



Policy for English 2021



Organisation and Methodology

English is a core subject of the National Curriculum.

Reading, writing and spoken language are its three main foci.

The curriculum states that study of reading at Key Stages 1 and 2 consists of two dimensions: word reading and comprehension. Similarly, writing is to be taught with the consideration of two dimensions: transcription (spelling and handwriting), and composition (articulating ideas and structuring them in speech and writing considering spelling, vocabulary and grammar). It is essential that teaching develops pupils' competence in both dimensions.

Speaking and Listening (including language development)

At St. Werburgh's C.E. Primary School we believe that developing speaking and listening skills and a wide and varied vocabulary is vital. These skills and the development of language are built into all aspects of the curriculum and we strive to make vocabulary and language development at the centre of everything we do.

Early Years Foundation Stage (EYFS)

Developing Talk

Our classrooms are language-rich environments where there are opportunities throughout the day for high-quality dialogue between children and adults and direct teaching, so that the children can:

- articulate what they know and understand;
- develop their knowledge across all areas of learning, using the vocabulary they need to support learning.

Adults will achieve this through:

- thinking out-loud, modelling new language for children;
- paying close attention to what the children say;
- re-phrasing and extending what the children say;
- validating the children's attempts at using new vocabulary and grammar by re-phrasing what children say, if necessary;
- asking closed and open questions;
- answering the children's questions;
- explaining why things happen;
- deliberately connecting current and past events ('Do you remember when...?');
- providing models of accurate grammar;
- extending children's vocabulary and explaining new words;
- connecting one idea or action to another;
- helping children to articulate ideas in well-formed sentences.

In all areas of learning, adults will plan for opportunities for language development and opportunities to repeat and reinforce learning. Planning will involve:

- Considering what we want the children to know and consider;
- Plan for the vocabulary that is associated with this knowledge;



- Plan for opportunities to engage children in back-and-forth talk that supports their knowledge and thinking;
- Use photographs, pictures and objects to initiate discussion;
- Use a range of texts (fiction and non-fiction) in each area of learning that can be read aloud and shared with the children;
- Incorporate songs and rhymes into all areas of learning.

Developing Listening Skills

Children will be taught how and when to listen, and what good listening looks like. Adults will facilitate this through:

- Use of clear signals to indicate that the children need to listen;
- Modelling good listening and the importance of listening;
- Reinforcing and praising good listening.

When children are responding, they will be encouraged to speak in sentences and this will be supported by adults. Talk partners, using the guidance below, will be used to enable the children to discuss and practise their response before sharing it with the class.

Ask a question.	Ask questions about what happened before asking questions about why.
Ask children to talk with their partners.	Listen carefully to identify which pairs might give feedback later and to pinpoint misconceptions.
Take feedback from one or two pairs.	Ask one partner to feed back to the group. Choose a different partner each time.
Repeat what children say and/or rephrase their response.	Make sure that all children know what was said. Take the opportunity to model correct grammar (see below).
Extend children's ideas.	Think aloud as you extend the idea, so
Ask the children to repeat some sentences chorally.	As you extend the sentence, gradually add more detail and ask them to repeat the sentence at each step in unison.
Ask children, sometimes, to build on the ideas of others.	Repeat the child's idea and ask partners to turn to each other again to discuss the idea.
Model accurate grammar, particularly irregular past tenses and plurals.	Avoid correcting children in a way that makes them feel they have said something wrong. Model a correct response rather than asking them to repeat the correction.

Children with speech and language difficulties will receive additional targeted intervention. Support from the school Welfare Coordinator and outside agencies will be sought where appropriate.



Key Stage 1

Developing Talk and Vocabulary Development

Language development and speaking and listening opportunities are taught and practiced in both English lessons and across the wider curriculum. Classrooms are language-rich environments where there are opportunities for language-rich, quality dialogue between adults and children throughout the day.

In all subjects, adults will plan for opportunities for; language development; speaking and listening opportunities; and opportunities to repeat and reinforce learning. Planning will involve:

- Considering what we want the children to know and consider;
- Planning for the vocabulary that is associated with this knowledge;
- Planning for opportunities to engage children in back-and-forth talk that supports their knowledge and thinking;
- Encouraging the children to use adventurous and new vocabulary;
- Using photographs, pictures and objects to initiate discussion;
- Using a range of texts (fiction and non-fiction).

Opportunities planned for may include:

- Story telling;
- Describing and listening to events and experiences;
- Speaking and listening appropriately to different audiences including peers, teachers and other adults;
- Speaking and listening appropriately in a variety of contexts across the curriculum;
- Group discussion and interaction;
- Drama and role-play activities;
- Reading aloud;
- Debate and presentation;
- Recital of poetry;
- Music.

