

The King's C of E Primary Academy

English Policy

Policy Awaiting Ratification

This policy is rooted firmly in our desire to fulfil our Vision to enable us to continue
'Living Well Together'

Vision Statement

Growing confident and aspirational children who believe in themselves and contribute positively to their community and the wider world.

Mission

Our Mission is to ensure that:

- All children develop the **knowledge, skills and character** to live happy, healthy and successful lives
- All children are respected and treated with **equity**
- All children are taught to be **resilient** and **aspirational**, encouraging them all to achieve their full potential
- All children know that they have a positive role to play in the world and that their contributions are valued in the **community**
- All children are encouraged in their **personal, moral and spiritual** development within a Christian framework.

Our Core Values

Kindness

Learning respectfully alongside each other, helping each other to grow through our acts of kindness.

"Do for other people the same things you want them to do for you." **Matthew 7 v 12**

Friendship

United as a family we bring light to our community and the wider world.

"A sweet friendship refreshes the soul." **Proverbs 27 v 9**

Faith

Aspiring to learn with courage and faith, believing in God, ourselves and each other so that we can live life in all its fullness

“Faith can move mountains”. **Matthew 17 v 20**

Purpose of the English Policy

- To read, write and speak with confidence, fluency, accuracy, understanding and expression
- To develop listening skills which enable children to access all spoken dialogue
- To develop a rich lexicon, enriching vocabulary that children can then use in both speech and in their writing.
- To develop vocabulary across all curriculum areas
- To develop a sense of curiosity about the world around us
- To develop fluency with reading so that children are able to read for pleasure and apply their skills to access all learning
- To recognise the language experiences of pupils both at home and in the wider community and to appreciate that these experiences are brought into the classroom.
- To enable all children to communicate effectively with their peers and with adults and to know the difference between formal and informal communication
- To take part in a variety of language-based activities including role-play, drama, debates, discussions and play scripts
- To widen experiences, facilitating opportunities for children to participate where possible in a range of literary experiences such as a visit to a theatre, a live drama experience, a book week, a visiting author or storyteller experience, etc

Teaching and Learning

Our planning for English, follows the revised National Curriculum for English guidelines September 2014 and the Early Years Framework.

English is taught daily from Foundation Stage through to Year 6.

How and why do we teach children to speak well and listen to others?

Effective communication is a key component of how we learn but is also a crucial attribute that we need in order to live well together, respecting the views, opinions and experiences of those around us. It is because of this that we place such a high value on teaching children how to speak well and listen well to those around them.

Assessment of a child's speech capability is carried out when the child joins the Foundation Unit and speech and language interventions are put in place for those children who need extra support in this area. Sometimes children require support from a Speech and Language therapist. When this is the case we work closely with the family and Therapist to support the child's development. Occasionally, this support is needed for children in Years 1-6 and we support each child on an individual basis when this is the case.

Throughout the child's journey through school, they will be introduced to an ever increasing vocabulary. They will be taught subject specific words and we foster an inquisitive attitude towards word and their meanings. In Years 1-6, children learn new words daily through Vocab Ninja lessons that they are then encouraged to use in their speech and in their writing.

This approach to vocabulary enrichment is also used in the wider curriculum. Children are taught words that are revisited regularly so that they become part of the child's everyday lexicon.

How do we teach children to read?

We teach children how to read by teaching synthetic phonics. This begins in the Foundation Stage, using the highly successful Read, Write, Inc. phonics programme. Once children have learnt all the sounds in one group, they move on to sound blending the letters in that group to read words. Once children can blend sounds together to read words, they practise reading 'Ditties' once a week during their phonics sessions. These Ditties contain the phonics and tricky words they know. Explicit phonics teaching continues throughout Years 1 and 2 however, children will continue to access Read, Write, Inc. if there is a need for further consolidation and development of reading skills, as they progress through school. There is often the need to continue this programme into Year 3 for a small group of children for instance, to make sure that they are reading fluently and at an age appropriate level.

We believe that Reading is the cornerstone to all children's learning particularly as without it, other learning can be difficult to access. At The King's C of E Primary Academy, we aim to develop a love of books as well as develop children's ability to read. Further information about how we teach children to read can be found in our **Reading at The King's C of E Primary Academy Information** sheet, located on our school website. On this information sheet are details about how the child's family can become actively involved in their child's reading development.

We encourage a strong partnership with the parents and carers of our children. Teaching children to read and instilling a deep love of reading is achieved best when we work in partnership with the child's family.

All children are given a school organiser. This is used for children to keep a record of their reading at home and for the teaching team to communicate the next step targets for the child. Parents find this a useful way to collaborate with school. Whilst children are developing their phonics skills they will have a Read, Write, Inc. book to bring home to practise. All children will have a book matched to their reading ability that they should read at home as often as possible, once a day if possible. They will also have a book that they have chosen to share with their parent for fun.

