

KINETON GREEN PRIMARY SCHOOL



English Policy

November 2020

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1. Philosophy and Aims of Teaching English (Intent)

Become the bee's knees at Kineton Green!



-  Be safe and healthy
-  Be confident
-  Be trustworthy and honest
-  Be a lifelong learner
-  Be respectful

Our intent is to create a safe, enjoyable and exciting community in which every person is valued and encouraged to explore their potential in an infinitely changing world. Underpinning this are our values of respect, safety, trust, confidence and engagement in learning through a broad and balanced curriculum.

This policy aims to give a clear framework on the planning, teaching and assessment in conjunction with the Early Years Foundation Stage (EYFS) Framework and the National Curriculum 2014. This document is the outcome of consultation and review undertaken by the English Subject Leader with the staff. It needs to be read alongside our and other school policies, especially: handwriting, assessment, marking, homework and the library.

As stated in our Curriculum Intent, 'Pupils' learning and development is at the heart of our school's curriculum'. As such, we believe that secure English skills are essential for progress across the curriculum and to prepare pupils effectively for tasks of adult life. All teachers have a responsibility to develop pupils' competence in reading, writing, speaking and listening, and to ensure that pupils become competent users of language, and can access the curriculum effectively and achieve their potential.

Kineton Green Primary School's aims for the teaching of English are:

- To ensure pupils develop a confident, fluent and coherent understanding of English, which will have a positive impact on a pupil's progress, both inside and outside of the school environment.
- To give pupils a strong grounding in English that will impact their future learning and development in all aspects of their life
- To ensure that all staff members are aware of planning, assessment, teaching and learning requirements for the English curriculum.
- To ensure that all pupils understand all elements of English, as per the national curriculum.
- To provide a balanced and broad curriculum which
 - enables children to speak with clarity, confidence and expression, taking account of their audience and situation
 - encourages children to listen with concentration to others, responding and building on their ideas and views

- develops and widens children's vocabulary
- ensures children develop the phonics and spellings skills to de-code and write words accurately
- enables them to become confident, independent readers through appropriate focus on word, sentence and text level knowledge, which includes comprehension skills
- encourages children to read widely and often for pleasure and for information
- develops children's handwriting, regarding clarity, formation and joining
- ensures that children can write for different styles, purposes, and audiences, as well as focussing on grammar and pronunciation

2. Roles and responsibilities

The head teacher is responsible for appointing an appropriate subject leader and over-seeing the actions of the subject leader.

The subject leader is responsible for:

- encouraging staff to provide effective learning opportunities for pupils
- writing and evaluating an annual development plan for English
- helping to expand on colleagues' areas of expertise in English
- organising the deployment of resources and carrying out an annual audit of all related resources
- liaising with teachers across all phases regarding the learning, attainment and progress of children within English
- communicating developments in the subject to all teaching staff and the senior leadership team (SLT), as appropriate
- leading staff meetings and providing staff members with the appropriate training
- organising, providing and monitoring CPD opportunities regarding English skills and moderation
- ensuring consistency in the recording and assessing of pupils' performance.
- advising on the contribution of English in other curriculum areas, including cross-curricular and extra-curricular activities
- collating assessment data and setting new priorities for the development of English in subsequent years.

The classroom teachers are responsible for:

- acting in accordance with this policy
- ensuring progression of pupils' English skills, with due regard to the national curriculum
- planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum
- liaising with the subject leader about key topics, resources and support for individual pupils
- Monitoring the progress of pupils in their class and reporting this in accordance with the assessment policy
- reporting any concerns regarding the teaching of the subject to the subject leader, SENCO and/or SLT

- Undertaking any training that is necessary in order to effectively teach English.

The special educational needs coordinator (SENCO) is responsible for:

- liaising with the subject leader in order to implement and develop specialist English-based learning throughout the school
- organising and providing training for staff regarding the English curriculum for pupils with special educational needs and disabilities (SEND)
- advising staff on how best to support pupils' needs
- advising staff on the inclusion of English objectives in pupils' inclusion plans
- advising staff on the use of teaching assistant (TAs) in order to meet pupils' needs

The pupils are responsible for:

- ensuring they complete work on time and to the best of their ability
- ensuring they behave in accordance with the school's 5 Bees and respect charter.

3. Teaching and Learning (Implementation)

The curriculum will be implemented through good quality first teaching, enriched experiences and purposeful learning through explicit links to our school values – The 5 Bees. The English curriculum has been designed to be progressive and linked to the outcome of the 'Five Golden Bees'.

