



## **At Knights Enham Schools we provide...**

Inclusive and ambitious learning experiences where our school community feels safe and motivated to achieve their best.

*English Policy 2024 - 2025*

**Approved: Feb 2024**

**Review: Feb 2025**



## **Intent**

At Knights Enham Schools we believe English is at the heart of our children's learning. The ability to communicate clearly and read confidently is essential for success in education and an important life skill. We want the children at Knights Enham Schools to see themselves as lifelong readers and writers.

We achieve this through an ambitious English curriculum driven by engagement with high-quality texts which aim to foster a love of reading for our children and inspire them to become confident and creative writers. We have carefully chosen a wide range of culturally diverse, high-quality texts, novels, videos and poems to develop ambitious vocabulary.

Our text led English Curriculum has been shaped by our vision to enable all children, regardless of background, attainment or additional needs to flourish and become the very best version of themselves they can possibly be. We teach the National Curriculum supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. Careful links are made across the curriculum to ensure that children's English learning is relevant and, wherever possible, link our reading, writing and the themes that we are covering in our foundation subjects

### **We recognise children's entitlement to high-quality teaching will:**

- Develop a love of reading that will last beyond school.
- Equip children with the knowledge they need to comprehend increasingly challenging texts.
- Teach children to become assured writers, who can apply their skills in all types of writing.
- Ensure children can use correct spelling, grammar, and punctuation to communicate clearly.
- Help children to speak confidently, express their viewpoints clearly, and listen to the viewpoints of others.

## **Implementation**

### **Reading**

Reading is the golden key that unlocks the door to all our learning. It must be taught for both pleasure and progress; we believe that one cannot exist without the other.

### **EYFS & KS1**

Starting in EYFS, reading is taught through our phonics scheme, Essential Letters and Sounds (ELS). Children attending the nursery will be exposed to Phase 1 through planned sessions as well as high quality first teaching. Quickly in Reception, children start Phase 2 through whole class taught sessions.



As well as learning to decode and recognise harder to read and spell words in the phonics lessons, during guided reading sessions they will develop knowledge, fluency and comprehension skills. Books are matched carefully to children's reading attainment based on phonics assessments. After completing their guided reading for the week in school, the same book will be sent home to practise.

By year 2, the majority of children have completed ELS and their guided reading sessions change to reflect their growing independence. Using a carousel approach, each group will have multiple reading sessions with an adult as well as completing independent comprehension tasks.

Children have access to a well-stocked library supported by adults in their class to choose a book to take home in addition to a weekly session after school where families are invited in to the library.

Every class finishes the day with a story or poem and each class has a book nook for children to enjoy independently with a wide range of books.

Children identified as needing additional support will follow the interventions set out from the ELS scheme. These children will be carefully tracked using the guidance from ELS.

We encourage children to read regularly at home and record their reading in home school diaries. This helps us to identify where additional reading support may be required. Children attending the nursery are encouraged to have a book bag so they can take home a book for pleasure to share with their families.

## **KS2**

In KS2, teaching of reading focuses on deepening fluency and comprehension skills. Children will learn about authorial intent and consider how language, grammar and punctuation all contribute to meaning.

In a week, across our daily reading lessons, children will spend 2 days with 'eyes on text' when they are developing their fluency skills. One day will be a taught reading skill, for example understanding new vocabulary, summarising or using inference. The next day will give the children an opportunity to apply the newly taught skill and one day will focus on comprehension of the text.

Children will all read one-to-one with their teachers regularly and children will have a timetabled session once a week in our wonderful and well-stocked library.

Every class finishes the day with a class novel and all teachers have a dedicated reading corner.

Children who are identified as needing additional support with reading in KS2 will take part in either our phonics intervention programme (Rapid Reading or NESSY) or our reading intervention programme (Rapid Reading). See Appendix A and B for further details.



These children read one-to-one with a class adult at least 3 times a week. This will be recorded in home school diaries.

We encourage children to read regularly at home and record their reading in home school diaries. This helps us to identify where additional reading support may be required.

## **Writing**

### **EYFS & KS1**

Our writing curriculum from Reception onwards is based on high-quality texts which have been carefully chosen to engage and inspire our children. We ensure our classrooms are language rich environments where we strive to build children's vocabulary and confidence in communicating. We have a whole-school approach to the teaching of writing (or 'Learning Journey'): Stimulate and Generate, which involves 'hooking' the children with a text (or sometimes a video clip or experience), Capture, Sift and Sort, in which children explore language features including spelling, punctuation and grammar, and finally, Create, Refine and Evaluate where children produce their final outcome.

