



St Leonard's Church of England Primary School

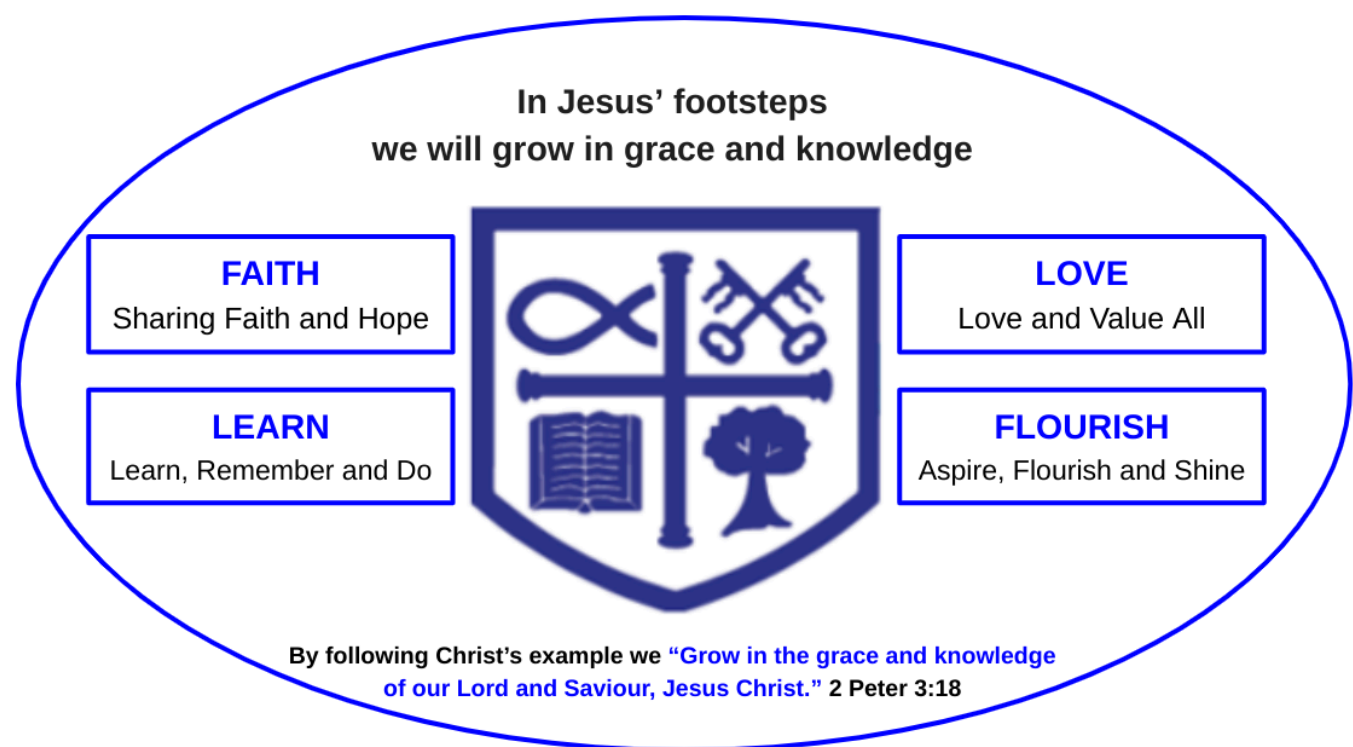
English Policy

Date: Reviewed:	January 2022/2023 September 2024
Policy written by:	Becky Filder
Date of next review:	September 2025

