

Gordon Primary School

English and Phonics Policy

Revised Autumn Term 2023

Signed _____ Chair of Governors

To be reviewed Autumn Term 2024

Gordon Primary School

English Policy

Rationale - A Philosophy for English Education

The study of English develops children's ability to listen, speak, read and write for a wide range of audiences and purposes, including the communication of their ideas, views and feelings. Children become empowered to interpret the world around them and to make sense of their experiences; in this sense, language is fundamental in shaping our thinking and learning – who we are.

As children become enthusiastic and critical readers of stories, poetry and drama, as well as of non-fiction and a range of multi-media texts, they are enabled to express themselves creatively and imaginatively. Children are able to gain an understanding of how language works by looking at its patterns, structures and origins. Ensuring that English is placed at the heart of learning, provides children with rich and creative experiences that encourage children to become life-long learners.

Introduction

The ability to use English effectively is a vital need of every child. Therefore, the school's main aim is to enable all pupils to nurture, to the full, their ability to use and understand English: to appreciate what they read and to develop the confidence to express their ideas both orally and through the written word. By developing a comprehensive range of reading skills, we aim to foster in the children a love and appreciation of literature that will be with them throughout their lives. These skills will enable them to access all aspects of the curriculum.

The purpose of this policy is to:

- (a) Ensure the effective delivery of the National Curriculum for English
- (b) Ensure English language skills are developed and utilised across the school curriculum
- (c) Ensure continuity in the teaching and learning of the English language

INTENT

At Gordon Primary School, English teaching and learning is at the heart of every learning opportunity, whether formal or not. Our high-quality English learning journeys/termly planners and lessons teach pupils to speak, listen, read and write fluently, creatively, confidently and effectively so that they can communicate their thoughts, feelings and ideas to others and this enables others to communicate with them.

The children understand that reading is a powerful way for them to learn about themselves, others and the world which develops them culturally, emotionally, spiritually and socially. Reading and writing are thought of as a pleasure, helping children to acquire and develop knowledge and skills.

Quality talk is threaded through English learning, empowering children to share their own experiences, explore themes and study philosophical perspectives so as to enrich their reading and writing experiences and enhance outcomes. English teaching and learning will give the children agency; the confidence and skills to participate effectively in all areas of our school, our community and the wider world.

Through our teaching of English, we aim to:

- Place English at the heart of all learning to promote life-long learning.
- Provide children with the essential skills and knowledge for children to participate successfully in society.

- Enhance their understanding of the world and the people within it and provide them with the chance to develop culturally, emotionally, spiritually, intellectually, socially and spiritually.
- Develop a love for, enjoyment of and appreciation of literature and ensure children have access to information from a variety of sources.
- Promote higher-order thinking and enable all children access the curriculum.
- Provide children with meaningful opportunities to use and apply their developing phonics knowledge and skills.
- Share the thinking involved in the reading process, including enthusing children to read aloud with expression.
- Equip children with skills that can be transferred, not only into all other areas of the curriculum, but into all areas of life.
- Create a 'safe' environment where children are comfortable to share their thoughts and opinions freely.
- Provide children with the necessary skills and vocabulary they require in order to communicate their ideas views and feelings.
- Develop confidence and self-esteem in day-to-day interaction with others.
- Allow children to communicate their ideas and feelings through language, expression and movement in real and imaginary contexts
- Develop the children's awareness of the difference between spoken and written language including style, formality and tone.
- Empower children to interpret the world around them and make sense of their experiences.
- Encourage children to be reflective, with regard to both the reading and writing process.
- Promote independence and creativity whilst giving the children freedom of choice.
- Deepen children's understanding of the intended purpose and audience for each piece of writing.
- Give the children opportunities to write for 'real' purposes.
- Provide children with the opportunity to explore and write different forms of writing.
- Embed the teaching of grammar, in order to give it context and enhance children's understanding of its effect on the reader.
- Encourage children to take 'risks' with the work that, although may not always work, show they have attempted something new.

These aims enable our children to:

- Learn to read easily through phonics teaching and regular reading.
- Enable children to read fluently using their acquired skills of decoding words, understand extended prose and encourage them to read for pleasure in order to acquire knowledge and build on what they already know.
- Develop their understanding of the texts that they read including the key themes, plot and character development.
- Develop strategies to understand opportunities for the children to use newly-acquired vocabulary both orally and within their written work.
- Be curious and inquisitive by asking questions and discussing more challenging topic areas.
- Develop their self-confidence
- Express themselves creatively and imaginatively both orally and through the written word.
- Achieve the ability to use the English language effectively.
- Gain an understanding of how language works through exploring its patterns, structures and origins.
- Evaluate and understand the choices that authors make when writing a text and the intended impact they wish this to have on the reader.

- Have clear intentions as a writer due to their understanding of the form, purpose and audience of a text.
- Use punctuation and grammar accurately and effectively in order to sustain control over their written pieces
- Realise that there are no 'wrong' answers and that not all of our best ideas come at once.
- Edit and redraft their own writing in order to refine their work and strengthen the impact upon the reader.
- Develop a neat and cursive handwriting style that can be adapted for speed or neat writing.
- Acquire strategies to become independent and accurate spellers.
- Apply knowledge of both reading and writing across the curriculum.

IMPLEMENTATION

Curriculum

Across both key stages one and two, the study of Reading can be broken up into two programs of study

- Word reading
- Comprehension

Across both key stages one and two, the study of Writing can be broken up into two programs of study

- Transcription (spelling and handwriting)
- Composition (articulating ideas and structuring them in speech and writing)

When Planning English, we:

- Ensure that lessons are based on the National English Curriculum.
- Review, adapt and adjust the current daily lessons with carefully planned activities to meet children's learning needs. Plans may be devised as a year group then tailored to a class, or by individual class teachers.
- Ensure that a typical English lesson in Gordon Primary School lasts for 90 minutes, with at least 30 minutes dedicated to guided reading and 60 minutes to English, which may encompass all aspects of English.
- Children during whole-class and carousel sessions are spending quality time with the teacher for at least 30 minutes per day where they discuss and analyse a text. Each child is encouraged to have an opinion during these lessons and contribute their ideas.
- Plan adequate time for children to independently apply the skills taught/revised in the main teaching part of the lesson.
- Enable children to embrace the culture of reading for enjoyment by planning time into the timetable for them to read independently a book of their choice; furthermore, each class will have story time at the end of each day, where they listen to a teacher read the class book.
- Plan adequate hand writing lessons that teach the Nelson Handwriting scripture and allow children time to practise the skill, so they can develop their handwriting.
- Tailor the curriculum to pupils' needs, including pupils working below the expected level, EAL and SEND, which enables them to make accelerated progress towards the age-related expectations.
- Develop English intervention programmes in order to raise achievement.
- Provide adequate opportunities for children to develop their oracy skills both in small and large group settings.
- Ensure that Gifted and Talented children are challenged through questioning, independent/paired tasks, work with differentiated outcomes and given opportunities to express their own creativity through free writing.

TEACHING AND LEARNING

- Teaching and learning in English will take place through the use of a variety of different pedagogical approaches, resources, experiences and take into account all learning styles.
- Areas and aspects of English are set out within the progression map for each year group and are based on the broadening of understanding of a wide range of texts, so the children are able to critically think, question and express their opinions/ideas both orally and written.
- The work in English is a mixture of class teaching, working cooperatively in groups and independent learning.
- Groups are usually of mixed ability and children are encouraged to communicate their views and opinions in a variety of ways.

IMPACT

As with all our subject teaching, we do not teach English in isolation to other curriculum areas; where possible, we relate the work undertaken to real life situations and we also aim to:

- Improve pupils' skills in Maths, Science, Geography, History, Art and Computing
- Develop pupils' critical thinking skills
- Develop pupils' ability to ask questions
- Promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues
- Develop pupils as active and responsible citizens within their own and wider communities

The Role of the subject leader:

- Support colleagues in teaching the subject content and developing the detail within each topic.
- Audit, renew and update resources needed to deliver the English curriculum, within budget restraints.
- Work alongside the ULT to observe current practice and scrutinise English work, providing feedback to colleagues.
- Work alongside the ULT to develop assessment and record keeping to ensure progression and continuity.
- Keep abreast of developments in English education, media usage and where appropriate providing inset to colleagues.

Organisation

English is undertaken daily throughout the school. Guided Reading takes place on a daily basis, while spellings are taught through English and the use of weekly spelling lists which are sent home for pupils to learn. The children also learn to spell key words related to themes and topics they are studying across the curriculum. Handwriting is taught at least three times a week and incorporates spelling patterns that the children need to learn. Speaking & Listening and Oracy are taught through all areas of the curriculum and is specifically planned for within English lessons.

Planning

Planning for English is informed by the National Curriculum (2014) as well as the appendices for *Spelling* and for *Vocabulary, Grammar and Punctuation*. The importance of learning the grammar of our language is emphasised in Appendix 2 of the English Curriculum:

The grammar of our first language is learnt naturally and implicitly through interactions with other speakers and from reading. Explicit knowledge of grammar is, however, very important, as it gives us more conscious control and choice in our language. Building this knowledge is best achieved through a focus on grammar

within the teaching of reading, writing and speaking. Once pupils are familiar with a grammatical concept...they should be encouraged to apply and explore this concept in the grammar of their own speech and writing and to note where it is used by others. Young pupils, in particular, use more complex language in speech than in writing, and teachers should build on this, aiming for a smooth transition to sophisticated writing.

At Gordon Primary School, we teach grammar through the reading and writing of the central texts; by embedding the grammar content into the English lessons, this enables children to understand purpose of developing their grammar knowledge. It supports them in understanding the effects of language choices upon the reader and enables children to develop their awareness of the impact of language when creating their own written pieces.

The selection of a quality text is the start of planning for English; this text informs and is at the heart of the journey that the children will take through a particular topic or theme. The key texts (both fiction and non-fiction) or media are placed at the centre of planning for the termly or half-termly learning journeys that are planned. The genre and the use of language found within the texts are central to the planning that is developed by the teachers; this enables pupils to see strong and effective language use in context and provides them with natural reasons for responding through speaking, listening, reading and writing activities. The use of texts in such a way also aids teachers with developing an organic and creative teaching sequence.

Formative Assessment is embedded in the planning and teaching cycle and should be used as a means of reviewing planning phase by phase, according to the individual needs of the children. Year group teams meet regularly to plan, evaluate and review activities and discuss how to deliver the teaching foci.

Resources

The school has a wealth of high-quality resources for all areas of English: these include a large range of fiction, non-fiction and poetry texts; teacher resources; big books and posters; reading scheme books; guided reading packs; games and plays. These are located in designated cupboards located around the school. New reading books are purchased on a rolling programme from the English budget. The English leader/Curriculum leader, in liaison with staff and pupils, identify need and make the necessary purchases.

Computing

There is an emphasis on the use and integration of Computing within English to improve teaching and learning, including the use and production of multi-modal texts. Children are expected to use their computing skills to produce written pieces of work, as well as to compare and contrast different versions of a text in different media forms.

Teaching Reading

The National Curriculum states that pupils should be taught to read fluently, understand extended prose and be encouraged to read for pleasure. Reading is singled out as of extreme importance since through it “pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually” (p.13). Reading allows pupils to “acquire knowledge” and to “build on what they already know” while it “also feeds pupils’ imagination and opens up a treasure-house of wonder and joy for curious young minds”. (pp.13-14). Therefore, reading is central to learning and is at the core of our whole curriculum. This is exemplified by our approach to curriculum planning in which books are placed at the heart of the learning journey. The 2014 Curriculum divides reading skills into two dimensions:

- Word reading / decoding
- Comprehension

We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, writing, grammar and vocabulary. We also understand that reading is a developmental process and part of life-long learning and we encourage and praise children at every stage of it. We provide different levels of reading experience:

- The teaching of reading skills such as decoding, understanding, inference, prediction, analysis, evaluation and critiquing (in English lessons and Guided Reading sessions)
- Shared reading (during English lessons and Guided Reading sessions)
- Individual reading (reading practice at home and at school)
- Reading for pleasure (children choose their own books to read)
- Guided Reading (the shared enjoyment and discussion of a text as a class and within a small group; the school has developed its own Reading Cycle which is being used within Guided Reading sessions)
- Daily story time (allowing children access to other quality texts for enjoyment and pleasure)

We aim to develop in children, an enjoyment in and appreciation of literature and the ability to access information from a variety of sources. A variety of reading strategies are taught including whole word, phonic and contextual.

- Pupils learn to read easily and fluently through phonics teaching in EYFS and KS1, targeted phonics interventions at KS2, regular reading to adults in school, reading partners and incentives to read at home
- Pupils develop skills in reading for understanding using texts that drive the direction of each term's learning journeys. Children will study books which are more challenging than those which they might be able to read independently. They will use these texts as the basis for speaking and listening, reading and writing tasks as part of a cross-curricular approach
- Pupils are encouraged to read widely, through our use of differing class texts, library visits and high-quality, attractive books in classrooms
- Pupils are encouraged to read for pleasure using reading partners, quiet reading time, listening to an adult read, guided reading and a range of initiatives including author visits, Book Week events and whole-school *readathons*; initiatives are promoted to families through the newsletter
- Pupils are encouraged to continue to read in their first language through the use of dual-language books, which in turn supports their acquisition of English
- Pupils need to read to find information in lessons across the curriculum

Reading and Writing in the Early Years Foundation Stage

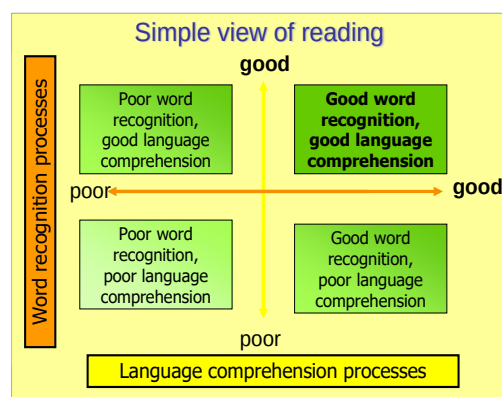
We use *Development Matters* as a guideline within the EYFS to assess progress and development. Children, however, develop at their own rates, and in their own ways. The development statements and their order, should not be taken as necessary steps for individual children. They should not be used as checklists. The age/stage bands overlap because these are not fixed-age boundaries but suggest a typical range of development and therefore the assessment is used as "a best fit" approach. The only parts of EYFS assessment that are statutory are the Early Learning Goals (ELGs) which children are assessed against at the end of Reception. Evidence to support the ELGs is collected by iPad observations and through work collected in the children's Special Books. Progression in Reading and Writing is evident through these observations and gaps in knowledge are planned for through next steps.

The teaching of Reading and Writing in the EYFS consists of phonics lessons, individual and shared reading, 15–20-minute taught sessions and carefully planned, enhanced provision.

Across the EYFS, children are read with on a weekly basis either 1-1 or as part of a small group. Children can go to the school library once a week and can borrow a book of their choice to take home and read with their family. In addition to this, in Reception, children are also given a reading book that has been chosen by their class teacher according to their reading level.

The formal teaching of phonics starts in Reception, once children are in school full time. They are taught the sounds as a whole class and are then streamed according to ability after October half term (depending on class needs). In Nursery, children are discretely prepared for phonics with listening and Fred-talk games. If children are ready to learn the letter sounds in Nursery, they will be introduced to phonemes following the RWI scheme.

The Simple View of Reading



Word recognition – encompasses phonic knowledge, word recognition and graphic knowledge.
Recognising the words!

Learning includes:

- Phonic knowledge (sound and spelling)
- Fast and automatic phonic decoding
- Recognition of whole words and morphemes (smallest unit of meaning – ed, ing, un)

Language comprehension – is language awareness, vocabulary, knowledge of grammar - whether the words are *heard* or *seen*. *Understanding the meaning and its intended effect on the reader!*

Reading comprehension involves:

- Grammatical knowledge
- Predictions from knowledge of syntax to make sense of strings of words, identifying sense-making syntactic boundaries in sentences, and reading with fluency and expression appropriate to the text
- Using knowledge of context and or audience
- Making predictions from context to aid comprehension
- Inference including identifying unspoken or unwritten messages, inferring meaning from images and illustrations, identifying sarcasm, hyperbole, irony etc...

The word recognition element is time-limited. Language comprehension is a life-long process. This becomes clearer when we think of learners within our class in each of these four areas:

- Good language comprehension, poor word recognition

- Poor language comprehension, poor word recognition
- Poor language comprehension, good word recognition
- Good word recognition, good language comprehension

Read Write Inc. Phonics

At Gordon Primary School, we use the *Read Write Inc. (RWI)* Phonics programme to plan the progression and pace of phonics teaching in EYFS and Key Stage 1 and as an intervention at Key Stage 2. The phonics leaders oversee the teaching of phonics and spelling across the school. The school recognises that an increase in phonics knowledge and application enables our children to make accelerated progress across the curriculum.

The high percentage of pupils at Gordon Primary School, for whom English is an additional language, means that a number of our pupils are new arrivals to the country, unfamiliar with the English alphabet, letter sounds and vocabulary. A structured approach to the teaching of phonics helps address these issues. Phonics teaching:

- Builds upon children's existing phonics knowledge and skills
- Provides children with meaningful opportunities to use and apply their developing phonic knowledge and skills
- Provides children with a tool that they can apply across the curriculum to support their learning
- Is a means to accelerating progress across the curriculum

Using the *RWI's* Phonics programme, we aim for pupils to be able to:

- Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- Read common exception words on sight
- Understand what they read and discuss books with the teacher
- Explain and consolidate what they have learnt with their partner
- Read aloud with fluency and expression
- Read books that are closely matched to their increasing knowledge of phonics
- Compose each sentence aloud until they are confident to write independently
- Write confidently, with a strong focus on vocabulary and grammar
- Spell quickly and easily by segmenting the sounds in words
- Acquire good handwriting

Our key principles are based upon personalised and accelerated learning. Phonics lessons and interventions:

- Follow a structured phase-progression model, using *RWI* guidance
- Are informed by regular, rigorous assessment in order to group pupils homogeneously
- Track the progress of pupils by completing assessments every half term
- Use oral segmenting and blending throughout all phases
- Are taught interactively and with pace
- Expose pupils to high quality oral language and improve vocabulary
- Are taught within differentiated groups, decided by formative and summative assessments
- Allow children to progress through the different colours in the programme, as appropriate
- Emphasise phonics and word work as a tool to aid reading and writing
- Help pupils to read and write effectively and quickly
- Are taught by members of staff who have been trained in the teaching of Phonics; all EYFS and Key Stage 1 staff have access to regular Phonics Practice Sessions in which they can develop skills, share good practice and review steps for different parts of the programme
- Are planned by using *RWI* planning guidance that is published in the teacher handbooks

- Involve trained staff to tutor pupils who are identified as being at risk of falling behind in order to further support them by using the *Read Write Inc.* One-to-one tutoring programme
- Enable pupils to choose books to read at their own interest and comprehension level after completing the programme and to continue to read widely and often

Role of the Phonics Leader for the *RWI* Phonics Programme

The role of the phonics leader is to:

- ensure that the teaching of reading is of the highest quality and that all pupils make progress
- ensure that pupils in the 'lower progress' group are making good progress and organise one-to-one tutoring for the pupils who need extra support
- keep the groups homogeneous, i.e. at the same reading level
- provide further training (through masterclasses, coaching/observation and face-to-face feedback)
- Analyse and share pupil progress data to ensure pupils are on track and are provided with the necessary support or with additional interventions

***RWI* Phonics Assessment and Tracking Progress**

Pupils are assessed each half term to determine the level that they should be working at to identify gaps and misconceptions and to support children with their phonetic knowledge. The phonics leader reviews the assessment data, has discussions with relevant colleagues and makes decisions regarding next steps based upon progress. Progress is tracked and data is submitted to *RWI* to inform the Development Day support provided by the school's *RWI* advisor/lead practitioner.

***RWI* Phonics Assessment in EYFS and Key stage 1**

Pupils in Nursery develop early reading skills through hearing high quality texts, enjoying and understanding a variety of rhymes and being exposed to phonics games, which introduce oral blending and hearing different sounds. Nursery pupils who are ready can commence the *RWI* programme. Simple mnemonics are used to introduce different letter sounds.

In Reception and Key Stage 1, pupil progress is tracked using *RWI* assessments, including any pupils that join the school, so that we can track progress and assign the pupil to an appropriate phonics group in either Reception or key stage 1, depending on their year group. Pupils who make slower progress usually complete the programme by the end of Year 2. Trained staff are used to deliver interventions using the *Read Write Inc.* One-to-one tutoring programme.

'Partner teaching' is used to assess learning and to identify difficulties, such as poor articulation or problems with blending or alphabetic code knowledge. Pupils who progress faster than their peers are moved to another group. At the end of key stage 1, pupils who complete the programme successfully, i.e. they have good decoding skills which enable them to read unfamiliar words and read aloud age-appropriate texts accurately and with sufficient speed for comprehension, continue to develop further reading skills in Literacy groups in Year 2 with a deeper focus on comprehension.

***RWI* Phonics Assessment in Key stage 2**

Any new pupils that join the school key stage 2 are assessed using phonics assessments so that we can track progress. Where required, pupils are then assigned an appropriate intervention group. As in key stage 1, staff are trained to deliver interventions until they catch up with their peers. Pupils who successfully complete the programme acquire good decoding skills, enabling them to read unfamiliar words hereafter and in subjects across the curriculum.

Phonics and Spelling Progression of Skills Map

The Phonics and Spelling Progression of Skills Map is used to teach and assess spellings in phonics.

RWI Groupings: Narrowing the Performance Gap for Pupils with SEND/‘Spotlight’ Pupils

Pupils with SEND are highlighted on grouping lists after each half-termly assessment so that phonics teachers can track progress for these pupils within lessons and report back to the phonics leader, who then arranges for further support to be provided as well as additional interventions outside of the pupil’s phonics sessions. Phonics teachers will also monitor the progress of any additional ‘spotlight’ children within their own groups who require further support or extra interventions.

UNICEF Rights Respecting Statement Supporting RWI Phonics

The following statement is displayed on speed sound charts in classrooms throughout the school:

Article 28 You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Shared Reading

English lessons should integrate speaking, listening, reading and writing activities. English planning is agreed during Year Group discussions but will need to be adjusted and adapted for each class or set accordingly. Reading activities in English lessons should build knowledge and understanding of the text, the key themes, plot and character development, in addition to decoding the text, understanding new vocabulary and developing inference skills.

Children need the opportunity to read aloud and develop expression and fluency. Children need to make sense of text layouts, including the way speech is organised and they need to identify the varying voices, for example, different narrators and speakers. Reading out loud or re-reading could be done in pairs or groups as well as individually and whole-class. Teachers need to model reading. This includes how to read with fluency and expression - paying particular attention to how their tone changes, how to read “as a reader” e.g. the thinking involved in the reading process and how to text-mark and analyse texts.

Reading “as a writer” will enable pupils to evaluate the author’s choices – it makes these choices more explicit and enables pupils to become more discerning when making their own authorial choices. By exploring authors’ intentions, the children become conscious of the purpose (and impact on the audience) of their own writing.

Guided Reading

In EYFS and Key Stage 1, there is an emphasis on reading with pupils individually. Reading awards promote regular reading at home. Once pupils are ready for Guided Reading, these sessions are primarily taught using a cycle that we have developed recently, which encompasses both whole-class and group teaching, depending on the need of the individual class. Each week, in Guided Reading, there will be a ‘Big Question’ which is the overarching theme that will be explored that week, relating to the text or excerpt that they are reading. Each day, the children engage in activities as follows:

Day 1 – Question it (proposed as a carousel):

The Big Question and overarching theme for the week is introduced, and children are reminded that they must keep this in mind when they are reading as this will be revisited in the fourth session. If key vocabulary is required to be explored within the big question, then this should be done here and recapped throughout the week. The children are then introduced to the reading skill/s (from the reading domains) that will be their focus for the week and teachers will define and explicitly teach this skill to the children. With the children, the teacher will then read the extract and in response to this. The children will explore the new vocabulary that arises, attempting to give definitions of unknown words using the sentences surrounding it or prior knowledge of lexicology

and/or the context of the extract. Further to this, the children note down any questions that have arisen and create a short summary based upon what they have read to ensure that they have comprehended and explain it briefly in their own words.

Day 2 – Understand it (proposed as whole-class):

As before, the children are briefly reminded of the overarching theme for the week as well as the reading skill being taught. As mentioned before, if vocabulary within the Big Question required defining, this should also be recapped and reviewed. During this lesson, the pages or chapter will be read in its entirety which will be led initially by the class teacher who should demonstrate reading with intonation to model the level of fluency that we expect, checking regularly that the children are following the text. As the teacher progresses through the text being covered, they will ask the children to continue reading. On completion of reading the text, the class teacher will model annotating the printed extracts with the definitions of new vocabulary that has arisen. Therefore, at this point, the children can then mark their definitions from yesterday and edit any misconceptions from yesterday's lesson. During this lesson, the children should also investigate the character's thoughts and emotions explaining how they have come to this decision using evidence from the text. **The discussion, summarising, understanding and annotating is the most important lesson of the teaching cycle. It equips are children to become critical thinkers and prepares them to question and predict.**

Day 3 – Analyse it (proposed as whole-class):

Once again, the children are reminded of the Big Question and skill that they are exploring that particular week. Together, the class teacher and the children will read part of the chapter/extract again. At this point, the children will then be encouraged to summarise what has happened in the chapter. To support children, the class teacher will model the process of skimming and scanning through the text to locate information required from across different pages. Ongoing assessment is taking place during this lesson: the class teacher assesses who is capable of retaining and holding onto information; those who find this challenging will be targeted with extra support by either the class teacher or the LSA. The class teacher the models how to answer questions for that day, initially following the I Do, We Do, You Do approach to gradually reduce the amount of scaffolding in place for the majority of the children to ensure they are able to work independently. In order for those children who require support forming their answers, sentence starters are provided to aid them in doing this. In addition to this, there will also be a challenge question/investigation for the more able children to master some of the skills they have been developing.

Day 4 – Contemplate it (proposed as a carousel):

This day begins with the children summarising what they have read to revise the information they have absorbed and to recap the events and information in the chapter or extract. By this point the children should be very familiar with the skill that is being taught and should be able to name it and explain what it means and how it is applied. The big question is explored in depth on this day – therefore the class teacher will not only explore the concept of the Big Question, but also the vocabulary, which will enable the class to be ready for an extensive discussion or debate. Where possible, the class teachers will take photos of children debating and discussing their ideas. Throughout the lesson the class teachers will encourage the children to articulate their views by providing them with word banks if necessary as a support aid. The most important aspect of this lesson is to enable the children to be creative: teachers are encouraged to make use of their reading strategies book in order to determine an activity that not only links to the key skill that has been taught and explored that week but also enables the children to demonstrate their understanding of the chapters/pages theme and the link to the wider world through P4C.

Day 5 – Apply it (proposed as independent):

The children will begin this lesson by revising the key skill that has been focused on this week, recapping what it means and how it is applied throughout reading. This day enables the children to recap the skill they have been practising but in another unknown and unfamiliar context. As a class, the new text will be read together, whilst running over any unfamiliar vocabulary to ensure that children are aware of the meaning of words and have a general idea of what the text is about. If required, it is important that, in order for the children to successfully engage with, and answer questions based upon this text that any general knowledge is provided in order for the children to understand more about the context. At this point, the children will then work independently to attempt comprehension questions based upon the skill that they have been taught.

Individual Reading

- The school has a wealth of reading books available across all phases. Read Write Inc. is primarily used throughout the Early Years and Key Stage 1 but there are a selection of texts available for more mature readers and for any pupil who needs it.
- Dual-language books are available to help the additional language learners; key vocabulary is pre-taught to these students to enable them to access the curriculum more easily
- Children keep a record of what has been read in reading records in which there is also space for parents to comment
- Reading awards across the school promote and celebrate reading at home and aim to establish positive routines that should continue as the children move through the school
- Pupils are encouraged to become members of their local library; visits to the library are arranged during school time and pupils are actively encouraged to take part in events organised by the library such as the national *Summer Reading Challenge*
- Children should be listened to individually a minimum of once a week; children who are struggling with their reading, should be heard read more frequently; the day should be timetabled to make this manageable e.g. TA reads with a group each day during the Guided Reading lesson; listening to children read during assembly time
- Every child should have a reading book to take home; in EYFS and KS1, where books are often much shorter, children should be offered the chance to bring home an extra book of their choosing to share with an adult at home. Those children who are still on phonics in KS2 are provided with a book that supports the teaching of phonics they are currently receiving, as well as another book for pleasure.
- For those children whose home reading is limited, teachers should take necessary steps to ensure they are provided with more time during school to counter-act this; the school offers a range of workshops to engage parents and reading is promoted regularly within the school newsletter
- Books that are of an appropriate degree of challenge are books that the children can read with reasonable fluency but offer some challenge with regard to vocabulary, syntax and the degree of inference required – picture books are often challenging and require a high degree of inference.
- Teachers are asked to highlight to children that reading can take many forms including: recipe books, comics, newspapers, manuals, instructions, online articles etc. and that reading can take place anywhere – we are not constricted to our school environment or table at home

Reading Assessments

The teaching and assessment of Reading does not only happen in Guided Reading sessions; Reading should be an integral part of English lessons and across the whole of the Primary National Curriculum.

Children are routinely assessed on Target Tracker and statements are highlighted as they complete them. To aid in these assessments an *Improving Standards in English* document (IPE) has been designed as a formative assessment tool for reading, providing staff with the information they need to address gaps in pupils' knowledge, skills and understanding. It has not been created as a "tick sheet" and should not be used as such. It will, however, enable staff to identify areas that will strengthen pupils' reading throughout the year. The skills in each column of the IPE become progressively more challenging; some of the skills will be more readily taught using different types of texts. The standards on the IPE will help teachers to form purposeful and meaningful learning objectives in English and facilitate their assessments on Target Tracker.

There is no requirement for the teacher to make copious written notes during every Guided Reading session. It is far more important for the teacher to be fully "present" in the discussion with the pupils; this will enable the teacher to assess the pupils more effectively in order to facilitate the discussion. As an aide memoire, it is helpful for pupils to write "achievement" comments at the end of the discussion to consolidate their learning and reflect upon the discussion. These comments can be kept and become part of your evidence. The comments should be modelled and pupils should be encouraged to share their thinking about and understanding of the text, in addition to becoming increasingly analytical and evaluative.

Reading for Pleasure

Promoting reading for everyone is essential and is more effective if all the adults in the school read for pleasure themselves and share this enjoyment with the children. Book corners should be palaces! They should be comfortable, inviting, well-stocked and well-organised and preferably decorated in keeping with the current theme/project being taught – therefore the design should change termly. Throughout the week, reading needs to be celebrated with children and adults sharing what they have read at home, offering recommendations and promoting great books. All staff should support school-wide initiatives which aim to raise the profile of reading.

Writing

We aim to enable children to become effective writers through exposure to a variety of texts and the teaching of grammar, spelling and handwriting. Each child enters school with differing writing abilities, but we aim to teach all children how to:

- Become confident, fluent and accurate writers
- Have their own 'voice'
- Consider authorial choices based upon them being aware of their audience, purpose and context
- Learn to value and enjoy writing as a powerful tool with which to communicate and express ideas, thoughts and feelings
- Write for a variety of purposes – where possible, 'real' purposes
- Understand and use the characteristics of different forms of writing
- Develop an effective and appropriate style, formality and tone
- Learn to use vocabulary effectively dependent on audience and context
- Plan, edit, re-organise, re-draft, proof-read and publish their writing, where appropriate
- Develop an awareness of the difference between written and spoken language
- Know and use the grammatical features of Standard English and manage shifts in levels of formality
- Take risks within their work that, although may not always work, or be grammatically correct, show they are creative and have attempted to try something new
- Develop a neat and legible cursive handwriting style which can be adapted for speed or neat writing
- Develop strategies to become independent and accurate spellers
- Apply their developing writing skills across the curriculum

The National Curriculum states that pupils should:

- Develop the stamina and skills to write at length
- Use accurate spelling and punctuation
- Be grammatically correct
- Write in a range of ways and purposes including narratives, explanations, descriptions, comparisons, summaries and evaluations
- Write to support their understanding and consolidation of what they have heard or read

The Curriculum divides writing skills into two dimensions:

- Transcription (spelling and handwriting)
- Composition (articulating ideas in speech and writing)

We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, reading, grammar and vocabulary.

Assessment for Writing

We aim to take children forward in their learning through the use of formative assessment strategies. This involves providing children with a learning aim, discussing success criteria (a lot of the time generated with the children) and then providing high-quality written and verbal feedback (including pupil conferencing) for their work, which enables them to understand how they can develop and improve their work further. See the Marking Policy for further details.

Children are routinely assessed on Target Tracker and statements are highlighted as they complete them. To aid in these assessments an IPE for Writing has been designed as a formative assessment

tool for writing, providing you with the information you need to address gaps in pupils' knowledge, skills and understanding. It has not been created as a "tick sheet" and should not be used as such. It will, however, enable you to identify areas that will strengthen pupils' writing throughout the year. The most effective way to use the IPE is to start with the text-level criteria, which will help form meaningful, holistic learning aims; sentence- and word-level statements are generally skills based and more suited to success criteria that will improve the overall standard of the writing.

Writing assessments should not be based on individual pieces; use a range of writing across a range of purposes and audience. The writing does not need to be done in test conditions, but pieces chosen for assessment should be the child's own work i.e. independent.

Clarification on evidence for writing that is allowed as 'working independently':

- If writing evidence has been **redrafted** by the pupil, this is **acceptable as independent** work. The redrafted work may be in response to self, peer, or group evaluation, or after discussion with the teacher.
- Pupils can also independently use classroom resources such as dictionaries, thesauruses, word banks, classroom displays, books or websites.
- It would not be independent if the work was modelled or heavily scaffolded, copied or paraphrased or where the teacher has explicitly directed the pupil to change specific words or punctuation

The IPE statements should be referred to each week, during marking and to inform planning; it should be highlighted regularly and a minimum of each half term. The statements on the IPE are highlighted once a child has shown a good understanding of them – ideally in at least 2-3 pieces of writing. Purpose and audience should always be the main focus of the teaching of writing so that children have a clear intention as writers and can begin to make informed authorial choices. The main purposes for writing are:

- ✓ To entertain
- ✓ To inform
- ✓ To persuade
- ✓ To discuss

Priority should be given to ensuring that punctuation is accurate and increasingly varied; once pupils are able to control their writing more effectively, this will improve the impact on the reader. There is no requirement for children to have written in and have evidence of every single genre i.e. they do not have to have written a news report, a balanced argument, a whole narrative etc. However, writing should showcase what the children are capable of and should be of both a formal and informal nature. Story and narrative forms should be dominant across the year. However, there should be opportunities for pupils to demonstrate the presentational devices from the text column of the IPE. Writing should be realistic and informed by the study of the text – unless it is a piece of free writing.

Talk for writing (the build-up)

The build up to a piece of writing is crucial – it is imperative that children are given activities to explore the events, characters, language etc. in order to ensure they are ready to write. Talk for writing 'is powerful because it enables children to imitate the language they need for a particular topic orally before reading and analysing it and then writing their own version' (Corbett, 2017). This may take place through drama activities organised by the class teacher or an outside organisation;

through the use of speaking frames and activities (such as those developed through oracy projects) or other such activities planned by the teacher. We are sure that our children are ready to write when they are eager and itching to do so.

Free Writing

Free Writing should be a habit in your class; it can be cross-curricular in nature and gives children the opportunity to write undisturbed and at length. Free Writing provides children with freedom of choice and enables them to develop their “voices”. Free Writing should be done in the English Book, but children should be given opportunities to re-draft and publish favourite pieces of writing in their Publishing Books.

Guided and Modelled Writing

Guided and modelled writing provide an opportunity for the teacher to work with the whole class, with a small group or with individuals, focusing on specific writing skills or objectives. Modelled writing, ideally, should be pre-planned by the teacher, with thought given to how they will encompass the skills they have taught throughout the build-up to the writing. Modelled writing does not always have to be created with the children; though if created by the teacher, choices and decisions should be the focus of discussion as children need to hear the process we go through in order to mimic this when writing themselves. Teachers will constantly assess the progress that children are making; these sessions allow for close scrutiny of progress. Through in-depth marking, teachers can continually assess individual pupil progress which in turn informs the planning for the whole class, groups and individuals.

Modelling of writing enables teachers to make the process of writing (what writers think about as they write) more transparent; it enables the pupils to see how writers make authorial choices – word, syntax, grammar and punctuation.

Editing and Re-drafting of Work

Pupils should be taught to proofread and edit their work before it is handed in for marking. They also need to respond to verbal and written feedback by further editing or re-drafting their work. This can be done individually, in pairs or even as a class. This process must be taught by the teacher, revealing their thought processes and the reasons behind the decisions that they are making.

Selected pieces or *excerpts* of pieces should be re-drafted in the English Book. The re-drafting process is an important stage in helping pupils to behave and feel like real writers, refine their writing, strengthen the impact on the reader and bring them closer to realising their intentions. Final drafts in the Publishing Book do not need marking and act as a showcase of their very best work.

Spelling

Children’s spelling is taught across the curriculum. The checking and correction of spellings is part of the editing and re-drafting process. Children are given weekly spelling tests which may include topic-related vocabulary, in addition to tests of spellings which are identified during the marking of individual pupils’ work.

Handwriting

With handwriting, as with other skills, children will develop at different rates. Therefore, it is important that there is a consistent expectation of handwriting across the school, and that all staff consider themselves to be teachers of handwriting, with a clear understanding of the progression of skills, and of how to remedy errors. Teaching staff take care to ensure that they model fluent and legible handwriting, with correct letter formation, during their teaching and when marking the children’s work.

Handwriting needs to be taught and practised, with an emphasis on legibility and fluency. Early intervention that is targeted and timely is regarded as essential at every stage in order to prevent the acquisition of bad habits which are difficult to correct. The staff use the *Nelson Handwriting Scheme*, alongside a range of strategies that help to develop good posture, gross and fine motor skills, the correct formation of letters and the transition from print to joined handwriting.

Staff should be modelling good handwriting also – therefore, writing models should be handwritten in order for children to appreciate the importance of legible and fluent handwriting. There should be evidence of quality handwriting used in displays around the school.

Speaking, Listening and Drama

Children are given opportunities to participate in speaking and listening across all the subjects in the National Curriculum. Children are encouraged to talk and work collaboratively. All members of staff actively seek opportunities for children to speak for an audience, including assemblies, debating and choral speaking or performance poetry.

A great deal of emphasis is placed on drama as a tool to deepen children's understanding and learning experiences. The school works very closely with drama teachers, including those from the *Redbridge Drama Centre*, who support the school's drive to provide a high-quality, enriching experiences for the children, experiences which deepen understanding of the texts they are reading, the themes and ideas running through those texts and the wider personal, social, emotional and cultural issues that are raised within the different learning journeys.

Through drama activities, children are provided with a variety of situations in which to speak and listen in different contexts. Through the teaching of drama skills, children develop confidence and know they can express themselves in a safe environment. Drama should provide all pupils with opportunities:

- To reach new understanding and appreciation of self, others and the environment through imaginative dramatic experience
- To communicate ideas and feelings through language, expression and movement in real and imaginary context
- To develop confidence and self-esteem in day-to-day interaction with others
- To develop sensitivity towards the feelings, opinions and values of others, through purposeful interaction
- To develop a range of dramatic skills and techniques

Vocabulary

The National Curriculum makes clear that learning vocabulary is key to 'learning and progress across the whole curriculum' (p11) since it allows pupils to access a wider range of words when writing and for them to understand and comprehend texts efficiently. Vocabulary teaching needs to be:

- Active, progressive and systematic
- Making links from known words
- Develop understanding of shades of meaning
- Include 'instruction verbs' used in examinations
- Subject specific- accurate mathematical and scientific words

We encourage our pupils to have a wide and growing vocabulary in a number of ways, including:

- Reading quality texts that are chosen for their depth and richness of language
- Encouraging pupils to analyse the language of texts and the impact upon the reader
- Spelling lists/key words to take home and learn
- Display of key words linked to topics and subjects
- Using the correct vocabulary orally
- In-depth word-based lessons looking at patterns
- Using dictionaries, thesaurus and similar programmes
- Carrying out systematic testing and providing feedback to pupils
- Targeted one-to-one/small-group support, where appropriate

Professional Development

Gordon Primary School is committed to the continuous development of its staff through high-quality CDP. The English Leader provides high-quality training for staff on a regular basis and has built strong relationships with the local authority and with the specialist English consultant. They work closely with the staff to develop planning which ensures high-quality teaching and learning, carry out regular monitoring exercises to develop strategic approaches to curriculum development and ensure that staff have opportunities to for moderation, both in-house and with other schools in the local authority.

Parental and Community involvement

We believe it is vitally important to work together with parents, carers and the wider community to support the children's learning. We promote a positive home-school partnership in the following ways:

- Asking parents and carers to read regularly at home and record and write comments in the pupil reading record; pupils in EYFS and Key Stage 1 are given reading awards (bronze, silver and gold) to promote reading at home and establish good routines early on in their schooling
- Building positive relationships which encourage an open dialogue which supports pupil learning
- Providing parent workshops which help parents to support their children
- Sharing information and signposting opportunities through high-quality newsletters and other forms of communication
- Nurturing community cohesion through the celebration of special events such as World Book Day, Poetry Week, author visits, workshops, educational visits assemblies, displays and book fairs
- Supporting home learning in line with our homework policy and home-school agreement
- Utilising volunteers to hear children read

Equal Opportunities and Special Needs (including Gifted and Talented)

In line with our *Equal Opportunities Policy*, we are committed to providing a teaching environment conducive to learning, where each child is valued, respected and challenged regardless of race, gender, religion, social background, culture or disability. This can be achieved through classroom organisation and careful planning that enables the active participation of all pupils. In all classes there are children of differing ability. Some pupils may need provision to be made for additional support, modified resources or extension tasks. Equal learning opportunities are provided for all children by matching the challenge of the task to the ability of the child. This is done by:

- Setting common tasks that are open-ended and can have a variety of results (targeting Gifted and Talented children)

- Setting tasks of increasing difficulty where some children are challenged with additional tasks (targeting Gifted and Talented children)
- Grouping children by ability and setting different tasks for each group as and when appropriate
- Providing a range of challenges through the provision of different resources
- Arranging pupils into mixed ability groups with more-able pupils supporting SEN and EAL pupils to access tasks
- Using additional adults to support the work of individual children or small groups, especially SEN and EAL pupils
- Modifying or providing additional resources that can be used to support a child's access to the curriculum
- Adult/s to support SEN children with fine motor skill needs
- Differentiated activities and tasks for SEN children

The UNICEF Rights Respecting School Framework

We are proud to be working within the UNICEF Rights Respecting School framework. Ensuring that children understand their rights and responsibilities as per the United Nations Convention of the Rights of the Child is central to our school's ethos. Where learning opportunities and links exist, relevant articles from the United Nations Convention of the Rights of the Child are made explicit through the teaching of the curriculum.

Policy Reviewed: Autumn Term 2023

Date of next review: Autumn Term 2024