

## Kenmont Primary School



### English Policy

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# **Kenmont Primary School English Policy**

## **Introduction and aims**

At Kenmont we believe that a love of reading and an introduction to the wealth of world literature is the pathway to stimulating each child's creativity and imagination. We recognise that the pleasure of reading for reading's sake is a lifelong gift. We understand that cultivating an ability to listen and learn, to think independently and to clearly communicate ideas and opinions both orally and in writing are important milestones in every child's development.

We believe that good readers make good writers. We think that a critical appreciation and understanding of both modern and classic children's literature can not only inspire children to write but can also develop a child's vocabulary and their understanding of it.

We aim to consistently provide a variety of stimulating, vivid and real experiences such as author, poet or illustrator visits, visiting a theatre, performing a poem, presenting in assembly or putting on a play – to help each child to develop confidence and self-expression.

At Kenmont we recognise the ever growing and adapting role of digital media in our lives and its importance as a creative and communication tool. We aim to provide opportunities for children to use this medium to enhance their learning experiences and to ensure that their communication skills embrace current technological developments.

## **Statutory Requirements the National Curriculum.**

Statutory requirements for the teaching and learning of English are set out in the National Curriculum English Document and in the Communication and Language and Literacy sections of the Statutory Framework for the Early Years Foundation Stage.

In the Early Years Foundation Stage (Nursery and Reception) children are given opportunities to: speak and listen and represent ideas in their activities; use communication, language and literacy in every part of the curriculum; become immersed in an environment rich in print and be given many opportunities to communicate.

At Key Stage 1 (Years 1 and 2) children learn to speak confidently and listen to what others have to say. They learn to read and write independently and with enthusiasm in a range of genres. They learn to use language to explore their own experiences and imaginary worlds.

At Key Stage 2 (Years 3 - 6) children learn to change the way they speak and write to suit different situations, purposes and audiences. They read a range of fiction, non-fiction and poetic texts and respond to different layers of meaning in them. They explore the use of language in literary and non-literary texts and learn how the structure of language works (using grammatical terminology).

### **Key areas with The English curriculum:**

- Speaking and Listening
- Reading
- Phonics
- Guided reading
- Shared reading
- Individual reading
- Home school reading
- Writing

- Power of Reading
- Proof, edit, draft
- Spelling
- Grammar
- Handwriting

### **Speaking and listening**

We provide opportunities to talk, discuss and share ideas and opinions and we strive to cultivate a safe and respectful environment where every child's views are listened to. We recognise that this type of environment helps children to develop their language skills and to find their own voice, developing the necessary communication skills to equip them for the future. We believe strongly that when children are given rich and varied opportunities to explore their world in a creative manner, they develop the ability to think more independently and express themselves more confidently. As such, we strive to promote all aspects of Speaking & Listening, including Performing Arts, across the school. Speaking and listening skills play an invaluable role in children's education and are embedded throughout the curriculum and across all year groups on a daily basis. Children are taught to use Standard English and learn how to construct sentences, speeches and arguments effectively. They are taught the importance of paired talk and group work and these are used across the curriculum to support learning.

Through drama and focused teaching, children are taught to explore situations using improvisation and role-play. This encourages children to empathise with a wide range of characters. Role-play can be incredibly useful in allowing children to access concepts which might otherwise seem tricky or abstract.

## **Reading**

### **Reading for Pleasure**

Reading for pleasure is central to the ethos of the school. All staff should actively promote reading for pleasure to all children. This should be done through providing opportunities to read for pleasure, reading recommendations, reading corners in classrooms and regular use of the library and attractive areas and displays dedicated to reading in every classroom.

### **Phonics**

We begin to develop children's phonological awareness from the moment that they arrive at school. We believe phonics should be taught within a reading rich environment. It is thoroughly integrated into English lessons (using the Power of Reading approach and guided reading sessions – please see below) Phonics is also taught discretely, following the progression set out in Letters and Sounds; a phonics resource published by the Department for Education and Skills.

Letters and Sounds aims to prepare children for learning to read by developing their phonic knowledge and skills. It sets out a detailed and systematic programme for teaching phonic skills for children starting in the EYFS with the aim of them becoming fluent readers by age seven.

### **Guided reading in EYFS KS1**

At Kenmont children are encouraged to participate in "book talk", which prepares them to begin guided reading in Reception. Children start by expressing simple likes and dislikes, making simple predictions, asking and answering questions and retelling familiar stories. When children are ready, they move to a more structured approach to guided reading. Guided reading is taught in small groups so that children can make good progress, either in their phonics or in their comprehension. We use bug club books that are decodable and match their phonics teaching.

### **Guided reading in KS2**

In Key Stage Two, children's reading skills are taught and practiced during whole class reading sessions. Whole class reading sessions mean that children of all attainment bands are immersed in

the same high-quality literature and the discussions that these texts promote. Each child will have a copy of the same text. Children are supported within guided reading by the teacher or the reading teacher who leads discussions designed to support children in formulating their ideas.

Children read during these sessions in a variety of different ways. They will hear the teacher model fluent reading and then have time to reread the same extract themselves, sometimes they will read individually and feedback or take turns in pairs or read aloud to their peers. Teachers use a number of these different strategies during one session.

