

# Kings Road CPS



## English Policy

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Date	March 2023

This policy is based on requirements set out in the National Curriculum (September 2014) and should be read in conjunction with the Early Reading and Phonics policy.

Kings Road Primary School prides itself in providing equal opportunities for all members of our community regardless of disability, religion, sexual orientation, culture, gender, ethnic origin, race or age. All pupils have access to the curriculum, and the right to a learning environment which dispels ignorance, prejudice or stereotyping.

### **Intent**

At Kings Road we aim to foster a love of English and an enjoyment of learning. At the core of our English learning is developing a love of vocabulary. At the start of their schooling at Kings Road, children begin their vocabulary journey by developing a love of listening to stories and reading for pleasure. Through progression and support, they go on to develop a bank of exciting words that they can begin to use in their writing. We challenge children of all abilities and strive for excellence. Children are encouraged to have a growth mind-set and to develop the skills of perseverance and resilience. At Kings Road primary school we strive to produce children who are fully literate and articulate. We have high expectations of all pupils and for pupils to have high expectations of themselves.

### **Implementation**

English enables children to express themselves creatively and imaginatively. Through English at Kings Road, pupils are given a chance to develop culturally, emotionally, intellectually, socially and spiritually. We celebrate children's hard work, effort, and success.

We develop pupils' spoken language across the whole curriculum with an understanding of how it underpins the development of reading and writing. We ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Drama, poetry and role play are used to build pupils' confidence and to practice their skills in speaking, listening, reading, writing and performing in front of others.

The teaching of reading begins through the use of a systematic phonic scheme (Twinkl), making a strong start in Reception and continuing from one year to the next. We give children the tools to become enthusiastic and critical readers and writers of stories, poetry, and non-fiction. All pupils are encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum.

We develop pupils' competence in transcription and composition and they are taught how to plan, revise and evaluate their writing. Pupils are taught to use the elements of spelling, grammar and punctuation correctly and to understand and use Standard English in their speaking and writing. Children are taught to develop a style of writing starting with letter formation, linked to sounds, and leading to legible joined up handwriting.

### **Impact**

Children will be enthusiastic, engaged and active learners of English. Children will understand the importance of speaking and listening skills in the real world and will be confident to use them. They will have developed a love of reading and will continue to take this with them on their next step of education. Their wide experience of exciting and language rich texts will feed through into their own, independent writing across the genres.

## **Reading at Kings Road**

### **Reading for Pleasure**

The importance of developing a love of literature and developing healthy reading habits and behaviours is integral to the curriculum. All teachers at Kings Road have awareness and knowledge of the impact of reading enjoyment on pupils' reading attitudes and attainment. All classes have a Reading area which is well stocked and each key stage has their own library where children are able to peruse a wide and varied selection of books.

Each class has a timetabled daily slot for whole class shared reading in order to:

- introduce children to the world of literature, meaning, and response through book talk and vocabulary building.
- provide rich opportunities for increasing children's bank of words and developing early reading behaviours.
- serve as an opportunity to extend children's experience and understanding of language.
- develop a love for listening to, engaging with and responding to stories, poems and non fiction.

When engaging children in shared reading for pleasure, teachers carefully consider the selected text in order to enrich and widen the children's vocabulary and experiences.

### **Approaches to Teaching Reading in EYFS**

*(See also Early Reading and Phonics Policy. Also EYFS Policy)*

#### **Guided Reading**

In EYFS, for the majority of the year, Guided Reading takes the form of whole class shared story times, with a focus on vocabulary, discussion and questioning around sequence and prediction.

Towards the end of the Reception year, small group Guided Reading sessions take place fortnightly. These involve opportunities for children to immerse themselves in challenging texts and experiences that develop language. Through high-quality facilitated interactions, children begin to:

- Repeat and join in with simple refrains
- Summarise familiar stories
- Predict possible events that might occur in stories
- Retrieve information from texts or picture books

### **Approaches to Teaching Reading in KS1 and KS2**

*(See also Early Reading and Phonics Policy)*

#### **Guided Reading**

During the first half term of Year one, children do not begin the whole school Guided Reading model straight away. In order to continue to develop and support the children's early phonics knowledge, guided reading is delivered with a phonics focus. Children remain in their phonics groups for Guided Reading sessions so that the skills of decoding, blending and fluency can be embedded at the right pace for the child. Following this, in Autumn 2, if the children are ready they move to the whole school model.

