



# English POLICY STATEMENT

## 1. Ethos

In Krishna Avanti Primary School we give high priority to the teaching of English. This is reflected in the time we devote to developing language skills and the funding we have invested into resources for the teaching and learning of English. Learning to read fluently, to write confidently and to express oneself orally are essential skills that underpin all other learning. This also links closely with our Philosophy Religion & Ethics ethos, where teaching children how to construct arguments and debate (in written and oral ways) with critical analysis is essential.

## 2. Aims and Objectives

We believe that communication, both oral and written, is the key to academic progress, to social integration and to personal development and well-being. We believe that it is the right of every child to become a confident and competent user of the English language; able to live, work and succeed in a literate world. The study of English develops children's abilities to listen, speak, read and write for a wide range of purposes, using language to learn and communicate ideas, views and feelings. It enables children to express themselves creatively and imaginatively, as they become enthusiastic and critical readers of stories, poetry and drama, as well as non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding in speaking and writing in a range of different contexts. Similarly, in our Philosophy Religion & Ethics curriculum, we encourage children to become skilful and articulate questioners.

### The aims of English are:

- To provide a purposeful and inclusive curriculum from Early Years Foundation Stage to the end of Key Stage 2, preparing and enabling pupils for life in Modern Britain as well as global citizens.
- To provide a rich, challenging and stimulating learning environment, where all aspects of English are integrated.
- To provide opportunities to apply and transfer the skills learned in English to other areas of the curriculum, such as Philosophy Religion & Ethics, where children hear and read values-related stories.
- To promote oracy in all areas of the curriculum and develop children's abilities to reflect on their own and other's contributions; for example, in Philosophy Religion & Ethics, there are planned opportunities for children to debate and critique their own and others' thinking, which is linked directly to their learning in English.

- To enable children to read and write with confidence, fluency and creativity, using a range of independent strategies and to encourage them to take responsibility for their own learning through critical reflection and evaluation.
- To increase children's ability and confidence to use planning, drafting and editing to improve their written work across a range of literary genres.
- To develop children's handwriting and presentation skills across the curriculum.
- To develop a love of reading and a desire to read for enjoyment.
- To develop an interest in words and their meanings, developing a growing vocabulary in relation to grammatical terminology.

### 3. Time Allocation

English is embedded across the curriculum. Discrete reading sessions take place a minimum of three times a week in addition to daily phonics teaching in the foundation stage. Time is set aside for the provision of the wider English curriculum e.g., drama, poetry recitation, extended writing, independent reading, story time, specific library times, grammar, punctuation and spelling, and handwriting.

### 4. Teaching and Learning

Our principal aim is to develop children's knowledge, skills, vocabulary and understanding in English and give them opportunities to apply them in other areas of the curriculum. We do this through daily lessons that include whole class teacher modelling and shared writing, collaborative learning and focused guided groups.

At Krishna Avanti Primary School, the Teaching Sequence for writing is used. Children are immersed in a range of high-quality and vocabulary-rich texts, which are used as models for their own writing.

Learning is personalised through a range of stimulating resources, teaching strategies and enrichment activities, in order that all needs are met. Children are given opportunities to write 'cold' and 'hot tasks', which enable teachers to tailor planning and teaching to the specific needs of the class. To embed learning further and ensure transference of English skills, pupils are encouraged to write independently in other curriculum areas and for a real purpose. In addition, we aim to develop children's character and values, which can then be integrated into their verbal and written communication.

- **Speaking and Listening** -Pupils are given a variety of opportunities to develop their skills in English oracy across the school. Teachers model correct language and grammatical sentence structures before eliciting pupil contribution in lessons and offer structured opportunities such as paired work, group work and debates in different subjects to enable pupils to express their thoughts, ideas and work out solutions through dialogue. In addition, pupils are required to make oral presentations to the class either individually or in groups on a variety of subjects both academic and extra-curricular, such as 'hustings' for pupil leadership roles, to develop their presentational skills and confidence.
- **Reading** - The school has an excellent range of reading materials to suit different ages, abilities and interests. We have a book banding system that supports each child through their reading journey and fosters a life-long love of reading. All classes timetable discrete

guided reading in small groups (KS1-Year 4) or shared reading sessions (Upper KS2), which involve the wider class. Reception children take part in both one-to-one and shared reading activities. All these models focus closely on teaching explicit reading skills and strategies using the VIPERS approach. Progress is closely monitored using the reading assessment framework grids and the Arbor assessment statements.

