



*Unlocking the Potential of Every Child*

# English Guide

Revised: June 2021

Review Date: June 2022

**Safa School is committed to raising standards of English in all its pupils, through a co-ordinated approach.**

**Every teacher has a role to play in this process.**

The purpose of the English Guide:

This guide is a working document for all educators in school. In this document the term educators is used to describe *teachers, teaching assistants and learning enrichment assistants*. It describes the school's fundamental understanding of the purpose of Primary education and the way English contributes to children's learning.

It describes 'How we do it here at Safa School' or 'The Safa effect' and is therefore written in consultation with the relevant staff to reflect their knowledge, skills and understanding of English. It reflects an understanding of the National Curriculum for English and any specific requirements of the school.

It also advises parents; the School Board and inspectors of the principle aims of the teaching of English in the school and how those aims are put into practice.

## Aims

Safa British School aims to provide an education of the highest standard and promote lifelong learning. In particular we aim to:

- Create a warm, stimulating and imaginative environment through which all children, regardless of gender, social or ethnic grouping, are able to achieve their full potential and enjoy their learning.
- Provide a high quality British primary education, based on the National Curriculum for England, delivered through the medium of the English language.
- Ensure the curriculum is broad, relevant, challenging and practical, and encourages the child's intellectual, physical and social growth, meeting the individual needs of our pupils in a rapidly changing world.
- Provide a caring, secure and challenging learning environment in which all children are valued and able to achieve their full potential.
- Provide pupils with equality of opportunity, encouraging high self-esteem, tolerance and respect for others.
- Encourage in the children a sense of responsibility towards themselves and their surroundings, and an understanding of the need for courtesy and consideration to others.

The school believes that English is a vital part of the education of all children. The child's use and understanding of English needs to be developed by effective teaching and by a considered sequence of experiences.

The school's aim is to provide a stimulating and balanced curriculum which will enable each child to reach their full potential in learning in Primary through investigating and making, through research and the development of skills and through their evaluation of their own and others' work.

All English related lessons will include specific English objectives taken from the new National Curriculum.

## **Reading at Safa British School**

At SBS we strive to instil, in all students, a love of Reading across a variety of genres to enable them to become a 'Reading Generation.' We aim to facilitate children in becoming articulate and literate individuals across all curricular areas by teaching and deepening the skills and strategies required to acquire higher order reading skills, including inference and prediction.

This guide aims to provide clear guidance on the teaching and learning of Reading at Safa British School (SBS), in line with both the National Curriculum (2014) and the UAE Reading Law (2016).

***The programmes of study for reading at Key stages 1 and 2 consist of 2 dimensions:***

- ***Word reading***
- ***Comprehension (both listening and reading)***

***Word Reading:*** Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners when they start school.

***Comprehension:*** Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction.

## **Guided Reading**

Students engage in weekly Guided Reading sessions; a total of 250 minutes per week in Years 1-3 and 200 minutes per week in Years 4-6.

Set in similar ability groups, using ORT skills assessment, students are listened to reading at least 2x per week in KS1 and 1x per week in KS2. Through asking a range of questions and facilitating discussions, teachers extend thinking and develop student's responses to a range of texts. This is further enhanced through purposefully planned activities related to the outcomes outlined in the National Curriculum.

One of these sessions takes the form of a comprehension-based activity. The same lesson is used to teach the same comprehension skills in Arabic and French, for students for whom those languages are their native tongue.

Guided Reading Assessment is ongoing and recorded in the Reading Record (FS2, KS1 and KS2 if applicable) and Learning Ladders (Whole School). Guided Reading sessions are also recorded in Communication Diaries.

## **Library**

Students at SBS have access to a wide range of books through their class and the school library. Each child takes home one library book per week to read for enjoyment. Whilst we ensure that content is age appropriate, students are encouraged to choose books independently and on a subject of their choice, in order to promote reading for enjoyment.

eBooks, prepared by upper KS2 children, are also a readily available resource for those students who find reading challenging.

If the library is unable to be accessed due to restrictions in place such as seen during COVID restrictions, the class teacher will choose books for the classroom which will be handed to the children to use. Once returned, the books will be quarantined for 48 hours before another child is able to access them again.

All books returned to the library will also undergo a 48-hour quarantine period.

### **EPIC online library**

Due to Covid19 restrictions, all children at SBS have an account with EPIC. This is provided by the class teacher. This allows all children to access an online library. Teachers are able to set children books relevant to their level and age range. Children are encouraged to use this platform especially during periods of online learning.

