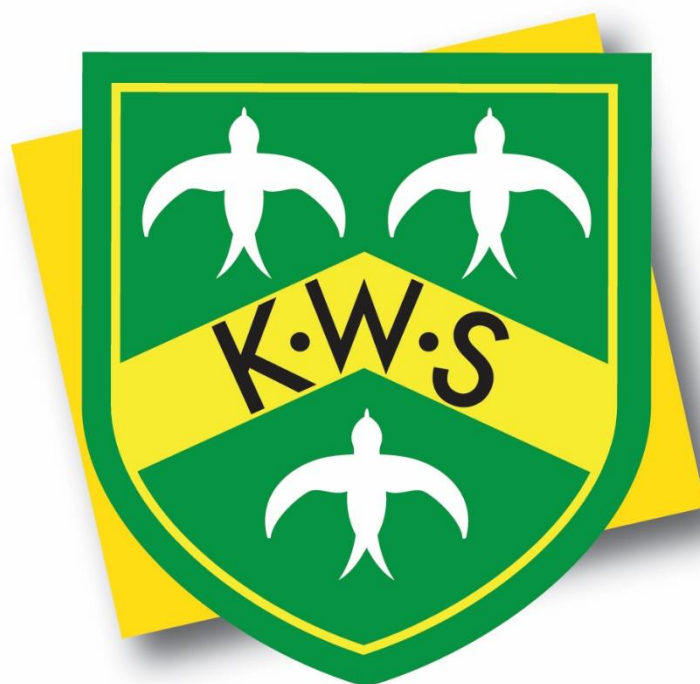




Kirkby Woodhouse School

English Policy

2022-2023





Kirkby Woodhouse School English Policy

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Intent:

Rationale:

At the heart of our English curriculum is our core purpose - *the profound personal development of our children, which is about enabling our children to discover not just who they are, but what they can become and what is possible.*

- Take care
- Be challenged
- Be engaged
- Work together
- Integrity



At Kirkby Woodhouse School, we recognise the importance of studying the English language. Improved performance at reading, writing and spoken language will enable our children to communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. We recognise that children who are able to speak, read and write fluently and confidently will be able to more successfully other curriculum subjects, while enriching and enhancing their lives beyond school and as a member of society. Therefore, our overarching aim is to promote high standards of language and literacy by ensuring every single child becomes primary literate, progressing in the areas of reading, writing, speaking and listening.

Intentions:

By the time the children leave Kirkby Woodhouse School -

- They can read easily, fluently and with good understanding.
- They have developed a habit of reading widely and often, for both pleasure and information.
- They have been taught both specific words and word-learning strategies for them to widen their understanding of vocabulary.
- They can write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences and they have an understanding of grammar and linguistic conventions.
- They are competent at speaking and listening and can clearly explain their understanding and ideas.

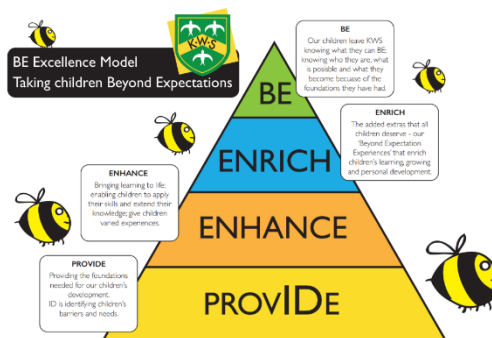
At Kirkby Woodhouse School -

- We PROVIDE a structure in our Phonics and English lessons that builds on knowledge, skills and understanding from previous lessons and prior learning in earlier year groups (as reflected in the aims of the National Curriculum English Programme of Study and the EYFS Framework). Phonics and English lessons are taught in a logical progression, systematically and explicitly enough for all children to acquire the intended knowledge and skills.
- Opportunities are given to pupils to ENHANCE their learning experiences in English and develop skills and knowledge acquired in this subject across other subjects in a broad curriculum.
- Opportunities are given to pupils to ENRICH their learning experiences in English outside of the classroom including extra-curricular activities from Early Years to Year 6.
- All children, including the most disadvantaged pupils, the most able pupils and pupils with SEND are supported to reach their full potential, to BE the best they can be, therefore ensuring pupils are engaged and



appropriately challenged. All assessment is used as a tool for further development of knowledge and skills of all pupils to support them to go Beyond Expectations.