There is a lot of focus on oral rehearsal and developing grammatically sound sentences before children write their ideas down. Adults scaffold learning through modelled, shared and guided writing.

With support, we encourage children to edit and improve their work. Where possible, we aim to give children the chance to 'publish' their work where they are able to focus on presentation and learn to take pride in their work.

### **Spelling**

In EYFS and Year 1, spelling is taught through our Essential Letters and Sounds phonics scheme. Once children have completed the phonics scheme, children move to Essential Letters and Sounds Essential Spelling.

### **Handwriting**

Starting in EYFS, handwriting is modelled using print that matches the formation taught in ELS. As children are developmentally ready, we use the Letter Join Spelling programme to support progress in handwriting. This encourages neat, well-formed handwriting and the neat presentation of written work, which gives a sense of pride and ownership. Handwriting is taught regularly through short, focused sessions beginning with letter 'families'.

### **KS2**

Our writing curriculum is based on high-quality texts which have been carefully chosen to engage and inspire our children. We ensure our classrooms are language rich environments where we strive to build children's vocabulary and help them to 'feel' like writers. We have



a whole-school approach to the teaching of writing (or 'Learning Journey'): Stimulate and Generate, which involves 'hooking' the children with a text (or sometimes a film, or piece of music), Capture, Sift and Sort, in which children delve deeper into the genre and explore language features, and finally, Create, Refine and Evaluate where children produce their final, well-crafted piece of writing. We follow the National Curriculum and have our own Sentence Progression Maps across all year groups, so that building accurate, creative, and effective sentences are included in every learning journey.

At all stages of these 'learning journeys' children are encouraged to write in response to the text – our children really see themselves as writers! We encourage and teach children to edit and improve their work, themselves and with others, and regularly share work with other classes for their feedback.

We ensure our learning journeys have a real purpose by giving each journey an intended outcome and audience and sharing our writing with the audience to give our writing real purpose.

### **Spelling**

It is essential that our pupils learn to spell accurately. Children who can spell feel confident and are able to write with enjoyment. We use the Spelling Shed programme to ensure effective progress through spelling and this is used 5 times a week. This is always recorded in each child's spelling journal. Weekly spellings learnt in class are also sent home each week as part of homework tasks for all year groups in KS2. We track spelling ages twice a year for all our children.

We want our pupils to be:

- equipped with a range of strategies for learning spelling.
- able to apply their strategies when spelling words in their independent writing.
- knowledgeable about common rules and patterns in spelling.
- curious and motivated to explore the rich nature of English vocabulary.

### **Handwriting**

We use the Letter Join Spelling programme to support progress in handwriting. This encourages neat, well-formed handwriting and the neat presentation of written work, which gives a sense of pride and ownership. Handwriting is taught regularly through short, focused sessions and may be linked with other areas, e.g. spelling, grammar, and phonics.

### **Intended impact**

- Children leave us with a broader cultural capital, a deeper understanding and appreciation of the world around them and the ability to question others and develop their own informed points of view.
- Children develop a love of reading and writing and appreciate how both of these skills can deepen their experiences of the world.



- The % of children working at ARE within each year group will be at least in line with national averages.
- The % of children working at Greater Depth within each year group will be at least in line with national averages.
- Pupil premium children will make good progress from their starting points and the gap between them and others is narrowed

### **Role of the Subject Leader**

Subject leaders for English at Knights Enham Schools are

**Natalie White** – Early Reading and Phonics

**Victoria Woodward** – EYFS/KS1 English

**Steve McBride** – KS2 English

The subject leaders are responsible for:

- raising standards of English and literacy across the school.
- monitoring, observing and reviewing planning, teaching and learning.
- liaising with assessment lead to identify steps to be taken in weak areas after each assessment period.
- leading and developing English provision in the school.
- providing guidance and support to staff.
- keeping up to date on current initiatives and updating staff.
- organising and maintaining English resources and maintaining a list of English resources available to staff.
- leading INSET and staff meetings/training for staff in all areas of English and Literacy teaching.
- regularly report to governors.

### **Home/School Partnership**

We recognise that the role of the family is central in supporting the child's language development as a speaker, reader and writer. Therefore, the support and encouragement of parents in the teaching of English is sought and valued. Children take home books that they can share and enjoy with their parents. Children are expected to read at home at least three times per week for 10-20 minutes a night. They are issued with a home/school reading diary in which the children's parents are encouraged to write. Regular reading is rewarded in school.