



KDPS English Policy

Vision Statement:

Here at King David Primary School, English is taught as a core curriculum subject with every pupil from Reception upwards receiving a daily forty-five minute lesson, discreet daily phonics sessions in Early Years and KS1, and Spelling and Grammar sessions in KS2. We recognise that in order to develop reading, writing and speaking & listening skills effectively, pupils must be given a wide range of contexts in which to practice and consolidate their skills and understanding, which is why we place a strong emphasis on English within our whole school curriculum.

Rationale:

Teachers should develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.

DfE 2013 National Curriculum (Language and Literacy section)

'If reading is breathing in, then writing is breathing out'

Intent

At King David Primary School (KDPS), English and the teaching of English is the foundation of our curriculum. Our main aim is to ensure every single pupil becomes primary literate and progresses to the best of their ability in the areas of reading, writing, speaking and listening by the time they leave our school in Year 6.

The staff at KDPS feel it is essential to highlight and be aware of the differing groups of learners and vulnerable pupils in their classes. Once this information is acquired, teachers can plan and teach personalised English lessons which focus on the particular needs of each pupil. We recognise that each pupil has their own starting point upon entry to every year group and progress is measured in line with these starting points to ensure every pupil can celebrate success.

English at KDPS will not only be a daily discrete lesson, but is at the cornerstone of the entire curriculum. It is embedded within all our lessons and we strive for a high level of English for all. Through using high-quality texts, immersing pupils in vocabulary rich learning environments and ensuring new curriculum expectations and the progression of skills are met, the pupils at KDPS are exposed to a language heavy, creative and continuous English curriculum which will not only enable them to become primary literate but will also develop a love of reading, creative writing and purposeful speaking and listening.

At KDPS, our vision is for creativity to be at the helm of our English curriculum and for pupils to learn new skills in a fun and engaging way.

At KDPS we intend to develop in our pupils:

- A positive attitude towards all aspects of English, including spoken language.
- A passion for the English language in all classes.
- The confidence to work with growing independence in the different areas of English.
- The competence to produce a high standard of work, with our pupils meeting age related expectations or above.
- An awareness of audience.
- A fluent handwriting style containing correct joins and letter formation by the end of KS2.
- A good grasp of phonics, spelling, vocabulary, grammar and punctuation.
- The ability to apply these skills to sustained pieces of writing.

Implementation

We hope to achieve this by:

- Prioritizing reading, writing and speaking and listening at every opportunity.
- Providing stimulating environments in which all aspects of literacy can thrive.
- Developing trusting relationships in the classroom, involving good use of peer and self-assessment, so that pupils feel confident to express themselves without fear of embarrassment or criticism.
- Following a text-based learning approach within English lessons, linking texts to topics where suitable.
- Motivating pupils through the use of interesting ideas and activities that inspire.
- Making lessons highly interactive and productive, so pupils have time to **do, evaluate** and **improve**.
- Making sure that learning is personalised as much as possible to meet the needs of individual pupils.
- Teaching using the Little Wandle Phonics approach. KS2 follow the National Curriculum Spelling Framework via the No Nonsense programme at least once a week.
- Implementing the Letterjoin Handwriting scheme from KS1 after which cursive writing is taught from Year 2.
- Giving the pupils the opportunity to read for pleasure through the use of our well-stocked school library.
- High levels of engagement from parents give pupils at KDPS further opportunities and practice.
- Providing opportunities throughout the school year to promote reading and writing (e.g. Book fairs, competitions, World Book Day, parent workshops, author visits, incentives such as certificates and book tokens, evening 'scary story' bedtime reading, Shakespeare workshops and projects involving other outside agencies).

Impact

The impact on our pupils is clear: progress, sustained learning and transferrable skills. By the end of KS2 the majority of our pupils have made considerable progress from their starting points in Early Years. With the implementation of the writing journey being well established and taught thoroughly in both key stages, pupils become more confident writers and by the time they are in upper Key Stage 2, most genres of writing are familiar to them and the teaching can focus on creativity, writer's craft, sustained writing and manipulation of grammar and punctuation skills. Our pupils also become more confident readers and they realise the importance of reading for pleasure along with reading for information.