BE Excellence Model for English



PROVIDE and IDENTIFY

We identify what our children need, and we provide them with the foundations needed for their personal, social, physical, moral, creative and academic development so they can be the best they can be, see what is possible and realise what they become. This means:

- We teach the National Curriculum.
- We plan for children's progression of skills and knowledge.
- We identify any social, personal, contextual or academic barriers for our children and provide appropriate intervention and support.
- We provide our children with an understanding of our community and a sense of belonging to our community.

KWS provides a highly inclusive environment where we shape and enrich the lives of all of our children to help each of them develop as individuals for their future.

ENHANCE

Each year we identify what we need to provide, so it is then about enhancing our provision to make learning and growing real, meaningful, interesting and engaging for our children. Teacher enhance the provision through topics; opportunities for children to apply skills and extend their knowledge; visitors; trips; hands-on, doing and practical opportunities.

ENRICH

All the added extras that we call our 'Beyond Expectations Experiences' - opportunities in and beyond the classroom that all children deserve, and all children have a right to experience regardless of their background, needs or academic ability - this is delivered through our extensive residential programme; our extra-curricular activities; the wide range of sport, music, performance and creative arts in school; opportunities to develop as citizens of our community and wider world;

BE

... our curriculum intends to identify the needs of our children, provide them with the foundations they need, enhance their experiences, enrich their experiences to ultimately enable them to leave KWS knowing who they are, what is possible and what they become - knowing how to BE the best they can be and even go beyond expectations personally, socially, morally and academically.

Use of the National Curriculum English Programme of Study and EYFS Framework to inform Long-Term Plan and to ensure coverage of the English curriculum across all year groups.

Use of Progression of Skills documents (reading and writing) to inform Half Termly Skills Plan and to ensure progression of skills across all year groups.

Direct, focussed phonics taught daily in EYFS and Key Stage 1, with children reading books with sounds they know, whilst learning to read. Daily opportunities for all children to read or be read to by an adult. Additional intervention and support to access the English curriculum is planned for lowest 20% readers; children identified as having SEND; children identified as making the slowest progress in phonics.

The provision for English is enhanced either through linking to a topic taught, through an engaging whole class text or through an exciting experience.

Children 'publish' some of their written work in a take care way - which is then put in their writing portfolio book (this book continues with the children through each year group). The writing portfolio book will show progression of writing for individual children from EYFS to Year 6.

Children perform in a Christmas Nativity in EYFS and KS1 and children are given the opportunity to perform in a Christmas and Summer production in KS2.

World Book Day event marked with activities which promote reading for pleasure.

Opportunities for theatre companies and authors to visit school. Opportunities for children to watch theatre shows outside school. Opportunities for children to share their successes in English with other year groups e.g. reading their own written stories to younger children.

Lunch time 'Book Club' with opportunity to borrow and read books from a KS2 Library.

Reading events (where parents/carers are invited) in year group phases which celebrate a love for reading e.g. story café, bedtime story.

Opportunity for pupils to put themselves forward to be a school council member and House Captain (Y6 children only) which involves campaigning and feeding back to adults and peers.

Impact:

Reading - Children develop a love for reading. They have learnt to read competently and accurately and to comprehend texts.

Spoken Language - Children develop effective communication skills. They can speak clearly, fluently and coherently and can listen attentively with understanding, pleasure and empathy. They can contribute to group discussions effectively. They have developed a wide and varied vocabulary.

Writing - Children have a positive and enthusiastic attitude towards writing. They are confident and independent writers and spellers. They write in a legible, joined and fluent handwriting style. They have developed a broad range of writing skills that can be applied to a wide range of text types and genres across the whole curriculum.



