



English Policy:

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

Intent

At Kniveton Primary School, our intent is to provide an inspirational English curriculum for our children that allows them to develop into confident, creative writers, readers and communicators.

We understand that developing strong literacy skills in primary school plays a key role in the ability of children to successfully navigate the later years of their school life, and indeed the years beyond education.

Here at Kniveton, it is our aim to do this by immersing children in a fun, engaging curriculum that is tailored to their needs, responsive to the different speeds at which children learn and sensitive to the challenges that all children face on their learning journey.

Having a well-planned, carefully structured progression of skills for reading and writing that runs from the beginning of their journey, in EYFS, to the end of year 6 allows us to have high expectations of all children.

At the heart of this is the intention of all staff here at Kniveton to instil a love of reading, writing and discussion in our children that will have a positive impact on their development during their time here, and a lasting impact on their lives.

Implementation

In all classes at Kniveton, English lessons are taught in units that are planned around high-quality, challenging texts. In reading, teachers employ a range of strategies such as guided reading, whole class, small group and individual. Pupils are taught key reading skills in focussed lessons, as well as having the opportunity to use a mixture of skills.

In the teaching of writing, the children are immersed in an engaging narrative (or non-fiction text), over several weeks, exploring characters, settings, storylines and themes. These units are planned by teachers using writing resources from a range of sources such as the Literacy Shed and the Literacy Tree. We want our children to understand why they are writing so that it is purposeful, so we have created our writing curriculum around this.

The reading and writing skills developed in English lessons are carefully selected so that they form part of a whole-school skills progression. This allows children to master age-appropriate skills quickly and enables the teachers at Kniveton to provide timely challenge or support where it is needed.

I Writing for a Purpose

We believe that children's learning is enhanced when they are writing for a purpose. Because of this, we structure our units in a way that allows teachers and their classes to focus on one key writing purpose at a time – writing to entertain, persuade, inform or discuss. This approach means that children spend half a term gaining a thorough understanding of how to write for a specific purpose and what skills to employ. (See separate writing policy document for more information about writing purposes.)

The teaching of these skills takes place very day. Within these English lessons, teachers use the chosen text to analyse and model positive writing techniques through a huge variety of activities, challenges, discussions and games. The children adopt these skills and gradually learn to apply them in fun and exciting ways. By following our Progression of Skills in Writing, teachers ensure that pupils are building on previous learning and developing their skills as writers.

See our Writing Policy and Writing Skills Progression documents for more information about how writing is taught at Kniveton.

II Reading

Reading is an integral part of most English lessons at Kniveton. As we teach our writing units through a text, pupils enjoy whole class, teacher led or paired or individual reading every day.

In addition to this, we also teach reading in additional reading sessions that take place at least twice a week. One of these sessions will focus on looking at one or more of the key skills for reading 'VIPERS' and encouraging pupils to answer questions related to that particular skill. The

other reading 'lesson' is shorter and enables pupils to answer a range of questions using a mixture of skills.

Through whole-class discussion and shared reading activities, these guided lessons provide a deeper understanding of what characters are thinking, how they are feeling and why they act the way they do. Through careful questioning, children learn how stories and non-fiction writing is constructed and in doing so, develop their comprehension skills and their ability to better understand and interpret the books they read.

Reading is fundamental to everything we do at Kniveton. We are aware of the impact it has on the development of children in all subjects. On top of the consistent, rigorous focus in lessons, we use vibrant displays, read-at-home initiatives, reward schemes, celebration days and whole school story time assemblies.

See our Reading Policy for more information about how reading is taught at Kniveton and our Progression of Skills in Reading which outlines skills taught each year throughout the school.

III Grammar

Grammar is taught within our English lessons, carefully embedded in the units of work so that children learn the correct use of grammar while engaged in the class text. They will learn about the use of inverted commas while building conversations between their favourite characters, for example. This avoids grammar being taught as a detached, abstract part of the writing process and helps children retain what they have learned and understand why they have learnt it.

See our progression of skills document which details how grammar is taught throughout the school.

IV Oracy

At Kniveton we encourage children to actively take part in class discussions and debates. Children have the opportunity to read in front of the class, or to speak about something that they have achieved or done in 'show and tell' sessions both in the classroom and also in whole school assemblies. Each class produces a play each year, and due to our small class sizes, every child has the opportunity to speak and perform in front of an audience. We believe that giving our children a voice, and teaching them how to listen, empowers them as learners and builds their self-esteem.

V Spelling

Here at Kniveton, we utilise the 'Spelling Shed' resource in all year groups to plan and deliver additional spelling sessions. From finishing Little Wandle phonics in year 2, pupils begin our

spelling programme. This is universally popular with our children, who love the challenging, competitive nature of the online activities. It also teaches the etymology and morphology of words to add interest and context to the vocabulary.

See our medium term plan for spellings.

V Phonics

We teach phonics rigorously throughout the school using the 'Little Wandle' scheme. We believe that a good understanding of phonics develops excellent early readers. Phonics is taught up to Year 2. It is then continued throughout the school for children who are reading below age related expectations using the 'Rapid Catch Up' programme.

See our separate Phonics and Early Reading policy which details how phonics is delivered at Kniveton Primary School.

VI Handwriting

The school follows a structured approach to handwriting, 'Letter Join', which is followed throughout the school. This ensures that pupils form and join their letters correctly and consistently, developing a neat, joined, cursive style.

See our separate handwriting policy for more details on how handwriting is taught at Kniveton.

Impact

By immersing children in high quality texts and focusing on skills and the enjoyment of English, children develop an enthusiasm for the subject. They enjoy talking about their favourite books, discussing the stories they're writing, and sharing their achievements with other children.

Children's books show that they continually adopt new writing skills as they progress through the school while drawing inspiration from the books they read in class.

Children are also encouraged to assess their own work. Evaluating their own progress often feeds their eagerness to reach new targets and enables children to talk freely and enthusiastically about their next steps.

Marking and monitoring

When marking this work, teachers leave next steps in books so that children know exactly what they need to do to make progress. They enjoy responding to these marking prompts in purple pen. Anyone identified as working above or below age-related expectations is given support or challenges to help them take the next step on their learning journey.

Formal Assessment

Children's writing is assessed at the start of the year and at the end of each term. This formal assessment complements the day-to-day assessment that takes place in classrooms and in books.

Children's reading is assessed on termly using age related NFER tests.

Pupils needing additional stretch or those who are not making required progress are subsequently identified in our Pupil Progress meetings and structured plans are put in place to support them.