



# English Policy

Autumn 2022

*'Learning to live life in all its fullness'*

## Roundhay St. John's C of E Primary School:

- 🌱 Recognises the effect that a confident, fluent and coherent understanding of English will have on a pupil's progress, both inside and outside of the school environment.
- 🌱 Understands how a strong grounding in English will impact the future learning and development of a pupil in all aspects of their life
- 🌱 Provides a balanced and broad curriculum, which encompasses writing practice, including handwriting, spelling, widening vocabulary, and writing for different styles, purposes, and audiences, as well as focussing on spoken English, reading, grammar and pronunciation.
- 🌱 Ensures that all staff members are aware of planning, assessment, teaching and learning requirements for the English curriculum.
- 🌱 Ensures that all pupils know how to plan, practise, evaluate their work as well as carry out an effective edit and improve process.
- 🌱 Ensures that all pupils understand all elements of English, as per the national curriculum.

## Writing

Each unit of writing will consist of learning done through *roughly* a 2-3 week learning journey and will be done through 1 hour lessons in the morning from Monday to Friday. This is in order to ensure that the build-up of knowledge and skills is progressive and clear. Although the pedagogical process is detailed for each lesson, teachers have the professional scope to make adjustments where they think they are needed. For example, if more than one lesson is needed to embed a skill then this can be done or if an extra lesson is needed for drama/speaking and listening then teachers have the freedom to do so. There is no need for Learning Journeys to begin on a Monday or to be completed on a Friday. This being said, there is an expectation that each stage of the learning process takes place and is evident through English books, learning environment or planning. Units of writing can be based on texts, videos, real life events, images or lyrics from a song (anything that might get the children excited about writing).

