

Kirk Smeaton CofE Primary School English Policy

Introduction

All at Kirk Smeaton recognise the central importance of English, as a subject in its own right, and as the most cohesive area of learning. Gaining and using skills in language not only impacts on a child's progress across the whole curriculum, but also has a profound influence upon the course of his or her whole life. We aim to develop pupils' abilities within an integrated programme of Speaking & Listening, Reading, Writing, GPS (Grammar, Punctuation & Spelling) and Phonics. Pupils will be given opportunities to develop their use, knowledge and understanding of spoken and written English within a broad and balanced curriculum, with opportunities to consolidate and reinforce taught literacy skills.

Aims

- Promote a positive attitude towards speaking & listening, reading and writing.
- Develop children's ability to become confident users of language, both oral and written.
- Ensure children have access to a broad, balanced and creative English curriculum.
- Provide clear and consistent teaching throughout the school.
- Communicate the school policy on English to all staff, governors, parents, and other interested parties.

Objectives

The majority of pupils at Kirk Smeaton will leave Year 6:

- with a love of reading and a desire to read for enjoyment
- reading and writing with confidence, fluency and understanding, using a range of independent strategies to take responsibility for their own learning including self-monitoring and correcting their own errors
- with an interest in words and their meanings, developing a growing vocabulary in relation to grammatical terminology
- having a suitable technical vocabulary to respectfully articulate their responses in any discussion
- understanding a range of text types and genres
- able to write in a variety of styles and forms appropriate to the situation
- using their developing creativity, imagination, inventiveness and critical awareness.

Reading

Aims

- Develop positive attitudes towards reading so that pupils find it a pleasurable and meaningful activity.
- Use reading skills as an integral part of learning throughout the curriculum.
- Read and respond to a variety of texts whilst gaining increased levels of fluency, accuracy, independence and understanding.
- Develop different strategies for approaching reading and be able to orchestrate the full range of strategies.

Home reading

Home reading is recognised as an important element in ensuring pupils can read confidently and fluently. How this operates in Kirk Smeaton is described below:

- Pupils read books from the book banded scheme which offers books from a variety of reading schemes. (See Book Band Colours)
- In EYFS and Year 1 pupils read phonically decodable books which link to the sounds they are learning in phonics. (Floppy's Phonics)
- Teachers monitor pupils' book choices during whole class reading sessions in KS2 and from listening to children read individually in KS1. Teachers will also check children's reading books during Assessment Week.
- Class teachers will check Reading Diaries daily to ensure children are reading at home. Each child will receive a Dojo point every time they read at home.
- Where reading is identified as an area for an individual pupil's development, appropriate strategies will be put in place.

Reading For Pleasure

At Kirk Smeaton we provide pupils with many opportunities to develop a love for reading.

This includes:

- Reading with Peers/Paired Reading
- Modelling (adults around school model their own love of reading and appreciation for particular authors).
- Authors (Pupils meet authors who can inspire a love of reading).
- Class Novel/Book (Each class follows a class novel/book chosen due to its appeal to children in the year group. The novel/book is often linked to the curriculum topic.
- Listening to Stories for Pleasure - A whole class book is shared with each class and it is read by the teacher/TA. The teacher/TA models the skills of proficient readers, including reading with fluency and expression.

- Reading Scheme - The majority of pupils are on the reading scheme. Children who have completed the reading scheme become 'Free Readers'. There is a wide variety of books for children to choose from at the Free Reader level.
- School Library
- Reading Rewards - Pupils aim to read 10 minutes daily at home. The children are rewarded with dojos or merits every time they read at home.
- Learning Environment - The learning environment in school stimulates pupils' interest in reading.

Entitlement

Pupils have access to a wide range of reading opportunities that include:

- shared reading
- regular independent reading
- home/school reading
- reading to volunteers
- hearing books read aloud on a regular basis
- selecting own choice of texts
- reading in other subjects
- weekly visits to the school library

Teaching and Learning

The teaching of reading has been updated in line with the 2014 National Curriculum and the higher expectations that come with this.

Teachers are familiar with the reading objectives for their year group and will plan accordingly. To ensure all the objectives are covered they will use the Reading Skills Progression document to aid their planning.

The teaching of reading comprehension is now focused on the content domains and emphasis is placed on choosing class texts which are of great interest to all pupils.

- Teachers choose high quality texts to drive the teaching of English. Wherever possible, this should be linked to the topic being taught. (See Reading Texts Two Year Cycle)
- Each week, in KS2 there are at least 3 reading sessions with a specific reading focus. In EYFS, phonic sessions are taught daily and in the Summer the pupils are introduced to guided reading to prepare them for KS1. In KS1 phonics sessions take place daily and guided reading takes place 5 times over a two week period. Reading objectives will also be covered during the English teaching sequence and in other curriculum areas.
- Information retrieval is the core skill for comprehension, and should be given the greatest priority, especially in Years 2 and 3. These skills will then be used to underpin the other Content Domains. In KS2, the priority of significance of Content Domains is: 2b, 2d then 2a. These remain the key skills.
- Teachers will set comprehension questions using the class text.

