



English Policy

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School policy is based upon the fundamental principles of the 2014 Code of Practice.

Introduction

Our pupils learn to read and write effectively and quickly using the *Read Write Inc.* Phonics programme. They progress onto *Read Write Inc.* Literacy and Language and *Read Write Inc.* Spelling once they can read with accuracy and speed. Our vision at Golden Flatts is that every pupil learns to read quickly and continues to read –widely and often. The head teacher works with all the staff to ensure that this happens. In particular, she/he works closely with the reading leader/ Literacy and Language leader to monitor the quality of teaching and progress of the pupils.

Aims

- To ensure that all pupils are receiving a well-balanced literacy curriculum
- To ensure that each teacher is providing pupils with a consistent approach to literacy teaching
- To ensure that all pupils are given the opportunity to extend their knowledge and skills
- To ensure that all pupils are exposed to different genres and authors

***‘The more you read, the more things you will know. The more that you learn,
the more places you’ll go’***

Dr. Seuss

Our pupils learn to read and write effectively and quickly using the *Read Write Inc.* Phonics programme. They progress onto *Read Write Inc.* Literacy and Language and *Read Write Inc.* Spelling once they can read with accuracy and speed.

Read Write Inc. Phonics

The programme is for:

- Pupils in Year R to Year 2 who are learning to read and write
- Any pupils in Years 2, 3 and 4 who need to catch up rapidly

In *Read Write Inc.* Phonics pupils:

- Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- Read common exception words on sight
- Understand what they read
- Read aloud with fluency and expression
- Write confidently, with a strong focus on vocabulary and grammar
- Spell quickly and easily by segmenting the sounds in words
- Acquire good handwriting.

In addition, we teach pupils to work effectively with a partner to explain and consolidate what they are learning. This provides the teacher with opportunities to assess learning and to pick up on difficulties, such as pupils’ poor articulation, or problems with blending or alphabetic code knowledge.

We group pupils homogeneously, according to their progress in reading rather than their writing. This is because it is known that pupils’ progress in writing will lag behind progress in reading, especially for those whose motor skills are less well developed.

In Year R we emphasise the alphabetic code. The pupils rapidly learn sounds and the letter or groups of letters they need to represent them. Simple mnemonics help them to grasp this quickly. This is especially useful for pupils at risk of making slower progress. This learning is consolidated daily. Pupils have frequent practice in reading high frequency words with irregular spellings – common exception words. We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and the common exception words. This is so that, early on, they experience success and gain confidence that they are readers. Re-reading and discussing these books with the teacher supports their increasingly fluent decoding. Alongside this, the teachers read a wide range of stories, poetry and non-fiction to pupils. Embedding the alphabetic code early on means that pupils quickly

learn to write simple words and sentences. We encourage them to compose each sentence aloud until they are confident to write independently. We make sure they write every day.

Pupils write at the level of their spelling knowledge. The quality of the vocabulary they use in their writing reflects the language they have heard in the books the teacher has read to them; they have also discussed what the words mean. Our aim is for pupils to complete the phonics programme as quickly as possible. The sooner they complete it, the sooner they will be able to choose books to read at their own interest and comprehension level.

Read Write Inc. Literacy and Language, and Spelling

Read Write Inc. Literacy and Language is for:

- Pupils in Year 2 to Year 6 who have completed *Read Write Inc.* Phonics.

Read Write Inc. Spelling is for:

- Pupils in Year 2 to Year 6 who can read with accuracy (they recognise the alternative graphemes for sounds).

In *Read Write Inc.* Literacy and Language pupils:

- Develop a deep understanding of what they read: complete texts by leading authors
- are introduced using a three-step approach
- Learn grammar in context allowing pupils to use it with understanding: grammar
- banks are provided to support teacher knowledge
- Learn to articulate their thoughts and ideas clearly to one another: they learn how to
- present and debate; to reason and justify their answers
- Learn to write confidently by following our highly supportive three step approach,
- building upon the story or non-fiction text they have studied
- Write every day.

Once children complete the *Read Write Inc.* Phonics programme they are taught in their year group using *Read Write Inc.* Literacy and Language. This integrates reading, writing, thinking, and spoken language in all activities, to ensure the daily development of children's comprehension and wider literacy skills. At the heart of Literacy and Language is the enjoyment of and engagement with a variety of texts. Pupils are encouraged to take their own meaning from each text, becoming independent and critical thinkers. Comprehension activities are designed to help children to infer, summarise, question, clarify, predict and argue a point of view. The children also make connections between texts and their own experiences.

Pupils are taught the importance of using grammar correctly, so they can communicate clearly and convey their meaning effectively. Comprehensive guidance for teachers, supported by engaging Software, Pupils' Book and Homework Book activities allows grammar to be taught explicitly, consolidated, practised and taught implicitly through the reading activities. All grammar is taught within the context of the texts being studied to ensure it is meaningful for children.