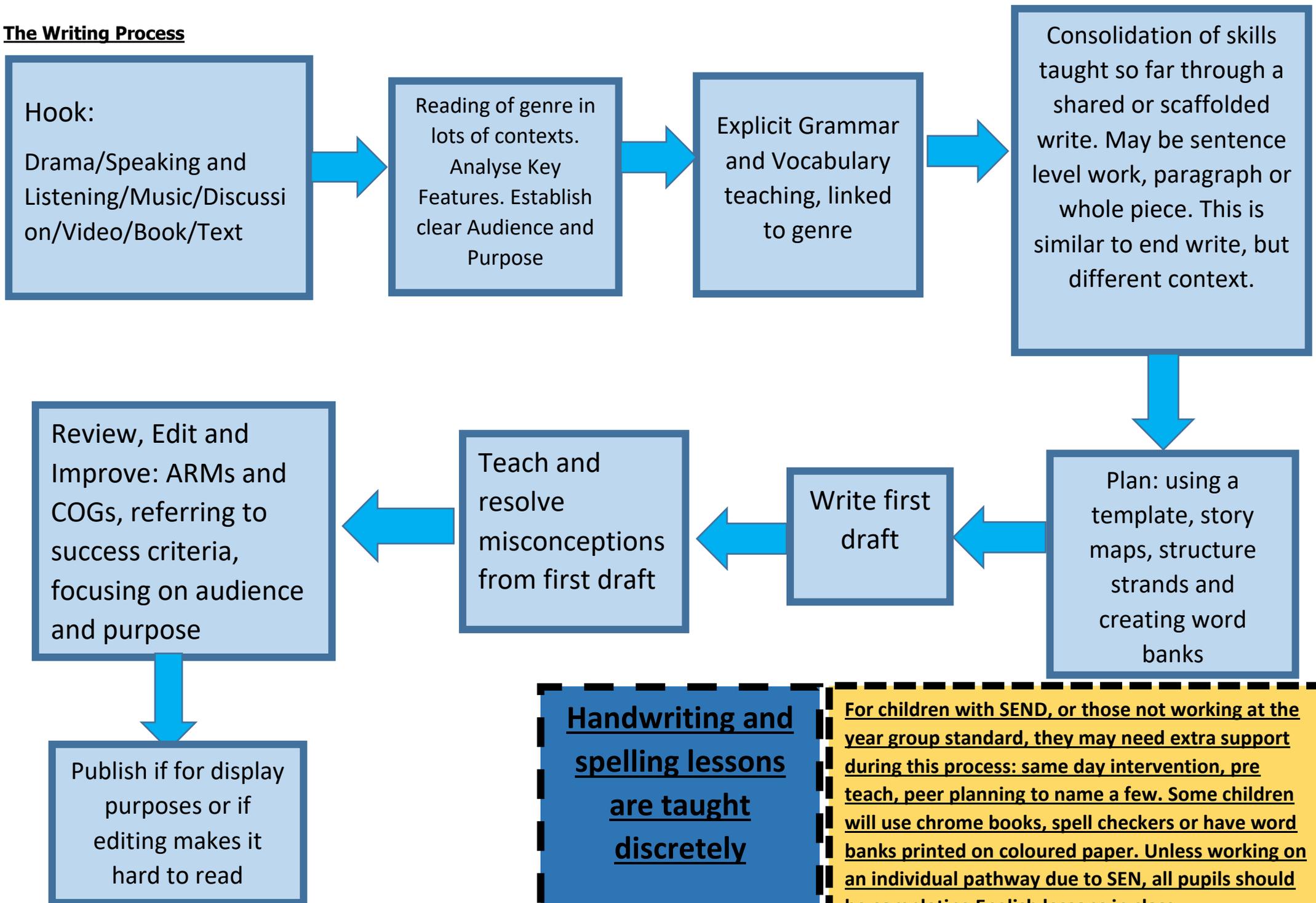
### Reception and KS1 timetable

	08.55-9:10	9:10 – 9:40	9.35-10.20	10.20	10.40	10.55 -12 / 12.15	1.00	1.16	- 3.15
<b>M</b>		Little Wandle		W O R S H I P	B R E A K	Register			Drop everything and read
<b>T</b>		Little Wandle							
<b>W</b>		Little Wandle							
<b>T</b>		Little Wandle							
<b>F</b>		Little Wandle							

### KS2 Timetable

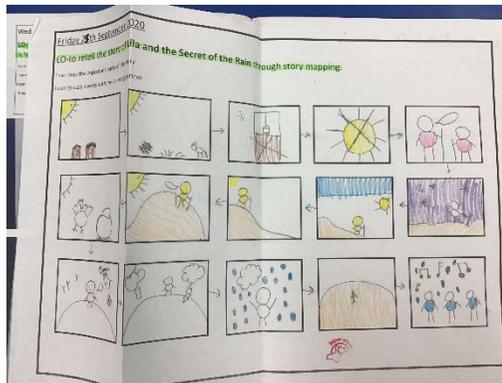
	08.55-9.35	9.35-10.20	10.20	10.40	10.55 -12 / 12.15	1.00	1.15	- 3.15
<b>M</b>	Spelling		W O R S H I P	B R E A K	English	Drop Everything and READ		
<b>T</b>	VIPERS				English			Handwriting
<b>W</b>	VIPERS				English			Handwriting
<b>T</b>	VIPERS				English			
<b>F</b>	Spelling				English			

## The Writing Process

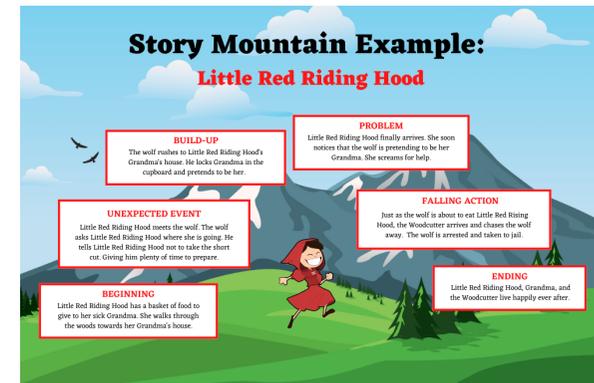


## Writing Process Explained

- 1 **Hook** – There must be a hook into the learning journey in order to make the writing engaging and purposeful. These hooks can be small and simple, like reading a chapter from a book, or as extravagant as an alien landing. You may stage a break-in, show the children a letter from the Prime Minister, dig up a time capsule, put forward a request from the Police for the children to write a description of a suspect etc.
- 2 **Analysing Examples** – Children must be exposed to lots of examples of the type of writing they are working on and these should be discussed, evaluated and picked apart. Questions like: What impact does this word have? Explain why it has been written formally. Why has the author used a short sentence here? Feature finding should be deeper than simply highlighting punctuation and grammar, but discussing the reasoning behind these choices. Box-up success criteria is encouraged over a success criteria, ensuring children know how important the audience and purpose is.
- 3 **Grammar and Vocabulary** - New or revised grammatical concepts that link to their current genre should be taught now. It may be expanded noun phrases are a focus due to the descriptive nature or the subjunctive form due to the formal aspect. Although numerous grammatical elements will be necessary for the children to understand, new concepts should be limited to ensure they are truly understood. Children are to be introduced to the words of the learning journey here. These must be explained to the children with examples given and the use of these words should be modelled so that pupils have a secure understanding of how to use vocabulary appropriately and in context. This vocabulary should also be displayed in the learning environment, like added to our word class mats, and used orally in future lessons.
- 4 **Shared Write** - By now, children should have learnt key features, including vocabulary and grammar and be in full understanding of the audience and purpose. They need to practise these skills and therefore this section provides perfect assessment opportunity. Are they ready to write? The shared write may include writing sentences using the key vocabulary, improving a WABOLL, writing a paragraph or even longer. This 'practice write' needs to be recorded in English books. The task will need modelling and scaffolding at this stage. It may be you have a go together first. This task should not be the exact same as the 'end write'. If they are working towards writing a diary of their character on Christmas Day, their practice should be a different day. They are practising the skills. As they come to genres for a second time, the amount of modelling and scaffold should be lessened.
- 5 **Plan** - Planning their writing is a crucial step in the writing process. Children need a chance to collect and organise their ideas. Planning will look different for different genres and ages. Lower down school, children may draw and label, create story maps or do whole class plans. Further up school, children may fill in a template, answer key questions or even create their own planning document. Planning should support children in knowing what to write when, not restrict their ideas and creativity. Plans should be marked by teachers as it will be clear if some children do not understand what the genre requires of them. Teachers could support improving vocabulary, spellings or cohesion here. Not all children may have the same planning template, for example, children working below may need more structure, or those working at greater depth may need more creative freedom. The aim is for the planning process to help children write coherently, independently.



