

**Kildwick CE Primary School**  
***Striving for Excellence and Promoting Christian Values***  
**English Policy**

**Date Approved: Summer 2017**

**Next Review: Summer 2018**

**Rationale**

Literacy unites the important skills of reading, writing, speaking and listening. Through these skills children learn to express themselves creatively and imaginatively, to communicate effectively with others and make sense of the world in which they live.

“English is a vital way of communicating in school, public life and internationally...the study of English helps pupils to understand how language works by looking at its patterns, structures and origins. Using this knowledge, pupils can choose and adapt what they say and write in different situations.” DCSF

**Purpose**

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

**Aims**

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

**Spoken language**

The national curriculum for English reflects the importance of spoken language in pupils’ development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils’ confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate.

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.

### **Reading**

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

- word reading
- comprehension (both listening and reading).

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

### **Writing**

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing).

It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

### **Spelling, vocabulary, grammar, and punctuation**

Opportunities for teachers to enhance pupils' vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers should show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They should also teach pupils how to work out and clarify the meanings of unknown words and words with more than one meaning. References to developing pupils' vocabulary are also included within the appendices.

Pupils should be taught to control their speaking and writing consciously and to use Standard English. They should be taught to use the elements of spelling, grammar, punctuation and 'language about language' listed. This is not intended to constrain or restrict teachers' creativity, but simply to provide the structure on which they can construct exciting lessons. A non-statutory Glossary is provided for teachers.

Throughout the programmes of study, teachers should teach pupils the vocabulary they need to discuss their reading, writing and spoken language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching.

### **School curriculum**

The programmes of study for English are set out year-by-year for key stage 1 and two-yearly for key stage 2. The single year blocks at key stage 1 reflect the rapid pace of development in word reading during these two years. Schools are, however, only required to teach the relevant programme of study by the end of the key stage. Within each key stage, schools therefore have the flexibility to introduce content earlier or later than set out in the programme of study. In addition, schools can introduce key stage content during an earlier key stage if appropriate. All schools are also required to set out their school curriculum for English on a year-by-year basis and make this information available online.

### **Attainment targets**

By the end of each key stage, pupils are expected to know, apply and understand.

### **Teaching and Learning Styles**

At Kildwick CE VC Primary School we use a variety of teaching and learning styles in order to cater for the individual needs of all its children. The children experience a wide range of texts and use a variety of resources including dictionaries, thesauruses, talking postcards and ICT. The outdoor space is used as a teaching and learning environment wherever possible. Drama, music, hot seating, educational visits and visitors are all used to engage and inspire learning.

### **Learning Environment**

At Glusburn CP School it is the expectation that all classrooms provide a stimulating and supportive learning environment. Literacy learning walls are up to date with the current genre and offer examples of pupils' work as well as interactive and supportive materials for pupils to refer to. Thesauruses and dictionaries are freely available and easily accessible. Handy helpers contain supportive resources such as: phonics mats, genre features, useful word lists, sentence openers, connectives and resources based on individual pupil needs. The children have instant access to their writing targets either on target cards or on the desk.

Examples of good writing are shared and celebrated in a portfolio which is available in the entrance hall, on the back of newsletters and in achievement assemblies.

Reading is positively promoted in all classrooms with children having access to inviting book areas which contain inspiring and high quality books, magazines, leaflets, comics and newspapers. Reading areas also include: recommended reads, swap boxes, top tips, inspirational quotes and 'look what we're reading' displays.

### **Early Years Foundation Stage**

In our Foundation Stage, we use the EYFS curriculum guidance to ensure that all parts of communication, language and literacy development are taught through play, singing, dressing up, role play, discussion and formal activities – instigated by children's interests.

In Reception the children have continuous and independent access to both reading and writing provision areas, within both the inside and outdoor learning environments. Books are of a wide range of genre and linked to current learning and available from a

designated reading area and throughout other areas of provision. Children have access to a variety of mark making tools including pens, pencils, chalk, sand, dough and paint in order to develop fine motor skills.

