



English Policy

Including Early Reading and Phonics

Vision and Values

Brookland Church Of England Primary School Mission Statement

'For A Brighter Future'

Following in Jesus' footsteps, we learn to make positive and courageous CHOICES to brighten not only our future but that of others.

At Brookland we expect all within the school community (Pupils, Staff, Parents, Governors and Visitors) to show outstanding behaviour at all times reflecting our school Christian Values

Our key values are:

Courage

Humility

Offering

Integrity

Commitment

Empathy

At Brookland CE Primary School we aim to develop pupils' abilities within an integrated programme of Speaking & Listening, Reading & Writing. Pupils will be given opportunities to interrelate the requirements of English within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught literacy skills.

We aim for the children at Brookland to:

- Develop a love of books and reading for pleasure
- Become fluent and confident readers, reading with expression and clarity
- Develop strong phonic knowledge and use this to decode words with increasing accuracy.
- Develop a knowledge and love of a wide range of literature from around the world.
- Develop a love of writing for a range of audiences and purposes
- Develop an understanding of how authors engage readers and audiences
- articulate themselves clearly and confidently through speaking, reading and writing
- Develop and apply a secure knowledge and understanding of spelling, punctuation and grammar and demonstrate this through their own writing.

STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of English are laid out in, The National Curriculum in England Framework Document for Teaching, September 2014 and The Statutory framework for the Early Years Foundation Stage, reforms early adopter version July 2020

Early Year Foundation Stage (New Framework July 2020 – Early Adopters)

Literacy in Early Years is drawn from two areas of the Early Years Foundation Profile, firstly the 'Prime Area' of Communication and Language, which is comprised of two Early Learning Goals: 'Speaking', and 'Listening, Attention & Understanding' and secondly the 'Specific Area' of Literacy, which is comprised of three Early Learning Goals: 'Comprehension', 'Word Reading' and 'Writing'.

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

EYFS reforms early adopter version July 2020

Key Stages 1 and 2

In the National Curriculum for 5-11 year olds, English is developed through four key areas:

- Spoken Language
- Reading – Word Reading and Comprehension
- Writing – Transcription and Composition
- Spelling, Vocabulary, Grammar and Punctuation

It is important to note that each element is closely related to the others.

SPEAKING AND LISTENING - APPROACHES TO TEACHING AND LEARNING

The National Curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing.

The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate.

All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances. Statutory requirements which underpin all aspects of spoken language across the six years of primary education form part of the national curriculum. These are reflected and contextualised within the reading and writing domains which follow.

READING - APPROACHES TO TEACHING AND LEARNING

Reading is vitally important at Brookland and has a high status within the school. The aim is to transform the reading environment to foster a love of literature with Read Write Inc. Phonics, the Accelerated Reading programme, Literacy and Language, and by class teachers selecting high-quality texts to use as part of English lessons, or as class books.

The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

- word reading
- comprehension (both listening and reading)

Systematic Synthetic Phonics

Phonics in Reception and KS1 is taught using Read Write Inc. Phonics. Children learn to respond speedily with the correct sound to graphemes for all 40+ phonemes, blend sounds accurately and read common exception words. Children will follow daily Read Write Inc. Phonics in a group that best suits their ability. They demonstrate understanding when talking with others about what they have read. Teaching using phonics continues through the school as children consolidate their knowledge and understanding with regular phoneme and grapheme practise.

Reading Skills

Reading skill lessons enable children in Years 2 to 6 to deepen their knowledge and understanding of a text. Children are explicitly taught the skills needed to develop a good comprehension understanding using a range of texts. '*Reading Vipers*' are used to support children's recall of the skills required for reading comprehension. Each letter of Vipers links to a reading skill which supports children's understanding and enables them to develop thinking and questioning skills which are important tools for reading. Actions and tasks, such as highlighting key vocabulary and summarising paragraphs, are taught for a deeper understanding. Through this teaching, children are encouraged to enjoy, understand, discuss and analyse the written word in a supported environment.