### **Phonics**

Phonics is taught in FS and Year 1 using the Letters and Sounds Phonics scheme. This ensures a seamless transition between FS and KS1. By the end of Year 1, most children will be accurate and speedy readers, able to move on to the Literacy and Language Programme (Year 2-6).

Children in Year 2 who have been unsuccessful in meeting Phonics expectations in Year 1 will move on to the Literacy and Language Programme but continue to receive at least 2x 20 mins streamed Letters and Sounds Phonics sessions weekly.

### **Assessment of Reading**

All children in Years 1 – 6 will be assessed every term to monitor progress and attainment.

NGRT Reading Assessments will be administered at the end of each term to Years 2 – 6. In term 3, only Year 2 will take these assessments. Years 3-6 will take their annual PTE assessments which will be used for their end of year data. This data will support teacher judgements and provide next steps for each child.

Year 1 children will be assessed using the letters and sounds assessment document. This will also be used alongside their phonics phase and their guided reading lessons.

Teachers will complete learning ladders weekly using evidence from guided reading and whole class reading sessions.

### **Reading celebrations**

- Celebration of World Book Day.
- Celebration for World Read Aloud Day.

### **Reading incentives**

- Extreme Reading competitions
- Taking part in the annual Literature Festival events and competitions

## **Spelling at Safa British School**

Weekly spelling tests, within each year group, will be carried out using spellings taken from the National Curriculum for their specific year group.

Each classroom will:

- Identify and display key vocabulary - subject specific
- Teach agreed learning strategies which will help pupils to learn weekly spelling lists;
- Concentrate on the marking of high-frequency and key subject words taking into account the differing abilities of pupils.
- Propose pupils for Phonic intervention
- Letters and sounds phonics scheme

### **Writing at Safa British School**

At SBS, we aim to develop the skills and provide the tools required to empower all of our children to become independent, creative individuals that bring their writing alive. Children engage in opportunities to write for a purpose and, through 'Talk for Writing', are given plentiful opportunities to imitate a range of genres, which supports them when they are offered the freedom to innovate and invent. We are also privileged to have been an accredited 'Storytelling School' since 2015, the first school to achieve this in the region.

The programmes of study for writing at Key Stages 1 and 2 are constructed similarly to those for reading:

- **transcription (spelling and handwriting)**
- **composition (articulating ideas and structuring them in speech and writing)**

It is essential that teaching develops pupils' competence in these 2 dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

### **Talk for Writing**

At the heart of our Writing teaching is the Pie Corbett 'Talk for Writing' approach. Talk for Writing is a creative approach that gives children the opportunity to explore and internalise structures and vocabulary of a range of texts before developing the skills to produce their own text.

The aims of using the Talk for Writing approach at Safa British School is that we develop confident writers who:

- enjoy writing and find the process creative, enriching and fulfilling;
- read widely, recognise good writing, and understand what makes it good;

- are aware of the key features of different genres and text types;
- learn about the skills of writing from their reading and draw (consciously or unconsciously) upon its models in their own work;
- have 'something to say' (a purpose and audience);
- know how to develop their ideas;
- know how to plan and prepare for writing;
- make informed choices about what they are writing, as they write (for example, about vocabulary, grammar, text structure, etc.);
- understand how to reflect upon, refine and improve their own work;
- can respond to the constructive criticism of others.

### Structure of Talk for Writing

The Talk for Writing approach consists of 3 main stages: imitation, innovation and invention. Within these 3 stages, engaging and stimulating activities are planned to help children rapidly develop their reading, writing and language skills.

### Talk for Writing 3 stages

- **IMITATION** – Familiarisation. Retelling of the text until it can be told fluently. Teachers must use a multi-sensory approach to enable children to develop and remember actions and story maps in order to internalise structures and vocabulary.
- **INNOVATION** – Adapting the learnt text. This could include substitution, addition, alteration, changing a point of view and reusing parts of a text.
- **INVENTION** – Creating your own NEW text using learnt ideas, structures and vocabulary. Writing for a reason.

### Evidence for Talk for Writing

#### Imitation

- Evidence of analysis of text (features, vocabulary, structures)
- Shared story map picture stuck in book or own story map
- Picture of the text being orally learnt and recalled
- Written text from memory

#### Innovation

- Evidence of editing original text to improve it (group and/or independent)
- Own or altered story map
- *At least 2 (KS1) 3 (KS2) independent pieces of writing (setting description/character description/ research/ introduction/conclusion/ example paragraph/ innovated story)*
- Innovated piece (group/shared/independent)

#### Invention

- Planning for different elements of own text
- Independent writing of own text
- Pink pencil editing of own text

**Please note: Planning for and the structure of the Talk for Writing sequence is open to teacher judgement and can be amended depending on assessment of the needs of individual year groups, classes and children.**

Talk for writing will be used, minimum once a term or where the teachers feel necessary or appropriate.

