



# Knights Templar Community Church School and Nursery

*Work at it with all your heart*

Head Teacher: Mrs Laura Weaver, BA Hons QTS

# English Policy

<i>Date Approved by the Headteacher</i>	<i>Review Period</i>	<i>Date to be reviewed</i>
<i>July 2024</i>	<i>Bi- Annually</i>	<i>July 2026</i>

*“An endless prospect of magic and wonder”*

## **Intent**

*Our intent is to inspire a love of reading, writing and speaking and listening that will last a lifetime. We want to immerse children in the wonders of English. We intend to ensure that every child leaves Knights Templar Community Church School reading, writing, listening and speaking confidently and fluently in order to communicate their thoughts and emotions and give them the skills they need to be successful global citizens. Our English curriculum is flexible and responsive to individual needs whilst recognising the unique setting of Knights Templar.*

*We provide a high-quality curriculum, which is sequenced to allow the acquisition of knowledge and skills, and to develop children’s fluency in the use of the English language.*

*Our aims can be encapsulated by the following:*

- read easily, fluently and with good understanding*
- develop the habit of reading widely and often, for both pleasure and information*
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language*
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences*
- actively promote speaking, listening and discussion in a variety of settings*
- appreciate our rich and varied literary heritage*

*We fully adhere to the requirements of the ‘Early Years Foundation Stage Statutory Framework’ and National curriculum. Our English Curriculum is equitable for all children.*

## **Implementation**

*At Knights Templar, English is delivered in the following ways:*

- In Nursery, phonic development is promoted through the use of phase one letter and sounds*
- Read Write Inc. Phonics is taught to children in Reception, Year 1 and in the Autumn Term of Year 2 and for our children in Years 2, 3 and 4 who need to catch up*
- Read Write Inc. Spelling is used to teach spelling for our children in Year 2.*
- In KS2, we use a bespoke spelling programme which matches our 2-year rolling curriculum*
- Reading is delivered through word reading and word comprehension*
- Whole Class Reading (WCR) is used in Y2 and in KS2*
- High quality texts are selected and are used to explore and practise reading skills and inspire quality writing*
- Speaking and listening is developed throughout our curriculum*

## Phonics Teaching

In nursery, staff use activities suggested in the 'Phase One of Letters and Sounds' as tools for supporting children's speaking and listening, phonological awareness and oral blending. A range of resources are used to encourage children to 'tune into' speech sounds to support their sound discrimination and pronunciation.

When children enter school, they follow the Read Write Inc. Phonic programme. This is a method of teaching reading, which is centred around learning the sounds of the letters (phonics), and then blending them together to read words. The children also learn to break down words into individual sounds in order to write them.

### How it works

- The children are assessed and grouped according to their ability.
- They work daily in small groups with a teacher or a teaching assistant.
- As appropriate or at the end of each half term, the children are re-assessed to check they have made progress and are re-grouped.
- In addition to the Read Write Inc. programme, the children will also be working on writing skills, storytelling and comprehension in their classes with their own class teacher.

### Reading

Using Read Write Inc. the children learn to read effortlessly so that they can put all their energy into understanding what they read.

When using Read Write Inc. to read the children will:

- Learn 44 sounds and the corresponding letter/letter groups using simple picture prompts
- Learn to read words by blending the sounds together
- Read lively stories featuring words they have learnt to sound out
- Show that they understand the stories by answering 'Find It' and 'Prove it' discussion questions.

### Writing

Read Write Inc. allows the children to spell effortlessly so that they can put their energy into working out what they want to write.

When using Read Write Inc. to write the children will:

- Learn to write the letters/letter groups which represent the 44 sounds (graphemes)
- Learn to write words by sounding them out and then writing the corresponding graphemes

### Speaking and Listening

When using Read Write Inc. the children work in pairs to:

- Answer questions to practise every activity

- Take turns talking to each other
- Give positive praise to each other

## Spelling

Learning how to spell is an important lifelong skill. Correct spelling helps a child to communicate effectively through the written word. Children themselves take pride in spelling words accurately. At Knights Templar, we are committed to ensuring that children leave our school confident in their ability to spell.

We use the *Write Inc. Spelling programme* to teach spelling to children in Year 2. This programme teaches children a method for working out how to spell any words, which have regular patterns. There is also a focus on irregular spelling patterns, which need to be memorised.

In KS2, we use a bespoke spelling programme which is linked to our 2-year rolling curriculum.

In Year 2, 3 and 4, both spelling programmes run for 15 minutes daily and comprise of teacher-led activities, paired work and independent activities.

Each week, children are given lists of spellings, which follow the rule/ pattern being studied to learn for a check. Assessment throughout a unit is ongoing and children will be logging spellings that they find difficult.

Parents can help support their children by practising their weekly spelling words each night at home and by revisiting words learnt in previous weeks.

## Reading

The magic of reading is promoted throughout the school and in nursery by everybody. We have a strong #welovereading culture. We promote word reading and comprehension throughout the curriculum.

All children in nursery have access to boxes of books that they can independently choose from throughout the day and either 'read' themselves or share with a member of staff. Every half term, focus books are chosen to cover specific skills e.g. vocabulary, rhyme, and alliteration and areas of learning e.g. seasons and values e.g. British Values. Everyday staff share these books with small groups of children by discussing and exploring the story in creative ways.

Children in Reception and Key Stage 1 will learn to read by using a phonetic programme, *Read, Write Inc.*, where the sequence of reading books shows a cumulative progression in phonics knowledge that is matched to the *Read Write Inc.* phonics programme. Any additional reading books that are used are intended for sharing.

When children have gone through the Read Write Inc. programme, they are encouraged to read a wide variety of books from different genres to further develop their love of reading. In each class we have a *vast* selection of age appropriate real books from which children can choose. In addition, to compliment this, we have a variety of books that have been carefully categorised in to coloured, banded age appropriate levels. In addition, to the classroom reading areas, we have a well-resourced library with a wide-ranging variety of books and other reading materials to meet all interests, passions and abilities. We also borrow books which link to our curriculum topics from Resources for Learning.

Reading is promoted by encouraging Independent, guided, shared, paired reading or on-line reading to develop confidence, fluency and understanding. Reading takes place with a variety of adults, peers and mixed age groups. We encourage a home/ school reading partnership.

Every day, there is a session of story-time for 20-30 minutes. Teachers select texts to read aloud to children from our bespoke Reading Spine. Story time is a special moment within the school day, where children can relax and enjoy stories, poems or non-fiction texts with minimal interruption and distraction but a focus on celebrating the wonder of words

To further inspire and foster a strong reading culture we run special reading event days, we host author visits, and book fairs. We take part in national events such as World Book Day and National Story Teller Week. We encourage members of our community to come and read to the children at Knights Templar. We ensure that we ask a whole range of different people from different walks of life. We practice DEAR time (Drop everything and read!).

At Knights Templar, we also have a VIP Reading Club. This is at different levels and is for all, whether the child is reading independently or if they are sharing a book with grown-ups . The aim of this is to not only promote a reading culture but to recognise those children and families that are reading daily.

- 30 days=Bronze level VIP Book Club Member
- 60 days= Silver level VIP Book Club Member
- 90 days= Gold level VIP Book Club Member
- 120 days=Platinum level VIP Book Club Member and able to become a Knights Templar Reading Ambassador.

## Whole Class Reading

At Knights Templar, we are committed to helping our children develop as fluent readers who have excellent comprehension of a range of texts and genres.

At Nursery we read a wide variety of fiction and non-fiction books to children and spend time talking to them about the stories and information to develop their LOVE of books and comprehension. At school, all children in the same year group access the same book regardless of their decoding ability. This allows for a focused approach in developing word comprehension for each child rather

than a focus on the mechanics of reading. At Key Stage One, we actively plan comprehension questions around a text. At Key Stage 2, we follow a bespoke programme with high quality texts selected to match our curriculum. To support decoding the teacher models reading the text with echo, choral and skip reading techniques used for 100% participation in sessions.