As all aspects of English are an integral part of the curriculum, cross curricular writing standards have also improved and skills taught in the English lesson are transferred into other subjects; this shows consolidation of skills and a deeper understanding of how and when to use specific grammar, punctuation and grammar objectives. We hope that as pupils move on from us to further their education and learning that their creativity, and passion for English and high aspirations travel with them and continue to grow and develop as they do.

Teaching and Learning Principles

Our teaching and learning strategy at KDPS is based upon the 2014 National Curriculum for English. We teach pupils by year groups, although we teach reflectively and adapt learning to suit pupils who are working above or below age-related expectations. This will enable those pupils to develop basic skills, as well as their confidence and independence at a more manageable pace or to extend the skills they already have. We also identified those pupils who would benefit from additional English support and they follow interventions such as Rapid Reading, Rapid Writing, Blast Program, Beat Dyslexia, Word Wasp, One to One reading and phonic support and Listening Skills.

Planning

Planning guidelines for Years 1-6 are taken from the 2014 National Curriculum. Early Years follow the Development Matters statements. From this base, progression is measured using mapping. Additionally, teaching is guided by genre, grammar, punctuation and spelling overviews. This allows us to tailor lessons to meet the needs of all our pupils. Teachers feel confident in choosing their own texts and materials to best support the teaching of a specific unit or to help achieve a learning objective. Because 'personalised' learning is held with such high regard, teachers do a medium plan of the objectives to be covered during a unit. From this they will produce a weekly plan which can be adapted/amended as the week goes on through daily evaluations. This will ensure that the needs of the pupils are being met, for example either through more consolidation and practice or extension activities.

Planning formats are consistent across the key stages and digital copies are kept on Google Classroom. The flexibility of Google Classroom enables senior leaders the opportunity to scrutinise regularly.

A typical English lesson will include:

- The reading and exploration of quality texts.
- The developing of pupils' knowledge of a wide range of vocabulary
- The use of punctuation and comprehension to enhance understanding.

Pupils will be provided with exciting writing and GPS opportunities linked to the class texts. Teachers will model writing using a variety of techniques whilst also allowing pupils to develop their own skills and independence as they move through the school.

Core Texts have been chosen for each year group but there is scope for change if necessary. KS1 usually use one copy of a text whilst sitting on the carpet area, whilst KS2 may also share text via technology. A wide range of effective questioning will be used during class discussions to challenge, probe and extend pupils' understanding and learning. We use Complete Comprehension to explicitly teach comprehension skills. Guided writing sessions will be used to meet specific objectives when appropriate. Opportunities will be provided to reflect and edit pupils' work whilst drafting – teachers gauge when these times are best. Opportunities will be given to act on marking. From reception to year six, teaching will take place as a daily lesson and in Early Years, elements may be taught throughout the day. High standards and general English subject knowledge will be reinforced continually throughout all subjects.

Phonics and Early Reading:

(See KDPS Phonics and Early Reading Policy)

Key Stage Two Reading

In KS2 pupils choose their reading books under the guidance of the class teacher and are encouraged to read regularly at both home and school. Selection takes place in relation to reading ability utilizing a carefully levelled and banded book library. This system scaffolds the pupils' reading journey aiding fluency, confidence and comprehension.

Reading for Pleasure

(See KDPS Reading for Pleasure policy – under review)

Writing

In Early Years we believe that communication and language development underpins all future pupil achievement. Awareness of this is especially important at KDPS for all our pupils whose first language is not English and for those who have been adversely affected or disadvantaged in some way. Opportunities in the classroom include adult led class activities, group sessions and individual pupil initiated experiences.

In KS1 & 2, quality children's literature is the foci and inspiration for all planned writing experiences. We aim to expose the pupils to a wide range of genre that is diverse, inclusive and appropriate for learners in 2023. Text understanding is taught well and many opportunities are provided for role-play, paired talk, drama and hot-seating. Written language and the accurate use of grammar are modelled expertly by the teacher and pupils are encouraged to develop independence, fluency and a passion for their own writing.

