



All Saints C of E  
Infant and Nursery School

Selston C of E  
Infant and Nursery School

# English Policy

March 2022

*Opening hearts and minds through the  
grace and love of God*

# **ALL SAINTS CHURCH OF ENGLAND (VA) INFANT AND NURSERY SCHOOL**

## **SELSTON CHURCH OF ENGLAND (VC) INFANT AND NURSERY SCHOOL**

### **MISSION STATEMENT**

*Opening hearts and minds through the grace and love of God*

At All Saints Infant and Nursery School and Selston Infant and Nursery School children always come first and we try to nourish, challenge, prepare and inspire them within a Christian ethos.

We believe in valuing all who contribute towards the successful running of our schools including children, parents, carers, governors, teaching and non-teaching staff.

This Mission Statement lies at the heart of our schools' aims. It is the philosophical basis for all of the schools' policies and through these, for everything that happens in and round our schools. Our aspiration is for everyone at All Saints and Selston to:

- feel happy, secure, safe and valued at school
- develop a growing awareness of their own inner self and spirituality, and of the power of the Christian faith to transform lives
- develop healthy relationships based on care, trust, compassion and forgiveness
- show acceptance for and understanding of others who may have different beliefs or needs
- strive for the highest standards of achievement, developing the confidence and skills to be independent, motivated and self-disciplined learners
- have a positive approach to life, contributing to the well-being of the community and building hope for the future

We hope that children will leave our schools with open hearts and minds, ready to respond to the opportunities that lie before them and to experience the joy of life in all its fullness.

## Rationale

At All Saints CE Infant and Nursery School and Selston CE Infant and Nursery School, we believe that language and literacy are fundamental to children's development and enables them to access all aspects of the curriculum. We acknowledge that speaking and listening, together with reading and writing, are prime communication skills that are central to children's intellectual, social and emotional development.

We are committed to providing stimulating and engaging opportunities for purposeful talk, interaction and collaboration, focussed on a creative exploration of language. We are also committed to developing an understanding of language in its widest sense; on screen, through sound, in the form of images, digital text as well as multimodal texts. Language skills are developed within the context of a broad, rich and creative curriculum.

We strive to deliver English in a cross-curricular manner, permeating all areas of learning, ensuring it is interesting, fun and relevant to everyday life. We aim to create meaningful contexts, through detailed and creative planning, which relates to the current class topic.

We are committed to valuing all languages and recognise the positive impact additional languages have on the learning of language. We recognise the importance of strong partnerships with parents and carers and place a high value on home reading. Crucially, we are committed to providing the very best for each child and constantly consider new research and evidence to ensure our practice is the best it can be.

## Aims

### **Our English Policy is built on a number of core principles:**

- To provide high quality learning and teaching in English;
- To increase staff skills and confidence in teaching English and ensure that each member of the school community understands their role in developing English;
- To ensure all learners are provided with as many opportunities as possible to acquire English knowledge, skills and understanding, and that they apply these skills effectively and confidently across the curriculum;
- To promote progression and continuity at all stages and at transition points to ensure a seamless, coherent and relevant English curriculum for all;
- To raise levels of achievement and attainment in English among all learners, especially those who are disadvantaged;
- To develop a language rich environment to support children's language development;
- To ensure talk is at the heart of learning and planned opportunities for talk allow children to experiment with, rehearse and control language;
- To exploit the links between talk, reading and writing;
- To ensure good quality texts are central to teaching and learning of English;
- To provide daily opportunities for reading aloud to children as a key element in supporting children's reading and writing development;

- To use display as an important tool in motivating children and valuing the learning in which they are engaged;
- To develop strong partnership with parents and carers;
- To be aware of new research and evidence to ensure that practice is the best it can be;
- To develop reading for pleasure so that reading is a passion, not just a skill.

Learning takes place using a variety of strategies, which include:

- Shared and modelled reading and writing;
- Teacher guided group work in reading and writing – to allow for assessment and intervention. Each target group has access to this at least one day per week;
- Independent activities;
- Peer and group tasks.

## **Early Years**

We believe that communication and language, along with opportunities to explore reading and writing, underpin children's future learning. We work towards the Early Learning Goals, aiming to meet them by the end of Reception. The daily routine is based on planned and spontaneous activities that include:

- A wide variety of opportunities to develop and practice speaking and listening; stimulate early interest in English by exploiting play, story, songs and rhymes and provide lots of opportunities and time to talk with children about their experiences and feelings;
- Experiences that develop gross and fine motor skills through play and handwriting activities;
- Sharing and enjoying a range of rhymes, songs, film clips, stories and books;
- Immersion in a print rich environment with opportunities for oral language and written communication e.g. differentiated phonic activities;
- Focused group activities that teach children early communication language and literacy skills, using daily phonics and guided reading/writing sessions;
- Big book activities with a shared reading and writing focus each week;
- Computing activities to enable access to texts and language activities.

