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**KIMBOLTON ST JAMES’ C OF E PRIMARY SCHOOL**

**ENGLISH AND WRITING POLICY**

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Date signed off by Full Governing Body:

Signed Adam Breakwell, Headteacher

Gill James, Kimbolton Chair of Governors

Date next review due:

Our vision is rooted in 1 Corinthians 16:13-14: ‘Keep alert, stand firm in your faith, be courageous, be strong. Let all that you do be done in love.’

**Please see separate handwriting, reading and phonics policies alongside this document.**

At Kimbolton St James’ C of E Primary School, we believe that literacy and communication are key life skills. Through the English curriculum, we will help children develop the skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language and equip them with the skills to become lifelong learners. We want children to enjoy and appreciate literature and its rich variety.

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature especially plays a key role in such development. Reading also enables pupils both to acquire knowledge and build on what they already know. All the skills of language are essential to participating fully as a member of society.

**Aims**

To encourage children to:

* be effective, competent communicators and good listeners;
* express opinions, articulate feelings and formulate responses to a range of texts both fiction and non-fiction using appropriate technical vocabulary;
* foster an interest in words and their meanings, and to develop a growing vocabulary in both spoken and written form;
* enjoy and engage with and understand a range of text types and genres;
* be able to write in a variety of styles and forms showing awareness of audience and purpose;
* develop powers of imagination, inventiveness and critical awareness in all areas of literacy;
* use grammar and punctuation accurately;
* understand spelling rules and apply them to their own writing;
* produce effective, well-presented written work, which reflects the skills they have been taught.

**Expectations**

By the time children leave our school, we expect them to communicate through speaking and listening, reading and writing, with confidence, fluency and understanding and in a range of situations. We want every child to take pleasure in reading across a range of genres and have a strong motivation to read for a variety of purposes.

By the end of Key Stage One, children are expected to achieve working at, (or above) age expectation, recorded as 2 expected (Y2EXS) on the school tracking system.

By the end of Key Stage Two, children are expected to achieve working at (or above) age expectation, recorded as 6 expected (Y6EXS) on the school tracker.

**Time Allocation**

The time allocated for English is in line with recommendations for Key Stages One and Two whereby English is taught daily. In addition, it is expected that cross-curricular links will contribute to pupils’ effective learning in speaking and listening, reading and writing. This is reinforced through our delivery of the curriculum.

**Teaching and Learning**

**Curriculum delivery**

In the EYFS through to Year 6, children are taught literacy within their classes. Through differentiation and the support of teaching assistants, all children will receive high quality teaching and appropriate support in order for every child to reach their full potential. Children may receive additional support if necessary outside of the literacy lessons which can be in the form of planned intervention or reactive intervention after a lesson. A clear lesson objective (which is displayed through a title) is a feature of all literacy lessons. Working walls may support learning in the classrooms. Assessment informs planning. The use of computing enables children to use and apply their developing skills in English in a variety of ways. We encourage children to use ICT as a resource for learning, whenever appropriate. We provide a rich and varied experience for pupils to draw on in their writing and reading which should include the whole curriculum.

**Foundation Stage**

In the EYFS, children have daily discrete Phonics lessons to develop the skills of blending and segmenting in preparation for early reading and writing. A wide range of exciting learning activities provide children with opportunities to develop their communication, language and literacy skills on a daily basis with a focus on child- initiated activities. As well as a Writing Area, which provides children with a range of materials with which to experiment and practise mark marking/letter formation (and eventually to practise taught skills), other learning areas are enhanced to provide children with the opportunity to read and write in a range of contexts. A range of resources in the outdoor area provide valuable opportunities to engage children in writing for pleasure. Adult led activities in EYFS are usually linked to stories, poems or nursery rhymes or to cross curricular topics. From the very start of reception, children learn that writing can have a range of purposes and they begin to explore the features of different types of writing.

**Key Stage 1 (Years 1 and 2)**

Children in Year 1 (and those in Year 2 who did not pass the Phonics Check) continue to have daily discrete phonics lessons. In Key Stage1 children have daily mixed ability literacy lessons with an emphasis on real texts. They study fiction and non-fiction and begin to compare characteristic features of writing. Children learn how to apply these features in their own writing and begin to write at length. In Key Stage 1, children will write for a range of purposes, including (but not limited to):

* Stories
* Diaries
* Newspaper reports
* Instructions – recipes, ‘how to’ guides
* Poems
* Letters & postcards
* Labels, lists and captions
* Recounts
* Non chronological reports

Writing skills are developed across the curriculum and children are given opportunities for cross curricular writing. This may be linked to Topic (for example: the Great Fire of London) or other curriculum areas such as R.E and science.

Grammar and punctuation are embedded within English teaching following the progression in the National Curriculum and may also be taught discretely. Handwriting is taught discretely following the Nelson Handwriting Scheme and From Year 2, Spelling is taught in discrete sessions following the RWI Spelling scheme.

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Children learn to speak confidently and listen to what others have to say. They use language to explore their own experiences and imaginary worlds. Children take part in reading sessions and have regular story times to develop a love of reading. Literacy skills are developed across the curriculum. Provision is made for children who require extra support through intervention, differentiated class teaching and targeted teaching groups in literacy and reading comprehension sessions.

