



Kenilworth Primary School

Whole School English Policy

'High aspirations today, inspiring the leaders of tomorrow.'

October 2022

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English Subject Intent

Reading

At Kenilworth Primary School we believe that reading is an essential life skill and we are committed to enabling all children to become lifelong readers. It is our intent that children will read widely and often at home and school for pleasure, for information and to expand and enhance their knowledge and understanding across all subjects. They are immersed in a reading curriculum that is rich and varied. Teachers model expert reading and use quality texts for children to interrogate. Through captivating imaginations, it is our aim that our children are motivated to apply progressively advanced skills that are transferrable to the digital and global world. Our children not only learn to read, they read to learn: reading is at the heart of our curriculum.

Writing

It is our intent that children are inspired by high-quality literature and a range of stimuli, which makes readers engage with and enjoy writing. Writing for a variety of purposes and audiences, the children apply progressively more complex skills to communicate ideas fluently and with interesting detail in a range of genres. Vocabulary is also 'taught not caught' through demonstration writing and, therefore, the children will have a highly developed repertoire of words using meaning seeking strategies, which extend detail and description. Writing in our school is well-organised and structured, which includes a variety of sentence structure. All children are encouraged to ensure that their work is well-presented, punctuated accurately and spelled correctly using their knowledge of spelling patterns and rules. Throughout the writing process, our children will edit and redraft their work, responding to feedback from teachers and peers.

Implementation

Statutory Requirements

Teaching in the Foundation Stage follows the Communication and Language strand and Literacy strand of the Early Years Foundation Stage (EYFS) Framework 2013.

Teaching in Year 1-6 follows the New National Curriculum for English (2014). This is divided into three key stages: Key Stage 1, Lower Key Stage 2 (Years 3 and 4) and Upper Key Stage 2 (Years 5 and 6) and follows four areas: Spoken Language; Reading (word reading and comprehension); Writing (transcription; composition; vocabulary, grammar and punctuation) and Spelling. By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Inclusion

At Kenilworth Primary School, we teach English to all children, whatever their ability and individual needs. Through our whole class English teaching, we provide learning opportunities that enable all children to make good progress. We strive to meet the needs of pupils with special educational needs, those with disabilities, those that are gifted and talented, and those learning English as an additional language, and we take all reasonable steps to achieve this.

Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. This ensures that our teaching is matched to the child's needs. When progress fall significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style and differentiation.

Assisting children with specific needs may involve the following:

- Simplification of texts to ensure children can access them
- Visual and written materials in different formats
- Adult support
- Learning support interventions
- Alternative communication, such as signs and symbols
- Differentiated work

ADPR

Assess, Plan, Do and Review focuses on improving rates of progression, attainment and wider outcomes for SEND identified pupils. This involves rigorous tracking of pupil's progress in identified areas and intervention when pupils fall behind. Teachers meet half-termly with the SENCo to monitor and evaluate targets, identifying and addressing barriers to children's learning. This involves a termly structured conversation on educational outcomes between the teacher, SENCo, parents and the children.

Phonics

Phonics is an essential ingredient in learning to read. Children begin phonics lessons on entry to the Early Years Foundation Stage by working on the *Foundations of Phonics* in nursery. In Reception and Year 1, we use the *Little Wandle Letters and Sounds Revised* programme to deliver phonics lessons daily. For further information and detail about this programme, please see our *Phonics and Early Reading Policy*.

Reading

Early Reading

We prioritise the development of early reading by putting reading at the heart of our curriculum. Using rigorous and systematic teaching of phonics, we provide an effective transition into independent reading. Phonics is an essential tool, however we are aware that, whilst phonic knowledge enables pupils to decode words, it does not teach them to understanding meaning. We ensure that this is prioritised by providing opportunities for our pupils to sing, hear and engage with stories and rhyme, to gain an understanding of what words mean through early, verbal comprehension. These solid foundations begin in the Early Years and enable our children to develop into fluent, confident readers, who develop a love for reading.