Whole school model (Year 1 from Autumn 2, Year 2-6):

Guided reading follows the SPHERIC model focussing on strategies to develop the skills of:

S – Summary

P – Prediction

H – Hows, whats, words (Vocabulary)

E – Explain

R – Retrieval

I – Inference

C – Comparison

These skills are introduced gradually and built upon throughout pupils' journey through KS1 and KS2. In addition to this, we value the importance of creating opportunities for wider experiences (both first hand and through experience of high quality shared texts) so that children are able to draw on these to support their comprehension.

The Guided Reading structure consists of a cycle based on:

Day	Outcome
1. Introduction	Introduction to the text, genre, vocabulary, and strand of reading
2. Group work	The teacher facilitates high-quality interaction with small groups of children to teach the reading strand and deepen understanding
3. Strategy builder	Children work independently to build on the reading strand that they have been taught
4. Vocabulary	Children develop a specific understanding of key words within the text
5. Independent	Children build phonetic understanding in lower key stages and fluency skills across all year groups

During Guided Reading (and beyond), children are encouraged to read for a deeper meaning and explain and justify their opinions. The following four-step model is a simple method used to help children to develop a good understanding of a text in order to provide meaningful answers:

1. Make a point (**P**)
2. Find evidence within the text. Such as a word or phrase (**E**)
3. Make another point (**P**)
4. Find another piece of evidence within the text (**E**)

Each child will be regularly assessed during Guided Reading sessions to determine their reading level and understanding. Where appropriate, this is carefully matched to their phonological awareness and appropriate books provided to encourage independent reading.

### Independent reading

At Kings Road, teachers recognise the value of all forms of reading. Children are encouraged to read daily for pleasure and enjoyment and have the opportunity to return to familiar texts that they have read during shared reading or guided reading sessions. They learn to independently pursue favourite authors or types of books and select texts that match their interests and ability. They are encouraged to share their reading experiences with others and develop preferences and opinions.

## Paired Reading

Children have the opportunity for paired reading in the Kings Road Reading Buddy scheme. Children across all Key Stages share their books with identified reading buddies termly. All children have the opportunity to be a reading buddy each year.

## In-school reading

*(see also Early Reading and Phonics policy)*

Teachers listen to each child read at least once a half term. Children are listened to weekly by their TA (more regularly for lower attaining and vulnerable children). Not only does the teacher have a clear understanding of a child's current reading ability, but it also gives the child the opportunity to showcase their abilities.

## Home Reading

*(See also Phonics and Early Reading Policy)*

Children carry an appropriate reading book/s in their bag to read in school and at home everyday. It is the responsibility of the class teacher to monitor this. Children are expected to have their reading record book signed each week by their parents and the teacher or TA who reads with them in school. It is the class teacher's responsibility to monitor that children are reading regularly at home and to liaise with parents when this is not happening.

## Additional Reading Resources

### Bug Club

Bug club is a digital asset that allows the children to read age-appropriate texts that are levelled at their current ability. In addition, it allows them the opportunity to practice comprehension questions based on the texts they have read. Teachers are responsible for ensuring children always have access to appropriate books on Bug Club.

- Every child is assigned a digital reading book in addition to their physical reading book.
- This book matches the level of the reading book or phonics level that they are currently working on

## Assessment

When assessing Reading, judgements must be made by using formal assessment methods in conjunction with listening to the child read to enable a rounded assessment.

## **Writing at Kings Road**

### Vocabulary

Vocabulary is at the heart of everything that we do at Kings Road and, as such, we are committed to improving the vocabulary for all. Vocabulary should be introduced both formally and also via an organic process during child-centred activities.

Words should be introduced on a regular basis and follow the same structure throughout the school. In general, the new vocabulary will be a combination of Tier 1 words and Tier 2 words. However, during more technical lessons, Tier 3 words will be introduced following the same format.

