition and decoding e.g. read to the end of the sentence and see if the context of the sentence helps to decode the unknown word.
- Read independently and with increasing fluency longer and less familiar texts.

**Understanding and Interpreting texts (Comprehension) – Children will:**

- Show an age appropriate understanding of key elements of different texts.
- Read for meaning with a developing knowledge of inference and understanding.
- Make predictions showing an understanding of ideas, events and characters.
- Explain organisational features of texts e.g. alphabetical order, bullet points and captions.
- Explain how language can be used for different effects e.g. comedy or dramatic effect.

**Engaging and responding to texts – Children will:**

- Listen with enjoyment to a wide range of texts and respond with relevant comments, questions or actions.
- Distinguish between fiction and non-fiction texts and the different purposes for reading them.
- Select books for personal reading and give reasons for their choices.

**Please refer to specific year group for expectations within reading.**

## Writing Overview

At Burscough Bridge Methodist School we aspire for our children to be excited by the writing process. They will know that writing is an important and valuable tool for all areas of school life and a life skill which will be used in adulthood. Children will write for a range of purposes and audiences with increasing independence and accuracy, including grammar, punctuation and spelling, building on their previous learning. Children will write about their own experiences and teachers will plan writing tasks that engage, motivate and challenge pupils across the full range of genres.

## Specific Objectives

### Word, sentence structure and punctuation – Children will:

- Use phonic knowledge and knowledge of spellings / spelling patterns to write words with increasing accuracy.
- Compose and write sentences independently to communicate meaning.
- Use relevant punctuation and grammar when composing sentences.
- Adapt sentence construction for different text types, purposes, effects and readers.

### Presentation – Children will:

- Be taught how to form letters correctly, leading to fluent and legible handwriting.
- Use a pencil or pen and hold it effectively to form letters correctly.
- Take pride in their work and endeavour to produce work that is neat and legible.
- Use a range of ICT programs to present texts, making informed choices about which electronic tools to use for different purposes.

### Creating and shaping texts – Children will:

- Write for a range of purposes, using the relevant features of a particular genre.
- Use varied structures to shape and organise texts correctly.
- Draw on previous learning and experiences of different genres when deciding what to write and how to write it.
- Become accustomed to drafting, editing and improving a piece of text.
- Work independently on writing tasks.
- Use word processing when appropriate.

**Assessment: Teachers Will**

- Continuously monitor and assess during lessons to ensure understanding and progression. This will either be formal or informal, but will always inform future planning.
- Use their assessment to review children's progress and attainment. They will draw upon their summative and formative assessments to be able to accurately inform parents/carers and the pupil's next teacher.
- The children will be encouraged to achieve their own individual targets by taking them into consideration when carrying out an activity or piece of work, particularly when re-drafting.
- Each term pieces of independent writing will be assessed. The results of this will be used to inform the teacher of pupil progress, inform future planning and class organisation – particularly those identified as a member of a target group.

**The Head Teacher Will:**

- Set high expectations and monitor teaching and progress
- Encourage whole school approach, keeping parents, governors and all support staff well informed
- Support the subject leader and individual teachers
- Regularly review the English action plan with the subject leader and the implementation of new initiatives.

**Please refer to specific year group for expectations within writing.**

**Review:**
The governing body will review this policy every three years. However, it may be reviewed earlier if new government regulations are introduced, or if the governing body receives recommendations on how the policy might be improved.

**Subject leader responsible for development: Mrs M Murphy**

**Policy Reviewed: October 2026** **Review due: October 2027**