



Kibworth CE
Primary School

Let Your Light Shine
Matthew 5:16

English

Subject Policy

This policy was approved as follows:

Adopted by:	J.Cornish & L.Hancock	Date:	January 2023
Review Date:	January 2026	Review frequency:	3 yearly

Rationale

This policy outlines the teaching, organisation and management of the English Curriculum taught and learnt at Kibworth Church of England Primary School. The school's policy for English follows The National Curriculum 2014 for English Guidelines and the Early Years Foundation Stage Framework and aims to ensure that all pupils:

The overarching aim for English in the national curriculum which are to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Where suitable, adaptations have been made to suit our school's environment and ethos.

Role of English Leader:

- To be enthusiastic about English and promote it; demonstrating good practices
- To work alongside colleagues in planning where needed (progress and activities).
- To work alongside teachers in the classroom (this will depend on release time and other available help).
- To coordinate and arrange staff in-service training as required.
- To audit resources,
- To help manage the English budget along with SLT
- To "sample" the work of children across the age range (curriculum monitoring).
- To review and evaluate the effectiveness of teaching and learning of English
- To support termly writing moderation to help standardise judgements in line with national expectations
- To provide guidance on the implementation of the English policy.
- To suggest appropriate assessment activities where needed.

- To provide support to those colleagues who request/require it, including help with planning and organisation.
- To monitor the planning and delivery of lessons.

Intent

A high-quality English education provides the foundations for thoughts to be clarified, emotions to be expressed, opinions to be stated; and experiences and explanations to be shared.

Our intent at Kibworth CE Primary School is to ensure our pupils are **fluent and effective readers** who have a rich vocabulary and enjoy reading for pleasure. They will secure **basic skills** that ensure they are literate and can write with confidence; developing into **articulate communicators** through both the written and spoken English language in a range of situations and forms. We also believe they should have a **deep knowledge** and understanding of the expectations set out in the National Curriculum that prepares them for future learning beyond our school. Throughout their English education, pupils will be encouraged to become **creative thinkers**; individuals who are imaginative and can achieve what they set out to do in their own way.



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Let Your Light Shine in English:

Through the teaching of English at Kibworth Primary school, we aim to ensure the children are equipped to deal with the demands of the 21st century and become lifelong learners.

- Each pupil has an independent writing portfolio which is built up throughout the year. This is a collection of their end of unit writing outcomes which are published and celebrated in their portfolio. Parents are invited to share these with their children in our 'Open Classroom' drop-in sessions.
- Our 'Writing Wall' displays a range of selected writing from across the school; showcasing pupils' written work that has exceeded their previous achievements. The work that is hung in our entrance hall, to be viewed and celebrated, is changed regularly.

- All children have a wide range of performance opportunities including year group-led workshops, productions, church services and celebration assemblies. Through these, they are given the chance to develop their oracy and confidence in public speaking. A skill which will serve them well in the future.
- For children to be exposed to a wide variety of high quality texts through independent reading and story time
- Children will become skilled readers through developing a love of reading.
- Children's engagement in reading at home will be celebrated through a weekly reading raffle.

Implementation – Early Reading

Early reading and phonics (Learning to read)

The Rose Report (2006) emphasises high quality phonics as a fundamental part of the decoding skills required by children when learning to read.

At Kibworth, we have a consistent, high quality approach to the teaching of phonics across the Early Years Foundation Stage, Key Stage One and on into Key Stage Two for children who still need further support.

The scheme we are using is Little Wandle Letters and sounds revised. There are seven features of effective phonics practice:

direct teaching in frequent, short bursts

- consistency of approach
- secure, systematic progression in phonics learning
- maintaining pace of learning
- providing repeated practice
- application of phonics using matched decodable books
- early identification of children at risk of falling behind, linked to the provision of effective keep-up support.

Secure, systematic progression in phonics learning It is essential for progression in phonics

learning to cover:

- all the phonemes of English words
- correct pronunciation of the phonemes
- all commonly occurring grapheme-phoneme correspondences (GPCs)
- the correct formation of all graphemes
 - blending for reading
 - segmenting for writing
- the sequenced learning of appropriate tricky words.

Maintaining pace of learning

Children need to learn to read as quickly as reasonably possible, so they can move from learning to read to reading to learn, giving them access to the treasure house of reading. Their progress must include reaching national standards by the required times, for example in the Phonics screening check. This means they should successfully cover the full phonic progression over the timespan of the school's programme, so the pace of learning needs to reflect this. However, this needs to be balanced by our understanding (backed by recent research) that children do not cope well if they have to learn too many new things at the same time. Pace of learning is therefore also about spacing out new learning to avoid overload, and to allow time for repetition and consolidation, so that learning becomes fully embedded in long-term memory. Optimum pacing is a balance between these two considerations.

