



KRISHNA AVANTI
Excellence · Virtue · Devotion

‘I will give teachings to all and live by what I teach.’

Lord Chaitanya

English Policy

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INTRODUCTION

At Krishna Avanti Primary School, we recognise the crucial importance of studying the English language. Improved performance at reading, writing and spoken language will enable our learners to express their thoughts and ideas more fluently and accurately. This will also help them to deal more successfully with other curriculum subjects, while enriching their lives beyond school. The teaching and learning of language skills are, therefore, given a high priority in our school. Our overarching aim for English is to promote high standards of language and literacy by equipping learners with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

AIMS

We aim for our learners to:

- Develop the ability to communicate effectively in speech and writing.
- Listen with understanding.
- Enable our children to become fluent and responsive readers.
- Develop a lifelong love of reading and writing.

To develop our learners as Speakers and Listeners we:

- Give them opportunities to express their ideas to a range of audiences.
- Give them opportunities to take part in group discussion and drama activities.
- Encourage them to listen and respond appropriately to others.
- Help them to understand the need to adapt their speech to different situations.
- Give them opportunities to evaluate and reflect on their own speech.
- Encourage them to use the vocabulary and grammar of standard English whenever appropriate.

To develop our learners as Readers we:

- Teach them to read accurately and fluently using a range of strategies.
- Share reading targets with children verbally with children during guided reading sessions.
- Help them to understand and respond to what they read using inference and deduction where appropriate.
- Allow the opportunity for children to reflect on and discuss what they have read, including the language and punctuation choices made by the author.
- Enhance their understanding of a variety of text types including non-fiction, fiction and poetry.
- Encourage them to develop a love of reading and become confident, fluent and independent.
- Teach them how to seek information and learn from the written word.
- Use drama and role-play, where appropriate, to engage children in the text.

To develop our learners as Writers we:

- Teach them to write effectively for a range of purposes and a range of reasons for a variety of audiences, adapting their vocabulary and style as appropriate.
- Encourage them to write with interest, commitment and enjoyment.
- Show them how to write in a variety of forms such as stories, poems, reports and letters.
- Show them how to evaluate and edit in order to improve their own writing.

- Show them how to use punctuation to make the meaning clear to their reader.
- Give them the knowledge and the strategies to become confident and accurate spellers.
- Teach them a fluent and legible style of handwriting, promoting an understanding of how to present work appropriately.

Teaching and Learning

1. Spoken Language:

Learners should be 'taught to speak clearly and convey ideas confidently in Standard English'. We encourage learners to speak clearly and confidently and articulate their views and opinions. We encourage learners to express themselves orally in an appropriate way, matching their style and response to audience and purpose. By listening and responding to literature; - giving and receiving instructions; - they develop the skills of participating effectively in group discussions.

We support this with/by:

- activities planned to encourage full and active participation by all children, irrespective of ability
- children with specific speech and language and auditory problems will be identified and help sought, where appropriate
- encouraging reading across school and talk about books
- school plays during festivals and class assemblies
- class debates within topic, PRE and after school clubs
- class worship and 'reflection' time discussions
- school council/media group gatherings
- drama / role play
- PSHE and circle time

2. Reading

Learners should be taught to read fluently, understand extended prose and be encouraged to read for pleasure. Reading is singled out as of extreme importance since through it, 'learners have a chance to develop culturally, emotionally, intellectually, socially and spiritually' (p13). Reading allows learners to 'acquire knowledge' and to 'build on what they already know' (p13).

In line with the National Curriculum, we cover two dimensions:

- Word reading/ decoding
- Comprehension

We develop reading with:

- daily phonics in Key Stage One, so that learners learn to read accurately and fluently
- regular reading to adults in school and an incentive to read at home
- developing skills in reading for understanding through daily guided reading sessions using VIPERS skills
- investing in quality texts to inspire and enrich the children's experiences
- having a well-resourced library and book shelves around school to encourage reading
- reading corners with a monthly author focus in each year group to encourage reading for pleasure
- accommodating for all learners and having a well-resourced book area for dyslexic readers.