Developing Listening Skills

Children will continue to be taught the skills of good listening, including speaking and listening to their peers during class and group work. Adults will facilitate this through:

- Using clear signals to indicate that the children need to listen;
- Modelling good listening;
- Reinforcing and praising good listening;
- Modelling and supporting with group work – this may include assigning roles and responsibilities to ensure all children are given to opportunity to participate.

When children are responding, they will be encouraged to speak in grammatically correct sentences and this will be supported by adults.

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Talk partners, using the guidance below, will enable the children to discuss and practise their response before sharing it with the class.

Ask a question.	Ask questions about what happened before asking questions about why.
Ask children to talk with their partners.	Listen carefully to identify which pairs might give feedback later and to pinpoint misconceptions.
Take feedback from one or two pairs.	Ask one partner to feed back to the group. Choose a different partner each time.
Repeat what children say and/or rephrase their response.	Make sure that all children know what was said. Take the opportunity to model correct grammar (see below).
Extend children's ideas.	Think aloud as you extend the idea, so the discussion moves forward.
Ask the children to repeat some sentences chorally.	As you extend the sentence, gradually add more detail and ask them to repeat the sentence at each step in unison.
Ask children, sometimes, to build on the ideas of others.	Repeat the child's idea and ask partners to turn to each other again to discuss the idea.
Model accurate grammar, particularly irregular past tenses and plurals.	Avoid correcting children in a way that makes them feel they have said something wrong. Model a correct response rather than asking them to repeat the correction.

Children with speech and language difficulties will receive additional targeted intervention. Support from School Welfare Coordinator and outside agencies will be sought where appropriate.

Key Stage 2

Developing Talk and Vocabulary Development

Language development and speaking and listening opportunities are taught and practiced in English lessons and across the wider curriculum. Classrooms are language-rich environments where there are opportunities for language-rich, quality dialogue between adults and children throughout the day. We aim to:

- Consider what we want the children to know and investigate;
- Plan for the vocabulary that is associated with this knowledge and incorporate it within lessons;
- Model the use of technical and ambitious language with the children;
- Plan for opportunities to engage children in back and forth talk that supports their knowledge and thinking;

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- Encourage the children to use adventurous and new vocabulary;
- Use photographs, pictures and objects to initiate discussion;
- Use a range of appropriate and interesting texts (fiction and non-fiction) to expose children to new and relevant vocabulary;
- Planning for group and paired to work.

Opportunities planned-for may include:

- Story telling;
- Describing and listening to events and experiences;
- Speaking and listening appropriately to different audiences including peers, teachers and other adults;
- Speaking and listening appropriately in a variety of contexts across the curriculum.
- Group discussion and interaction;
- Drama and role-play activities;
- Reading aloud;
- Debate and Presentation;
- Recital of poetry;
- Music.

Listening skills

Children will continue to be taught the skills of good listening and this will include speaking and listening to their peers during class and group work. Adults will facilitate this through:

- Using clear (age-appropriate) signals to indicate that the children need to listen;
- Modelling good listening;
- Reinforcing and praising good listening;
- Modelling and supporting with group work - this may include assigning roles and responsibilities to ensure all children are given to opportunity to participate.

When children are responding, they will be encouraged to speak in grammatically correct sentences and this will be supported by adults.

Talk partners, using the following guidance, will be used to enable the children to discuss and practise their response before sharing with the class.



Ask a question.	Ask questions about what happened before asking questions about why.
Ask children to talk with their partners.	Listen carefully to identify which pairs might give feedback later and to pinpoint misconceptions.
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Repeat what children say and/or rephrase their response.	Make sure that all children know what was said. Take the opportunity to model correct grammar (see below).
Extend children's ideas.	Think aloud as you extend the idea, so the discussion moves forward.
Ask children, sometimes, to build on the ideas of others.	Repeat the child's idea and ask partners to turn to each other again to discuss the idea.
Model accurate grammar, particularly irregular past tenses and plurals.	Avoid correcting children in a way that makes them feel they have said something wrong. Model a correct response rather than asking them to repeat the correction.

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Reading Policy 2021

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The Importance of Reading

At St. Werburgh's C.E. Primary School, we recognise that reading is an essential life skill which also provides access to the experiences of people from different cultures and times. Children must acquire good reading skills in order to access the information that will support their development in all curriculum areas.

Guidelines for the Teaching of Reading

The school identifies two important phases in reading development: *learning to read (word reading)*; and *reading to learn (comprehension skills)*. Teaching strategies are employed that recognise children's needs in each phase.

Positive attitudes to reading are fostered through carefully-designed teaching activities and classroom provision. The need for children to enjoy reading and actively choose to read for different purposes informs this provision. Reading celebrations such as World Book Day and Parent Information Sessions are used to emphasise the importance of reading and encourage children to read at home with their parents. Furthermore, through the use of the school library, which contains modern and interesting books, we are promoting a love of 'reading for pleasure'.