The ultimate goal of teaching phonics is that children read fluently, recognising most words instantly and using phonics to decode any unknown words. This means that phonics knowledge needs to be embedded in long-term memory so that its application becomes automatic. Repeated, spaced practice is by far the most effective way of transferring knowledge from short- to long-term memory. Effective phonics teaching offers repeated practice at the point of learning and returns to practise the same elements again at intervals over an extended period. Practice makes permanent.

Application of phonics using matched decodable books

To be effective, it is essential that decodable books:

- are exactly matched to the phonics progression of the programme used
- present only words made up of GPCs learned to that point
- include tricky words only as they are introduced in the programme
- are used exclusively when children are practising reading and not mixed in with books that are not fully decodable at the child's level.

Teaching reading: Reading practice sessions three times a week

We teach children to read through reading practice sessions three times a week. These: are taught by a fully trained adult to small groups of approximately six children use books matched to the children's secure phonic knowledge and are monitored by the class teacher, who rotates and works with each group on a regular basis.

Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:

1. decoding
2. prosody: teaching children to read with understanding and expression
3. comprehension: teaching children to understand the text.

Implementation – KS2 Reading

Through the teaching of reading at Kibworth Primary school, we aim to ensure the children are equipped to deal with the demands of the 21st century and become lifelong learners . The school identify that children must learn to read before they can read to learn. Appropriate teaching strategies are employed through the three areas of reading development: early reading and phonics, fluency and comprehension. **Further detail can be found in the school’s reading policy handbook.**

Reading for pleasure:

Sharing stories is a crucial and fundamental part of children’s early reading development. Teachers in EYFS, Year 1 and 2 are passionate and enthusiastic at sharing a variety of stories with children. Daily story times are timetabled in and teachers really know the importance of this.

Reading passport books are sent home in KS1 end of September for children to enjoy and share at home every two weeks. EYFS start their reading passport books after Christmas.

Implementation – Writing

Early Years Foundation Stage

The implementation of the English strand of Development Matters is predominantly taught through the teaching of phonics throughout the Autumn term. This gives pupils the chance to learn, practice and apply the reading of phonemes and writing of graphemes to record sounds and then single words.

Throughout the Spring and Summer terms (earlier for children who are able) pupils are given the opportunity to write 3-4 times a week in their ‘Everybody Write’ sessions. Here children work in a combination of guided and independent groups throughout the week to compose and write single sentences progressing to short narratives (for those children who are able) based on engaging and cross curricular stimuli. This encourages and promotes independence; helps in enabling pupils to meet the Early Learning Goal for writing; and prepares them for the more formal style of learning they will transition into throughout Year 1.

Content for Key Stage 1 and 2 and curriculum coverage:

Writing is taught within English lessons which take place 4-5 times per week for pupils in KS1 and KS2.

Throughout each term children will be exposed to fiction and non-fiction texts and learn to create writing in both styles. Each year group has a literacy overview for the year which ensures writing for a variety of purposes (entertaining, informing, persuading, discussing) are covered through a range text types throughout the school.

Spelling

When the phonics scheme had been completed (end of Year 1 to phase 6), spelling rules are then taught explicitly in three sessions throughout a week. No-nonsense Spelling is used. Teachers will then monitor how these spelling rules are applied throughout other English lessons and across the wider curriculum. Pupils will have opportunities to consolidate spelling rules from previous year groups (**Appendix 1**) where appropriate and then learn new spelling rules from the National Curriculum appendix for their year group. Common exception words (set out in the National Curriculum) will be taught in each year group (recapping on previous year groups where appropriate). The key stage common exception words have been split into year groups are taught withing English and spelling lesson to ensure pupils can spell and apply many/most of these correctly but the end of the key stage.

*Pupils who need to recap phonics learning will be differentiated for.

Progression and continuity of key knowledge or skills:

End of year expectations sheets (which set out the grammar, composition and transcription statements for each year group) are used to inform planning and teaching; ensuring pupils learn, develop, revisit and consolidate these skills throughout the year. (**Appendix 2**)

The statements outlined in the National Curriculum are used alongside these to ensure pupils receive a broad and balance writing curriculum.

Teaching and learning strategies:

Each writing unit (2/3 weeks) will incorporate a variety of teaching and learning strategies to order for pupils to recap, learn, develop and apply knowledge.