1. Spoken Language

The National Curriculum states that pupils should be 'taught to speak clearly and convey ideas confidently in Standard English'. They should:

- Justify ideas with reasons.
- Ask questions to check understanding.
- Develop vocabulary and build knowledge.
- Negotiate.
- Evaluate and build on the ideas of others.
- Select the appropriate register for effective communication.
- Give well-structured descriptions and explanations.
- Speculate, hypothesise and explore ideas.
- Organise their ideas prior to writing.

We encourage our pupils to speak clearly and confidently and articulate their views and opinions. We teach children to express themselves orally in an appropriate way, matching their style and response to audience and purpose, listening and responding to literature, giving and receiving instructions. Children develop the skills of participating effectively in group discussions, which are encouraged across the curriculum.

Ways in which we support the development of spoken language include:

- activities which are planned to encourage full and active participation by all children
- poetry performance
- school performances and assembly
- class debates

- weekly assembly
- events within the community
- class and school council
- talk partners
- drama/role play
- PSHE and circle time
- the role of play partners at break and lunch (as trained by staff)

2. Vocabulary Development

The National Curriculum makes clear that learning vocabulary is key to 'learning and progress across the whole curriculum' since it allows pupils to access a wider range of words when writing and for them to understand and comprehend texts efficiently.

The teaching of vocabulary needs to be active, progressive and systematic. It should make links for the children with known words and help them develop understanding of shades of meaning. To support development of subject-specific vocabulary, all medium term plans for all subjects contain a section which lists vocabulary to be taught and used for each topic.

Furthermore, to support our children in developing a wide and rich vocabulary, we:

- give spelling lists and key words to the children to take home and learn
- display key words
- use and model the correct and appropriate vocabulary orally
- explicitly teach the using of dictionaries and thesauruses
- reading a variety of texts to explore new vocabulary
- dedicating lessons focused on word patterns and choices
- pre-teaching vocabulary as necessary and appropriate

3. Reading

The National Curriculum states that pupils should be taught to read fluently, understand extended prose and be encouraged to read for pleasure. Reading is singled out as of extreme importance since through it 'pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually'. Reading allows pupils to 'acquire knowledge' and to 'build on what they already know'. Schools are expected to have library facilities and support and encourage reading at home.

The 2013 (updated 2014) Curriculum divides reading skills into two dimensions:

- Word reading/decoding
- Comprehension

We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, writing, grammar and vocabulary. We also understand that reading is a developmental process and part of life-long learning and we encourage and praise children at every stage of it.

We provide:

- Daily stories to all children from Nursery to Year 6

- Regular modelled and shared reading, using a variety of high quality texts and includes non-fiction, fiction and poetry
- Enabling environments: book areas or 'my teacher recommends...', interactive and inspiring displays, scaffolding and supportive resources that are easily available to the children
- Daily phonics sessions and additional opportunities to apply their knowledge (see phonics and spelling section below) in FS and KS1
- Explicit teaching of common words (those decodable using phonics and those that are 'tricky')
- Guided reading sessions twice a week for all children from FS2 to Y6 with a teacher or teaching assistant, which explicitly teach word-reading and comprehension skills, and has been planned and uses books which are well-matched to the children's reading ability
- Additional, individual reading sessions with trained volunteers and/or lunch supervisors for children as identified by the SENCO, class teachers and English subject leader.
- Medium term plans that are based on key texts that enable all children to access high quality, engaging texts, leading to high quality discussions and development of comprehension skills
- Regular sessions which explicitly teach comprehension skills and opportunities to apply these skills independently
- Opportunities to develop these skills at home (see home-school learning section)
- Meetings and workshops to help parents support their learning at home
- Weekly visits to the school library to change their library book and 'home loan' book, the latter of which is matched to their reading ability
- World book day/week events
- Sponsored reading events to raise funds for new books
- Visits to the local library for story-reading sessions

4. Phonics and Spelling

Phonics is an explicit and systematic way of teaching children how to read and write. It helps children hear, identify and use different sounds that distinguish one word from another in the English language. Phonics is a crucial skill which enables children to decode unfamiliar and unknown words by 'sounding them out' and then blending the sounds together. It also enables children to spell words by breaking the word into sounds (segmenting) and then writing the corresponding letters.

Phonics is primarily taught from Nursery to Year 2, but continues to be used and referred to in KS2 as necessary. Kineton Green uses the 'Floppy's Phonics' scheme by Oxford University Press to support the teaching and learning of phonics as set out in 'Letters and Sounds' (2007).

In Nursery, children are taught Phase 1 (see 'Letters and Sounds') in the continuous provision and with regular, discrete phonics sessions. Once children are secure in Phase 1 and are able to orally blend and segment complex words, such as 'string', they begin Phase 2.