There is a focus each day on one strand of the national curriculum 2a, 2b, 2c, 2d, 2e, 2f, 2g or 2h. Teachers will teach children how to answer questions on the strand they are teaching. Children will then answer questions based on that strand. Teachers will use SATS style question using real stems.

### **Shared Reading**

Teachers take every opportunity to share read with a class or group. They demonstrate how to read a wide variety of different genres and text types and show that reading is a pleasurable and informative experience. Shared reading gives access to texts for all pupils and provides a secure environment for learning to read. At Kenmont each class has two core texts. One shared during guided reading (as mentioned above). We also use the Power of Reading approach throughout the school, so our teaching is centred around inspiring and challenging core texts in each year group. We use these books as a writing stimulus but this also enables teachers to model the skills and strategies used by effective readers.

### **Independent Reading**

Children need to be given the opportunity and encouragement to read independently in order to build confidence, stamina and fluency, as well as develop their experience of a range of books and authors. From Reception onwards there is a timetabled opportunity for periods of sustained reading. Children should have access to a wide range of books including fiction and non-fiction via the school library, their class book corner or the library in the reading room.

### **Home Reading**

We work in partnership with parents, so pupils develop a love of books and reading. Daily reading at home and at school ensures children make good progress in developing reading skills, whatever their age. Encouraging children to read widely, in and out of school, across both fiction and non-fiction, helps 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. Children in EYFS and KS1 and targeted children in KS2 have the opportunity to read to adults using levelled reading books once a week. We use "book bands" to ensure books are the right level of challenge for children to make good progress. In EYFS and KS1 reading books are changed once a week. Reading records communicate reading progress between home and school and include teachers' and parents' feedback. In KS2 the children chose a book from the library and complete a reading journal.

### **Writing**

Writing is one of the primary forms of communication. It allows thoughts to be clarified, emotions to be expressed, opinions to be stated, experiences and explanations to be shared. It is also one of the more difficult aspects of Literacy as its many conventions are difficult to follow and master. We aim to provide the right environment and stimulus so that writing can give enormous pleasure. We aim to enable our pupils to consider themselves as 'writers', to encourage confidence; the motivation to want to write; to have sufficient control over the mechanics of writing to allow for skilful development of the writing process. We aim to develop fluency and legibility. We aim to offer a whole language approach so that pupils can learn to express clarity of thought and be able to manage language appropriately. We set high expectations of pupils and to give writing a high profile in all its forms.

To encourage children to write we have a five-minute daily writing task where children are shown a picture as a stimulus.

### **Power of reading**

The use of engaging, relevant and high-quality texts is central to our writing curriculum. These act as stimuli for children to develop and extend their writing skills. Children write for a range of purpose and wherever possible on a theme linked to the half termly topic. The 'Power of Reading' approach ensures that our children are fully immersed in their English learning. This approach has raised achievement and the way children feel about reading and writing. Children engage with high quality picture books, novels, poetry and non-fiction through a wide range of teaching approaches. Children are immersed into the text through music, art, drama, discussion and role-play. Other approaches include responding to illustrations, 'Book Talk', story mapping and book making. Children take ownership of the text and engage with it deeply.

### **Proof, Edit Draft**

We teach the children how to proofread their work as soon as they are able to write. We show them how to edit and up level sentences as well as drafting a section of their work.

### **SPAG**

SPAG stands for spelling punctuation and grammar.

### **Spelling**

#### **EYFS & Y1**

Spelling is taught using the Letters and Sounds. Letters and Sounds focuses on the auditory recognition, visual recognition, blending (reading) and then segmenting (spelling) of separate sounds (phonemes) in words. The phonemes and graphemes taught are divided into six progressive phases. Through this systematic teaching of spelling, children learn that letters are used to represent different sounds, that each sound can be represented by one or more letters, that sounds may be written in more than one way and that some letters may represent more than one sound. They are also introduced to 'tricky words' and common exception words which do not follow the spelling rules.

#### **Y2 & KS2**

Children are taught spelling rules rather than lists of spellings. The rule is taught explicitly and discretely throughout a week. The teacher will test the children on words using the taught rule. The children will be given some common exception words from the year 1/2, 3/4, 5/6 lists. These will also be the star words of the week and children are expected to use them in their writing.

### **Grammar & punctuation**

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. Grammar and punctuation will be taught during Literacy lessons and then be explicitly referred to during direct teaching and alluded to during the remainder of the lesson. Therefore, the children will receive direct teaching and also be aware of punctuation and grammar within the structures of reading and writing which are the main focus of the lesson.

### **Handwriting**

Please see separate policy.

**Assessment**

Assessment of English is continuous, and progress is tracked using Target Tracker. Most of the assessment is formative however there is termly summative assessment to support teacher's judgements. We use the NFER termly Reading, Punctuation and Grammar and Spelling tests which closely match the National curriculum. Children from years 2 – 6 take the papers. Termly in-house moderation sessions take place amongst teaching staff to ensure judgements are robust and are standardised across the school. These are led by the English Lead and Head of School.