



Kirkstall St Stephen's C of E

English Policy

February 2022

Kirkstall St Stephen's Primary School

English Policy

CONTENTS

Rationale

Mission Statement

School Vision

School Ethos Statement

Objectives

Staff responsibilities

Equal opportunities

Special Educational Needs

More Able

Assessment and reporting

Homework

Provision

Monitoring, evaluation and review

Writing

Handwriting

Reading

Speaking and Listening

Spellings, Punctuation and Grammar

Role of Governors

Appendix

Rationale/Intent

It is our intent at Kirkstall St Stephen's C of E to provide pupils with a high-quality education in English that will teach pupils to speak, read and write fluently so that they can communicate their ideas and emotions to others effectively.

With regards to Reading, phonics will be emphasised in the early teaching of reading to beginners when they start school in Reception class. Fluency in reading will be developed once children are secure in their phonics knowledge and high frequency words. All children will be given the opportunity to read with an adult to progress their fluency across all year groups.

We encourage all pupils to read independently and widely across fiction, poetry and non-fiction as well as listening to good quality stories in class story time which develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain a wider range of vocabulary and knowledge across the curriculum and develop their comprehension skills.

Children have daily teaching or provision of reading from Reception to ensure that their fluency, vocabulary and comprehension skills are routinely and consistently enhanced. As children move into year 2 specific reading skills are taught in whole class 'Love to Read' lessons once a week and the children begin to identify question types and what makes a 'good reader'. We strongly believe that every member of staff should be confident in their delivery of reading skills. We support new and experienced staff in becoming reading experts through training, research and regular discussions with our Literacy coordinator and SLT.

It is our intention to ensure that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

KSS School Mission Statement

We are cherished, we are challenged, we are children of God

Our Vision

We are cherished – we aim to create a caring environment where all children and staff feel welcome, valued, supported and respected.

We are challenged- through a stimulating and challenging learning environment, where achievements are recognised but it is also safe to fail, increasing our resilience.

We are children of God – we recognise the value of each and every individual, encouraging everyone's unique spiritual development and potential.

Our Ethos Statement

Our school ethos is represented by the KSS Values Tree; showing children's growth as a tree planted firmly into God's sustaining love and rooted in our school values of: trust, justice, perseverance, respect, thankfulness and forgiveness.

This is based on Psalm 1:1-3.

³

They are like trees that grow beside a stream,
that bear fruit at the right time,
and whose leaves do not dry up.
They succeed in everything they do.

Objectives

Every child will be given the opportunity to reach their full potential. They should:

- Develop lively and enquiring minds.
- Formulate, clarify and communicate confidently in speech.
- Have an interest in words, their meanings and a growing vocabulary.
- Want to participate in a range of drama activities.
- Understand the sound and spelling system and use this to read and spell accurately.
- Read with enjoyment, fluency and understanding.
- Read and evaluate a wide variety of texts.
- Listen with sustained concentration and respond understandingly to others.
- Plan, draft, revise and edit their work.
- Become effective writers able to communicate in a variety of forms to a range of different audiences.
- Use accurate punctuation, grammar, spelling and clear handwriting.
- Apply their literacy skills in other areas of the curriculum.

Staff responsibilities

Role of the English Coordinators

The English Reading Coordinator is Mrs Coverdale

The English Writing Coordinator is Miss Lewis

The subject leader has a responsibility to:

- Have a clear and up to date knowledge of the National Curriculum across the Key Stages.
- Attend training, meetings and courses.
- Provide INSET.
- Support the head and SLT in implementing the curriculum.
- Support colleagues in the implementation of the curriculum.
- Monitor the teaching of English within the school including planning, lessons, work sampling and interviews with the children.
- Monitor assessments and support staff in the use of Assessing Pupil Progress materials.
- Audit and purchase resources.
- Analyse school and national data and use this information to identify targets, support children and raise standards.

Equal opportunities

At Kirkstall St Stephen's everybody is treated fairly and equally. All children are given the opportunities to reach their full potential through a varied and differentiated curriculum. A curriculum that meets not only the needs but the interests of the children is delivered at the level required by each individual. Literature available and used in school reflects a wide range of interests and cultures. Differences are celebrated and encouraged. Bilingual children are identified immediately and given the extra support needed to feel welcomed and included.

