KINGS MEADOW PRIMARY SCHOOL

English Policy

1. INTRODUCTION

This document is one of a series that make up the whole CRACKING curriculum statement for the school. It states the school philosophy about the contribution which English makes to our pupils' education and the way in which the National Curriculum and English are delivered in practice. In effect it is an expanded policy statement and together with the long, medium- and short-term thematic planning constitutes the school scheme of work.

2. INTENT

At Kings Meadow Primary School, English and the teaching of English is the foundation of our curriculum. Our main aim is to ensure that every single child becomes primary literate and progresses in the areas of reading, writing, speaking and listening.

We ensure that English is not only taught as a discrete subject but that it is embedded throughout the CRACKING curriculum. Through using high-quality texts, immersing children in vocabulary rich learning environments and ensuring curriculum expectations and the progression of skills are met, the children at Kings Meadow will be exposed to a language rich, creative and a 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 (oracy).

Our aim is to develop children's love of reading for pleasure and for our children to read a wide range of books by different authors and challenge themselves within their choices.

We want our children to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. We believe that all pupils should be encouraged to take pride in the presentation of their writing, in part by developing a neat, joined, handwriting style by the time they move to secondary school.

We believe that all good writers refine and edit their writing over time, so we want children to develop independence in being able to identify their own areas for improvement in all pieces of writing, editing their work effectively during and after the writing process.

We aspire for our pupils to be able to express their opinions, articulate feelings and listen to and respond appropriately in a range of situations. We provide opportunities for them to participate with different groups of children to present ideas with confidence and encourage them to value the views of others. We want our children to be able to speak audibly and

confidently before an audience (for example when leading class and whole-school assemblies; when performing in school plays).

3. IMPLEMENTATION

Teachers plan and teach personalised English lessons which focus on the particular needs of each child. We recognise that each child has their own starting point upon entry to every year group and progress is measured in line with these starting points to ensure every child can celebrate success.

Phonics

At Kings Meadow Primary School, we are committed to the delivery of excellence in the teaching of Phonics. We aim to develop each child so that they are able to read with fluency as well as develop a love of reading that will stay with our children all their lives. Teachers and TA's take responsibility for teaching the Phonics groups with the support of the Phonics Lead. Through discrete daily teaching of Read Write Inc our aim is to teach pupils to:

· Apply the skill of blending phonemes in order to read words.
· Segment words into their constituent phonemes in order to spell words.
· Learn that blending and segmenting words are reversible processes.
· Read high frequency words that do not conform to regular phonic patterns.
· Read texts and words that are within their phonic capabilities as early as possible.
· Decode texts effortlessly so all their resources can be used to comprehend what they read.
· Spell effortlessly so that all their resources can be directed towards composing their writing.

In Reception (Natterjack Toads) and Key Stage 1 (Sand Lizards) children receive daily Read Write Inc lessons. These sessions follow the 5 Ps advocated by the RWI scheme:

· Pace – good pace is essential to the lesson
· Praise/Positive Teaching – children learn more effectively in a positive climate
· Purpose – every part of the lesson has a specific purpose
· Participation - a strong feature of RWI lessons is partner work (based on research which states that we learn 70% of what we talk about with our partner)
· Passion – this is a very prescriptive programme. It is the energy, enthusiasm and passion that group leaders put into the lesson that bring the teaching and learning to life!

In Key Stage 1 (Sand Lizards) Phonics sessions are 45 minutes in length. Children are assessed every 6-8 weeks and then are re-grouped for the following half terms teaching. Children are split into groups of similar ability and staff teach/review sounds in accordance to the RWI Phonics handbook. All sessions start with a Speeds Sound lesson and the last 20 minutes of the session uses the RWI reading books give the children opportunities to

undertake paired reading and whole group discussion about what they have read. As with the speed sounds the level of the books given to the children is in accordance with the RWI Phonics Handbook. In Reception, once their entry assessment is complete all children begin the year in whole class Set 1 sounds sessions of about 20-30 minutes in length. They move on to including Ditty books in their sessions once they can recognise initial sounds and the session time is lengthened. Staff are required to keep a weekly planning sheet on which they should note any absences or where extra intervention is needed.

