



KNAVESMIRE PRIMARY SCHOOL

ENGLISH POLICY

OCTOBER 2021

PHILOSOPHY

At Knavesmire Primary School, we encourage all pupils to think and write creatively, be adventurous in their vocabulary choices and write with a clear purpose and for pleasure.

English is a core curriculum subject and has a key position within our Big Idea creative curriculum. We promote high standards of language and literacy and we aim to equip pupils with a strong command of the written and spoken word, as well as promoting a lifelong love of literature; our children go out into the world as confident readers and writers, ready to engage with the world with purpose and enthusiasm.

INTENT

We fully embrace the National Curriculum's aims that all pupils should be competent in all of the following skills:

- Read easily, fluently and with good understanding;
- Develop the habit of reading widely and often, for both information and pleasure;
- 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;
- Elaborate upon and explore their own ideas and understanding;
- Achieve competency in the art of speaking and listening by making formal presentations, demonstrating to others and participating in debate.

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum (2014) and in the Communication and Language (Prime) and Literacy (Specific) Areas of the Statutory Framework for Early Years and Foundation Stage (2012).

SPOKEN LANGUAGE

The National Curriculum for English reflects the importance of spoken language in pupils' development across the entire curriculum. We fully adhere to the significance of building language skills cognitively, socially and linguistically across all year groups. Spoken language underpins the development in reading and writing; the quality of the spoken language that children hear and speak at school is vital in developing vocabulary, grammatical understanding and understanding for reading and writing. Teachers ensure the continual

development of pupils' confidence and competence in spoken language and listening skills throughout school through all their teaching and, most notably, through drama activities.

Pupils are encouraged to articulate their understanding of texts and to prepare their ideas before they write. The Talk for Writing approach is key to enabling children to cement their understanding of how a writer constructs a text; children are exposed to a wide variety of high-quality model texts that they can imitate and - later on in the writing process - innovate. Children are given the opportunity to explore their own ideas and address misconceptions through scaffolded discussion through from EYFS to Year 6.

All pupils are enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils adopt, create and sustain a range of roles and respond to others appropriately in role. They have opportunities to improvise and devise drama for a range of audiences, as well as learning the skills of rehearsing, refining, sharing and responding sensitively to drama and theatre performances, particularly through the close relationship we have with York Theatre Royal, as well as drama clubs that run as extra curricular activities.

IMPLEMENTATION

All year groups follow their relevant programmes of study for English from the National Curriculum. The single year blocks at Key Stage 1 reflect the rapid pace of development in word reading during these two years. Schools are, however, only required to teach the relevant programme of study by the end of the key stage. Within each key stage, we therefore have the flexibility to introduce content earlier than set out in the programme of study, which suits our Big Idea creative curriculum, as we choose genres to suit our various end goals, which are created in conjunction with the children.

Classes typically have a discrete daily English lesson but, wherever possible, teachers try to plan cross curricular links to their Big Idea topics to provide a context and purpose within which to develop English skills. In an average week, therefore, children receive several sessions of English, spanning a broad range of content. Teachers plan the same work for cohorts of children so that all of our children receive the same opportunities within their cohort.

ENGLISH IN THE FOUNDATION STAGE

Foundation Stage children will experience Communication and Language (CLL) and Literacy (LIT) as part of the seven areas of development, as laid out in the Early Years Foundation Stage (EYFS). The CLL and LIT programme of the Foundation Stage builds on the language, reading and writing skills that children bring from home. Development of these skills is encouraged through activities. Knowledge about books is developed through activities. When pupils are ready to begin more formal reading activities, they will embark upon the

school's reading system of books matched to the children's secure phonic knowledge using the *Little Wandle Letters and Sounds Revised* assessments. Writing is encouraged in every area of provision within the learning environment. When children become more aware of phonics and letter formation, they are encouraged to attempt a more focussed form of writing, hearing and representing the phonemes across the word. An emphasis is placed on attempting to write using children's own experiences and prior learning.

READING

Reading for Pleasure is a whole school priority at KPS. Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002). We believe that a whole school Reading for Pleasure culture must be 'lived' by all members of staff as well as being embedded into the school structures and routines. It is everyone's responsibility to promote and maintain enjoyment of reading.

Whole school story time takes place from 11:45 - 11:55pm every day. During this time, teachers read to pupils. Teachers promote reading for pleasure through making recommendations, informal book talk, allowing pupils to make their own recommendations to one another and participating in whole school reading events such as our half termly Drop Everything and Read (D.E.A.R), poetry slams and author events.