Reading Book Scheme

For early readers, we use Collin's Big Cat books which are carefully matched to every child. These are phonetically decodable and they support the development of key words. As they progress through each phonic phase,

children will become fluent readers through high-quality fiction and non-fiction banded books. Each fully decodable book is aligned to each child's Little Wandle journey to ensure that all pupils in EYFS and KS1 move from decoding words to reading fluently and for pleasure. Each pupil's reading journey is tracked to ensure systematic progression for each pupil.

Guided Reading

Reading Practice Sessions

All children in Reception and Year 1 participate in a reading practice session three times a week. For children still working on phonics beyond Year 1, this model continues.

These:

- Are taught by a fully trained adult to small groups of approximately six children
- Use books matched to the children's secure phonic knowledge using the *Little Wandle Letters and Sounds Revised* assessments and book matching grids
- Are monitored by the class teacher, who rotates and works with each group on a regular basis.

Each reading practise session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:

- Decoding
- Prosody: teaching children to read with understanding and expression
- Comprehension: teaching children to understand the text.

In Reception these sessions start in Week 4. Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books. In Year 2 and 3, we continue to teach reading in this way for any children who still need to practise reading with decodable books.

Whole Class Reading

Years Two to Six






Teachers plan for a daily 30-minute, whole class reading session to provide opportunities for objectives and content domains to be met. The children's learning in a session focuses on skills from VIPERS.

- V** - Vocabulary
- I** - Inference
- P** - Prediction
- E** – Explanation
- R** – Retrieval
- S** – Summary

In addition to this, fluency is practised and developed. Teachers model a variety of strategies to support this which include: independent reading, echo reading, choral reading and paired reading.

In Key Stage 2, core texts are mapped out across the year groups, ensuring that children experience a range high quality, age-appropriate texts. Exposure to these core texts ensures that all children are able to engage in class novels in their entirety. The core texts are used as a stimulus for whole-class guided reading sessions on Mondays and Fridays where children focus on prediction, explanation and summary skills. For the rest of the week, the children interrogate a series of linked texts. It is here that the children develop crucial inference and retrieval skills.

A typical timetable for guided reading in Key Stage 2 is shown below.

	Monday	Tuesday	Wednesday	Thursday	Friday
Viper Strands					
15 minutes	Teacher reads class novel	Teacher reads class novel	Teacher reads class novel	Teacher reads class novel	Teacher reads class novel
Guided Reading	Based on whole class novel.	Linked texts.	Linked texts.	Linked texts.	Based on whole class novel.
30 minutes	Explanation	Inference and retrieval	Inference and retrieval	Inference and retrieval	Prediction and summary

Sessions can include the following:

- 'Quick Start' – an initial quiz focusing on retrieval.
- 'Individual thinking' – one or two-part questions for children to answer either through thinking or recording in their book.
- Partnered talk
- Solo Work – taking place at the end of the lesson.

Daily Story Time

At Kenilworth, we prioritise sharing stories with children of all ages. We aim for all pupils to experience and retain a rich diet of stories and for them to develop a wide and varied vocabulary. As such, we prioritise having a dedicated story time at the end of each day. Teachers identify and select high-quality texts to share with their classes. Teachers model reading skills and strategies to support children to foster positive attitudes to reading. These sessions allow the children's imaginations to go free and show children what they are aiming for in terms of reading in the future.

Poetry Fridays

Poetry and rhyme actively supports children's vocabulary development and comprehension. It is shared daily in EYFS and Year 1 classes. At Kenilworth, one of our key aims of our curriculum is for children to know famous poets. As such, we continue to develop and enhance children's knowledge through Poetry Friday. Teachers share a new poem weekly, giving every child the opportunity to appreciate poems, recite some by heart and recognise different forms. Poetry forms are mapped out across year groups so that all children can experience a wide range of styles and themes.

Library Visits

Children in all year groups visit our school library once a week. During this time, children are encouraged to recommend and share books with friends and enjoy reading quietly in a calming environment. In addition to their home reading book, children can select a library book for their choice to take home to read and share too.