Pupils are taught to articulate their thoughts and ideas out loud and to communicate what they know and understand. Pupils answer every question with a partner, comment on each other's ideas, clarify each other's thinking, and build upon each other's thoughts and ideas. The teacher asks questions to take their thinking further and clears up any misconceptions. Partner discussion helps teachers assess what and how pupils are learning throughout the lesson. Teachers also read a wide range of stories, poetry and non-fiction to pupils. Pupils are encouraged to choose books to read at their own interest and comprehension level.

Assessing and tracking progress

We assess all pupils following Read Write Inc. *Phonics* using the Sound and Word Entry Assessment. We use this data to assign them to either *Read Write Inc. Phonics* or *Read Write Inc. Literacy and Language*, along with *Read Write Inc. Spelling*. This gives us a very good indication of how well they are making progress relative to their starting points. We do this for all pupils, whenever they join us, so we can track all of them effectively, including those eligible for the pupil premium. For those on the *Read Write Inc. Phonics* programme, we record their starting date and entry point on the tracker to monitor the rate at which they are making progress. We can also easily identify those who joined the programme later. It is our expectation that a high proportion of our children have completed the phonics programme by the end of year one. The rest of the pupils, complete the programme by the end of the autumn term of Year 2. We aim for all children to be accurate and speedy readers by the time they enter Key Stage 2. We aim for all children to be accurate and speedy readers by the time they enter Key Stage 2. We have high expectations of our pupils' progress. Pupils who are making slower progress usually complete the programme by the end of Year 2. We support pupils who have identified special educational needs for however long it takes until they can read. For example, we identify those who are at risk of falling behind their peers immediately – whatever their age. Highly trained staff tutor them for 15 minutes every day. If a child arrives in Key Stage 2 reading below their chronological age or with English as an additional language they are taught *Read Write Inc. Phonics* until they too catch up with their peers.

By the end of Key Stage 1, our pupils are able to read aloud age-appropriate texts accurately and with sufficient speed for comprehension. This means that we can focus on developing their comprehension, preparing them well for transition to Key Stage 2.

For those on the *Read Write Inc. Spelling* programme, pupil progress is assessed through six practice tests and an end of year test. These tests inform planning and any additional support needed.

For those on the *Read Write Inc. Literacy and Language* programme, grammar progress is assessed through three practice tests.

Quality of teaching, learning and assessment

The programmes' 'cycle of instruction' means that, after direct instruction and guided practice, the pupils teach another pupil. In this way they all rehearse and consolidate what they have been learning. This helps the pupils to make their understanding clear to themselves and helps the teacher deal with any misconceptions. 'Partner teaching' is a key assessment tool. We also use this approach very effectively in other subjects.

In *Read Write Inc. Phonics*, because the pupils are grouped across the school in terms of their reading ability, they are reading at an appropriate decoding level every day. The homogeneous groups in the Phonic lessons help us to focus the teaching and ensure pupils learn to read quickly. The Reading Leader records the results from the Sound and Word Assessments on the Assessment Tracker. This data allow us to intervene in different ways. For instance, we quickly move pupils to another group if they are progressing faster than their peers. Those who continue to struggle have one-to-one tutoring so that they keep up.

All the pupils are engaged, with a positive impact on their behaviour. They learn to participate fully: we agree with them the rules for working in a group or discussing with a partner. We discourage 'hands up' for answering questions because we believe that all pupils should answer every question. The teacher selects pupils to answer. The *Read Write Inc.* programmes have detailed lesson plans. These give the teachers practical day-to-day guidance, but we work hard to build on these plans so that the lessons are matched carefully to the needs of their particular group. Every activity is prepared thoroughly and has a clear purpose. The teacher explains this at the beginning so that the pupils understand, during the activity, what they are learning and why.

Love to Read

In addition we teach reading and a passion for literature through the Love to Read Classics scheme produced by Cornerstones Education. The series is based on a catalogue of classic literature designed to extend the awareness of literary form and develop a sense of literature. It introduces key classic novels to pupils from year 2 to 6. Novels are linked to the Imaginative Learning Projects (ILPs) and have been plotted on the Curriculum Overview 2014-2015. It encourages and promotes a love of reading whilst developing analytical, interpretive and critical thinking skills.

It is taught daily for 30 minutes. Different activities are planned linked to the text; which include shared reading, guided reading in a group, whole class discussion and debate and various text based activities to be completed independently.

Contribution of English to teaching in other curriculum areas

The skills that children develop in English are linked to, and applied in, every subject of our curriculum. The children's skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their work. Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum. Extended writing across the curriculum is evident in topic books at LEAST 3 times over the half term (more if the half term is longer than 6 weeks).

Resources

- All reading books are banded according to their level, they are kept in a central location and children access them daily.
- Each class has a reading area where children have access to a wider range of texts, many of which are linked to their Learning Projects.
- In key stage two, It is our expectation that children have a banded book and also any other book of their choice on their tables at all times.
- Home reading: All children are given reading records and change their reading books regularly. Parents are expected to comment on the reading in the reading records.

Review Date: November 2015

Next Review Date: December 2017

Reviewed by: Emma Bestford

This policy has been impact assessed with regards to disability, gender and race December 2015 – Reviewer S. Sharpe