Phonics in Early Years and Year 1

At Krishna Avanti Primary School, children learn to read using a systematic synthetic phonics approach using the Essential Letters and Sounds (ELS) scheme. ELS ensures every child can read well, quickly. It is designed as part of an early learning environment that is rich in talk and story, where children experience the joy of books and language whilst rapidly acquiring the skills to become fluent independent readers and writers.

Phonics teaches children to:

- decode by identifying each sound within a word and blending them together to read fluently
- encode by segmenting each sound to write words accurately.

The principles of phonics teaching are based upon:

- the delivery of whole-class, high-quality first teaching with well-structured daily lesson plans
- the use of consistent terminology by teachers, children and parents
- the use of consistent resources that support effective teaching
- repetition and reinforcement of learning
- the use of regular and manageable assessment to ensure that all children 'keep up' rather than 'catch up'.

Early Reading-Phase 1 to Phase 5 overview:

Phase 1*	Phase 2	Phase 3**
<p><i>Nursery/Pre-School</i></p> <p>Seven aspects:</p> <ul style="list-style-type: none"> • Environmental sounds • Instrumental sounds • Body percussion • Rhythm and rhyme • Alliteration • Voice sounds • Oral blending 	<p><i>Reception/Primary 1 Autumn 1</i></p> <ul style="list-style-type: none"> • Oral blending • Sounding out and blending with 23 new grapheme-phoneme correspondences (GPCs) • 12 new harder to read and spell (HRS) words 	<p><i>Reception/Primary 1 Autumn 2, Spring 1 and Spring 2</i></p> <ul style="list-style-type: none"> • Oral blending • Sounding out and blending with 29 new GPCs • 32 new HRS words • Revision of Phase 2
Phase 4**	Phase 5 including alternatives and lesser-known GPCs	Beyond Phase 5
<p><i>Reception/Primary 1 Summer 1</i></p> <ul style="list-style-type: none"> • Oral blending • No new GPCs • No new HRS words • Word structures – cvcc, ccvc, ccvcc, cccvc, cccvcc • Suffixes • Revision of Phase 2 and Phase 3 	<p><i>Reception/Primary 1 Summer 2</i></p> <ul style="list-style-type: none"> • Introduction to Phase 5 for reading • 20 new GPCs • 16 new HRS words <p><i>Year 1/Primary 2 Autumn 1 and 2</i></p> <ul style="list-style-type: none"> • Revision of previously taught Phase 5 GPCs • 2 new GPCs • 9 new HRS words <p><i>Year 1/Primary 2 Spring 1 and 2</i></p> <ul style="list-style-type: none"> • Alternative spellings for previously taught sounds • 49 new GPCs • 4 new HRS words • Oral blending • Revision of Phase 2, Phase 3 and Phase 4 	<p><i>Year 1/Primary 2 Summer, Year 2/Primary 3 and Key Stage 2</i></p> <ul style="list-style-type: none"> • With ELS, phonics teaching does not stop at the end of Year 1, but continues as children move through the school, with links being made between their GPC knowledge and spelling • Revision of all previously taught GPCs for reading and spelling • Wider reading, spelling and writing curriculum

A whole-class approach ensures that all children benefit from the full curriculum. Children who encounter difficulties are supported by the teacher throughout the lesson and throughout the day, and where further support is required, there are three interventions followed to ensure that any learning gaps are quickly filled. The interventions are delivered on a one-to-one basis and are intended to be short and concise. The accurate immediate response to an intervention is to ensure that children do not spend excessive time outside of the classroom or in group intervention sessions where they are removed from the rest of the curriculum.

These interventions are:

- Oral blending - supports children struggling with oral blending and those with any auditory processing difficulties. It allows children who require additional practice of this skill to have short bursts of oral blending to consolidate their understanding and support their auditory discrimination.
- GPC recognition - involves deliberate over-learning, re-teaching and repeated exposure. It will support children with English as an additional language, those new to ELS, those with additional needs and those with auditory processing weaknesses or a fluency block.
- Blending for reading - supports a child who requires additional practice for blending. Any GPC weaknesses will be targeted. There is a strong focus on word-building, listening to the sounds within a word and identifying these.