Whole School Book Focus

Every term, learning at Kenilworth is centred on a whole school book focus, which incorporates elements of the curriculum alongside English. For two weeks, children are immersed in the world of that text, exploring themes, making connections across the curriculum and responding innovatively. Work produced during this time is then showcased throughout the school on our corridor displays for children, staff and visitors to celebrate and appreciate.

Writing

At Kenilworth Primary school, we ensure that all children see themselves as a writer. We have adopted 'The Write Stuff' approach to our teaching and learning of English to ensure clarity to the mechanics of writing. Following a method called 'Sentence Stacking', the approach places emphasis on sentences being 'stacked together' chronologically and organised to engage children with short, intensive moments of learning that they can immediately apply to their own writing. The combination of fiction and non-fiction units we have carefully selected to follow provides children throughout the journey with an experience of a wide range of high quality texts and authors.

In our lessons, pupil learning is 'chunked' into three distinct parts. This is a repeated pattern of 'Initiate', 'Model' and 'Enable' whereby they use three zones of writing to provide a consistent, systematic approach to writing carefully constructed sentences across the whole school.

The initiate stage is time to inspire: through use of a stimulus, pupils are immersed in rich language discussion and activities provide a wealth of vocabulary to aid their writing. Children participate actively and record ideas to use later on. The model stage is the chunk whereby the teacher demonstrates the thoughts and processes of a writer and articulates writing choices. The enable stage is the opportunity for pupils to showcase what they can do within particular writing parameters known as The Three Zones of Writing: The FANTASTICs, The GRAMMARISTICs and The BOOMTASTICs.

The Three Zones of Writing are essential components to support pupils in becoming great writers.

FANTASTICs (ideas) – through the 9 lenses known as the FANTASTICs, pupils focus on intended purpose of a sentence. This supports children with developing

variety in their writing by focussing on vocabulary use, initiating ideas, provoking thoughts and igniting imaginations.

GRAMMARISTICs (tools) – these lenses allow pupils to focus on the grammar element of writing which focuses on sentence structure, grammar rules and punctuation.

BOOMTASTICs (techniques) – the BOOMTASTICs allow pupils to capture and create a vivid visual for the reader through the use of poetic devices.

Throughout the writing process, children edit and redraft their work in response to feedback from their teacher and peers.

Spelling

Spelling sessions are taught daily in each year group. As a natural progression from phonics, ESSENTIALspelling focuses on the teaching of spelling so that children understand how to apply patterns, strategies and knowledge to all words. It provides links to prior knowledge and tracks back to related objectives so that teachers can give targeted support to children who are not yet able to spell words from their year group programme of study. It places emphasis on the review stage of the teaching sequence, encouraging children to consider what they might know already to help them with a new spelling rule. Exploration of spellings and word play are recorded in spelling journals. Learning in spelling is carried out using the following sequence: **Review – Teach – Practise – Apply.**

Spelling Home Learning and Assessment

Children from years one to six are tested weekly on their spelling rule. For home learning, children are provided with the spelling rule for the week, which will be taught and discussed in class. The children take home a 'Look, Say, Cover, Check' sheet to practise their spellings and they apply it by writing a sentence using each word. The knowledge of this rule will then be tested weekly on a Friday. The results of each spelling test are communicated with parents so that where necessary, misspelt words can be further practised.

Punctuation and Grammar

Teachers follow the National Curriculum for the teaching of punctuation and grammar. Key skills are broken down for each year covering:

- Word level

- Sentence level
- Text level
- Terminology

This provides the structure for planning individual lessons and a clear progression of skills from year one through to year six. All of these areas are integrated into the teaching sequence.

Handwriting

Handwriting is a key component of writing and at Kenilworth we use Letterjoin to support children's development. At the end of Key Stage 2 all pupils should have the ability to produce fluent, legible and, eventually, speedy joined-up handwriting. We aim to make handwriting an automatic process that does not interfere with creative and mental thinking. Teachers and support staff model our handwriting policy, using neat, joined-up cursive writing for all handwriting tasks including marking and comments.

