

Lanesfield Primary School



English Policy 2023

Review: July 2024

English Intent

Key skills in English permeate all areas of the curriculum and contribute to the social, emotional and educational development of each child. We want our children to have a positive attitude towards communication, by independently expressing their ideas in readiness for the world of work.

We strive to inspire and motivate our pupils with books, poems and language, developing a love for sharing classic and modern texts. Allowing children to become deeply immersed within texts, gives them the opportunity to become lost in their own imagination, allowing their ideas to flourish. The texts are diverse and reflect the community we live in, tailored to meet the needs and interests of our pupils, by listening to our children's voices. They learn about interesting themes and challenging topics that will help them develop their understanding of the world.

Our children start their English journey with Read, Write Inc. (RWI) and once they have gained basic skills, begin to use elements of 'Talk for Write' in our school. We aim to engage pupils in writing through imitation, innovation and editing with the intent to make all pupils published authors by the time they finish their primary education. Alongside this, we use visual tools and 1:1 iPads to support pupils to become self-assured, independent linguists. It is a fun, creative yet also rigorous approach to develop writers.

Reading

Intent:

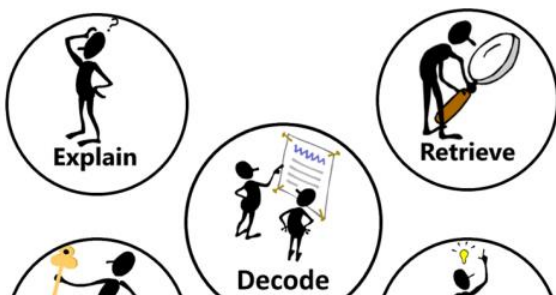
Through the teaching of reading, we aim to enable pupils to:

- 🏰 Become fluent, expressive and comprehensive readers;
- 🏰 Read with enjoyment across a range of genres as well as for information;
- 🏰 Understand and apply their knowledge of phonics and spelling patterns and use this to decode words with accuracy;
- 🏰 Have an interest in words and their meanings, developing a rich and varied vocabulary;
- 🏰 Understand the layout and how to use different genres and text types;
- 🏰 To develop a love of reading through good role modelling and seeing adults reading as well as being read to.


Implementation:


When planning, teachers will ensure:

- 🏰 Use of a common meta-language;
- 🏰 Read Write Inc. programme used to teach phonics in EYFS and KS1;
- 🏰 Read Write Inc. programme used as a reading intervention in KS2;
- 🏰 Identification of skills and gaps in learning through accurate assessment for learning;
- 🏰 Children are empowered to make their own decisions as how to answer questions;
- 🏰 ECHO reading as a strategy to develop understanding, fluency and intonation.
- 🏰 To continue the Phonics skills built upon by RWI, children in KS1 and KS2 are taught specific reading domains through the acronym DERIC.





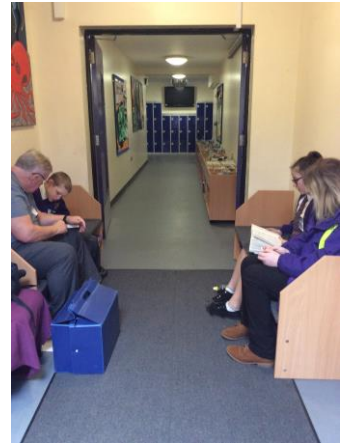
- 🏰 **Decode:** Word reading.
- 🏰 **Explain:** Discussing vocabulary in context and discussing understanding of whole texts.
- 🏰 **Retrieve:** Finding information in the text.

 **Interpret:** Inference skills with an emphasis on using evidence.

 **Choice:** Focus on author's choice of words and layout.






Teaching Reading as a whole school

-  Reading for pleasure opportunities including, class book corners, Sooper online library (on school website), local library visits and topic boxes;
-  Dedicated story time in all classes;
-  Key texts assigned to classes, including BAME books;
-  Every child reads to their teacher at least once a week;
-  Frequent reading on a 1:1 basis, for those children who need to 'catch-up' with their peers/chronological age through BRP and Phonic interventions;
-  Reading of texts linked to topic work and across the curriculum;
-  Enrichment through the celebration of World Book Day in which all staff and children take part along with focus author days;
-  Dedicated themed reading area in all classrooms;
-  Online access to audio books through 'Listening Books' and Oxford Owl;
-  Use of 1:1 iPads, Bug Club, Century, Oxford Owl and Accelerated Reader;
-  Reading buddies between classes in order to promote peer support and an ethos and love of reading in all children.







