

Kincraig Primary School and Nursery



English Policy



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Rationale:

At Kinraig Primary School and Nursery, we believe that our English curriculum should be challenging, exciting, enjoyable, and relevant, with the development of a love of literature at its heart. We strive to meet the needs of all children across the spectrum of abilities; we regard each of the children in our care as special and unique individuals. We recognise the entitlement of every child to have access to a broad, balanced and differentiated English curriculum, irrespective of gender, race or particular needs. We strive to ensure each child leaves our school as a confident and independent learner with a love of Literacy.

Our aims:

- To enable children to speak clearly and audibly in ways which take account of their listeners;
- To encourage children to listen with concentration in order to be able to identify the main points of what they have heard;
- To enable children to adapt their speech to a wide range of circumstances and demands;
- To develop children's abilities to reflect on their own and others' contributions and the language used;
- To enable children to evaluate their own and others' contributions through a range of drama activities;
- To develop confident, independent readers through an appropriate focus on word, sentence and text-level knowledge;
- To encourage children to become enthusiastic and reflective readers through contact with challenging and lengthy texts;
- To help children enjoy writing and recognise its value;
- To enable children to write with accuracy and meaning in narrative and non-fiction;
- To increase the children's ability to use planning, drafting and editing to improve their work.

Organisation

The curriculum has been organised in the following way:-

- Daily English Lessons
- Separate Guided Reading sessions
- A Creative Curriculum where English skills are embedded and applied in foundation subjects
- Home reading books/Share a story pack - EYFS
- Class reading books
- Daily phonics sessions (in Foundation Stage and KS1)
- Phonics in KS2 where applicable.
- Daily grammar sessions (in Key Stage 2)
- Oral reading to children in class
- Special needs support in conjunction with SENCO and class teacher
- Reading Recovery sessions with Specialist teacher where needed.

- Story Sack Learning Library.
- Weekly Library sessions.

Teaching and learning style

At Kincaig Primary School and Nursery, we use a variety of teaching and learning styles in English lessons, following the Lancashire scheme of work.

Our principal aim is to develop children’s knowledge, skills, and understanding in English. We do this through a daily lesson that has a high proportion of whole-class and group teaching. During these lessons children experience a whole-class shared reading or writing activity, a whole-class focused word or sentence activity, a guided group or independent activity and a whole-class session to review progress and learning. All teaching assistants have been trained and know how to deliver a guided reading/writing session. Children have the opportunity to experience a wide range of texts and use a range of resources such as dictionaries and phonic resources to support their work. They use computers in English lessons where it enhances their learning, as in drafting their work and using multimedia to study how words and images are combined to convey meaning. Wherever possible we encourage children to use and apply their learning in other areas of the curriculum, both indoors and outdoors.

There are children of differing ability in all classes at Kincaig School and Nursery. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies. In some lessons we do it through differentiated group work, while in others we ask children to work from the same starting point before moving on to develop their own ideas. We also allow children to select tasks and choose their own learning and then support through teacher-pupil interaction. We use teaching assistants to support some children and to enable work to be matched to the needs of individuals. We also ensure there is a good range of quality resources available to support the English curriculum.

Reading

Our school reading scheme is a collection of different publishers banded into colour levels which lead through the natural progression of reading and how children develop the reading skills. There is an expectation at different points within this banding system that the children should reach by the end of each year group to be in line with National Curriculum expectations; for example, in Year 2 children are expected to have reached white band (Level 10) to be working at the expected standard. This approach enables the children to have a greater experience of different genres, publishers and authors.

Reading in EYFS – On entry to the Toddler room, children will be given a rhyme card to take home and share with parents along with activities that will develop speaking and listening skills. They will then progress to a picture book and a basic word book as they go through the EYFS. The book/rhyme card will be read with the child in school/nursery and changed when the class teacher/TA feels the child is ready for a new book. A library book will be sent home with all children and changed weekly. Children in Reception will also receive tricky words/high frequency words to learn.

Reception children start Guided reading sessions as the teacher assesses they are ready for it, individual reading takes places until a group session is appropriate.

Reading in KS1 – Children will be given a home reading book from the reading scheme that they will take home and read daily. There is an expectation that all children will read for at least 10-15 mins at each day and that the parent will sign the reading record to acknowledge this. The children will keep the book for the whole week and the class teacher/ta will change the book once they have listened to them read. Children may be provided with more than one book if it is deemed by the class teacher that they need it. Tricky words and high frequency words will be sent home weekly and children will be assessed and new words provided if needed. Children will also read to the LSA/TA/Volunteer as frequently as possible.

Shared and guided reading sessions take place across the week. Each morning a guided/independent reading session takes place. Children work with either the class teacher or LSA (always planned by the CT) to develop fluency and comprehension skills. When working independently children will work on developing their reading skills, by completing a reading/comprehension based activity.