- Teachers will also set comprehension questions from non-fiction texts and poetry.
- Pupils will be taught to use Paired Reading skills, whenever they read with a partner.
- All other objectives will be taken from the National Curriculum.
- Poetry, in some form, must be included in each half term's planning, e.g.: comprehension, recital, performing.

Recording

Each child has a reading diary in which their reading both at home and at school is recorded.

Intervention

Different interventions are in place for pupils who are identified as not making the expected progress or working below age-related expectations. These may be identified by class teachers and the SENDco:

Urgent Intervention	Daily Reading
Intervention	3x per Week Reading
Monitor	1x weekly Reading
At/Above Expected Level (KS2)	2x per 6 Weeks

Assessment

Formative assessment is carried out on an on-going basis, with pupils' performance against National Curriculum objectives. This allows teachers to easily identify the strengths of individuals, groups and classes, and adjust teaching accordingly.

Summative assessment is carried out on a termly basis, as per the Assessment Policy. Previous SATs papers are used in Year 2 and 6 and the Rising Star assessments are used in Years 3 and 4. Scores are submitted to the Data Leader for moderation before being input onto the school's tracking system. These scores are analysed by the headteacher and the teacher and used in pupil progress meetings to identify which pupils are on track and which pupils need focused interventions in order to make progress and reach the expected level.

Writing:

Aims

- Develop pupils' literacy skills to a level that, as a minimum, adequately prepares them for the next stage of their education.
- Develop positive attitudes towards writing so pupils enjoy writing and do so with purpose.
- Use writing skills consistently across the curriculum.

Entitlement

Pupils have access to a wide range of writing opportunities that include:

- shared writing; modelled writing
- independent writing
- writing different text types and narrative styles
- writing in different curriculum areas
- handwriting practice
- collaborative writing
- writing related to own experiences and enjoyment
- writing from a variety of stimuli
- planning, drafting, editing and presenting
- using ICT.

Teaching and Learning

The teaching of writing is in line with the 2014 National Curriculum and that expectations that come with this. The teaching of writing uses grammar, vocabulary and punctuation as key drivers, with an emphasis on writing sentences accurately.

Teachers will be familiar with the writing objectives for their year group and will plan accordingly. To ensure all the objectives are covered they will use the Writing Skills Progression document to aid their planning.

- Grammar, Vocabulary and Punctuation are to be the key drivers for teaching writing, guiding teachers' planning. (See Two Year Writing Cycle)
- The key focus of the teaching of writing is on ensuring sentences make sense, taking pupils back to writing in simple sentences until this is embedded.
- Teachers use their class book and termly topic theme as a stimulus for writing.
- Teachers use a variety of strategies as a stimulus for writing which include: Talk 4 Writing, Book Talk, Jane Considine as well as using their own methods.
- The teaching sequence involves pupils writing in sentences, then paragraphs before applying their skills to longer pieces.
- The use of a WAGOLL is used as an example of how to be successful at the start of each unit of work. This provides children with an end goal.
- Ideally, Pupils should be able to write three paragraphs to be at the Expected Standard at the end of Year 2, this is the starting point for teaching in Year 3.
- For the first half term of every year, teachers revise the previous year group's objectives.

Intervention

Different interventions are in place for pupils who are identified as not making the expected progress or working below age-related expectations. These may be identified by class teachers, the SENDCo or the SLT:

- Handwriting
- Differentiated spellings
- Interventions as designed/planned by class teachers

Assessment

Formative assessment is carried out on an on-going basis, with pupils' performance against National Curriculum objectives. This allows teachers to easily identify the strengths of individuals, groups and classes, and adjust teaching accordingly.

Summative assessment is carried out on a half-termly basis, as per the Assessment Policy. This is in the form of teacher assessment, using evidence from the writing produced over the year, including edited pieces. This is in line with how Year 6 end of key stage judgements are made.

Judgements of writing are made against objectives covered so far in the year. Pupils are judged as one of the following in writing:

- Working Below the expected standard
- Working Towards the expected standard
- Working At the expected standard
- Greater Depth - Working Above the expected standard.

Scores are submitted to the Data Leader for moderation before being input onto the school's tracking system. Judgements are moderated by the English Leader and at whole school moderation meetings. Teachers are also involved with the Pobble moderation programme. This includes online training for teachers.

Spelling

Spelling is taught following the National Curriculum spelling scheme using a variety of strategies.

- The teaching of spelling should focus on a "rule" each week.
- A small number of spelling list words are sent home each week to be learned for a test.
- Spelling Cinema is used in classes to aid the teaching of these spellings.
- Weekly spellings are clearly displayed in the classroom and referred to throughout the week.
- Pupils are given dictated sentences to write which include the weekly spellings.
- Weekly spellings are put on Spelling Shed and assigned to each pupil to practice at home and at school.