At the end of the Foundation Stage, children spend time with their new teacher in their new classroom before they move to Year 1. Teachers meet with parents and carers to discuss transition so that they feel reassured about how they can help their child prepare for Year 1 and feel confident in the smooth transition.

## **Key Stage 1**

At the beginning of Year 1, the assessments and professional discussions between Reception and Year 1 teachers enable the planned work to follow a smooth transition. The teaching of English in KS1 includes:

- Explicitly taught and planned sessions following the guidance and objectives of the National Curriculum, delivered in a cross-curricular manner;
- Speaking and listening activities, e.g. role play, paired talk, drama and hot seating in order to prepare pupils for the writing process;

- Word level work with explicit teaching of phonics and spelling;
- Sentence level work led by quality texts to develop grammatical awareness and punctuation skills;
- Text level work using a range of genres will develop comprehension and composition skills and the understanding of print;
- Letter formation and handwriting taught and modelled, leading to the use of diagonal and horizontal strokes by the end of Year 2;
- Bespoke assessment materials to assess, share next steps in learning with the children, and to support the planning of further lessons;
- Immersion in a print rich environment that promotes a reading culture and develops children’s oral and written communication.

## Phonics

Children in Reception and KS1 follow ‘Bug Club Phonics’ as the primary programme. Based on the pace and progression of ‘Letters and Sounds’, it teaches synthetic phonics. Early on, we also use ‘Jolly Phonics’ actions as needed, as an extra strategy to support phonics learning.

### Pace and Progression in Phonics:

<b>Phase 1</b>	Nursery Phonological and phonemic awareness Reception Autumn term Phonemic awareness
<b>Phase 2</b>	Reception Autumn term Bug Club 1 - 5
<b>Phase 3</b>	Reception Spring term Bug Club 6 - 11
<b>Phase 4</b>	Reception Summer term Bug Club 12 Year 1 Autumn term consolidation
<b>Phase 5</b>	Year 1 Bug Club 13 - 27 Year 2 Autumn term consolidation
<b>Phase 6</b>	Year 2 Bug Club 28 - 30

The tables below show how the phonics content is sequenced across the Early Years and Key Stage 1.

## Reception

Phase	Unit	Focus	Not fully decodable words (irregular words)
2	1	s, a, t, p	
	2	i, n, m, d	
	3	g, o, c, k	to
	4	ck, e, u, r	the, no, go
	5	h, b, f, ff l, ll, ss	l, into, her
3	6	j, v, w, x	me, be
	7	y, z, zz, qu	he, my, by, she
	8	ch, sh, th, ng	they
	9	ai, ee, igh, oa oo (long), oo (short)	we, are
	10	ar, or, ur, ow, oi	you
	11	ear, air, ure, er	all, was, give, live
4	12	Adjacent consonants (cvcc, ccvc, ccvcc, cccvc, cccvcc)	said, have, like, so, do, some, come, were, there, little, one, when, out, what

Phase	Unit	Decodable words	Not fully decodable words (irregular words)
2	1	at, as	
	2	an, it, in, is, dad	
	3	can, on, not, got	to
	4	mum, up, get	the, no, go
	5	had, back, his, big, him, if, of, off, but	l, into, her
3	6	will	me, be
	7	–	he, my, by, she
	8	that, this, then, them, with	they
	9	look, see, too	we, are
	10	for, now, down	you
	11	–	all, was, give, live
4	12	went, from, children, just, help	said, have, like, so, do, some, come, were, there, little, one, when, out, what

## Key Stage 1

Phase	Unit	Focus	Irregular/high-frequency words	
5	13	wh, ph,	oh, their, people	
	14	ay, a-e, igh/ey/ei (long a)	Mr, Mrs, Ms	
	15	ea, e-e, ie/ey/y (long e)	looked, called, asked	
	16	ie, i-e, y, i (long i)	water, where	
	17	ow, o-e, o/oe (long o)	who, again	
	18	ew, ue, u-e (long o), u/oul, (short oo)	thought, through	
	19	aw, au, al	work, laughed, because	
	20	ir, er, ear	Thursday, Saturday, thirteen, thirty	
	21	ou, oy	different, any, many	
	22	ere/eer, are/ear	eyes, friends	
	23	c, k, ck, ch	two, once	
	24	clel/cil/cly, sc/ stll se	great, clothes	
	25	glel/gil/gly, dge	it's, I'm, I'll, I've	
	26	le, mb, kn/gn, wr	don't, can't, didn't	
	27	tch, sh, ea, zh, (w)a, o	first, second, third	
	6	28	suffix morphemes ing, ed	clearing, gleaming, rained, mailed
		29	plural morphemes s, es	men, mice, feet, teeth, sheep
30		prefix morphemes re, un prefix+root+suffix	vowel, consonant, prefix, suffix, syllable	