Decodable Books

Once children are able to blend sounds together to read words, they will be given a decodable reading book matched to their phonic ability. These books are read throughout the week in school as part of RWI reading sessions. They are then sent home at the end of the week and children are encouraged to re-read the books to develop fluency and expression.

In addition to this, throughout the school week, children are also sent home with books that they can read with their parents. To begin with, these books are closely matched with the children's phonics knowledge and the RWI phonics progression scheme. This allows children to practice their reading skills at home with their parents.

As research shows that it is important to help children to develop a love of reading for pleasure, we also send home books that parent can share with their children. We recognise that being read to is just as important as children reading independently. We, therefore, ask parents to share books with their children regularly as well as asking them to support their child to read.

Once children are reading with fluency and comprehension and have a secure phonic knowledge, they will be tested to start the Accelerated Reader programme (See below).

Accelerated Reader

Here at Brookland CE Primary School we operate a reading programme called Accelerated Reader (AR). Accelerated Reader provides teachers with timely, accurate information on student academic performance. This information can be used to quickly adjust instruction to help all pupils reach their greatest potential. Accelerated Reader helps teachers reach all types of readers because it includes Reading Practice, Vocabulary Practice and Literacy Skills Quizzes. Recorded Voice Quizzes are also available for emergent readers. AR quizzes cover all National Curriculum Reading levels of reading ability. Each term children will take a STAR reading assessment that provides a reading age and a ZPD figure. (Zone of Proximal Development) This allows children to independently select books with a readable range to best develop their reading.

Class Reading Books

Children will be read to by an adult on a regular basis. Class teachers will select a class book that is equal to or above the average Accelerated Reader range of the children in class. This is an opportunity for teachers to model the act of being a fluent reader and demonstrate to the class by 'thinking aloud' the skills required to be a reader. This shared class reader also allows children to access higher quality texts and develop a love of books that they may not be able to access independently.

Reading across the curriculum

The teaching and learning of reading will run across the entire curriculum. We aim to provide a rich reading environment to develop the children's skills in reading, where teachers are encouraged to link texts and books to a variety of units taught beyond English. Each class will be given a knowledge organiser each term which includes reading recommendations. Teaching strategies aim to enhance children's motivation and involvement in reading and to develop their skills through the following:

- Read Write Inc. Phonics
- Reading with other children
- Reading with an adult
- Shared Reading
- Guided Reading
- Reading aloud
- Independent reading
- Questioning, investigations, debates
- Building phonic skills

Developing vocabulary
Understanding of sentence structure and punctuation
Comprehension using Reading Vipers
Ability to skim
Understand persuasive writing
Instructions
Story/character/plot/setting
Idea of an audience
Reading and interpreting dictionaries, index, glossary, contents
Developing critical skills
Participating in play reading
Performance of poetry and songs
Class reading book

Brookland celebrates reading events such as World Book Day, National Poetry Day and the Summer Reading Challenge as a way of strengthening and enjoying the reading culture at the school.

WRITING – APPROACHES TO TEACHING AND LEARNING

EYFS

In reception, the children begin their journey to writing by using a range of mark-making materials and equipment to draw, express feeling and create marks. Through careful modelling, the children are supported to realise that marks, and eventually letters, convey meaning. They then begin to give meaning to marks they create and are encouraged to mark make with purpose. As the children progress through the 'Read, Write, Inc' programme, they are supported to implement their phonics knowledge to begin to write simple words and the sentences. This is done through play-based phonics activities, by providing the children with challenges during child-initiated time and in Plan, Do and Review sessions. Children are encouraged to share their writing with their peers and staff skilfully support children's writing development by providing children with a range of exciting opportunities to write with purpose.

Key Stage 1

In Year 1 children continue their writing journey by working in small adult-led groups to practice the basic skills required for writing. They are encouraged to hold a pencil correctly and sit properly when writing to help them form letters correctly. Year 1 children are provided with lots of opportunities to write for different purposes and have free access to a wide range of inviting resources to encourage them to want to write. We want the children to develop confidence and a willingness to write.

