



Rationale

English unites the fundamental skills of reading and writing. It also involves speaking and listening, discussion and reflection. It is a life skill, which enables us to make sense of our world. We aim for all children to become confident, critical readers and writers with the capacity to express themselves through a variety of different literary activities.

Aims

Literate children should:

- Read and write with confidence, fluency and understanding;
- Be able to orchestrate a full range of reading cues (phonic, graphic, syntactic, contextual) to monitor their reading and correct their own mistakes;
- Understand the sound and spelling system and use this to read and spell accurately;
- Have fluent and legible handwriting;
- Have an interest in words and their meanings and an ever-increasing vocabulary;
- Know, understand and be able to write in a range of genres in fiction and poetry, and understand and be familiar with some of the ways in which narratives are structured through basic literary ideas of setting, character and plot;
- Understand, use and be able to write a range of non-fiction texts;
- Plan, draft, revise and edit their own writing;
- Have a suitable technical vocabulary through which to understand and discuss their reading and writing;
- Be interested in books, read with enjoyment and evaluate and justify their preferences;
- Through reading and writing, develop their powers of imagination, inventiveness and critical awareness.

Guidelines

Role of the Subject Leader

The English Leader has a responsibility to:

- Support colleagues in the implementation of the 2014 'National Curriculum for England: Programmes of study for English' and in building up banks of ideas and resources;
- Promote and monitor the effective use of high-quality texts;
- Attend CPD training and network meetings;
- Provide or facilitate INSET training;
- Disseminate what has been learned on courses to colleagues;
- Have an overview of the National Curriculum for English across the School;

- Assist the Head and Senior Leadership Team in monitoring standards within the school;
- Assist the Head and Senior Leadership Team in monitoring standards of the teaching of English within the school, through lesson observations, planning scrutiny, work sampling, learning environment walks and pupil conferencing;
- Audit and purchase resources;
- In conjunction with the SENCo, monitor the delivery of English intervention programmes throughout the school.

Assessment

Please refer to separate Assessment Policy.

SEN

Children who experience difficulty in particular aspects of English will – according to their stage on the Special Needs Register - receive support as outlined on the Provision Map or Individual Education Plans. Where appropriate, the use of assistive technology will be encouraged.

What does reading look like at King's Gate Primary School?

In FS2:

- Reading is taught as a whole class, through the use of the Supersonic Phonic Friends programme and the sharing of books.
- Children learn to read using books aligned to our systematic synthetic phonics scheme, Supersonic Phonic Friends programme. Children read books that are consistent with their phonic knowledge.
- Class Teachers or Teaching Assistants will hear individual pupils read a minimum of once a week. Some pupils will be identified as needing to read daily or more frequently through our rigorous assessment. Children will take a book home that they have already read in class to practise at home. We expect all pupils to read their book at least four times to develop their phonic knowledge, fluency, understanding and prosody.
- Children are encouraged to take part in the '100 Book Challenge.' From the recommended list of books, children are encouraged to read as many as they can over the course of the key stage. Each child has a booklet detailing the books in the challenge and once they have read one (or had it read to them by an adult), they fill in the date when they completed it.

In Key Stage 1:

- Children continue to build their phonic knowledge, through the use of the Supersonic Phonic Friends programme and the sharing of books.
- Children learn to read using books aligned to our systematic synthetic phonics scheme, Supersonic Phonic Friends programme. Children read books that are consistent with their phonic knowledge.
- Class Teachers or Teaching Assistants will hear individual pupils read a minimum of once a week. Some pupils will be identified as needing to read daily or more frequently through our rigorous assessment. Children will take a book home that they have already read in class to practise at home. We expect all pupils to read their book at least four times to develop their phonic knowledge, fluency, understanding and prosody.
- Reading is also taught through whole class reading focussed lessons.
- The 'Reading Essentials' targets, used to plan reading lessons, are divided into four strands: Retrieve, Interpret, Choice and Decode.
- Children are encouraged to take part in the '100 Book Challenge.' From the recommended list of books, children are encouraged to read as many as they can over the course of the key stage. Each child has a booklet detailing the books in the challenge and once they have read one (or had it read to them by an adult), they fill in the date when they completed it.

In Key Stage 2:

- Children who have not yet mastered the alphabetic code, will continue to explore grapheme/phoneme correspondence with a systematic approach to building on the firm foundations from the Supersonic Phonic Friends Programme.
- Reading is taught through whole class reading focussed lessons.
- The 'Reading Essentials' targets, used to plan reading lessons, are divided into six strands: Retrieve, Interpret, Choice, Perform, Viewpoint and Review.
- Individual reading continues for those children who are not yet confident and fluent readers.
- Children are encouraged to take part in the '100 Book Challenge.' From the recommended list of books, children are encouraged to read as many as they can over the course of either the upper or lower key stage. Each child has a booklet detailing the books in the challenge and once they have read one, they fill in the date when they completed it.