**Table 1** Graphemes for Reading within *Bug Club Phonics Key Stage 1*

Phase 5 teaching: new grapheme–phoneme correspondences for reading	<i>Bug Club Phonics</i> unit
wh	Unit 13
ph	Unit 13
ay	Unit 14
a-e	Unit 14
ea	Unit 15
e-e	Unit 15
ie	Unit 16
i-e	Unit 16
oe	Unit 17
o-e	Unit 17
ew	Unit 18
ue	Unit 18
u-e	Unit 18
aw	Unit 19
au	Unit 19
ir	Unit 20
ou	Unit 21
oy	Unit 21
ear/ere/eer	Unit 22
air/are/ear	Unit 22

NB: Subsequent sessions could be said to be phonic rules, not new graphemes.

**Table 2** Alternative spellings within *Bug Club Phonics*  
Key Stage 1

Phase 5 teaching: alternative spellings for each phoneme	<i>Bug Club Phonics</i> unit
w / wh	Unit 13
f / ph	Unit 13
ai / ay / a-e / eigh / ey / ei	Unit 14
ee / ea / e-e / ie / y / ey / eo	Unit 15
igh / ie / i-e / y / i / ey	Unit 16
oa / ow / o-e / oe / o	Unit 17
oo / ew / ue / u-e / ui / ou	Unit 18
oo / u / oul	Unit 18
or / aw / au / al	Unit 19
ur / ir / er / ear	Unit 20
ow / ou	Unit 21
oi / oy	Unit 21
ear / ere / eer	Unit 22
air / are / ear	Unit 22
c / k / ck / qu / x / ch	Unit 23
s / c / sc	Unit 24
j / g / dge	Unit 25
m / mb	Unit 26
n / kn / gn	Unit 26
r / wr	Unit 26
ch / tch	Unit 27
sh / ch / t / ss / s / c	Unit 27
e / ea	Unit 27
s for /zh/	Unit 27
o / (w)a	Unit 27
u / o	Unit 27

Phonics is taught every day in Reception and KS1 with pace and rigour. Additional phonics sessions are provided for children who need further support (especially if they do not reach the standard in the Phonics Screening Check). Phonics is a powerful teaching tool which ensures that young children will be well-placed to read and spell words with fluency and confidence by the time they reach the end of KS1.

In Reception, most children begin to read and write one grapheme for each of the 44 phonemes. They blend and segment CVC (consonant – vowel –consonant), CCVC and CVCC words for reading and spelling and use their phonic knowledge when trying to read and write more complex words. Towards the end of Year 1, children take the Phonics Screening Check. In Year 2, they are taught to read 150 of the most frequently occurring words in English and are taught to spell many of them.

## **Spelling**

Children's phonological awareness and spelling strategies are assessed and inform teaching. Dedicated time is allocated for teaching and investigating spelling, as well as word level work linking to a related text in the main English session. Children are given the opportunity to develop a range of strategies to improve their spelling. A variety of teaching techniques are used to support them. Word banks (given and created), along with dictionaries, are used to support children's spelling when writing and editing.

Differentiated spellings are provided for every child to learn at home and in school. Children are encouraged to practice their spellings and they are monitored through the marking of writing. We do not believe that spelling tests support the learning of spelling in the longer term, and prefer to use methods such as dictation to assess children's progress. In Reception, spelling begins with learning to say and write the phonetic sounds and learning 'tricky words' (words that don't follow conventional rules and patterns). In KS1, progression is then through learning the following:

- spelling the first 100 high frequency words
- spelling the next 200 high frequency words
- spelling common exception words
- spelling words from the spelling lists outlined in the National Curriculum
- spelling roots words with their prefixes and suffixes
- spelling words by focusing on different pattern and spelling rules
- spelling multi-syllabic words and ambitious words

High frequency words and topic terminology are explored in class. Personalised spellings are also identified in children's writing and opportunities to learn and practise them are provided. In class, teachers show children a range of methods for learning spellings. Teachers also explore word meanings and different graphemes, as well as supporting children with self-correction in their writing. Once root words are learnt, longer words often become easier to spell, as the rules and guidance for adding prefixes and suffixes become understood and embedded.

## **Handwriting**

Research shows that the continuous flow of writing ultimately improves speed and supports spelling (through recognising spelling shapes and patterns).



In Nursery and Reception, children are taught good hand control and the tripod grip through a wide range of activities that develop small and large muscle skills. In Reception, children are taught to write their name and learn the shapes of the main letter families. Support is given to those with poor pencil grip through triangular pencils and pencil grips. Left-handed writers should be seated on the left hand side of the table whenever possible.

