



English Policy

Teaching of reading

At Plains Farm Primary Academy we aim to make all of our pupils 'readers'. We aim to ensure a balanced mix of approaches to reading so that our pupils achieve the skills required, a positive attitude, confidence as well as interest and a life-long love of literature

Early reading - EYFS

- A dedicated 30 minute session to teach phonics using the letters and sounds programme.
- Resources to support letter sound awareness.
- Opportunities to engage in play writing and reading through relevant literature linked to topics or role play areas.
- Enthusiastic staff to share books with the children, making curriculum links through literature.
- Access to a well-stocked library with a wide range of high quality texts.
- A home school reading record to share with parents to comment on the child's learning.
- Carefully selected home school reading books matched to the children's level - banded books using Oxford Reading tree and phonics bug books
- 1:1 reading sessions take place weekly for each child



KS1

- A dedicated 20 minute session to teach phonics using the letters and sounds programme. Resources to support letter sound awareness.
- Access to a well-stocked library with a wide range of high quality texts.
- A home school reading record to share with parents to comment on the child's learning.
- Carefully selected home school reading books matched to the children's level - banded books using Oxford Reading tree and phonics bug books
- In class reading areas with a range of book banded, fiction and non-fiction books available
- 1:1 reading sessions take place weekly for each child

Reading in Key Stage Two

As the children progress we aim to build on the reading experiences already acquired. The aim is to develop independence, fluency and self-reliance. A greater variety of texts are made available to allow for more depth, choice and enjoyment.

More varied texts are available to support the widening interest shown as children progress; magazines, multicultural texts, plays, non-fiction, poetry, dictionaries, thesaurus etc.

We aim to expand the skills gained earlier in the school by keeping a teaching focus on reading, drawing attention to the structure of a variety of texts, helping pupils to adapt their style of reading to suit the purpose

As soon as children can read we aim to support them in their need to become independent, helping them to develop fluency, expressiveness and critical awareness.

Further intervention using the letters and sounds synthetic phonics system is used for KS2 children who still struggle with decoding and did not pass the phonics screening test in KS1.



Guided Reading

Guided Reading take place in addition to English lessons throughout the school. Children participate in guided reading sessions daily. Each session lasts for 20 minutes.

The structure for each key group is as follows:

EYFS:

In reception during the autumn term children complete an extra 1:1 reading session (on top of their usual weekly reading) during guided reading time which allows the emphasis to remain on word reading and a phonetic approach to decode quickly and fluently. From the spring term, or before if the children are ready, children in reception will read a group text with the teacher and are asked questions to develop their understanding of texts. These texts will be phonetically decodable and carefully matched to an appropriate level. Children will have the opportunity to look at some non-fiction texts.

KS1:

During autumn one Year 1 will complete an extra phonics session focussing upon word level, decoding, segmenting and blending words to build up their fluency in levelled texts. From autumn two year one sessions will follow this structure:

Monday:

Whole class read - Children will read a text (at year 1 level) independently, the teacher will then read the text with the children as they follow along and they will discuss as a group new vocabulary. The teacher will also ask simple questions related to the text to ensure clear understanding.

Tuesday:

One group will work with the teacher and one group with the TA. In these groups children will look at key features included within this text as well as vocabulary and structure. The two independent groups will complete vocabulary activities linked to previous discussions about the book. These activities may include word associations, linking to own experiences, thinking of different words for the given word.

Wednesday:

Same as Tuesday - groups to swap

Thursday:

Teacher models a range of retrieval and inference questions and then children discuss and answer them. Teacher to use the question stems for reading (provided by the local authority October 2018) to structure appropriate questions. Two independent groups to complete two questions using the KS1 VIPERS based on the explain process

Friday:

Same as Thursday - groups to swap

All guided reading sessions within Year 1 will be recorded using group floor books.



Year 2

In year 2 guided reading sessions will be planned and delivered using the national curriculum, reading and writing progression document (provided by the local authority Sept 2017) and the KS1 VIPERS.