Across the school:

- Teachers use high quality class texts as the main driver for most of their curriculum planning, including English, History, Geography, Art and DT
- Reading lessons are planned using the 'Reading Essentials' targets as objectives and will usually focus on a target/s from one of the strands: Retrieve, Interpret, Choice, Perform, Viewpoint, Review. Despite having a reading focus, the lesson may result in a written outcome.
- The date / WALT of the reading lesson and the symbol to represent the strand being taught should be visible.

- A copy of the Reading Essentials will be stuck in the back of each child's English book (Year 1 – 6) and these will be dated when any of the targets have been achieved.
- Throughout the school, children see the teacher modelling 'good' reading, in order to learn how to add vocal expression, punctuation and dramatic affect to their own reading.
- A range of high-quality texts are shared with the class regularly, from FS2 through to Year 6, promoting opportunities for discussion about the different text types and personal preferences.
- The Fantastic Four initiative is in place to encourage home reading and for every 4 times that a child reads at home in a school week they achieve a stamp on the class charts. Home school record books are checked weekly by the class teacher or teaching assistant. When the children have achieved 12 stamps they receive a certificate, 24 a book mark and 36 a star pin badge to wear on their school uniform.

What does writing look like at King's Gate Primary School?

In FS2:

- Writing is taught through modelling and guided group sessions with the Teacher.
- An element of writing is incorporated into daily phonics lessons.
- The Teacher and TA often give verbal feedback to children, supporting them in making corrections, where necessary, during the lesson.
- Self-initiated writing is actively encouraged in the continuous and enhanced provision, with activities and opportunities provided for children to apply their skills independently in fun and interesting ways.

In Key Stage 1:

- Writing is taught through teachers expertly modelling the writing process and desired outcome; it often also takes the form of guided group teaching.
- Teachers and TAs will often give verbal feedback to children, supporting them in making corrections, where necessary, during the lesson.
- At the end of most units of work, children complete an independent piece of writing in the particular genre that that unit focusses on.
- There are some opportunities for the children to produce 'published' pieces of writing for a purpose, where they have had opportunities to edit and improve their initial writing before 'publishing' a final piece.
- In Year 1, self-initiated writing is actively encouraged in the continuous and enhanced provision, with activities and opportunities provided for children to apply their skills independently in fun and interesting ways.

In Key Stage 2:

- At the end of each unit of work, children complete an independent piece of writing in the particular genre that that unit focusses on.
- At least 2 pieces of extended, independent writing are completed in each year group for each term (i.e. 12 pieces over the course of each academic year).
- There are opportunities for the children to produce 'published' pieces of writing for a purpose, where they have had opportunities to edit and improve their initial writing before 'publishing' a final piece.
- At least weekly, children's work is thoroughly marked using the agreed system outlined in the Marking Policy - highlighting the 'next steps' the children need to take in order to progress.
- Teachers check for evidence of children achieving the Writing Progression statements and date the appropriate target on the copy of the Writing Progression in the child's English book.
- Children editing, reviewing and responding to feedback regularly forms part of lesson time.

Across the school:

- Wherever possible, writing is linked to the termly class topic and text.
- Teachers plan for a balance between fiction, non-fiction and poetry, in accordance with our fiction and non-fiction writing progressions and Long-Term Plan.
- At the beginning of a unit of work, children are immersed in the key text for the unit as well as examples of the text type to provide a clear understanding of what a 'good one' looks and sounds like.
- Teachers expertly model the writing process to provide examples of the desired outcome.

- Guided groups, supported by the Teacher, may also be used to teach specific elements of writing.
- Children are taught how to gather ideas and plan their writing, with varying levels of support dependent on their age, ability and experience in that writing genre.
- Children are given time to write for an extended period of time (dependent on the year group) to enable them to build up their stamina in writing.
- When planning, teachers provide regular opportunities for shorter pieces of independent writing; these may not be in the genre they are currently studying but could be revisiting something covered earlier in the year / in previous year groups.
- From Year 1, children are encouraged to proof read their writing, using a purple pen to correct spelling, punctuation or grammatical errors.

What do phonics and spelling look like at King's Gate Primary School?