From Year 1 onwards, children are taught to use a neat, joined script. Good presentation is emphasised at all times and through all forms of writing (with the exception of quick note taking) and these skills are reinforced across the curriculum. It is expected that all children in Reception and KS1 will practise their handwriting in regularly, either as part of their phonics sessions or in guided writing sessions.

## **Speaking and Listening**

We aim for all children to become confident speakers and listeners. We recognise that talk is fundamental to children's development and learning. Talking and listening underpins the learner's understanding and use of language. Children are encouraged to become confident speakers and active listeners through a wide range of planned learning experiences. The four strands to speaking and listening are:

- 1) Listening and responding;
- 2) Speaking and presenting;
- 3) Group discussion and interaction;
- 4) Drama, role-play and performance.

These oral skills are directly taught, modelled and sensitively encouraged in whole class and small group settings. Opportunities across the whole curriculum are planned for and developed. Children play an active part in presentations, topic talks, drama activities, group discussions and debates. We plan for learning experiences that develop children's abilities to discuss, explain and clarify, demonstrating an ability to adapt language for audience and purpose. This is facilitated through a range of strategies including debates, group learning, drama, circle time, collective worship and group discussions.

Children are encouraged to be confident speakers who demonstrate awareness of the social dynamics of speech and speaking. Talking and listening is at the heart of learning and is evident in the classrooms throughout the school.

## **Reading**

### **We aim for all children:**

- To be able to read independently by the time they leave All Saints and Selston;
- To enjoy reading as a positive activity, in and out of school, and to be able to justify and evaluate their preferences;
- To experience a range of genres and authors and have the appropriate technical vocabulary to discuss these;

- To read fluently and with understanding, using a range of independent strategies to monitor and self-correct.

### **To fulfil these aims, we are committed to providing:**

- A wide variety of good quality texts and resources which are accessible to children and well-organised and maintained;
- Consistent, well planned and effective teaching of reading throughout the school to support every child's ability and needs;
- Opportunities to explore texts in a range of contexts, including whole class, groups and pairs;
- A clear framework for monitoring and assessing children's progress accurately;
- Carefully planned work to match children's abilities, experiences and interests but also to ensure progression, continuity and balance throughout the school. When planning, we set high expectations and provide opportunities for all children to experience success in learning.

We believe in developing a reading culture throughout the school by creating welcoming book areas in classrooms that raise the profile of reading through a print rich environment, attractive book displays and promoting the written word at all times. High priority is given to reading throughout the school. Reading is taught through:

### **Whole class reading**

We value 'reading aloud' to children as a vital experience in supporting reading development. By listening to language, children are able to access excellent models of authorship as well as the rhythm, patterns and sounds of written language. This has a direct impact on their own reading as well as their writing development. It develops children's awareness of voices and a sense that there is more to the meaning of what they are reading than they fully understand.

Whole class reading develops listening skills, a love of story and reading for pleasure. This is teacher led reading with children listening and responding to questions, predictions and vocabulary choices as appropriate to the level of the children.

Shared reading immerses children in the pattern of story and features of text types. The teacher models as an expert reader and draws out the key elements of the content. Reading as a social experience is valued as an integral part of children's English development. Children explore texts in a range of contexts, including while class, groups and pairs.


### **Independent reading in school and at home**

In Reception and KS1, books at the children's phonic level are sent home, along with the home-school diary to help communicate progress and targets with parents and carers. Books are changed following a guided reading session, and at least weekly. Our Bug Club scheme books have a controlled vocabulary and enable children to practise blending phonetically decodable words containing grapheme phoneme correspondences they have been taught. Therefore, children become more fluent and automatic at blending as they move through the stages. Children are also encouraged

to take a library book home to read for pleasure. Parents/carers are encouraged to read to their children.

## Daily story times

We have developed a 'Reading Spine' to story times to ensure that all children have exposure to high quality picture and chapter books that focus on a wide variety of different themes and topics. We revisit these texts through the year so that children have opportunities to further their knowledge and understanding on each reading.




