

# St Andrew's C of E Primary School



***With Faith, Hope and Love,  
we can achieve great things.***

**English Policy – KS2**  
October 2020

## **1. AIMS**

We aim to develop pupils' abilities within an integrated programme of Speaking & Listening, Reading & Writing. Pupils will be given opportunities to develop their use, knowledge and understanding of spoken and written English within a broad and balanced curriculum, with opportunities to consolidate and reinforce taught English skills.

Pupils at St Andrew's Church of England Primary School will leave Year 6:

- reading and writing with confidence, fluency and understanding, using a range of independent strategies to self-monitor and correct;
- with a love of reading and a desire to read for enjoyment;
- with an interest in words and their meanings; developing a growing vocabulary in spoken and written forms;
- understanding a range of text types, media types and genres;
- able to write in a variety of styles and forms appropriate to the situation;
- using their developing imagination, inventiveness and critical awareness;
- having suitable technical vocabulary to articulate their responses.

## **2. STATUTORY REQUIREMENTS**

Statutory requirements for the teaching and learning of English in KS2 are laid out in the New National Curriculum English Document (2014).

The English programme of study (2014) is based on 4 areas:

- Spoken language
- Reading
- Writing
- Spelling, grammar, punctuation and glossary

The National Curriculum is divided into 3 Key stages: -

Key Stage 1 (Years 1 and 2),

Lower Key Stage 2 (Years 3 and 4) and

Upper Key Stage 2 (Years 5 and 6).

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. The National curriculum 2014, gives detailed guidance of what should be taught at each Key stage under the following headings.

- Spoken language
- Reading
  - word reading
  - comprehension
- Writing
  - transcription, spelling,
  - handwriting and presentation,
  - composition
- Grammar

**At Key Stage Two (Years 3-6)** children learn to change the way they speak and write to suit different situations, purposes and audiences. At St Andrew's, children have opportunities to work in groups of different sizes and understand how to take turns and when and how to participate in conversations and debates.

Children should be able to read books at an age-appropriate interest level accurately. They should read a range of texts and respond to different layers of meaning in them.

Children will explore the use of language in literary and non-literary texts and learn how the structure of language works.

### **3. SUBJECT ORGANISATION**

#### **Key Stage 2**

Children have a daily guided reading lesson. These guided reading lessons are on a two-week rotational basis.

Week one will use the whole class text that is linked to the topic area covered in our St Andrew's curriculum. During this session, the teacher will model reading to the class and then the class are given different opportunities and activities to demonstrate their understanding of the text.

Week two consists of carousel activities for different groups of children:

- one group answer question cards from the 'Comprehension Box';
- one group work with the teacher on a specific reading skill;
- one group work with the TA on learning a new reading skill from the 'Comprehension Skills' book;
- one group use iPads and read eBooks on 'Bug Club';
- and one group read for stamina where they read for pleasure for approximately twenty minutes.

Each group do a different activity on each day of week two.

A daily English lesson follows on where the focus and stimulus for writing comes from the whole class reading text which links closely to topic work through our St Andrew's curriculum. Writing is therefore cross-curricular. Children learn different skills appropriate to the genre. Additional English skills (handwriting, and spelling from the 2014 guidance) are delivered throughout the day. English skills are developed across the curriculum. Provision is made for children who require extra support through intervention programmes and differentiated class teaching.

#### **4. APPROACHES TO SPEAKING AND LISTENING**

The Four Strands of Speaking and Listening: Speaking; Listening; Group Discussion and Interaction, and Drama permeate the whole curriculum. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life.

Opportunities to develop these skills include: active learning using role play in lessons, class assemblies, presentations, talk partners, group discussions, drama and performances including Christmas Nativity, Easter Service and other church services, and performances at the end of the year.

We recognise the need for all pupils to speak, read and write Standard English fluently and accurately, while acknowledging that a pupil's own dialect, or other language is of prime importance. It is our school policy to model our own language to the children which encourages Standard English both in speaking and writing.

#### **5. APPROACHES TO READING**

At St Andrew's, the 'DERIC' (Decoding, Explain the meaning of words, Retrieval, Inference, and Choice of author's language) approach is used to teach reading skills. These skills are clearly linked with a code to the Age Related Expectation 'I can' statements which are matched to each year group. These 'I can' statements are used as WALTs for skills lessons and enable the teacher to deliver a range of skills to their class.

Each class has a reading folder that has a section for each child. Each child has a DERIC sheet, which gives a complete overview of the child's reading – ARE book level, reading speed and stamina speed along with evidence of a child's reading on a 1:1 basis. Particular attention is paid to ensuring that all children are taught the range of DERIC skills. Each term, children are tested using the Salford Reading Test, Rising Stars Reading Tests and reading speeds. These results are recorded and are kept in the reading folder.

In the folder, a record is kept to show that all children are heard reading every week. Targeted children (SEN, PP, EAL and below ARE) are heard more than once a week.

In guided reading lessons, children share read whole class texts which are linked cross-curricular to the theme of the topic work covered in the St Andrew's curriculum. Teachers model reading strategies during shared reading sessions within lessons, whilst children have the opportunity to develop reading strategies and to discuss texts in detail.

Independent reading provides time for both assessment and 1:1 teaching. Where necessary, discrete phonics lessons are continued into KS2 for those children who are well below their ARE, through intervention sessions. A range of book banded reading schemes are used to support early readers. Guided reading books are selected to provide appropriate challenge and to be instructional, and will generally be a higher book band than those books that pupils share at home. Teaching assistants may support reading activities to ensure that children have more frequent opportunities to read with adults.

