

ALTHAM  
ST JAMES'  
CE  
PRIMARY  
SCHOOL

# English Policy

Amended; S Bellard  
March 2020

## **Policy Statement for English**

Our school philosophy is to instil a passion for reading. Children are encouraged to develop a love of reading and this starts with the staff's positive appreciation and love of books through a class read. We promote reading for pleasure as well as reading for learning. Children are often heard having reading conversations with staff and with one another and are delighted to try new books recommended to them. Literacy topics are based in and around a book and parents often enquire about the books the children are enjoying. Children receive books for prizes, have author days and enjoy a story at the end of the day. Reading is BIG here!

### **Reading**

#### **Key Stage One**

Reading books are taken home/changed once a week, the pack includes 2 x RWI (1 current and 1 revision text), an Oxford Reading Scheme book at the appropriate level, and a free choice library book which is intended as a 'sharing' book to be read by or with parents/carers.

Pupils are heard to read as part of the daily RWI session. There are also opportunities for individuals to be heard - usually for FS and any Y21/Y2 who are needing extra support.

#### **Key Stage Two**

Children take part in a guided reading session at least once a week. This is followed by independent reading skills or reading journal work for e.g. 1:1 reading conversations, quiet independent sustained reading, peer assessment whereby children ask questions to challenge the reader about what they are reading, book reviews, reading comprehension activities and learning a poem by heart. Children who are experiencing difficulty are heard read more frequently by teaching staff.

During morning registration, the children can read quietly or share a book with a friend. Each morning, the class teacher checks reading records to encourage and monitor reading at home. Our reward system is based on the children who are regular readers.

Our corridor library is used throughout the day and especially during independent reading activities. World Book Day is celebrated in March each year - children and staff are encouraged to come to school as their favourite book character and enjoy reading/book activities throughout the day.

#### **Read Write Inc. Phonics (RWI)**

Read Write Inc., Phonics is an inclusive literacy programme for all children learning to read. It teaches synthetic phonics. Children learn the 44 common sounds in the English language and how to blend them to read and spell. The scheme includes both

a reading and a writing focus. Reading is the key that unlocks the whole curriculum so the ability to efficiently decode is essential. The R.W.I sessions are expected to occur each day with no exceptions, as the continuity and pace of the programme is key to accelerating the progress of children's reading development.

### **Aims and Objectives**

To teach pupils to:

- apply the skill of blending phonemes in order to read words.
- segment words into their constituent phonemes in order to spell words.
- learn that blending and segmenting words are reversible processes.
- read high frequency words that do not conform to regular phonic patterns.
- read texts and words that are within their phonic capabilities as early as possible.
- decode texts effortlessly so all their resources can be used to comprehend what they read.
- spell effortlessly so that all their resources can be directed towards composing their writing.

### **Teaching and Learning Style**

This is based on the 5 Ps.

**Praise** - Pupils learn quickly in a positive climate.

**Pace** - Good pace is essential to the lesson.

**Purpose** - Every part of the lesson has a specific purpose.

**Passion** - This is a very prescriptive programme. It is the energy, enthusiasm and passion that teachers put into the lesson that bring the teaching and learning to life!

**Participation** - A strong feature of R.W.I. lessons is partner work and the partners 'teaching' each other (based on research which states that we learn 70% of what we talk about with our partner and 90% of what we teach).

**It is important to remember to never give up! Every child can learn to read if you persevere.**

### **Delivery of Phonics**

- Initial sounds are to be taught in a specific order.
- Sounds taught should be 'pure' ie 'b', not 'buh' as this is central to phonic teaching and ability to recognise sounds in words.
- Pupils are to be taught that the number of graphemes in a word always corresponds to the number of phonemes. This greatly aids spelling.
- Set 2 sounds are to be taught after Set 1 (initial sounds).
- Letter names are to be introduced with Set 3.

### **Read, Write, Inc., across the school:**

**Foundation Stage:** R.W.I. is fully implemented in Reception but the class will not be split into groups until the initial sounds have been taught. Once the sounds have been taught assessments will take place to determine groupings. The sessions will occur daily for 30 minutes. Within this time a 10 minute speed sounds session will

occur with follow up handwriting sessions while pupils access continuous provision, in line with the EYFS.

**Key Stage One:** R.W.I. groups will be set across Year 1 and Year 2 following assessments carried out each term. The sessions will occur daily for 1 hour for Years 1/2. In Year 1, these sessions will include a 15 minute Speed Sounds session until the final level (grey) of RWI, followed by reading session. Spelling takes place throughout the year with the majority of Y2 - intervention for those not at this standard with the intention to join the group later if possible.

For the majority of Y2 pupils, RWI Literacy and Language scheme is followed from September.

This includes reading comprehension, vocabulary development, grammar and writing across the full range of the literacy curriculum - stories, poems, plays and non-fiction. This is a daily 1 hour lesson and includes reading discussion and writing.

**Key Stage Two:** R.W.I. groups will take the form of an intervention for those pupils with the greatest need in Years 3-6.

### **SEN/Able Pupils**

SEN pupils are fully involved in R.W.I. lessons as all pupils work in ability groups and teaching is geared to the speed of progress of each group. 1:1 or small group tuition will be identified.

Able pupils are catered for as groups are based on ability and there is the flexibility to accommodate gifted younger pupils within groups of older pupils.

### **Assessment and Recording**

Children are assessed throughout every lesson. Every time partner work is used the teacher assesses the progress of the children. The teacher assesses how children:

- read the grapheme chart
- read the green and red word lists
- decode the ditty/story
- comprehend the story

Each group leader identifies pupils that need extra reinforcement of a particular element that has been covered. Formal assessment is carried out each term.

### **Grammar and Punctuation**

This is taught both within reading and writing lessons and as stand alone lessons. R.W.I. and Headstart are used to support teaching.

### **Speaking and Listening**

Role play is used through all key stages, providing opportunities such as hot seating, conscience alley, freeze frame etc., to enhance writing.

### **Writing**

Reception and Year 1

Writing at R and Y1 is included in the daily RWI session, it includes handwriting, 'hold the sentence' - dictation, spelling and at Y1 and later FS, short pieces of independent writing based upon the texts read that week.

In Year 2, the children follow the Read, Write Inc, language and literacy programme. This teaches the children to read, write and discuss texts. It uses a mixture of written stories and non-fiction texts and includes the teaching of comprehension, vocabulary and grammar.

Y1 and Y2 also have a grammar or extended writing task on Fridays.

From Key Stage Two more formal opportunities to attempt a variety of styles of writing for various audiences are planned (either as a stand alone activity or in association with other activities in the curriculum), and children may be required to write drafts, redrafts and do final copies.

In KS2 our children continue to learn that there are different reasons for writing and to match the style to the purpose. A rolling programme of different genres is taught. Each unit of work usually begins with looking at an example text and studying their content and features. The children are then required to plan, write and edit their work. The children have three books: gathering content book, grammar and punctuation book and a Big Write book to showcase their independent writing.

### **Spelling**

Both KS1 and KS2 follow the *Read Write Inc. Spelling resource*, which is a 15-minute-a-day programme for Years 2 to 6.

Using a proven approach underpinned by phonics, fast-paced lessons and an online subscription, *Read Write Inc., Spelling* prepares children for the higher demands of the statutory spelling assessments in England. Children have spellings set for homework and are tested each week.

Children are encouraged to spell independently in their writing, using a variety of resources from RWI and class dictionaries, *Spell-it-Yourself* books and Information Technology.

### **Handwriting, Presentation**

Letter formation from Ruth Miskin's *Read Write Inc.*, teaches children a letter formation with a cursive style; the style and development can be seen in the appropriate handbooks. In general terms, children are required to write in pencil throughout all year groups and follow the success criteria for handwriting (a copy of which to be found in all literacy books). Once children have achieved a pen licence, they can write in ink.

Presentation of all written work should be of a high standard. DUMTUMS layout in all books - date, underline, miss a line, title, underline, miss a line, start. All work to

be dated and include the title or learning objective. This may be printed out or written in books for Reception/ KS1.

In KS2, children can access a writing workshop for 15 minutes each morning at the discretion of the class teacher. Children are encouraged to form cursive writing and concentrate on the presentation of their work in a small, friendly group.

### **Resources and Library**

County Library Book Loans are ordered each term, relating to topic.

Guided reading sets from Oxford University Press 'Project X' books as recommended by LCC library services. A non-fiction library is kept in the corridor, categorised according to a simplified Dewy System (recommended by the County Librarians).

### **Assessment**

Informal assessment is on-going and frequent. Its method and recording is a matter for professional judgement. However it will be guided by the school's policy on marking of children's work.

Formal assessment will be recorded termly for spellings, SPaG and reading. A broad overview of this will be reported to parents in the annual report - showing whether a child is at the expected level, working towards or at greater depth.

Use of data gathered from both informal and formal assessment is used to plan and target the teaching of English more effectively, and to track individuals' attainment term by term to ensure adequate progress, identify difficulties and address them.

### **Parental information**

Following on from a reading questionnaire given to all parents, a parental reading workshop is held each year to offer support, guidance and information to parents on how we teach reading in school, and how they can best support their child. All information is available on our school website.

Parents are formally invited into school twice a year to look at their children's work and discuss issues with their child's teacher. Parents also get an annual written report on their child's progress. However we are an open school, and were a problem to arise, neither parents nor teachers should hesitate to contact the other for an informal discussion.

### **Responsibilities**

Responsibility for the delivery and assessment of English lies with the class teachers, an overview being held by the English co-ordinator.

Responsibility for evaluation and review of the delivery of English lies with the English co-ordinator and the Headteacher.

The Governors have 1 member of the Governing Body who takes an overview of Literacy in KS1 and in KS2.

**Policy Review**

This policy will be reviewed on a periodic basis. This will be done in liaison with the staff, the Governor with responsibility for Literacy and the Curriculum Committee.