Decodable reading books

We have invested in 'The Oxford University Press decodable readers' books which are fully aligned to ELS, and are used with confidence to provide decodable reading books suitable for children at each stage of ELS. The books are grouped according to the phase and week of ELS that they relate to and the correct book is sent home with at least one decodable book each week, alongside any sharing texts or picture books. The decodable books are to be kept for one week and re-read at least four times in this period. Reading workshops throughout the year also help parents and carers understand how to support the children when reading the books at home.

Phonics assessment

There are three baseline assessments that take place during children's first three weeks in Early Years.

- Dfe Reception Baseline Assessment
- Avanti School Trust baseline
- Nuffield Early Language Intervention (supports EAL, structure of how to structure language)

Thereafter, assessment will take place on the fifth week of each term using ELS. The assessment information will inform the teacher as to where there are sound and grapheme gaps, and difficulties with blending and decoding, and this will enable teachers to identify the appropriate interventions.

Reading journey from Year 2 to Year 6

In Year 2 classes, discrete phonics lessons are taught as a whole class for 15 minutes each day. An intervention group for focus children reconsolidates learning from the morning in the afternoon and these sessions are led by a TA. Children are encouraged to continue to use their phonic knowledge throughout the school, if required.

PM Benchmark Reading Assessment Resources are also used in autumn and summer terms to assess students' instructional and independent reading levels using unseen, meaningful texts from Spring 2 of Year 1 to Year 6. Levelled fiction and non-fiction texts ranging progressively from emergent levels to reading age 12, allow teachers to rigorously assess students' fluency and retelling strategies while determining their comprehension within and beyond the text. Depending on the reading level, children are to take a levelled book and a book for pleasure home to read and are encouraged to change books weekly. A log of the books read are kept in a reading log and parents sign the records each evening to acknowledge the child has read at home.

We use **Vocabulary Inference Predict Explain Retrieve Sequence/Summarise** as a tool to teach specific reading skills across the school. As learners progress through the Years opportunities for reading and teaching VIPERS include:

Shared Reading in Year 6

- Whole class shared texts, which are beyond independent reading levels.
- Teacher modelling, teaching and applying reading skills at word, sentence and text level.

Guided Reading from Years 2-6:

- Small group sessions with adult five times a week, focusing on developing children's ability to become independent readers, thinkers and learners. Learners are grouped by ability and read individual copies

of the same text, which matches the reading level of the group. A reading focus is planned for the group using VIPERS and discussed with the adult.

Independent Reading Time:

- Learners read material which interests them, to assist them in fostering a genuine love of reading and help them to appreciate its value.

Story Time:

- The last 15 minutes of the day is devoted to reading to the class. Texts appropriate to topic work or objectives covered in English are read aloud by the teacher. We believe that giving children the opportunity to hear an adult read to them, develops a child's ability to comment on and respond to events and experiences within a text. These sessions also allow the teacher to check a child's comprehension, by asking literal and inferential questions, which aid deeper understanding of the plot and themes of the story, also increasing their vocabulary.

Book corners/areas

- Each year group has a designated reading area that encourages reading for pleasure during guided readings sessions. The books are a selection of poetry, fiction, picture and those relating to topic. Book corners also have an author focus to increase the children's breadth of knowledge of different authors. Author focus will change regularly and reading ambassadors will be responsible for this.

Library Skills:

- We have invested in a variety of rich quality texts from differing genres to engage readers into a world of information and imagination. Learners can access the library for research purposes, when appropriate, developing skills needed to locate and effectively use information. They also can take books from the library for reading in the classroom. The library also has over 300 Barrington Stoke books to encourage a love of reading amongst children that are dyslexic.

Home/School Reading:

- Learners are encouraged to borrow books from class collections, and read these at home and in school during independent reading time. Initially, learners take home levelled reading books, which are suitable for their reading ability. When learners have progressed through the levels, they move onto 'Free Readers' ('real', non-scheme books, suitable for their age).

Adult Support/Reading Intervention:

- Learners that require extra reading will be supported by adults at a time convenient for the child.

Parental Involvement:

- Parents are urged to share books with their children and hear their children read at home. All learners are given a Reading Record with sample questions to support parents getting involved. Parent workshops throughout the year also encourages active involvement when reading with a child.