These include:

- *Use of an engaging stimulus (e.g – a text, other media, trip, cross curricular, etc...)*
- *Planning around a focus text/exposure to high quality texts*
- *Setting a clear audience and purpose (a real-life context where possible)*
- *Creating a learning journey to map out the progression of unit (shared with pupils)*
- *Explicit teaching of specific skills (taken from the end of term/year expectations)*
- *Opportunity for modelled and shared writing*
- *Opportunity for independent application of taught skills*
- *A clear outcome (extended piece of writing)*
- *Opportunity for editing and publishing the final written outcome*

Spelling

A range of teaching and learning strategies are also used when teaching spelling:

- Encourage children to use emergent writing and make phonetically plausible attempts at words
- Encourage children to “have a go” and take risks
- Have a positive “feedback” policy which focuses on individual difficulties and common errors
- Teaching spelling using sight, sound and movement.
- Empower children by teaching them
 - a) phonics
 - b) key words
 - c) mnemonics
 - d) word families
 - e) encoding strategies
 - f) a variety of spelling strategies which are displayed
 - g) basic spelling rules
 - h) how to use a dictionary, spellchecker and thesaurus

Links with other curriculum areas – Knowledge and Skills:

Where appropriate links with other curriculum areas will be made explicit during teaching. Writing units are often linked to the topic the children are immersed in each half term. The texts used as stimuli for writing may include content that the pupils will have learnt/be learning through different foundation subjects. This gives children the opportunity to make links between the subjects within their topic unit and used this knowledge to inform and enhance their writing.

Children may also be given chances apply their written skills within foundation subjects (e.g writing up science experiment, producing posters, writing from different view historical viewpoints, etc...). This enables them to apply the skills they have mastered within their English lesson to a range of contexts, audiences and purposes.

Resources:

The library homes a plethora of high-quality texts which are used for teaching as well as reading for pleasure for all pupils.

Any resources teachers may require for the English are discussed with the English coordinator and SLT; and if agreed, will be purchased using the English budget.

Links with other cross curricular areas – spirituality, PSHE, citizenship, multi-cultural, British Values:

Our programme of English education aims to develop skills and attributes such as self-esteem, resilience, risk management, critical thinking, tolerance of others and teamwork.

The stimuli and contexts used for the teaching of reading and writing will include texts set in other countries/cultures; issues which promote becoming global citizens; stories with morals; texts which promote British values.

Pupils will have the chance to explore this during lesson (English and other foundation subjects) and then express their views through the spoken or written language; applying written skills they have learnt.

Inclusion: Provision for more able, SEND, EAL etc:

Children with learning difficulties and exceptionally able children are provided for by differentiation of task, teaching methods, amount of support given, and resources provided.

EAL children will receive high quality first teaching in phonics to enable them to make progress in speaking, reading and writing.

For children on the Special Needs Register, teachers should liaise with the SENCO and follow PPPs/EHCPs where appropriate.

Children who are working significantly below (2 or more years) will have a tailored curriculum supported by the PIVATS documents for reading and writing.

The provision for more able pupils is provided in lesson where teachers used guided groups to unpick high quality texts; set high order thinking task within lessons; ask children to explain the conscious choices they have made when writing and enable pupils to independently edit their work to improve its quality. This enables children to write effectively for a range of purposes using vocabulary and grammar from their wider reading; skills they will need to achieve greater depth standards.

Where children excel in reading or writing, they will be given further opportunities to broaden and deepen their understanding and to apply higher order thinking through carefully planned tasks.

Equal opportunities:

All pupils will have equal opportunity to reach their full potential across the History Curriculum regardless of their race, gender, cultural background, ability or any physical or sensory disability.

Impact

Assessing progress:

Children's progress will be monitored using informal assessment in reading and writing i.e. observations, marking of work and questioning children to identify what they have understood.

The writing outcomes that children produce at the end of each unit (approx. every 3weeks) is used as an assessment tool for teachers. Teacher will assess and track which skills have been applied correctly and areas for development (individually, group or whole class). This assessment it then used to inform planning and teaching.

Writing moderation takes place across the year and with SLT termly to ensure judgments are in line with National expectations and consistent across the school. Year groups will moderate more regularly and will also have the opportunity to moderate with other schools across the trust at Year Group Moderation meetings.

For reading and writing, individual trackers will be completed by the class teacher, recording which children are working towards age related expectations and those working above. These assessments will be made half termly. This information can then be relayed to the next year group during handover.

Teachers will also submit a termly half termly 'best fit' judgement to the assessment leader. These are used in professional discussion during pupil progress meeting to identify any pupils or groups of pupils who may need to receive targeted support in the following half term. Best fit judgements are then submitted the Trust termly.

Individual progress is also reported back to parents on a termly basis, either through parents' evenings or a written report.

Policy review:

Review Date:	<i>This policy will be reviewed every year by the English Lead. Any suggested amendments will be presented to the Advisory Board for approval.</i>
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