		Address
Dear _____		
Opening paragraph		
Main argument 1	Bracketed sentence and contrasting conjunction sentence:	
•		
•		
•		
Main argument 2	Bracketed sentence and contrasting conjunction sentence:	
•		
•		
•		
Main argument 3	Bracketed sentence and contrasting conjunction sentence:	
•		



- 6 **First Draft** - Children should be confident and keen to begin writing here. At Roundhay St. John's, we double line space the first draft, giving pupils the space to make improvements on the line above, whilst ensuring the work is legible. This will not necessarily be a silent, support-free process. Children should use their plans, word banks, can reflect on the prior learning in the books and use the working wall. This should be explicitly pointed out to children. The role of the teacher will be to help move learning on: sharing great examples you're seeing, pausing for mini-plenaries to deal with misconceptions, reminding them of good handwriting posture. When marking, unless this is an assessed piece, choose a selection of work from a range of abilities (5 or 6 pieces), look over them and determine what common issues are. Deep marking at this stage removes children's opportunity to reflect and improve independently.
- 7 **Resolving Misconceptions** – It will be clear which misconceptions need addressing. Perhaps lots of children didn't sustain tense, or punctuate speech correctly. Use your Teaching Assistant to group children at this stage if misconceptions are very varied. This stage is a modelling of the next editing stage. For those children who did a fantastic job of their practice write, allow them to begin. Not all children will need to go through the writing process at exactly the same time.
- 8 **Review, Edit and Improve** - Editing is arguably the most challenging part of the process, but must take part in all year groups. Editing happens in a purple pen. Children should use resources to correct spellings, punctuation and improve vocabulary. However, it is also essential they edit on a deep level, especially further up school. It may be they need to tweak their formality if it isn't fit for purpose, removed text if it's 'waffley or clunky' or add description if it doesn't entertain. Some children will need lots of support with this. Peer editing and editing stations work successfully and some children will need adult support. When improving, it should be underpinned by the question 'Does my writing fit the audience and purpose?'.
- 9 **Publishing** - Not every unit of writing will end in publishing at it wastes time. However, maybe they were writing letters to the head and they therefore need typing up, or maybe their newspaper needs writing on a columned template: if publishing adds to the purpose, it is a worthwhile process. It may also be necessary for displaying writing. For some children, their editing will have made it difficult to read and mark their work. If this is the case, publishing should happen.

## **Learning Environment**

Working Walls are an extremely important part of the learning process as they provide children with a form of continuous provision they can keep referring to throughout the journey. These should detail the skills being taught, give explanations and model examples. These should be written clearly and placed where all children can see them. During the process, the working walls should be referred to regularly and often as a way of modelling their use. The children should see that you are using these as a form of continuous provision. These should remain on the walls for as long as the children need and then updated for the next unit.

Alan Peat sentences should be displayed in each classroom from Reception up and sentences have been allocated to the relevant year group. It is important to choose the ones that fit best to the genre being worked on and moving these on the working wall as a 'focus sentence'.

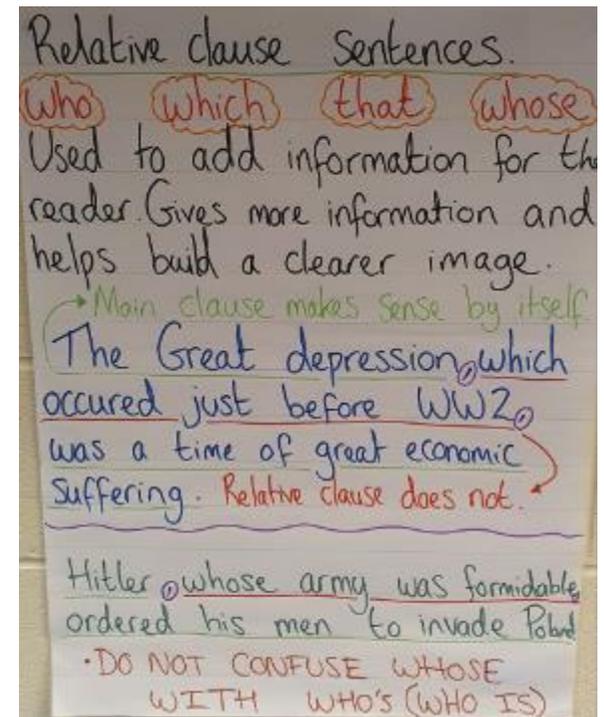
Desk resources are also essential for children to work independently and children should be able to collect resources during a session when they need them; meaning dictionaries, thesauruses and other word mats are easily labelled and accessible. For some children, a dictionary will be too overwhelming and instead they will need key spellings on mats that are suitable for them and their genre.

