



ASTON ALL SAINTS C OF E PRIMARY SCHOOL

English Policy (incorporating Reading, Writing and Phonics)

Date: January 2022

Review Date: September 2022

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 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. As the reception class is part of the 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 reading and writing opportunities 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.

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

All reading is planned and taught daily for 30 minutes. Children access a variety of non-fiction and fiction text. 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.

The daily whole class reading lesson may focus on teaching a specific comprehension skill, the understanding of vocabulary or fluency and uses a variety of quality resources such as Headstart, Cracking Comprehension, Shine CGP and Twinkl. Small groups may be receiving catch-up for reading at this time.

Individual Reading

All the children in KS1 have individual reading books which are decodable and have sounds that they know. There is a home/school record book which the children take home with their individual books in which 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

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 they and their parents are encouraged to comment positively. Some KS2 children may also have a 'choose book' which 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, catch-up sessions are provided regardless of age or year group.

Writing

When planning literacy lessons, teachers 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.

From Year 2 onwards, we use Read Write Inc. Spelling to embed 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.

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 –

- Handwriting Policy
- Teaching and Learning Policy

Link to National Curriculum:

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