**Reading Spine March 2022**

Nursery	Reception	Year 1	Year 2
Goldilocks and the Three Bears The Three Little Pigs Rapunzel The Three Billy Goats Gruff Little Red Riding Hood The Gingerbread Man Hairy Maclary From Donaldson's Dairy-Linley Dodd The Smartest Giant in Town- Julia Donaldson The Paper Dolls- Julia Donaldson and Rebecca Cobb Chapati Moon- Pippa Goodhart Come on Daisy- Jane Simmons The Train Ride- June Crablin Five Minutes Piece- Jill Murphy Each Peach Pear Plum- Janet and Allan Ahlberg Handa's Noisy Night- Eileen Browne My Hair- Hannah Lee All Are Welcome Here- Alexandra Benfold The Ugly Five- Julia Donaldson Some Dogs Do – Jez Alborough Where's My Teddy – Jez Alborough This is the Bear – Sarah Hayes This is the Bear and the Scary Night – Sarah Hayes There's a Mouse in the House- Ross Collins We're Going on a Bear Hunt – Michael Rosen Baby Goes to Market- Anouka, Angela Brooksbank Jasper's Beanstalk – Nick Butterworth The Green Donkey- Anuska Allenpuz Whatever Next – Jill Murphy Just One of Those Days- Jill Murphy Where's Spot – Eric Hill	Owl Babies – Martin Waddell The Gruffalo – Julia Donaldson Handa's Surprise – Eileen Browne Rosie's Walk – Pat Hutchins Six Dinner Sid – Inga Moore Mrs Armitage – Quentin Blake Whatever Next – Jill Murphy Mr Gumpy's Outing – John Burningham On the Way Home – Jill Murphy Farmer Duck – Martin Waddell Shhh! – Sally Girdley Handa's Hen – Eileen Browne Duck in the Truck - Jez Alborough Zog - Julia Donaldson A Squash and a Squeeze - Julia Donaldson Monkey and Me - Emily Gravett Monkey Puzzle - Julia Donaldson Oi Frog - Kes Gray The Way Back Home – Oliver Jeffers Tiddler - Julia Donaldson How to Catch a Star – Oliver Jeffers Solomon Crocodile - Catherine Rayner Commotion in the Ocean - Giles Andreae Rumble in the Jungle - Giles Andreae Mad about Minibeasts - Giles Andreae We're Going on an Egg Hunt - Laura Hughes The Detective Dog – Julia Donaldson Little Beauty - Anthony Browne The Selfish Crocodile - Faustin Charles Kind - Alison Green and Axel Scheffler Bad Tempered Ladybird – Eric Carle The Koala Who Could – Rachel Bright The Family Book - Todd Parr Those Shoes – Maribeth Boelts The Lion Inside – Rachel Bright The Squirrels Who Squabbled – Rachel Bright	Cops and Robbers – Janet and Allan Ahlberg Avocado Baby – John Burningham The Smoos and The Smoos – Julia Donaldson and Axel Scheffler Knuffle Bunny – Mo Willems Lost and Found – Oliver Jeffers Dogger – Shirley Hughes The Elephant and the Bad Baby – Elfrieda Vipont You Matter – Christian Robinson Beegu – Alexis Deacon Meesha, Makes Friends – Tom Percival Can't You Sleep, Little Bear? – Martin Waddell and Barbara Firth The Smartest Giant in Town – Julia Donaldson Little Beaver and the Echo – Amy Macdonald and Sarah Fox-Davies The Shopping Basket – John Burningham The Day the Crayons Quit – Drew Daywalt The Everywhere Bear – Julia Donaldson and Rebecca Cobb Peace at Last – Jill Murphy The True Story of the 3 Little Pigs – Jon Scieszka Prince Cinderella – Babette Cole Elmer – David McKee Kitchen Disco – Clare Foges and Al Murphy Veg Patch Party – Clare Foges and Al Murphy The Magic Porridge Pot – Rosie Dickens The Enormous Turnip – Illustrated by Georgina Overwater The Paper Dolls – Julia Donaldson and Rebecca Cobb	Traction Man is Here - Mini Grey Amazing Grace – Mary Hoffman Pumpkin Soup – Helen Cooper Who's Afraid of the Big Bad Book? – Lauren Child Dr Xargle's Book of Earthlets – Tony Ross Emily Brown and The Thing – Cressida Cowell Frog and Toad Together – Arnold Lobel The Owl Who Was Afraid of the Dark – Jill Tomlinson Flat Stanley – Jeff Brown Not Now Bernard – David McKee Tuesday – David Wiesner The Flower – John Light The Garden – Dyan Sheldon and Gary Blythe The Proudest Blue – Ibtihaj Muhammad Where the Poppies Now Grow – Hilary Robinson Stubby – Michael Forman Somebody Swallowed Stanley – Sarah Roberts The Paper Bag Princess – Robert Munsch The Moon Dragon - Dyan Sheldon and Gary Blythe Unicorn Dreams – Dyan Sheldon & Neil Reed Looking after Louis – Lesley Ely & Polly Dunbar The Whales Song – Dyan Sheldon and Gary Blythe A Piece of String is a Wonderful Thing – Judy Hindley Black Dog – Levi Pinfold Polonious, the Pit Pony – Richard O'Neil The Tale of Three Trees – Angela Elwell Hunt
Dear Zoo – Rod Campbell I'm Sticking With You – Smitri Halls My Friend Bear – Jez Alborough This is the Bear and the Picnic Lunch- Sarah Hayes I'm Not Going Out There – Paul Bright Don't Call Me Sweet – Smitri Halls Brown Bear, Brown Bear – Bill Martin Jr The Hairy Toe – Daniel Postgate Little Rabbit Foo Foo- Michael Rosen Dirty Bertie- David Roberts	Ravi's Roar – Tom Percival	The Gingerbread Man – Miriam Latimer The Boy who Cried Ninja – Alex Latimer The Colour Monster – Anna Lenas The Colour Monster who goes to School - Anna Lenas Simon Sock – Sue Hendra and Paul Linnet The Great Cheese Robbery – Tim Warnes There's a Rang-Tan in My Bedroom – James Sellick and Frann Preston-Gannon It's a No Money Day – Kate Milner Where the Wild Things Are – Maurice Sendak Thank Goodness for Bob – Matthew Morgan and Gabriel Alborozo Bringing the Rain to Kapiti Plain – Verna Aardema The Pig in the Pond – Martin Waddell Hairy Maclary Scattercat – Lynley Dodd Hairy Maclary's Bone – Lynley Dodd Hairy Maclary and Zachary Quack – Lynley Dodd Hairy Maclary's Caterwaul Caper – Lynley Dodd	Fantastically Great Women Who Made History – Kate Pankhurst Fantastically Great Women Who Changed the World – Kate Pankhurst Mr Wolf and the Three Bears – Jan Fearnley Mr Wolf and the Enormous Turnip – Jan Fearnley The Boy Who Cried Wolf – Tony Ross Gorilla – Anthony Browne Hansel and Gretel – Anthony Browne The Tunnel – Anthony Browne A Walk in the Park – Anthony Browne Voices in the Park – Anthony Browne The Visitors Who Came to Stay – Annalena McAfee When We Were Very Young – A.A. Milne Please Mrs Butler – Allan Ahlberg Poems to Perform – Julia Donaldson Fantastic Mr Fox – Roald Dahl The Hodgepodge – Dick King-Smith Willa and Old Miss Annie – Berlie Doherty

