

## **Kingsbury Green English Policy October 2015**

### **Vision**

At Kingsbury Green Primary School, we believe that literacy and communication are key life skills. Literacy and oracy (speaking and listening) are at the heart of all children's learning. They enable children to communicate effectively with others for a variety of purposes, and to examine their own and others' experiences, feelings, and ideas, giving these order and meaning.

Because literacy and oracy are central to children's intellectual, emotional and social development they have an essential role across the curriculum. Through the English curriculum, we will help children develop the skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language, and so equip them with the skills to become lifelong learners.

- We want children to become fluent and active readers who enjoy reading a wide range of books.
- We want children to be confident and articulate speakers of English who can express and discuss their ideas and experiences in a range of contexts.
- We want children to be skilled and adaptable writers who can write across a range of genres with an understanding of purpose, audience and impact, and can command a wide and flexible vocabulary.
- By the time children leave our school, we expect them to communicate through speaking and listening, reading, and writing with confidence, fluency and understanding and in a range of situations. We want every child to take pleasure in reading across a range of genres and have a strong motivation to read for a variety of purposes.

### **Aims of Policy**

English teaching at KGPS will enable children to:

- be effective, competent communicators and good listeners;
- express opinions, articulate feelings and formulate responses to a range of texts both fiction and non-fiction using appropriate technical vocabulary;
- foster an interest in words and their meanings, and to develop a growing vocabulary in both spoken and written forms;
- enjoy, engage with and understand a wide range of text types and genres;

- be able to write in a variety of styles and forms showing awareness of audience and purpose;
- develop powers of imagination, inventiveness and critical awareness in all areas of literacy;
- use grammar and punctuation accurately;
- understand spelling conventions;
- produce effective, well-presented written work.

### **English Teaching and Learning**

Children have daily English teaching from Reception to year 6 which gradually and progressively develops their skills as speakers, readers and writers in line with the 2014 Primary Curriculum.

A long term plan ensures coverage of a wide range of text types and progressive skills development through a child's English learning at Kingsbury Green

*English Appendix 1 Long term English coverage 2015-16*

### **EYFS and KS1**

English teaching consists of a daily lesson in *Letters and Sounds* or *Ruth Miskin Phonics* (Read Write Inc). <http://www.ruthmiskin.com/en/read-write-inc-programmes/>

Through carefully structured steps children acquire knowledge of graphemes (letters and letter groups) and the associated sounds that they represent (phonemes.)

Gradually children learn to join (blend) these sounds so that they can read and write words and then sentences and short texts. The children follow a structured series of texts which give them the opportunity to rehearse, use and revise the sounds they have learnt in context, gradually building their fluency and confidence as readers and writers. As children master decoding, a greater emphasis is placed on reading for meaning, answering questions about the text, and developing comprehension and inference skills.

In addition children are introduced to a wide range of stimulating high-quality texts using the *Power of Reading* approach. <http://por.clpe.org.uk/>

### **KS2**

In Years 3-6 daily lessons continue through a bespoke English teaching unit of 3-4 weeks which incorporates reading and writing, and introduces an increasingly varied and challenging range of fiction and non-fiction text types.

In addition to the Power of Reading children also use texts from the Ruth Miskin Literacy and Language scheme

[www.ruthmiskin.com/en/read-write-inc.../literacy-and-language](http://www.ruthmiskin.com/en/read-write-inc.../literacy-and-language)

### **KGPS English Unit Structure**

A unit lasting 3 - 4 weeks will begin with reading as a stimulus and gradually lead to children writing and re-drafting their own independent written work.

In **Week 1** teachers will introduce a text initially through shared, whole class and independent reading. A range of activities including book talk, drama, role play, and writing will deepen the children's understanding of what they are reading and encourage an imaginative and detailed response from them.

Writing this week will draw heavily on the text the children are studying. (Imitation)

In **Week 2** teachers will continue to lead detailed reading of the text while encouraging children to develop their own ideas in relation to the text.

Writing this week will begin to incorporate original ideas and elements (Innovation)

In **Weeks 3 - 4** children will plan, write and re-draft a text independently drawing not only on their experience of reading, and their understanding of text type, audience and purpose, but also rehearsing and developing their grammar and spelling skills. (Independent Application)

*Appendix 2 KGPS English unit outline*

### **Reading**

#### **At KGPS we want to establish a culture where:**

- Every child will love books
- Every child a fluent reader
- Every child an active reader

Throughout their time at Kingsbury Green children are exposed to a carefully selected range of rich and challenging texts with a view to developing their love of reading, and their knowledge of a wide range of genres, in line with the new Primary Curriculum and our whole school commitment to placing reading at the centre of learning.