Special Educational Needs

Children who need extra support in any area of English are quickly identified, and according to their stage on the special needs register, will receive support as outlined in their Individual Educational Plan which is then reviewed on a termly basis. The support available ranges from; Individual and group interventions from teaching assistants for reading, writing, phonics and motor skills work in KS1. These interventions are identified in each class' intervention plan as

well as on an individual or group IEP all available to view on Edukey. Children across school also receive speech and language therapy which will be implemented by the teaching assistant and will be tailored to the child's individual needs. The Deputy Head is responsible for pupil premium interventions which include phonics, reading and writing across school.

More able

Children identified as more able (for reading, writing and speaking and listening) are entered on a whole school register. Where and when appropriate they receive differentiated work during lessons and extra challenges to stretch them further.

Assessment and reporting

Assessment is viewed as a priority in relation to the children reaching their potential by assessing what they can do and using this to plan for next steps. The assessment that takes place is relevant to each Key Stage.

- The Foundation Stage formally assess in accordance with the Foundation Stage Curriculum.
- Across the school children are assessed in writing, reading and Speaking and Listening with the use of an assessment framework for each year group and teachers use National Curriculum objectives as well as the KSS 10 key skills document for the core subjects in each year group..
- Each child has their own assessment sheet detailing the objectives in Writing and Reading which is updated termly when the children are assessed and then inputted on the class tracker which shows attainment and progress.
- Children in Year 1 are assessed using the Phonics Screening check to see whether pupils meet the national requirements. If a child does not meet the required standard they are provided interventions in Year 2 and they re-take the test.
- Year 2 and 6 children are formally assessed in the final term through SATS in Reading and SPAG.
- Children in years 3, 4 and 5 are also assessed in reading through optional SATS and through ongoing teaching and teacher assessment.
- In addition to this, children across school sit the PIRA test 3 times a year to track their progress and allow the teachers to attain a standardized score per child.
- All children are assessed on a daily basis through teacher observation, which is used to inform planning and the children's next steps.
- Handwriting is practiced weekly in Key Stage 1 and 2.
- Spellings are practiced weekly in Key Stage 1 and 2.

- Phonics is taught daily in Reception and KS1 and children are assessed and tracked to ensure interventions are targeted for any children falling behind.
- Marking in children's English books is related to the lesson objective and we used pink to highlight the positive things as well as an area for improvement which is often related to the steps for success or success criteria.
- Clear 'ways forward' are given to the children through marking where appropriate or verbal feedback (VF) is given and children are given opportunities to act on feedback.

Homework

Every child receives a reading record and a book which is changed at the teacher's discretion.

In Foundation Stage each child receives a sound book which contains a worksheet related to the new sound they have learnt each week.

Spellings and homework in Key Stage one and two will be administered by the class teachers. For further information, refer to the homework policy.

Provision

All children are given clear learning objectives and success criteria which are based on the children's prior attainment and targets. Through training and guidance we ensure that teaching assistants make a valuable contribution to the learning in order to accelerate the progress of the children. They work with groups and individual children and are able to familiarise themselves with planning before the lesson by being given a copy to the planning and through discussion with the teacher.

Monitoring, evaluation and review

The English policy will be reviewed every two years. These are some questions that will be considered. These questions will be considered by looking at the long term, medium and short term plans throughout the school and through pupil interviews.

- Is English in the school enjoyable?
- Are teachers and support staff still following every aspect of the policy?
- Are we making the best use of resources?
- Are we seizing opportunities to make cross-curricular links?
- What new equipment and resources do we need?

- Has there been an improvement in standards in the subject?
- How much progress is being made by pupils of all abilities?
- What are the strengths and weaknesses of English in school at present?
- What are the staff development needs?
- Are we aware of new Government guidance in English and how far are we following this?

Writing

Rationale

Writing is closely linked to reading and therefore they serve to reinforce each other. Children are encouraged to become independent learners when entering school and are given the confidence to become writers. In planning and teaching English through writing, teachers respond to each pupil's needs, set suitable challenges and ensure learning barriers are overcome.