Whole class reading

Children read the text initially and then follow as the teacher reads. Children put their hand up if they do not understand any words or phrases. Teacher clarifies understanding through questioning and discussion about the text. Children then re-read the text for fluency.

Skim and Scan:

Children have a few minutes at the start of the session to re-read the text to build up their fluency skills. Children are then given a range of questions to skim and scan the text to locate the answers.

Explain:

Children re-read the text at the start to build up their fluency skills. Children are given between 2 and 4 questions which challenges them to explain. For example: Did you like the text and why? What was your favourite part and why? Who was your favourite character and why?

Vocabulary and sequence:

Re-read the text for fluency. Recap new vocabulary meanings discussed during the initial reading session. Children to answer questions involving vocabulary such as find a word that means..., what word means the same as... then to complete a sequencing question.

Retrieval and Inference:

Re-read the text for fluency. Teacher to model a couple of retrieval and inference questions - discussing how to locate the answers and modelling the correct way to answer. Children then complete a range of retrieval and inference questions. (Questions planned using question stems provided by the local authority and VIPERS)

All guided reading sessions within year 2 will be recorded in the child's guided reading book resulting in at least four pieces of evidence per week.



KS2

Book Introduction:

Ask the children what they already know about the subject after sharing the title - what does it make them think of? Link to own experiences. Set a purpose for the reading. Talk about genre/text type. Make connections to prior reading or previous sessions. Children to read the text independently and text mark.

Vocabulary:

Children to re-read the text for fluency. More in depth look at vocabulary highlighted within previous session. This may be done through a range of strategies such as dictionary and thesaurus work, word association games, focussed or unfocussed word webs or classification activities.

Question Quadrant:

During this session children will be required to think of questions that have one answer that can be found in the text and questions where more than one answer can be found in the text (retrieval). They will then need to think of questions with one answer that cannot be found in the text and questions with more than one answer that cannot be found in the text (inference). This will be scaffolded initially particularly in LKS2 to ensure children fully understand the text and good quality questions are being used. Children will then answer questions others have created.

Modelling:

Re-read the text for fluency. Teacher to have a set of comprehension questions with a particular focus such as vocabulary, sequence, retrieval, inference or explain. Some questions or sessions may incorporate more than one specific skill. Teacher and children will read the question together and discuss together as whole class, groups or partner work where to locate the answer in the text. After a discussion the teacher will model how to correctly answer that question and write the answer on the whiteboard at the same time.

Comprehension:

Children to answer comprehension questions. Questions to be set around the questions the teacher modelled on the previous day.

All guided reading sessions in KS2 will be recorded in each child's guided reading book resulting in four pieces of evidence each week.



Writing

Writing is one of the primary forms of communication. It allows thoughts to be clarified, emotions to be expressed, opinions to be stated, experiences and explanations to be shared. It is also one of the more difficult aspects of the language as its many conventions are difficult to follow and master. We aim to enable our pupils to consider themselves as 'writers', to encourage confidence and the motivation to want to write and to have sufficient control over the mechanics of writing to allow for skilful development of the writing process. We aim to develop fluency and legibility. We aim to offer a whole language approach so that pupils can learn to express clarity of thought and be able to manage language appropriately. We aim to set high expectations of pupils and to give writing a high profile in all its forms.

- Pupils need much experience of a variety of reading materials and writing styles in order to develop confidence and control, appreciate and understand the purpose of writing. This will be built into the language programme.
- Pupils should be provided with the opportunity to write for real reasons, for different purposes and for a range of audiences.
- Pupils should be given the opportunities to exercise choice over the process, content, method, presentation and intended audience.

Writing in EYFS:

Writing opportunities are available across all areas of provision within reception and most areas of provision within nursery. Children are encouraged to mark make within all the areas through

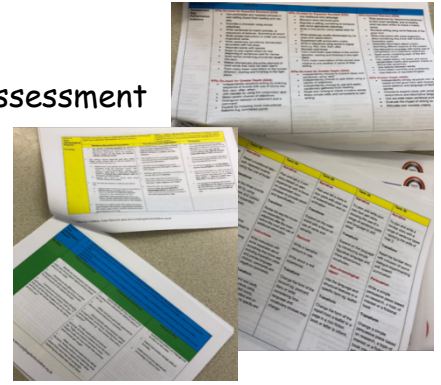
- List making
- Labels
- Captions
- Letters
- Cards

All reception children have an English book. One outcome per week is expected moving to two outcomes per week in the summer term.



