



“You will shine among them like stars lighting up the sky.” (Philippians 2:15-16)

KIRKBY & GREAT BROUGHTON CHURCH OF ENGLAND
VOLUNTARY AIDED PRIMARY SCHOOL

English Policy 2022

To be read alongside the Phonics and Early Reading, and Teaching, Learning and Assessment Policies.

Intent

At Kirkby and Great Broughton School, our literacy-rich, National Curriculum based offer is mapped to reflect, and meet, the bespoke needs of all children in the school. It is Engaging, Connected, Challenging and Self-fulfilling as per our whole curriculum intent. A literacy-rich curriculum will immerse children in high-quality texts. Children will develop into confident readers and writers with the acquisition of rich language. Children will develop a lifelong love of reading and writing.

We want all of our children to make excellent progress: to know more, remember more and do more. We provide learning opportunities that will widen, deepen and build on prior knowledge across all curriculum areas, fostering curiosity, aspirations and a passion for learning.

The intentions are to enable pupils to communicate effectively, become independent learners and prepare them well for the next stage of their education, their future lives and employment and to be responsible active citizens. We intend for every child in our school to leave us with a thorough knowledge of how to read a wide range of texts in order to thrive in the world, giving them a fantastic stepping stone to becoming successful in their future. We intend for our pupils to read for enjoyment and read a range of diverse, quality texts.

Implementation

English is of high priority across the curriculum. In EYFS, Y1 (and Y2 when necessary) phonics is taught daily. Pupils in KS2 also have regular phonic sessions if required. All KS2 classes have daily reading and vocabulary sessions. All classes have daily English lessons and reading and writing knowledge is taught and practised regularly across the curriculum. Long term planning makes expected progress clear. Across the formal curriculum we ensure our pupils have the learning dispositions and attitudes to question and explore subject specific learning through a structured approach, modified accordingly.

We provide opportunities for pupils to develop their knowledge and skills, with growing confidence, resilience and independence, so they can apply their learning in a range of situations. All pupils access opportunities to develop metacognitively to support them to take risks in their learning. Teaching is delivered on a whole class, small group and targeted approach and is designed with end goals and outcomes at the forefront in order that we build deep, long-lasting knowledge cumulatively.

Impact

Summative and formative assessments measure impact. Termly, pupils are assessed formally against the National Curriculum and staff are held accountable for progress. Senior leaders moderate judgements

termly and regularly examine books for evidence of progress. English is a key part of our pupil review meetings.

Teaching and Learning

At Kirkby and Great Broughton School, we believe that everything starts with high quality teaching. In all lessons there are core expectations that form the basis of our view of effective practice.

Effective teaching requires...	
Challenge	All children have high expectations of what they can achieve
Explanation	Children acquire knowledge and skills and understanding
Modelling	Children know clearly how they can apply their knowledge and skills
Practice	Children have opportunities to practice, apply and develop their abilities
Questioning	Children are made to think hard with depth, breadth and accuracy
Feedback	Children think about the ways that they can further develop their skills, knowledge and understanding

Each of the core expectations are outlined further in the teaching and learning policy.

Classroom Environments

- The English Learning wall shows relevant, up to date learning and is used as a support for the children's learning in both reading and writing. The learning wall should display learning focus for the half term/unit of work, tier 2 and subject specific vocabulary, writing aids/prompts and examples of work/shared work from lessons.
- An attractive, inviting and used reading areas supports learning and helps to develop a love of books.
- Successful writing, from all ability levels, should be displayed.
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Teaching of Reading

- We teach phonics using the Little Wandle Programme. Any child who has not made sufficient progress since the last assessment takes part in a small group or 1-1 phonics programme to ensure they 'catch up'. See phonics policy for further information.
- All classes are read to every day whenever possible to develop a love of reading and to model excellence in reading aloud.
- We teach reading and writing through an approach called 'Reading into Writing' and some teachers use 'No Nonsense Literacy' to support the development of the 'Reading into Writing' approach.
- The reading element of 'Reading into Writing' follows this structure:
 1. The whole class read the same text.
 2. The text is 'unpicked' to inform purpose, structure, grammar and vocabulary decisions for the children's own writing.
 3. Children develop reading comprehension skills by answering questions about the text focusing on specific areas such as retrieval, explanation, inference.
 - Comprehension and inference: From EYFS, children begin to explore the meaning of texts. This begins orally and moves to representing ideas in a variety of ways, e.g., visually and graphically. Comprehension skills are explicitly taught.
 - In addition to whole class reading, most children also read individually to an adult. In EYFS and KS1 children should read in school regularly as appropriate to the child's individual needs. As part of the homework policy, children are encouraged to read daily at home and record this in their reading record.

- Children in KS2 are taught how to use dictionaries and thesaurus and it is expected by UKS2 that children use these effectively and independently.