Teachers use a balanced approach. Teaching activities promote children's abilities to decode written language at word and sentence level, and to search for meaning in the text. Teaching activities also reflect the need for children to engage imaginatively with texts, empathise with characters, and develop their specific interests in the world around them through their reading.

A variety of teaching strategies are employed to teach reading both inside and outside the English lesson.

Teaching is embedded within meaningful contexts. Teachers teach children about reading by providing access to a wide range of high quality narrative and non-narrative texts across the curriculum.

Development of Early Reading Skills

As outlined in the section above, the development of language through speaking and listening is a key early reading skill.

The children are encouraged to acquire a love of books and to develop a respect for them. We aim to use books to stimulate the child's imagination. Children are introduced to the conventions of books, left-to-right, regarding the illustrations as an integral to the story, turning the pages singly etc.



Word-Reading and Decoding

Phonics

At St. Werburgh's C.E. Primary School, we use the Read, Write Inc. systematic synthetic phonics (SSP) programme. It is introduced in the EYFS from entry into school and continues into Year 1 and as necessary Year 2 and Key Stage 2 (see Phonics Policy). Through our systematic synthetic phonics programme, the children are taught to recognise, read and spell 'Common Exception Words' (Red Words).

Developing Fluency

The practise of reading is central to the school day and the children will be given opportunities to re-read words to gain fluency to enable them to read 'at a glance'.

This will take place through:

- Daily phonics lessons;
- Targeted activities throughout the day to practice and embed taught phonics skills (e.g. grapheme phoneme recognition or segmenting and blending);
- Opportunities throughout the curriculum to embed and practice phonic skills and knowledge;
- group reading;
- individual reading;
- reading across the curriculum;
- adult-led activities (EYFS continuous provision).

The children have reading books which match their phonetic knowledge and corresponds to the Read, Writing Inc. teaching sequence. Each reading book will be read three times to increase fluency. The children will continue to read phonetically decodable books until they are able to decode unfamiliar words speedily and read familiar words without the need to decode.

During small group focussed reading, the children are grouped by their phonetic knowledge/level and texts chosen to closely match their Grapheme Phoneme Correspondence (GPC) recognition.

Alongside their phonetically decodable reading book, the children may also take home a shared reader. The shared reader may be above the child's reading level but is to be jointly read with an adult to enable the children to read a range of texts, share books with adults and to further foster a love of reading.

Early Comprehension Skills

As outlined above in the Speaking and Listening section, a language-rich environment is provided with opportunities throughout the day for meaningful talk between adults and children. Children are introduced to a wide vocabulary linked to their learning. A range of texts (fiction and non-fiction) are chosen to support all areas of learning and to introduce the children to new language.



Texts are re-read to enable the children to gain a deeper understanding, explore new language and discuss characters and actions. Through adult-supported discussion, the children are encouraged to make predictions, simple inferences and retrieve information.

Along with fiction, poetry and non-fiction texts, images are used to develop early inference, prediction and retrieval skills.

When appropriate, the children are introduced to reading VIPERS to introduce the key skills of:

- **V**ocabulary;
- **I**nference;
- **P**rediction;
- **E**xplanation;
- **R**etrieval;
- **S**equencing.

As the children move into Year 2, they will follow the Pathways to Read curriculum (see below).

Story Time

At St. Werburgh's C.E. Primary School, we recognise the importance of reading aloud to children and, as so, there is dedicated story time daily in EYFS and Key Stage 1. Storytime is viewed as a special, fun and exciting part of the day and all adults promote a love of reading and an excitement for reading. Books are chosen to engage the children, help the children explore language and expose the children to different experiences and perspectives. The children are also read and taught traditional tales and rhymes. Books are re-read to enable children to deepen their understanding and children are encouraged to join in with key phrases, repeated patterns and rhymes.

Classroom environment

The classroom is a calm environment that allows the children have effective interaction with adults and their peers. Phonics display links to the GPC and role play activities are linked to the curriculum.

Pathways to Read Curriculum Year 2 – Year 6

From Year 2, our reading curriculum is based on the 'Pathways to Read' programme. This is a mastery approach to the teaching of reading using high quality texts where the children are given varied opportunities for reading. Skills are built up through repetition within the units, and children apply these skills in the reading activities provided. The National Curriculum objectives have been split into three sections: ongoing skills, core skills and mastery skills.



Ongoing skills:

– taught throughout all reading lessons and within a variety of classroom activities

Key stage 1 ongoing skills	Key stage 2 ongoing skills
<p><u>Year 2:</u></p> <ul style="list-style-type: none"> • Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently • Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales • Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say • Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves • Recognise simple recurring literary language in stories and poetry • Draw on what they already know or on background information and vocabulary • Check that the text makes sense to them as they read and correct inaccurate reading • Recognise simple recurring literary language in stories and poetry 	<p><u>Year 3 and 4:</u></p> <ul style="list-style-type: none"> • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Read books that are structured in different ways and read for a range of purposes • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally • Check that the text makes sense to them and discuss their understanding • Participate in discussion about books <p><u>Year 5 and 6:</u></p> <ul style="list-style-type: none"> • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Read books that are structured in different ways and read for a range of purposes • Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Participate in discussion about books • Explain and discuss understanding of reading • Recommend books to peers • Provide reasoned justifications for views



Core Skills

Children are given the opportunity to master these crucial skills in every shared reading session.