Statutory Requirements:

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum in England: Framework Document (2014) and the Statutory framework for the early years foundation stage (2021).

Implementation:

Reading:

Word reading and reading comprehension skills are explicitly taught. In EYFS and Year 1, children follow The Little Wandle Phonics Programme. As children progress and become secure in their phonic knowledge (and have passed the Phonic Screening in Year 1) they are 'book banded' using PM Benchmarking assessment. A wide range of reading books, which are book banded, are available for children to borrow and read. All children know their colour book band.

Phonics

The systematic teaching of phonics has a high priority throughout Foundation Stage and Key Stage 1. Phonics is taught daily in Foundation Stage and Year 1 using the Little Wandle Letters and Sounds programme. Pupils who have not passed the Phonics Screening in Year 1 receive additional support and intervention. Please see our Phonics policy for further information on the implementation of phonics in our school.

Reading Comprehension

Reciprocal Reading and discrete whole class reading sessions (taught from Year 2) are not only used to support pupils with their understanding of texts, but also to support independence, a love of wider reading and exposure to rich vocabulary. Pupils in Reception and Year 1 are taught reading comprehensions using phonetically decodable texts and as part of a reading practice session following the Little Wandle Letters and Sounds programme. Comprehension sessions focus on sequencing, vocabulary and fact retrieval.

Reciprocal Reading Sessions (Y2 – Y6):

Reciprocal Reading tend to be carried out as a whole class but can also be carried out in small groups. It is a dialogue between the teacher and a group of children for the purpose of jointly constructing the meaning of the text. The teacher uses a balance of explanation, instruction, modelling and guided practice to develop understanding of key reading skills and strategies: clarifying, question generating and summarising. Reciprocal Reading encourages enthusiasm for reading and confidence to read independently. It teaches pupils to ask questions during reading and helps make the text more comprehensible. It encourages pupils to think about their own thought process during reading.

Whole Class Reading Sessions for Word Reading and Comprehension (Y2 – Y6):

These are focused on five objective led content domains in KS1 and seven content domains in KS2.

Each whole class reading session focus on specific objective led content domains and follow a specific structure as detailed below: -

Session One:

- Children are introduced to a short extract of a text which is read by the teacher.
- Set objective questions are linked to the text or extract. In part one, questions focus on word meaning, retrieval or summarising (KS1 reading domains 1a, 1b or 1c; KS2 reading domains 2a, 2b or 2c).
- Set questions are discussed by the teacher and class and plenty of opportunities are given for verbal and written responses, which can be modelled, guided or written independently.
- Feedback on responses to set questions are given to children.



Part Two:

- Children **revisit** the same extract of text. This is read by the children individually or read together (taking into consideration age or lesson focus);
- Set objective questions are linked to the extract. In session two, questions focus on inference or prediction or comparison or explanation (KS1 reading domains 1d or 1e; KS2 reading domains 2d or 2e or 2f or 2g or 2h);
- Set questions are discussed by the teacher and class and plenty of opportunities are given for verbal and written responses, which can be modelled, guided or written independently.
- Feedback on responses to set questions are given to children.

Session one and two are implemented in two separate whole class reading sessions. Teachers of pupils in Year 5 and Year 6 may decide to implement the two sessions as one longer whole class reading session to build pupils' stamina for reading.

I:I Reading

Adults that listen to children read individually follow a specific structure based on Reciprocal Reading skills and strategies.

- **Predicting:** Using clues from the text e.g. pictures, blurb, what a child has read previously etc. in order for the child to predict what might happen in the text or to predict what the text is about or to predict what might happen next;
- **Clarifying:** The adult discusses with the child any vocabulary which they may encounter as they read the text. This can be done before the child reads or as the child is reading.
- **Questioning:** The adult asks the child questions about what they have read based on Key Stage content domains.
- **Summarising:** The child summarises what they have just read to the adult.

Progression throughout school

EYFS: individual word reading for fluency and understanding progresses to reading practice sessions (prosody and comprehension focussed).

