

KINOULTON PRIMARY SCHOOL



ENGLISH POLICY

September 2025

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Review Date – September 2029

Aim

Intent:

Knowledge-rich

- All children are able to articulate and reason about the world around them through a highly developed vocabulary
- Children can write effectively & succinctly for a range of purposes
- Children can understand and respond to what they read

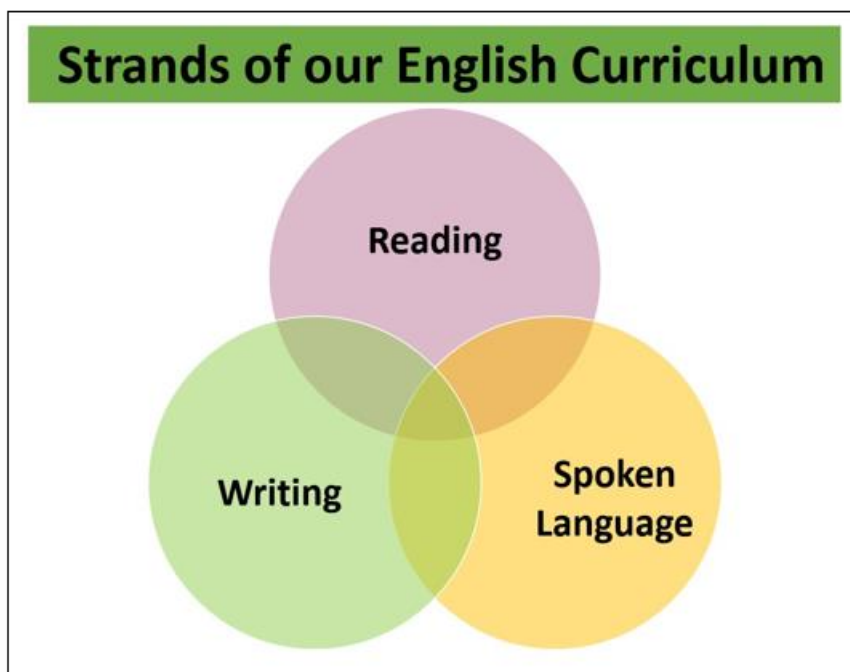
Purposeful

- Children apply their reading and writing skills to learn, develop and progress throughout school and beyond
- Children can communicate effectively in speech and writing and can listen with understanding
- Children are fluent and responsive readers

Stimulating

- Through English, we aim to enable children to develop a positive attitude to learning
- We also aim to foster curiosity, originality, co-operation, perseverance, open-mindedness, self-criticism, responsibility and independence of thought
- All children have a love of reading through exposure to high quality texts

English Elements



Reading				
Word Reading			Language Comprehension	
Decoding	Full Word Recognition	Fluency: <i>Accuracy</i> <i>Automaticity</i> <i>Prosody</i>	Inference Retrieval Predict Explain Summarise Sequence	Text Structure
Phonological Knowledge <i>(see separate Monster Phonics information)</i>		Print Knowledge	Grammar and syntax	Vocabulary

Writing		
Transcription	Composition	SP&G
Spelling Handwriting	Evaluate models Plan Draft Evaluate Edit & Improve Publish*	Spelling Punctuation Grammar

Spoken Language		
Listening and attention	Audibility, prosody and fluency	Structure, formality and grammar

Writing

Whole School Approach

Each class plans to provide five discrete English writing lessons per week (4 in EYFS) – some of which may be topic related. Our English curriculum is organised to provide full coverage of the National Curriculum objectives whilst exposing children to a wide range of fiction, non-fiction and poetry.

EYFS & Key Stage 1

Hedgehogs: 4 writing sessions each week which comprise text work and other literacy components taught through topics appropriate for Foundation Stage children. Drawing Club lessons are used to inspire children and drive their initial ideas. The organisation of the classroom environment and daily timetable encourage the development of literacy skills through child-initiated play. There is one session of handwriting and fine motor skill activities per week. Development of literacy skills underpins the planned child-initiated activities (in conjunction with other elements of the EYFS curriculum).

Squirrels: 5 hours of English writing sessions per week - Drawing Club may be used at the beginning of the academic year to inspire children and drive their initial ideas. Teaching will lead to a longer write for a specified genre (see genre LTP). Grammar is also taught as part of the teaching cycle for each genre.

Key Stage 2

Each class will provide five discrete English lessons per week – some of which may be topic based.

Grammar lessons will be taught as part of the teaching cycle, prior to a longer genre write.

We value the importance of providing pupils with regular opportunities for writing across the whole curriculum.

Writing process

We have adopted a writing process from KS1 onwards:

- Explore the genre – features and impact on the audience
- Vocabulary/spelling lesson
- Contextualised grammar teaching (short burst writing) which builds to a longer independent write
- Independent writing – draft, edit, publish

Children are encouraged, from Year 2 onwards to edit their work more thoroughly and use dictionaries and thesauruses to check spelling and to experiment with vocabulary choices.

Teachers give general feedback on drafts and children are expected to edit their work using a green pen to show their changes and improvements. For some pieces only, the draft will be reproduced to demonstrate handwriting ability.

From Year 3 onwards, children have a Best Writing book which they use to produce a final draft of one piece of work each term; this book goes through KS2 with the children, demonstrating individual writing progress.

Planning

We plan for progression and continuity in writing by:

- There is a LTP for each class, outlining genre coverage in writing.
- Medium Term Plans set out clear grammar objectives for each year group and for each genre, ensuring full national curriculum coverage.

Reading

Guided Reading

Guided reading lessons take place in EYFS and Year 1. Children are grouped in small ability groups of approximately 5/6 children.

In EYFS, there will be 1x 10 minute (building to 15 minutes) small group reading sessions each week; each child will access one of these. These sessions will use Monster Phonics books matching to the sounds being taught in class, allowing children to apply their phonics knowledge.

In Squirrels class, year 1 children will have a 1x 20 minute teacher-led session each week; for the early readers in this class, there will be 2x 20 minute teacher-led sessions. These sessions will use Monster Phonics books matched to the groups' phonic ability. There will be a termly phonics assessment to regroup the children. Year 2 children in Squirrels class will have 4x 20 minute reading sessions per week. These texts will initially use the agreed text extracts. This will then build to using an age-appropriate short chapter book.

See 'Session Structure' document for more information.

Whole Class Reading

From Foxes Class onwards, children will take part in Whole Class Reading sessions; there are 4x 45 minute sessions per week; 2 sessions will focus on non-fiction texts/extracts and 2 sessions will focus on the current whole-class novel.

A variety of texts will be chosen, varying between fiction, non-fiction and poetry. Where appropriate, film units may also be used. Texts may be matched to a current area of learning – English genres, history, geography, science etc. Please see the Reading Spine for each class for more information.

Guided reading lessons will use the VIPERS question format; questioning and tasks will be planned around these reading skills.

- ❖ Vocabulary
- ❖ Inference
- ❖ Prediction
- ❖ Explanation
- ❖ Retrieval
- ❖ Sequence (KS1)/ Summarise (KS2)

Reading will be taught explicitly during these lessons, using a range of age/ability appropriate strategies. E.g. choral reading, 'I read, you read,' individuals reading to the class, independent reading etc.

See 'Session Structure' document for more information.

Phonics and Spelling

Phonics and spelling are taught in Foundation/Key Stage 1 through 'Monster Phonics' SSP. Children receive a daily phonics lesson, beginning when the children start school in their Reception year.

Phonics is predominantly taught in Key Stage 1 through the Monster Phonics scheme. All members of staff (teaching and teaching assistants) have undertaken the Monster Phonics training.

During phonics lessons, children are streamed into year groups.

Children who do not pass the Key Stage 1 Phonics Screening assessment are required to repeat the assessment in year 2. Prior to this, their phonics knowledge will have been accelerated through use of the suggested Monster Phonics interventions.

Any children who are still unable to pass their Phonics Screening Assessment, will also receive catch-up phonics in Key Stage 2. This will be delivered via short intensive phonics interventions.

Key Stage 2 teaches spelling through the Spelling Shed scheme.

Handwriting

We feel that it is important for pupils to be able to write clearly and develop a fluent and legible handwriting style. We have a dedicated a weekly half-hour handwriting session in all classes; we have adopted the Nelson Handwriting Scheme to support these sessions.

Pupils in KS1 aspire to achieve their 'pen licence'. This licence and accompanying ink pen are awarded to any pupil who achieves a consistently good standard of handwriting and general presentation. These writing licences and pens are awarded in our Friday merit assemblies.

Differentiation

Any children with special needs will be identified and work within their individual level. Where needed, these children will have scaffolds, additional resources and differentiated tasks and texts and where possible, will work with support under the direction of the class teacher.

See SEND policy for further details

Assessment

Programmes of study and curriculum targets guide the planning, teaching and assessment of children's work. The children's English work is evaluated through the ongoing process of teacher observations of both group and individual work, discussion with the child and the marking of written work.

In addition to this, further assessments are carried out throughout the year:

- Communication, language and literary skills are assessed throughout the child's first year in school in-line with the EYFS Profile.
- Writing is assessed on a half termly basis against end of year expectations for each year group. More pieces of assessed writing are expected in years 2 and 6 to enable secure end-of-key stage judgements to be made. Care is taken at the draft stage and during feedback to ensure that the work is deemed independent.
- Kinoulton Primary School staff regularly participate in moderation exercises to quality assure teacher judgements.
- Early reading is assessed through phonics assessments.
- From year 3, children undertake NFER reading assessments.
- In years 2 and 6, children will sit the summer term SATs papers. See Assessment Policy.

Working with Parents/Carers

In EYFS, Reading Friday gives parents/carers for the children to come into school and read with their children. This takes place from 8:50am – 9:20am weekly. Children are encouraged to sit with their adult and read their reading books. It models good reading behaviours and allows children a set time to share reading with their adults and peers. Any children who don't have an adult sit with the class teacher/teaching assistants and read to them. For all other classes, there is a termly Reading Friday organised.

In order to support phonics learning at home, we deliver an annual Phonics Workshop for parents to attend. The content includes: information about what phonics is, the terminology used, the programme used in school, and supporting phonics and reading at home.

A SATs workshop is delivered **biannually** for parents of children in years 5 and 6. This outlines the expectations of reading fluency and comprehension and offers parents advice of how to support and encourage already fluent readers.