Handwriting

It is paramount that children are rigorously taught correct letter formation from the very beginning of their time in school. It is expected that all members of staff, class teachers and teaching assistants, model the school handwriting style at all times i.e. when writing on the board or in children's books. By the end of Key Stage 2, all children should be displaying an efficient, quick, neat and legible handwriting style that is effective in recording their ideas.

- Achieving Excellence in handwriting scheme is to be used.
- Pupils are encouraged sit with their feet on the floor.
- Pencil grips are used to support pupils who have difficulty maintaining the correct grip.
- Discrete Handwriting lessons are taught at least twice a week in Years 1-4 until pupils have developed a legible, fluent and consistently-sized, cursive script. For pupils who need extra support, appropriate interventions take place.
- Regular handwriting lessons will continue to be taught through school.
- Both pupils and teachers should have high expectations of handwriting and presentation.

Spoken Language

Aims

Children need to be able to:

- Communicate effectively, speaking with increasing confidence, clarity and fluency.
- Participate in discussions and debate in a variety of contexts.
- Listen to the views, opinions and ideas of others with increased interest.
- Articulate ideas and thoughts clearly with appropriate tone and vocabulary recognising audience.
- Respond to questions and opinions appropriately.
- Retell stories and poems which are known by heart.
- Ask questions with increasing relevance and insight.

Entitlement

Pupils have access to a wide range of speaking and listening opportunities that include:

- Talking about their own experiences, recounting events
- Participating in discussion and debate
- Retelling stories and poems
- Expressing opinions and justifying ideas
- Listening to stories read aloud
- Presenting ideas to different audiences
- Taking part in school performances
- Responding to different kinds of texts
- Talking to visitors in school
- Listening to ideas and opinions of adults and peers
- Role-play and other drama activities across the curriculum
- Speaking in school assemblies when representing their school council.

Teaching and Learning

Teachers provide a wide range of contexts for spoken language throughout the school day. Teachers and other adults in school model speaking clearly. This includes clear diction, reasoned argument, using imaginative and challenging language and use of Standard English. Listening is modelled, as is the appropriate use of non-verbal communication, respecting the views of others. Teachers are also sensitive in encouraging the participation of retiring or reticent children.

Learning takes place in a variety of situations and group settings. For example, these could include reading aloud as an individual, working collaboratively on an investigation, reporting findings as a newscaster, interviewing people as part of a research project, acting as a guide for a visitor to school or responding to a text in shared or guided reading.

Statutory Requirements

At Kirk Smeaton, we follow the National Curriculum in England: Primary Curriculum. Statutory requirements for the teaching and learning of English are laid out in the National Curriculum in England: English Programmes of Study - Key Stages 1 and 2 (2014).

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.

At Key Stage 1 & 2 pupils are given opportunities to:

- Learn to change the way they speak and write to suit different situations, purposes and audiences.
- Read a range of fiction, non-fiction and poetic texts and respond to different layers of meaning in them.
- Explore the use of language in literary and non-literary texts and learn how the structure of language works (using grammatical terminology).

Inclusion Statement

Every child is given the opportunity to be included in all aspects of school life and in all areas of the curriculum. Teaching and learning in the school ensures that all children are set suitable learning challenges. A broad range of teaching styles are adopted in response to diverse learning needs. We make every effort to overcome potential barriers to learning and assessment for individuals and for groups of children. We aim for Kirk Smeaton to be an ideal learning environment for nurturing and developing the whole child.

Equality and Diversity

We have high expectations for all children. Our aim as a school is to ensure that all children have equal access to a rich and rewarding curriculum for English, and that they experience this curriculum in ways that are appropriate for their needs, regardless of gender, ethnicity, or any other determining factors. This school is actively promoting equality and diversity by tracking and supporting individuals and groups to ensure all pupils reach their full potential. Consequently, we make use of a suitable range of learning activities, teaching strategies, educational materials and ICT aids to meet the needs of every individual learner.

Special Educational Needs

Situations may arise in which individuals need to work at a level above or below that of the rest of their peer group, or may need special assistance to accomplish particular tasks. This will become apparent through teachers' use of an on-going observation and assessment or assessment prior to a child coming to our school.

Where children are thought to need additional help, teachers go through a referral procedure consistent with the **Code of Practice on the Identification and Assessment of Special Educational Needs**. Parents are informed of any decisions made.

Children with **Education, Health & Care Plans** and/or **My Support/Target Plans** for learning are supported as instructed by their individual statements. It is for class teachers to decide how to best target their support in liaison with the SENDCo.

Monitoring and Evaluation

The Headteacher and English Leader monitor English. Having identified priorities, the Headteacher and English Leader construct an action plan that form part of the Kirk Smeaton Improvement Plan if applicable. This forms the basis for any monitoring activities and will clearly identify when, who and what is to be monitored and how this will take place e.g. book scrutiny, data analysis, classroom observation, learning walks.

The school tracking system is used by teachers, middle leaders and the Headteacher to analyse individual, group and class data so that provision can be adjusted accordingly, and to measure the performance of teachers and the school as a whole.