Key stage 1 core skills	Key stage 2 core skills
<ul style="list-style-type: none"> Predict what might happen on the basis of what has been read so far (1e) Discuss and clarify the meaning of words, linking new meanings to known vocabulary (1a) Answer and ask questions (1b) 	<ul style="list-style-type: none"> Predict what might happen from details stated and implied (2e) Explore the meaning of words in context (2a) Retrieve, record and present information (2b)

Mastery skills

– these are taught as a focus skill in shared and grouped reading sessions. In every year group (Year 2 – Year 6) in each half term, two or three mastery skills have been identified as the focus skills to be taught in that unit. Activities and questions based on these reading skills are taught, repeated and practised. Each objective is a focus at least twice across a year.

Key stage 1 skills mastery skills	Key stage 2 mastery skills
<ul style="list-style-type: none"> Discuss their favourite words and phrases (1a) Answer and ask questions (1b) Introduce non-fiction books that are structured in different ways (1b) Discuss the sequence of events in books and how items of information are related (1c) Make inferences on the basis of what is being said and done (1d) 	<ul style="list-style-type: none"> Summarise the main ideas from more than one paragraph (2c) Draw inferences (inferring characters' feelings, thoughts and motives from their actions) and justify with evidence (2d) <ul style="list-style-type: none"> Identify and discuss themes and conventions (2d) Distinguish between fact and opinion (2d) Identify how language, structure and presentation contribute to meaning (2f) Evaluate authors' language choice, including figurative language (2g) Make comparisons within and across books (2h)

Structure:

Whole Class Shared Reading

We deliver one whole class shared reading lesson per week from Years 2-6 which lasts around 30 minutes.

Each session follows the structure:

- Predict;
- Clarify Vocabulary;
- Read and Retrieve;
- Read and Explain.



During the 'Read and Explain' section, the teaching of the focus mastery skill takes place and is practised. Teacher modelling and discussion is central to our teaching practice.

The teaching of fluency when reading is integral to this session and it taught through the following strategies:

- Teacher reads aloud to model intonation and fluency while pupils are following the text;
- Teacher reads aloud to model intonation while pupils are reading aloud alongside the teacher;
- Pupils read in pairs quietly (same or mixed ability) – supportive role to be carried out where appropriate;
- Pupils read aloud using different approaches including individual reading, paired reading, choral reading and reading around the room to the punctuation;
- Pupils read the text silently at own pace;
- Pupils read a section of text in an allocated time to improve fluency.

Pupils work in mixed ability groups and pairs. Clear routines are established with specific places for pupils to sit. Pupils will be asked to work independently, with a partner or in a small group as part of the shared session. Discussion of answers is encouraged. Reading abilities are considered, for example: weaker word readers are paired with stronger word readers with possibly poor comprehension skills. Targeted groups work with an adult and, where appropriate, a pre-read before the session will have taken place to ensure all pupils can access the text. Adults will facilitate discussion

Adult-led small group reading session

Following the whole class session, each child will take part in an adult-led small group reading session.

The class is split into groups considering both the children's word reading and comprehension level. For example:

<p>Higher attainers - targeted GDS by end of Su2</p>	<p>Middle attainers - targeted EXS by the end of Su2</p>	<p>Middle and just below attainers - targeted EXS with some WTS by end of Su2</p>	<p>SEND learners below attainers - expected to be WTS by end of Su2</p>
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<p>Higher and middle attainers - targeted GDS and high EXS by end of Su2</p>	<p>Higher and middle attainers - targeted GDS and high EXS by end of Su2</p>	<p>Middle and just below attainers - targeted EXS with some WTS by end of Su2</p>	<p>SEND learners below attainers - expected to be WTS by end of Su2</p>
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The session is split into four parts:

Drawing on what pupils already know Predict/summarise	A short discussion, no more than 5 minutes, linking topic or the theme of the text to prior knowledge. This supports prediction and inference. Pupils should then either summarise previous reading or predict what will happen in the section of text to be read.
Strategy check/ vocabulary	A reading strategy is practised here e.g. visualisation, reading aloud, working out unknown words. Alternatively, vocabulary needed for the section of text may be discussed.
Read for a range of purposes Key question (mastery focus)	This is the section of the lesson for independent reading of the text. Pupils should read on their own with the teacher listening in to 2 or 3 pupils in the session. A key question based on the mastery skills is presented and pupils should answer it on a post-it when they have finished reading.
Discuss understanding	Enjoy this final part of the session by discussing pupils' answers to the key question and addressing any misconceptions. Discuss any further thoughts or queries.