<p>In FS2:</p> <ul style="list-style-type: none"> • Phonics is taught daily following the Supersonic Phonic Friends programme. • Phonics starts in Reception in week 2 to ensure the children make a strong start. • By the end of Reception, children will have been taught up to the end of phase 3. • Reception lessons start at 10 minutes, with daily additional oral blending – increasing to 30 minutes when ready. • As necessary, phonics intervention takes place in addition to the whole class phonics teaching, to ensure children 'keep up.' • We expect and encourage children to apply this knowledge to their reading and writing.
<p>In Key Stage 1:</p> <ul style="list-style-type: none"> • In Year 1, phonics is taught daily following the Supersonic Phonic Friends programme. • By the end of Year 1, children will have been taught up to the end of phase 5. • In Year 2, children will learn spelling rules and patterns. • From Year 2, there are planned phonic 'catch-up' sessions following a set model to address specific reading/writing gaps. These are short, sharp sessions lasting a maximum of 10 minutes in length and take place regularly. • From Year 1, children are actively encouraged to proof-read their writing for spelling errors and to correct these with purple pen.
<p>In Key Stage 2:</p> <ul style="list-style-type: none"> • In Year 3, as necessary, phonics intervention takes place to close gaps in children's phonic knowledge. This may take the form of group or whole class teaching. • In Years 3-6, children are taught spelling through the Supersonic Spelling Stars Programme in daily spelling lessons. • A new letter pattern is introduced bi-weekly and relevant spellings taught and practiced. • It is the expectation that children will engage in spelling practice as part of their home learning. (See Home Learning Policy)
<p>Across the school:</p> <ul style="list-style-type: none"> • Teachers ensure that the 'Common Exception Words' for each year group, as set out in the National Curriculum, are covered as part of their spelling teaching and per the Supersonic Spelling Stars programme. • Children are encouraged to learn new spellings in a range of ways. • Children have access to sound strips, word banks, tricky / high frequency words and dictionaries (as appropriate to their ability) to support them in their independent writing. • Children are expected and encouraged to apply their phonic/spelling knowledge in their writing. • Children are taught, expected and encouraged to proof-read their writing for spelling errors and to correct these with purple pen.

What do grammar and punctuation look like at King's Gate Primary School?

Across the school:

- Grammar and punctuation are taught in each year group (in accordance with the National Curriculum) as set out in our Writing Progression document.
- Progression and complexity builds through the school.
- It is essential that the correct technical grammatical terms are used, as each new concept is introduced, from FS2 through to Key Stage 2. This ensures that the language used by the children and teachers will be consistent as they progress through the key stages, allowing them to build on their knowledge and understanding of each concept. (See English Appendix 2 of the National Curriculum)
- Where possible, grammar and punctuation are taught in context and within a writing genre to allow the children to apply new grammatical knowledge for a specific purpose. Sometimes, however, it may be taught explicitly.

What does handwriting look like at King's Gate Primary School?**In FS2:**

- Children begin with learning the handwriting patterns and strokes needed to ensure successful handwriting: this is through 'squiggle while you wiggle' gross motor movements. To develop muscle tone, daily FMS activities are introduced and all pupils take part in dough disco.
- The children are introduced to pre-cursive handwriting as they learn each new grapheme – following the progression in the Letterjoin programme. In pre-cursive writing, the leading strokes are in place, with all letters beginning on the line but not yet joined.
- Children are taught how to form all lower case. Children are introduced to capital letters and digits 0-9 correctly.
- The children are expected to hold their pencil correctly, additional support is available when needed such as pencil grips and shaped pencils – 'pick it and flick it'.

In Key Stage 1:

- Once children are confident in forming all letters in a pre-cursive style, they are supported to begin joining.
- Children are taught how to join different letters, progressing through the LetterJoin programme.
- By the end of KS1 most children are expected to attempt to join their handwriting, although this may not yet be consistent.
- Teachers continue to teach handwriting using LetterJoin handwriting scheme.

In Key Stage 2:

- In line with the agreed handwriting style, most letters will be joined (except capitals) and all letters should start on the line.
- Additional handwriting support is provided to pupils who have yet to master the correct joins in their writing.
- Teachers continue to teach handwriting using the LetterJoin scheme and provide dedicated time for children to practise.
- When the Head of School is satisfied that the child's handwriting is of a clear, neat, legible joined script, the child is awarded a pen licence. This is a certificate and a pen to use for all their written work (except Mathematics).

Across the school:

- When using flashcards for phonics or reading, these are in the script specified within the Supersonic Phonic Friends scheme.
- We use English books with handwriting guidelines, in order to support children in developing a neat, joined style with ascenders and descenders consistently formed. There are 3 different line widths available to enable children to refine their handwriting style and size. Children will

progress through these over time, from widest to narrowest and then move onto lines without guides, dependent on their handwriting ability.

- 'Letter Join' is available on iPads, laptops and interactive whiteboards to support the planning and teaching of handwriting. It is also available for parents and children to access at home.
- Children's 'best' handwriting is expected at all times and across all subjects, not just English.
- Teachers will model 'good' handwriting, when writing on the board and writing feedback in children's books, reflecting the agreed handwriting style (using pre-cursive in FS2 / Year 1 and cursive in Year 2 upwards).
- Where possible, teachers should use the agreed handwriting style when producing worksheets or writing prompts (the font is available on all school computers).

What does oracy look like at King's Gate Primary School?

Across the school:

- There are planned opportunities to support children to learn *to* talk successfully, focusing on developing their physical, cognitive, social and emotional and vocabulary skills.
- There are planned opportunities for children to learn *through* talk, focusing on improving their learning across the curriculum by engaging in high quality interaction.
- Opportunities for children to use and develop their speaking and listening skills are planned into all subjects, allowing them to speak and listen for a range of different purposes and in a range of contexts.
- They have opportunities to work in pairs, small groups and as a class, joining in discussions and making relevant points.
- They also have the opportunity to demonstrate these skills in more formal contexts such as class assemblies and school performances.

Date Agreed _____

Head Teacher _____

Chair of Governors _____