**Key Stage 2 (Years 3-6)**

In Key Stage Two, children have daily literacy lessons in which they focus on a range of text types throughout the year. These may be linked to Topic themes or to a book or poem. Grammar skills are embedded within literacy lessons and linked to the book or text that the class are studying. During Key Stage 2, children can expect to tackle a range of writing tasks, including (but not limited to):

* Stories (including a variety of genres such as myths & legends, adventure, mystery & suspense)
* Letters
* Play scripts
* Biographies
* Recounts
* Instructions
* Glossaries
* Explanations
* Debates
* Poems.

Children will also learn to write in a range of styles, including;

* Writing persuasively
* Writing narrative
* Writing in a journalistic style
* Writing formally/informally
* Writing arguments

In Key Stage 2, children learn to change the way they speak and/or write to fit different situations, purposes and audiences. They encounter a range of fiction, non-fiction and poetry. They explore the use of language in literary and non-literary texts and learn how the structure of language works. Children in Key Stage 2 develop their knowledge and understanding of grammatical terminology. Spelling is taught in discrete sessions following the RWI Spelling scheme of work. Handwriting is also taught discretely using the Nelson handwriting scheme (please see separate handwriting policy). In Key Stage 2, children continue to have a range of opportunities for cross curricular writing and English skills are developed across the curriculum so children can apply what they know in a variety of contexts. Provision is made for children who require extra support through targeted teaching and regular intervention (e.g. Phonics) and differentiated class teaching including teaching assistant support.

**Inclusion**

The needs of all children are considered carefully when planning and teaching English at Kimbolton St. James. We want children to reach their full potential. Where necessary, teachers identify which children are not making progress and take steps to improve their progress and attainment in English, usually in liaison with the SENDCO. More able and talented children are identified and suitable learning challenges are provided.

**Equal Opportunities**

At Kimbolton St. James’ C of E Primary School we have high expectations for every child, whatever their background, ability or circumstances. We know that children learn best when they are healthy, safe and engaged. In order to engage all children our English curriculum includes a wide range of texts and other resources that meet the interests of our learner. We value what each individual child brings to our school.

**Assessment, Recording and Reporting**

* Work is assessed in line with the Assessment Policy.
* Teachers use developmental feedback in order to identify where children have included elements of the success criteria and to give children the opportunity to revisit their work in order to make improvements.
* Summative assessment is used three times a year in order to assess the children’s writing.
* Reading ages will be assessed throughout the year using the NFER reading tests, or SATS papers depending on age or ability (see assessment policy).
* In Year 1, reading age is determined by the phonics stage they are on.
* Summative assessment is used three times a year in order to assess the children’s reading.
* Year 2 and Year 6 pupils undertake SATs in May.

**Approach to Writing**

At Kimbolton St. James, in order to ensure every child progresses as a writer, we use a combination of different teaching methods as opposed to one scheme. We feel that this model caters to the needs of a range of different learning styles including audio, visual and kinaesthetic learning. We aim to provide all learners with a varied and balanced diet of written skills that are taught using a variety of models and approaches whilst combining the skills of the National Curriculum and teaching fiction and non-fiction units. The main ways in which writing is taught at Kimbolton incorporates Talk for Writing (Pie Corbett) and Experiential learning along with a variety of different key texts that are appropriate to the year group.

Children in all Key Stages are given daily opportunities to write in a range of contexts, for a variety of purposes, and have regular opportunities to write at length in extended independent writing sessions. Our long term planning for English covers the range of text types set out in the National Curriculum, ensuring a breadth of coverage. We recognise the importance of Computing/Technology in developing English skills. Children are given opportunities to improve their writing through drama or short film clips. Interactive technology is widely used in a range of ways to enhance the teaching of English; in EYFS or KS1 children may play English games on the interactive whiteboard or iPads, in KS2 they may use the internet to conduct research to support their writing.

**Approach to Spoken Language**

Speaking and listening are fundamental to good communication for us all. We recognise the importance of being aware of skills children have already acquired in order to build on this foundation. From entry in EYFS, children are given opportunities to develop and learn new skills in formal and informal settings, both in and outside of the classroom. Children are encouraged to speak clearly and listen carefully, and both speaking and listening are stimulated in a range of ways, including;

* Listening to and responding to stories, rhymes, poems, songs and games from various cultures
* Responding to visual and aural stimuli, such as pictures, paintings, radio or filmclips
* Discussing and expressing opinions
* Giving and receiving instructions or information
* Using talk partners in all curriculum areas
* Describing/recounting events
* Storytelling and reading aloud
* Reciting lines, songs or poems learned by heart in school plays or presentations
* Imaginative play (not just in EYFS) for example, roleplay, use of puppets or drama
* Circle time
* Assemblies
* Debates (KS2)

We also realise that a rich variety of speaking and listening opportunities arise from literature and so we have an array of books in each classroom including fiction and nonfiction. Any child thought to require the support of a Speech & Language therapist is referred in accordance with our SEND policy.

**Subject Leadership**

Our subject leader for English is Mrs Hyde. The subject leader is responsible for maintaining/improving the standards of teaching and learning in English by:

* Monitoring and evaluating English; pupil progress, planning, marking & feedback, curriculum coverage, teaching, role of teaching assistants, English provision
* Taking the lead in policy development
* Auditing and supporting colleagues in CPD
* Purchasing/organising resources
* Keeping up to date with developments in English