<b>Tier 1 words</b>	<b>Tier 2 words</b>	<b>Tier 3 words</b>
Words that take little or no explanation. They are very commonly used and are usually root words. They are generally very easy to decode. Words such as run, clock and cook are examples of tier 1 words	High-frequency words that are used by maturing language users. They are words that are used in everyday language but are not technical or specific enough to be considered specialised. They are often less easy to decode phonetically and may not follow the simple rules of English grammar, which makes them more challenging for early readers. Examples of tier 2 words may be: Obvious, deceit, and definitive.	Tier 3 words are extremely specialised and require explicit instruction, are relatively low frequency, and are generally linked to a specific content domain. They are words and such as respiration, oesophagus, ventricular.

We are a language rich school and all teachers aim to immerse the children in high level vocabulary. When introducing new vocabulary, it must be timely and follow an explicit set structure to ensure a consistent approach through the school.

1. Highlight the word including the word class (eg. Condescending)
2. Pronunciation of the word – including syllables (e. con-de-scend-ing)
3. The definition of the word
4. The word in a sentence
5. Synonyms for the word

The introduction of new vocabulary must adhere to the timings below as a minimum.

<b>Year</b>	<b>Regularity</b>	<b>Word level</b>
EYFS	Daily	Mainly tier 1 words with some organic tier 2 and 3 words
Key stage 1	Three words per week – Tier 2	A mix of tier 1 and tier 2 words. Tier 3 words will form part of more technical language acquisition.
Key stage 2	Daily – Tier 2	Mainly tier 2 words. Tier 3 words will be taught explicitly in appropriate lessons.

We challenge children regularly through short burst writing games and tasks such as oulipos, lipograms, word and Vocab Ninja.

## Writing in EYFS

In both Nursery and Reception, the prime area of Physical Development is the main focus for the pre-requisite skills needed for writing. Children have the opportunity to engage in both large and fine motor skills activities daily through our continuous provision areas.

As children's physical development progresses, they are encouraged to mark make and write everyday using a variety of tools and through a range of different activities such as painting, drawing, pattern making and letter writing in glitter and sand.

In the Nursery Year, once children have developed the necessary physical control, they are discretely taught how to recognise and write their own name. Children who are working at this level have the opportunity to practise this regularly across each week and are encouraged to do so at home.

As children move up into the Reception Year and develop their knowledge, skills and motivation to write, they will be involved in more focussed writing activities. Children develop their independence using letters of the 'sounds' they know in words. To support their development in this area we teach daily phonics sessions (see Phonics and Early Reading Policy).

Once the children have gained sufficient phonics knowledge to begin to apply this independently, they are encouraged to access the independent writing opportunities, which would be carefully planned to match the phonics ability of the children.

From the Spring term in Reception, children access a whole class (TA supported) independent writing session daily where they are expected to write a dictated sentence. More able writers have the opportunity to independently extend their sentence choices. All children begin this process on whiteboards but as their handwriting progresses they move into their handwriting books so they can focus on size and orientation on the line.

Across the year, through guided and independent activities, children write for different purposes e.g. stories, cards/letters, lists, captions, labels.

Yr1-Yr6 (Yr1 further detail on Year group specific guidance)

The Royal Write - our unique and highly bespoke model of writing.

### The writing cycle

At Kings Road, we focus on high quality writing. Some pieces of writing can be completed within a 2-week cycle. More in-depth pieces are likely to take longer. All content and genres for the year group must be covered. There is a focus on high-quality pieces achieved through high quality interactions between teacher and pupil. Below is a general guide to the writing cycle.

<b>Step 1</b>	<b>Step 2</b>	<b>Step 3</b>	<b>Step 4</b>	<b>Step 5</b>
Introduction to genre – cold write	Drama or oral rehearsal based activity to introduce the structure of the genre <i>(Pie Corbett Talk4Writing)</i>	Return to the text to begin to embed the structure of the text <i>(Story maps, Story Sacks)</i>	Grammar-based activity focusing on content with the text	Comprehension-based activity – linked to content
Modelled and Shared writing throughout				

Step 6	Step 7	Step 8	Step 9 & 10
Boxing up the content of the text - embedding structure <i>(Alan Peat - Boxing Clever)</i>	Imitating the text – changing aspects of the texts	Innovating the text – changing the content	<ul style="list-style-type: none"> <li>• Comprehension/grammar activity</li> <li>• Editing activity <ul style="list-style-type: none"> <li>○ KS1 and KS2 – 1-2-1 consultations with teacher</li> </ul> </li> </ul>
Modelled and Shared writing throughout			

Step 11
Polished piece – Royal Write

At times, there may be a need for the structure to be flexible to best suit your children, but must still include a drama/action based session.