### **Here is an example of the key requirements of a Writing Working Wall:**



As children move through school, key grammatical elements linked to the genre, should also be evidenced on the walls, like the relative clause example.

This Y5 example would have been made with the children and then placed on the Working Wall to support them with using relative clauses in their writing.



## **Spelling**

**EYFS** – Spelling is very much a part of the Little Wandle SSP programme. Within Nursery, the children are taught to discriminate between the sounds they hear and the spelling focus is on securing oral blending segmenting of sounds. In Reception, the children consolidate and build on this knowledge, moving on to the development of identifying and writing the graphemes needed to spell simple CVC words. The Little Wandle programme builds the spelling of these cvc words and some common exceptions words into the daily phonics session. In Year 1, children are taught the alternative graphemes for the phonemes they have been taught in their Reception year, such as ai: ay, a\_e, ey. Throughout Reception and Year 1 children have the opportunity in their 'applying' sessions to spell words and even sentences using their phonic teaching.

**KS1** – Children in Year 1 and below are working on their daily phonics and will not move on to a spelling programme until Year 2. In Year 2, children begin No Nonsense Spelling, which is taught daily and allows children to learn and explore key rules and patterns.

**KS2** – Spelling is taught using the Jane Considine scheme of work. The programme is underpinned by phonics, ensuring that vocabulary and knowledge is not lost after Key Stage 1. Lessons are taught on a 2 weekly cycle, an investigation happening in Week 1, and short ten minute tasks in Week 2. This equates to 50 minutes a week. All of the concepts, activities and tasks within the books have been designed to increase 'stickability' and retention of vocabulary. We no longer complete spelling tests, aware that the words were not retained or understood other than for the test. Instead, children are given 5 words, personalised to them, that have been misspelt in their work. Children should be given the opportunity to work on these words in school and they should be sent home in their spelling journal to allow parents to engage with the scheme.

## **Dictation**

Dictation does form part of our Letter Join Handwriting programme, but should also be done weekly as part of the national curriculum requirements in spelling journals. This could be the first five minutes of an English lesson. These words could be in the form of sentences or a paragraph and the spellings and punctuation being embedded should be underlined in colouring pencil. Once these have been read out and the children have written these, they are to mark their own work in purple pen. As much as possible, these sentences/paragraphs should be written using the skills that are being taught in that week's writing unit. See example adjacent.

## **Cross-curricular links**

Writing, where natural and appropriate, is linked to the curriculum theme being studied through History, Science or Geography to name a few. This ensure pupils learn to write as historians, scientists and activists etc, preparing them for their futures and making writing meaningful. Children's vocabulary is rich and ambitious, due to the immersion of the topic. See LTP above for Year 4, highlighting curriculum links.

1. Alma, who was not at all **cautious**, found the lure of the doll **infectious**.
2. Alma's **ambitious** personality meant she would not give up however **facetious** her actions may have been.
3. The demonic presence was **aggressive** and wanted Alma's **nutritious** soul.
4. The eerie shop wasn't an **amateur** at capturing children.
5. One can only hope this story is **fictitious** but it's true.

Year 4	<p><b><u>Greeks</u></b></p> <p><b><u>Class Novel: The Boy in the Girl's Bathroom</u></b></p> <p><b><u>Drivers: Greek Myths by Marcia Williams and playscripts</u></b></p> <ul style="list-style-type: none"> <li>• Poetry: Loopy Limericks -</li> <li>• Retelling Greek myth</li> <li>• Playscript</li> </ul>	<p><b><u>Romans</u></b></p> <p><b><u>Class Novel: Firework Maker's Daughter</u></b></p> <p><b><u>Drivers: Escape to Pompeii</u></b></p> <ul style="list-style-type: none"> <li>• Setting description of Pompeii (pre eruption)</li> <li>• Diary recount of Pompeii (Escape from Pompeii, focus on building tension)</li> <li>• Information Text/Persuasive: Advert for Roman Soldier</li> </ul>	<p><b><u>South America -Rainforest</u></b></p> <p><b><u>Class Novel: The Explorer</u></b></p> <p><b><u>Drivers: The Great Kapok Tree, The Vanishing Rainforest, There's an Orangutan in my Bedroom</u></b></p> <ul style="list-style-type: none"> <li>• Innovate the Great Kapok Tree - Narrative (become more secure with speech)</li> <li>• Non-Chron (Vanishing Rainforest, The Great Kapok Tree)</li> <li>• Performance Poetry – choose from progression grid</li> <li>• Persuasive speech on deforestation</li> </ul>	<p><b><u>South America -Rivers</u></b></p> <p><b><u>Class Novel: Cont.</u></b></p> <p><b><u>Drivers: A River, Rhythm of the Rain</u></b></p> <ul style="list-style-type: none"> <li>• Description of a river's journey (A River)</li> <li>• Poetry: Simile and Metaphor Poem – choose example poem from progression grid</li> <li>• Explanation Text on 'invention' (children to apply skills in Science by doing Water Cycle explanation)</li> </ul>	<p><b><u>Victorians</u></b></p> <p><b><u>Class Novel: Street Child</u></b></p> <p><b><u>Drivers: Street Child, Queen Victoria's Bathing Machine</u></b></p> <ul style="list-style-type: none"> <li>• Queen Victoria's Biography</li> <li>• Narrative on Jim's workhouse escape (Street Child) tension and atmosphere writing, dialogue, less supported than Autumn 2</li> <li>• Grimy Nick character description (Street Child)</li> </ul> <p><b><u>Summer 2</u></b></p> <ul style="list-style-type: none"> <li>• Persuasive letter to Queen Victoria (formal)</li> <li>• Persuasive leaflet on Victorian invention (Queen Victoria's Bathing Machine)</li> <li>• Newspaper report based on Victorian trip</li> </ul>
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Drivers are the texts, clips or resources that will drive the writing: used as WAGOLLS or inspiration. Class Texts are read during DEAR (Drop Everything and Read Time) for pleasure but are carefully selected to enhance topic-related vocabulary, highlight different voices and authors and provoke discussion.

### **Writing Assessments**

As part of our assessment and internal moderation, we will judge writing with a holistic view, looking at a range of writing across the curriculum. Following the objectives as they are set out in the national curriculum, we will make our assessments using the assessment frameworks shown as Appendix 1. We make time in staff meetings to meet as Key Stages, close year partners and even a whole school team to moderate.

As a one-form entry school, we also make links beyond the school to help inform our judgements and engage in useful discussions with other practitioners.

## Handwriting

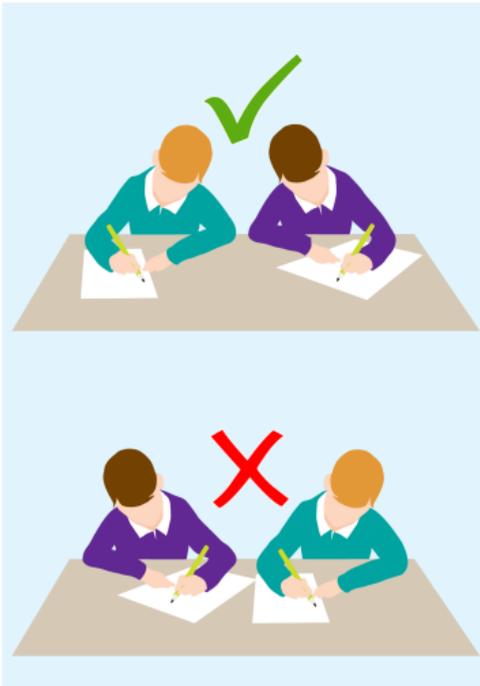
The school uses cursive handwriting as our agreed writing style, which is taught from Year 2, and only when children are correctly forming their letters. Little Wandle recommend printing so Nursery, Reception and Year 1 follow this guidance and handwriting is taught alongside this programme to begin with. This ensures that there is a continuity of handwriting style from Early Years Foundation Stage through to the end of Key Stage 2. We use Letter-Join as a learning resource, which provides white board resources, print outs and lesson plans. Letter Join also makes appropriate links to other areas of the curriculum such as spelling, dictation and even French.

All teachers give specific attention to pencil and pen control, grip and posture in helping pupils to develop a legible style.

Teachers identify all left-handed pupils in their class. Left-handers should always sit on the left of a right-handed child to avoid collision. In the Early Years and Year 1, children are encouraged to write using a wide variety of media, from chalks and charcoal to crayons and foam! Through daily phonics lessons children are taught Little Wandle letter formation phrases. In spring term, once all letters have been introduced, Reception begin to use the Letter Join resources to further develop their handwriting which continues into Year 1. Most children should be writing in pen by the end of Year 3.

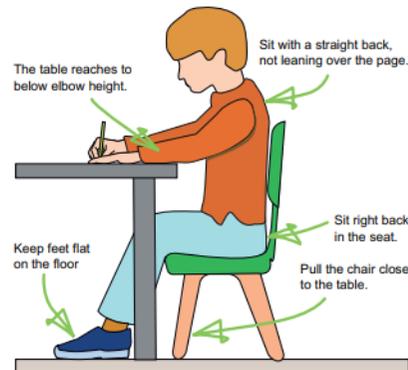


**Sit left-handed children to the left of their partner so they have plenty of room to write.**

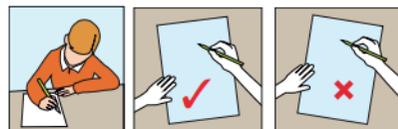


### Right handed children

**How to sit correctly to be comfortable for handwriting.**

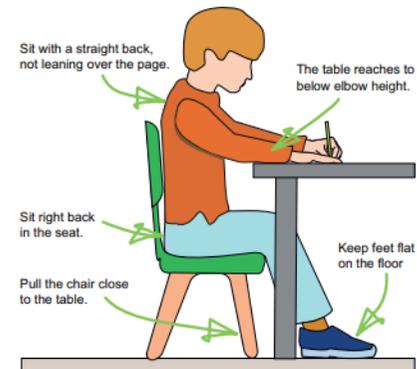


**How to hold and position the paper.**



### Left handed children

**How to sit correctly to be comfortable for handwriting.**



**How to hold and position the paper.**



## **Poetry**

In the Early Years, poem exploration may be songs, nursery rhymes, riddles. We have purchased 'Poetry Basket' for the Early Years, and pupils in Reception learn a poem by heart every other week. This is to support confidence, speaking and listening, memory and rhyme and performance.