Children are encouraged to verbalise sentences they want to write before actually attempting to write them down. They say the sentence, hold it in their head and then have a go at writing it. All children are provided with phonics prompt cards, linked to Read, Write Inc, to help when sounding out words.

In Year 2, children build on the early writing skills they developed in Year R and Year 1. There is a greater focus on different genres of writing and independent creative writing where children can explore what it feels like to be a writer.

In Key Stage 1 we use high quality texts to inspire and engage the children's imagination and to instil a love of words. Children are encouraged to use words and phrases from stories they have heard or texts we have shared, to enhance their own writing. Writing in different styles is modelled and the children are supported to write to the best of their ability.

Children's interests are taken into account when planning writing opportunities and activities in Key Stage 1 as our aim is to have children who love to write. We achieve this by having a balanced mix of free choice writing and adult-led group or whole class work.

Key Stage 2

In KS2 the children begin to take a more independent route on their writing journey. They revisit what they have learnt in Key Stage one and use these essential foundations as building blocks to explore wider genres and styles of writing. Inspired by a variety of high quality texts, we learn about the features of different genres and apply these when creating our own versions. Children are encouraged to take risks with their vocabulary and stretch their imagination with content and ideas. Grammar features in our writing curriculum and children are encouraged to use newly acquired grammar skills and styles in their own writing, while also being able to identify and discuss the effect these features may have on the audience. Children in KS2 are actively encouraged to read, re-read and edit their own work as being able to correct and improve their own work is a key skill. Our aim is to develop a love of writing and inspire all children to become creative and confident writers regardless of their ability.

SPELLING, PUNCTUATION AND GRAMMAR (SPAG) – APPROACHES TO TEACHING AND LEARNING

Grammar is concerned with the way in which sentences are used in spoken language, in reading and in writing. Sentences are the construct which help give words their sense. The purpose of grammar teaching is to enable pupils to become conscious of patterns of language which they can apply in their own work to enhance meaning.

The purpose of punctuation is to clarify the meaning of texts. Readers use punctuation to help make sense of written texts while writers use punctuation to help communicate intended meaning to the reader.

Entitlement and curriculum provision

The National Curriculum gives a clear developmental programme for the introduction and acquisition of knowledge about grammar and punctuation. The Literacy sessions are well suited to the practical development of this knowledge through the sentence level work provided in the teaching sequences based on Literacy and Language programme.

Class teachers will:

- provide direct teaching and accurate modelling;
- teach the SPAG for their Year group expectations through discrete sessions when appropriate, plus reinforcing SPAG during lessons across the curriculum;
- provide resources and an environment which promotes a developing understanding of grammar and punctuation;
- observe pupils, monitor progress and determine individual and class targets for development;
- display Speed Sounds chart and key vocabulary clearly in every classroom as a visual prompt.

Spelling

Spelling is initially taught through daily Speed Sounds sessions during RWI sessions, in Year R, 1 and 2. Once pupils have completed the RWI programme the Speed Sounds will be practised each week.

The RWI Spelling programme (Year 2- 6) and the Oxford Owl website provide a structure and resources for teachers to use. Teachers encourage discussion around spelling words to develop word awareness, spelling and contextual understanding.

- Select – Words are selected from the RWI Spelling programme, class books or words that most children are spelling incorrectly.
- Explain - Teachers spell the word referring to the phonemes and graphemes within the word and tell the children the word meaning.
- Explore – The teacher encourages discussion and uses a variety of methods to practise spelling and using the word in context correctly.

LITERACY OPPORTUNITIES ACROSS THE CURRICULUM

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. Teachers will take care to carefully consider the purpose of writing across the curriculum to maintain the integrity of the wider curriculum.

THE USE OF ICT

Opportunities to use ICT to support teaching and learning in Literacy will be planned for and used as appropriate. There are Interactive programmes that can be used to accompany the teaching of RWI and Literacy and Language.