In school children are taught how to read fluently and are then taught how to comprehend what they have read. We use VIPERS to do this from Year 2 upwards.

VIPERS stands for

Vocabulary

Inference

Prediction

Explanation

Retrieval

Sequence or Summarise

VIPERS is not a reading scheme but rather a method of ensuring that teachers ask, and students are familiar with, a range of questions. They allow the teacher to track the type of questions asked and the children's responses to these which allows for targeted questioning afterwards. This enables us to make sure that children are able to understand what they read and it also encourages them to dig deep into a text to find hidden meanings so that they develop a curiosity about the characters and information that they read about. You can find out more about this at the following website...

<https://www.literacyshedplus.com/en-gb>

All children also read on an individual basis with the adults in their teaching team. We also encourage students and community volunteers to support children by listening to them read.

Reading Enjoyment and Curiosity

Talk Through stories

We encourage children to develop a real love of reading from an early age. In Nursery, reception and Years 1 and 2 we follow the Read, Write, Inc 'Talk Through Stories' Programme. We help children love the story first and, when they know it well, we teach them to use the 'Tier Two' words from the story in everyday contexts. (Tier Two words are words that children are unlikely to hear in everyday conversation, but will encounter in stories and teaching as they progress through school.)

Class Novels

As children move into Year 3 they are introduced to longer books, class novels. These are books that are shared as a class and are chosen for these four reasons:

1. They foster an enjoyment of reading
2. They widen the child's experiences by taking them on adventures
3. They often link to the wider curriculum to encourage a deeper understanding and discussion around various topics
4. They deepen and enrich the child's vocabulary

When parents share a book like this with a child at bedtime, it supports the child's development in a powerful way.

Reading Areas

All class areas have a fiction reading area that children can select books to read for pleasure, alongside their reading scheme book if they have one. These reading areas are well-ordered and inviting to encourage children to read for pleasure.

Each class area also has a Curiosity area. This area has non-fiction reading material such as books, leaflets, knowledge organisers, maps, a globe, etc. These resources are there to reinforce prior learning and to develop a sense of inquisitiveness. We want children to be curious learners. We want them to be thirsty for knowledge and our reading areas reflect this.

How do we teach children to write?

We recognise the invaluable relationship between Reading and Writing. The language and structural features of texts are explored through reading in the first instance and then used as a model to develop writing. We use a range of media to stimulate children and to help them to be excited about writing. We also encourage children to write for pleasure and in all other areas of the curriculum so that they see the interconnectedness of their learning.

We believe in quality first teaching which involves:

- highly focused lesson design with sharp learning intentions.
- high demands of pupil involvement and engagement with their learning.
- high levels of interaction for all pupils.
- appropriate use of teacher questioning, modelling and explaining.
- an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups.
- an expectation that pupils will accept responsibility for their own learning and work independently.
- regular use of encouragement and authentic praise to engage and motivate pupils.

At The King's C of E Primary Academy, we teach the children how to add all of the important elements to their writing. We use the Literacy Shed resources to support with this. One technique that we use is **DADWAVERS**. This is a mnemonic which stands for:

Description

Action

Dialogue

Where

Adverb

Verb

Estimation of time

Rhetorical Question

Simile or Metaphor

! Exclamation or onomatopoeia

Each of these are sentence starters, changing the sentence opening often alters the whole sentence structure. We try and get those prompts above at the beginning or as close to the beginning of the sentence as possible.

To be able to use these appropriately we introduce them in stages.

There is clear progression in the teaching of writing at The King's C of E Primary Academy

Modelled writing:

The teacher verbalises the thought processes as a writer and makes explicit the structure, language features, spelling and punctuation of the text type as appropriate.

Shared writing:

This is a collaborative process, which involves the pupils sharing their thoughts and ideas with the rest of the class. The teacher selects the most appropriate response(s) ensuring they give reasons for why they have made that choice as well as using teaching opportunities to refine and edit the piece of writing.

Guided writing:

The teacher or teaching assistant works with a group of children during a focused writing activity with a clear objective. Guided writing aims to provide an appropriate level of challenge and will focus on a particular aspect of the writing process e.g. planning, composition, editing, that will both support and move the children forward in their writing skills.

Scaffolded Writing:

This is a supportive measure. Children are given a framework that helps them to structure their writing while they practise the new skills that they have been taught before they apply them independently.

Independent writing:

Children are given the opportunity to apply their understanding of the text type in their own writing. This will take place as an independent task.

Extended writing:

Opportunities for extended writing must be planned for. This extended writing may, at times, form a cross-curricular link with another subject, for example, a recount of an historical event such as The Great Fire of London. Extended writing may extend the skills taught in shared writing or create an independent writing time to assess the children's progress and understanding.