The teaching of reading covers two distinct areas:

- **technical reading skills (decoding)**
- **reading with understanding (comprehension)**

### **Decoding**

Children are taught a range of strategies in order to help them read fluently, including whole word reading, and phonics using the Read, Write, Inc. scheme. Phonics lessons are taught daily at a level appropriate to each child's learning from Reception to year 2 where they learn to recognise and apply the sounds made by individual letters, e.g. m,s,a and by groups of letters e.g. -ay, -ee, -oo.

The children gradually learn to practise and apply their knowledge of sounds through reading a range of carefully written texts and by writing simple sentences.

Children are given a statutory phonics test to assess their single word reading skills at the end of Year 1. Those who are still not secure with decoding after the end of Year 1 are given additional small group support.

### **Comprehension**

Comprehension is central to reading and children are given opportunities to improve their comprehension skills throughout their time at Kingsbury Green, through a range of whole class (shared reading) and small group (guided reading) opportunities.

Children have opportunities to read and listen to a range of carefully selected high quality texts which stimulate them as readers, writers and thinkers. We are a Power of Reading™ school, using a range of teaching and learning approaches to immerse children in a text. These include drama games and role play, detailed close reading of selected passages, oral and written re-telling of texts, art work and targeted questions to build their comprehension and deeper understanding of a text.

### **Shared reading**

In shared reading the teacher models the reading process to the whole class as an expert reader providing a high level of support. Teaching objectives are pre-planned and sessions are characterised by explicit teaching of specific reading strategies, oral response and collaboration. Texts are rich and challenging, beyond the current reading ability of the majority of the class.

### **Guided Reading**

In guided reading texts are chosen to match the ability of a closely matched group (usually 6 children) but still provide an element of challenge. Guided reading provides a forum for pupils to rehearse and extend what they have learned about reading; the focus for the reading is concerned with extending strategies/objectives taught in shared reading. Teachers plan for a carousel of independent reading activities during sessions of guided reading. Texts are selected so that pupils can access them without support but with a degree of challenge. The focus for the independent reading activities is to develop specific reading skills, reading independence and stamina, and extend children's knowledge of text types.

*Appendix 3 Guided Reading*

### **Home/School reading**

Home reading is an essential part of involving parents with their children's learning. All children at KGPS are expected to read at home with an adult or older sibling daily for 15 minutes in KS1 and at least 20 minutes in KS2. This should include hearing a child read, and discussion of the characters, settings and themes of the book. Pupils

select texts weekly under the guidance of their class teacher for independent and home/school reading. All classrooms have a well-stocked book corner with a range of fiction and non-fiction. Pupils also have opportunities to read magazines, information leaflets and ICT texts. Teachers monitor independent reading and discuss progress with individual pupils on a regular basis. Home reading is monitored through reading records in EYFS and KS1 and planners in KS2.

### **Writing**

#### **At KGPS we want children to:**

- write in different contexts and for different purposes and audiences
- be increasingly aware of the conventions of writing, including grammar, punctuation and spelling
- plan draft and edit their writing to suit the purpose
- use ICT as a literacy medium for presenting work and manipulating text
- form letters correctly, leading to a fluent joined and legible handwriting style, giving increasing regard to presentation

Teachers provide a wide range of writing opportunities including:

- shared writing
- guided writing
- Big Writing
- independent writing
- writing different text types and narrative styles
- writing in different curriculum areas
- handwriting practice
- collaborative writing
- writing related to own experiences and enjoyment
- writing from a variety of stimuli
- planning, drafting, editing and presenting
- using ICT

Teachers promote writing and look for ways to inspire and motivate pupils so that they see themselves as 'writers'. Teachers establish the purpose and audience for writing and make teaching objectives explicit to pupils so they know why they are studying a particular text type, the kind of writing activities they need to undertake and what the expected outcome will be.

The writing process breaks down into a number of steps that will need to be taught and practised regularly:

- Oral rehearsal – discussing and preparing ideas
- Planning – Use of agreed formats
- Drafting and Writing
- Evaluating and Editing
- Proof-Reading
- Reading Aloud and Sharing

Teachers use shared writing to model the writing process. This provides a context for discussion and demonstration of grammatical features at word level, sentence level and text level. Writing activities are differentiated for the needs of different learners through the use of writing frames, spelling banks, collaborative work and peer or adult support. Teachers encourage 'talk for writing' as an integral part of the process.

### **Drama and performance activities**

Children are taught and encouraged to use a range of drama activities to enable them to respond to reading and rehearse ideas and themes for writing.