Key Stage Teaching

Foundation

- Sit in the correct position and hold a pencil correctly to allow fluid movement of the nib.
- Improve fine and gross motor skills by enjoying drawing pre-cursive patterns in a variety of writing materials such as modelling clay, air writing, sand trays, felt pens, pencils, IWB, iPads/tablets.
- Understand the language needed to describe pencil movements in preparation for letter formation.

Reception

- Hold a pencil in an effective manner for writing and be encouraged to correct any errors in grip or stature.
- Understand that letters are written on a base line.
- Begin to form some recognisable lowercase letters, capital letters and numerals.
- Hand an understanding of writing their own name.
- Understanding different shaped letter families.

Key Stage 1

- Write legibly using upper and lower case letters with correct joins.
- Ensure that letters sit on the base line and are consistent in size with ascenders and descenders that are the correct length and formation.
- Leave the correct space between words.
- Form capital letters and use where appropriate.
- Begin to form printed letters and understand when they are to be used.
- Improve the speed of writing and begin to write automatically so promoting creativity in independent writing.

Key Stage 2

Improve quality, speed and stamina of handwriting:

- *Quality:* Ensure letters are consistently sized with equal word spacing and that ascenders and descenders are parallel and do not touch words on the lines above and below.
- *Speed:* Improve speed of handwriting to allow creative writing to take precedence over the task of handwriting and be able to take 'quick notes' at a faster pace.
- *Stamina:* Have the strength and mobility to be able to write for longer periods of time without fatigue.

Have full knowledge and ability of the different forms of handwriting for different purposes:

- Neat, joined, cursive letters for writing passages and large amounts of text, lists and letters.
- Printed or capital letters for posters, notices, headings, labelling and form filling.
- Speedy handwriting for note-taking and dictation where neatness is not important and shortcuts, such as + instead of 'and', can be used.

Handwriting Assessment

The assessment framework in the national curriculum will apply to each pupil when their progress is being assessed at the end of KS1 and KS2. Prior to these two measurement points, teachers will use ongoing assessment and provide regular feedback during lessons. Self-correction by pupils will be encouraged through verbal feedback within lessons.

Speaking and Listening

Speaking and listening form the foundations of literacy development and they play an essential role in enabling children to become effective writers. All staff model Standard English in the classroom. Active speaking and listening is promoted throughout the curriculum in every classroom.

Teachers plan for opportunities to develop pupil's speaking and listening skills across all National Curriculum subject areas and they refer to the Herts for Learning *Spoken Language Progression* document to support this.

The strands of speaking and listening are as follows:

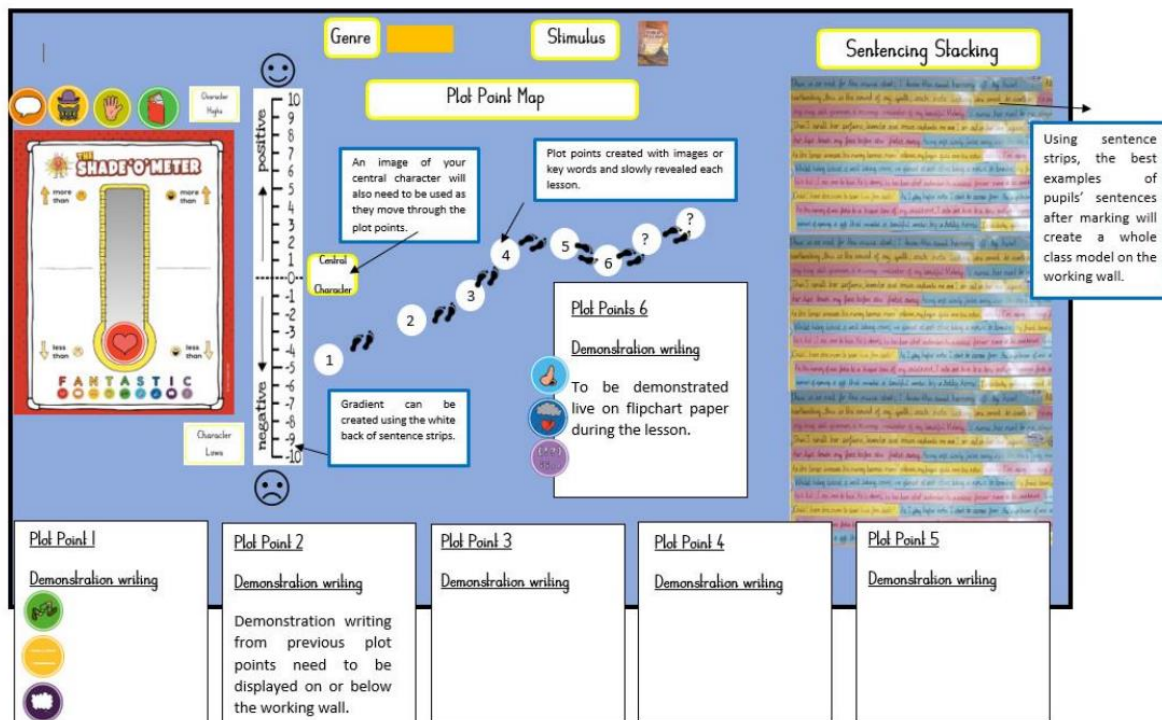
- Listening and Responding
- Questioning
- Oral Rehearsal/Presenting
- Vocabulary
- Talking with others