### Assessment of Writing

Regular assessment of writing is crucial to inform teacher’s planning for individual children and groups. At Safa British School, regular whole-school and teacher set writing assessments are planned in advance (see Whole School Writing Overview) so that a range of non-fiction and fiction genres are assessed throughout the year.

Each term, a whole school writing task will be set which will be used to monitor progression across the school. In addition to this, Year Groups will moderate within their teams to ensure the consistency of marking and assessing.

Teachers will provide samples of writing at each level after each assessment and samples of writing will also be present.

### Spelling Punctuation and Grammar

Each year group is provided with a clear curriculum overview of the spelling, punctuation and grammar objectives taught within each year group.

### Example – Year 2 SPaG overviews

Grammar coverage					
Suffixes – adding “-ness” and “-er” to form a noun: <i>kind – kindness teach – teacher</i>	Adding “-ly” to an adjective to make an adverb: <i>quick – quickly</i>	Ask a question and use a question mark	Form simple past tense by adding “-ed”: <i>He played at school.</i>	Move from generic nouns to specific nouns, eg, “dog” to “terrier”	Similes using “like”: <i>...like hot chillies... ...cold like a glacier</i>
Compound nouns: <i>noun + noun (football)</i>	Coordinating conjunctions to create a compound sentence	Command, using the imperative form of a verb	Use past continuous (progressive) tense	Temporal connectives: <i>next, last, an hour later</i>	Use the prepositional phrases: <i>behind, above, along, before, between, after</i>
Spelling	Sentence/ grammar lessons				
<b>Suffixes</b> Adding “-less” Adding “-ful” Adding “-ness” and “-er” to make a noun Doubling the final letter for an adjective and adding “-er” and “-est”  <b>Compound nouns</b> Noun + noun = compound noun Adjective + noun = compound noun  <b>Adding “-ly”</b> Making an adjective into an adverb  <b>Conjunctions</b> <i>or, and, but, when, because, if, that</i>  <b>Prepositions</b> <i>behind, above, along, before, between, after</i>  <b>Generalisers/determiners</b> <i>most, much, more, many, some, all</i>  <b>Verbs</b> “-ed” and “-ing” verbs Imperative verbs, such as: <i>take, give, cut</i>  <b>Time connectives</b> <i>next, last, later</i>  <b>Pronouns</b> <i>I, he, she, we, they, it, you</i>  <b>Questions</b> <i>what, where, when, who, how</i>	To recognise verbs with the suffixes “-ed” and “-ing” and how to use these in a sentence  To identify imperative verbs and use these in a command – <i>Give me that pen.</i>  Subject-verb agreement of the simple present ( <i>I like, she likes</i> ), adding a “-s” to the third person  To learn how and when to use the present continuous – <i>I am sitting on the carpet.</i>  To write comparative and superlative adjectives in a sentence to show whether two or more objects are being compared: – <i>The building was big, but the Houses of Parliament were bigger.</i> – <i>Tom was the tallest boy in his class.</i>  Write a statement of fact with a capital letter and full stop  Write a question starting with “what”, “where”, “when”, “who” or “how” and a capital letter, finishing with a question mark  Write a short sentence with an exclamation mark  Poems using alliteration to describe either a picture or a painting.  Inverted commas: put the spoken word into inverted commas and start with a capital letter.  Expanding noun phrases to include an adjective and a prepositional phrase. – <i>The red ball under the table</i>  Onomatopoeia: use pictures to create words and add an exclamation mark. – <i>Ouch!</i>  Prepositional phrases – <i>under the carpet... above the whiteboard...</i>  Time connectives – <i>next, last, later</i>  Developing similes using the word “like”				
				st, second and third person subject-verb agreement	Using determiners/generalisers: <i>most some all many much more</i>
				Onomatopoeia	
				Iteration (verb + noun): <i>dancing dandelions hiding hyenas</i>	

To embed concepts and reinforce learning, the use of the educational applications ‘Doodle

English' and 'Doodle Spell' is encouraged throughout all Foundation and KS1 classes. For KS2, SBS pupils use the platform 'Century tech' to revise and test on learnt topics. Both platforms perform a diagnostic test on pupils and then create an individualized program for each pupil based on their abilities. These external tools are available for Distance Learners as well as face-to-face learners.