These include:

- Hot seating – questioning someone in role as a character to develop understanding
- Conscience Alley – debating the two sides of a character's dilemma
- Freeze frame – isolating and analysing key moments in a text
- Readers' theatre – preparing texts and poems for choral performance

### **Spelling and Grammar**

Spelling and Grammar are taught within English lessons, and discretely. Grammar rules are explicitly taught and then revisited and modelled through shared reading and writing. Coverage of spelling and grammar features in Years 1 -6 is in line with the 2014 Primary Curriculum.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/335190/English\\_Appendix\\_2\\_-\\_Vocabulary\\_grammar\\_and\\_punctuation.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf)

An initial emphasis on knowledge of sounds and use of phonics to support spelling in KS1 develops towards a more detailed understanding of word families and spelling rules, the derivation and etymology of words, and an understanding of how different languages have contributed to modern English in upper KS2.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239784/English\\_Appendix\\_1\\_-\\_Spelling.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf)

Parents are encouraged to support children's learning by ensuring that they learn the weekly spellings/ spelling rules which are sent home as weekly homework, and which they are tested on weekly in class.

### **Handwriting**

It is important that children are rigorously taught correct letter formation from the very beginning of their time in school. As soon as the children are ready, they should be taught to sit properly in order to have the correct posture for writing, hold a pencil in the correct tripod grip and develop a legible handwriting style. Once children can form their letters correctly they are encouraged to join their letters using a whole school cursive script. (Generally in Year 1, though some children may not start writing cursively until Year 2) The school follows the Debbie Hepplewhite handwriting programme in which children are taught to start all letters from the same point on the line in order to make joining them a more natural process.

[www.debbiehepplewhitehandwriting.com](http://www.debbiehepplewhitehandwriting.com)

A mixture of whole class, small group and individual teaching is delivered. It is expected that all members of teaching staff - class teachers and teaching assistants - model the school handwriting style at all times i.e. when writing on the board or in children's books. By the end of key stage 2, all children should have developed an efficient, quick, neat and legible handwriting style that is effective in recording their ideas. Children from Year 3 onwards can work towards their pen licence which is personally awarded by the Headteacher when they have proved they can consistently use a fluent cursive style. They are then allowed to use pen in their exercise books.

### **Enrichment**

AT KGPS we recognise the value of stimulating and inspiring children's learning beyond the classroom. Examples include

Visits to the school by inspiring and celebrated writers.

Performances in the school by visiting theatre companies.

Visits to professional theatre productions – e.g. Year 5 visit to a Shakespeare production for Schools at the National Theatre

Participation in writing and performing competitions and festivals –

e.g. Guardian Young Critics' Competition, and the Primary Shakespeare festival.

**Subject Leadership**

The English lead is responsible for overseeing and implementing the policy through

- ensuring that subject coverage is broad and balanced in line with the 2014 Primary National Curriculum
- ensuring progression from one year group to the next
- monitoring and supporting planning
- monitoring ensuring the quality of English subject teaching through lesson drop ins and coaching
- modelling lessons and developing teacher subject knowledge
- planning and delivering whole staff and smaller group training
- book scrutinies
- organising and monitoring RWInc groups to ensure children make rapid progress
- supporting teachers with the assessment and moderation of reading and writing.
- Managing and maintaining the library and school book stock
- Managing English provision for learners who join the school with no prior knowledge of English

Expectations for each Year Group as outlined in the 2014 Primary Curriculum			
End of year expectations	EXAMPLES FOR READING	EXAMPLES FOR WRITING	EXAMPLES FOR SPOKEN LANGUAGE
RECEPTION	Children can read simple sentences and decode unfamiliar words using phonics.	Children can write sentences that can be read by others and know some unfamiliar common words.	Children develop their own narratives and explanations and can use past, present and future forms correctly.
YEAR 1	Read accurately by blending sounds using phonic knowledge.	Writing sentences correctly, using full stops and capital letters, by rehearsing sentences orally before writing them down.	Explain clearly their understanding of what is read to them.
YEAR 2	Read most words fluently using phonic knowledge, but without need for sounding out of blending (target is 90 words per minute).	Write for different purpose to develop positive attitudes and stamina for writing.	Explain and discuss their understanding both of books that they read themselves and of books that are read to them.
YEAR 3	Understand what they read by discussing how language and structure (e.g. paragraphs, punctuation etc) contribute towards meaning.	Plan their writing by discussing writing which is similar to that they are planning, in order to understand and learn from its structure and vocabulary.	Participate in discussion about a range of fiction, non-fiction and poetry, taking turns and listening to what others have to say.
YEAR 4	Understand what they read by discussing the meaning of words in context.	Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns, expanded noun phrases and fronted adverbials.	Ask reasoned questions to improve their understanding of the text.
YEAR 5	Understand what they read by drawing inferences about characters thoughts feelings and motivation from their actions and justifying these with evidence.	Draft and write narratives describing settings characters and atmosphere, and integrating dialogue to convey character.	Identify and discuss themes and conventions in and across a wide range of writing.

YEAR 6	Discuss and evaluate how authors use figurative language, and its impact on the reader.	Write for a wide range of purposes and audiences. Select and use writers' techniques they have become familiar with and can use to good effect.	Explain and discuss their understanding of what they have read including through formal presentations and debates, in pairs groups and whole class, maintaining focus on the topic .
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Policy review date October 2018