



WHERE YOUNG
MINDS SHINE

English Policy

Kirton Lindsey Primary School
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Our Aims for the English Curriculum in School

At Kirton Lindsey Primary School we aim to provide children with reading and writing skills for life. We aim high and aspire to every child achieving their full potential and exceeding national expectations by the end of Year 6, ensuring that they are ready to start secondary education. We aim to provide children in our school with the following key experiences:

- Quality phonics, spelling and grammar teaching and support.
- Stimulating experiences, including real life contexts to inspire the children to write.
- Opportunities to be read to regularly and reading for pleasure being promoted.
- Varied opportunities for children to develop speaking and listening skills.



Phonics

Our phonics teaching is structured and fast paced and requires active participation by the children. Our school follows the Letters and Sounds guidance and incorporates elements of phonics teaching for different sources that helps promote the learning of blending and segmenting in a fun and engaging way. Phonics sessions occur daily in Early Years and Key Stage 1 for 30 minutes and include shared reading and writing, to support the use of phonics. The use of phonics is reinforced throughout the curriculum to enable children to apply their developing skills. Children are taught in smaller groups to ensure that learning is differentiated and tailored to meet their needs. Teaching and assessment are regularly monitored by subject leaders. Children are expected to have achieved national expectations in phonics by the end of Year 1 and will be tested in the summer term to check their progress. If they fail to pass the required standard they are retested at the end of Year 2. Phonics teaching continues for all children until the end of Year 2. Children not achieving national expectations will then be supported with further phonics teaching in Key Stage 2 and progress is monitored to ensure they are acquiring the required skills.

Spelling, Punctuation and Grammar (SPAG)

Throughout the school, grammar and punctuation is taught through the use of Rainbow Grammar, both in discreet lessons and as an integral part of other writing activities. Rainbow Grammar breaks sentences down into coloured sections, it is designed to teach the children in stages and builds on previous knowledge. As children build their knowledge, they learn how to structure more complex sentences, using grammar and punctuation correctly. From Year 1, children learn common spellings from patterns identified in the National Curriculum. Children are given 4 words per week from the Star Spell scheme and these are re-visited and the list of words is built upon over the year, to ensure retention. The Star Spell scheme is shared with parents through homework books. In addition, the discreet teaching of spelling begins in Year 2 with daily lessons, using the Babcock spelling scheme and building on phonics skills developed in the Early Years and Key Stage 1.

Reading in School

At Kirton Lindsey Primary School we aim to inspire children to become life long readers and to enjoy reading for pleasure, both in school and at home. Reading teaching is delivered throughout the school to develop comprehension skills through clarifying, questioning, summarising and predicting. In Early Years and Key Stage 1, a focus text is used to teach reading skills and strategies to enable children to become fluent readers and to reinforce their use of phonics. Children will also be encouraged to discuss a range of book types and comment on features such as character, plot and layout in order to develop their knowledge and understanding of text features. In Key Stage 2, greater emphasis is placed on developing a secure knowledge of text features and the ability to analyse, comment and discuss a range of genres.



Reading for Pleasure

Children in our school are encouraged to regularly read and share books at home. Children choose books from the school's differentiated reading stock. Home reading books are aimed at increasing fluency and confidence in applying phonics skills and are chosen at a suitable level for the child's reading ability. Children are encouraged to read a wide range of

books and other materials in and out of school. To support the children as they learn to read and to help them develop fluency, we regularly listen to children read 1 to 1. This is carried out by the class teacher, support staff or our parent/carer volunteers from the school and local community.

We aim for children at our school to read because they want to and offer them a selection of reading environments, book areas and reading zones for them to enjoy the wonderful world of books. We provide the children with a wide range of reading experiences and opportunities to widen their reading preferences and tastes. To encourage reading, we use various incentives and awards, visiting authors and poets, House and school reading challenges, celebration days and performances. Adults in the school are committed to being reading role models and regularly read to pupils. The school also has a book shop which encourages children to save weekly to purchase books and build their own home library. The book shop is also used to reward children and classes for reading based activities. From November 2018, the school will launch the Accelerated Reader – a programme of reading and assessment – to ensure children are reading with sufficient challenge. This scheme will support staff to help guide children to the correct reading material to match and challenge the children's reading skills and with quizzes and assessment track the children progress in understanding of texts, number of words read and other key reading skills.