Reading ambassadors

- Two children from each class Y2-Y6 play a role in promoting reading for pleasure across the school. The ambassadors love to read and have a passion for sharing this with other children and parents. The ambassadors will be responsible for organizing sponsored reads and they help to develop the library so that it is used to gain maximum benefits. The ambassadors also read to younger children in FS and Year 1 on a fortnightly basis to share stories from different authors.

3. Writing:

At Krishna Avanti Primary School, we strive to create an environment that will promote both reading and writing. In order to ensure that all learners learn to be confident writers we encourage children to write creatively whilst teaching key writing skills explicitly and systematically. Our school has adopted Pie Corbett's Talk for Writing as a model to improve achievement in writing. There is a balance between fiction, non-fiction and poetry with an emphasis on whole texts rather than extracts and worksheets.

Ways in which we support writing as a school include:

- A purpose and audience for each piece of writing is decided from the outset.
- Writing displayed and celebrated all over the school.
- Stimulating first hand experiences, such as trips, storytellers and drama.
- Writing taught as a carefully sequenced activity in roughly three week blocks.
- Working walls to display key vocabulary, grammar foci, punctuation prompts; referred to on an ongoing basis to help guide the learners in their writing.
- Regular helpful feedback through marking with time in lessons; allowing learners to respond to written marking and feedback.
- Progression in complexity of tasks and expectations year on year.
- The opportunity (especially for the higher achievers) to create writing pieces independently as they progress into upper key stages
- Building stamina for writing by providing opportunities to write independently and for extended periods.
- Editing and reviewing during lesson time.
- Peer feedback.



Talk for Writing advocates that children imitate the key language needed for a particular genre orally, before reading and analysing it. Through fun activities they rehearse retelling the text, then through shared writing they are shown how to craft their writing in the same style. The approach includes imitation, innovation and independent application (invention) – a two to three week process depending on the genre being taught. After each writing sequence the writing will be displayed on a 'Writing Showcase' board in each classroom. The display board will showcase writing every term to show progress of the child's writing journey.

The Imitation Stage

The teacher establishes a creative context for each 'Talk for Writing' unit with a 'hook' to draw the children in. Teachers then introduce children to an exemplar text, supported visually by a text map. Actions are created to help the children recall the story or non-fiction piece and reinforce the specific language patterns. In this way, children hear the text, say it for themselves and enjoy it before actually seeing it written down. Children interact with the text through drama activities and internalise the language patterns through sentence and word games based on the text. Once they have internalised the language of the text, they are introduced to the written text and encouraged to identify the key writing ingredients and 'magpie' key words and phrases. Children will develop their understanding of the structure of the text with the use of the boxing-up technique and by analysing the key features.

The Innovation Stage

Once the children have internalised the text, they are then ready to start innovating on the pattern of the text. Using an adaptation of the text, children orally rehearse what they want to say then create their own version. During innovation, spelling, sentence games and drama activities continue to be incorporated so that children have a wealth of oral and written practice in the language features required to write. The key activity in this stage is shared writing – which helps the children to create their own version by ‘doing one together’ first. This begins with the children boxing-up their innovated version of the exemplar text. Each stage of the writing process is modelled by the teacher. Throughout this process key words and phrases and shared writing are displayed so when children begin to write they have models and examples to support them. Children are encouraged to swap their work with a response partner to discuss their successes.

The Invention Stage

In this stage, children move towards becoming independent writers. They write the same text type but choose the content. This stage still requires a ‘hook’, games to help children to internalise the language patterns and understand the text, boxing up and shared writing (driven by teacher assessment). Teachers guide children through the whole process which ends with rereading and polishing.

Assessment

Throughout the process, teachers use formative assessment to plan the next step in their teaching (based on what the children need to know in order to improve). ‘Assessment for learning’ clearly involves the child in thinking about what has worked well and points them towards what needs to be done to move forward in their learning. Once teachers have evidence from a few pieces of written work, they highlight the writing criteria achieved by each child on the individual writing assessment grid.

Teachers ensure the children’s next steps for learning, identified from the writing assessment grids, form the basis of the exemplar text to be used in the next three week ‘Talk for Writing’ unit.

Range of fiction and non-fiction genres

The long term English plan outlines the fiction and non-fiction genres to be taught across the school. This will ensure progression and the opportunity for children to experience a breadth of genres. Each fiction or non-fiction unit is taught daily for three weeks. Children must be immersed in the text in order that they internalise its structure and they should then be given opportunities to respond to the text as a reader before responding to it as a writer.