All Foundation Stage staff deliver regular rigorous and thorough phonics lessons, using Jolly Phonics. Children read regularly to adults and books and high frequency words are taken home.

The children begin weekly, adult led guided reading sessions in the spring term. These sessions include opportunities to practice and improve their phonic decoding skills as well as developing their understanding and experience of both fiction and non-fiction books. Children also have daily whole class literacy inputs followed by adult led, small group focused literacy session every other day. This may include all aspects of literacy with a focus on writing as the children progress. All children have access to a wide range of writing materials and opportunities across all areas of provision both inside and outside.

The progress of Foundation Stage children is monitored and assessed through detailed learning journey journals, literacy books, photographic evidence, phonics assessments and progression tracking as well as group and individual reading records. All data is entered into the school tracking system - Target Tracker.

Foundation Stage and KS1 staff work closely together to ensure there is a seamless link in the development of literacy skills across the two key stages. They carefully plan opportunities for the children as they move from year group to year group and key stage to key stage in order to ensure a smooth transition for all.

#### **Key Stage 1 children receive:**

- Daily English lessons. They are given the opportunity to use speaking and listening, drama, reading and writing across a range of genres including: narrative, instructions, report writing, recounts and poetry. The outdoor spaces are used to inspire and stimulate the children.
- Writing is linked to the current topic and wherever possible to a class story and real life situations or experiences such as educational visits. Cross curricular links are paramount.
- Appropriate use of ICT, including word processing, i-pads, net books, film, video, Smart boards and Talking Postcards.
- Daily 20-minute phonics sessions outside of the English lesson. The children are put into sets according to the phase they are on across the Year Group. These groups are fluid and children can move between groups if deemed appropriate.
- Daily 20 minutes guided reading sessions take place in each class. Every child has a minimum of two guided sessions per week.
- Spelling, grammar and punctuation takes a high profile, with the correct use of age related terminology (refer to English Appendix One and Two of the New English Curriculum). GPS is integrated wherever possible into the daily English lesson as well as standalone sessions.
- Pupils have the opportunity to analyse, discuss, read and write using each genre and, taught how to draft, re-draft, self-assess, peer assess, improve their work and the work of others.

#### **Key Stage 2**

- Explanations
- Recounts
- Instructions
- Reports
- Persuasions
- Narrative
- Poetry
- Drama and performance
- Learning and reciting poetry and stories by heart

Spelling, grammar and punctuation takes a high profile, with the correct use of age related terminology (refer to English Appendix One and Two of the New English Curriculum)

Pupils have the opportunity to analyse, discuss, read and write using each genre and, where it enhances their learning, they will be taught how to draft, re-draft, self-assess, peer assess, up-level and target set their work and the work of others.

**Key Stage 2 children receive:**

- Daily English lessons of one hour each
- Daily 20 minutes guided reading sessions take place in each class. Every child has a minimum of two guided sessions per week.
- Up to three SPAG sessions per week of approximately 15 minutes each
- Writing is linked wherever possible to real life situations, first hand experiences and cross curricular links are paramount.
- Appropriate use of ICT, including word processing, i-pads, net books, film, video, Smart boards and Talking Postcards

**Planning**

Each term there are Key stage meetings in which the following term's topic is planned. Literacy is then interwoven into the topic to ensure coverage and to make links where appropriate.

Teachers then plan weekly or fortnightly in small teams in order to draw upon excellent subject knowledge; setting challenging tasks based upon systematic, accurate and current assessment of children's prior skills, knowledge, understanding and experiences. Imaginative and resourceful teaching strategies are used to engage and inspire pupils.