Year 1: individual word reading for fluency and understanding progresses to reading practice sessions (prosody and comprehension focussed).

Year 2: individual word reading for fluency, plus reciprocal reading and whole class reading sessions for deeper level understanding and comprehension. Colour band books available for reading for pleasure, borrowing books and recording times read at home for children secure in Phonics (pupils who passed Phonics Screening in Year 1).

Year 3 -6: colour band books available for reading for pleasure, borrowing books and recording times read at home. Reciprocal reading and whole class reading sessions for access to age-appropriate challenging quality texts, with a deeper level of understanding and comprehension taught.

Supporting all Pupils

Disadvantaged pupils, the most able pupils, pupils with SEND or pupils identified through assessment as the 'lowest readers' are monitored and further supported (during taught sessions or through intervention) to ensure progression and challenge. Interventions and provision offered include: NESSY, 'keep up' phonics groups and I:I and/ or small group additional reading.

Reading for Pleasure

At Kirkby Woodhouse School, we endeavour to create a text-rich environment for all of our children which appeals to their interests and strives to 'unlock their love of reading'.

- Each class has a 'class book', story or high-quality piece of text read to them (for pleasure);



- High-quality texts, books and stories are chosen carefully by teachers, taking into consideration links to other areas in the curriculum, pupils' interests, challenge and ensuring a variety of genres and authors.
- In KS1, the 'Reading Track' is implemented. Children are rewarded for 'Reading for pleasure', receiving a certificate and prize for 50, 100, 150 and 250 reads at home.
- All classrooms have their own reading areas.
- Theatre visits are organised within year groups to enhance and enrich pupils' learning of texts.
- All children in KS2 have the opportunity to read and borrow high quality texts and books from our 'Library Book Club';
- Events such as World Book Day, Book Fair, Story Café / Bedtime Story for children and parents/carers, visits to the local library and visits from authors/poets are organised in order to further promote reading for pleasure.

Home reading is encouraged and is an integral part of the child's development. In order to have strong communication between teachers and parents/carers, each child has a school diary where parents/carers can write comments about how the child is progressing with his/her reading. It is an expectation that an adult listens to a pupil read at home at least three times a week.

Assessment

Assessment for Learning takes place in all classes, continuously throughout the year. Teachers use evidence from pupil Reading Books/Phonics Books/1:1 and group reading/discussion of texts to inform their teacher judgements. Formal, summative assessment points are made in November, March and June each year. Children undertake a PM Benchmarking assessment to assess their book colour band three times a year and undertake a BAS assessment to assess reading age twice a year. Please see our school's Phonics policy detailing how phonics assessment is implemented and progress tracked using the Little Wandle Placement Programme.

Impact of this practice is:

- Children develop a love for reading.
- Children learn to read competently and accurately and comprehend texts to access the wider curriculum.

Speaking and Listening:

The four strands of speaking and listening: speaking, listening, group discussion and drama permeate the whole curriculum. Interactive teaching strategies are used to engage all pupils to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life. We aim for children to be able to speak clearly, fluently and coherently, to be able to listen attentively with understanding, pleasure and empathy and contribute to group discussions effectively.

We achieve this by:

- giving our children confidence in themselves as speakers and listeners.
- by showing them that we value their conversations and opinions. We also encourage a respect for the views of others.
- being aware that as adults, we provide a model of speakers and listeners in our day-to-day interactions with them and with other adults in our school.
- helping them to articulate their ideas and provide purposes and audiences for talk within a range of formal and informal situations and in individual, partner, group and class contexts.
- by providing opportunities to perform to a larger audience, in assemblies and productions, where children's efforts and skills are acknowledged by staff, parents, carers, visitors and peers.
- by providing a range of experiences where children can work collaboratively and participate in opportunities to reflect on talk and explore real and imagined situations through role play, hot-seating, drama and discussions.
- by providing the opportunity for children to campaign to be a school council representative or house captain whereby they are expected to work collaboratively and articulate and feedback on key school issues.