### Marking

Please see Feedback Policy.

### Assessment

Termly writing targets are kept for each child. Teachers date each Royal Write and tick when a child has met any targets. Writing is continually assessed through a range of activities. Moderation takes place termly across year groups through a process of professional discussions.

Yr1 specific guidance

**Autumn 1**

Children to continue to access independent writing activities in continuous provision and access a daily whole class writing session, outside of the English lesson (10-15 mins) where they are expected to write a dictated sentence which is in line with their phonic ability. Children working on a lower phonics level than the majority of the class will be supported by a TA with a differentiated version.

E.g: Whole class expectation level 4 sentence: The green light is up high.

Level 3 writers: It is light

Level 2 writers: as level 3 but with TA support

More able writers have the opportunity to independently write the level 4 sentence and then extend their own writing by adding and or by thinking of another sentence.

No formal Royal Write, however, the English lessons can still follow the Royal Write cycle.

**Autumn 2 and beyond**

Year 1 will begin the formal Royal Write process from Autumn 2. Some pieces of writing can be completed within a 2-week cycle, however this can be extended or reduced to fit the outcome. More in-depth pieces are likely to take longer. All content and genres for the year group must be covered. There is a focus on high-quality pieces achieved through high quality interactions between teacher and pupil. Below is a general guide to the writing cycle.

Step 1	Step 2	Step 3	Step 4	Step 5
Introduction to genre – cold write	Drama or oral rehearsal based activity to introduce the structure of the genre <i>(Pie Corbett Talk4Writing)</i>	Return to the text to begin to embed the structure of the text <i>(Story maps, Story Sacks)</i>	Grammar-based activity focusing on content with the text	Comprehension-based activity – linked to content
Modelled and Shared writing throughout				

Step 6	Step 7	Step 8	Step 9 & 10
Boxing up the content of the text - embedding structure <i>(Alan Peat - Boxing Clever)</i>	Imitating the text – changing aspects of the texts	Innovating the text – changing the content	<ul style="list-style-type: none"> <li>• Comprehension/grammar activity</li> <li>• Editing activity                             <ul style="list-style-type: none"> <li>○ KS1 and KS2 – 1-2-1 consultations with teacher</li> </ul> </li> </ul>
Modelled and Shared writing throughout			

Step 11
Polished piece – Royal Write

At times, there may be a need for the structure to be flexible to best suit your children, but **must** still include a drama/action based session.

### Scaffolds/prompts

Children are able to use table prompts such as photos/images, word mats (shared on the table, not stuck in books), phonics sound mat, English planning books.

### Presentation

Children should be discreetly taught to write on the handwriting lines printed in the Royal Write books. This should be done in handwriting lessons but also modelled in English lessons. Printed sheets stuck into Royal Write books should be kept to a minimum.

### Marking

The final Royal write piece should not be marked. The highlighting and marking happens in the planning stages and should be seen in the English books. It should follow the below format:

**Green= Green for Growth – highlighting areas for improvement** - Don't go overboard! Pick out the key elements that will improve the writing further once addressed.

**Yellow= Going for Gold – highlighting positive features of the writing** - Don't go overboard! Pick out the key successes.

**Fix it Time** – Dedicated 1:1 writing consultations during the drafting process allow for pupils to respond to their writing.

**Purple Pens of Progress** – Pupils are expected to use their purple pen in their English book to respond to their verbal feedback and any green highlighting (green for growth). You will need to model this to begin with.

### Assessment

Termly writing targets are kept for each child. Teachers date each Royal Write and tick when a child has met any targets. Writing is continually assessed through a range of activities. Moderation takes place termly across year groups through a process of professional discussions.