Book corners and shared reading spaces encourage individual reading for pleasure and English lessons focus on a core class text each half term, linked to a curriculum area of interest. Children take home a reading book and are encouraged to read regularly, discussing their reading in order to develop effective comprehension skills. Parents are encouraged to communicate with the class teacher through the reading record. Each child also has the opportunity to practise their library skills and every class visits the library each week.

- **Phonics** -Children are taught to recognise the phonics necessary to become proficient readers through 'Twinkl Phonics'. This programme teaches phonetic knowledge in an ordered and thorough way, equipping children with the necessary tools to become independent and confident readers. Phonics groups are set to address individual needs and children are assessed at the end of each phase to inform planning and next steps. Phonics is taught daily for a minimum of 20 minutes in Reception and KS1, and three times a week in nursery.
- **Writing** - From Year One onwards, children are taught a cursive style of writing. Phonics skills and knowledge of letter patterns are taught in a structured way, following the programme of phases detailed in 'Twinkl phonics', incorporating a wide range of teaching styles to best meet the needs of all learners. Key Stage 2 classes use the No Nonsense spelling programme as an intervention to teach spelling rules on a weekly basis and phonics is also taught in Key Stage 2 classes where necessary.

Pupils are encouraged to develop their vocabulary and to write imaginatively. We ensure that writing is for a meaningful purpose and a real audience. Great importance is attached to modelled, shared and guided writing. Children are given specific writing targets, which are monitored half-termly, as well as next steps to enable them to make progress. Knowledge of the use of correct grammar and punctuation is taught directly in line with year group expectations and through the Teaching Sequence for writing.

Speaking and writing skills are additionally developed through the structured use of competitions across the school to inspire and motivate pupils. Published authors are invited to the school to talk to pupils and run workshops about their own writing, which is then used to kick-start pupils' own creative writing. Similarly, the annual poetry recital is used to motivate pupils from EYFS to KS2 to learn, recite and perform their selected poems to the whole school.

- **Handwriting** - We encourage all children to be able to read and write in cursive script and reward all children when they make progress in reading and writing across all curriculum areas.  
Children begin to learn the correct letter formation in EYFS. Children use rhymes to be able to form all letters of the alphabet correctly (see letter formation mat). This progresses into cursive script from Year 1.  
Children can receive their pen licence when they have met specific criteria consistently. Children are introduced to the pen licence criteria from Year 2. If children satisfy specific criteria (see criteria on school website), they will receive a certificate and a pen. Children will then be able to use a blue pen (provided by the school) across all curriculum subjects except for Maths and Art.

- **Drama** - In the Early Years Foundation Stage and Key Stage One, role play is used as a stimulus to support reading comprehension and to explore both characters and language. By using a range of techniques such as role, puppetry and freeze-framing, children are supported in their writing composition and idea generation.

In Key Stage Two, the children are encouraged to rehearse poems and plays for presentation and performance to a range of audiences, enabling them to extend their understanding of the meaning of words and to discover the expression that is required. A range of drama techniques are used across the curriculum, such as hot seating, freeze-framing and conscience alley. These serve to improve the depth of understanding of a character and to develop children's confidence and social skills. Opportunities are provided for children to visit theatre productions or to be visited by professional theatre companies.

## **5. Home Learning**

We value parental involvement in children's development of English and promote a home / school partnership in the following ways: sharing information through termly curriculum maps, regular use of reading records as well as weekly English home learning tasks. Through this, pupils have the opportunity to practise English skills, develop a love for books and use their knowledge to enable learning in other areas of the curriculum. Our home learning policy outlines the frequency and type of home learning recommended.