All classes from Year 1, will explore poetry once a term (three times a year): of those 3 times, they will compose twice and explore the poetic devices another, including performing said poem.

Further performance poetry will take place as part of our whole school, annual Poetry Slam where intonation, tone and expression will be a focus. Each year group has a different line requirement to ensure challenge and fairness.

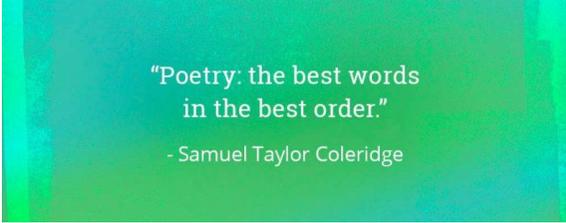
Rec – at least 4 lines  
Y1 and Y2 – at least 5 lines  
Y3 and Y4 – at least 10 lines long  
Y5 and 6 – at least 14 lines long

We as a school will embrace National Poetry Day as well as exploring poetry within our reading lessons. When opportunities arise, we will partake in poetry competitions. Children will experience a wide range of poems, past and present, through a range of media and where possible, visitors themselves.

To ensure progression, poetry is planned out on a progression document. See Appendix 2. The document details each genre and how that should be written in each year group (from Y1), including key grammatical features, structure and punctuation.

## **Planning format**

At Roundhay St. John's, we are committed to ensuring that what we do is effective and efficient, therefore the expectations of planning is that it is a supportive resource for the teacher, not an onerous box-ticking activity. We have moved from short term planning to medium term, allowing teachers to think about the learning journey and where the unit is going as a whole, instead of simply weekly or daily. Planning is an outline idea, but will need regular tweaking based on formative assessment. A 2-week unit of writing should take on average 30 minutes to plan, giving much more time for resourcing. Below is a Year 6 and Year 1 example of our current writing MTP format.



"Poetry: the best words  
in the best order."

- Samuel Taylor Coleridge

Writing Opportunities	Writing Drivers	Key Vocabulary	Other resources
Letters Postcards Cards Letters to Santa	The Jolly postman	Letter, postcard, card, address, initials, street name, town, country, dear, from, P.S	The Jolly Christmas Postman
	<b>Teaching Sequence</b>		<b>Writing provision</b>
	<ul style="list-style-type: none"> <li>● <b>'Hook' – Large red postbox left in the classroom.</b></li> <li>● Read 'The Jolly Postman or other people lettes'</li> <li>● Identify the range of 'letters' from the book – letter, postcard, card</li> <li>● Look at features – letters and postcards</li> <li>● Identify similarities and differences between a letter and postcard</li> <li>● Teach question marks and identify in a text</li> <li>● Look at a range of postcards and features</li> <li>● Plan and write a postcard including address, dear, from, and use a question mark</li> <li>● Review, edit and improve the postcard</li> <li>● Teach exclamation maks and identify in letters</li> <li>● Plan and write a letter including dear, from, and use a question mark and exclamation marks (could also include P.S)</li> <li>● Review, edit and improve the letter.</li> </ul>		<ul style="list-style-type: none"> <li>● Post card templates</li> <li>● Letter templates</li> <li>● Cards</li> </ul>

<b>Year Group: 6</b>		<b>Topic: WW2</b>	<b>Term: Autumn 1</b>	<b>Class Novel: Letters From The Lighthouse</b>
<b>Genre and Writing Outcomes</b>		<b>Audience</b>	<b>Purpose</b>	<b>Writing Drivers</b>
1. Explanation of Evacuation - What Was It Like To Be An Evacuee?		Figurative audience: those wanting to learn more about evacuation during WW2.  Actual audience: Miss Hemingway	To explain To allow/help someone to understand evacuation in WW2	Examples of explanation texts Primary Sources re. evacuation
2. Diary from an evacuee (scrap book style)		Figurative audience: You. Diaries are written for yourself allowing you to be emotive and honest.  Actual audience: Parents (publish for home)	To add emotion To entertain To recount	Flossie Albright Real life evacuee letters Goodnight Mister Tom clips and extracts Letters from the Lighthouse extracts
3. Persuasive Speech		Figurative audience: People of Britain in 1939  Actual audience: Mr Graham	To inform country we are at war To boost morale	King George V Speech Speech extracts from Winston Churchill, Martin Luther King, David Attenborough
	<b>Relevant Grammar and Punctuation</b>	<b>Teaching Sequence</b>		<b>Key Vocab</b>
<b>Number of sessions: 12</b>	<ul style="list-style-type: none"> <li>Title – Introduces topic – question (?,!)</li> <li>Introduction – overview / purpose of process / general statement to open</li> <li>Series of steps in ‘process’ order – Paragraphs to support this</li> <li>Appropriate formality to audience and purpose</li> <li>Could include passive voice</li> <li>A variety of Conjunctions both coordinating and subordinating</li> <li>Parenthesis to help reader further understand</li> <li>Technical / Historical Vocabulary</li> <li>Colons to add detail</li> <li>Conclusion</li> </ul>	<ul style="list-style-type: none"> <li>Read a range of explanation texts on different topics: on post-its can children identify what they have in common? Order the texts in most successful to least. Justify reasons. Discuss.</li> <li>Complete knowledge organiser</li> <li>Research evacuation and note take findings</li> <li>Gain relevant and ambitious vocabulary linked to our topic, write a glossary of terms</li> <li>Model writing formal sentences that use subordinate clauses/conjunctions to add detail and help the reader with their understanding</li> <li>Children to have a go at writing a paragraph that explains what evacuation is</li> <li>Lesson on using adverbials and causal conjunctions</li> <li>Talk about the structure and begin to plan explanation</li> <li>Model writing one paragraph</li> <li>Whole class write</li> </ul>		<ul style="list-style-type: none"> <li>Operation Pied Piper</li> <li>Phony War</li> <li>Winston Churchill</li> <li>Propaganda</li> <li>Evacuee</li> <li>Rural/Countryside</li> <li>Urban/City</li> <li>Billeting Officer</li> <li>Host</li> <li>Mixed Experiences</li> <li>Homesickness</li> </ul>