EYFS

In EYFS, children begin to develop reading skills through an immersion of books and an early introduction to phonics through the Read Write Inc. program.

-  Nursery children are introduced to the picture cards for set 1 sounds in summer term of Nursery;
-  Use of role play to retell stories they have read and heard;
-  DEAR time - drop everything and read - a daily story time where children listen for pleasure;
-  Reading on a 1:1 basis for all children 2 times per week;
-  A visit to Springvale Library at least twice a year.

Key Stage One

-  1 fortnightly whole class comprehension activity (DERIC), linked to the English / topic theme or age appropriate text (20-30mins);
-  Bug Club, using online reading books carefully selected to match the reading abilities of each child;
-  Daily RWI phonics lessons, using the National Curriculum and planning documents from RWI;
-  Phonics intervention groups lead by the learning support in each class where needed.

Key Stage Two

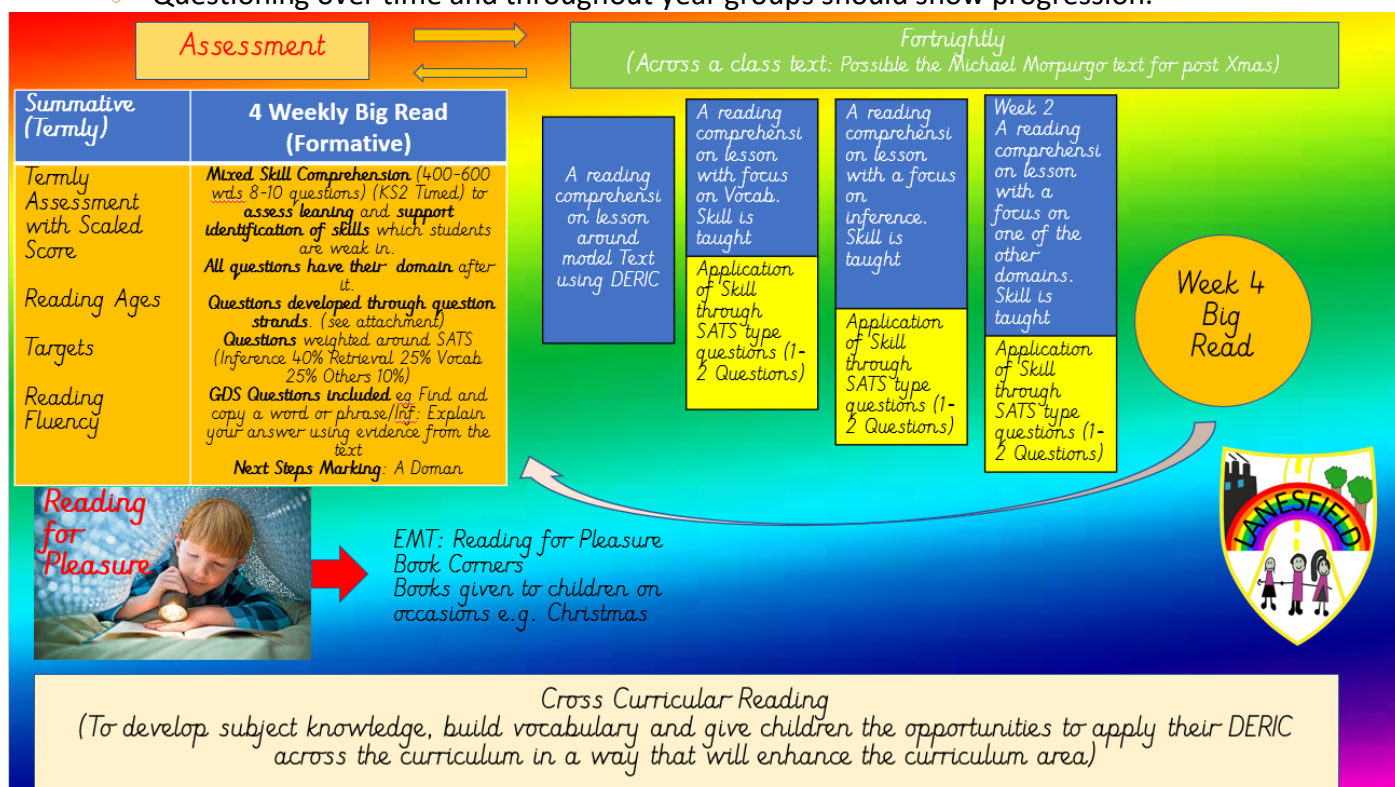
- 2 weekly whole class comprehension activities (DERIC), linked to the English theme or age appropriate text (30mins);
- Supported through ICT - Bug Club, Accelerated Reader, Century and 1:1 iPads using online reading books carefully selected to match the reading abilities of each child;
- Regular word level, spellings and phonics work, as a whole class or in small groups for those who need it;
- Paired Reading;
- Reading intervention through BRP.