Reading in KS2 is organised into home reading and school guided reading. Every child receives a school reading book to read at home with their parents/carers, this is returned on a daily basis and changed when the book has been read and signed off. For 15 minutes following lunch, all children within KS2 read their home readers, whilst teachers go round and listen to individuals read, challenging their understanding and developing their inference and deduction skills.

Time is allocated daily for Guided reading sessions to take place. Children take part in a guided reading session with either the class teacher or LSA (always planned by the CT) at least twice a week. During the remaining sessions throughout the week, the children work independently children on developing their reading skills, by completing a reading/comprehension based activity.

Library:

All children from Nursery to Year 6 have the opportunity to visit the school library once a week and select a book to take home. Class teachers support the children in choosing a book and take this opportunity to share texts with the children in a text rich environment. The library is also available for classes to use when researching topics linked to their curriculum. There are Year 4 and 5 Librarians who are managed by Mrs Sarah Simpson.

Text Rich Classroom Environments:

Planning a creative curriculum, we have ensured each classroom has a range of narrative, non-fiction and poetry texts linked to the theme to share with the class. The texts range in level of difficulty and meet the needs of all children. The aim is to promote a positive environment, which encourages the children to read. Also around the room are a range of key words, labels, posters and text-based aids to support the children in their learning.

Phonics

Phonics takes place on a daily basis across Foundation Stage and KS1. In Toddlers and Pre-school, Phase 1 and 2 of Letters and sounds are covered throughout the sessions. At the start of Reception Phase 2 of Letters and Sounds is recapped with the progression onto phase 3 and 4. In Reception and KS1 the daily phonics takes place at 12.45pm. Additional phonics support and intervention is in place for those children who require it.

Spelling, Punctuation and Grammar (S.P.A.G)

In Key Stage 2 a stand alone grammar, spelling and punctuation session takes place on a daily basis. Using the key skills laid out in the National Curriculum, teachers build upon the children's prior knowledge and focus specifically on one aspect. This is then embedded and recapped through English and Topic based lessons. Assessments are carried out in KS2 to assess children's abilities within S.P.A.G and ensure they are meeting the national requirements.

Spelling:

Writing:

Each class from Year 1 upwards plan at least 3 pieces of extended writing per half term, to incorporate a thematic approach and to consolidate teaching in English lessons that week. As part of an English curriculum, teachers follow a 3 phase programme which consists of an immersion/reading and writing phase. Across all 3 phases, children have opportunities to carry out short writing tasks as well as extended long pieces of writing. Teachers deliver a range of shared/model writing sessions in their delivery and work with a guided group at least once a week. This enables them to focus on skills needed and support the progress of all children. All classes display success criteria for each writing genre. The children use this to ensure that they include the necessary features in their writing. The audience, purpose and effect for each genre is also included.

Handwriting: The children from EYFS onwards will begin to write with lead-ins and cursive handwriting will be expected to be used by Year 2 onwards. The children will be assessed for a handwriting pen at Year 4 and this will then carry forward with them as long as the standard of their handwriting continues. The rest of the school will work in pencil. Children practise handwriting in handwriting books that are accessible to all children. Pencil grips are available to the children who require extra support. Children in EYFS use chunky triangular pencils and this can continue into Year 1 if required.

Contribution of English to teaching in other curriculum areas:

Through our thematic approach to the foundation curriculum, the children can use the skills they are developing in English and apply them to whichever genre they are covering. The children's skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their work in school.

Mathematics: English contributes significantly to the teaching of mathematics in our school. Children in the Foundation Stage develop their understanding of number, pattern, shape and space by talking about these areas with adults and other children. Children in Key Stage 1 encounter stories and rhymes that rely on counting and sequencing. Children in Key Stage 2 are encouraged to read and interpret problems in order to identify the mathematics involved. They explain and present their work to others during plenary sessions and they communicate mathematically through the developing use of precise mathematical language.

Computing: The use of ICT enables children to use and apply their developing skills in English in a variety of ways. Younger children use ICT as a source of information and as a way of enabling them to present their completed work effectively. Older children use the Internet when searching for information about a different part of the world, or when using desktop publishing to design a class newspaper. Children use the planning and proofing tools in a word processor when checking their draft work. We are keen for our

children to also incorporate multimedia activities where possible. E.g. Pod casting, digital video recordings and using Ipads produce video and music presentations. We encourage all children to use ICT as a resource for learning, whenever they feel it is appropriate.

Relationships and Sex Education (RSE) English contributes to the Relationships and Sex Education. We encourage younger children to take part in class and group discussions on topical issues. In their science work they talk about things that improve their health and about rules for keeping them safe around the school. Older children research and debate topical problems and events. They discuss lifestyle choices and meet and talk with many visitors who work within the school community. Planned activities within the classroom encourage children to work together and respect each other's views.

