




KINGSNORTH CHURCH OF ENGLAND PRIMARY SCHOOL

Name of Policy:	English Policy	
Date Written:	March 2020	
Date Updated:	May 2023	
Updated By Who:	Justin Clark (English Lead)	
Policy Originated from:	Kingsnorth CE Primary School	
Date To Be Reviewed:	May 2024	
Policy Approved By:	SLT:	
	Staff:	
	Governors:	

Our School Motto:

Kingsnorth...With Faith Endeavour to Achieve

Kingsnorth Vision Statement

'To ensure that every person in our school family is at the heart of everything we do, think and believe. Our values are roots which weave through our entire being and create a learning community built on God's love in which we can all flourish.'

Our linked Bible Verse is:

'Then, by constantly using your faith, the life of Christ will be released deep inside you, and the resting place of his love will become the very source and root of your life.' **Ephesians 3:17**

Our 5 Key Christian Values are:

Compassion
Friendship
Trust
Community
Perseverance



Statement of Intent

'Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish level and the Diocese of Canterbury.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers all pupils.'

Inclusion and Equal Opportunities

All children have equal access to the curriculum regardless of their race, gender, or disability. Our behaviour policy underpins all that we do at Kingsnorth and is closely linked to our other policies.



1. ENGLISH INTENT

Within a safe, secure and caring Christian environment we seek to teach the children of our small rural community to enjoy life and learning; to have enquiring minds and to be resilient in their approach to learning. We aim to equip our children with the skills and attitudes required to prosper in a changing society and to achieve their full potential. By the end of Year 6, children will leave Kingsnorth being able to write for a variety of audiences and purposes, essential for the next step in their education. Additionally, we try to ensure all children read with fluency in order to access all areas of the secondary curriculum.

We aim to develop pupils' abilities within an integrated programme of Speaking & Listening, Reading & Writing. Pupils will be given opportunities to interrelate the requirements of English within a broad and balanced approach across the curriculum, with opportunities to consolidate and reinforce taught literacy skills.

2. AIMS OF THIS POLICY

- To ensure pupils receive their entitlement;
- To establish expectations for teachers of this subject;
- To promote continuity and coherence across the school;
- To state the school's approaches to this subject in order to promote public, and particularly parents' and carers' understanding of the curriculum.

We aim for the children at Kingsnorth CE Primary School to:

- Become fluent, confident readers and read for enjoyment.
- Read and respond to a wide range of different types of literature.
- Understand the layout and how to use different types of books.
- Understand the sound and spelling system, and use this to decode words with increasing accuracy.
- Be able to read aloud with expression and fluency.
- Understand and respond to literature drawn from the English literary heritage and from other cultures.
- Become fluent and confident writers.
- Write in a range of genres and styles for different purposes and audiences.
- Develop a legible handwriting style.
- Understand and apply spelling rules and patterns
- Develop and apply a secure understanding of punctuation and grammar.
- Use technology to enhance and reinforce their Literacy skills.

ENGLISH HUB

Our status as an DfE Appointed English Hub feeds into our English Curriculum. The three overarching aims of the English Hub Programme are:

1. Developing early reading through the use of systematic synthetic phonics (SSP)
2. Developing early language and closing the 'word gap'
3. Promoting a love of reading.



As well as supporting other schools to achieve these aims, they are met within Kingsnorth Primary through our English curriculum.

3. STATUTORY REQUIREMENTS

Statutory requirements for and in the Literacy section of the Early Years Foundation Framework (2021).

In the Foundation Stage (Reception)

Comprehension ELG: Children at the expected level of development will: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; anticipate – where appropriate – key events in stories; use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Word Reading ELG Children at the expected level of development will: Say a sound for each letter in the alphabet and at least 10 digraphs; read words consistent with their phonic knowledge by sound-blending; read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing ELG Children at the expected level of development will: write recognisable letters, most of which are correctly formed; spell words by identifying sounds in them and representing the sounds with a letter or letters; write simple phrases and sentences that can be read by others

Key Stages 1 and 2

In the National Curriculum for 5-11 year olds, English is developed through four key areas:

- Spoken Language
- Reading – Word Reading and Comprehension
- Writing – Transcription and Composition
- Spelling, Vocabulary, Grammar and Punctuation

At Key Stage One (Years 1 and 2), children should learn to speak confidently and listen to what others have to say. They should begin to read and write independently and with enthusiasm. They should use language to explore their own experiences and imaginary worlds.

At Key Stage Two (Years 3 - 6), children should learn to change the way they speak and write to suit different situations, purposes and audiences. They should read a range of texts and respond to different layers of meaning in them. They should explore the use of language in literary and non-literary texts and learn how the structure of language works.

Early Year Foundation Stage

English in Early Years is based upon the Foundation Stage Profile strand of Communication, Language & Literacy.

Communication, language and literacy depend on learning and being competent in a number of key skills, together with having the confidence, opportunity, encouragement, support and disposition to use them. This area of learning includes communication, speaking and listening in different situations and for different purposes, being read a wide range of books and reading simple texts and writing for a variety of purposes.



To give all children the best opportunities for effective development and learning in communication, language and literacy, practitioners should give particular attention to:

- Providing opportunities for children to communicate thoughts, ideas and feelings and build up relationships with adults and each other
- Incorporating communication, language and literacy development in planned activities in each area of learning;
- Giving opportunities to share and enjoy a wide range of rhymes, music, songs, poetry, stories and non-fiction books
- Giving opportunities for linking language with physical movement in action songs and rhymes, role play and practical experiences
- Planning an environment that reflects the importance of language through signs, notices and books
- Providing opportunities for children to see adults writing and for children to experiment with writing for themselves through making marks, personal writing symbols and conventional script
- Providing time and opportunities to develop spoken language through conversations between children and adults, both one-to-one and in small groups, with particular awareness of, and sensitivity to, the needs of children for whom English is an additional language, using their home language when appropriate.

THE GOVERNING BODY

Regular reports are made to the governors on the progress of English provision.

This policy will be reviewed every year or in the light of changes to legal requirements. A member of the Governing Body supports the subject Leader during monitoring days.

5. SPEAKING AND LISTENING - APPROACHES TO TEACHING AND LEARNING

Twelve domains from our Speaking and Listening Progression permeate through the whole curriculum:

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play/improvisations and debates
- Gain, maintain and monitor the interest of the listener(s)
- Consider and evaluate different viewpoints, attending to and building on the contributions of others
- Select and use appropriate registers for effective communication



Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life through high-quality and language-rich back and forth talk.

All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances. Statutory requirements which underpin all aspects of spoken language across the six years of primary education form part of the national curriculum. These are reflected and contextualised within the reading and writing domains which follow. Moreover, all children have an opportunity to perform in a class assembly or school production each year as well as perform poem recitals for poetry days.

6. READING - APPROACHES TO TEACHING AND LEARNING

Reading is vitally important at Kingsnorth and has a high status within the school. The aim is to transform the reading environment to foster a love of literature with Read Write Inc, the Accelerated Reading programme, recently adopted CLPE's Power of Reading, and by class teachers selecting high-quality texts to use as a class reader and/or Reading Skills lessons.

The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

- word reading
- comprehension (both listening and reading)

Systematic Synthetic Phonics

Phonics in Reception and KS1 is taught using Read Write Inc. Children learn to respond speedily with the correct sound to graphemes for all 40+ phonemes, blend sounds accurately and read common exception words. Children will follow either the 3 or 5 day Read Write Inc programme in a group that best suits their ability. They demonstrate understanding when talking with others about what they have read.

Teaching using phonics continues through the school as children consolidate their knowledge and understanding with regular phoneme and grapheme practise.

During a child's RWI phonics session they will have the opportunity to read a fully decodable book matched to their phonic ability as children are grouped by their phonics stage not their age. The children read this book 3 times in class with their RWI teacher and then take this book home to read. By this point they will be able to read the book fluently with expression and prosody that shows their comprehension of the text. Alongside this book children will also take home a Read Write Inc Book Bag Book which matches their phonic level. These books are also read three times at home with a different focus for each read, to enable a child to build fluency and comprehension.

When children start RWI phonics but are unable to blend they will take home a quality picture book that an adult will share with them with a simple task to complete i.e. can your child turn the pages of the book while you read to them? Once children are beginning to sound out and blend words independently they will start reading the RWI phonics Learning to Blend books, once they are confidently blending they will move onto the RWI Book Bag Books.

Vocabulary

At the start of any English unit, key tier 2/3 vocabulary is taught explicitly using visual clues to support retention. Vocabulary is taught with the link to morphology and etymology so children understand the true meaning. Vocabulary is accessible on working walls for children to refer to



throughout the unit of work. This supports the body of work our school completed on 'Closing the Vocabulary Gap.' Key vocabulary can also be accessed on our subject organisers which can be found in children's books before a new English unit.

Reading Skills

Reading skill lessons enable children in *Years 2 to 6 to deepen their knowledge and understanding of a text. Children are explicitly taught the skills needed to develop good comprehension understanding using a range of texts. Through this teaching, children are encouraged to enjoy, understand, discuss and analyse the written word in a supported environment.

As a school we focus on one reading skill for the week using the Twinkl Reading Skills Dogs. Class teachers will use either Twinkl's 60-second reads, a chosen class text or Scholastic texts to tackle a variety of genres in Reading Skills lessons. This enables leaders and class teachers to explicitly support children with any particular gaps determined from our assessments. Our reading skills lessons can also compliment our Power of Reading lessons by building on particular any challenges children find through these sessions. All Reading Skills lessons follow the similar sequence below:

Teaching Reading Skills Lesson

This session should last between 15 and 20 minutes.

Speed Sounds (to practise speed sounds for reading)	Review set 2 and 3 sounds
Pick out key vocabulary (to learn the meaning of new words)	Select words from the text and tell children what these mean. Encourage discussion about these words.
Select dog and discuss skill (to tell the children the focus skill)	Tell children the focus dog for the lesson and emphasise the skill.
Share how to use the skill (to tell the children how to use the skill to comprehend the text)	Tell the children how to use the skill to find the answer.
Read the questions (to share with the children what they need to look for in the text)	Read the questions to the children.
Read the text (to understand the text)	Children to read the text
Reread the questions and look at the number of marks (to understand the text)	Read the question and use the marks to think about what is needed for the answer.
Point, Evidence and Explain (for children to understand expectations of the questions)	Recap PEE 1 mark – Point 2 mark – Point Explain or Point <u>Point</u> 3 mark – PEE <u>PEE</u> or Point <u>Point</u> <u>Point</u>
Write the answer (to use the text to respond to questions)	Children to answer the question

***When children have completed all the RWI stages and transitioning towards KS2**

Children who cannot yet access age-appropriate texts independently, will have a scaffolded text and/or supported by an adult as well as receive additional RWI phonic interventions to ensure phonic knowledge is secure. Additionally, any child who does not pass the phonic-screener check in Year 1 has additional phonic sessions and will be assessed on a termly basis to ensure they are making the required improvements.



Talk Through Stories

In EYFS, children engage with Talk Through Stories daily, this gives them the opportunity to learn new vocabulary and extend and deepen existing vocabulary. English planning is linked to the Talk Through Stories text and children revisit the book throughout the week to develop familiarity and can re-tell the story independently.

Fluency

There are many opportunities to improve fluency throughout our curriculum. Partner reading any text is strongly encouraged as well as echo reading with the class teacher to model how a text should be read. Throughout English units, children will have opportunities to use Reader's Theatre. Children can begin marking or highlighting parts of the text, indicating the phrases or sections to be read by individuals or by several members of the group. This enables them to bring out the meanings, pattern and characterisation.

The following milestones for words read per minute is as below:

Year group fluency milestones

Year 2	90
Year 3	100
Year 4	110
Year 5	115
Year 6	120

Children's fluency is assessed using:

- RWI 1:1 assessments
- Accelerated Reader / STAR Testing
- Tim Rasinski's Fluency Rubrik

Children who are significantly below or not on-track to meet the fluency milestones, are given additional support by 1:1 adult reading and/or using the EEF's Reader's Theatre intervention, pre-teaching and 1:1 tutoring. Additionally, children may receive specific language support using Makaton, based on EHCP or SEN provision targets.

Class Reading Books

Children will be read to by an adult on a regular basis. Class teachers will select a class book that is the challenge level of the class. Following the statutory requirements of the Reading Framework, this is an opportunity for teachers to model the act of being a fluent reader and demonstrate to the class by 'thinking aloud' the skills required to be a reader.

Accelerated Reader

At Kingsnorth CE Primary School we operate a reading programme called Accelerated Reader (AR). Accelerated Reader provides teachers with timely, accurate information on student academic performance including a reading age and a fluency rate from Year 3-6. This information can be used to quickly adjust instruction to help all pupils reach their greatest potential and ensure children are able to comprehend 90%-98% of the words read. Accelerated Reader helps teachers reach all types of readers because it includes regular low-stakes Reading Practice, Vocabulary Practice and Literacy Skills Quizzes. Recorded Voice Quizzes are also available for emergent readers. AR



quizzes cover all National Curriculum Reading criteria of reading ability. The programme will begin for some children in Year 1 according to their reading and comprehension ability.

During the AR sessions, children can read independently and adults can support and monitor children's reading. Adults can support children by reinforcing their phonic knowledge, asking questions about their books and providing additional information about reading. Class teachers are able to log onto AR to assess children's reading and view information about a child's reading. Reports from AR are regularly provided by our Librarian to class teachers about each child's reading and fluency performance.

Children are assessed to move onto AR once they are secure with RWI phonics Set 1,2 and 3 sounds and can read a Blue book text fluently. The RWI Reading Leader uses the termly Read, Write Inc assessments to decide who is ready to move onto Accelerated Reader. Children who are on Accelerated Reader who are still assessing RWI Phonics will take home an AR book and a decodable book until they are off the RWI phonics programme.

Reading Areas

Each classroom has a specific class library, which is managed and organised purposefully. The reading area aims to excite children to read and encourage discussion about reading and books.

Reading for Pleasure

During our AR sessions, children have the opportunity to explore class library books focussed around topic study areas, previous English texts, class author texts and poetry. Children have the option to also pick these books as well as an AR book to ensure children are reading a range of high-quality literature and for pleasure. Additionally, some children may take part in book reviews, recommendations or be given opportunities to discuss their books to encourage a love for reading. We also invite parents into read to their children during English days like World Book Day.

Throughout the school year, passionate readers are selected to take part in Yoto Carnegies book shadowing scheme.

Children who are not yet on AR, but are reading decodable texts have the opportunity to take home an age-appropriate quality picture book alongside their decodable book which an adult will share with them.

Reading across the curriculum

The teaching and learning of reading permeates the entire curriculum. We aim to provide a rich reading environment to develop the children's skills in reading, where teachers are encouraged to link texts and books to a variety of units taught beyond English. Our selection of texts ensures challenge and that the themes and content can be built upon using our whole-school progression documents.

Teaching strategies aim to enhance children's motivation and involvement in reading and to develop their skills through the following:

Read, Write, Inc.

CLPE's Power of Reading

Reading with other children

Reading with an adult

Echo reading

Reader's Theatre

Book Talk



Paired-Reading
Reading aloud
Independent reading
Debates (conscience alley)
Building phonic skills
Developing vocabulary
Understanding of sentence structure and punctuation
Comprehension, inference and intent
Ability to skim and scan
Understand persuasive writing
Instructions
Story/character/plot/setting
Understanding the range of audiences
Reading and interpreting dictionaries, index, glossary, contents
Developing critical skills
Participating in play reading
Performance of poetry and songs
Class reading book

Kingsnorth celebrates reading events such as World Book Day, National Poetry Day, 500 words competition, National Storytelling Week, Greenaway Book Shadowing Awards and Summer Reading Challenge as a way of strengthening and enjoying the reading culture at the school.

7. WRITING – APPROACHES TO TEACHING AND LEARNING

Spelling

Spelling is initially taught through daily Speed Sounds sessions during RWI sessions, in Year R, 1 and 2. Once pupils have completed the RWI programme the Speed Sounds will be practised each week.

Spellings will be taught at least 3 times a week. The Spelling Shed programme (Year 2-6) and the Oxford Owl website provide a structure and resources for teachers to use. Teachers encourage discussion around spelling words to develop word awareness, spelling and contextual understanding.

- Select – Words are selected from the RWI Spelling programme, class books or words that most children are spelling incorrectly.
- Explain - Teachers spell the word referring to the phonemes and graphemes within the word and tell the children the word meaning.
- Explore – The teacher encourages discussion and uses a variety of methods to practise spelling and using the word in context correctly.

Most importantly, thinking about morphology helps children to make a link between meaning and spelling, supporting the development of comprehension and vocabulary, in addition to becoming a strong speller. Etymology is the study of the origins of words, which forms an important part of spelling activities.



Early writing

Children in Early Years and KS1 are encouraged to write as much as possible and emergent writing is valued and encouraged. Children are also given direct teaching through a systematic programme of synthetic phonics. As children develop they will be taught to form letters correctly using the RWI letter formation phrases (see handwriting policy).

Writing within English Lessons

Following Read Write Inc, children are taught Writing in class using CLPE's Power of Reading. Teachers use the Power of Reading resources and recommended text choices to ensure challenge and rigour when planning. A plan using the English Planning Framework is written, where the purpose, skills & knowledge and text type are clearly stated. When teaching a specific genre, teachers use the Genre Progression document to ensure component knowledge is clearly built upon year on year. Using the Aquila statements and our school progression documents for Reading, Writing and Speaking & Listening, teachers create subject organisers and success criteria for each unit of work and decide the skills that the children need to learn and any reasonable scaffolding for groups of children.

8. APPROACHES TO SPELLING, PUNCTUATION AND GRAMMAR (SPAG)

Grammar is concerned with the way in which sentences are used in spoken language, in reading and in writing. Sentences are the construct which help give words their sense. The purpose of grammar teaching is to enable pupils to become conscious of patterns of language which they can apply in their own work to enhance meaning.

The purpose of punctuation is to clarify the meaning of texts. Readers use punctuation to help make sense of written texts while writers use punctuation to help communicate intended meaning to the reader.

Entitlement and curriculum provision

The National Curriculum gives a clear developmental programme for the introduction and acquisition of knowledge about grammar and punctuation. Teachers plan and teach grammar and punctuation through a series of mini-lessons at least 3x weekly using either 'The Writing for Pleasure Grammar Mini-Lessons' or 'Spelling Shed SPAG.'

An introduction of a concept will be explicitly taught at the beginning of the week for no longer than 15 minutes, followed by a poster or a worked example children can refer to when writing. The concept will be revisited in further two mini-lessons throughout the week. It is expected that all children use the grammar and punctuation skill across the curriculum for that week to ensure it is practised. These skills are then often retrieved using 'SPAG flashback' questions throughout the term.

Class teachers will:

- provide direct teaching and accurate modelling in the form of mini-lessons;
- teach the SPAG for their Year group expectations through discrete sessions when appropriate, plus reinforcing SPAG during lessons across the curriculum;
- teacher one concept/skill per week and give opportunities to retrieve previously taught skills throughout the term and year;
- provide resources and an environment which promotes a developing understanding of grammar and punctuation;



- observe pupils, monitor progress and determine individual and class targets for development and ensure these gaps form as part of English planning;
- display Speed Sounds chart and key vocabulary clearly in every classroom as a visual prompt.

9. LITERACY OPPORTUNITIES ACROSS THE CURRICULUM

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum.

10. THE USE OF ICT

Opportunities to use ICT to support teaching and learning in English will be planned for and used as appropriate. There are interactive programmes that can be used to accompany the teaching of RWI, Grammar & Punctuation and Spelling. Computers are also used as a scaffolding tool for emergent, SEN and EAL writers. We use programmes such as MS word to enable children who struggle with the physical mechanics of writing. We also use Clicker 7 to support children with sentence building and sequencing.

11. PLANNING, ASSESSMENT AND REPORTING ASSESSMENT AND TARGET SETTING

Teachers will ensure that planning is completed for Reading and Writing. There will be ongoing teacher assessment of the skills needed for reading, and the ability to read aloud as well as Speaking and Listening.

Foundation Stage

Pupils are assessed at the end of the Foundation Stage using the Early Learning Goals for Literacy in the areas of Communication and Language (Speaking, understanding and Listening), Reading and Writing. Reports are produced twice a year for parents and these are discussed at Parent's Consultations. Work is shared via 'Evidence Me' so that parents can see what the children have achieved in class and talk to them about their learning. Children are expected to achieve a good level of development across the prime areas of learning and specific areas of Literacy and Maths by the end of the Foundation Stage (Year R).

Key Stage 1

Throughout Key stage 1 a phonic record is kept, detailing which sounds a child knows and which words they can read containing these sounds. Children are assessed by our Reading Leader every 6 weeks or as often as necessary and the results are collated and children regrouped depending on their phonic knowledge.

At the end of Year 1 pupils complete the Statutory Phonics Screening Check, to ensure they are meeting age related expectations. This consists of both real words and 'alien' words.

Year 2 pupils and Key Stage 1 SATS results are monitored for Reading, Writing and Speaking and Listening. These results are tracked throughout the school. Individual targets in reading are set termly using Accelerated Reader STAR Reading test.

Children in Key Stage 1 are teacher assessed and their progress tracked in Reading and Writing using the Aquila moderation statements and Bromcom MIS. Parents are informed about their child's progress in their annual report and parent's consultations.

Key Stage 2



In Year 6 pupils are assessed for Reading, Writing, Speaking and Listening and SPAG (Spelling, Punctuation and Grammar). There is a focus on combined scores and the percentage of pupils achieving combined Age Expectation across all of the areas of Literacy. (Reading, Writing, Speaking and Listening and SPAG.) Year 6 children are assessed regularly as they complete past SPAG and Reading SATS papers throughout the year. This coincides with the Government target of 90% attainment in RWM by 2030.

Children in Years' 1 to 5 complete NFER SPAG and Reading tests 3 times each year and a STAR Reading test at least 3 times a year. Children are assessed by teachers and their progress is tracked on the NFER website. These assessments form a comprehensive GAP analysis of each subject domain, which teachers are responsible for building in as part of the following term's teaching and learning. Teachers are held accountable for progress in these areas in pupil progress meetings with SLT.

Parents are informed about their child's progress and attainment in their child's report, and parents are informed of book choices, AR quiz scores and current reading ages at parent consultations. Test results for Year 2 and Year 6 SATS are available for parents in July. External moderation of these results takes place regularly as arranged by Aquila or by KCC. Internal moderation of grades takes place termly among the teaching staff and with other Aquila schools.

12. INCLUSION AND EQUAL OPPORTUNITIES

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Challenge is always on offer to ensure equal opportunity when accessing higher-level work.

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

INTERVENTION PROGRAMMES

Provision mapping

Language Link

EEF's Reader's Theatre – fluency

Reading Intervention for Reading Skills (bottom 20%)

One-to-One Phonics

Spelling Shed Spelling

Nelson Handwriting

Bubble Writing – handwriting scaffold

Fizzy programme (Fine motor skills)

Clever Hands

Fresh Start (Year 4-6) to support Reading and SPAG

Language development – Makaton

I CAN TALK BOOST (KS1)

National Tutoring Programme

Language Through Colour

13. ROLE OF SUBJECT LEADER:

The Subject Leader is responsible for improving the standards of teaching and learning in English through: Monitoring and evaluating English: -

- Pupil progress
- Provision of English (including Intervention and Support programmes)



- The quality of the Learning Environment;
- The deployment and provision of support staff
- Taking the lead in policy development
- Auditing and supporting colleagues in their CPD
- Purchasing and organising resources
- Keeping up to date with recent English developments
- Regular observations and book scrutiny
- Leading Aquila Network meetings

14. PARENTAL INVOLVEMENT

Involvement of parents in helping their children to become fluent, confident readers who have an enjoyment of reading is vital. We ask that parents read at home with their children a minimum of 3 times a week, share stories at home and become involved in all of the activities at school promoting reading, such as: Summer Reading Challenge, World Book Week and any competitions sent for homework. We also invite parents, carers and community members to come into school and volunteer to hear our children read. Parents and carers have access to the book swap library in the reception area, where adult and children's books are available.

15. A GUIDE FOR TIMETABLING LITERACY

FOUNDATION STAGE

RWI sessions build up throughout the year from 20mins in Sept to 45mins by January

Handwriting is taught as part of RWI session daily

Storytime takes place daily

Talk Through Stories daily

Write Dance weekly in Terms 1 and 2

Child-initiated Literacy activities set up daily

Fine motor skills daily

Key Stage 1

Daily English Lessons

Accelerated Reading sessions: 20 minutes daily

3x weekly Grammar and Punctuation mini-lessons as part of English lessons

Reading Skills / Speed Sounds – Once transitioned from RWI - 3x 20-minute sessions weekly

Class Reading: approximately 10 minutes daily

Spelling Shed – 3x 15-minute sessions weekly

Handwriting using the Nelson Handwriting Scheme: at least 3 times a week

Extended Writing opportunities / writing for pleasure

Key Stage 2

Daily English Lessons

Accelerated Reading sessions: 20 minutes twice a week

3x weekly Grammar and Punctuation mini-lessons as part of English lessons (10 mins)

Reading Skills / Speed Sounds: 3x 20-minute sessions weekly

Class Reading: approximately 10 minutes daily

Spelling Shed – 3x 15-minute sessions weekly

Handwriting using the Nelson Handwriting Scheme: at least 3 times a week

Extended Writing opportunities / writing for pleasure

16. CONCLUSION:



This policy should be read in conjunction with the following school policies:

Teaching and Learning Policy
Assessment and Record Keeping
Feedback / Marking policy
Special Educational Needs Policy
Computing Policy
Equal Opportunities Policy
Health and Safety Policy
RWI Policy
Handwriting Policy

Date policy written: April 2023

Date approved by the full Governing body:

Date to be reviewed:

Signed: _____ (Chair of Governors)

Date: _____