

Rhodes Avenue Primary School

English Policy
Summer
2022

Aims:

- To unite all the elements of the English language to inspire confident, competent and creative writers and readers
- To foster a love of reading
- To develop confidence in speaking for different purposes (whether it be a performance, reading aloud or engaging in discussion and debate)
- To provide rich opportunities for writing based on quality core texts
- To engage the children with cross-curricular opportunities to develop their language skills
- To ensure all children are supported in meeting the Early Learning Goals in the Early Years Foundation Stage Curriculum and end of year expectations for the National Curriculum
- To assess children's progress to ensure they are making the best possible progress

Planning and Organisation

Where possible, the teaching of English is delivered in a creative, cross-curricular way and English lessons are based around quality core texts. The school follows the National Curriculum for English for Spoken Language, Reading (including word-reading and comprehension) and Writing (including transcription and composition). We have created our own knowledge and skills maps (KSM) for Reading, Writing, Spelling and Spoken Language which form the basis of all class teachers' planning. These maps ensure coverage of the National Curriculum Programmes of Study as well as broadening and extending our pupils' learning. English is generally taught in whole class sessions by class teachers. Teachers produce a medium-term plan (MTP) at the beginning of every half term based on the KSM and their formative assessment of pupils. Teachers from Year 2 upwards also plan at least 3 Big Read sessions weekly based on the objectives from the reading KSM.

EYFS and Year 1

Curriculum Guidance for the Early Years Foundation Stage informs the curriculum for pupils in Nursery and Reception classes. In EYFS there is a daily differentiated phonics session and 1:1 reading for each child every week. The EYFS environment is language rich and the provision enables children to explore stories. Year 1 provide daily differentiated phonics sessions and a combination of 1:1 reading and reading groups weekly. Reception and Year 1 use a long term phonics overview to ensure complete and systematic coverage of all sounds.

Additional support

In Year 6, the children are ability streamed and there are also booster English groups where needed in some Key Stage 2 year groups. Multiple literacy interventions run throughout the school to target pupils' specific needs. In Reception and Year one, phonics sessions are ability streamed.

Spoken language

Good speaking and listening skills are essential for developing language skills. As children develop speaking and listening skills, they build the foundations for reading and writing.

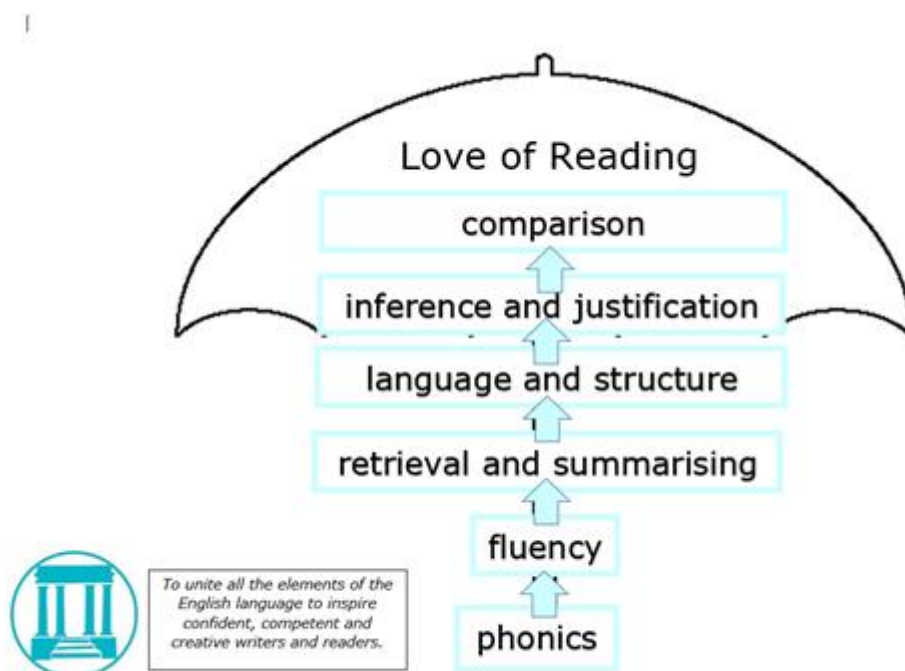
Aims:

- To speak with confidence in a range of contexts, adapting their speech for a range of purposes and audiences
- To listen, understand and respond appropriately to others
- To know the grammatical constructions that are characteristic of spoken Standard English and to apply this knowledge appropriately
- To understand variations in language.
- To empower children to articulate their thoughts and opinions confidently.

Implementation

Every year group has Spoken Language objectives in the KSM that build on the previous year's learning to ensure both coverage and progression. The KSM also have greater depth objectives for Spoken Language which reflect and encourage our pupils' eloquence and vocabulary. Many opportunities and activities are planned throughout the curriculum and school life in order to develop children's speaking and listening skills. Pupils are also encouraged to participate in a wide range of drama activities, both formal (such as class assemblies, school plays and internal and external debates), and informal (such as improvisation, hot-seating and role play).

Reading



We use our 'reading umbrella' to represent our approach to reading at Rhodes Avenue. Fostering a love of reading is our overarching goal and then we build up reading 'skills' within this.

Whole School

- Every classroom has a book corner or area
- All pupils have access to the school library
- We celebrate reading through author visits and World Book Day
- Teachers regularly use books as stimuli in assemblies
- Parent readers read with children throughout the school
- Reading buddies linking pupils from different Key Stages
- Pupils have access to a wide range of books linked to their topic
- Pupils have regular opportunities to free read
- Teachers share books from a wide range of cultures, written by diverse authors and which celebrate inclusion and difference.

Fluency

A big focus of our Reading curriculum is on ensuring pupils have the requisite reading fluency to access texts quickly and confidently, which will in turn enable greater reading comprehension success.

DfE guidance states that in age-appropriate books, a Year 2 pupil working at age-related expectations should read words accurately and fluently without overt sounding and blending at a rate of 90 words per minute.

Ideally by the end of Year 4 children should be able to read at least 120 words per minute of an age appropriate text.

Ideally by the end of Year 6 children should be able to read at around 140-150 words per minute of an age appropriate text.

Fluency check

Teachers complete fluency checks with all pupils at the start of the academic year. Pupils in KS1 and identified pupils will have their fluency assessed at different points throughout the year to measure the impact of interventions and support.

Pupils read the age appropriate 'Twinkl 60 second read' to assess how fluent they are. Teachers use this to assess which pupils need more support with their reading fluency.

Pupils are given regular opportunities to practise and develop fluency skills in guided reading and Big Read:

- Partner reading: shared and to each other.
- Reading in chorus
- Parent readers/reading to teacher or TA

The 'Big Read'

- A love of books is promoted through whole class reading sessions
- All pupils have opportunity to access the class book and be part of higher order questioning and discussion
- Big Read sessions include discussion, written tasks, drawing, vocabulary work and drama
- Teachers select a wide range of genres across the year and make choices that challenge and engage their pupils.

Reading comprehensions

Reading comprehension sessions happen once every two weeks in addition to Big Read. Pupils have the opportunity to complete questions as a class, in groups or partners and independently. Some comprehensions are longer especially in UKS2 to help build stamina. In KS2 some comprehensions are marked with the pupils so they can explicitly see progress. Reading comprehension assessments (at the end of each term) are the relevant NFER test.