## **Reading Curriculum**

From Key Stage 2 (and Year 2 from the Summer Term), reading is taught through whole class reading sessions, ensuring that everyone participates in all sessions, rather than the carousel approach. The texts studied range from novel chapters, to adverts, to newspaper reports and more. These texts are from a range of curriculum domains and where possible, links are made to year groups' topics. Lessons last between 35-40 minutes and happen 3 times a week. Comprehension skills are taught through VIPERS: Vocabulary, Inference, Prediction, Explanation, Retrieval, Summary/Sequence. Children are equipped with these skills and become confident in identifying the type of question. Work is recorded in VIPERS books twice a week and these books can then be used as an assessment tool.

Comprehension should not be the pure focus of these sessions: the teacher should model expert prosody and ask children to echo read, or read in pairs. Some sessions the children may read completely independently before answering the questions and this is an opportunity to formatively assess for next steps. It is well-researched that fluency impacts comprehension and our lessons adhere to this research.

Please see the Early Reading section of this policy for clarity around our EYFS and KS1 Reading Curriculum.

## **Reading Areas**

Class reading areas are used by children regularly and the books are the main focus and priority. Classes have around 70 books in their areas, as recommended in the Reading Framework, and are age appropriate. Class teachers have a wishlist of books, which is regularly updated. Parents/Carers and the PTA support school by buying or donating books from the wishlist to class libraries. This has engaged families with our reading focus and ensures the diet children receive is age-appropriate, up-to-date and exciting.

Children are also able to use the reading library of the prior year group, re-reading familiar texts.

## **Library Service**

In Leeds, we are lucky enough to have the SLS Library Service as a free resource. The service provides a topic box (a selection of books linked to topics) and a class reader box (30 class readers for children to read along with) for each class, each term. These are highly engaging and useful texts that enhance our curriculum. For Key Stage 1, story bags and puppets can be provided that are particularly useful for EAL children, children with SEN or non-readers.

**DEAR (Drop Everything and Read)** Every day, teachers read to children with the purpose being for pleasure. Books are carefully planned in our LTP, ensuring a range of authors, characters, settings and plots, and where appropriate link to topics. Children receive a copy of the book, mostly 1 between 2, allowing them to follow along. Teachers model expressive, fluent reading.

### **Home/School Reading**

Reading records/journal are an important tool to communicate children's thoughts and needs around their reading. Children are expected to bring their record in weekly to be looked at by a member of classroom staff, this is to ensure reading is taking place and allows staff respond to any comments from parents/carers or provide comments.

In Year 5 and 6, children have reading journals. They are blank A5 notebooks where children have the opportunity to review their reading, draw characters, share their opinions and ideas. This is modelled to them by their class teachers at the start of the year.

In Key Stage 1 and Reception, children must take home a decodable book linked to their phonics. More information about this process is detailed below in the 'Phonics and Early Reading' section.

### **1:1 Reading**

All children working below the Expected Standard in Reading (bottom 20%) are heard read by a familiar adult at least 3 times a week and this is recorded on an Individual Reading Record that can be also then used as an assessment tool. Teaching Assistants and teachers use a range of strategies to aid reading in these sessions: asking open questions, supporting phonics and engaging in book talk. Teaching staff should be enthusiastic about the book they are reading with pupils and 'hook' them in to the story.

### **Assessing Reading**

Termly, from Year 1, children complete PIRA tests, which are Rising Stars summative assessments. Y2 and Y6 use previous SATS paper instead to familiarise children with the format. These provide a standard score and a reading age. However, these tests alone should not form teacher assessment and teachers need to ascertain whether:

- Children are accessing the taught reading curriculum independently
- Children can read age-appropriate texts, demonstrating a reasonable reading speed, expression and understanding.