Writing in School

The teaching of writing skills is carried out daily throughout the school. Ongoing opportunities for self initiated writing both indoors and outside are provided in Early Years and Year 1. In the teaching of writing, we aim for all children to appreciate that writing is a universal method of communication and to enjoy playing with language and writing for pleasure. This includes writing for specific, real or imaginary audiences and a cross curricular approach is adopted wherever possible, in order to give writing real life purpose and meaning. Children are expected to write clearly, legibly and accurately with attention to punctuation, spelling and grammar according to national expectations, as stipulated in the National Curriculum. This is expected across all written work within all subjects. Teachers and support staff model writing and give pupils a balance of oral and written feedback, which they are expected to respond to in order to improve the quality of their written work. Guided group work may be used in our writing sessions to enable staff to teach specific skills, linked to different elements of writing. Children are given regular opportunities for independent writing, including 'Golden Outcomes,' so that they can apply skills demonstrated during guided work.

Handwriting in School

In Early Years and Year 1, children focus on pencil control and correct individual letter and number formation. From Year 2, children are expected to begin learning letter joins, following the Nelson handwriting scheme. At Kirton Lindsey Primary School we expect children to apply their handwriting teaching across all subjects. Once children are considered proficient in handwriting, they are given a pen licence and are able to complete their work in pen.



Speaking, Listening and Vocabulary

Speaking and listening with confidence are significant factors in the development of effective writing and across the English curriculum. An emphasis is placed on oral work, to prepare children for writing. We follow the spoken language curriculum and this is incorporated in all subjects including English.

We believe a strong vocabulary across all subjects helps foster understanding, communication and reading and writing ability. We aim for the children at our school to develop their vocabulary and we endeavour to expose the children to new words, giving them the tools to find out the definition of words they don't understand. We aim to support children in using new words, as well as clarifying their meaning.

Inclusion

The performance of individual groups of children are monitored regularly by class teachers, subject leaders and the senior leadership team. In our school, whole class teaching addresses individual pupil needs and planning supports the needs of underachieving groups to enable them to make accelerated progress. Additional support may be provided, if required. A deeper level of thinking and understanding is encouraged where children exceed expectations. Opportunities are provided for these children to apply their skills in a range of different contexts throughout all curriculum areas.

Early Years Foundation Stage

In the Foundation Stage, English is part of the Literacy development of children and a specific area of the Early Years curriculum. In the Foundation Stage children are encouraged to be writers and readers and develop an early enjoyment of written and spoken language through real play based experiences. Literacy development involves encouraging the children to link sounds and letters and to begin to read and write. Children are given access to a wide range of reading materials to ignite their interest. The children are also encouraged to develop their communication and language skills by being given opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations. We also support the children with the development of their physical and mark making skills which leads into letter formation and pencil control, the early steps into writing.

Cross Curricular Work

A cross curricular approach to planning is used throughout the curriculum and links into the whole school termly themes to make learning engaging and to give real life contexts for learning. Children are provided with opportunities to apply phonic, writing and reading skills in other subjects.



Assessment

Teachers and support staff at Kirton Lindsey Primary School constantly assess children's progress in all curriculum areas and use this to inform their teaching. In addition, we use regular testing including PIRA (reading test), Star Assessment (linked to the accelerated reader programme) GAPS (SPAG) and Star Spell to monitor children's progress and to help to prepare children for national statutory testing.

Children nationally are required to undertake a phonics screening check in the summer term of Year 1. Those who do not achieve the benchmark score are re-tested at the end of Year 2. Year 2 and Year 6 undertake national SAT assessments in SPAG and reading, in addition to teachers submitting their teacher judgements. Writing judgements are formed from the class teacher's assessments and not a writing test.

**If you have any comments or questions, please do not
hesitate to contact the school.**

**More information about our school can be found on
our website**

www.kirtonlindseyschool.co.uk



This Policy has been approved by the School's Governing Body

Policy Approval Date: October 2018