Classrooms have a reading corner with a selection of books for the children to enjoy. Each class also has a working wall that relates to the whole class text which is linked to the St Andrew's curriculum topic.

In Key Stage 2 children have a levelled book, according to their ability, to take home and read. They are encouraged to record their own thoughts and opinions about the books in their reading record.

Throughout the Key Stage, children become more independent in recording what they have read in their reading journals. We also have a selection of books in each class reading corner from years three to six to support appropriate text choices. Those children who still require a more structured approach to reading have access to the Book Banded books to help them to continue to grow in confidence as readers, with a text that is appropriate for their age group. Ongoing assessments, in the form of formative assessments in lessons and summative assessments at the end of each half term are carried out to provide us with the levels and age related expectations which the children are reading at, as well as the colour/level of the book they can read within the book bands. Children are then encouraged to select books which interest them to read at home.

We still encourage all readers to share a book at home with their grown-ups. We believe that this not only helps to develop inferential skills, but also supports a lifelong love of reading. We recognise the value of adults (both in school and at home) reading aloud to children, in order to improve their grasp of story language, enthuse them with a love of books and inspire them as writers.

All children and staff have access to the school library and have a library membership card. Classes are timetabled to use the library on a weekly basis and children can take a book of their choice.

St Andrew's has purchased 'Reading Cloud' which is a computerised system so that all children scan their reading books out and back in. Library books are also scanned out using this system. Reading Cloud enables us to track each child and monitor the regularity that they change their books.

## **6. APPROACHES TO WRITING**

We aim to develop the children's ability to produce well structured, detailed writing in which the meaning is made clear and which engages the interest of the reader. Attention is paid throughout the school to the formal structures of English, grammatical detail, punctuation and spelling, and is in line with the progression of grammar skills laid out in the national curriculum. To support our teaching of writing, we use school assessment criteria. In KS2, teachers follow the 'Cold and Hot' writing model – where children are taught the layout and language features. Children then have the opportunity to use these skills in their writing. Guided writing sessions are used to target specific needs of both groups and individuals, whilst children have opportunities to write at length in extended independent writing sessions both during and at the end of each unit.

In all English lessons, attention is drawn to the non-negotiables for each year group. These 'non-negotiables' focus on the basic skills of writing and show progression through each year group. These are displayed in each classroom and should be included on each of the success criteria for each lesson and should also be included on the BSG WALTs for each skills lesson. This is to ensure that children understand the importance of the basic skills.

The children are given frequent opportunities in school to write in different contexts using quality texts as a model and for a variety of purposes and audiences. There are many opportunities for children to improve their writing inspired by drama, role play, hot seating and film clips. They may be asked to produce their writing on their own or as part of group. Children will also be given the opportunity to use ICT for their writing.

## **7. CROSS-CURRICULAR ENGLISH OPPORTUNITIES**

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum. We aim to apply the same standard of writing in all subject areas as those seen in English books.

## **8. ASSESSMENT AND TARGET SETTING**

Work will be assessed in line with the Assessment Policy and recorded on the writing and reading pupil trackers. All pupils will have reading and writing targets and will know their 'next steps' to ensure progression.

Children in KS2 have 'I can' targets in the back of their books which help children know what the next steps are in their learning.

In reading, children in Years 3-6 are assessed through ongoing Teacher Assessments which are an informal part of every lesson and are closely matched to the learning objectives. 1:1 Salford Reading Tests are carried out every term to give a reading age for decoding and a reading age for comprehensions skills. Half termly reading tests (Rising Star comprehension tests in years 3,4,5 and practice SATs reading papers in year 6) are carried out: the results of the tests give an Age Related score and are used as a diagnostic tool and to support Teacher Assessment. Years 2 and 6 undertake end of year SATs tests in May of each year.

In writing, children in Years 2-6 are assessed through independent writing tasks. Children do not complete writing tests however they are assessed through ongoing Teacher assessments.

## **9. INCLUSION**

We aim to provide for all children, so that they achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Gifted children will be identified and suitable learning challenges provided.

## 10. ROLE OF SUBJECT LEADER

The Subject Leader is responsible for improving the standards of teaching and learning in English through:

- monitoring and evaluating English: -
  - pupil progress
  - provision of English
  - the quality of the Learning Environment,
- taking the lead in policy development
- to be responsible for the development of English throughout the school,
- to undertake book trawls, lesson observations, scrutinize planning and report to Head teacher and SLT
- to analyses results and data to inform target setting in reading and writing
- auditing and supporting colleagues in their CPD
- purchasing and organising resources and materials necessary for the teaching of English and reading
- keeping up to date with recent English developments.
- to report to governors

## 12. PARENTAL INVOLVEMENT

We aim to involve parents in the development of children's skills, knowledge and understanding in English. Parents are involved in hearing children read, and are encouraged to discuss books with them.

Parent Workshops for KS1 and KS2 parents are held to give parents ideas and strategies so that they can help their children with reading and writing at home.

There are opportunities each term when parents can discuss their children's progress with their teacher. Parents are encouraged to read both with and to their children at home in order to promote reading.

SATs results (Year 6) are published in accordance with Government legislation.

The Governing Body receive regular reports on the progress of English provision.

This policy will be reviewed according to the emerging needs of our school.

Signed ..... Date ..... (Chair of Governors)

Signed ..... Date ..... (Head teacher)

To be reviewed in September 2021