In Reception, children have 20 minute discrete, daily phonics sessions, during which they are taught Phase 2-4, beginning Phase 5 as appropriate. This continues in KS1, with children

being taught Phase 5 in Year 1 and Phase 6 in Year 2. The sessions are planned by the teacher, using the structure of:

- Revisit and Review
- Teach
- Practise
- Apply

During these sessions, the teacher and/or teaching assistant should model the correct letter formation when introducing new letters or joins (see handwriting policy). Following phonics sessions, the learning is consolidated using the Floppy's Phonics and Oxford Reading Tree books during guided reading, independent reading, and independent activities using the Floppy's Phonics resources.

Spelling is an essential skill which is taught initially through the phonics programme, using graphemes and learning 'common words'. The National Curriculum details the spelling patterns, rules and specific vocabulary to be learnt and spelt by pupils in KS1 and KS2.

Spelling rules, patterns and exceptions are taught to children in 20 minute, specific spelling sessions in KS2. These are supported by the resources and planning available from 'Spelling Shed', which children can also access at home.

Furthermore, the learning environment supports progress, with tricky words and graphemes on display or clearly accessible to the children. In the application of phonics and spelling in children's reading and writing, teachers are to be

- insistent
- persistent
- consistent

5. Writing, incl. punctuation, grammar and handwriting

The National Curriculum states that pupils should:

- Develop the stamina and skills to write at length.
- Use accurate spelling and punctuation.
- Be grammatically correct.
- Write in a range of ways and purposes including narratives, explanations, descriptions, comparisons, summaries and evaluations. Write to support their understanding and consolidation of what they have heard or read.

The 2013 (updated 2014) Curriculum divides writing skills into two dimensions:

- Transcription (spelling and handwriting).
- Composition (articulating ideas in speech and writing).

We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning and, as such have daily English sessions from Y1 to Y6.

Our aims and connected provision:

- Punctuation and Grammar
 - We teach grammar as a separate lesson where necessary.
 - We correct grammatical error orally/written work or use the marking system to enable children to correct their own errors.
 - We have a systematic approach - revisiting key learning and build upon it in all areas from phonics, through to grammar and spelling.
 - Children to complete regular dictations from Y1 to Y6 to enable them to apply spelling, punctuation and grammar independently
- Texts as models
 - We use high quality texts to demonstrate good practice.
 - We use robust medium term plans which thoroughly explore high quality texts for children to use as models for their writing
- Planning and writing
 - We provide time for children to plan, edit and revise work
 - We provide story maps, writing frames, and scaffolds to support children as appropriate
 - We use drama and hot-seating to help pupils to think about another point of view.
 - Teachers use a range of modelled, shared and guided writing to teach writing skills explicitly, which children then apply in their independent writing.
 - We use checklists for sustained pieces of work, for pupils to self-assess and evaluate their work effectively.
 - We mark all writing (see the marking policy), enabling children to become increasingly independent and evaluating and improving their work.
 - We ensure children have regular opportunities to complete extended pieces of writing to build their stamina for writing.
- Handwriting
 - We teach pre-cursive handwriting in Reception and encourage joined, cursive handwriting from Year 1 onwards to support spelling and speed
 - We support pupils with learning and motor difficulties (see SEND policy and inclusion section of this policy)
- Further opportunities
 - We meet with parents and run workshops to help them support their children at home
 - Children are given opportunities in other curriculum areas to apply their writing skills in an extended form
 - We provide enabling environments, with displays that support children's learning, use a range of different handwriting and fonts on displays, provide a variety of writing tools and celebrate children's effort and achievements.

4. Planning

Development Matters, the Early Years Foundation Stage Framework, and the National Curriculum for English form the basis of the teaching in literacy. The appendices of the National Curriculum list the progression by Years 1 and 2, Lower KS2 (Years 3 and 4) and Upper KS2 (Years 5 and 6) covering the key elements of curriculum.

The school creates long-term, medium-term, and short-term plans for delivery of the English curriculum – these are as follows:

- Long-term: includes the topics studied in each term during.
- Medium-term: includes the details of work studied during each half term or term with systematic teaching, deconstructing texts and developing appropriate grammar and writing features prior to giving children opportunities for extended writing linked to the genre and the topic being covered.
- Short-term: includes the details of work studied during each lesson, on a weekly basis. These plans include learning objective, modelling, groupings, teacher focus, resources, key questions and use of classroom assistants. All plans should be evaluated and used to inform future planning. These demonstrate a balance of interactive and independent elements used in teaching, ensuring that all pupils engage with their learning.
- Schemes of work for phonics ('Floppy's Phonics') and spelling ('Spelling Shed') are used when developing plans to ensure developmental learning, building on children's prior knowledge.

