

BURTON C of E PRIMARY SCHOOL

ENGLISH POLICY

(READING AND WRITING)



This policy was adopted by the Full Governing Body on:

Chair of Governing Body:		Date:	
Head teacher:		Date:	
Date of Policy		Review Date	

We treasure reading and writing at Burton Primary School. We embrace and nurture the wonder of reading and develop pupils' love of reading, and writing, for pleasure.

Teaching of phonics and reading

Aim

We believe that reading is a fundamental life skill that all pupils have a right to. It is the ability to read and comprehend which underpins all their learning, across all subjects. However, we also want our children to become real readers and lovers of books – for enjoyment as well as for the knowledge they can glean from them.

The skills of decoding, comprehension and writing should be learnt alongside one another to enable children to see how these elements interlink. For this reason we have chosen to teach the early skills of phonics through the **Read Write Inc** programme.

Key Principles

Our pupils learn to read effectively and quickly using the Read Write Inc Phonics programme. They progress onto Read Write Inc Comprehension once they can read with accuracy and speed. Once they become more fluent and have learnt how to apply their phonics and read 'red words' the children can then access a book on our reading progressive reading scheme and take a book to read from the Burton Book Nook. As well as this, the children take part in regular Whole Class Reading lessons in KS2 which develop and refine the core reading skills.

Burton Book Nook

Children choose their own books to read, rather than having one assigned to them. This makes reading a much more enjoyable experience as they can choose books that are interesting to them. Children in Years 3-6 have frequent designated independent reading time called Drop Everything and Read for approximately 20 minutes. We focus on reading for enjoyment for all pupils at our school.

Read Write Inc Phonics

The programme is for:

- Pupils in Year R to Year 2 who are learning to read and write
- Any pupils in Years 2, 3 and 4 who need to catch up
- Struggling readers in Year 5 follow Read Write Inc Fresh Start.

In Read Write Inc Phonic pupils:

- Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- Read Red words (common exception words) on sight
- Understand what they read
- Read aloud with fluency and expression
- Spell quickly and easily by segmenting sounds in words

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

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

In EYFS we emphasise the alphabetic code. The pupils rapidly learn sounds and the letter or groups of letters they need to represent them. Simple mnemonics help them to grasp this quickly. This is especially useful for pupils at risk of making slower progress. This learning is consolidated daily. Pupils have frequent practice in reading high frequency words with irregular spellings – red words (common exception words).

We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and the red words. That is so that, early on, they experience success and gain confidence that they are readers. Re-reading and discussing these books with the teacher supports their increasingly fluent decoding.

Alongside this, the teachers read a wide range of stories, poetry and non-fiction to pupils; they are soon able to read these texts for themselves.

Our aim is for the pupils to complete the phonics programme as quickly as possible. The sooner they complete it, the sooner they will be able to choose books to read at their own interest and comprehension level.

Key Stage 2

Once children are fluent readers, usually by the end of year 2, they then engage in our whole class reading sessions using a wide range of high-quality texts – fiction, non-fiction and poetry. Whole class reading enables all children to engage in high quality discussion and demonstrate their understanding regardless of their reading ability. These sessions focus specifically on the core reading skills (prediction, inference, clarification, retrieval, explanation, summarising and sequencing), as detailed in the reading progression document. Texts studied are usually linked by an overarching theme which may link to the topics studied in other curriculum areas, enabling learners to make links and draw comparisons and observations for themselves. Children also take part on a half termly 'reading theatre' which develops their fluency, comprehensions and confidence in reading aloud.

As well as their 'book nook' book, children choose books from an allocated selection which are banded according to reading ability. They are able to continue practising reading at home and this is closely monitored to ensure progress is made.

Class Reading Time

We believe that all children need to be regularly exposed to high quality texts for a minimum of 20 minutes a day. Therefore class reading time is a non-negotiable of our school day. The children enjoy their story-times and are able to listen to adults modelling fluency and prosody so that these texts come alive for them.

Other Reading Opportunities

Our school library, the Book Nook, is open to all after school twice a week and at lunchtimes for children to spend time browsing, choosing and reading books. Our Reading Champions are on hand to support this as well as read to younger children either individually or in small groups.

Our Reading Champions are able to promote reading during whole school assemblies as well as contributing to the newsletter with recommendations and reviews.

We actively promote reading at home! As well as encouraging the children to read the books at home regularly, we hold half termly Reading Challenges inviting as many children as possible to get involved. The winning class receives a treat to be enjoyed during their class reading time.

Over the summer holidays, we join with BCP libraries to actively support and encourage our pupils to get involved, celebrating them in school too. We like to celebrate books all year around and have regular author visits either in person or virtually as well as contacting authors and poets to hear their thoughts ideas and inspirations.

As well as the annual World Book Day celebrations, we hold a Reading Week, books fairs and preloved books fairs which often guarantee the children books to take home free of charge. We also hold after school Books & Biscuits sessions – a short after school story time where we sit in small groups to hear stories.

In our Reading Week, we invite parents in to school to see how we teach reading across the whole primary phase. The sessions are also an opportunity for us to promote reading at home as well as give helpful pointers on how better to support their child. Our website and school newsletter also gives further information on how to do this.

Assessing and tracking progress of Reading

EYFS & KS1

We regularly assess all pupils following RWI. This gives us a very good indication of how well they are making progress. We do this for all pupils, whenever they join us, so we can track all of them effectively.

For those on the RWI Phonics programme, we record their starting date and entry point on the tracker to monitor the rate at which they are making progress. We can also easily identify those who joined the programme later.

We aim for the majority of children to have completed the RWI Phonics programme being fluent and accurate readers so that they are ready for Key Stage 2.

Pupils who are making slower progress usually complete the programme by the end of Year 2. We support pupils who have identified special educational needs for however long it takes until they can read. For example, we identify those who are at risk of falling behind their peers immediately – whatever their age. Trained staff tutor them for 10 minutes most days, using the RWI tutoring programme.

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

Additional daily reading for these children is essential, as is the continuation of phonics understanding and decoding. Children identified may be supported through RWI Comprehension if in Years 3 and 4 or RWI Fresh Start if in Years 5 and 6.

KS2

Children in Key Stage 2 are assessed regularly for fluency, prosody, intonation and expression using the RUBRIC model as well as a 'words per minute' timed read. We use the Testbase AQA termly assessment tools for monitoring progress in all areas of reading comprehension.

For those needing more support we use a range of intervention strategies and programmes to support which take place several times throughout the week. These might be one or several of the following

methods: daily reading, Fresh Start, Words First and Accelerated Reader. These learners are regularly monitored (half termly) to ensure progress is made.

Teaching of Writing

Aim

At Burton CE Primary School, we believe that the ability to write with confidence and accuracy is an essential life skill. All children from Foundation Stage to Year 6 are provided with many opportunities to develop and apply their writing skills across the curriculum. We aim to enable our pupils to consider themselves as 'writers', to encourage the confidence and motivation to want to write and to have sufficient control over the mechanics of writing to allow for skillful development of the writing process. Our aim is for pupils to be able to plan, revise and evaluate their writing. To be able to do this effectively, pupils will focus on developing effective transcription and effective composition. They will also develop an awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. We also intend for pupils to leave school being able to use fluent, legible and speedy handwriting.

Key principles

Writing

Our teaching of writing always begins with a 'hook'. This will usually be a text (to support our love of reading) but might be a short clip or experience which gets the children talking, engaged and inspired to write.

In EYFS and KS1, we employ many of the teaching methods employed by the Talk for Writing Strategy. Children might learn a high quality text by heart and then innovate it to make it their own.

In KS2, children use a good example of a specific genre of writing (a WAGOLL) and unpick it looking at structural and language features and well as authorial intent.

Across the school, the children follow the same process of writing. Once they have studied/learned the text, the relevant grammar points will be taught and practised. Children will then plan for writing –this might be in the form of a story map or boxing up grid. Oral rehearsal is encouraged. Teachers will then model how to write parts of the texts ensuring key grammar points such as punctuation and syntax are also covered. Pupils then write for themselves. The teacher will respond individually or to the class throughout the writing process and address any misconceptions in that moment. Afterwards, children will be given the opportunity to edit and improve their written work –this might be in the form of a whole class discussion for younger years or completed more independently as writers become more proficient. Children may edit independently or with the support of a peer.

Grammar

Relevant grammar points are taught throughout all writing units so that it is taught within a context and can later support their writing. Some grammar requirements have to be taught as stand alone lessons. We subscribe to the Place Value in Grammar & Punctuation scheme and begin every academic year reviewing the basics of sentence construction. The terminology and methods used during these sessions is then referred to throughout all English lessons so that this knowledge, and more importantly this skill, is automatic whenever they are writing.

Spelling

In foundation stage and into Key Stage 1, we make use of the RWI speed sound chart for children to refer to support their spellings. They will make phonetically plausible attempts at spelling tricky words and begin to choose the correct special friend (digraph) for the word. We encourage children to use 'fred fingers' for spelling as taught in RWI sessions, so they can say and hear the sounds they need. We also expect them to use the 'red word charts' to spell the high frequency words correctly and are given time to correct these afterwards if necessary.

When pupils reach Key Stage 2 we continue to encourage children to refer to the RWI speed sounds chart and this forms the start point of every spelling lesson. Children are still encouraged to use their 'Fred Fingers' to attempt unknown words.

In Key Stage 2, we follow the Grammarsaurus Spelling scheme which focuses very much on the etymology of words and their meanings and then looking at the various rules of the English Language. Each unit begins with an AfL task so that a starting point can be gauged and then built on. Spelling sessions take place 3 times a week and where possible are linked to the writing unit currently studied.

Teachers correct spelling errors in written work – in the moment where possible – so that correct spelling is a high expectation.

Handwriting

Using the RWI phrases, children are taught to write the letters correctly in their printed form and this is consolidated until Year 2. By the summer term of Year 2, when the formation, orientation and placement on the line are correct, simple joins will be taught where natural leads occur.

As children progress through Years 3&4, joins are taught in handwriting sessions so that children receive regular practise. Once a regular, neat handwriting style has been secured, children may write in pen.

Extra handwriting sessions are provided for those children needing extra support – these sessions focus on the same joins that have been covered in the whole class sessions.

Assessing & tracking progress of Writing

Children's written work is assessed termly using the school's Writing Assessment Ladders. The ladders list a set of age appropriate criteria for writing that work is matched against to assess and track progress and clearly identify next steps. Teachers moderate written work regularly to ensure that judgements are consistent across phases and the school, and to identify areas of strength and areas for development across the cohort. Teachers also take part in moderation exercises with other schools to ensure consistency with national expectations.

Monitoring of English

The English leaders monitor the implementation of this policy across the school and will share information about its effectiveness and progress with Governors. This policy will be reviewed by the English leaders annually and more formally by Governors every 3 years unless there are significant /changes in the meantime.