



### 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.

### Core Responsibilities of English Subject Leader:

#### Strategic Leadership

- Develop and implement the English curriculum - ensure it meets the National Curriculum requirements and is sequenced effectively to build pupils' knowledge and skills progressively.
- Monitor and evaluate the quality of teaching and learning in English across the school.
- Lead on assessment in English, ensuring accurate tracking of pupil progress and identifying gaps in learning
- Set targets and drive improvement in reading, writing, and oracy outcomes.

#### Teaching & Learning

- Prioritise accurate and fluent word reading, spelling, and handwriting for pupils;
- Extend pupils' language and vocabulary, both spoken and written, and increase their reading competency across all subjects;

- Ensure teaching of reading is rigorous and sequenced, developing pupils' fluency, confidence and enjoyment;
- Weave oracy into the curriculum, developing academic vocabulary, reading aloud skills, debate and discussion, and listening skills.
- Promote and monitor the effective use of high-quality texts across the curriculum.
- Building a strong culture of reading across the school, shown by pupils' confidence and enjoyment.

### **Staff Development**

- Lead professional learning for staff in English, ensuring access to high-quality, evidence-informed training;
- Attend CPD training and network meetings;
- Support colleagues in the implementation of the 2023 Reading Framework, 2025 Writing Framework, 2014 'National Curriculum for England: Programmes of study for English' and in building up banks of ideas and resources;
- Support colleagues with planning, assessment, and intervention strategies;
- Facilitate purposeful collaboration between teachers on curriculum, teaching and assessment.

### **Inclusion, Intervention and Support**

- Ensure assessment accurately identifies gaps in pupils' foundational knowledge and that targeted teaching is prioritised;
- Support teachers' assessment of pupils so it is precise, so that pupils 'keep up' with their learning.
- Identify pupils' starting points and reasons why pupils need additional help, particularly those with EAL or SEN;
- In conjunction with the SENCo, oversee the delivery of English intervention programmes throughout the school, to support pupils in reading and writing;
- 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.

### **Monitoring and Accountability**

- Assist the Head and Senior Leadership Team in monitoring standards of the teaching of English within the school, through lesson observations, planning and work sampling, learning environment walks and pupil conferencing;
- Analyse data to identify trends and areas for development;
- Report to senior leaders and Governors/Trustees on progress and standards in English;
- Ensure reading attainment is assessed accurately and gaps are tackled quickly.

## 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 phonetically controlled books, which follow the progression within the Supersonic Phonic Friends programme.
- Children are heard reading individually by the Class Teacher or TA weekly (or more frequently where possible).
- 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 continue practice reading using phonetically controlled books, which follow the progression within the Supersonic Phonic Friends programme.
- Reading is also taught through whole class reading focussed lessons.
- KGPS Reading Objectives are used to plan reading lessons, and divided into four strands: Retrieve, Interpret, Choice and Decode.
- Children are heard individually reading by the Class Teacher or TA weekly (or more frequently where possible).
- 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.
- KGPS Reading Objectives are used to plan reading lessons, and divided into the following 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 is taught through a Directed Reading Instruction model, incorporating teacher read aloud, paired reading, explicit vocabulary instruction, structured discussion and RIC tasks as purposeful practice.
- Reading lessons are planned using the KGPS Reading objectives and inline with our English Handbook and will usually involved reading and answering questions based on the core strands: Retrieve, Interpret, Choice, Perform, Viewpoint, Review. Despite having a reading focus, the lesson may result in a written outcome.
- 'Reading Questions' should be written below the date / WALT of the English lesson will indicate the reading part of the lesson, and the symbol representing the strand being taught should be visible within planning documents/pupil facing materials.
- A copy of the KGPS Reading objectives will be kept by the teacher and these will be dated and RAG rated 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.
- Children who participate in the book challenge will get 1 ticket into the termly raffle for each book they read from the challenge.

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

#### In FS2:

- In Reception, whilst children are developing their ability to form letters and spell, the majority of composition will be oral.
- Developing communication and language skills are vital and are based on high quality adult to child interactions. In Reception, this will include: shared reading, storytelling, rhymes, rich opportunities for oral composition, and explicitly taught handwriting and spelling through modelling and guided group sessions with the Teacher.
- The Teacher and TA often give verbal feedback to children, supporting them in making corrections, where necessary, during the lesson.
- The emphasis in reception, will be on building the foundations of writing: transcription & composition.
- Self-initiated writing is actively encouraged in the continuous provision, with activities and opportunities provided for children to apply their skills independently in fun and interesting ways.