Teaching of Writing

• We teach writing through the 'Reading into Writing' approach. The writing element of the approach is as follows:

1. Writing at KGB always begins with a high quality and motivational text. This ensures that children are using quality texts to provide them with models for their writing. The text is 'unpicked' to inform purpose, structure, grammar and vocabulary decisions for the children's own writing.
2. The audience and purpose of writing is identified and relevant 'tools' (success criteria) and key features are identified.
3. Teachers model writing using chosen 'tools', key features and skills identified to teach on planning.
4. Children have opportunities to practise specific skills (sentence types, punctuation).
5. Children have opportunities for shared writing as a class, in groups or in pairs. Children should have opportunities to work in mixed ability pairs/groupings and with different children within the class.
6. Children have opportunities to write independently for an extended period of time
 - Grammar is taught in context of the book/text that the children are working on. However, there is sometimes a need to teach 'standalone' grammar lessons, but these are always in some context to ensure children understand the purpose of each grammar or punctuation feature.
 - Spelling is taught with the support of the Spelling Shed. However, teachers use additional teaching and resources to ensure spelling is embedded and use investigations to challenge more confident spellers. Teachers always use opportunities to develop vocabulary looking at the etymology (word origin) or morphology (how the word is made up eg prefixes and suffixes) of the words that the children encounter.
 - Common exception words identified in the National Curriculum are taught

Teaching of Oracy and Vocabulary

- Good oracy skills are vital to all aspects of English, mathematics, the curriculum, and the wider world. We know that speaking and listening is at the heart of excellent teaching. Lessons at KGB use these skills to their full. Children are given the opportunity to talk and listen to partners and groups and use the skills with scaffolds to support them (eg sentence starters).
- Oracy is used as a tool for developing vocabulary and understanding of language.
- Tier Two vocabulary is identified through texts and topic work, taught explicitly, explored in context and revisited regularly.
- Current vocabulary and definitions are evident in classrooms and referred to regularly by staff and pupils.
- Opportunities both formal and informal settings are provided. These include drama activities, participation in class assemblies, church services and school productions, class and group discussion, performance poetry and presenting work to a class.

Handwriting

- Handwriting and presentational skills are considered very important across the school.
- Handwriting in Reception and Year 1 is taught alongside the phonics programme, Little Wandle and is completed daily, when possible, at a time separate to the phonic session.
- Cursive handwriting is taught from year 2 upwards through The MSL Handwriting scheme. It is expected that children take part in 5-10 minutes of handwriting lessons each day when possible.
- Children from year 3 upwards may be given a pen to use and it is expected that children in year 5 and 6 always use a pen in writing.

Planning

The Headteacher and English lead teacher monitors effective planning and consistency of approach by teachers in accordance with the National Curriculum. It is expected that teachers complete one medium term plan, on the school's planning format. Plans should outline key objectives and outcomes for English each half term.

Cross-Curricular Links

Teachers consider the opportunities for developing English skills across the curriculum.

All teachers are aware of and capitalise on opportunities, which will arise every day, for children to develop their speaking and listening skills across the curriculum. Teachers planning will ensure that opportunities for drama occur in a variety of subject areas e.g., History, Geography within their topic plans.

SEND

Pupils with difficulties in basic skills are given extra support, either daily or on a regular basis by teaching assistants and class teachers. Class teachers monitor these children and discuss any concerns to the SENCo to ensure that the individual needs of pupils with special needs are met and that appropriate targets are set and regularly reviewed. Outside agencies may be consulted where appropriate. Interventions are researched when needed, for specific children or when other interventions are not having the desired effect.

Children working at Greater Depth

Teachers plan effectively to ensure individuals' needs are met and that appropriate targets are set and reviewed regularly. Teachers are mindful of the extra needs children working at greater depth and will differentiate questions and activities to allow for further progression and challenge.

Marking and Assessment

- Marking is carried out regularly in accordance with the school's marking policy. It is expected that live marking and verbal feedback is used where possible long written comments are not necessary.
- Teachers carry out continuous assessment of children's writing by completing writing assessment sheets each half term. Writing assessment sheets are placed in each child's book and helps inform targets, future planning and interventions.
- Once a term, teachers in Y2,3,4 and 5 use Rising Stars assessments for reading. Results are inputted and gaps identified. This enables leaders to track progress against starting points as standardised scores are used. The analysis from the assessments helps to inform interventions (SHINE) required and inform planning for the next term. Results from the assessments also indicated if children are working towards, working at expected standard or working at greater depth. Year 1 use this assessment in the summer term.
- Once a term, teachers in Y6 use past SATs papers to assess children in reading. Y2 use past grammar papers. The results indicate if children are working towards, working at expected standard, or working at greater depth. Teachers use results from these assessments to plan any necessary interventions and inform planning for the next half term.
- SATS tests in Year 2, form *part* of the overall teacher assessment. The outcomes of SATS tests are recorded for the child's records and for her or his next class teacher.
- Parents of Year 2 children will be informed of the teacher assessments and parents of Year 6 children will be informed of the test results as well as the teacher assessment for writing.

Equal Opportunities

This policy should read in conjunction with school's Equality Policy under the Equality Act 2010.

Any child with English as a second language is integrated into all school activities and is given appropriate support e.g., extra time from support staff, whilst we value the language of home.

Home School Links and Challenges

- Each child has a reading book and a reading record book which goes home daily, in which both parents and staff comment on progress. In KS2 children have opportunity to comment themselves. It is expected that children read at home a minimum of 5 times a week and that this is recorded in their reading records.
- All children in school take part in the school 'Reading Raffle' each half term. (To be implemented summer 2 2022) The aim is for children to read 5 times a week. Each week they read 5 times a week, they receive a raffle ticket for their class raffle box. At the end of the half term, one raffle ticket is selected from each class and the child on the ticket is allowed to choose a new reading book for their class reading area.
- Reporting to parents takes place twice yearly at Parents Evening and in an annual written report.

Monitoring and Review

We are aware of the need to regularly review our policies to take account of the new initiatives, changes in curriculum or developments in technology. The Headteacher and English Lead teacher complete regular monitoring of English through a triangulation of monitoring including lesson observations, book scrutinies and data analysis. The English link governor visits the school to meet with the English lead regarding progress towards the English action plan.

Agreed: April 2022

Review Date: April 2024