In Key Stage 2 (Red Squirrels and Seagulls) RWI is used as an intervention for children moving up from Year 2 who did not pass the Phonics screening at the end of Key Stage 1. They are assessed every 6-8 weeks and moved on accordingly. They receive daily sessions. Once the children get to Year 4, 5 and 6, if intervention is still needed, we move the children onto the Fresh Start scheme. This scheme is similar to the approach taken in RWI however it contains age appropriate reading materials to motivate Key Stage 2 pupils, whilst still revisiting the speed sounds for reading and spelling that they have not picked up in Key Stage 1.

Approaches to Reading

At Kings Meadow Primary School, we aim to make all of our pupils 'readers'. We ensure a balanced mix of approaches to reading so that our pupils achieve the skills required, a positive attitude, confidence as well as interest and a life-long love of literature.

Natterjack Toads (EYFS: Nursery & Reception)

There is a huge emphasis in the Early Years to developing oral language skills and understanding.

· Through stories, we encourage children to demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

· We encourage children to anticipate, where appropriate, key events in stories to make predictions and provide explanations for their own ideas.

· We promote the use and understanding of new vocabulary during discussions and about stories, non-fiction, rhymes and poems during role-play.

· We encourage children to express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from EYFS staff.

We have a secure, systematic, synthetic phonics programme taught from the beginning of Reception. This is the Read, Write, inc programme.

Read Write Inc (RWI) is a phonics complete literacy programme which helps all children learn to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary and spelling. The programme is designed for children aged 4-7.
However, at Kings Meadow we begin an introduction programme in Nursery where appropriate to introduce the children to letters and sounds. This may focus of initial sounds games and oral blending and segmenting.
We introduce Phase 1 Phonics at the start of Nursery to promote listening skills, tuning into sounds and encouraging the, to distinguish between environmental sounds, animal sounds etc.
We create opportunities for children to read and reread books that match the phonics stage taught.
Effective use of assessment is used to quickly identify children who need targeted support in order to foster a love of reading and sharing stories, poems and rhymes to develop vocabulary and comprehension. Our children have access to:

· Baskets of books around the classroom linked to the children's interests or the topics we are teaching
· Cosy spaces for children to read – either alone, with a friend or with an adult.
· Carefully chosen books to read to the class. We ensure they have an excellent 'reading diet' over the year including a variety of stories, non-fiction books, poems and rhymes.
· We use a variety of questioning techniques to develop children's comprehension skills. We encourage the children to ask questions about books, clarify what different words mean, summarise what they have heard or read and predict what might happen.
· We have weekly story sacks for the children to use in their play. They include the book and some small world toys to act out the story, sequencing picture cards.
· We have beautiful story areas where children can relax and enjoy a good book.
· We have 'open house' story sessions where parents can join their child and listen to a story
· Story times are special. Staff demonstrate how much we love reading too.
· We make time for children with additional needs or gaps in their vocabulary to listen to the story in a small group first.
· We have a voting station for the story time book so that children are making choices about the book they would like to share. Parents can be involved with this on entry.
· We ensure that the books children are reading link independently to the phonic stage taught.
· We assign pairs of children as reading buddies. The children even read to teddies or toys!
. Reading Ambassadors (Y5&6 volunteers) share books with children in the EYFS twice a week during their lunchtimes.

<u>Sand Lizards (KS1: Year 1&2)</u>

Reading skills are taught in timetabled Guided Reading sessions. One session is allocated per week outside of the English curriculum time to deepen teaching and learning opportunities in

reading. Children are grouped and all children are involved in reading and appropriate follow up activities during the session. Teachers and Teaching Assistants work with groups to teach children National Curriculum and reading skills and techniques.

All children in KS1 complete a written comprehension assessment termly.

