



KING'S NORTHWAY
PRIMARY ACADEMY

SCHOOLS OF CHARACTER
MAKING GREAT LEADERS

English Policy



GREAT SCHOOLS
TRUST

Document Control

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King's Northway Primary Academy

English Policy

Introduction:

King's Northway Primary Academy is a strong and distinctive community, where we value each other as part of the family. We show this through our planning, our teaching, our relationships and respect for each other as individual learners. We are all learners – no matter our age or time within this or another School.

Learning potential is realised most when parents and teachers work in partnership. We believe in our children and we want our children to believe in themselves – they will then 'believe and achieve'. We set ourselves the high standard of: All learners, All achieving, All the time. Our Policy for Teaching and Learning is underpinned by this ethos.

The King's Northway Curriculum has a golden thread that links a rich tapestry of knowledge, interwoven with key skills and allows children to engage with, connect with and understand their locality and rich cultural offer and take their places as global citizens in the twenty first century.

The King's Northway Values for Victory exemplifies an ethos that builds community and provides the expectations for excellent attitude and learning behaviour. The curriculum is planned to allow children to explore, evaluate and improve. Children know the high expectations and are encouraged to strive for success in all that they do. Children are nurtured so they can engage with their learning without barriers and reach their own potential. King's Northway understands that aspiration is good but aspiration for all: all learners, all valued, all achieving...all the time.

Our Curriculum is a progressive programme of study, where children are exposed to knowledge and skills year on year. Children should see the 'big picture' as they progress through school and see building blocks coming into place. They will be immersed in a rich vocabulary and text-base to inspire a love of learning and given the opportunity to share their knowledge. Children can exemplify their prior knowledge and staff teach from this starting point, knowing the expectation for their specific year group. Low state quizzing for pre-assessments endeavour the development of sticky knowledge and post-assessment give children the satisfaction of achievement. Each subject area is taught discretely but has clear cross-curricular links and crossover of skills. We give core subjects and basic skills a strong emphasis but passionately believe in a wide, broad, rich curriculum, where children have deeper learning experiences and develop a life-long love of learning...developing dynamic and industrious citizens for Liverpool and the world who can make a positive contribution.

Excellence, enjoyment, enrichment, progression and relevance are all key principles of our King's Northway Curriculum from Nursery to Year 6.



1. Statement of consideration of equalities in all policies and procedures

This policy outlines the teaching, organisation and management of English taught at King's Northway Primary Academy. The policy has been drawn up as a result of staff discussion and has the full agreement of the Governing Body. The implementation of this policy is the responsibility of all teaching staff.

Introduction

English at King's Northway is about equipping children with the knowledge, skills, and understanding to be able to communicate effectively in the world. The curriculum at our school has been designed to inspire children to read a wealth of high quality texts and be inspired to write for a real purpose. Children and adults communicate with each other and understand others through the use of this language. They can do this most effectively if they are taught how to speak it, understand it, read it and write it to a high standard. Children come to school with varying levels of language skills, which we extend and deepen and provide them with a variety of language experiences. All English teaching will contribute to the development of skills in the following areas:

- Speaking and Listening
- Reading
- Phonics
- Writing
- Spelling, Punctuation and Grammar

2. Intent

At King's Northway we believe that English is a fundamental life skill, enabling children to develop their speaking, listening, reading and writing skills for a wide range of purposes. The knowledge and skills involved in speaking and listening, reading and writing are vital to success within all areas of education.

We believe that sound English skills are a necessary preparation to allow our pupils to effectively engage in further education and training, employment and ultimately achieve economic well-being. English also fosters the ability to use language purposefully and creatively, to encourage powers of imagination and to promote spiritual, moral and cultural understanding.

The development and progress through our reading scheme provides the opportunity for our pupils to read using increasing and more advanced reading skills, to develop the ability to read accurately, fluently and with expression and to also comprehend the written text. Our schemes include both fiction and non-fiction reading materials. We uphold and strongly emphasise the main purpose of writing, which is to convey meaning as a result of learning and to use and apply the basic skills of writing, vocabulary, grammar, spelling and punctuation.

Speaking and listening

We aim that children will:

- Think critically and logically.
- Order their thoughts and express them clearly.
- Develop skills of oracy giving the children confidence and understanding, equipping them for work and leisure.
- Express and justify their feelings and opinions with increasing clarity and effectiveness and respect the opinions of others.
- Communicate with ease in many varied circumstances for different audiences and purposes.
- Have suitable technical vocabulary to articulate their responses.

Reading

Our aim is that children will:

- Read with confidence, fluency and understanding.
- Be able to use a full range of reading strategies, e.g. phonics, word recognition, graphic knowledge, picture or context clues.
- Have an interest in books and read for enjoyment which provides them with a wealth of texts and story patterns for their own writing.
- Develop the skill of sustained reading.
- Develop imagination and critical awareness through reading experiences of the best examples of traditional and modern literature.
- Have knowledge of a range of authors, poets and playwrights.
- Have experience of group, shared and individual reading.