**Differentiation and support, including support for SEN**

This is incorporated into all literacy activities, for all pupils who are lower or higher achievers. Strategies include:

- Achievable yet challenging tasks set to cater for all abilities based on systematic monitoring and assessment of pupils' prior skills, knowledge, understanding and experiences
- Children have the opportunity to work independently, in pairs and groups in order to cater for different preferred learning strategies
- Timely support and intervention in lessons where appropriate; frequent checking and monitoring of understanding throughout lessons
- Mini plenaries used throughout lessons to share exemplary pieces of work, to inspire others, to share in success and identify those needing support or extension
- Effective and constructive oral and written feedback is frequently provided by teachers, other adults, and pupils. This enables pupils to understand the quality of their work and how to improve
- Appropriate resources available where necessary. Eg: larger print texts, copy of Smart board note books, coloured overlays, Dyslexia friendly dictionaries, pen grips, wider lined paper
- Regular and appropriate homework is set, including on individual class web pages on the school website
- IPMs are implemented, acted upon and reviewed termly for those children who need them
- Pupils identified with specific needs during pupil progress meetings attend regular intervention groups provided by an experienced ATA or HLTA

**Marking** (see Marking policy and Guidance)

At Kildwick School we want our children to show an awareness and understanding of themselves as learners, to be able to understand their own strengths and weaknesses and recognise what they need to do to improve.

- We want children to be able to:
- *identify which processes and skills they need to use to complete a task*
- *make links between key aspects of their learning*
- *be clear about what they already know and what they need to learn next*
- *find the information they need to take the next step*
- *know where to find help if they are stuck e.g. resources*
- *review and reflect on their learning and create their own next steps, setting and monitoring their own targets*

#### **Feedback will...**

- Be **personalised** to the individual pupil
- Be **prompt** and built into a sequence of lessons, to set challenging work building on prior knowledge, understanding and skills.
- Support pupils in improving their work
- **Celebrate learning qualities:** process, effort and strategy.
- Show evidence of **self-assessment** (in Yr1 and Yr2 using the purple polishing pen).
- Show evidence of **peer marking** (from Yr2 – Yr6 and from the Summer term of Yr1 using the purple polishing pen)
- Show evidence in children's subsequent work, that they have **responded to feedback**
- Be **consistent** across school
- Use language that is consistent with the pupils' own language skills.
- Be Marked in **BLUE**
- Include an instruction for an immediate improvement
- Include verbal and immediate feedback

#### **Presentation**

- Children in KS1 will write the short date in all exercise books leading to writing the longer date for English.
- Children in KS2 will write the long date in English books.
- Children in KS2 will underline all titles, including the date and WALT and leave a line between.
- All children are expected to use a joined, cursive script

#### **Response to feedback time for pupils:**

- Pupils should be allowed sufficient time to reflect on their work and make improvements; where appropriate in a different colour.
- Teacher to review pupils' improvements.

#### **TA Feedback**

The purpose of support staff is to assist in the delivery of the national curriculum, in direct contact with pupils. The role involves working with groups and individual pupils under the direction of the class teacher. Through wave 1 provision, a differentiated lesson should require support staff to work with a group of children.

This should happen each day. Feedback regarding the progress of the group must be given to the teacher in order for the teacher to adapt planning as necessary. Feedback can be given through:

- Oral discussion at a mutually convenient time
- Indicated levels of support indicated in pupils' books

The purpose of feedback is to:

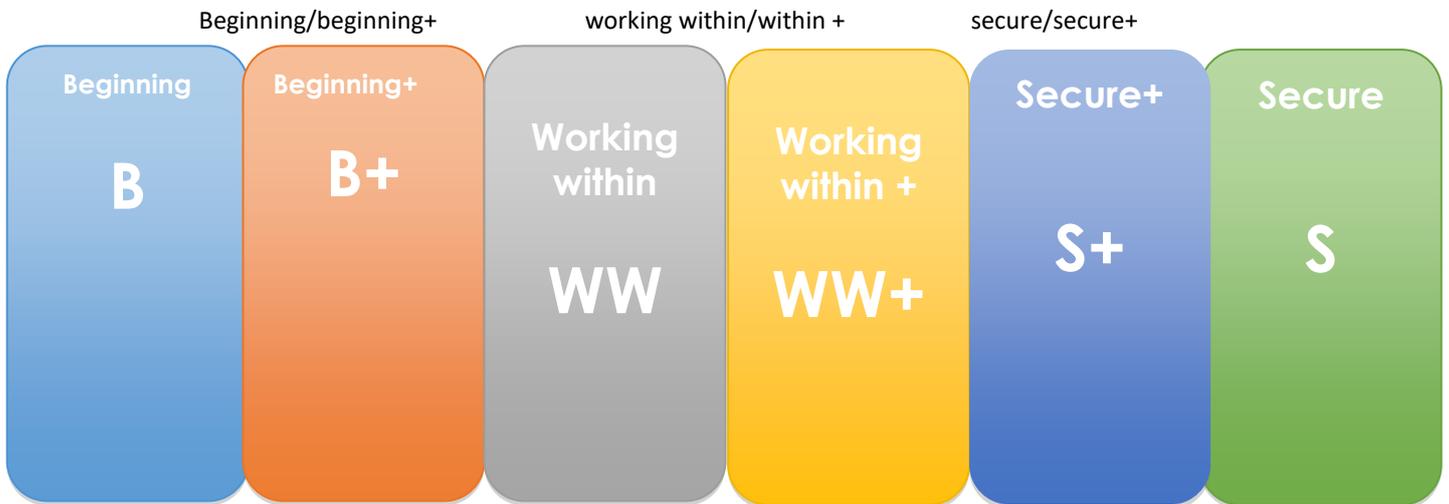
- Capture learning for later consideration
- Highlight individuals /groups strengths and areas to develop
- Provide information for next steps
- Inform future teaching decisions

#### **Assessment (see Assessment Policy)**

The teaching and learning of English is monitored through:

- Lesson observations (formal and informal)
- Book scrutiny
- Scrutiny of planning
- Pupil conferences
- Learning walks
- Tracking and monitoring of pupil progress and attainment through the use of Target Tracker (see below)

Each Year Group step is then broken down into:



**Beginning and Beginning+:**

This is the stage that describes children working below the age typical expectations.

**Working Within and Working Within+:**

This is the stage that most children will be in for most of the year ie: they are demonstrating typical attainment for their age – they are working towards attaining the end of year expectations.

**Secure and Secure+:**

Secure would show that a child is meeting the majority of expectations for their year group.

Secure plus describes children that have exceeded the **year group expectations** statements ie: “They are working beyond age typical expectations, children will be evidencing breath, depth and application, they may be working within objectives from the following year group.

**Assessment Materials: Rising Stars.**

The school will be using Rising Stars half-termly progress tests for Reading as well as for Spelling, Grammar and Punctuation. The school will be using end of year Rising Stars Optional tests for: Reading, Maths as well as Spelling, Grammar and Punctuation. The evidence from these assessments, alongside daily formative assessment will be used to inform an overall teacher professional judgement on each child’s attainment by the end of each term.

**Accountability**

Accountability is planned through performance management objectives and measured using data analysis from the Target Tracker software. This both for teaching staff and the Headteacher. Objectives are set in September for teachers and in November for the Headteacher, following the meeting held with the Headteacher’s Performance Management Committee and the school’s EDA from NYCC.

Teachers may use the software to highlight the objectives they have taught and how well they feel the children have achieved them. The primary purpose of this process is to inform teaching and learning. Unnecessary recording of formative assessment outcomes should be avoided. At our school formative assessment ensures that pupils have regular opportunities to engage in effective question and answer during class, produce work which exemplifies their learning, demonstrate their learning in a variety of ways and consolidate learning with appropriate homework.

Teachers are required to make judgements using the 'Steps' from the Target Tracker Software. Teachers are encouraged to update their judgements as an on-going process and staff meetings are allocated to provide time to support this process. Teachers must ensure that they update their judgements at least termly. The evidence from Rising Stars assessments, alongside daily formative assessment will be used to inform an overall teacher professional judgement on each child's attainment by the end of each term.