Reading Programmes

EYFS

(This may change slightly depending on cohorts)

	Nursery	Reception
Autumn 1	If a child is ready to start phonics learning before Spring 2, they should be given access to small group sessions. Children assessed through play and observation rather than any formal assessment. If a child is ready to start reading then children have opportunity to do 1:1 reading sessions	Phonics assessment to determine phonics groups Talk through stories- Big read sessions Continuous provision focusing on appropriate sounds and blends.
Autumn 2		Phonics assessment to determine phonics groups Personalised fluid phonics groups x 4 a week Once a week: whole class phonics session focusing on 'red' key words Talk through stories- Big read sessions Continuous provision focusing on appropriate sounds and blends.
Spring 1	Environmental sounds Phase 1 Letters and Sounds	Phonics assessment to determine phonics groups Personalised fluid phonics groups x 4 a week Once a week: whole class phonics session focusing on 'red' key words Talk through stories- Big read sessions Continuous provision focusing on appropriate sounds and blends. Introduce book handling.
Spring 2	Phonics with a personalised teaching approach (differentiated depending on needs of the children)	Phonics assessment to determine phonics groups Personalised fluid phonics groups x 4 a week Once a week: whole class phonics

		<p>session focusing on 'red' key words Talk through stories- Big read sessions Continuous provision focusing on appropriate sounds and blends. More confident readers to start reading comprehension skills in small groups. Pupils take home phonics sheet and linked RML phonics book each week.</p>
Summer 1	Phonics with a personalised teaching approach	<p>Phonics assessment to determine phonics groups Personalised fluid phonics groups x 4 a week Once a week: whole class phonics session focusing on 'red' key words Talk through stories- Big read sessions Continuous provision focusing on appropriate sounds and blends. More confident readers to start reading comprehension skills in small groups Pupils take home phonics sheet and linked RML phonics book each week.</p>
Summer 2	Phonics with a personalised teaching approach	<p>Phonics assessment to determine phonics groups Personalised fluid phonics groups x 4 a week Once a week: whole class phonics session focusing on 'red' key words Talk through stories- Big read sessions Continuous provision focusing on appropriate sounds and blends. More confident readers to start reading comprehension skills in small groups Pupils take home phonics sheet and linked RML phonics book each week.</p> <p>Most pupils to be reading the purple RML books by the end of the Reception.</p>
Pupils take home:	<p>RML sheet focusing on letter formation (from relevant point in the year for that child).</p> <p>For those pupils who are beginning to read appropriate, decodable reading books.</p>	<p>Pupils take home phonics sheet and linked RML phonics book each week.</p> <p>More confident readers to take home an additional book to support their reading comprehension skills (This will be linked to their focus sound where possible)</p> <p>Pupils who need further consolidation with Set 1 sounds to have access to easily decodable CVC word books to</p>

Key Stage 1

Year 1

Phonics

- Pupils are taught phonics through the RML scheme.
- Pupils work in small ability groups and have daily phonics sessions (20 minutes).

Reading

- Pupils have daily guided reading sessions (20 minutes) in small ability groups until the Spring term. Every pupil has one reading session a week.
- In guided reading, children work through banded books and these are sent home weekly.
- Pupils have reading records to enable the teacher and the pupil's parents/carers to share comments about the pupil's reading and progress.
- From the Spring term, fluent readers do whole class reading through the 'Big Read' while those who still need to develop their fluency continue guided reading sessions.
- During guided reading sessions children also have opportunity to: free read (read for pleasure), explore CVC words, practise phonics skills and read non-fiction texts linked to their topic.
- Daily story time.

Assessment

- 3 assessment points and phonics screening in June.
- Teachers use Benchmarking to assess fluency of readers.
- By the Summer term, all pupils complete a written comprehension.

Year 2

Phonics

- Pupils who did not pass the phonics screening in Year 1 receive daily phonics sessions.
- Monster Phonics is used to bridge the gap between RML phonics learning and reading and spelling.

Reading

- In Autumn 1, pupils have daily guided reading sessions (20 minutes) in small ability groups. Every pupil has one reading session a week.
- In guided reading, children work through banded books and these are sent home weekly. Children also take home a library book that they choose themselves.
- Pupils record their reading in their reading journals which are monitored by the teacher weekly. Parents/carers are also encouraged to comment in the records where appropriate.
- From Autumn 2, pupils take part in whole class reading sessions (3 times a week) through the 'Big Read'.
- All pupils have the chance to read for pleasure during a weekly 'free reading' session.
- Daily story time.
- Pupils practise comprehension skills through 'reading comprehension' lessons once a week

Assessment

- 2 assessment points and KS1 SATs
- Teachers use Benchmarking to assess fluency of lower ability readers
- Teachers use NFER practice comprehensions, SATs papers and other available reading comprehension resources to practise reading

comprehension skills and to assess.

Key Stage 2

Reading

- In Autumn 1, Pupils read in guided reading groups once a week.
- From Autumn 2, pupils have whole class reading sessions (at least 3 times a week) through the 'Big Read'.
- All pupils have the chance to read for pleasure at least once during the week.
- Pupils can borrow books from the library to take home. Pupils are supported by their teacher and the librarian to choose appropriate books.
- Pupils record their reading in their reading journals which are monitored by the teacher weekly. Parents/carers are also encouraged to comment in the records where appropriate.
- Pupils have access to the library at least once a week.
- All classes have a class book which is read aloud by the teacher.
- Pupils practise comprehension skills through discrete 'reading comprehension' lessons weekly.
- Every class uses a core text linked to their topic as a stimulus for reading and writing activities in English lessons.
- Reading interventions run throughout KS2 focusing on fluency and comprehension skills.

Assessment

- 3 assessment points
- Teachers use Benchmarking to assess fluency of SEND readers
- Teachers use NFER practice comprehensions and SATs papers to assess.

Library

At Rhodes Avenue, we have a school library with a dedicated part-time librarian. Children visit the library weekly with their class and can also spend time reading in the library during lunchtimes (a rota for each class is displayed in the library). The library has a range of fiction and non-fiction (including magazines and newspapers).

Reading Journals

We use Reading Journals to encourage pupils to reflect on and record their reading experiences. Journals are to be a line of communication between teachers and parents and pupils (depending on age). Pupils are explicitly taught why we have them and what purpose is: reflection, learning unknown words, sharing opinions, reviews, ratings, alternative endings, in the style of stories. Children take ownership of them as a celebration of reading and communication. Effort and commitment to reading journals is celebrated within class and across the school.

All pupils are provided with an exercise book (blank page line page) which will become their reading journal. KS1 will use a more traditional reading record to ensure parents have the opportunity to record information about their child's reading at home.

Writing

At Rhodes Avenue we foster a love of language through writing as well as reading.

Aims:

- To learn the main rules and conventions of writing English
- To explore how the English language can be used to express meaning in different ways
- To enjoy the creative process of crafting imaginative, fluent pieces of writing
- To compose a variety of fiction and non-fiction writing, choosing the appropriate form and contents to suit a particular purpose and audience
- To use the planning, drafting and editing process to improve their work.

Opportunities for writing come from our topic work and our core texts.

Modelled writing

Modelled writing is a whole class activity in which the teacher models writing of a particular genre or technique for the children. The teacher demonstrates how to craft a fluent piece of writing containing all the necessary elements for a given genre. As the teacher writes, they identify for the children what particular features they are including in their writing and why. In this way, the teacher gives the children a model for best practice.

Shared writing

Shared Writing is a whole class activity in which the teacher models writing from the whole range of genre. The features of each text type are investigated through reading and discussion, and these are referred to during shared writing. The children offer their own contributions and creativity is valued and encouraged. Improvements and revisions are made during the process.

Slow writing

Slow writing is a whole class activity in which pupils build up a piece of writing by writing sentences one at a time each showcasing specific writing techniques as determined by the teacher. Pupils are supported with examples and also challenged by being asked to include additional or more complex writing techniques. The writing techniques may focus on punctuation, sentence structures, vocabulary or figurative language.

Independent writing

From Year 1, children are encouraged to develop their writing skills by completing pieces of independent work (e.g. retelling a known story). All children in KS1 and KS2 are given at least two opportunities each half term to create a long piece of sustained independent writing. When children write they are encouraged to refer to the end-of-year expectations for their year group.

Mini-writes

Children in KS1 and KS2 will also have the opportunity to practise any new skills (e.g. using reported speech, expanded noun phrases or a range of sentence openers) in 'mini-writes.' These give the children a chance to apply their new skills. The teacher can also use these 'mini-writes' to identify target areas for the children.

Writing Programme for Years 1 -6

All pupils complete a 'cold write' at the beginning of the year. This is used as a baseline assessment and also to set a personalised target for the next independent write.

Pupils complete at least 2 independent writes per half term. Pupils have the relevant 'end of year expectations' as a success criteria and the opportunity to edit their writing in blue pen before it is marked. Pupils are also encouraged to set their own target from each independent write (if appropriate for the age group).

Teachers highlight evidence of writing expectations in yellow highlight and set a personalised target from each independent write for the next independent write.

Each year group has 6 non-negotiable text types to include in their independent writes and can choose at least a further 6. This is to ensure pupils have the opportunity to write for a range of different purposes and to minimise repetition.

Marking


Yellow highlighter to be used to indicate where learning intention met or other relevant year group targets are evidenced.

Independent writes


Pupils to have list of Year group expectations which match KSM. As knowledge and skills are taught, more targets are included on the list. The list is stuck in for every independent write and targets are taken from it.

Example:

Year 2 Autumn 1

 Year 2 Writing Targets	✓
Form our letters correctly Leave finger spaces between our words. Use full stops at the end of our sentences. Use capital letters at the beginning of sentences. Use capital letters for names and places (proper nouns) Use question marks Use commas in a list Use adjectives Use phonics to help spell new longer words	

Year 2 Summer 2

 Year 2 Writing Targets	✓
Form our letters correctly Leave finger spaces between our words. Use full stops at the end of our sentences. Use capital letters at the beginning of sentences. Use capital letters for names and places (proper nouns) Use question marks Use exclamation marks Use commas in a list Use apostrophes for contractions Use apostrophes for possession Speech marks Use adjectives Use adverbs Use ambitious vocabulary Use conjunctions: and, because, or, but, so, when, if, that Use phonics to help spell new longer words Spell many common exception words correctly Apply Year 2 spelling rules in independent writing Use the correct past tense verbs Start sentences in different ways Use suffixes- <u>ly</u> , <u>ment</u> , <u>ful</u> , <u>ness</u> , <u>less</u>	
Greater depth Speech marks Make own revisions Use first and third person Use present and past tense Irregular past tense verbs	

Feedback for independent writes

Teacher and year groups can select feedback and marking options from the list below depending on what is most appropriate for their class/year group.

Feedback options

Verbal feedback	All or some pupils meet with CT and writing highlighted in yellow against personal targets and year group expectations. Target set together
Written feedback	All or some pupils' books marked in advance by CT. Work highlighted in yellow against personal targets and year group expectations. Target set by CT and acknowledged by pupil.
Peer feedback	All or some pupils work with a partner to assess each other's writing. Work highlighted in yellow against personal targets and year group expectations. Target set together and checked by CT

The feedback does not have to be the same for all the pupils in the class. It

might be that class teachers do written feedback for 20 pupils and then 10 verbal feedback for those pupils who are unable to access the written feedback as successfully.

Verbal feedback to be marked as VF in book.

Spelling

Accurate spelling is a vital tool for communication in writing despite the increasing use of computers it remains an important life skill. It should emerge from clear understanding of phonetics and spelling patterns of the English language. It should not, however, inhibit a child's creativity or stifle the writing process.

Aims

- Pupils to spell confidently most of the words they are likely to use in their own writing (Reception: 1st 45 words, Y1: First 100 words, Y2: Next 200 words, Y3/4 word list, Y5/6 word list)
- Pupils to be able to make sensible attempts to spell words which they have not seen before
- Pupils to be able to use a dictionary effectively to aid their spelling.

Teaching Spelling

Teachers use a variety of methods in their teaching of spelling. These include:

- Focusing on key words
- Study of rhyme
- Investigating word families
- Teaching phonics
- Learning weekly words either following a pattern or from own writing

Spelling is taught through activities and investigation. In Reception, Year 1 and Year 2, spelling is linked to phonics, teachers using the RML (Ruth Miskin) programme. In Reception, there is a different spelling focus word each week. From Years 1 to 6, spelling is taught weekly within English sessions following the spellings rules and non-negotiable words on each Year group's KSM. Independence is also encouraged through the regular use of dictionaries.

Assessment

Spelling is assessed on an ongoing basis through the marking of children's writing and in some discrete spelling tests.

Marking Spellings in written work

When marking a child's work, no more than three words are corrected. These should be high frequency words or topic related-words.

Handwriting

The function of handwriting is communication. Though important, it is just

one of several secretarial skills which support a child's creativity.

Aims

- Pupils to have a handwriting style that is fluent, joined and legible
- Pupils to be able to write comfortably at speed
- Pupils to understand the importance of clear and neat presentation in order to communicate meaning effectively

Teaching Handwriting

Handwriting is taught both within and outside of daily English lessons. In the Nursery, children participate in the 'Write Dance' programme to promote motor skills and introduce handwriting in a creative, sensory environment. In Reception, children practise their handwriting twice a week focusing on the sounds of the week covered in their phonics sessions. These sessions will either involve gross motor skill practice (e.g. using malleable materials) or smaller letter formations on paper.

In KS1 handwriting is taught through the RML phonics letter formation and pencil control scheme before moving onto daily Penpals handwriting sessions. In KS2, handwriting is taught both discretely and through practice of spelling rules and patterns. For those children whose fine motor skills take longer to develop, there are motor skills intervention groups to support them with developing their pencil control. Children are taught joined formation from the moment they have adequate pencil control. Joined writing is encouraged as soon as children are secure in the movement of each letter.

From Summer 2 in year 4, all pupils use a handwriting pen. Pupils can 'earn' a pen license before this point if they show consistent, correctly-formed joined handwriting.

Assessment

Formative assessment is carried out informally on a daily basis through questioning and discussion.

Writing: In Reception, children's progress towards the Early Learning Goal for 'Writing' is assessed termly using age bands. In KS1 and KS2 children's writing is tracked termly using the End of Year Expectations for each year group. These statements are used to decide which stage the child is at (i.e. Beginning, Beginning Plus, Within, Within Plus, Secure or Secure Plus). Occasionally children will be assessed using statements from lower year groups. Teachers use pupils' independent writes and mini-writes to determine their writing level. Teachers moderate writing levels within year groups, across year groups and across schools (in Haringey year group moderation meetings).

Reading: In Reception, children's progress towards the Early Learning Goal for 'Reading' is assessed termly using age bands. In KS1 and KS2 Children complete an NFER assessment each term. This score and teacher assessment of each pupil against the End of Year Expectations for each year group are combined to determine a reading level: Beginning, Beginning Plus, Within, Within Plus, Secure or Secure Plus. Occasionally children will be assessed using statements from lower year groups. For more information, see previous reading programme table.

Grammar: Pupils are assessed externally at the end of KS1 and KS2. Pupils complete a baseline grammar assessment at the start of each year to determine their understanding and retention of the previous year's learning.

Spelling: Pupils are assessed externally at the end of KS1 and KS2.

Spoken Language: In EYFS, the three Early Learning Goals for Communication and Language are assessed termly using age bands. Spoken language skills are assessed through teacher assessment in KS1 and KS2 according to the National Curriculum requirements.

SATs: At the end of each Key Stage, the children take the national SATs papers in Reading and Spelling, Punctuation and Grammar.

Equality of Opportunity

Teachers will take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, gender reassignment and, where relevant, age and marriage/civil partnership. Lessons should be planned to ensure that there are no barriers to pupil achievement.