Working Walls

Each classroom has a working wall allocated for English and it is used as a tool to assist in the teaching of each genre covered. Working walls showcase the learning journey taken in the build-up to an independent piece of writing. Staff members are given a toolkit at the beginning of each academic year to assist in the development of their working wall which includes the following:

- Flip chart paper for modelling writing, capturing vocabulary/ideas and building success criteria
- Post-it notes to generate vocabulary and key words
- Marker pens
- Blue-tac
- Headings for creating plots maps and the scale of intent

On each working wall, teachers and children build up to independent writing following the guide below:



Visual working walls show either a plot point map for narrative texts or jigsaw shapes for non-fiction texts. Additionally, a large, collaborative genre piece that grows over the unit (sentence stacking) is displayed in the classroom. This enables pupils to have a sense of the whole text and serves as a visual reminder of the specific teaching points covered within a unit.

Assessment

Progress is tracked using a range of evidence, including the following:

- Teacher observations
- Evidence in writing books, reading, phonics and spelling journals
- PM Benchmarking
- Individual phonics trackers (ongoing)
- Class phonics tracker (half-termly)
- Class early reading tracker (half-termly)
- Statutory tests (SATs) in Year 2 and Year 6
- Testbase Reading Assessments (termly in Key Stage 2)

Moderation

Teachers meet termly to moderate written work. These meetings are held across the school to ensure that data is accurate and line with National standards. In addition, teachers attend local cluster moderations to discuss and moderate

their teacher assessment of writing alongside other teachers in local Hertfordshire schools.

Feedback

In English, feedback may be in the form of a verbal or written response provided by teachers. For more detail, please refer to our feedback and marking policy.

Editing

Once the independent writing process is over, pupils are given space and time to edit their work. Teachers must model how to edit a piece of writing in each area at the start of an editing lesson so that pupils are confident about the different ways that they can improve their writing.

Edit Type 1: The Revise

These are often 'little' adjustments or changes and tend to fall into one of these categories: spelling, missed or additional words and punctuation. Children in Key Stage 1 are primarily taught to focus on this editing style.

Edit Type 1: The Rewrite

This is a crucial aspect of editing which is introduced in Year 3. A rewrite would be appropriate if a sentence doesn't make sense, could be restricted or generally improved.

Edit Type 3: The Reimagine

Through reimagining, pupils add more sentences to develop an idea further. In Key Stage 2, children use 'editing flaps' so that their writing remains legible. editing flaps are extra pieces of paper that are stuck into the margin to show additional sentences added to work.

As the year progresses and when the teacher feels that the child is ready, the teacher may begin to withdraw elements of the detail of the focus of editing when providing feedback.

Policy Review

Date policy written: July 2021

Date policy will be reviewed: October 2022

Approved by Governing body:

Date of implementation: Ongoing

Signed by:

English Leader: *K.Chidley*

Head Teacher:

Governor for English: