



English Policy

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English Policy 2021-22

At Kettering Park Infant Academy, English sits at the heart of the curriculum and is the key to enable children to unlock the rest of their learning. We believe that the English curriculum prepares all children to lead an enriched, fulfilling life by teaching the knowledge and skills they need to communicate effectively and confidently with others, using the spoken and written word. It is through language, story and writing that children begin to make links and make sense of the world. Allowing the children opportunities to practise, rehearse and revisit are an integral part of the English curriculum at KPIA as well as always driving forward the learning. Our aim is to ensure that all of our children are taught English knowledge and skills to a high standard and that they leave us at the end of KS1 empowered as readers and writers. We want all of our children to reach their full potential and develop a life-long love of reading and writing which develops their cultural, emotional and intellectual awareness. This will allow them to then participate fully in the ever-changing world around them.

We want the children to become curious and active learners and we will help the children to be confident through our teaching strategies and progression. Our English curriculum will enable the children to develop, apply and embed their skills through linked topic learning, building on what they already know and can do.

Aims

- To develop in our pupils the ability to communicate effectively in speech and writing.
- To listen with understanding.
- To enable our children to become fluent and responsive readers.
- To develop a lifelong love of reading and writing.

To develop our pupils as speakers and listeners we:

- Give them opportunities to express their ideas to a range of audiences.
- Provide a range of opportunities and experiences where the children can rehearse and perform speaking and listening.
- Give them opportunities to take part in group discussion and drama activities.
- Encourage them to listen and respond appropriately to others.
- Help them to understand the need to adapt their speech to different situations.
- Give them opportunities to evaluate and reflect on their own speech.
- Encourage them to use the vocabulary and grammar of Standard English whenever appropriate.

To develop our pupils as readers we:

- Teach them to read accurately and fluently using a range of strategies.
- Provide phonic reading texts to support the development of phonics.
- Share individual reading targets with children by talking to them during reading times.
- Share individual reading targets with parents during parent consultations and via the child's Reading Record or Class Dojo.
- Provide a range of opportunities across the curriculum for children to further develop reading.
- Help them to understand and respond to what they read using inference and deduction where appropriate.
- Allow the opportunity for children to reflect on and discuss what they have read, including the language and punctuation choices made by the author.
- Enhance their understanding of a variety of text types including non-fiction, fiction and poetry.
- Encourage them to develop a love of reading and become confident, fluent and independent.
- Teach them how to seek information and learn from the written word.
- Use drama and role-play to engage children in the text.

To develop our pupils as writers we:

- Teach them to write effectively for a range of purposes and a range of reasons, adapting their vocabulary and style as appropriate.
- Encourage them to write with interest, commitment and enjoyment.
- Show them how to write in a variety of genres with different purposes such as stories, poems, reports and letters.
- Show them how to evaluate and edit in order to improve their own writing.
- Share individual writing targets with children through both verbal feedback and response to marking.
- Share individual writing targets with parents during parent consultations and Class Dojo, where appropriate.
- Show them how to use punctuation to make meaning clear to their reader.
- Use aspects of Jane Considine's 'The Write Stuff' programme in our teaching and learning. This is used across the InMat and supports consistency and the moderation of standards in writing.
- Give them the knowledge and the strategies to become confident and accurate spellers.
- Teach them a fluent and legible style of handwriting, promoting an understanding of how to present work appropriately.
- Make writing purposeful linked to a topic and other areas of the curriculum.
- Mark work in a way which enables children to independently reflect and improve their work.
- Assess children against end of year expectations and also using 'The Write Stuff' assessment document for each year group.

Curriculum Organisation

In the Early Years Foundation Stage the skills of listening, attention, understanding and speaking are encompassed in the prime area of Communication and Language and are fundamental to allow children to be successful in all other learning. In Key Stage 1 Reading and Writing skills are delivered through the specific area of English and enhanced in cross - curricular activities.

Teachers provide activities which are interesting and motivating and provide the best context for increasing children's knowledge about the English language. It is also necessary to focus separately on aspects of knowledge about the language such as phonics and grammar so that children learn what they need to know in a systematic way. Lessons are enhanced by incorporating elements from schemes such as: Drama for Writing, Drama for Reading, Pie Corbett's 'Talk for Writing' and Jane Considine's 'The Write Stuff.'. The use of role play and drama within our English lessons enables the children to be active and engaged learners.

Our teaching is planned from the EYFS curriculum and the National Curriculum programmes of study and includes a variety of different genres. We plan English sessions flexibly and ensure that the appropriate balance of whole class, group and individual teaching is retained. Additional time in the week is set aside for independent and guided reading and writing.

We make it clear to children the qualities, knowledge and success criteria we are looking for in their work so children are clear and able to challenge their own learning. Each child is given a reading record for staff and parents to record the book title etc., to make comments in and to give next steps to help the child make progress with their reading. In each classroom there is a wide range of non-fiction and fiction books from a range of publishers, in each book band that children can choose from. We encourage children to read as regularly as possible with an adult at home. Every week each child has the opportunity to be read to, and listened to read by an adult. Each half-term there are various topic-based lead texts that the children will be exposed to, alongside a variety of stories that will be read to the children daily. We also use phonics books and phonics activities within the teaching of reading and writing.

Phonics

In Reception and Key Stage 1 phonics is timetabled to be taught daily. The Read Write Inc. phonics programme is being taught in the EYFS as part of the school's transition to this programme. Children are taught to segment and blend words and apply their learning for reading decodable and tricky words. A wide range of activities are used by practitioners to help children achieve the goal of fluent word recognition.

Throughout the EYFS, early phonetic awareness is promoted and developed through every day activities and routines such as listening games, shared reading, Read Write Inc. phonics activities, singing and interactive phonic games and sessions. Children are encouraged to identify familiar letters in their name and hear the sounds they are making, identify familiar words, stretch words so that each sound is clearly heard and to remember sounds.

In Key Stage 1, the Monster Phonics programme is taught as we transfer to Read Write Inc. Children will have a phonics reading book to take home, aligned with their phonic ability to enable them to build accuracy and speed when reading.

Throughout school, each child is also allocated an Oxford Reading Tree band that matches the child's reading ability. These books are sent home regularly to support parents in reading with their children at home.

In the summer term of Year 1 all children will take the national Phonics Screening Test. They will achieve either a pass or fail. If a child fails the screening test they will continue to develop their phonic knowledge and then retake it in Year 2.

Grammar and Punctuation

In Reception, children are introduced to the basic principles of grammar and punctuation appropriate for their age range. They learn through a wide range of activities such as: singing rhymes, conversations with adults, stories, interactive educational programmes, phonics, reading and writing. The children also have opportunities to work on their speaking and listening skills where they practice correcting their tenses and speaking in full and accurate sentences.

In Key Stage 1 a more structured approach is taken with grammar and punctuation teaching. This takes place within all English lessons and across topic lessons where appropriate. Children's learning is also supported through teacher led writing and reading activities. This can also be taught discretely within the context of our lessons around our lead text.

Assessment

EYFS – children in the early years complete a National Baseline Assessment and an in-school baseline assessment that is completed in September. Staff moderate internally and externally setting targets specific to each child's needs. Each child will also have their own 'First of the month' book where they will complete a short writing task each half term. This will be assessed using the ages and stages from 'Development Matters Curriculum Guidance 2021'. It is expected that progress will be seen in each piece as they progress through the year.

Writing - In Key Stage 1 children's writing will be formatively assessed each half term using the Jane Considine 'The Write Stuff' writing assessment proforma and placed next to the child's written piece in their purple assessed writing book. Ongoing assessments also take place using writing assessment grids.

Reading - In Key Stage 1 children will be assessed using an ongoing working document that is updated as the child progresses through the Oxford Reading Tree bands. There are a range of summative and formative assessments that are used to make accurate judgements of the children's attainment. The judgments are made by the child demonstrating a range of evidence to support their progress and teacher judgment is used to mark against the national curriculum statements.

Additional assessments – There are a variety of other tools we use in order to assess and evaluate the children's progress. As well as ongoing daily assessment for learning techniques that are used in class, these include: Pixl tests, past phonics screening tests and past KS1 SATs tests. These are used to inform judgements and planning.