Grammar, Punctuation and Spelling

Grammar and punctuation are taught within the given context of each ‘Talk for Writing’ unit. Teachers plan a range of grammar and punctuation games and activities focusing on children’s next steps for learning and based on the exemplar text or topic.

Writing across the Curriculum

Writing in other areas of the curriculum is a good way of seeing if children are applying the skills taught in English lessons to other areas.

Talk for Writing (T4W) has a strong contribution to make to the learning and writing development of all children, including those identified as having special educational needs, children from diverse cultural backgrounds, those for whom English is an additional language and children who are particularly Gifted and Talented. Children in any of these groups benefit considerably from the strategies and approaches used in Talk for Writing.

Teachers should ensure that:

- Wherever possible, all children are included, whatever their needs, in Talk for Writing sessions and learning sequences.
- Appropriate adjustments are made for pupils identified with speech, language and communication needs (SLCN) or dyslexia.
- Scaffolds are used to support pupils towards the learning objective through the use of resources e.g. word mats, sequencing cards, pictorial representations and other tailored help sheets, pre-teaching of key vocabulary, working in mixed ability pairs and 'keep up' intervention sessions.
- Where needed, provide ICT and other technological aids for children with learning and/or physical needs.
- Where needed, provide additional support such as a teaching assistant or peer response partner, intermediary or scribe. The nature of this support should always be underpinned by the drive to encourage independence.

Take care to ensure that a ceiling of expectation is not set and therefore in line with the mastery approach.

4. Spelling

At Krishna Avanti Primary School we aim to teach spelling systematically throughout the school; and to adopt a whole school approach. This is supported by the use of Spelling Shed.

Our aims include:

- To teach Phonological Awareness, Word Recognition, Graphic Knowledge and Spelling Knowledge through the use of Spelling Shed.
- To encourage children to develop and learn a personal bank of frequently used words, as indicated in the English National Curriculum (common exception words).
- To equip children with the strategies to tackle unknown words independently and sensibly.
- To encourage children to focus on the quality of the word and its impact, rather than choosing a word that they can spell.
- To make children aware of the writing process so that they can write fluently, confidently and independently, concentrating on spelling when and where it is appropriate.

To develop our pupils as efficient spellers we:

- Teach pupils to segment words into component phonemes.
- To teach pupils which graphemes represent the phonemes in words.
- To teach pupils to distinguish visually between words which are 'legitimately' spelled using their phonological awareness, e.g. wait, wate.
- To teach pupils to know the meanings of the homophones, e.g. been and bean, so that the correct spelling is used.
- To give pupils the opportunities to recall, e.g. by mental image, memorising the order of tricky letters and 'harder to read' words;
- To teach pupils the common spelling conventions, e.g., relating to double letters.
- Look for similarities in the spellings of words which are etymologically related, e.g. sign, signal.
- To encourage pupils to use dictionaries to proof read and edit their writing

Foundation Two and Key Stage One:

- From Foundation Two, children are introduced to the concept that words are broken down into sounds.
- Learners have short, focused phonics sessions every day which build slowly from learning single letter sounds to digraphs (two letter sounds such as 'sh' and 'oa') and split digraphs (the impact of magic 'e' on earlier vowels as in 'hop' to 'hope'). This knowledge is applied in children's reading and writing.
- Learners learn sounds, actions and letters through games and activities that support sounding out, segmenting and blending.
- Learners having a go at writing by sounding out words and recording the sounds they hear.
- From Year One, learners applying phonic knowledge to read real and 'alien' words.
- From Year One, learners are actively encouraged and taught to proof read their writing for spelling errors.
- Spelling Shed is used for pupils to practice the phonics skill being taught.