Using the skills progression grids, these sessions are differentiated to ensure all children are given appropriate challenge and support.

Children working significantly below age-related expectations, will have separate teaching activities planned to support personal targets and match their word-reading level.

Follow- on Task

After the whole class session, the children will complete a follow-on task designed to practise the taught mastery skill. Some groups of pupils will complete the follow-on tasks after the shared read and some will complete them after both the shared and the grouped read. If lower attaining readers have accessed a different text for their grouped read, the teacher will adapt a follow- on task to match the book.



Each class will organise their timetable around a carousel of activities:

<p>Small group adult-led reading session.</p>	<p>Follow on activity from Pathways to Read</p>	<p>Spelling, grammar or punctuation activity to practice and embed previously taught skills.</p>	<p>Comprehension or reading skill activity e.g. Use new vocabulary in sentences. Skimming and scanning practice. Written comprehension questions to practice mastery skill. Inference activities.</p>
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Where appropriate, additional adult support will support with the delivery of the curriculum.

Recording

All children will have a reading journal where they will record their responses and reading activities.

Additionally, teachers may choose to use large floor-books to record pupil responses during small group discussion.

Adults will record additional assessment notes during individual, whole-class and small group reading.

Year 2

In Year 2, some of the shared reading sessions have three, rather than four sections. This is usually when the text is non-fiction. This allows more time to teach Year 2 pupils the skills of retrieval and explaining key facts. These lessons follow three parts: predict, clarify and retrieve as a mastery focus.

In most grouped reading sessions, pupils will be expected to re-read the text from the shared session. This is to enable pupils to gain a greater understanding of the text and to practise their word reading and fluency. Not all groups will complete the grouped read as suggested in the unit. Some of the lower attaining groups will still need to practise their word reading through a phonically decodable text. Where this is necessary, the text will be matched to the GPC knowledge of the children.

Key Reading Skills and Reading VIPERS

Each of the key reading skills are illustrated through symbols. These may be linked to Reading VIPER dogs. See below:

Clarify vocabulary

Compare

Infer

Predict

Retrieve

Structure & organisation

Summarise

Language choice

Explaining Edgar

Inference Iggy

Predicting Pip

Retrieval Rex

Vocabulary Victory

Sequencing/Summarising Sid

Reading Across the Curriculum

At St. Werburgh's C.E. Primary School, reading skills are embedded and practised through opportunities to read across the curriculum. Where appropriate, wider curriculum subjects will be text-based. Vocabulary development is promoted through targeting subject specific technical language modelled by adults and children supported and encouraged to use it.

Reading comprehension and research skills are embedded through project work and may also include the using of IT.

Reading Intervention

Children who are identified as working below age-related expectations are given timely and specific-targeted intervention.

This can take many forms including:

- Individual one-to-one intervention;
- Additional small group teaching;
- Differentiation within class;
- Targeted reading;
- Precision teaching.

Children who are not secure in their phonic knowledge, or fluency when reading, or not at an expected level, or have not passed their phonic screening check in Year 2, continue to receive phonic intervention as they move into Key Stage 2.



SMART targets are set for each child at the beginning of each intervention and progress towards these targets is monitored and impact of the intervention monitored regularly.

Class Reader

As outlined in the 'Early Reading' section, story-time is built into the school day in the EYFS and Key Stage 1.

The 'Class Reader' is also continued into Key Stage 2 and these are chosen to introduce the children to a range of authors, genres and styles of writing. The text may be chosen to:

- compliment the 'Pathways to Writing' focus text;
- complete a novel covered during targeted reading lessons;
- target the children's interest;
- introduce the children to a new author, genre or style of writing;
- ensure the children experience a range of texts, including poetry.

In Key Stage 2, the class reader will be shared at least three times per week.

Reading Materials and Home Reading

Reading has a very high status at St Werburgh's C.E. Primary School and as such the school seeks to provide high quality, up-to-date resources for teaching reading. It provides a reading scheme for pupils who are learning to read.

In EYFS and Key Stage 1 this material is based around Read, Write Inc. Book Bag Reading Books as a phonetically decodable reading scheme. Other materials are added to broaden the range of sentence structures, genres, grammar that the children are exposed to and to, promote a love of reading through shared readers.

Once the children are secure with their phonic knowledge, and have developed an appropriate fluency and pace, they move onto graded reading books which are taken from a range of reading schemes including: Oxford Reading Tree, Rising Stars and Collins.