Assessment

- In KS1, phonics tests every six weeks;
- 3 phonic termly assessments;
- In KS2, Star Reader tests are completed half termly;
- LA termly assessments;
- End of Key Stage SATs and Phonics Screening Check.

Lesson Expectations

- Each reading lesson will be supported by a smart/power point planning file uploaded to the school platform;
- Teachers will chunk lessons accordingly to make sure the pace doesn't slow.
- Learning Questions/Domain will be an explicit description of the strategy or skill (linked to DERIC/Targets/National curriculum) being taught;
- The skill will be clearly modelled;
- Time will be allocated for a collaborative activity;
- Time will be allocated for independent use of the strategy;
- Questions will be stuck in the book with the equivalent DERIC symbols displayed;
- Following peer marking, the teacher should identify any next steps that the child needs to focus on next time;
- Questioning over time and throughout year groups should show progression.



Reading File

- 🏰 Reading files should be set up in accordance with the school policy;
- 🏰 All assessments (phonics groups, LA outcomes, AR scores) should be kept in either the reading file/English book.
- 🏰 Staff 1:1 reading assessment notes should be kept in the reading file.

Phonics File

- 🏰 Phonics file will include a daily register, a weekly plan (what sound is being taught daily, what storybook is being taught and which day is being taught in accordance with the RWI time table).
- 🏰 Assessments – notes about each child's reading throughout the sessions.

Home-school Partnership

- 🏰 Children are expected to read daily at home with their parents/carers or independently and this will be noted in home-school diaries.
- 🏰 Learning support to check home-school diaries and tick each time the child has read, noting this in the reading file.
- 🏰 Appropriate comments should be made in reference to the date, the number of pages read, any other parent comments.
- 🏰 Slips to be sent home on Fridays for children who have not read that week or have lost their book.

Class libraries

- 🏰 All classes to have curriculum themed library corner.
- 🏰 Class teachers to audit book corners to ensure a wide genre of texts are accessible and in good condition.
- 🏰 Books to be changed termly (book boxes in class cupboards to alternate).
- 🏰 Topic books stored in RWI room and used to supplement books in book corners when the topics are taught.
- 🏰 We will visit the community library termly, where all children are offered membership and can choose books to take home.
- 🏰 All children have access to an ipad where they can access Sooper-books e-library on the school website.
- 🏰 Children can choose a 'reading for pleasure' book from the class library/book corner each week.
- 🏰 A box of books should be available for playtimes for children to be able to access if they choose to.

Writing

Intent:

Through the teaching of writing, we aim to enable pupils to:

- 🏰 Write with confidence, fluency and understanding, orchestrating a range of independent strategies to plan, draft, write and edit/improve upon reflection;
- 🏰 Have an interest in words and their meanings, developing a growing vocabulary in spoken and written forms;
- 🏰 Provide writing opportunities for different purposes and audiences that show progression;
- 🏰 Develop the powers of imagination, inventiveness and critical awareness;
- 🏰 Develop the stamina and skills to write at length, with accurate grammar, punctuation and spelling;

- 🏰 Learn a legible cursive style of handwriting to help clarity when work is read by another person and model this as staff;
- 🏰 Use their skills to write across the curriculum;
- 🏰 Use online tools to support writing through 1:1 iPads.

Organisation of writing and planning:

Read, Write Inc. and ‘Draw and Talk’ strategies are used to develop early writing in EYFS. Across Key Stage 1, RWI is followed until children read fluently enough to begin English sessions. Then in KS1 and KS2, we use elements of ‘Talk 4 Write’, as we believe that ‘if children can’t say it, they can’t write it’. As a maintained school, we follow the National Curriculum objectives. Each teaching cycle covers writing for a range of audiences and purposes and lasts for 2 weeks (Poetry for 1 week). The teacher provides stimulating experiences and activities to motivate the child, using a range of resources to engage individuals and groups of children. It is important that pupils have opportunities to learn and revise the skills necessary for new progress.

Writing in EYFS:

- 🏰 Gross motor skills are developed primarily through the outdoor area and the Cool Kids program.
- 🏰 To develop fine motor skills, ‘dough disco’ is included in the provision for children to access in free flow time.
- 🏰 Weekly focus activities for writing based on a fortnightly key text.
- 🏰 My turn, your turn strategies are used to articulate their thoughts and ideas in well-formed sentences before writing.
- 🏰 Stem sentences are used to model language.
- 🏰 To develop vocabulary, there is an ‘ambitious’ word of the week.
- 🏰 Opportunities in the provision for children to access writing tools in all areas.

Phonics RWI Timetables for EYFS/KS1:

Ditties and Red Timetable:

Red Ditty Book for Reading	Get Writing! Red Ditty Book
Daily Speed Sounds Lesson	Complete a Sentence and <i>(optional)</i>
Story Green Words	Hold a Sentence
Speedy Green Words	Storytime
Red Word Cards	Handwriting
Partner Practice – Ditty Speed Sounds, Story Green Words, Red Words, Speedy Green Words	
Ditty Introduction	
First Read – Children	
Read Aloud – Teacher	
Jump-in	
Second Read – Children	
Questions to Talk About	

Green, Purple, Pink, Orange Timetable:

Day 1	Day 2	Day 3
Daily Speed Sounds Lesson	Daily Speed Sounds Lesson	Daily Speed Sounds Lesson
Speed Sounds from the Storybook	Speedy Green Words	Think About the Story
Story Green Words	Red Word Cards	Third Read – Children
Speedy Green Words	Partner Practice – Speedy Green Words and Red Words	Questions to Talk About
Red Word Cards		Proofread
Partner Practice – Speed Sounds, Story Green Words and Red Words		Write About
Story Introduction	Jump-in	
First Read – Children	Second Read – Children	
Read Aloud – Teacher	Hold a Sentence – 2	
Hold a Sentence – 1	Build a Sentence – Orally	
Handwriting	Handwriting	Linked Text

Yellow, Blue, Grey Timetable:

Day 1	Day 2	Day 3	Day 4	Day 5
Daily Speed Sounds Lesson	Daily Speed Sounds Lesson	Daily Speed Sounds Lesson	Daily Speed Sounds Lesson	Daily Speed Sounds Lesson
Speed Sounds from the Storybook	Speedy Green Words	Partner Practice – Speedy Green Words and Red Words	Spell Check	Spell Test
Story Green Words	Red Word Cards		Grammar	Write About... <i>(continue writing here)</i>
Speedy Green Words	Partner Practice – Speedy Green Words and Red Words	Think About the Story	Vocabulary	
Red Word Cards	Jump-in	Third Read – Children	Proofread – Spelling and Grammar	
Partner Practice – Story Speed Sounds, Story Green Words and Red Words	Second Read - Children	Questions to Talk About	Write About... <i>(start writing here)</i>	
Story Introduction	Fred Fingers – Spelling Green Words	Questions to Read and Answer		
First Read – Children	Red Rhythms – Spelling Red Words			
Read Aloud – Teacher	Hold a Sentence (2 sentences)	Build a Sentence		Partner Proofread
Red Rhythms – Spelling Red Words				Words to Keep
Handwriting	Handwriting	Handwriting	Handwriting	Linked Text

T4W Planning Cycle:

Key Stage 1 -

Day 1) Introducing the text/DERIC
Day 2) Orally rehearsing it, story map original text
Day 3) Cold task (original text)
Day 4) Skill 1 - linked to assessment and NC
Day 5) Skill 2
Day 6) Skill 1
Day 7) Skill 2
Day 8) Planning - This involves post it notes based on original story map/new map with own ideas
Day 9) Hot Task
Day 10) Edit

Years 3/4 -

Day 1) Hook, cold task
Day 2) Story Map/oral rehearse/DERIC
Day 3) Skill 1
Day 4) Skill 2
Day 5) Part 1 plan/hot task
Day 6) Skill 1
Day 7) Skill 2
Day 8) Skill 3 (based on part 1 hot task)
Day 9) Part 2 plan/hot task
Day 10) Edit

Years 5/6 -

Day 1) Hook, cold task
Day 2) DERIC - oral rehearsal starter
Day 3) Skill 1
Day 4) Skill 2
Day 5) Part 1 plan/hot task
Day 6) Skill 3
Day 7) Skill 4
Day 8) Skill 5
Day 9) Part 2 plan/hot task Day
10) Edit

Hot and Cold tasks

These should have Steps to Success glued into books on part 1 (for KS2) before the work is completed. Cold tasks should have a blue sticker. Hot tasks should have a red sticker. This indicates that children have completed these pieces of writing independently. These should be labelled 'Part 1' and 'Part 2'.

Assessment

Year group specific writing targets should be in the front inside cover of English books. These should inform planning. Moderation of independent writing (cold/hot task) should be completed half termly and ticked off accordingly.

Boom Writer

Upper key stage 2 children become published authors through Boom Writer, an online writing project, resulting in a book they can take home.

Pen Licence:

Pen licences issued by Mrs Sutherland and Mrs Southall when writing is fluently joined.

Handwriting:

We use RWI letter formation in EYFS and KS1. In KS1, when children are forming printed letters accurately, pre-cursive handwriting sessions are then taught.



Handwriting scheme can be found on Shared Point - Curriculum- English - Handwriting

Spelling:

We follow the Spelling Shed scheme which meets all National Curriculum objectives of spelling patterns. This can be found on the Ed Shed website. All classes from Y1-6, have 2 weekly taught sessions and spelling tests are delivered in the style of SATs. Independent practice is supported through Spelling Shed app games and hive games. Weekly spelling lists are sent home weekly and uploaded to Showbie. Tests are recorded in the back of English books and a photo is uploaded to Showbie to share spelling scores with parents.

Support for the development of writing:

(EYFS) Stage 1 - Mark making begins with children making marks in books on no lines.

(EYFS) Stage 2 - Wide lines

(KS1) Stage 3 - First handwriting lines

(LKS2) Stage 4 - Second handwriting lines (black and grey)

(UKS2) Stage 5- Narrow lines

Oracy

We are currently registered for the Voice21 project from September 2023-24.

Intent: Pupils should be taught to speak clearly, listen attentively and convey ideas confidently using Standard English.

Implementation:

Justifying ideas with reasons;

Asking questions to check understanding;

Developing vocabulary and building knowledge through oral rehearsals;

Through the effective use of learning partners, negotiate, evaluate and build on the ideas of others, enabling them to clarify their thinking as well as organise their ideas for writing.

Equal Opportunities




Our aim is to encourage children to make good progress in reading through a positive approach that includes all children regardless of race, gender, age, or ability.

BAME books have been added to class lists.

In accordance with the Equal Opportunities policy, all pupils have equal access to the National Curriculum and Primary Framework for Literacy as set out in the Framework for teaching.

For those children with Special Needs and English as an additional language, the teacher will work alongside the SEND Co-ordinator to set specific targets which are taught and reviewed regularly.

Monitoring

-  Monitoring will be undertaken by the Head teacher and Literacy Leaders through discussions with staff and pupils to assess the effects of the policy on the quality of writing throughout school.
-  SATs results and assessment results will be analysed and appropriate targets set.
-  Learning walks to include environment focus, book looks, lesson observations (formal and informal), monitoring, cross-moderation, lesson studies, pupil voice and parental feedback.

Signed Head Teacher:-----

Presented to Governors: -----

Signed Head Teacher:

Presented to Governors: