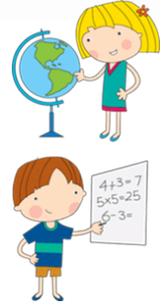


BATH & WELLS  
Multi Academy Trust

'That they may have life, life in all its fullness' John 10:10



## Kingshill Church School

### English Policy

**Our curriculum is child centred and relevant, promoting curiosity and excitement through discovery. It promotes high standards and aspirations and will enable children to be resourceful, resilient and reflective.**

#### Aims

The aim of this policy is to provide a framework for high quality teaching and learning in literacy and English. At Kingshill Church School we aim to help children develop skills and knowledge that will enable them to:

- communicate effectively and creatively with the world at large, through spoken and written language
- read English fluently
- respond critically to a wide range of texts, express opinions, articulate feelings and formulate responses to both fiction and non-fiction using appropriate technical vocabulary
- enjoy and appreciate literature and its rich variety
- be interested in words and their meanings, and to develop a growing vocabulary in both spoken and written form
- 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
- be competent spellers and understand spelling conventions
- produce effective, well presented written work

#### **Reading**

##### Aims

To enable children to:

- develop positive attitudes towards reading and read for purpose and pleasure
- use reading skills as an integral part of learning throughout the curriculum;
- read and respond to a variety of texts whilst gaining increased level of fluency, accuracy, independence and understanding

- develop different strategies for approaching reading and be able to orchestrate the full range of decoding and comprehension strategies

Pupils have access to a wide range of reading opportunities that include:

- shared reading
- guided reading
- regular independent reading
- home/school reading
- hearing books read aloud on a regular basis through use of a class novel or story.
- selecting own choice of texts including ICT texts
- reading whole texts
- reading in other subjects, across a broad and rich curriculum

### **Teaching and Learning- Reading**

Teachers promote and value reading as an enjoyable activity and also as a life skill.. The new National Curriculum for English provides a detailed programme of study. Phonics is the first and main strategy for teaching early reading and pupils receive a daily phonics lesson throughout EYFS and KS1 until assessment shows that they are able to use phonics to decode text fluently and effectively. Assertive Mentoring materials and School Pupil Tracker Online SPTO also support progress and assessment for learning in phonics and early reading development.

The English Programme of Study for reading is taught in literacy lessons, particularly during shared and guided reading sessions. Additional time is provided on a regular basis for reading at other times. There is time set aside for independent reading, using the library, listening to whole class stories and research linked to other subjects. Pupils have many and varied opportunities to develop their reading both for purpose and for pleasure across the curriculum.

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, and are often linked to the literacy unit of work under current study – or sometimes taken from the class novel.

Guided reading is the key strategy and vehicle for the explicit and direct, differentiated teaching of reading comprehension. In guided reading texts are chosen to match the ability of the group but still provide an element of challenge. KS1 Teachers follow the five part structure when planning guided reading sessions:

- Book Introduction
- Strategy Check

- Independent reading
- Return to text
- Response to text

KS2 pupils are taught through varied structures.

All children have a minimum of one guided reading session per week during a designated reading session.

### Individual Reading

As younger pupils are developing reading fluency, frequent opportunities to practise reading 1-1 with an adult (and sometimes older pupils) are provided. In addition to regular opportunities to read individually to an adult, as fluency is established in KS2, teachers also plan for independent reading activities during discrete literacy teaching, during reading sessions and in the context of other subjects. Texts are selected so that pupils can access them without support. The focus for the independent reading is to provide practice, to develop personal response to text and crucially, reading for purpose and pleasure.

Many other opportunities are provided for pupils to practise and extend reading in other subjects. Pupils select texts under the guidance of the teacher for independent and home/school reading. Teachers monitor independent reading and discuss progress with individual pupils on a regular basis. Benchmarked is carried out periodically to ascertain where pupils are working below age related expectations , and interventions will support pupils as appropriate.

Reading Partners provide additional support for children in all groups.

### Resources

All classrooms have a well-stocked book area with a range of fiction and non-fiction. Classroom collections are changed at regular intervals. Pupils also have opportunities to read magazines, information leaflets and ICT texts. The school library is an important resource and pupils are taught how to use it appropriately. We dedicate a weekly library session for each class.

All teachers provide a stimulating reading environment, promote book ownership and borrowing, and recommend books to pupils. Classroom and central displays are language rich and special displays promote authors and books. All teachers read aloud to their classes on a daily basis using quality literature. A novel will also be enjoyed by each class termly.

### **Writing**

#### Aims

Children should learn to:

- write in a wide range of contexts, for different purposes and audiences, making decisions about form and style
- form letters correctly, leading to a fluent joined and legible handwriting style, giving increasing regard to presentation
- 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 medium for presenting work and manipulating text

### Entitlement

The new National Curriculum for English provides a detailed and comprehensive programme of study which informs progression and expectations from Y1-Y6.

Teachers use a range of strategies, contexts and approaches to teach writing:

- Daily synthetic phonics throughout FS, Y1, Y2
- Phonics for spelling in KS1
- shared writing
- guided writing
- independent writing
- writing for a real purpose
- writing different text types and narrative styles
- writing in different curriculum areas
- handwriting – direct teaching and practice
- collaborative writing
- writing related to own experiences and enjoyment
- writing from a variety of stimuli
- planning, drafting, editing and presenting
- using ICT

### **Teaching and Learning- Writing**

Teachers promote writing and look for ways to inspire and motivate pupils so that they see themselves as 'writers'. Synthetic phonics is the first and main strategy for teaching the early stages of writing/spelling words.

### **Quality text/stimulus**

In Kingshill, it is our conviction that the written outcomes pupils achieve are enhanced when teachers plan units of learning that are based around sustained pupil exposure to a high quality text/stimulus. This text/stimulus must succeed in capturing pupils' interest and sustaining their engagement over an extended time frame. It must excite their imagination and pupils should be drawn in as they empathise with the story.

Right at the start of the learning unit, when the chosen text/stimulus is introduced to the children, the written learning outcomes should be communicated. In this way class

members know from the start what they will be expected to achieve in terms of writing. They appreciate where the preparatory activities are leading: they know the destination of the journey.

### **Teaching Sequence for writing**

Quality text-----Genre for writing identified-----High quality writing examples shared--Cold Write and

Success criteria ---targets from writing----teaching to address gaps---warm write---targets from writing--

Targets from writing---teaching to address gaps---hot write----edit and publish...

### Grammar

The grammar objectives outlined in the National Curriculum for English are taught systematically in all year groups, sometimes discretely if appropriate, but mostly in the context of the genre being studied in the class's current unit of work. 'Grammar Hammer' sessions may be used to consolidate learning.

### Handwriting

#### Aims

1. To know the importance of clear and neat presentation in order to communicate meaning effectively
2. To write legibly joined cursive style with increasing fluency and speed (Y1-6) by:
  - Having a correct pencil grip
  - Knowing that all letters start from the line.
  - Forming all letters correctly
  - Knowing the size and orientation of letters

NB: In EYFS the children practise 'funky fingers' as preparation for writing and will be taught individual letters first so that they see them as individual units BEFORE learning to join. Thereafter the teaching of joins will be closely linked to progression in phonics and spelling.

The style we use is continuous cursive and resources can be found on [www.teachinghandwriting.co.uk](http://www.teachinghandwriting.co.uk)

NB: Paper size, seating and posture, pencil grip – all play an important part in the development of skills.

## Resources

Each class has a range of materials to support the writing process. Writing materials are kept accessible and organised and pupils are encouraged to take care of the equipment and return it to where it belongs. Each class also has a set of age appropriate dictionaries, thesaurus and word banks. Teachers use a range of resources alongside commercially produced resources to support writing.

## **Spoken Language**

### Aims

Children need to be able to:

- communicate effectively, speaking with increasing confidence, clarity and fluency
- participate in discussions and debate in a variety of contexts
- listen to the views, opinions and ideas of others with increased interest
- articulate ideas and thoughts clearly with appropriate tone and vocabulary, recognising audience
- respond to questions and opinions appropriately
- retell stories and poems which are known by heart
- ask questions with increasing relevance and insight

Pupils have access to a wide range of speaking and listening opportunities that include:

- Planned teaching and learning of speaking and listening skills, drama, group discussion and interaction
- talking about their own experiences, recounting events
- participating in discussion and debate
- talk for writing
- retelling stories and poems
- expressing opinions and justifying ideas
- listening to stories read aloud
- presenting ideas to different audiences
- taking part in school performances
- responding to different kinds of texts
- talking to visitors in school
- listening to ideas and opinions of adults and peers
- role-play and other drama activities across the curriculum.

## **Teaching and Learning- Spoken Language**

Teachers provide a wide range of contexts for speaking and listening throughout the school day. Teachers model clear speaking. This includes clear diction, reasoned argument; using imaginative and challenging language and use of Standard English. Listening is modelled as is the appropriate use of non-verbal communication, respecting the views of others. Teachers are also sensitive in encouraging the participation of retiring or reticent children. Speaking and listening outcomes are planned for in all areas of the curriculum and speaking and listening objectives are identified in planning. Roles are shared with pupils: sometimes a pupil will be the questioner, presenter, etc.

Learning takes place in a variety of situations and group settings. For example these could include reading aloud as an individual, working collaboratively on an investigation, reporting findings as a newscaster, interviewing people as part of a research project, acting as a guide for a visitor to school, responding to a text in shared or guided reading. PHSE is embedded in the curriculum, and provides opportunities for children to learn to respect the views of others and the importance of speaking and listening with regard to others. Through assessment for learning strategies such as 'Talk Partners', through discussion and debate in subjects, pupils are explicitly taught a range of speaking and listening strategies, skills and objectives in planned and systematic progression throughout the school.

## **Spelling**

### **Aims**

To enable children to:

- understand the alphabetic code and spell accurately in order to communicate effectively and independently in writing
- understand the conventions of English spelling in order to be able to decode and read text independently, accurately and fluently
- be creative and use ambitious vocabulary
- proof read their work accurately

### **Entitlement**

Despite the age of electronic literacy, children still need to express themselves quickly and accurately on paper. The ability to be able to spell correctly is an essential life skill and one that society demands.

## **Teaching and Learning**

Through the daily teaching of synthetic phonics in early reading development in Foundation Stage and KS1, pupils are taught a balanced programme which develops understanding of the alphabetic code, the phonemes of the English language and their corresponding graphemes; the skills for segmenting phonemes for spelling and blending them for reading are taught discretely and systematically. Towards the end of Y1 and throughout Y2 this phonics learning leads seamlessly into teaching and learning of spelling, which continues throughout KS2.

Pupils in years 1-6 receive a planned and structured spelling programme.

Spelling is taught discretely, within the context of Literacy lessons and when appropriate, in other subjects. Home Learning may be given which is linked to appropriate words along with opportunities for practice throughout the week and dictation based on the learned spellings.

Weekly spellings will be Phonics Phase appropriate and based on our AM and Phonics programme.

Children who experience specific difficulties in learning to spell receive extra support as appropriate, either in class with a Teaching Assistant or 1-1 or small group withdrawal with a LSA, sometimes supported by the Specialist Teaching Service.

Explicit links are made between teaching of cursive handwriting and the teaching of spelling.

Children are expected to learn to spell the words detailed for each age group in the new National Curriculum (2014).

Sept 2014 (reviewed May 16)

Next Review: June 2017