In Key Stage 2, the texts are chosen to provide coverage of a wide range of text types, genres and poetry and to be matched to the ages and maturity of the pupils. Children are encouraged to develop their own reading tastes and to be challenged into trying new types of reading materials. They are expected to learn from what they read; facts and information as well as empathy for characters, situations and dilemmas that they encounter in narrative texts. At this stage, teachers may allow children to bring suitable reading materials from home, especially where they feel that the child has well developed reading tastes and habits.

Children are encouraged to read books from the individual class libraries and the school library. Both oral and written book reviews are undertaken to encourage a desire to widen their reading experience. Children are also encouraged to record when they have read in their own reading record books.



As the children progress, they are encouraged to widen their use of books for reading for information, developing specific skills:

- Looking up and locating;
- Information skimming;
- Scanning;
- Making notes.

Children in Key Stage 1 are expected to read at home to an adult daily- this is recorded within the reading record book and monitored by class teacher.

Children in Key Stage 2 are expected to read at home independently/ to an adult five times per week and update their reading record book with the number of pages read.

Classroom environment

The classroom is a calm and quiet environment to enable the children to concentrate and focus on their learning.

Displays are purposeful and aid the children's learning. Word walls/displays are present in all classrooms and words displayed have been discussed and taught to the children. As age-appropriate, the children will add their own words; collect synonyms and antonyms and add definitions to the word wall. Word walls are working walls that are updated regularly and their use are modelled by adults in the classroom.

Book/Reading Areas

Every classroom will have a book/reading area which:

- Have books refreshed half termly;
- Adult chosen books are displayed and promoted;
- No more than 30 books displayed;
- Books are displayed attractively and are easy to find;
- When age-appropriate, the children will include their own recommendations for other children in the class to read;
- Include books that the children have heard in class.

Reading Assessment

Alongside ongoing teacher assessment taken from whole class shared reading, small group reading, reading journal activities, comprehension activities, discussion etc. (which is recorded on the TMPF Reading Assessment document), the children will (on a termly basis) complete the Pira Reading Assessment. The Pira test produces a standardised score and an age-standardised score. At the end of Key Stage 1 and Key Stage 2, the children will complete the statutory SATs reading papers.

For children who are receiving additional reading intervention, this pupil's attainment at the start and end of the intervention will be assessed. Where appropriate, 'The Suffolk Reading Test', may be used to assess pupil progress in fluency and comprehension.

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Phonics Assessment- Phonics assessments, using the activities provided within the RWI phonics programme, are carried out every 6 weeks. Phonic progress meetings take place every 3 weeks to identify children at risk of falling behind; plan support and intervention and review progress. Following six weekly formal assessments, data analysis takes place with the Early Reading Lead/Reading Lead and teaching staff to identify any trends or cohort specific concerns.

Reading for Pleasure

At St. Werburgh's C.E. Primary, we strive to promote reading as a pleasurable activity and all adults act as reading role models and promote a love and importance of reading.

Some of the ways we promote pleasure for reading are:

- World Book Day;
- Use of school library;
- Reading challenges and competitions;
- Journalism club;
- Book swap;

*The school library: all pupils are encouraged to choose a library book from the school library. Some of the older children in school act as librarians led by an experienced Learning Support Assistant (*this process will differ during times of Covid restrictions).

Parental Involvement

Reading is discussed at Parents' Consultation Evenings as well as reported to parents in termly reports. Regular parent information sessions are held and at least once a year these will have a focus on phonics or reading. Parents are also invited to share information from events such as World Book Day and parent workshops (online or face-to-face).



St. Werburgh's C.E Primary School Writing Policy **Key Principles**

- The provision of a wide range of purposes for writing, including communication with others, exploring experience and organising and explaining information.
- The provision of opportunities to practise a wide range of forms of writing, including narrative, poetry, reports, instructions, captions and lists, persuasive writing and play scripts.
- Providing opportunities to write appropriately for a range of audiences.
- The provision of writing opportunities across the curriculum and ensure a wide-range of text types are introduced and practised in a variety of contexts.
- Teaching pupils the main rules and conventions of written English.
- Teaching pupils to be self-critical and to use planning, drafting and editing processes to improve their work.
- Teaching pupils to control their speaking and writing consciously and to use Standard English. They are taught to use the elements of spelling, grammar, punctuation and language as stipulated by the curriculum.
- The classroom is to be a language-rich environment to enable the children to develop an increasingly broad vocabulary to suit a wide purpose and audience.
- Marking will follow the Feedback Policy and staff will ensure their marking facilitates the child's development. Good points will be acknowledged and next steps identified and communicated to the pupil. Pupils will be given the opportunity to respond their feedback.
- Modelling the highest standards of both spoken and written English by all adults.

As part of our implementation of these key principles, we use the methodology of 'Pathways to Write':

Pathways to Write follows a Mastery-Learning model. Key skills are taught and repeated; there are multiple opportunities throughout each unit to use and apply the skills until they can be mastered fully. Within each sequence, there are many opportunities for incidental short-burst writing with an extended written outcome built up to by the end of each unit.