Principles for inclusion:

In planning and teaching writing, teachers will have due regard for the following principles:

- Setting suitable learning challenges
- Responding to pupils diverse learning needs
- Overcoming potential barriers to learning and assessment for individual and groups of pupils.

Writing is taught by:

- Teachers across school use elements of Talk for Writing which engages the children through visual, auditory and kinesthetic methods. (see appendix)
- Children participating in shared, guided and individual writing activities.
- The class teacher modeling the writing process.
- Children using whiteboards during lessons and sharing their ideas.

- Children self and peer assessing theirs or a partner's work.
- Encouraging independence and responding positively to the children's efforts.
- Daily phonics sessions in the Foundation Stage and Key Stage 1.
- Access to a variety of media such as cameras, microphones, computers, the internet and relevant ICT.
- Encouraging writing in a broad range of genres and providing models of each style.
- Teaching the children the writing process of planning, drafting, revising, proof reading and extending in a systematic way.
- Understanding how texts are structured.
- Providing opportunities to develop children's skills in punctuation and grammar.
- Encouraging children to be adventurous in their choice of vocabulary.
- Big Write sessions in KS1 and KS2 fortnightly.
- All teachers ensure that all the relevant genres for their year group are covered by following the Kirkstall St Stephen's curriculum skeleton.
- Appropriate differentiation using a range of resources which enables children's diverse needs to be met.
- Teachers use the interim framework to assess writing, identify gaps and inform planning
- Teachers ensure that the more able children are extended and challenged.
- Writing is assessed at least once every half term throughout the school.

Handwriting

Rationale

At Kirkstall St Stephen's Primary School we encourage children to develop pride in their work and its presentation. Children should develop clear legible handwriting for all curriculum area, especially when they are writing for a specific audience. At Kirkstall St Stephens we use the Nelson Thorne handwriting style; it is introduced as soon as the children start their education with us in Reception. Handwriting requires frequent, discrete and direct teaching. The children learn letter formation in Reception and Year 2 and beginning to join from Year 2 through to Year 6.

Principles for inclusion

In planning and teaching handwriting, teachers will have due regard for the following principles:

- Setting suitable learning challenges
- Responding to pupils diverse learning needs and ensuring interventions and support are provided for those children who are not ready to join.
- Overcoming potential barriers to learning and assessment for individual and groups of pupils.

Broad guidelines

We aim to develop handwriting by:

- Developing fine motor skills from the earliest stage through manipulation activities e.g. sewing, scissors play dough etc.
- Encouraging children to hold writing implements correctly and to sit comfortably, using the correct pencil grip.

- Regular, weekly teaching of handwriting and regular opportunities to practice across all Key Stages.
- Teachers modeling good practice using the Nelson Thorne Style.
- All staff having high expectations
- Teachers following the correct guidelines for their year group showing clear progression across school.

Reading

Rationale

As afore mentioned reading and writing support each other, reading is actively encouraged and enjoyed throughout school. We have worked hard and our very proud of the fact that reading for pleasure is one of our strengths. Each child receives their own reading record and reading book. Everybody has free access to the library and a range of texts to support their learning. Reading is a quest for meaning: This requires the reader to be an active participant. A love of literature contributes, not only to language and literacy development- it is also of an immense personal and social value.

Principles for inclusion

In planning and teaching reading, teachers will have due regard for the following principles:

Setting suitable learning challenges

Responding to pupils diverse learning needs

Overcoming potential barriers to learning and assessment for individual and groups of pupils.

Reading is taught by:

- Love to Read lessons taught weekly from Year 1 to 6.
- Teaching of a whole class text using the 10 reading skills
- Listening to readers on a 1-1 basis daily so that each child has read at least once a week
- Class-based incentives and rewards for each year group to encourage reading at home.
- Children have access to colour coded, leveled reading books which are changed regularly for home.