- by developing the children's ability to listen with attention and understanding in all areas of the curriculum and where necessary, asking and responding to questions appropriately.
- EYFS identify children in need of support by using Early Talkboost Nur/Reception Nuffield Early language intervention (NELI). BPVS used for all children on entry to Nursery.

Impact of this practice is:

- Children develop communication skills. They can speak clearly, fluently, and coherently and can listen attentively with understanding
- Children contribute effectively to group discussion
- Children develop a wide and varied vocabulary

Writing:

Writing is taught using a high-quality text and/or high-quality model texts which exposes the children to inference, high-level vocabulary, a range of punctuation and characterization. Teachers also embed the skills acquired throughout the year in cross-curricular writing opportunities.

To develop our children as writers we:

- treat children as writers, from the earliest stage, who have ideas that they will want to communicate, building on writing skills they have acquired and their knowledge of print from their environment.
- provide experiences where the children can acquire confidence and a positive attitude to writing.
- develop and sustain writing skills by providing opportunities for children to write for a range of purposes and audiences.
- use shared writing sessions to model writing skills, teaching children how to compose, amend and revise their writing.
- teach children to become critical readers of their own writing by using self-evaluation and checking their work independently for sense, accuracy and meaning.
- teach grammar and punctuation in the context of high-quality model texts, children's own writing, as well as through discrete lessons.
- teach children to develop their ability to organise and present imaginative and/or factual writing and poetry in different ways.

Children will draft and edit at least 6 pieces of writing throughout the school year. Three of these pieces of writing will be 'published'. All children have a 'Take Care Writing Portfolio' which follows them throughout their time at Kirkby Woodhouse. Every term, a piece of writing (which has first been drafted and edited in their English books) is 'published' into their portfolio which is used to showcase independent 'Take Care' writing in each year group.

To ensure progression in writing skills, all teachers have been given a progression of writing document. Teachers identify the skills they will be teaching each half term on their half termly skills planning document. Any areas of weakness that are identified because of independent writing, are taught through use of a modelled text, or through discrete sessions. Teachers are expected to track back to previous year group objectives if this is appropriate.

Writing is taught by following a specific sequence of learning, showing the children what 'a good one looks like', before then identifying the features in the specific text type that is needed e.g. an information text about their learning in history. The children then use this knowledge as a scaffold to write about their learning, as they are familiar with the text type and style of writing needed for that genre.

Spelling

Children are taught strategies for spelling using Little Wandle Letters and Sounds in EYFS and Year 1 in daily lessons. From Years 2 – 6 children are taught the spelling objectives from the English Programme of Study for their specific year group. They are given a list of words related to each objective every week to learn at home and work on the



same set of words during the week in school with activities such as handwriting practice, spelling games, definitions, dictated sentences and applying the spellings in their writing.

In Years 2 – 6, children work towards achieving their bronze, silver and gold spelling bee award termly. These spellings are linked to the English Programme of Study word lists. Using the English Programme of Study ensures full coverage of the spelling patterns and tricky words.

Handwriting

Handwriting begins in EYFS with mark-making and patterns. All pupils are given access to a wide range of writing tools and mediums to practise their early fine motor skills. The needs of left-handed children, or those with physical difficulties are also taken into consideration and where necessary accommodated with resources or specific intervention. Pupils' hand strength is developed using Funky Fingers exercise. Pupils are encouraged to develop fluent lines of correctly orientated letters from an early age and emergent writing is encouraged. We believe that discrete handwriting sessions where children's formation and pencil grip can be readily overseen should take place. Correct posture and positioning of paper or books are also emphasised during these sessions. Letter formation and handwriting is taught and modelled using a range of resources. The national expectation at the end of Year 6 is that children will join their handwriting. Staff teach individual letter formation from Reception and Year 1, with a view that pupils are becoming more fluent by Year 2. As the children move up through the school they are encouraged to think carefully about the presentation of their work and to develop clear, legible and fluent handwriting. From Year 3, children can work towards writing in pen.

Supporting all Pupils

Disadvantaged pupils, the most able pupils and pupils with SEND are monitored and further supported (during taught sessions or through intervention) to ensure progression and challenge. Interventions and provision offered include spelling, phonics, handwriting and punctuation and grammar.

Progression throughout school

EYFS: The children follow development matters and ELG's in Summer Term Reception. In EYFS, children in all areas of continuous provision have access to writing equipment and children are encouraged from entry to nursery to mark-make. In Nursery, children work on their name writing and labelling when appropriate. During the reception year, children begin to work more formally in their writing, composing simple sentences using their phonic knowledge. They complete weekly independent news writing/sentence writing practise, which allows progression to be shown. Children begin to learn formation of letters following the Little Wandle Scheme.

Year 1: Children follow the programme of study in the English National Curriculum. Children develop proficiency in using their phonic knowledge to compose sentences. They write for a variety of purposes and begin to re-read their work to check for errors. Children learn to form letters accurately.

Year 2: Children follow the programme of study in the English National Curriculum. Children continue to develop their writing and have a growing experience of different text types. They read their work and redraft to refine it. Their writing begins to reflect their growing vocabulary. They begin to write with a fluid joined style.

Years 3 and 4: Children follow the programme of study in the English National Curriculum. Children consolidate their writing skills including their use of vocabulary, sentence structure and knowledge of linguistic terminology. Children develop as writers as they learn to enhance the effectiveness of what they write as well as increasing their competence. Children build on what they have previously learnt in terms of the range of their writing and the more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas. Pupils use joined handwriting and use it fast enough to keep pace with what they want to say.

Years 5 and 6: Children follow the programme of study in the English National curriculum. Pupils learn to write down their ideas quickly. Their grammar and punctuation is broadly accurate and their spelling is accurate. Children's writing is sufficiently fluent and effortless. Children learn to reflect their understanding of the audience for and purpose of



their writing by selecting appropriate vocabulary and grammar and are taught to control sentence structure in their writing and understand why sentences are constructed as they are.

Assessment

Assessment for Learning takes place in all classes, continuously throughout the year. Formal, summative assessment points are made in November, March and June each year. For pieces of extended writing, each year group has an assessment framework (which show a progression of skills) to support with assessment. It is expected that teachers will moderate across year groups and cross-phases during the year. At points in the academic year, writing moderations are organised across the MAT and/or within our family of schools.

Impact of this practice is:

- Children have a positive and enthusiastic attitude towards writing.
- Children write for a range of different purposes and audiences.
- Children are confident and independent writers and spellers.
- Children write in a legible, joined and fluent handwriting style.
- Children have developed a broad range of writing skills that can be applied to a wide range of text types and genres across the whole curriculum.

Overview of Implementation of English:

- Planning for all English lessons is done using the 2014 National Curriculum or the 2021 Statutory framework for the early years foundation stage - Development matters progression benchmarks from 0-3, 3-4 and 4-5. This ensures that knowledge, skills and understanding is developed throughout the year (short-term) and the Key Stage (long-term).
- Planning is sequenced so that new knowledge and skills build on what has been taught before and towards defined end points.
- All lessons contain an appropriate level of challenge and all children access an age appropriate curriculum;
- Teachers have expert knowledge of the subject that they teach and all lessons contain challenging, relevant vocabulary to extend children's word banks;
- Every year group teaches word reading and reading comprehension skills.
- Teachers check pupils' understanding effectively through assessment for learning techniques.
- Teachers use assessment to help pupils embed and use knowledge fluently.

Role of the English Subject Leads:

The English Subject Leads are Mrs Martin, Miss McHugh, Mrs Stimpson and Miss Peat.

The Subject Leads are responsible for improving the standards of teaching and learning in English through:

- Monitoring and evaluating English and Phonics throughout school
- Monitoring Pupil Progress
- The quality of the learning environment
- Taking the lead in policy development
- Auditing and supporting colleagues in their CPD
- Purchasing and organising resources
- Keeping up to date with recent English and Phonics developments

