



ASTON ALL SAINTS C OF E PRIMARY SCHOOL

English Policy (incorporating Reading, Phonics, Writing and Handwriting)

Date: September 2022

Review Date: September 2023

Intent

At Aston C of E Primary School, we strive to deliver an engaging English curriculum that will foster a positive attitude to literacy as an interesting and exciting part of the curriculum. It is our intent that children at Aston receive a high-quality English curriculum that develops confident writers, communicators and fluent readers who develop a love of reading and are able to effectively articulate their ideas and emotions in the wider world.

We have a rigorous and well organised English curriculum that provides many purposeful opportunities for reading, writing and discussion. Our curriculum follows the aims of the National Curriculum for English. These aims are embedded across our literacy lessons and the wider curriculum.

We endeavour to provide the means for children to develop a secure knowledge-base in literacy, which follows a clear pathway of progression, as they advance through the primary curriculum. Rigorous assessment and review will ensure that we are able to provide targeted support so that all children experience success in literacy; we believe that a secure basis in literacy skills is crucial to give our children the tools they need to participate fully as a member of society.

Implementation

Foundation stage

We teach English in Foundation Two as an integral part of the school's work. Literacy is taught daily in practical and interactive ways and includes both child initiated, and teacher led activities. In Foundation Stage, we relate the English aspects of the children's work to the objectives set out in the Early Learning Goals in the EYFS curriculum which underpin the curriculum planning for children aged three to five. We give all children the opportunity to talk and communicate in a widening range of situations, to respond to adults and to each other, to listen carefully and to practise and extend their range of vocabulary and communications skills. They have the opportunity to explore, enjoy, learn about and use words and text in a range of situations.

Speaking and listening activities: role play, small world, circle time, story time, listening station, songs, talking partners, cross-curricular / literacy and outdoor activities. Opportunities are planned for focused group and independent activities both inside and outside. Independent reading and writing opportunities are provided with a reading area, writing area and opportunities to read and write outdoors eg.

Writing box, reading outdoor bookshelf, chalk boards, whiteboards, clipboards and notepads. Indoors opportunities to read and write are created with small reading and writing story boxes to accompany small world, role play, puppet play and construction activities.

Assessment

Children are assessed on starting school using the statutory National Baseline for Communication, Language and Literacy. This provides an accurate starting point and informs future teaching and learning. Children are assessed against the Development Matters and Early Learning Goals within the Foundation Stage Profile for Communication and Language and Reading and Writing. The children are assessed continually, and the data is submitted to the LA at the end of the year and an analysis is made. In addition, the children are assessed half termly by the Phonics Lead specifically for phonics using a diagnostic RWI Assessment. This shows in detail which RWI letter sounds, red and green words and coloured books they should be working on. At the end of F2 the children are assessed in these areas and their outcome of 'Emerging or Expected' are reported to parents with supportive written commentary.

Reading

Developing a love for reading is at the heart of our curriculum. Each classroom has an engaging and stimulating library that contains a wide range of text types and genres in order for all children to experience and learn from different structures, styles and formats of reading. In addition, there are central libraries in Key Stage 1 and 2 giving a wide variety of quality books for children to access.

Phonics

At Aston C of E, we use **Read Write Inc. Phonics** for our children in Foundation to Year 2 and for our children in Year 3 and Year 4 who have yet to crack the phonic code.

Children learn phonemes (segments of sound) and the corresponding grapheme (the letter/s that represents the sound). Sounds are divided into 3 sets. In Foundation2, children will learn Set 1 sounds, all Set 2 sounds and where appropriate Set 3 sounds. In Years 1 and 2 (Key Stage 1), children will secure Set 2 sounds and learn new Set 3 sounds.

To begin children are taught individual sounds daily during 'Speed Sounds' sessions. After these have been learnt, children begin to learn how to blend these sounds into words during regular 'Word Time' sessions. Word Time sessions are repeated while new sounds are learned and these are then incorporated into further Word Time sessions.