Each unit of work is expected to last 4-6 weeks. Teachers adapt the programme to meet the needs of each class and individual pupils. Each unit is a text-based unit and are usually based on a picture book. From Year 2, a class reader in the form of a longer novel rather than a picture book will run alongside each unit and is chosen to fit with the theme of the unit text. In EYFS and Year 1, the children will listen to and discuss other relevant texts around the same theme of the main unit text.



Planning follows the sequence below:

Session 1: Gateway

This is an opportunity to hook the pupils into the context of learning and to assess previously taught mastery skills. A short writing task is set at the end of this session to assess the application of *Gateway* skills (the focus is on assessment of previously-taught skills and is not intended to assess pupils on skills or genres that they have not been taught before). Where pupils are struggling to apply and to use '*Gateways keys*', these will be built into the planning of the unit to ensure more personalised learning.

Sessions 2-11: Pathway

In this section, the *mastery* skills are introduced with many opportunities along the way to practise and apply these skills in different writing tasks. The tasks use genres with which the pupils will be most familiar, such as character or setting descriptions, dialogue, diary entries, instructions, poetry and sentence work, providing a range of on-going evidence for writing assessment.

Sessions 12-15: Writeaway

This final section of the sequence comprises of four sessions. It begins with sectioning and sequencing texts using a model. At least two sessions will be allocated for the writing of the text in the *Writeaway*, but this may be extended depending on the year group and what is being written. How sessions are structured will be responsive to pupils' needs. Within the *Writeaway*, pupils are encouraged to plan, write, check, edit, re-draft and publish as required; with the focus on using and applying the mastery skills they have been taught.

The keys are listed at the start of each unit.

- **Gateway keys** are the skills that should have been previously taught.
- **Mastery keys** are the main skills that will be focused on throughout the unit.
- **Feature keys** are the features of the writing genre that is the outcome for each unit. Each set of Feature keys has the same structure: vocabulary of the genre, how sentences and tenses are used, and the overall structure of each one.

Working Walls

Each class has a working wall, which is used to display and build-up the features covered in each unit. Along with the feature keys, new vocabulary will be displayed and referred to. Working walls are updated regularly and the children are taught how to use them to support their learning. The children will be involved in developing the working wall and will have ownership of it.

Targets/Mastery Keys

Each child will have access to their focus '*Mastery Keys*' to support the application of their learning in all writing. These will either be displayed in books or on separate target cards. Teachers will choose the most age-appropriate and class appropriate method.



Vocabulary

At St. Werburgh's C.E Primary School, we believe that developing a rich and varied vocabulary is a key skill which supports all areas of learning. Vocabulary falls into different categories (taken from Pathways to Writing):

Tier 1 – Day-to-day vocabulary usually spoken in the simplest form
e.g. *bag, table, run, shop.*

Tier 2 – These words can have the same meaning as Tier 1 words. However, they are not used as frequently e.g. *satchel, desk, sprint, grocery store.* They can also be words which have more than one meaning.

Tier 3 – These words are more technical and subject specific.

Alongside key writing skills, at St. Werburgh's C.E Primary School, we build in extensive opportunities to develop and apply vocabulary across the whole curriculum. Combined with the introduction of new vocabulary based on the tier system outlined above, opportunities to apply words from the statutory word list for each year groups are incorporated. Our classrooms and school environment are word rich and adults model the highest standards of spoken English.

Planning

St. Werburgh's C.E. Primary School, use the unit plans from Pathways to Write, which are personalised to meet the needs of our pupils. Any additional unit plans written follow the methodology of 'Pathways to Write'.

A Long Term Plan outlines the genre coverage and progression in learning across the school. This is reviewed regularly to ensure full curriculum coverage and that the children have an opportunity to experience a wide-range of writing opportunities in different contexts.

Where possible, links to other curriculum areas are made and across the curriculum the children will have the opportunity to enhance, practise and revise skills taught in English lessons.

Spelling (Also see Phonics Policy)

Every pupil will be assessed on their understanding of letters, sounds and patterns used in word-building. They will spend five sessions per week working on patterns based on the 'Read, Write Inc.' programme and National Curriculum (Foundation Stage and Key Stage 1), or at least three sessions per week working on the patterns identified in the National Curriculum (Key Stage 2).

At Key stage 2, the 'Non-Nonsense Spelling' programme will be followed.

A weekly spelling test will check the children's understanding of the patterns taught that week and regular spelling checks and tests will be carried out over the year to monitor progress.

St. Werburgh's C. E. Primary School



Love to learn, Love God, Love one another

The children's application of spelling when writing will also be assessed. Children will be given to opportunity to correct spelling errors within their own work and, when able, the children will use a dictionary to support in spelling unknown words.

All children will have their own spelling dictionary. This will be used to have a go at unknown spellings through the application of known spelling patterns and rules, before asking for an adult for support.