In KS1 the teaching of reading occurs within English and Phonics lessons. In Year 2, once the children have completed the RWi programme, they take part in daily WCR for 30 minutes every day.

In Key Stage 2, WCR is organised into 3 30 minutes sessions.

## Writing

Physical development is paramount to developing writing. In early years, both the inside and outside areas are set up to provide opportunities for children to challenge and develop their gross and fine motor skills. Children have access to a range of mark making resources and staff model alongside them. Staff take the children's lead in developing their pencil control and grip.

We use books as a wonderful vehicle to encourage writing. Every child is encouraged to write daily in all areas of the curriculum. The teaching of writing is divided into:

- Transcription (spelling and handwriting) \*\*Please see our separate handwriting policy.
- Composition (articulating ideas and structuring them in speech and writing)
- Grammar and Punctuation (GP)

Our English curriculum is centred around the highest quality texts.

Over a year, at school, nine units are carefully planned and taught. In each year, the following units are covered: 3 fiction units, 3 non-fiction units and 3 poetry units.

## Oracy Framework

Oracy is embedded in our curriculum at Knights Templar. We have devised a bespoke framework for Oracy to ensure that throughout the day and in all areas of the curriculum speaking and listening is promoted to encourage children to express their opinions, ideas and emotions. Discussion is actively promoted and planned for. All the children at Knights Templar school and nursery are encouraged to listen attentively and respect other points of views and opinions. We have devised subject specific sentence stems and vocabulary to support communication within our different curriculum areas.

Outside the curriculum, we have many opportunities for drama, school productions and public speaking. Our active School Council, Digital leaders and Eco-Warriors meet every half term to discuss different aspects of the school. Also, these students present in assemblies to build confidence in more formal presentations.

At nursery, staff also use 'I CAN' (Children's Communication Charity) resources including 'Babbling babies' (0-2), 'Toddler Talk' (2-3) and 'Chatting with children' (3-4) to support language development.

## Assessment

We complete formative and summative assessments. This allows us to gather information to effectively plan for each individual child, helping us to measure progress and attainment accurately. It allows us to be responsive and flexible.

The following are the summative assessments that we use-

- Read Write Inc. Phonic - half termly assessments
- Writing - at the end of each module of work.
- Salford Reading and Single Word Spelling tests are conducted to measure word reading age, reading comprehension age and spelling age. This is conducted at least twice a year from year 2 onwards following the completion of the Read Write Inc. Phonics Programme.
- For Reception Class, an initial baseline assessment is completed, this is known as the Reception Baseline Assessment (RBA)
- By the end of June, the Early Years Foundation Stage Profile is completed for Reception children and is moderated by Somerset Local Authority.
- At Nursery they complete, 'The Progress Check at Age Two'.

Tracking sheets are used to assess children in their Reading and Writing development. This informs lesson planning and teachers adapt their learning sequences. Both forms of assessment allow for the identification of next steps, rapidly addressing any misconception, or identifying those who would benefit from a focused intervention for those falling behind or working above expectations.

## Impact

We measure the impact of our English Curriculum in numerous ways, such as children's progress and the high quality of the learning environment and the interactions between each other. At Knights Templar, we expect children to reach age expected or better than age expected progress. Progress is tracked on our pupil tracker sheets and SIMS.

As part of the quality assurance arrangements we conduct termly book reviews, learning walks, lesson observations and actively seek staff, children's and stake holders' views. The impact of our findings help us to plan more effectively, identifying any professional development needs and identify any gaps in resourcing all having an impact on progress, attainment and love of the subject. Moderation sessions take place twice a term amongst teaching staff to ensure judgements are robust and are standardised across the school. These are led by the English Lead. At Knights Templar, we believe our English Curriculum is accessible to all and is highly responsive and flexible to individual needs.