## The reading environment

The print rich environment encourages children to interact with displays, to follow instructions and signs, promoting functional language. Classroom reading areas are attractive and inviting, books are clearly accessible within labelled where appropriate. A clear distinction is made between fiction and non-fiction texts in Reception and KS1. Themed displays are encouraged, along with opportunities to make homemade books. Books are also displayed and promoted around the classroom and throughout the

school learning environment. Storymaps, story props and puppets enhance the reading environment and process.

We ensure a wide range of genres are available, to suit all interests and to promote our school's focus on diversity and equality. Reading sessions take place daily and we ensure book areas are a special area of every class, with exciting reads from a wide range of authors.

## **Teaching and learning of reading**

### **Early Years:**

- Children have opportunities to browse and read as part of their independent play;
- Children have opportunities to share books individually and in small groups with staff;
- In Reception, children start on the Bug Club scheme once they have some phonic knowledge;
- Children participate in shared, group, individual and guided reading sessions;
- The primary approach is synthetic phonics using the 'Bug Club Phonics' programme;
- There is a Home/School Reading Record in which parents/carers write when they read with their child. The teacher also writes in here at least on a weekly basis;

### **Key Stage 1:**

- Children participate in whole-class shared reading regularly;
- There is a planned guided reading session which is separate to the normal English session;
- During this session, children undertake a range of reading activities including browsing through the range of books within the class collection;
- We provide a range of high-quality children's fiction and non-fiction text;
- Comprehension skills are developed through questioning and exploring texts fully;
- The primary approach to the teaching of reading is synthetic phonics using the 'Bug Club Phonics' programme;
- Differentiated guided reading sessions take place daily and every child accesses these at least once a week;
- Where children need extra reading support, the teacher/TA and/or a reading volunteer will read on a 1:1 basis with these children;
- Story time, when the class teacher reads a variety of texts aloud to the class, is a key element of our reading practice;
- Activities such as 'Mystery Reader' promote reading for pleasure;
- Children are encouraged to read for 20 minutes a day at home and a 'Reading at Home' reward system is in place.

# Writing

## **We aim for all children to:**

- Develop the necessary writing skills for life, viewing writing as a positive experience;
- Have opportunities for developing writing skills across the curriculum;
- Communicate clearly and confidently in speech and writing;
- Understand and develop control of the structures of spoken and written English;
- Be empowered as writers, with a sense of purpose and awareness of their audience and how this affects them.

## **To fulfil these aims, we are committed to providing:**

- Experiences which allow children to encounter written language and to practise their skills from the earliest stage;
- A range of meaningful contexts and purposes for imaginative, factual and poetic writing;
- A foundation of key skills in segmenting for spelling, grammatical awareness and handwriting;
- A consistent framework of assessment, feedback and monitoring, to ensure progress and pupil involvement in the evaluation of learning.