Equal Opportunities and Inclusion

- All children are given access to a broad and balanced English curriculum regardless of gender, ability, race or religion. Provision will be made for individual needs through IEPs.
- Equal opportunities are provided for boys and girls, also for children with special educational needs, those who are talented or gifted and children from different cultural backgrounds.
- Children with English as an additional language (E.A.L.) will be given access to additional resources and pre-teaching to support their learning and to ensure they make maximum progress from their individual starting points.
- A feeling of self-worth will be engendered throughout the activities.

SEND

Children with special educational needs will be identified and work within their individual level with individual targets. If needed, they will have an Individual Education Plan (IEP) and work with support under the direction of the class teacher. A range of English intervention programmes run throughout Key Stage 1 for those who need additional support. This is outlined further in the Inclusion Policy. Adapted learning opportunities are also planned.

Enrichment/Extension activities for More Able Children

Reading

- Children will be encouraged to use and develop higher order thinking skills in reading in many subject areas (not exclusively in English lessons)
- Enrichment/extension activities will be used to broaden the child's understanding and will not be next year's work taught earlier. However, the next developmental steps needed to extend the child's reading skills may require the promotion of comprehension/reading for understanding skills modelled and used in other areas of school.
- Children will be encouraged and given opportunities to increase the breadth, depth and quality of their reading by being given different reasons to read such as for information or to develop imagination.

Writing

Children will be encouraged to use and develop higher order thinking skills in writing in many subject areas (not exclusively in English lessons) in order to secure cross-curricular links.

Teachers will also focus on the next developmental steps needed to extend and encourage the child's individual skills may facilitate the need for the promotion of skills modelled and used in other areas of school. Children are encouraged to take ownership of their own learning and interests through independent editing and response to marking. Please see Marking Policy.

Children will be encouraged and given opportunities to increase the breadth, depth and quality of their writing by:

- Being given different genres and purposes to write such as: reports, lists, stories, recounts, poetry, captions, instructions, questions and reviews.
- Participating in writing about their experiences and feelings.
- Talking about their writing to adults and other children.
- Having an opportunity to share ideas and read aloud.
- Evaluating their writing and that of others.
- Being given opportunities to edit their own work in order to improve it.
- Exploring the depth of a piece of writing.
- Sharing knowledge with their peers.

- Practising their writing skills in meaningful and varied contexts.
- Planning and producing a first draft.
- Using a dictionary and/or thesaurus to introduce and explore new words.
- Reviewing a piece of writing and considering how to make it more interesting for the reader.
- Using descriptive writing to create a specific mood.
- Being encouraged to consider if they like or dislike a given piece of writing.
- Further develop their writing skills by the provision of cross curricular activities and opportunities.

Children will be given opportunities to

- Analyse
- Evaluate
- Synthesise

The above list is not exhaustive and is intended as a guideline only. The individual children that will benefit from such enrichment/extension activities are likely to have individual needs, gifts and interests and these could provide a variety of starting points. The provision of any enrichment/extension activity should be both rewarding, challenging for the individual child and enjoyable. The age of the child also needs to be considered. Young children need to develop their writing skills in an environment where writing skills are promoted, modelled, practised and valued.

The children will be exposed to a range of resources in the classrooms to aid them when writing. The children are encouraged to use these resources independently when needed. The classrooms are vocabulary rich environments where vocabulary is displayed on the walls and resources such as word mats are readily available on the table for children to use independently to enhance and support their writing.

All teaching staff will ensure that appropriate time and regular feedback will be given to children so they can learn to evaluate, edit and improve their own work in order to become successful writers.

Handwriting Targets– By the end of each year

- ✓ Reception - Correct pencil grip and correct letter formation.
- ✓ Year 1 - Correct formation of lowercase letters, correct formation for uppercase letters, all lowercase letters starting with an upstroke (more able) and flicks on appropriate letters.
- ✓ Year 2 – Ability to write in a consistent size in a neat, joined hand using ascenders above and descenders below the line.

We believe that through our various approaches and strategies in teaching and embedding the English curriculum, we are enabling our children to secure skills in speaking and listening, reading and writing. Their knowledge is developed through intertwining lead texts with cross-curricular links to ensure that their knowledge and skills are constantly being built upon. Our aim is for all children to secure good levels of attainment and progress as they progress through the school and they leave us at KS1 with a solid foundation of the skills and knowledge that are expected of Year 2 students.