Teachers have watched the exemplar material for both Y2 and Y6 standards to help those in middle year groups with assessment and are encouraged to record children working below the standard reading on the IPAD to more easily track fluency progress.

### **Phonics and Early Reading**

We use the Little Wandle Letters and Sounds systematic synthetic phonics programme (SSP). The programme establishes a clear sequence that enables children to begin to read and write simple words, phrases and sentences as early as possible. It then, systematically and cumulatively, work towards children being able to decode any unknown words in age appropriate texts by the time they complete the programme.



This is a fully comprehensive programme, beginning in Nursery, where children 'tune into sounds' and rehearse their oral blending skills. The children start learning single letter sounds and their corresponding grapheme in the autumn term of their Reception year and it builds in progression throughout Reception and Year One, preparing children for the statutory phonics screening that takes place at the end of Year 1. Year 2 revise Phase 5 in Autumn 1 before beginning Guided Reading and then Whole Class Reading by Spring 1.

Phonics is taught daily and children learn to apply their phonics skills in reading practise sessions. These take place three times a week using the same book which is matched to their phonological understanding focussing on decoding, prosody and comprehension. This book is then taken home for children to continue their fluency in reading.

### **Reading Interventions**

We ensure that there is tailored support in place for children who lack the skills to read fluently. Children in Reception and KS1 are assessed on the Little Wandle assessment tracker. Children who are identified as needing catch up have an 'Individual Keep-up plan' written. This identifies the gaps in GPCs and words. The daily plan is then annotated and children reassessed after 3 weeks.

Children, including those in Key Stage 2, who did not pass the phonics screen or are not reading fluently, are assessed using the Little Wandle framework and separated into groups based on their learning gaps. They partake in the Little Wandle Rapid catch-up programme that mirrors the main phonics programme but has a faster pace. This is to ensure all children are given the opportunity to be a reader.

Children in Year 5 and 6 working just below the standard, but with secure phonics, partake in the Reading Fluency Project. This is generally in groups of 8 and they have 2 sessions a week, learning to read a challenging extract with prosody. To ensure progress is tracked, prior to partaking children are assessed for a reading age using the YARC (York Assessment of Reading for Comprehension). This same assessment is then completed at the end of the project, allowing any next steps to be facilitated.

### **Inclusion**

The same high expectation, that children will reach their full potential applies to all children in keeping with the school's values and ethos. We have due regard for our duties under equality legislation that covers all the protected characteristics.

All children will be given equal access to English. Lessons are planned to include more stretching work for pupils whose ability is significantly above the expected standard as well as those who come from lower starting points and need more structured support. We remain vigilant about removing barriers to success; particularly for children who come from disadvantaged backgrounds or have special educational needs or disabilities. Additional resources are provided to support individual children when required.

### **Health and Safety**

The school has extensive arrangements in place to ensure the health and safety of everybody and all staff must have due regards to the school's health and safety policy. All educational visits are undertaken in accordance with the school's Educational Visits Policy and the Educational Visits Coordinator is Mrs C. Sutherland, School Business Manager. A risk assessment programme is coordinated by the school business manager for all aspects of school life.

There is a safeguarding protocol in place for inviting visitors into school and this must be adhered to for the purposes of curriculum delivery or enrichment.

***This school is committed to safeguarding and promoting the wellbeing of children and young people and expects all staff and volunteers to share this commitment.***

### **Role of the Subject Leader**

Each subject leader has a job description with clear responsibilities for their role:

#### **Intent**

- Having oversight of curriculum coverage and ensuring that the curriculum meets national requirements
- Ensuring that colleagues are aware of expectations of curriculum, planning and assessment
- Action planning for future development
- Ensuring that appropriate resources are in place to deliver a rich and challenging curriculum.

#### **Implementation**

- Ensuring that teaching within the subject is strong and promotes the acquisition of key knowledge, building on prior learning
- Leading professional development, providing guidance and support to colleagues
- Oversee assessment
- Making best use of financial and human resources to impact on standards and have a clear evidence based rationale for use of any allocated funding
- Promoting the subject and championing the subject with colleagues and pupils.

#### **Impact**

- Monitoring the effectiveness of teaching and the impact on learning and standards
- Evaluating and summarising all aspects of the subject to define next steps for improvement.

#### **Reporting**

- Maintain a clear overview of your subject for interested parties on the school website ensuring any statutory requirements are met (where appropriate)
- Produce an annual Subject Leader Report which as a full and current evaluation of your subject and incorporate areas for development in the following action plan
- Monitor and update your current action plan to reflect the current position of the subject
- Organise all aspects of evidence in a coherent and accessible subject leaders file

#### **Monitoring, Evaluation and Accountability**

Monitoring and evaluation of this subject is the responsibility of the Subject Leader. A range of strategies are used including: pupil interviews, staff interviews, children's work and planning scrutiny as well as data analysis to explore standards of attainment and progress.

An Annual Subject Leader Report is produced and shared with governors. This report will clearly reflect the strengths of the subject and the current key areas for further development which will form the basis of the subject action plan.

In all aspects of monitoring, the subject leader will ensure that the policy is being followed consistently across the school.

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***Approved by:*** Teaching and Learning Committee