Spelling:

Children are taught how to spell at first, using the Read, Write, Inc programme. At first you will see your young child choosing the initial sound that a word begins with. They then start to use sensible choices from the sounds that they have been taught. They choose the sounds for the ones that they know and this is to be encouraged. 'House' for instance, may be spelt 'howse' as the child has chosen an alternative sound.

As the child grows they are taught how to learn accurate spellings of words and they have discreet spelling lessons. They will have ongoing assessments that guide the teaching team to support the child's development in this area. Parents are asked to support this with weekly homework. The age

appropriate spellings are grouped at the back of the child's school organiser for parents to keep a record of their child's progress and to support their development.

Grammar and Punctuation:

As children are taught to write, they are taught how to write in a grammatically correct manner. Sentence construction, punctuation and rules of English have to be specifically taught. This is done throughout all English lessons. Children need to keep revisiting these rules and they are given personal targets to work on that support their development in this area. One child may be asked to remember to use finger spaces for instance, whilst another may be looking at how to include embedded clauses in their writing.

Conferencing:

All children respond well to a personalised approach. They are each at a different point in their writing journey. The teaching team at The King's C of E Primary Academy spend time with every child to discuss their writing in depth. They discuss the child's personal targets and help them to revisit parts of an independent piece of writing and learn how to make improvements.

Interdisciplinary learning:

Teachers are encouraged to teach English through interdisciplinary learning. Interdisciplinary learning is a planned approach to learning which uses links across different subjects to enhance learning. This enables our children

- to make connections between subjects.
- to transfer key skills and knowledge to deepen understanding.

Inclusivity and Accessibility

At The King's C of E Primary Academy, we are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional, sexual orientation and cultural needs. We are also committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

We design our own units of learning, customising them to meet the needs of our pupils; including those who have learning difficulties and those who are gifted and talented. This ensures our teaching and learning meets the demands and interests of the full range of learners and keeps pace with changes. We challenge stereotypes and mitigate bias through the careful selection of resources and discussion areas.

Children with special educational needs and disabilities (SEND)

- teachers adapting planning so that individuals have specific learning outcomes.
- teachers working specifically with children with SEND.
- providing extra adult support in class so that children are focused on accessing the curriculum.
- meeting regularly in staff teams to discuss provision and if it needs to be adapted.
- liaising with outside agencies to receive the best advice on how to help children learn.

- adapting buildings and furniture if necessary so that children are not restricted from using the school fully.

Disadvantaged Pupils

Our moral purpose is also to do something extra for our disadvantaged children AND our big challenge is to make certain that our disadvantaged children make at least good progress compared to their peers. All our teachers recognise and accept that the vast majority of pupils' progress comes out of good teaching and learning on a day to day basis. As a school we receive funding for disadvantaged pupils. This is used to increase the attainment of pupil premium children, looked after children and armed forces children.

We ensure as a non-negotiable that:

- we all know who our disadvantaged children are.
- when planning these children have that little bit extra.
- we mark their work first when we are fresher.
- questions are directed at these pupils specifically at all times.
- we talk to these children about their learning constantly
- we monitor the progress of these children constantly

Differentiation

Differentiation is the process of matching learning tasks to particular groups or individuals. Teachers have to consider differences when planning and teaching lessons in order to ensure that all abilities in the class are catered for.

Assessment

English is continually assessed against children's individual assessment targets. These targets are linked explicitly to the English National Curriculum 2014. Progress is recorded using OTrack and specific skill tracking is maintained through The King's Assessment Progress Tracker. Samples of children's writing are kept by the English Subject Leaders in the Subject Leaders' online folder to show the expected level of achievement in each year group in the school.

Parents and Carers are informed of their child's English progress through midway reports, parents evenings and, at the end of the year, through the child's summative progress in their final report. We encourage a partnership with home by sharing the child's successes and next step targets so that the child's family is able to now ow best to support them further.

Monitoring and Evaluating

Monitoring the standards of children's learning and the quality of teaching in English is the responsibility of the English Subject Leader. The English Subject Leader monitors the quality of writing and planning, carries out learning walks when appropriate and a subject audit. The work of the English Subject Leader also involves supporting colleagues in the teaching of Reading, Writing, Phonics and SPaG, and keeping them informed about developments in the subject. This is monitored in turn by the Senior Leadership Team. Pupil Progress meetings are held each term to discuss the progress of each child.

Health and Safety

All staff are aware of the requirements of the school's Health and Safety Policy. Risk assessments are carried out for all activities, taking into account medical issues, where needed. Visits to off-school sites are arranged in line with the school visits policy.

Dissemination of this policy

The policy will be publicised to all teaching staff in a staff meeting and to all parents via the school website. Copies will be made available for all parents who request it.

Policy:	English
Written and agreed by:	The Head Teacher and members of the SLT
Date written:	April 2021
Approved by:	The Governing Body
Date:	Policy Awaiting Ratification
Review cycle:	Bi-annually
Review Date	May 2023