Writing

Our aim is that children will:

- Have an interest in words, their meanings; developing a growing vocabulary in spoken and written forms.
- Understand a range of genres – be able to write in a variety of styles and structures appropriate to the audience and purpose.
- Be developing the powers of imagination, inventiveness and critical awareness.
- Have suitable technical vocabulary to organise their responses.
- Produce independent pieces of writing using correct punctuation and sentence construction.
- Write extended pieces of text.
- Be able to write independently
- Have knowledge of a range of authors, poets and playwrights.
- Develop fluid and well-formed handwriting (see Handwriting Policy).

Implementation

Writing is developed through:

- A wide range of contexts for writing from role play to assembly productions.
- Punctuation, grammar and spelling which are taught on a regular basis.
- Following the immersive, analyse and write approach
- Providing opportunities for collaborative writing.
- A Quality Text approach to planning using Ready Steady Write.
- Regular opportunities for Independent Writing
- Regular opportunities to write for a real purpose
- Opportunities to write for pleasure

Phonics and Spelling are developed through:

- The marking of work and feedback to pupils.
- Grapheme phoneme correspondence.
- The teaching of regular spelling patterns and non-standard forms.
- The structure of words; compound/complex words, prefixes, suffixes, roots and origins.
- Vocabulary associated with specific curricular areas.
- A variety of strategies to enable independence in spelling, such as word banks, dictionaries, displays, spelling journals etc.
- Learning of spelling lists according to Statutory Requirements.
- Use of Spelling Shed.
- Use of RWI Phonics (See Phonics policy)

Reading skills are developed through:

- Providing a wide range of reading material and opportunities for children to select from, for information and entertainment.
- Regular one-to-one reading support for all children who have not yet reached the stage of being able to read independently.
- Regular Guided Reading
- Quality text approach
- Home Reading.
- Whole class reading
- Use of RWI (See phonics policy)
- Use of Fresh start phonics intervention
- Use of Reading Plus

Handwriting

Handwriting is developed through:

- Use of letter join handwriting scheme to support a structured and consistent teaching programme. (See Letter join policy)
- The number of teaching and practice/application sessions reflects the key stage and needs of the children.
- Use of Dough Disco to develop hand strength and dexterity in EYFS and Year 1.
- Consistent reinforcement through modelling and marking.
- Introduction to the use of pens from Year 3.

Speaking and listening aims are developed through:

- Providing a range of opportunities for children to talk and listen in formal and informal settings.
- The use of drama and role play to explore imaginary situations.
- Class discussion and debates on topical or contentious issues, both parochial and world-wide.
- Show and Tell sessions or News Sharing when children are encouraged to speak to their assembled classmates.
- Interviewing and hot seating carried out as part of a topic or project.
- Participation in class assemblies, school productions etc.

Teaching and Learning

Our children are taught in an English rich environment where the all-encompassing nature of English will be reflected throughout the curriculum. At Northway our quality text approach to the teaching of English enables children to engage with and be motivated in their learning, deepen their understanding of texts and be provided with a meaningful context for writing and enables teaching to bring together the three areas of English.

The English curriculum draws on a variety of teaching/learning approaches and we strive for a balance between those that concern the child's individual developing use of language and those that concern the knowledge about language and literature. The mode of working in English is a balance between whole class teaching, teacher directed group work and independent working.

Subject Delivery

At King's Northway Primary Academy we use a variety of teaching and learning styles in our English lessons in order to meet the needs of all our pupils. Our principal aim is to develop children's knowledge, skills, and understanding. We use the scheme Ready Steady Write to ensure consistency and coverage across the school, following the King's Northway Teaching Sequence. In Key Stages 1 and 2 we do this through a daily lesson in which children experience a reading or writing activity, a focused word or sentence activity, a guided group or independent activity, and a whole class session to review progress and learning. We include a daily Sentence Accuracy aspect in each lesson, to embed grammar and punctuation. In all classes children have a wide range of abilities, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. Members of staff have high expectations that all children can achieve their full potential. Wherever possible, Teaching Assistants work in class, supporting all ability groups, specific individuals or groups of children, ensuring that work is matched to the needs of the child.

Phonics

Early Years and Key stage one follow the Read Write Inc programme for phonics. If children in Year 3 and 4 need more support with reading they also take part in phonics sessions and receive one-to-one tutoring to ensure rapid progress. Phonics is taught daily and helps pupils learn to decode, read with fluency and develop comprehension skills. The Read Write Inc programme adopts a systematic synthetic approach to teaching phonics. Please see Phonics policy for more information.

Spelling, Punctuation and Grammar

Spelling, Punctuation and Grammar are developed through daily Sentence Accuracy and GPS sessions and are enhanced through the quality text approach. Spelling Shed is utilised in classes across Key Stage 2 and at home. Children have access to the app and teachers can use GPS materials on the site.

Resources

It will be the responsibility of the English Subject Team to purchase, store and maintain new English resources. All staff members will be involved in identifying the needs for new resources and will inform the English team of any areas in which resources could be improved.

There is a wide range of resources to support the teaching of English across the school.