Furthermore, at KPS we have developed our own KPS 99 reading list with the children which is a comprehensive list of recommended reading books (which is broken down into year groups) for pupils to read during their time with us. The KPS 99 is updated annually with the children, to ensure books are fresh and engaging for pupils. To go alongside this, each pupil has their own reading passport to take with them through school to celebrate when they have read a KPS 99 recommended book.

To facilitate reading for pleasure, each classroom has a selection of high quality texts for children to access for independent reading. We annually invest in our fantastic school library so that teachers and children have access to high-quality books that relate to their Big Idea, class work or are simply books that appeal to the reader for pleasure. All classes have a weekly library slot which is used to ensure that all children have the opportunity to regularly change their books and to explore the world of books. Children are strongly encouraged to take books home and parents are readily encouraged to share in the development of reading skills by listening to their children read regularly out of school. In addition to this, children are paired up with a buddy class in a different year group; they meet weekly to share and enjoy reading.

Reading skills are further developed across the curriculum through regular reading sessions in the Foundation Stage and regular Reading and Comprehension sessions in Key Stage 1 and

2. We have adopted the VIPERS reading role approach, through which children learn to break down the skills of reading into separate strands, which can be practised and developed.

Children have access to a vast range of high-quality texts that reflect the diversity of our society; Reading sessions are entirely grounded in enjoying reading a variety of books. All staff read regularly for pleasure and children can see what book each staff member is currently reading by looking at the displays on each classroom door. Reading is promoted in all subjects by all members of staff.

WRITING

Teachers model writing of all genres through shared writing activities; at Knavesmire, we adopt the Talk for Writing approach. High-quality model texts are used to demonstrate how authors use language and structure to create texts. Children are then taught discrete skills that will enable them to imitate and then innovate; we encourage creativity and aim to offer all children writing opportunities that challenge them. Writing for a purpose is key to our approach to the teaching of writing; all children are aware of the purpose, audience and form of the piece of writing they are creating. Pupils practise writing through independent writing talks and are given opportunities to plan, draft, revise and edit their own writing. Pupils use their writing skills to communicate across the curriculum. It is essential that teaching develops pupils' competence in transcription and composition.

Writing down ideas fluently depends on effective transcription - that is on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communication ideas, then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, as well as an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent and legible handwriting.

Pupils from Year 1 upwards also learn a variety of sentence types. These progress throughout the years, to enable children to improve their writing with a variety of sentence structures, following the Talk for Writing approach that enables children to imitate a set structure and then innovate that structure. By Year 6, they will have learned 25 different sentence types.

SPELLING AND HANDWRITING

Spelling skills are introduced through direct teaching, investigations, studies of spelling patterns and conventions and homework.

Please see our Spelling Policy, a separate document which outlines how we teach spelling in detail.

All children are encouraged to use the school's agreed cursive script from Reception, once they are secure with their basic letter formation. For phonics, however, children are also exposed to printed script. This enables children to become familiar with both cursive handwritten and with typed lettering - they will inevitably encounter both of these throughout their education and beyond into adult life. Children are encouraged to use baseline cursive handwriting, ensuring that their letters are formed correctly and that their handwriting is legible and fluent by the time they reach Year 6. Members of staff are expected to model the same cursive script when modelling handwriting in all contexts. Pupils are given opportunities to present their work in a wide variety of ways and contexts, including the embedded use of ICT, particularly in Years 5 and 6, where the use of chromebooks accompanies day-to-day teaching and learning.

VOCABULARY, GRAMMAR AND PUNCTUATION

Teachers use Appendix 2 of the English Program of Study to focus on standard English, alongside their year group's program of study, as this sets out the statutory requirements. Children are taught grammatical terminology, which is embedded in daily teaching, as well as being taught through separate SPAG lessons.

PROFESSIONAL DEVELOPMENT

Training needs are identified as a result of whole school monitoring and evaluation, performance management and the ever-evolving needs of the children. These are reflected in the school development plan and the English action plan.

The English subject team attends relevant courses for English. Feedback from such professional development is then fed back, as appropriate, the staff through staff meetings and INSET,

Teaching Assistants and support staff who are involved in intervention programmes also receive appropriate training which may be part of CPD courses or attend relevant staff training at school.

MONITORING AND EVALUATION

SLT and the English team monitor the subject closely. We frequently carry out book scrutinies, where we focus on specific aspects of monitoring, such as marking and feedback. This is also part of the role of each Phase Leader. We discuss what is working well and any aspects for development. Such points for improvement are then addressed within the English subject leader's annual action plan, which forms part of the school development plan.