For children to become skilled writers, they need to be provided with meaningful and imaginative contexts within which they can explore the written word. We strongly believe that imagined as well as real worlds, found in quality texts, provide children with the contexts to write for a purpose and with understanding. We believe that writing should be a creative/developmental process both at a functional and an imaginative level. All attempts at writing are valued and we know that all children have potential to be successful writers.

Children learn how writing works through the careful reading of texts, discussion in classrooms, and regular practice. Children are able to pick up on literary styles and rhythms, imagine a reader and influence an audiences' response. By working in fictional and real situations, children engage in the act of meaning making through the generation of quality text, embracing models that have been explored in the classroom. The reader is evident in the writer and this principle underlines our approach. We fully understand the importance of collaboration in the early development of writing skills and this forms a central part of our approach to teaching it.

The teacher is a central player in the process, modelling both thought and text to children in a range of ways. Collaboration can take the form of modelled writing, shared and interactive writing or guided writing. These contexts are important components of a child's writing experience and support the achievement of high standards for all learners.

## **Planning for writing**

Class teachers plan writing using a range of stimuli, including good quality texts, images and films. Work is carefully planned to match children's abilities, experiences and interests, but also to ensure progression, continuity and balance throughout the

school. When planning, high expectations are set and opportunities are provided for all children to experience success in learning and to be challenged appropriately.

Planning mainly begins with time spent 'immersing children in the text' and familiarising them with the genre by identifying key features of the text. This moves on to an exploration of the text; e.g. through speaking and listening activities, including where appropriate, drama. Following this, the teacher models writing to the class and to groups which is a key strategy in supporting children's writing development and making 'good writing' explicit to all learners. The children then have opportunities to write independently, working on different aspects of the writing process: drafting, revising and presenting. There are opportunities for Computing skills to be used at each stage of the teaching sequence.

All class teachers are responsible for planning for the specific needs of children within their class and identifying the appropriate teaching and learning strategies required for class and guided group sessions.

## **Teaching and learning of writing**

### **Early Years:**

- Children are provided with daily opportunities to communicate their ideas and feelings to peers and adults. They are encouraged to develop their spoken language and to broaden their vocabulary;
- The learning environment is organised to reflect the importance of language through signs and notices on displays (including the use of signs and symbols), a large writing area, and simple game activities;
- Direct teaching focuses on making meaning through the use of familiar words (e.g. names) and hearing, discriminating and producing sounds, especially through rhyme;
- 'Bug Club Phonics' activities are used in whole class and group teaching;
- Shared writing, supported writing and individual writing are introduced;
- Daily opportunities to practise finer muscle skills are provided.

### **Key Stage 1:**

- Daily interactive teaching of phonics and high frequency spelling strategies using the 'Bug Club Phonics' teaching programme are provided;
- Guided writing sessions take place with small focus groups;
- Whole class shared writing sessions, which include talk for writing, supported composition and sentence level work take place;
- Scaffolded and supported opportunities for independent writing are provided.

In Reception, children experience writing in a range of settings and opportunities for developmental writing and this is available in all areas of learning. Children's own attempts at early writing are celebrated and promoted, alongside the direct teaching of the key skills that will enable them to progress through the stages of writing development. In the Early Years and KS1, writing that needs interpretation must be scribed by an adult.



Children's written work is valued through classroom display. Drama and role-play are used to enhance children's writing, providing valuable speaking and listening opportunities and developing talk for writing. Children are encouraged to write in a variety of contexts, including paired, group and individual. Learning walls are used to support children's learning through the provision of vocabulary, shared writing, examples of punctuation and grammatical conventions and examples of the current learning journey.

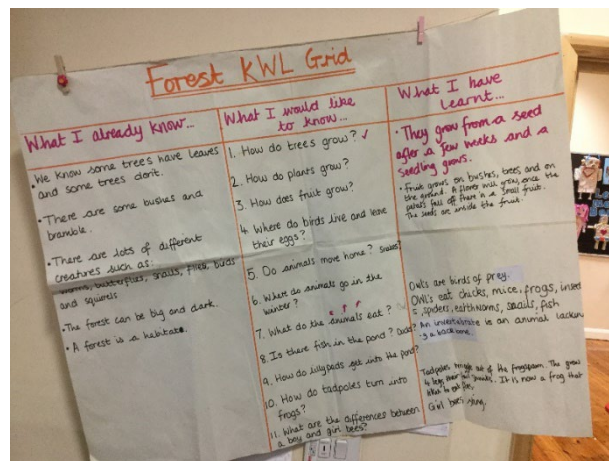
### **Guided writing**

Guided writing is a focussed classroom activity in which children are grouped together by writing ability. The teacher works with each group, at least once a week, on a task carefully selected to offer an appropriate level of challenge to the group. It should be seen as a 'mini' lesson with elements of shared, scaffolded and independent writing. Challenge may be in terms of spelling, letter formation, simple punctuation, language and vocabulary, or more sophisticated aspects of structure, planning and editing. Guided writing develops progressively as children grow in independence (see sequences).



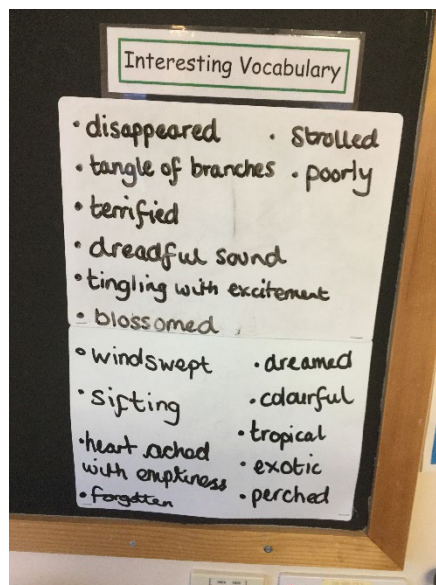
## Shared writing

This is modelled by the teacher as the expert writer, with contributions from the children. This is teacher-led writing, with children watching and contributing ideas. Shared writing is not exclusive to English sessions and can be taught across the curriculum. The emphasis may be on the generation of ideas, grammar, spelling and phonics, compositional, transcriptional, presentational and text level skills or other key strategies needed for writing. Not all of these can be modelled in one session, but the teacher as the expert writer leads the writing process.



## Writing environment

We celebrate quality writing through displays of work in both handwritten and typed form as well as signs and labels. All classrooms have attractive and well-equipped resources for writing that children can access through a writing area. Opportunities for writing are planned for and accessible throughout the learning environment and school day.



## Sentence level work

This includes grammatical awareness, sentence construction and punctuation. This is taught directly through quality texts, modelled examples, investigation of personal writing, children's examples and participative activities. Sentence level work is taught



through the main English session, led and modelled by the teacher and also during guided group work (which all children have access to weekly) and at other times where required.

## **Assessment and Targets**

### **Reading**

In the Early Years, children are assessed against the Early Learning Goals. In KS1, ongoing assessments are made during reading sessions, using agreed school formats (including running records). These inform the learning objectives for future sessions and help teachers monitor the progress of individual children. Grouping of children is flexible and informed by these assessments. Summative assessment of reading takes place on a termly basis and is recorded on our school Teacher Assessment Frameworks. All children are assessed using assessment materials developed by the school, alongside KS1 tests. Results are analysed to monitor progress and underachieving children are identified and targeted through a system of termly progress meetings.

### **Writing**

As with reading, children are assessed against the Early Learning Goals in the Early Years. In KS1, ongoing writing assessment is carried out formatively through focus group assessments and marking. These assessments are used to inform target setting and planning and to monitor pupil progress. Summative assessment of writing takes place on a termly basis and is recorded on our school Teacher Assessment Frameworks.

### **Phonics**

Children's phonic knowledge and sight vocabulary are assessed frequently by class teachers and teaching assistants. Phonics is also formally assessed at the end of Year 1 when children complete the Phonics Screening Check.

All assessment records are passed on from teacher to teacher, ensuring progression and continuity.

## **Special Educational Needs and Disabilities**

All children learn in an inclusive environment, in which teachers differentiate provision to ensure children with SEND are supported. Children with identified special needs follow an ILP written by the class teacher and reviewed with the Inclusion Leader. Activities are planned to support less able children. Where intervention programmes are considered appropriate, children will be supported by teaching assistants, in discussion with the Inclusion Leader and relevant class teachers.

## **Higher Performing Learners**

Higher performing learners are identified as part of our formative and summative assessment procedures. We provide for their needs through a framework of quality first teaching which focuses on ensuring the children are appropriately challenged.

The progress of all learners is rigorously tracked to ensure children reach their full potential.

## **Monitoring**

**The implementation of this policy is monitored by:**

- Classroom observations of English and phonics lessons;
- Observations of English interventions;
- Analysis of planning;
- Assessment analysis and tracking (including formative and summative assessments);
- English book looks;
- Discussions with children.

## **The Subject Leader**

**The role of the English Subject Leader involves:**

- Modelling good practice;
- Responsibility for the upgrading and ordering of resources and arranging for their storage;
- Keeping informed about developments and new initiatives to support the teaching of language and English and ensure staff are informed;
- Auditing needs and organising staff training;
- Training staff in teaching and learning of English;
- Monitoring planning;
- Conducting work scrutiny;
- Conducting lesson observations with constructive feedback;
- Supporting colleagues with planning and using resources;
- Training volunteers so that there is consistency of practice;
- Updating the school policy when necessary;
- Working in collaboration with the Inclusion Leader and other staff to identify and implement interventions;
- Supporting intervention where necessary;
- Working alongside colleagues in shared planning sessions.