### Pupil Progress Meetings

Pupil Progress Meetings take place termly as part of the Performance Management process. During these meetings the reviewer will check progress against the agreed objectives including the attainment and progress of pupils. This will ensure that development and support opportunities necessary to meet the performance criteria is provided for staff and pupils. The current objectives for staff relating to pupil performance are:

- 1) 85% of children to be at ARE by the end of the year in Reading, Writing and Maths
- 2) Children to make 6 steps progress on target tracker

**Attainment Summary example**, showing cumulative percentages at each step, the aim would be for year groups to achieve 85% at secure/secure+ at the end of the year.

Year 6 (30 pupils)	Number of Pupils (%) assessed in each Step or above.															
Subject	3w	3w+	3s	3s+	4b	4b+	4w	4w+	4s	4s+	5b	5b+	5w	5w+	5s	5s+
Reading	30 (100%)	30 (100%)	30 (100%)	30 (100%)	30 (100%)	30 (100%)	30 (100%)	26 (86.7%)	26 (86.7%)	26 (86.7%)	26 (86.7%)	20 (66.7%)	18 (60.0%)	15 (50.0%)	10 (33.3%)	5 (16.7%)
Writing	30 (100%)	29 (96.7%)	29 (96.7%)	29 (96.7%)	29 (96.7%)	29 (96.7%)	25 (83.3%)	24 (80.0%)	24 (80.0%)	22 (73.3%)	22 (73.3%)	18 (60.0%)	16 (53.3%)	13 (43.3%)	9 (30.0%)	5 (16.7%)
Mathematics	30 (100%)	28 (93.3%)	27 (90.0%)	27 (90.0%)	27 (90.0%)	26 (86.7%)	26 (86.7%)	26 (86.7%)	24 (80.0%)	24 (80.0%)	21 (70.0%)	21 (70.0%)	20 (66.7%)	15 (50.0%)	12 (40.0%)	5 (16.7%)
All	30 (100%)	27 (90.0%)	26 (86.7%)	26 (86.7%)	26 (86.7%)	25 (83.3%)	23 (76.7%)	23 (76.7%)	23 (76.7%)	21 (70.0%)	21 (70.0%)	16 (53.3%)	15 (50.0%)	10 (33.3%)	6 (20.0%)	2 (6.7%)

**Progress Breakdown example**, the aim would be for children to make 6 steps progress by the end of the year.

All Pupils (30 pupils)	Reading	Writing	Mathematics	Average
Progressed by 6 steps or more	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 5 steps	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 4 steps	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 3 steps	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 2 steps	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 1 step	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
No steps progress	30 (100%)	30 (100%)	30 (100%)	30.0 (100%)
Regressed	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)

### Professional Development

- Through termly Performance Management meetings discussions are held to agree the support, training and development needed to meet objectives.
- Whole school training on the use of Software (April 2015) and Assessment materials (January 2016).

### Reporting to Parents

- Parents' evening: Autumn 1<sup>st</sup> half-term (21<sup>st</sup> October 2015), general settling-in discussions; non-compulsory.
- Parents' evening: Spring 2<sup>nd</sup> half-term (16<sup>th</sup> and 17<sup>th</sup> March 2016), progress and attainment discussion.
- SEN Drop in sessions
- Termly pupil progress report card to parents (**see appendix A**).
- End of year annual report.
- DFE school website link for whole school data.

### Homework (see Learning at home policy)

It is our policy to provide parents and carers with opportunities to work with their children at home. Activities are sent home on a regular basis and may include spellings to learn in preparation for a small test. It is our expectation that children will have the

opportunity to participate in regular and high quality reading with an adult at home. The Kildwick School Website provides opportunities for home learning.

**Governance**

We have an identified English governor. They meet with the subject leader whenever literacy is being scrutinised in line with the School Self-Evaluation Plan. The governor delivers a subject report to the Full Governing Body. The Governor is invited to visit school to observe literacy lessons and to attend any literacy inset provided for staff.