- Daily phonics sessions in FS and KS1 using a systematic, Synthetic phonics programme which has been government validated. Twinkl Phonics.
- A strong and systematic emphasis on the teaching of phonics and other word level skills
- Reading aloud to children and discussing texts
- Teaching children to use a range of strategies to understand the meaning of a text
- Building up a sight vocabulary from reception class onwards using flash cards and games
- Ensuring each class has a range of books available for their topic to encourage children to read independently and engage further with their topic using the SLC (School Library Service)
- Providing daily opportunities for reading (1-1 and reading for pleasure)
- The class teacher modeling the reading process and strategies
- Access to a range of media such as audio books, internet, and relevant ICT software.
- Building upon links between reading and writing
- Reading competitions run by Mrs Coverdale
- Providing a range of books and encouraging independence
- Dinner time reading buddy schemes (Covid permitting)
- Reading boxes outside at playtimes for each year group.
- Regular assessment which is recorded on each child's assessment sheet and tracker
- The use of practice test style questions and children given chance to sit tests like PIRA to prepare them for SATS.

Speaking and listening

Rationale

At Kirkstall St Stephens Primary School we aim to develop children's understanding of the spoken word and their capacity to express themselves coherently and confidently in a variety of different situations.

Principles for inclusion

In planning and teaching speaking and listening, teachers will have due regard for the following principles:

Setting suitable learning challenges

Responding to pupils diverse learning needs

Overcoming potential barriers to learning and assessment, for individual and groups of pupils.

We encourage the children to:

- Voice an opinion or point of view.
- Develop the ability to take turns and listen attentively to others
- Understand the need to adopt their choice of language in differing situations and contexts
- Articulate the thoughts and feelings of a character in the book they are currently reading
- Listen and respond appropriately to a variety of texts, poems, songs, books, and rhymes.
- Develop skills of argument and speculation
- Develop proficiency in standard English as well as respect for other languages and dialects
- Participate in drama and role play activities
- Participate in collaborative partner work across the curriculum
- Express their feelings and develop emotional literacy skills.

Spellings, Grammar and Punctuation

Rationale

In order to write competently and with confidence, children need to be aware of phonics and spellings, grammar and punctuation. Much of their writing will be read by others and therefore needs to become increasingly more accurate, legible and well presented.

Principles for inclusion

In planning and teaching spelling, grammar and punctuation, teachers will have due regard for the following principles:

Setting suitable learning challenges

Responding to pupil's diverse needs

Regular assessment and adaptation to meet children's needs

Broad Guidelines

At Kirkstall St Stephen's Primary School we teach spelling, grammar and punctuation by:

- Teaching children to hear and identify sounds in words (phonemes)
- Use of 'Twinkl Phonics and spelling' and 'spelling bank' materials
- Partitioning words into syllabic parts
- Blending the sounds in a word
- Developing an understanding of spelling rules and exceptions
- The use of spelling lists from the National Curriculum
- Teaching children to recognise silent letters
- Multisensory activities and games during Guided Reading sessions such as 'Twister' or hangman
- Spellings taught weekly in Key Stage 1 and 2.

- Teachers teach standalone SPAG lessons and then give children the opportunity to apply their learning through writing in genres and different contexts.

Role of Governors

Our governors determine, support, monitor and review this policy through:

- Effective allocation of resources
- Ensuring that the school premises support the policy
- Monitoring the effectiveness of teaching and learning in terms of raising pupil attainment
- Ensuring that staff development and performance management promote good quality teaching and learning
- Monitoring the effectiveness of the policy through the school's self-review process
- Meetings with the subject coordinators

This policy will be reviewed when appropriate to keep in line with Government legislation.

Appendix

Talk for Writing

Talk for Writing by Pie Corbett is an approach we use across school which is a creative and exciting method and facilitates all learning styles.

Talk for writing is powerful because it is based on the principles of how children learn. It enables children to imitate the language they need for a particular topic orally before reading and analysing it and then writing their own version.

There are three phases to Talk for Writing, Imitation, Innovation and Invention.

In the Imitation phase children learn a story, poem or non-fiction text through the teacher's story mapped version. Children do lots of role play, drama, creative activities and hot seating in this phase to get to know the structure of the text.

In the Innovation phase the children will explore the text in more detail and perhaps use different genres to explore character, plot and setting for example writing a diary entry or a newspaper article in the Little Red Riding Hood story.

In the Invention phase the children write their own version of the text with the same structure as the modelled teacher text in Key Stage 1. In Key Stage 2 there is more freedom to be creative and for example change the structure but keep the same theme.