The subject leader is responsible for reviewing and updating long-term and medium-term plans, and communicating those to teachers. Teachers are responsible for reviewing and updating short-term plans, building on the medium-term plans, taking into account pupils' needs and identifying the methods in which topics could be taught.

All English activities are built so that they build upon a pupil's prior knowledge. All pupils of all abilities are provided with the opportunity to develop their skills, knowledge and confidence, ensuring progression through increasing class challenges.

English is also delivered and celebrated through extra curriculum events such as Book Weeks, special assemblies, fundraisers, visits from professionals, and theatre visits.

5. Home-School Links

Kineton Green Primary School values the relationships with parents in supporting their children's English skills.

Homework will follow and build upon the week's lesson objectives. It will be varied according to the different abilities of pupil – this includes any difficulty or barrier they may have and the time required to complete work.

Homework will focus on numerous aspects of English, for example, handwriting practice, reading, expanding vocabulary etc.

English homework is distributed to pupils as follows:

Year group	Home Learning Tasks
Reception	<ul style="list-style-type: none"> • Library books changed weekly • Home reading books changed weekly, from appropriate book bands • Phonics activities sent home to consolidate learning
Key Stage 1	<ul style="list-style-type: none"> • Children to change their library book weekly • New home reading book (appropriate to their book band) changed weekly • Weekly homework to consolidate the week's learning • Spellings: completion of 'Spelling Shed' tasks set by teachers
Key Stage 2	<ul style="list-style-type: none"> • Children to change their library book weekly • New home reading book (appropriate to their book band) changed weekly • Weekly homework to consolidate the week's learning • Spellings: completion of 'Spelling Shed' tasks set by teachers • Regular comprehension activities

6. Assessment and Moderation (Impact)

Pupils will be assessed and their progression recorded in line with the school's Assessment Policy.

An EYFS Profile will be completed for each pupil in the final term of the year in which they reach age five. The progress and development of pupils within the EYFS is assessed against the early learning goals outlined in the 'Statutory framework for the early years' foundation stage'.

Throughout the year, teachers will plan on-going creative assessment opportunities in order to gauge whether pupils have achieved the key learning objectives.

Assessments will be undertaken in various forms, including the following:

- Talking to pupils and asking questions.
- Discussing pupils' work with them.
- Marking work against the learning objectives, including 'cold' and 'hot' writing at the beginning and end of a unit of writing
- Pupils' self-evaluation of their work and their peers' work.
- Classroom tests, e.g. standardised reading age tests (PIRA), spelling tests, dictations, practice papers
- Progress in phonics is assessed on a half termly basis
- Formal exams/checks: the SATs (Y2 and Y6) and phonics screening check (Y1 and Y2)

Formative assessment, which is carried out informally throughout the year, enables teachers to identify pupils' understanding of subjects and inform their immediate lesson planning.

In terms of summative assessments, the result of end-of-year assessments will be passed to the relevant members of staff, such as pupils' future teachers, in order to demonstrate where pupils are at a given point.

Summative assessments are also used at the end of each term from EYFS to Y6. Teachers will make a judgement about the work of each pupil in relation to the EYFS and National Curriculum. The progress of pupils with SEND will be monitored by the SENCO.

Staff attend regular moderating sessions, internally, within the cluster, collaborative and LA to ensure that judgements for the levels of pupils' work are accurate and in line with other schools.

Verbal reports will be provided at parent-teacher interviews during the autumn and spring terms. Parents will be provided with a written report about their child's progress during the summer term every year. These will include information on pupils' attitudes towards English and their progress. An opportunity will be provided for parents to discuss this report with the relevant teachers.

7. Equal Opportunities (Inclusion)

Kineton Green School values all pupils and celebrates diversity of experience, interest and achievement. We believe that all children have a common entitlement to a broad and balanced academic and social curriculum. In keeping with our ethos and 'Five Bees' we believe that all children should be equally valued in school and strive to develop in an environment where all children can flourish.

This does not mean that we treat all children the same way, but will respond to each in ways which take account of their varied life experiences and needs. In line with the Special Educational Needs and Disabilities Policy staff will, using assessment, take into account pupils' strengths and barriers to ensure that learning opportunities are purposeful for all via the use of 'additional to' and/or 'different from' provision.

Refer to Special Educational Needs and Disabilities Policy for further details.

8. Monitoring and Review - (Impact)

The subject leader, head teacher and SENCO will monitor teaching and learning in English at Kineton Green Primary School, ensuring that the content of the national curriculum is covered across all phases of pupils' education.

This policy was written by the English Subject Leader in consultation with staff. The policy was ratified at the Governors Teaching and Learning Committee on **DATE**. It is due for review during the autumn term of 2023. Any changes made to this policy will be communicated to all teaching staff.