Red Squirrels and Seagulls (KS2: Year 3-Year 6)

Class novels are used as a basis for English units of work in Years 3 – 6, these are mainly linked directly to the CRACKING curriculum. These rich, high quality texts, novels and poems provide age-appropriate reading opportunities which link English with the wider curriculum. This broadens vocabulary, subject understanding and deepens knowledge and understanding. Texts are chosen and mapped by the subject leader to ensure curriculum coverage, age suitability and text appropriateness.

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Teachers carefully choose a variety of medium to teach reading, including newspaper articles, video clips, extracts from novels, etc., covering a breadth of topics. The texts are carefully selected to ensure children will be appropriately challenged with the level of vocabulary and to ensure that they are relevant to topics, current world events and texts that support the wider curriculum.

Children in Year 3 continue to access Home/School reading books from our range of Oxford Reading Scheme books. They have a Reading Record to be completed at home to record home reading support and involvement. Children are assessed on their book level half termly using a 'Running Record' to gauge their reading accuracy and comprehension and vocabulary understanding. This prevents children stalling on reading levels when they are ready to move on before completing all the books in that difficulty range. Year 3 has an extensive 'You Choose Library'. This is used to prepare the children for choosing and selecting books once they move to the reading arrangements in Year 4 and beyond.

Children in Years 4 to 6 access Accelerated Reading provided by Renaissance Learning. Accelerated Reading develops children's reading but also their independence and book choices. The element of self, class and group competition motivates pupils to read more frequently. Silent reading sessions are built into timetables daily and children are taught to build stamina and sustain periods of sustained reading. Children's progress is measured and monitored using independent quizzes and tests taken on laptops or iPad. Questions are randomised and regular half termly assessments are personalised to pinpoint the reading progress individuals have made. From the assessments, exact books level ranges are diagnosed for each child, they then select books from this range. These ranges provide scope for consolidation and challenge which can be monitored by the child and the class

teacher through the quiz scores. Years 4 to 6 have and extensive Accelerated Reading Library to choose from and books include classic texts, graphic novels and non-fiction options.

All children in KS2 complete a written comprehension assessment termly.

Approaches to Writing

At Kings Meadow, we want our children to be confident and enthusiastic writers. Writing needs a starting point which involves rich, quality texts and opportunities for language development and speaking and listening opportunities. Devices for writing including grammar and punctuation are taught and revisited regularly to embed their use and clarify understanding of their purpose outside of the writing process.

Natterjack Toads (EYFS: Nursery & Reception)

To promote a love of writing in the EYFS, we devise a real-life purpose to write. We create creative and imaginative contexts for children to record their observations, ideas and thoughts.

Staff have excellent knowledge in children's development of writing and provide activities that promote physical development to focus on fine motor skills and pencil control.

This involves:

Funky Fingers tables – developing fine motor skills

Dough disco/ Scribble whilst you wiggle

Write dance: – are fun activities which combines the use of play dough, large scarves/ribbons/crayons, chalks, paints with a series of hand and finger exercises designed to improve fine muscle control. The movements develop children's fine and gross motor dexterity, hand-eye co-ordination and self-esteem.

Reception children practise their phonics skills and handwriting daily.

In Nursery and Reception, children are also immersed through our key focus text for 'Talk For Writing'. This involves role-play, hot-seating, news reports, puppet shows, story events and story maps. Once the children are confident in re-telling the story, they are presented with the opportunity to invent their own based on similar story structures. Children make their very own 'My First Story book' in Nursery.

We record children's retellings in Nursery and closely monitor children's speech and language development to boost vocabulary and comprehension. They record this in their personal T4W project book. This shows progress throughout Reception and the children take a great sense of pride in sharing their own stories with their friends, staff and also their families. The children continue to make their own story books each term in Reception.

The teaching staff in EYFS are passionate about teaching English in EYFS. Sharing the experiences of young children as they develop their relationship with reading and writing is both joyful and a privilege. Being present the first time they see a story brought to life

from the pages of a book, when they discover that the written words around them are full of meaning, and when they tentatively place their own marks onto paper and realise that someone else understands them, are all powerful, magical moments in our Early Years Foundation Stage.

Key Stage 1 & 2 (Sand Lizards, Red Squirrels and Seagulls)

Children are encouraged to develop resilience throughout the writing process ensuring that editing and redrafting is an integral part of the learning experience. Children are taught how writing is a form of communication and are encouraged to mark make on entry to school. Letter formation is developed alongside letters and sounds to children make links between phoneme, grapheme and letter shapes. Segmenting and blending sounds aid the development of the spelling of words alongside specific teaching of high frequency words which children are expected to spell correctly.
As a school, we ensure we use rich, high quality texts to support our children's enrichment of their spoken language. Language is modelled by adults in the classroom and opportunities for teaching and discussing vocabulary are used to broaden children's use of language.
Within a sequence, we learn the text to embed language and form for the children. They learn about the structure and organisation of a variety of genres. Shared writing provides an opportunity for teacher to demonstrate writing including the thought processes that are required. We believe the editing and redrafting process which all writers require, are an important part of the sequence. Teachers are explicit when teaching genre features as well as word and sentence work within the context of writing. Pupils contribute to class composition by sharing ideas with partners, in small groups and using individual whiteboards. Children are given this opportunity to discuss, verbalise and refine ideas. In Year 1, the teaching principles of 'Talk for Writing' are continued to give continuity whilst the children continue to develop muscle strength, stamina and phonic ability.

Children in Years 2 to 6 have time tabled Big Writing sessions on Fridays. The sessions may take place over two weeks (E.g., Week 1 – Plan, Week 2 – Write) and children have writing support, prompts, planning time and editing time. Due to the cross curricular nature of the class novel structure many of these sustained writing opportunities will be linked to the CRACKING Curriculum and therefore have cross curricular links to other areas that the class is studying.

Grammar and punctuation knowledge and skills are taught through English lessons. Teachers plan to teach the required skills through the genres of writing that they are teaching, linking it to the genre to make it more connected with the intended writing outcome. Teachers sometimes focus on particular grammar and punctuation skills as standalone lessons, if they feel that the class need additional lessons to embed and develop their understanding or to

consolidate skills. Grammar, spelling and punctuation skills are also practised and revisited every week in a 'Grammar Hammer' task. This can be used to focus on a specific objective and monitor children's progress.

Every half term, children in Years 1-6 are given the opportunity to take part in an independent assessed writing activity. The task revisits skills taught at some point in the year and assesses all writing expectations for the Key Stage. Time is given for discussion and planning, children can access prompts and dictionaries during the assessment. Children are encouraged and reminded to edit their work. Writing assessments are recorded separately against Key Stage requirements for the age group.

Big Writing is marked with additional highlighting in pink and green. Pink shows where something has been done well, 'tickled pink'. Green draws the child's attention to something that needs to be edited, improved or altered. This is described as 'green for growth'.

The writing of children from Reception – Year 6 is regularly (every two weeks) entered for our Golden Quill Writing Award. This is highly prized with the winning writing going on display in the heart of the school for all to see.

Approaches to Spelling

At Kings Meadow Primary School, we use Spelling Shed resources as a basis for our spelling provision. As spelling is a key element of the statutory assessment for writing at both key stages, we have allocated time in English lessons (Years 1 – 6) for teaching spelling and a whole school approach for clarity and continuity.

Our Spelling arrangements provide:

- Weekly spellings from the statutory lists
- Weekly spellings from non-statutory lists
- Spelling lists allocated via the online account on a Monday for Years 1-6
- Spellings quizzes on a Monday for Years 1-6
- Greater emphasis on link between spelling and etymology, syllables and phonemes
- Assessment of non-statutory lists
- Termly assessment of age-related spellings

This approach builds on the firm phonic foundations built in the Early Years and in Years 1 and 2.