Phonics Screening

Phonic work in KS1 is planned in accordance with the RWI systematic synthetic

phonics programme and is taught in ability groups discreetly every day. Each child is assessed regularly by the Phonics Lead and groups changed accordingly. All children in Y1 are screened using the National Screening materials in the second half of the summer term. If the children do not meet the standard of the screening, they will be screened again in the summer term of Y2. This data is submitted to the Local Authority and reported to the DFE.

Reading Comprehension

Reading lessons are well planned and taught daily for 30 minutes. Children access a variety of non-fiction and fiction texts. For those children who have cracked the phonic code, the emphasis on teaching word recognition moves to that of language comprehension, and children who still require phonic interventions, will continue with daily RWI phonics lessons. In Key Stage 1, comprehension activities are linked to texts in a range of genres and have only sounds which these children already know.

Daily whole class reading lessons will focus on teaching a specific comprehension skill. A variety of quality resources, such as Headstart, Cracking Comprehension, Shine, CGP and Twinkl are used. All children will read aloud during these lessons, either with the whole class, in a small group, with peers or individually. Texts that each child has read in school will be noted in each their home/school reading record. Children are assessed termly and interventions are used where necessary to ensure that children catch up quickly. See Appendix 1 for the structure reading lessons.

Individual Reading

All the children in KS1 have individual reading books which are decodable and have sounds that they know. All children should have their books changed weekly. Children will be given their 'Book Bag Book' on a Monday and then when they have read their group reading book thoroughly, the paper version will go home on a Friday. There is a home/school record book which the children take home with their individual books. Staff will record when your child has read in school and parents are encouraged to comment as their child reads at home. Every child also takes home a 'library book' to share at home and to promote language development and a love of reading.

Individual reading continues throughout KS2. Children have a reading book at the appropriate level and are encouraged to take their books home daily. All KS2 children have a home/school record book in which staff, children and their parents are encouraged to comment positively. KS2 children may also have a 'choose book' from their classroom, which particularly interests them, to share at home. Those children who have been identified as needing more support are listened to read as much as possible. For any child at risk of failure to read, interventions and catch-up sessions are provided regardless of age or year group.

Writing

When planning literacy lessons, teachers use a variety of inspirations which may make links to other areas of the curriculum to ensure that cross-curricular links provide further context for learning. Lessons sequences themselves build progressively towards an extended piece of writing with spelling, punctuation and grammar skills, embedded within this sequence. Assessment for Learning is embedded in literacy lessons and children are active in reviewing the successes in their work and identifying, with support from their teacher, target areas for development to ensure a continuous and individualised approach to improving their work.

Writing will take place daily in every classroom using a wide range of stimuli and resources. Punctuation and grammar will be taught discreetly and as part of literacy lessons in all classes. This in turn will impact on children's ability to write using correct spelling, punctuation and grammar across all areas of the curriculum. Handwriting is taught discreetly in all classes.

Pupils are taught how to plan and organise their writing, developing ideas and vocabulary with opportunities to articulate and communicate with peers. Children are encouraged to evaluate their own and each other's work and make revisions with a thought to their audience and purpose. We encourage the use of editing stations to support them when improving their work. See Appendix 2 for the structure of writing lessons.

From Year 2 onwards, we use Read Write Inc. Spelling to embeds skills progressively. To keep children engaged, we introduce spelling rules on an exciting online spelling planet and children complete quick-fire activities in their spelling logs. We encourage the use of the Spelling Shed at home to practise the current spelling pattern or rule, revisit previously taught rules and to practise statutory spellings. Spelling tests are carried out weekly across school.

Handwriting

Foundation

- Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.
- Give children extensive practice in writing letters, for example, labelling work, making cards, writing notices.
- Give children lots of opportunities to practice letter formation using a range of media and tools
- Provide a range of activities, indoors and out, to develop gross and fine motor skills which will develop pre-writing skills
- Continue writing practice in imaginative contexts, joining some letters if appropriate, giving support where necessary.
- Children start to write on a ruled line. When they are ready they will progress to using a handwriting book.

KS1

In order to develop a legible style, pupils should be taught:

- How to hold a pencil/pen
- To write from left to right and top to bottom of a page.
- To start and finish letters correctly.
- To form letters of regular size and shape in the handwriting style followed in all classes
- To put regular spaces between letters and words.
- How to form lower case and upper-case letters - size, orientation & formation of letters and numbers as appropriate.
- The importance of clear & neat presentation in order to communicate their meaning effectively.
- From the beginning of Y2 the children are taught to make joins between their letters; usually the horizontal joins

KS2

Pupils should be taught to:

- Write legibly in both joined and printed styles with increased fluency and speed.
- Use different forms of handwriting for different purposes (for example, print for labelling maps or diagrams, a clear, neat hand for finished presented work, a faster script for notes).
- Children to write numbers as lower-case size.
- Handwriting pens are introduced in Y3.
- Capital letters – children are taught the size, orientation & formation of capital letters as appropriate.

Impact

Assessment and Monitoring

Assessment and monitoring of reading, phonics and writing are carried out across school in line with our Teaching and Learning Policy.

Linked policies –

- Teaching and Learning Policy and Assessment Policy

Link to National Curriculum:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf

Appendix 1

Reading Comprehension Weekly Plan (to be shared with all adult support)

Date: **Class:**

(Based on Improving Literacy in KS2 Guidance EEF)

Text:

(Text should be carefully select to support teaching of reading strategy – Why this? Why now?)

Date each process, stick questions in new books, leave text loose until the end of the week so that children do not have to flick back and forth between text and question.

DfE Reading Framework: Some children can decode a word by sounding and blending once; later, whenever they come across the same word, they read it ‘at a glance’. Most children, however, have to decode a word several times in different contexts before it becomes familiar enough to read ‘at a glance’. Children with poor short-term memories need to practise decoding a word many more times before they can read it ‘at a glance’. Children learn to read words ‘at a glance’ more easily if, when they first decode a word by saying the sounds and blending them, they know what it means: the written word is a label for what the spoken word represents. The more words children can read ‘at a glance’, the sooner they see beyond the word as consisting of a series of letters to decode and can focus on what it means.

Day 1	Day 2	Day 3	Day 4	Day 5
LI: Focus Content Domain: Genre:				
READ 1. Introduce the text/title- identify genre. Make predictions (2e) about the text from the title. 2. Listen to the text from the programme online (Cracking Comprehension only) 3. Or-Teacher read the text and children to follow word for word using finger or blue biro (text mark for meaning – this must be modelled for years 2/3/4 and modelled where appropriate in y5 and 6) 4. Choral read. (Whole text) 5. Partner read – alternate sentences (highlight any unknown vocabulary at this point) 6. Partner Summarise (2c) - this may be whole text or paragraphs. 7. Some vocabulary work (2a) (pulling out and making notes). 8. Listening Questions (there is no requirement to write these in books). 9. Model answers	MODEL 1. Read the text again (choral). This may be done a paragraph at a time for longer texts. 2. Revisit vocabulary (2a) tell the children meanings of words that they have not worked out from context. Use child friendly examples. Children make own notes on vocabulary. 3. Thoroughly model 2 of the questions, referring to question domains and strategies. Have a focus. You may not be modelling question 1, rather model the question the children will most likely struggle with or one which reflects your focus. 4. Model using text marking to support answering retrieval (2b) questions.	LET IT GO 1. Children read the text again (echo/ in pairs/ choral) 2. Children read and answer the questions independently.	EDIT 1. Either questions marked before this lesson or with the children during this lesson. 2. Answers discussed, modelled and opportunities for TTYP and editing given.	Activities to develop fluency -short text e.g. poetry, reading aloud text/extracts from other curriculum areas, headstart, echo reading, text marking for phrasing Fluency is reading with and for meaning. From Accuracy – Automaticity – Prosody

in writing. These should be you focus CD today 10. Model using text marking to support answering retrieval questions.				
Key vocabulary to be given today:	Predicted Vocabulary with child speak meanings:	Scaffolds for:		vocabulary that some children may need to practise prior to reading to support at a glance reading:
Listening questions:	Questions to be modelled – focus CD:			Predicted Vocabulary with child speak meanings:
Teacher model answers:	Model answers (written):			

Content Domains KS1

1a draw on knowledge of vocabulary to understand texts

1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information

1c identify and explain the sequence of events in texts

1d make inferences from the text

1e predict what might happen on the basis of what has been read so far

Content Domains KS2

2a give/explain the meaning of words in context

2b retrieve and record information / identify key details from fiction and non-fiction