Spelling patterns and spelling displays will be present in all classrooms.

Data will be shared with all members of staff to support the next steps in planning and to ensure each pupil is given the appropriate levels of support. Where needed, intervention programmes can be put into place to aid the progress of individual children.

Handwriting

-Teachers will model a cursive style of handwriting and teach pupils letter formation regularly throughout the week in Reception, Key Stage 1 and Lower Key Stage 2, and as necessary in Years 4, 5 and 6. Pre-cursive handwriting is introduced in Reception and children will be taught to join from Year 2, depending on the pupil's development.

-Where necessary, individual children will have targets related to developing the formation, orientation and sizing of letters and interventions put in place where necessary.

-When teachers deem a child's handwriting to be of neat, accurate, fluid and controlled style, they may be awarded a 'Pen Licence' and are then able to use a pen in their written work.

Organisation:

All pupils take part in a daily English lesson, which covers the objectives for English as set out in the National Curriculum. Extra opportunities for pupils to practise and extend their skills will be provided and linked to other curriculum areas wherever possible. Work in speaking and listening, reading and writing is integrated throughout English and through all other curriculum areas and the links between these are made to the pupils.

All children have a Literacy book (yellow colour) which is used for grammar, punctuation and other skills work. Also, they will have an Extended Writing book (blue colour) which is used for all work around a piece of writing (planning, writing and editing and improving). Pupils are taught as individuals, in groups and as classes. Homework is also used to support the English Curriculum.



We plan for progression and continuity in English by implementing the statutory requirements from the National Curriculum. Teachers ensure that the learning objectives (L.O.) are appropriate for the children and the planning details progression through these. The L.O. will identify what the children are learning during each session and will be used as a focus for both the children and staff when assessing the learning within the lesson. Learning intentions and success criteria for each lesson, should be identified on planning and be shared with the children (where appropriate) as part of Assessment for Learning (AfL).

Assessment:

Assessment is an integral part of the planning process. It is used to ensure planning is based on prior understanding and that pupils know what they need to do to achieve the next step in their own learning. A variety of methods are used in order to provide a broad and balanced picture of pupils' skills.

A variety of record keeping methods are also used to suit the purposes of the assessment. All assessments are passed to the receiving teacher at the end of the academic year. For all aspects of English, staff indicate pupils' strengths and highlight weaknesses/areas to develop which are then used to inform future learning targets.

Assessment of Speaking and Listening

Pupils' progress in speaking and listening is assessed informally using a variety of methods in differing situations, through:

- Shared text work;
- Word/Sentence level work;
- Independent and collaborative work;
- Group and whole class discussion and interaction;
- Debate and presentation;
- Drama activities;
- Independent play activities.

Assessment of Writing

- Pupils' writing is assessed regularly against the appropriate learning objectives as detailed in the National Curriculum and using the TMPF Writing Assessment document.
- Pupils' progress in writing is assessed through writing opportunities in English and across the curriculum.
- Teachers use TMPF Writing Assessment document to monitor children's progress.
- Statutory assessment of writing, grammar and spelling abilities are assessed at the end of each Key Stage.
- From Year 1, children complete termly Spelling Punctuation and Grammar (SPaG) assessments. These are completed at the beginning and the end of each term and progress monitored.
- Regular standardisation and moderation (both internal and as with TMPF schools) takes place to assure judgements.



Writing is discussed with parents during termly Parent Consultation Evenings and also reported in termly written reports to parents.

Monitoring and Evaluation

Executive Principal, Principal, Senior Leadership Team, Trust Literacy Lead and Literacy Coordinators manage a programme of monitoring and evaluation of the teaching and learning in the school through:

- The implementing of a monitoring cycle;
- The monitoring of medium and short term planning;
- Lesson/learning observations;
- Staff consultation;
- Book scans;
- Analysis of SAT results;
- Standardisation and moderation of teacher assessments;
- Monitoring of standards in writing and subsequent setting of targets.

Special Educational Needs and Disabilities (SEND)

Pupils with diverse learning needs are provided for through:

- Teachers planning for the pupils' full participation;
- Setting high expectations;
- Providing opportunities for all pupils to achieve;
- Creating effective learning environments;
- Providing equality of opportunity through teaching approaches;
- Setting learning targets;
- Liaison with Welfare Coordinator and/or TMPF SENDS Leader and the development and delivery of appropriate Classroom Support Plans (CSP)s/ Individual Plans (IP)s;
- Liaison with outside agencies e.g. educational psychological services, SENDS teams, Physical Development teams;
- Appropriate intervention (as set out in the SENDs Code of Practice 2015);
- Allowing pupils access to specialist equipment and approaches where necessary;
- Delivery of intervention programmes;
- Continuous consultation with and involvement of parents;
- Using a range of dyslexia friendly strategies.