## **6. The Early Years Foundation Stage**

We teach Literacy in reception classes and nursery, in line with the objectives set out in the EYFS, which underpin the curriculum planning for children aged zero to five. Teachers plan and deliver phonics sessions daily (three times per week in nursery), using the 'Twinkl phonics scheme'. All children are given the opportunity to talk and communicate in a wide range of situations; to respond to adults and to each other; to listen carefully; and to practise and extend their range of vocabulary and communication skills. They have the opportunity to become immersed in an environment rich in print and possibilities for communication. Children participate in role play, stage performances and storytelling linked to other areas of the curriculum, such as Philosophy Religion & Ethics, particularly during festival days.

## **7. Computing**

The use of computing enables pupils to use and apply their developing skills in English in a variety of ways. Each class is equipped with an Interactive Whiteboard and speakers, a tablet and a weekly sixty-minute computing lesson. The use of multi-media has been recognised as an effective vehicle for creativity and stimulus within the English curriculum.

## **8. Equal opportunities and children with SEND**

At Krishna Avanti School, English forms part of the school curriculum policy to provide a broad and balanced education to all children, irrespective of age, ability, race or gender. Their understanding and appreciation of a range of texts brings them into contact with their own heritage and texts from other cultures.

Learning in English takes into account the targets set for individual children with Special Educational Needs and Disabilities. Teachers provide additional support with communication through:

- Using texts that children can read and understand.
- Using visual and written materials in different formats.
- Using specialised Computing resources.

## 9. English Curriculum Planning

‘Teachers should develop pupil’s spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.’ (p10 National Curriculum).

At Krishna Avanti, we ensure that English is planned in line with the National Curriculum 2014 and that it permeates through all Foundation subjects.

- Short term planning is flexible allowing for assessment of learning after each session/ group of sessions.
- Pupils entitled to Pupil Premium funding and those with EAL/SEND will be given additional English support, which is tracked and monitored termly.
- Medium term plans are documented carefully through curriculum overviews, which outline the knowledge, skills and vocabulary that we expect our children to learn in each literary genre.
- Curriculum maps outline the longer-term planning goals and cross-curricular learning opportunities.

## 10. Assessment and Recording

Teachers assess children’s work in English in various phases. Daily assessment for learning is an integral part of each lesson, helping teachers to form judgements from which they can adjust their daily plans and focus groups. They use these assessments to measure progress against the key expectations for a particular year group and to help them identify gaps in learning. Ongoing assessment takes place in line with the year group reading and writing assessment frameworks and Arbor year group statements.

Formal assessments are made each half-term in reading and writing, where progress and attainment can be monitored over a period of time and from each child's starting point. Teachers also make long-term assessments towards the end of the school year, and they use these to assess progress against school and national targets.

Children currently undertake national tests at the end of Year 2 and Year 6, plus the optional national tests (NFER) at the end of Years 3, 4 and 5. In Year 1, children undertake the national phonics screening test. All assessment data is reported to parents at parent/teacher consultation meetings and in the end of year report.

Teachers moderate reading and writing both internally and externally against the national exemplification materials produced by the DFE and Harrow Local Authority; this ensures consistency and accuracy of judgements.

## 11. Resources

There is a range of resources to support the teaching of English across the school. All classrooms have class libraries, a stock of dictionaries/thesauruses and learning journeys to showcase and support/scaffold learning.

There is a central library for fiction and non-fiction books to support children's reading and comprehension development. Guided Reading books are located centrally for Key Stage One and Big books for EYFS are stored within classrooms. Individual readers are also located where pupils can access them easily. Core class texts are stored centrally and reviewed regularly against the school's curriculum maps. We audit the central library stock and update our books annually. We subscribe to the Harrow Library Service 'Project Loan' boxes, to give children more exposure to a range of topic-related texts.

## **12. Monitoring and Review**

Monitoring of the standards of the pupil's work and of the quality of teaching and learning in English is the responsibility of the Headteacher, SLT and English Progress Leaders. The role of the Subject Leader also involves supporting colleagues in the teaching of English, sharing information about current developments and providing a strategic lead and direction for the subject in the school. The Subject Progress Leader will have the opportunity to evaluate the English action plan and indicate areas for further improvement. The Subject Progress Leader has allocated management time in order to enable him/her to monitor the quality of teaching and learning of English across the school. The named SSC member responsible for English meets with the subject leader in order to review progress.

**The policy will be reviewed every two years.**