2c summarise main ideas from more than one paragraph

2d make inferences from the text / explain and justify inferences with evidence from the text

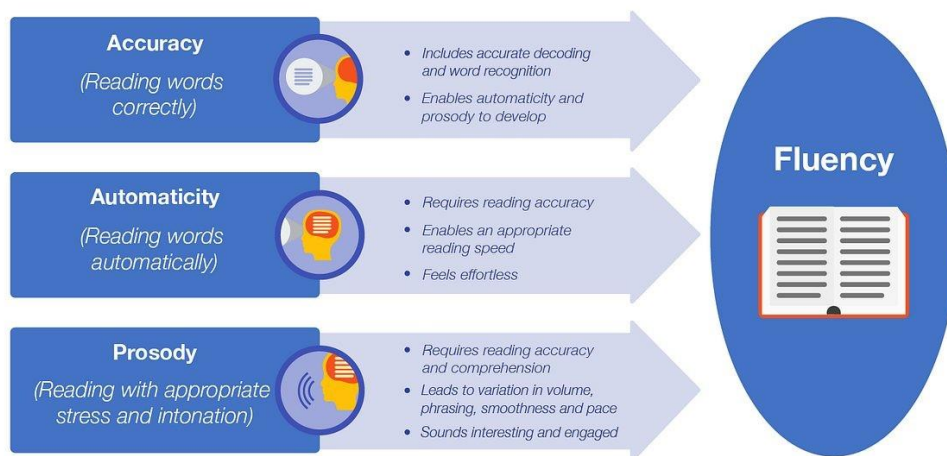
2e predict what might happen from details stated and implied

2f identify/explain how information/narrative content is related and contributes to meaning as a whole

2g identify/explain how meaning is enhanced through choice of words and phrases

2h make comparisons within the text

Figure 5: Reading fluency



Appendix 2

Weekly English Planning Week Beginning:

Year Group:

Teacher:

EEF - Writing can be thought of as a process made up of five components: — planning; — drafting; — revising; — editing and — publishing.

Before planning, immerse, analyse and identify key features of the genre.

Giving pupils a reason to write—and someone to write for- provide opportunities to teach pupils how to adapt their writing for different audiences and purposes.

Fluent writing supports composition because pupils' cognitive resources are freed from focusing on handwriting, spelling, and sentence construction and can be redirected towards writing composition.

The explicit teaching of new vocabulary should not be seen as an isolated activity. To help pupils to retain and use new vocabulary, teachers should focus on providing pupils with *repeated exposure to new vocabulary*, including modelling and scaffolding of its use. Repeated exposure to new vocabulary also helps to build pupils' understanding of how new words can be used in different contexts.

Please follow progression in grammar and use revisit for previously taught grammar and spaced retrieval of all previous years' grammar.

Text to be used to support teaching: (Immerse and analyse the genre before planning stage – display Key Features)		Tier 2 vocabulary to be taught: Tier 3 vocabulary: (This may be subject specific or grammatical terms)		Genre: Audience:	Spellings: (statutory and current rule/pattern)
Learning intention: What skills are being taught? Why this? Why now? (use SPaG book)	Revisit: Spaced retrieval: <i>Can you still?</i>	Main Lesson:		Resources:	Notes:
Monday					

Page Break

	Learning intention: What skills are being taught? Why this? Why now? (use SPaG book)	Revisit: <i>Can you still?</i>	Main Lesson:	Resources:	Notes:
Tuesday					

Page Break

	Learning intention: What skills are being taught? Why this? Why now? (use SPaG book)	Revisit: <i>Can you still?</i>	Main Lesson:	Resources:	Notes:
Wednesday					Spelling test and new spellings day.

Page Break

	Learning intention: What skills are being taught? Why this? Why now? (use SPaG book)	Revisit: <i>Can you still?</i>	Main Lesson:	Resources:	Notes:
Thursday					

Page Break

	Learning intention: What skills are being taught? Why this? Why now? (use SPaG book)	Revisit: <i>Can you still?</i>	Main Lesson:	Resources:	
Friday					