Approaches to Oracy

Our vision for oracy at Kings Meadow is for children to be equipped and confident to express themselves orally, knowing that their views and opinions are valued and heard in a supportive environment. We provide pupils with 'Talk Guidelines' and opportunities to discuss their learning. We aim for Kings Meadow pupils to speak clearly to a variety of audiences, learn how to disagree, the skills of listening and remaining focused on a topic (See separate Oracy Guidelines).

Oracy Outside the Taught Curriculum

Children spend a large amount of time in school outside of taught lessons and we are keen to promote opportunities to develop their speaking and listening skills at all times. Some of the ways in which we aim to develop these skills are through:

- Assemblies
- School Council meetings
- Enrichment events (Visiting Theatre Productions, Ainsdale Show Enterprise Event etc)
- Lively and meaningful talking opportunities at break and dinner time.

Handwriting and Presentation

Children are encouraged to present their work well. We have a consistent approach across the school of presenting the learning objective and dates. Children are taught to write legibly, fluently and at a reasonable speed. We teach a precursive style in Natterjack Toads, cursive in Sand Lizards and slanted cursive-joined from Year 2. Children are taught during discreet handwriting lessons and are expected to maintain a neat, joined style throughout their writing unless they are labelling.

Adaptive Teaching

Adapting English teaching at Kings Meadow involves tailoring the language to meet the developmental needs and learning styles of our children. At Kings Meadow we will simplify vocabulary, break down complex sentences, and use visuals and gestures to aid understanding. We incorporate interactive activities like storytelling, role-playing, and songs to help engage pupils and reinforce language learning through play. Additionally, we will use scaffolding techniques, such as modelling sentences and providing sentence starters, to support children in building their speaking, listening, reading, and writing skills gradually. We create a

language-rich environment, where children are encouraged to express themselves in a safe and supportive space, promoting both confidence and competence in their use of English. More Able pupils are challenged within the English curriculum through the use of more challenging texts or questioning techniques to develop their skills in inference and deduction. Pupils are also challenged through debates and tailored writing tasks.

4. IMPACT

The impact and measure of this plan is to ensure children not only acquire the appropriate age-related knowledge linked to the English curriculum, but also skills which equip them to progress from their starting points, and within their everyday lives.

The impact of our curriculum will be;

- Pupils enjoy reading regularly, for information and for enjoyment/pleasure and discuss books with excitement and interest.
- Pupils enjoy writing and use the features of different genres and styles. They can write for different purposes and audiences.
- Skills progression (spelling, grammar and punctuation) throughout the school is evident in children's books.
- Pupils are adventurous with vocabulary choices and they continue to grow a varied vocabulary throughout their time at Kings Meadow.
- 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.
- Pupils have a strong sense of ownership of their writing. They are able to identify mistakes in their own writing and are able to use a bank of strategies to help them to edit and improve their own work.
- Through reading and writing opportunities in English, children deepen their knowledge and understanding of the wider curriculum.
- Children are given a range of opportunities to develop speaking and listening skills, in a safe and stimulating environment.
- The wide range of speaking and listening activities, which are weaved throughout our curriculum, help pupils to develop ideas, vocabulary and confidence.

In order to measure the impact of our teaching and learning, planning and work audits are carried out by the subject leader ensuring coverage and development of skills in line with specific year group expectations. Class teachers also assess children's understanding and skills through observation and discussion of their work (Pupil Voice).

Work is marked thoroughly in line with the school's Marking Policy.

Formative and summative assessments are used to track children's learning against the statutory objectives in the English National Curriculum and progress against the expectations are recorded on our 'Insight Tracking' system.

In order to ensure continued improvement in the teaching and learning of English, the subject leader is responsible for supporting colleagues by informing them of current developments in the subject and by providing a strategic lead and direction for the subject in school. The subject leader is also responsible for evaluating strengths and weaknesses in the subject and identifying areas for improvement and development.

Reviewed	January 2025
Approved by Governing Body	January 2025
Next Review	January 2028. or sooner if required.