- Teaching of spellings is based on the Spelling shed schemes and the National curriculum that follow clear patterns to aid understanding.
- Throughout Key Stage Two, a spelling rule or new letter sounds are introduced weekly and relevant spellings are taught, e.g. through mnemonics, word sorting and spelling games.
- Key word banks, high frequency words, dictionaries and word pattern visuals scaffold children as necessary.
- When writing, children are encouraged to use a 'dotted line' to underline words they are not sure of to check in a word bank or dictionary to avoid interrupting the flow of their writing.
- Learners practice spelling corrections in their work as part of their response to marked work.
- Where additional spelling support is needed, learners work in small groups with an adult to reinforce spelling patterns, alongside whole-class word lists.
- Learners have a magpie journal where new words are recorded and these words can be practiced during guided reading sessions.
- Spellings for the term are uploaded onto google classrooms each term and learners are tested weekly.
- Spelling tests are marked by a teacher and marks are recorded. Data is also analysed using the spelling shed platform.
- Weekly spelling practice for home can be set on Spelling Shed through a range of games and online activities.

5. Monitoring and Evaluation

This is carried out by the English Lead and includes:

- Regular observation and support.
- Monitoring of work and performance by talking to learners.
- Observation of learning during lessons
- Moderation of any written, pictorial or recorded work
- Staff meetings and INSET to discuss consistency across the school, standards and expectations.
- Evaluation of opportunities for extra-curricular activities such as reading club, library club and sponsored reads.

6. Pupil assessment

We firmly believe in the power of immediate, personalised feedback. This is achieved by providing verbal feedback by teachers during lessons. Being next to a child and having a conversation in the moment about their work has far more impact than lengthy written feedback in many instances, so adults create classrooms where this dialogue is possible and powerful. Regular written feedback is still given, following our feedback policy.

Reading

Summative

- In Early Years, children are assessed in their early literacy development against the 'Development Matters' goals.
- ELS baseline assessments take place during children's first three weeks in Early Years.
- DfE Reception Baselines Assessment
- Trust baselines
- Nuffield Early Language Intervention
- Following the first three weeks, assessment takes place on the fifth week of each term thereafter.

Formative

- Children are assessed against the EYFS profile and results are shared with parents.
- Year 1 take the end of year Phonics test in June.
- Children in Year 2 and Year 6 take end of Key Stage national tests that examine a range of reading comprehension skills.
- NFER Reading tests are carried out across KS2. Children are tested at assessment point. Tests are diagnostic, providing children with a reading age which takes into account their actual age at the time of testing and a standardised score with '100' being our goal for every child, i.e. their reading at an age appropriate level. Learners giving cause for concern are tracked and underachievement plans are created to identify next steps.
- Data is all analysed by the assessment lead and discussed in pupil progress meetings.

Writing

Summative

- First and foremost, immediate marking takes place throughout lessons to move children's learning on through verbal feedback.
- At the end of a piece of extended writing, the teacher marks each child's work according to the learning objective. The teacher highlights where the child has been successful.
- The teacher then identifies areas where the child needs direction towards improvement by writing these on an English target bookmark. Children are given structured time to respond to their feedback and reflect on their learning.
- Spelling shed provides data to allow quick interventions to take place.

Formative

- Teachers compile examples of unscaffolded, independent writing at regular intervals across the school year.
- Every teacher meets one-to-one with SLT at each assessment point to discuss learners writing next steps.
- Assessment of these writing samples may be used to provide over-arching targets for each child.
- Writing at the end of KS1 and KS2 is teacher assessed. There is no external assessment of composition, however we routinely ask our Local Authority consultant to moderate our levels. As we do termly assessments, these, along with the children's literacy books, help to form a profile for final teacher assessments at the end of Year 2 and 6.
- NFER Spelling, Punctuation and Grammar ('SPAG') tests takes place in KS2.

7. Equal Opportunities

All learners regardless of age, gender, ability or cultural background have equal access to the English Curriculum. The needs of the gifted and the less able are recognised and met through Quality First Teaching in the first instance. Where additional support is needed, children may be catered for with Teaching Assistants.

Some strategies include:

- differentiated questioning
- differentiated tasks set
- appropriate grouping during the delivery of topic lessons

8. Enrichment

There are numerous opportunities beyond the curriculum to further develop learners writing and reading abilities and interests.

These may include:

- Author visits
- After school reading clubs
- 'Read for Good' sponsored reads throughout the year
- Having opportunities to write poems and short stories for publication through Young Writers
- Local library visits
- Visits to Waterstones
- Parental workshops throughout the year
- Themed days: World Book Day