PLANNING, ASSESSMENT AND REPORTING ASSESSMENT

Foundation Stage

At the beginning of Year R (from September 2020) teachers are required to complete the Statutory Baseline for all pupils. Part of this baseline has a literacy focus. **(Baseline testing in September 2020 has been delayed as part of the response to the Covid-19 situation)**

At the end of Year R teachers are required to complete The EYFS Profile, a statutory assessment against the 17 Early Learning Goals, 5 of which have a literacy focus:

- Speaking,
- Listening, Attention, and Understanding,
- Comprehension,
- Word reading
- Writing.

Children can be assessed as Emerging or Expected against these goals. Emerging means that they have not met Age-related expectations.

Phonics

Teachers will follow planning from the Read Write Inc. Phonics Handbooks to support their teaching of phonics to ensure consistency and fidelity to the phonics programme.

At the end of Year 1, pupils complete the Statutory Phonics Screening Check, to ensure they are meeting age related expectations. This consists of both real words and 'alien' words. **(For September 2020 – Year 2 will complete the phonics check in the Autumn Term)**

Accelerated Reading

Children join the Accelerated Reading scheme when assessed as appropriate to do so by teachers, this is mostly at some point during Year 1. STAR Reading tests are taken at least 3 times a year and class teachers use this to guide the children to a range of books suitable for their needs. Staff log into Accelerated Reading on a weekly basis to monitor and support children's current reading.

NFER Assessments

Children in Years 1, 3, 4 and 5 complete NFER English and reading tests 3 times each year. Children are assessed by teachers and their progress is tracked on the NFER website. These assessments are used to identify strengths and weakness in the children's learning and plan or intervene accordingly.

Teacher Assessment and Moderation

Teaching staff continuously monitor and assess children's learning to ensure support and planning maximise outcomes for the children. Moderation is important to verify and discuss the progress, attainment and structure of work set. This is carried out between year groups and within school on a regular basis. Teacher assessment is recorded termly and discussed with Senior Leaders at Pupil Progress Meetings.

At the end of each academic year, class teachers pass on information and data to new year group teachers to ensure transition is smooth and children continue to build on and develop English skills.

National Curriculum Assessments (SATS)

At the end of Key Stage 1 and 2, children complete the SATS for Reading and English, spelling, punctuation and grammar. These children are assessed regularly as they complete past SATS papers throughout the year. (Key Stage 1 SATs are due to be stopped in the 2022/23 academic year.)

Reporting to parents

Parents are informed about their child's progress and attainment in their school report, EYFS Profile, Phonics Screening Check and SATS results are also shared with the parents.

INCLUSION AND EQUAL OPPORTUNITIES

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Gifted children are identified and suitable learning challenges provided.

INTERVENTION PROGRAMMES

Provision mapping

Language Link

Reading Intervention

One-to-One Phonics

Read, Write Inc Spelling

ROLE OF SUBJECT LEADER:

The Subject Leader is responsible for improving the standards of teaching and learning in Literacy through: Monitoring and evaluating Literacy:-

- Pupil progress
- Provision of Literacy (including Intervention and Support programmes)
- The quality of the Learning Environment;
- The deployment and provision of support staff
- Taking the lead in policy development

- Auditing and supporting colleagues in their CPD
- Purchasing and organising resources
- Keeping up to date with recent Literacy developments
- Regular observations and book scrutiny
- Regular reports are made to the governors on the progress of English provision.
- This policy will be reviewed every year or in the light of changes to legal requirements.

PARENTAL INVOLVEMENT

Involvement of parents in helping their children to become fluent, confident readers who have an enjoyment of reading is vital. We ask that parents read at home with their children a minimum of 3 times a week, share stories at home and become involved in all of the activities at school promoting reading, such as: Summer Reading Challenge, World Book Week and any competitions sent for homework. We also invite parents, carers and community members to come into school and volunteer to hear our children read. Parents and carers have access to the book swap library in the reception area, where adult and children's books are available.