#### In Key Stage 1:

- Transcription – pupils will receive direct explicit teaching of handwriting and spelling to gain automaticity.
- Dictation will be used as a way for pupils to practise transcription, to help them write more automatically.
- 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 give feedback to children, often verbal, supporting them in making corrections where necessary during the lesson.
- Teachers will promote the writing of sentences and the practice of these essential key skills.
- Self-initiated writing is actively encouraged in the continuous 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.
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- Self-initiated writing is actively encouraged in the continuous provision, with activities and opportunities provided for children to apply their skills independently in fun and interesting ways.
- Dictation will be used as a way for pupils to practise transcription, to help them write more automatically.
- Children editing, reviewing and responding to feedback regularly forms part of lesson time and children do this with purple pen.
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**Across the school:**

- Sentence mastery is the foundation of writing, beginning with oral rehearsal and sentence-combining in Reception and KS1, and developing into the deliberate crafting of a wide range of sentence structures in KS2.
- All writing units follow our three-phase model of Immersion, Grammar and Sentence-Level Instruction in Context, and Independent Writing, through which pupils move from reading and rehearsal towards increasingly independent composition.
- 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. They will spend the majority of their time analysing the effect on the reader of the different grammatical constructions they will be taught to use within that unit so that all their writing becomes framed through the lens of the non-present reader.
- Teachers will provide appropriate scaffolded support via the use of a 'thinking side' during the supported planning of writing tasks. Sentence diagramming, widgits and colourful semantics will be provided for use as appropriate.
- 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 have time to gather ideas and plan their writing, with varying levels of support dependent on their age, ability and experience in that text type.
- 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 also look for regular opportunities for shorter pieces of independent writing, so that they have the opportunity to develop sentence control.
- From the end of Year 1 children are encouraged to proof read their writing, using their purple pen to correct spelling, punctuation or grammar errors.
- Children are explicitly taught the difference between revising for meaning and editing for accuracy and are supported to do both regularly.

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

**Across the school:**

- Purposeful talk and oral rehearsal underpin reading and writing instruction across the curriculum.
- 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.

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

<b>In FS2:</b>
<ul style="list-style-type: none"> <li>• Phonics is taught daily following the Supersonic Phonic Friends programme, covering Phase 2 and 3.</li> <li>• Phonics teaching starts in Reception as soon as the children start school.</li> <li>• As necessary, phonics intervention takes place in addition to the whole class phonics teaching, to ensure children 'keep up.'</li> <li>• We expect and encourage children to apply this knowledge to their reading and writing.</li> </ul>
<b>In Key Stage 1:</b>
<ul style="list-style-type: none"> <li>• In Year 1, phonics is taught daily following the Supersonic Phonic Friends programme, first recapping Phase 4 and then teaching Phase 5 and Suze's Super Spelling Rules.</li> <li>• In Year 2, phonics is taught daily following the Supersonic Phonic Friends programme, first recapping Phase 5 and then teaching Suze's Super Spelling Rules.</li> <li>• As necessary, phonics intervention takes place in addition to the whole class phonics teaching, to ensure children 'keep up.'</li> <li>• Where needed, 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.</li> <li>• From Year 1, children are actively encouraged to proof-read their writing for spelling errors and to correct these with purple pen.</li> </ul>
<b>In Key Stage 2:</b>
<ul style="list-style-type: none"> <li>• 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.</li> <li>• In Years 3-6, we continue to explore grapheme/ phoneme correspondence with a systematic approach to building on the firm foundations from our Supersonic Phonic Friends Programme. Children will access daily spelling sessions tailored to our unique context.</li> <li>• A new letter pattern is introduced weekly and relevant spellings taught and practiced.</li> <li>• It is the expectation that children will engage in spelling practice as part of their home learning. (See Home Learning Policy)</li> </ul>
<b>Across the school:</b>
<ul style="list-style-type: none"> <li>• Spelling is taught as part of developing fluent transcription, alongside handwriting and sentence construction.</li> <li>• 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.</li> <li>• Children are encouraged to learn new spellings in a range of ways.</li> <li>• 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.</li> <li>• Children are expected and encouraged to apply their phonic/spelling knowledge in their writing.</li> <li>• Children are taught, expected and encouraged to proof-read their writing for spelling errors and to correct these with purple pen.</li> </ul>

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

<b>In FS2:</b>
<ul style="list-style-type: none"><li>• In the Foundation Years, pupils are not expected to produce extended pieces of writing. Rather, they are given plenty of opportunities to practise handwriting and spelling, write dictated sentences and develop oral composition.</li><li>• The children are introduced to pre-cursive handwriting as they learn each new grapheme – following the progression in Letter Join. In pre-cursive writing, the leading strokes are in place, with all letters beginning on the line, but not yet joined.</li><li>• Children are taught, with regular explicit handwriting instruction, how to form all lower case, capital letters and digits 0-9 correctly.</li><li>• The children are expected to hold their pencil correctly – ‘nip, flip and grip’.</li></ul>
<b>In Key Stage 1:</b>
<ul style="list-style-type: none"><li>• Once children are confident in forming all letters in a pre-cursive style, they are supported to begin joining.</li><li>• Children are taught how to join different letters, progressing through the Letter Join scheme.</li><li>• By the end of KS1 most children are expected to attempt to join their handwriting, although this may not yet be consistent.</li></ul>
<b>In Key Stage 2:</b>
<ul style="list-style-type: none"><li>• In line with the agreed handwriting style, most letters will be joined (except capitals) and all letters should start on the line.</li><li>• When the teacher 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).</li><li>• Pupils are supported to transition from English books with guided lines to lined exercise books during Upper key Stage 2.</li><li>• Additional handwriting support is provided to pupils, as required, including the use of a highlighted line guided book.</li></ul>
<b>Across the school:</b>
<ul style="list-style-type: none"><li>• When using flashcards for phonics or reading, these are in print only.</li><li>• 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.</li><li>• ‘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.</li><li>• Children's ‘best’ handwriting is expected at all times and across all subjects, not just English.</li><li>• 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).</li><li>• Where possible, teachers should use the agreed handwriting style when producing worksheets or writing prompts (the font is available on all school computers).</li></ul>

## What does sentence level teaching look like at King's Gate Primary School?

### Across the school:

- Sentence construction is taught explicitly through the KGPS Whole School Sentence Progression document.
- Sentence mastery is regarded as foundational to successful writing and underpins our writing curriculum.
- Each year group follows the Whole School Sentence Progression to ensure sentence structures are introduced cumulatively, practised explicitly and embedded over time before greater complexity is introduced.
- Sentence-level instruction is taught in context, rooted in the class driver text and linked to writing outcomes, so that grammar is always taught for purpose and effect.
- Teachers use explicit modelling, oral rehearsal, sentence practice routines and short burst writing to support children in noticing, practising and applying sentence structures.
- Children are encouraged to revisit previously taught sentence models and draw on a widening repertoire of sentence structures with increasing independence, selecting structures deliberately to meet audience and purpose.

### In FS2:

- Children begin to develop sentence knowledge through oral rehearsal, shared composition and early sentence construction.
- Children are taught to compose simple sentences orally before recording them in writing.
- Adults model how sentences communicate complete ideas and support children in constructing and refining simple sentences.
- As children progress through Reception, they begin to combine ideas orally using coordination and simple subordination, laying the foundations for later sentence development. Sentence-level teaching is closely linked to talk, storytelling, dictated sentences and purposeful early writing opportunities.

### In Key Stage 1:

- In Year 1, children secure simple sentences before being introduced to compound sentences using coordination (and, but) and simple complex sentences using subordination (because).
- In Year 2, children build on this by broadening their use of coordinating conjunctions (and, but, so, or) and beginning to use a wider range of subordinate clauses (because, when, if, that).
- Teachers model sentence structures explicitly and provide regular opportunities for pupils to rehearse, practise and apply these structures through sentence-level tasks and short burst writing.
- Previously taught sentence models are revisited and refined so that knowledge is secured before new structures are introduced

### In Key Stage 2:

- Sentence-level instruction continues to be explicitly taught through the Whole School Sentence Progression, with increasing complexity and deliberate attention to effect.
- In Lower Key Stage 2, pupils develop greater control over compound and complex sentences, including a full range of coordination, varied subordinate clause placement and, in Year 4, manipulation of subordinate clauses for effect.
- In Upper Key Stage 2, pupils extend this understanding through embedded subordinate clauses, relative clauses, parenthesis, active and passive voice and, in Year 6, the deliberate use of sentence structures for audience and purpose.
- Sentence-level teaching is planned through writing units and linked to the grammatical and compositional demands of the final outcome.
- Teaching follows an I do, We do, You do model, with explicit modelling, guided practice, short burst application and independent writing used to embed learning.
- Previously taught sentence models continue to be revisited, refined and applied in increasingly sophisticated ways.

## 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 documents.
- 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)
- The skills of grammar and punctuation will be taught and practised in context of the driver text and then these skills will be applied within a writing text type to allow the children to apply new grammatical knowledge for a specific purpose.

Date Agreed \_\_\_\_\_

Head Teacher \_\_\_\_\_

Chair of Governors \_\_\_\_\_