Writing in KS1 and KS2:

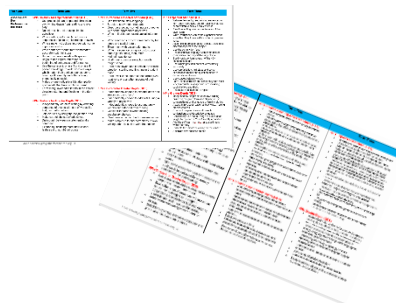
Teachers plan English lessons using the long term planning and assessment indicators provided by the local authority alongside the reading and writing progression document (provided by the local authority Sept 2017).



- Writing should be planned using the three week genre progression sheets
- Objectives should be taking from the KPIs and reading and writing document
- All children must complete the end outcome outlined in the long term plan at the end of each genre
- GDS children will transform their writing using the transform suggestion in the long term document. All other children will transform their work by editing and improving.
- Where possible English tasks should link to current class topic
- Year 2 and Year 6 plan using ITAFs alongside the long term plan from the spring term.
- Teachers gather further resources from Grammasaurus, Literacy shed, Hamilton trust and the TES website to support their planning
- Writing tasks should have a clear purpose, audience and form.
- Writing standards apply across all areas of the curriculum
- Four outcomes per week is expected within English books across year 2 and KS2. Three outcomes per week is expected in year 1 until spring 2, or earlier if children are ready when the expectation increases to four outcomes.
- One writing outcome within topic is expected each week with a topic focus

Assessment:

Teachers assess writing using the Key performance indicators provided by the local authority within the long term plan. Teachers assess the end outcome and transform piece which are independent tasks within the inspired write books against the KPIs. Termly in house moderation sessions take place by the leadership team to ensure judgements are robust and are standardised across the school. There are also termly cross trust moderations to ensure judgements are accurate.



Handwriting

The Berol handwriting scheme is taught from reception through to year six.

- A dedicated 10 minute session daily within KS2 and 15 minutes per day within KS1
- Children are expected to be fully joining all letters by the end of year 2.
- KS1 children use specific handwriting books to ensure they learn the correct size and position. These books will continue to be used within KS2 if children are not secure with correct letter formation and joins.

How it is taught?

During each session the teacher will model how to form each letter or word being taught correctly. All children will then 'have a go' at the letters or words taught. During this time the teacher will move around the class supporting children as and where needed and modelling within individual children's books to give further guidance.

Spelling

We aim to develop our pupils' ability to become confident writers, with the self-esteem necessary to believe in themselves as competent authors. Whilst we would avoid giving the message that accurate spelling is more important than content and continue to encourage pupils to take risks with the written word, our aims would not be fulfilled if pupils do not also achieve control over spelling.

Spellings will be taught progressively, using appropriate teaching methods for different stages of individual's e.g. basic skills words for Reception to Year 3, Headstart spelling booklets and Primary Literacy, Support for Spelling and spelling guidance listed in the English National Curriculum.

- A 'have a go' attitude will be encouraged to make plausible attempts at spelling words using phonic awareness and known spelling patterns.
- The common method of teaching spelling will be LOOK, COVER, REMEMBER, WRITE, CHECK.

Each year group will complete a spelling analysis test at the end of each term to assess where gaps in spelling errors are and use these to inform their teaching of spelling for the following the term.

Each year group will be set weekly spellings that will be tested every Friday and recorded in the back of Literacy books within KS2 and within spelling books in KS1. Children will be expected to spell the tested words correctly within all writing after being explicitly taught them and having completed their spelling text on those words.



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Date Written	November 2018
Review Date	July 2019