Spiritual, moral, social and cultural development: The teaching of English develops skills through which our children can give critical responses to the moral questions they meet in their work. Their understanding and appreciation of a range of texts brings them into contact with their own English heritage and texts from other cultures. The organisation of lessons allows children to work together and gives them the chance to discuss their ideas and results.

Teaching English to children with special educational needs:

At our school, we teach English to all children, whatever their ability. English forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our English teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively an IEP would be created. This ensures that our teaching is matched to the child's needs. The IEP may include, as appropriate, specific targets relating to English. Intervention through outside agencies will result in a child being placed on SEN support.

Excellence and Enjoyment: In order to encourage excellence and enjoyment within the curriculum we ensure that we invite people into school who can stimulate and enthuse the children, e.g. Life Education Bus, School travelling theatre, authors and other people who link specifically to topics, i.e. a war veteran or the dentist etc.

Teachers provide help with communication and English through:

- Using texts that children can read and understand;
- Using visual and written materials in different formats;
- Using IT, other technological aids and taped materials.

Assessment and recording

Teachers assess children's work in English in a range of different ways. The short-term assessments that teachers make as part of every lesson help teachers to adjust their daily plans. These assessments are noted in teachers purple marking booklets. Teachers then match these short-term assessments closely to the teaching objectives. At the end of every term, teachers make judgements against the national curriculum objectives to identify the levels and children are identified to be working at, below or above expectations. All children are assessed in speaking and listening, reading and writing using the Itrack Assessment. Children also carry out LCP assessment tests within these areas to support teacher assessment and judgements.

Moderation takes place between the key-stages to ensure judgements are accurate and key skills are being taught consistently. This gives the class teacher to opportunities to assess a range of unaided pieces, over a range of different genres, giving a much more accurate result. Years 6, 2 and Reception, also take part in External moderation to look at judgements made in the Literacy strand of the EYFS, Reading and Writing.

Using medium-term plans, teachers ensure children have the opportunity to develop key skills across a range of genres, building upon prior knowledge. Through a range of examples, discussions with children and observations made, the class teacher is able to measure progress against the key objectives, and to help them plan for the next unit of work. Teachers make long-term assessments towards the end of the school year in the form of optional SATs/SATs and reading comprehensions, and they use these to assess progress against school and national targets. With the help of these long-term assessments, teachers are able to set targets for the next school year and summarise the progress of each child before discussing it with the child's parents.

All children have individual writing and reading targets in the back of their English and Comprehension books appertaining to the level they are at according to National Curriculum levels.

In reading, teachers assess a child's reading age by using Salford Reading Test or PM Bench Mark. Word Recognition and HFW checks are carried out using the Key Words from the Letters and Sounds Programme of Study and the National Curriculum word lists. At the beginning of each year, and after each term, the children are tested on the key words that are assigned to their year group. Children are screened for their Reading Ages (Salford Reading Test) and Spelling Ages at the beginning and end of the academic year.

All children at the end of Year 1 carry out the Phonic Screening Check to assess they are reading at age related expectations. Those children who fail to pass the screening, re-sit at the end of Year 2. All children are expected to have passed the screening by the end of Key Stage 1.

Resources:

There is a wide range of resources to support the teaching of English across the school. All classrooms have dictionaries and a range of age-appropriate small apparatus including phonics and grammar resources. All classrooms have a selection of fiction and non-fiction texts. Children have access to the Internet through their classroom computer. Audio-visual aids are also available from the central storage area. The library contains a range of books to support children's individual research. Children are all timetabled into either KS1 or KS2 library for one session a week.

Monitoring and review

Monitoring of the standards of the children's work and of the quality of teaching and planning in English is the responsibility of the SLT and English subject leader. These are monitored on a regular basis in line with the schools schedule for monitoring. The work of the subject leader also involves supporting colleagues in the teaching of English, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The subject leader gives the Governors an annual summary report in which s/he evaluates the strengths and weaknesses in the subject, and indicates areas for further improvement. The named governor responsible for English meets regularly with the subject leader in order to review progress.

Policy last updated April 2021

The English Policy at Kincaig Primary School and Nursery will be reviewed and modified on a regular basis at least every two years. It is possible to add amendments to this document prior to a review and these will be incorporated into the next issue. To add comments please complete the information on this sheet adding the date and signing where indicated.

Name of persons responsible – Miss Lucy Cross, Mrs Hayley Houghton and Mrs Sarah Simpson

Policy adopted by the Governing Body – 2017

Signed: _____ Date: _____

Date	Proposed Amendment	Signed
September 2019		