In KS2 specifically, pupils receive discreet grammar lessons weekly that allow pupils the opportunity to develop and embed secure grammatical understanding. In KS2, pupils are taught the importance of drafting, editing and refining their writing. Adult and peer feedback supports this process.

Spelling

Spelling is taught in separate spelling sessions but also continuously throughout the school day. All pupils are taught their year group word list and follow the No Nonsense spelling programme. We have additional Word Wasp intervention for pupils where extra support is required throughout KS2.

Handwriting

All pupils in Early Years and Year One are encouraged to master a tripod grip and form all letters correctly. Once our pupils have mastered correct letter formation they are taught cursive handwriting script following the Letterjoin handwriting scheme. All letters will start from the same entry point on the line and the pencil should not leave the page for each word. From Year two pupils are taught to join up their writing. From Year Two, all staff should model the handwriting cursive script when they write for any purpose within the classroom. All pupils are expected to have developed a cursive style by Year Five.

Entitlement and Provision

All pupils are entitled to an English curriculum that meets their needs. The following is done to try to ensure this happens:

- Adaptive activities will be provided to support less able and extend more able pupils.
- Teaching assistants are used to support groups and/or individual pupils. This includes additional support outside of the daily English lesson.
- All pupils have full access to writing supports e.g. slopes, pen grips, word banks, success criteria etc.
- Where appropriate, technology can be used (Ipads, laptops, electronic thesauruses)
- For pupils with specific learning difficulties, a range of approaches and interventions are available.
- Parents will be kept informed and encouraged to assist in helping their children.

Assessment and Recording

Reading

The class teacher and teaching assistants and volunteers listen to pupils read on an individual basis as often as possible. Home-school reading journals are used to record comments and provide evidence of assessment and also provide a good home-school link. Our school library is also used regularly, with pupils choosing their own books to read and share at home with parents/guardians. Shared reading is done frequently within lessons, which gives teachers opportunities for more formative assessments. All of the above provides the class teacher with a comprehensive picture of a pupil's reading ability and progress.

Reading progress and attainment is recorded termly. Little Wandle tracking tools are utilised fully enabling teachers to plan appropriate next steps in phonics. NFER comprehension assessments provide teachers from Year One to Year Six with a standardised score. SEND pupils, where appropriate, will have their reading age calculated by the Salford Reading Test. Teachers use this data and formative data to make a rounded assessment for every pupil.

Writing and GPS

The assessment foci in writing are made clear to pupils via success criteria and they are included in the evaluating of their work. Self-evaluation and editing is key in getting pupils to understand what they can do well and what they need to improve on further.

Assessment in writing is now firmly embedded. Teachers regularly moderate with their colleagues in school and attend local moderation sessions to ensure consistency. Pupils are assessed termly.

In KS2 grammar and spelling are assessed termly via NFER assessments. Teachers track standardised scores using digital tools stored on Google Classroom for easy access for the purposes of scrutiny.

Speaking and Listening

We do not use summative or formal assessment materials for Speaking & Listening but base our judgements on pupil response during lessons. Additionally, the pupils are exposed to and are encouraged to perform in regular public speaking activities e.g. poetry recital and competitions.

Monitoring

- Writing books, reading journals, Phonics and comprehension files are selected for regular work scrutiny by the English lead and senior leaders to ensure pupils' learning is age-related.
- Lesson observations are carried out by the English lead, and /or senior leaders.
- Medium and short term planning grids are available for scrutiny on Google Classroom.
- Regular Pupil Voice questionnaires/interviews and Learning Environment monitoring are also conducted to ensure quality-learning experiences.

Roles and Responsibilities of the English lead

It is expected that the English lead will fulfil the following role:

- Support colleagues in planning, teaching and assessing English
- Undertake any training, courses, etc. to keep teaching practice and knowledge of new initiatives up-to-date
- Keep colleagues informed of any changes in practice, providing training and/or information when appropriate.
- Monitor the planning and teaching of English throughout the school.
- Ensure that resources are appropriate, available and of good quality.
- Liaise with the head teacher, governors (English link governor) and SENDCO.

Policy author: Deborah Taylor