Resources listed as follows-

- Each classroom has a store of books for a reading corner.
- All classrooms have dictionaries and Y1 – 6 have thesauruses.
- Each classroom displays subject specific vocabulary which pupils are encouraged to use regularly.
- Children have access to a school library containing high quality reading material, which is up to date, relevant and balanced in its presentation of fiction and non-fiction as well as ethnicity, culture and gender.
- Book banded guided reading are stored in central locations.
- All Year groups have access to flash cards, phoneme frames, word fans and magnetic letters to support the teaching of phonics.
- All Key Stage 2 children have access to Spelling Shed and are set weekly homework tasks on the app.

Homework

We acknowledge and value the effect that input from home has on a pupil's motivation and attainment. Homework set includes the use of the following online resources to support the development of English at home:

- Reading Plus
- Spelling Shed
- Get Epic
- Letter join

Children will also be sent home weekly a book matched exactly to their phonetical understanding and knowledge as well as a book that promotes reading for pleasure.

Equal Opportunities

- All pupils irrespective of gender, race, religion or disability, are entitled to a broad and balanced English curriculum. We have high expectations of all our pupils.
- Attainment of boys and girls as well as the achievement of other groups (i.e. SEND, EAL, Pupil Premium, CLA) is carefully monitored.
- Children access the curriculum at the appropriate level, thus ensuring progression and differentiation.
- Suitable resources and learning environments will be made available to enable children to access the learning required.

Learners Who Need More

SEND Children have their particular needs recognised and are supported in the classroom by their class teacher who provides support as appropriate. Assessment is made in line with PIVATS and the children are encouraged to make small steps of regular progress. They are also supported by LSA's in targeted intervention programmes. We are aware that children with English as an additional language may have specific challenges and may require tailored support in order to access the curriculum.

Time Allocation

English is taught using Government guidelines, on a daily basis with each class allocating teaching time to the subject. It has been agreed that additional time throughout the week is given to phonics, spelling, guided reading, handwriting and whole class reading. In KS1 and KS2: phonics and support for spelling is taught daily for 20 minutes; each child is provided with a 20/30minutes (depending on ability) guided reading session per week and a minimum of 1 hour is allocated for handwriting each week.

3. Impact

We measure the impact of study using Balance and through monitoring procedures. Our formative assessment tool is used to record pupils' understanding of an objective and helps to plan for opportunities to learn more and remember more.

Pupils leave King's Northway Primary Academy with the knowledge, understanding and skills to succeed in further education, while at the same time, instilling a love of Reading and Writing. Children should leave Northway with knowledge, skills and understanding to be able to communicate effectively in the world. Children leave inspired to read and to write for a real purpose or for pleasure.

4. Progression within the subject

Learning and progression is assessed in line with our Assessment Policy. Pupil progress meetings are held termly and focus on children's progress within Reading, Writing, GPS and Phonics. Appropriate support, challenge and intervention is then put in place in discussion with the Senior Leadership team to ensure each child makes progress.

With regard to Assessment for Learning, it is important that every child reads regularly and that these reading experiences are recorded and used as opportunities to monitor reading progression. This reading takes place both during and outside of the English lessons through whole-class sessions, guided and group reading as well as individual reading. Reading sessions are used as opportunities to assess whether the child is able to decode the words as well as their comprehension of what they are reading. Children read to teaching staff, support staff and/or voluntary helpers. All children are encouraged and expected to read at home, with an adult where appropriate.

Teacher assessment, using Balance is ongoing and is the tool by which we monitor ongoing development and progress.

- All planned writing activities are viewed as assessment opportunities in relation to the objectives of each lesson. Writing is marked clearly within agreed guidelines (see Marking Policy)
- Planned assessment opportunities are agreed within Year Groups

- Agreed writing assessments are internally moderated, annotated and put into the child's records every term.
- KS2 SAT results are used to inform future whole school improvement planning.
- All assessment opportunities inform our planning and teaching.

5. Monitoring and Review

Subject leaders at Northway are responsible for monitoring the way in which their subject area is implemented across the school. The subject leader monitors the subjects through:

- Provide a lead and direction for the subject in consultation with colleagues, written policies and guidance.
- Ensure efficient resource management for their subject.
- Monitor and assist in the evaluation of the delivery of their subject area across the school.
- Monitor pupil progress within their subject area, including pupil interviews (Golden Conversations), book looks, learning walks, deep dives and data analysis using Balance.

6. Roles within school

Role of the Subject Lead/English team

It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and develop yearly action plans to ensure targets are being met and progress is made. The subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum, and that progression is planned into schemes of work. Subject leaders also report to Governors and write an annual report on their subject.

7. Parental involvement and reporting to parents

Parents are invited to attend key events throughout the year such as Reading and Writing cafes which aim to encourage a love of reading and writing at home. As well as this parents are encouraged to attend parental workshops which share how we teach English at King's Northway.

Parents are given the opportunity to discuss English with their child's teacher through Parents Evenings and annually through a written report. Reporting in English will focus on each child's progress in all areas of the subject.