In Jesus' Footsteps, we will grow in grace and knowledge



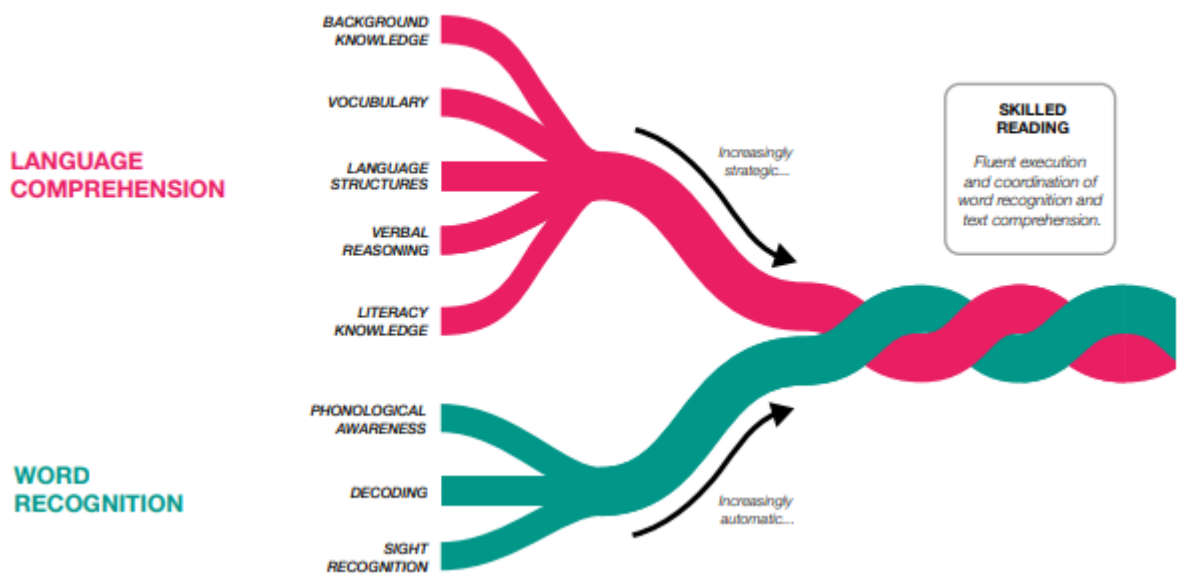
This teaching and learning policy is underpinned by our school's vision and values:



Intent

At St Leonard's we believe that reading and writing are key life skills. Through the English curriculum, all children will be able to read with accuracy, speed, confidence, fluency and understanding, as they journey through their primary education and leave at the end of Year 6 ready to access the secondary school curriculum and with a life-long enjoyment of reading and books. Our reading curriculum aims to provide exposure and explicit teaching of the many strands necessary for children to become skilled readers who are fluent in their execution and coordination of word recognition and text comprehension, as shown in Scarborough's 'Reading Rope' model (Education Endowment Foundation).

Figure 4: Scarborough's Reading Rope²¹ – the many strands of skilled reading



Children are explicitly taught the skills of reading outlined in the National Curriculum through exploration of high-quality texts ensure children are taught how to develop their Vocabulary, Inference, Prediction, Explanation, Retrieval and Summarising skills (VIPERS) and consider a range of issues, authors' intent and deeper meanings in texts. This allows the children to develop their stamina for reading and empowers them to persevere. Our class novels are specifically chosen to include the five plagues of the developing reader (Doug Lemov's Reading Reconsidered) in terms of vocabulary, themes and content . These are five forms of text complexity that are especially challenging and important, and Lemov states 'that all students need to have extensive experience with during their school years' to become confident and competent readers. Archaic language, non-linear time sequences, figurative/symbolic texts, narratively complex and resistant texts are therefore woven into the St Leonard's text spine to provide challenge and rigor as Lemov suggests.

The reading spines are regularly reviewed to include new authors or recent releases that strengthen our teaching of key themes such as equality and Justice education. Teaching in KS1 and KS2 is delivered in accordance with the statutory requirements for English in the National Curriculum document.

'If reading is breathing in, then writing is breathing out' Pam Allyn

Through our English Skills Curriculum, children will clearly understand the purpose for writing and enjoy becoming authors. A carefully sequenced and structured writing journey underpins our progressive approach, equipping children with the grammar, punctuation and spelling knowledge they need, to write purposely and effectively for their audience.

The Early Years Foundation Stage

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum Document (2013) and in the 'The Statutory Framework for the Early Years Foundation Stage' (last updated 2021). English in Early Years is based upon the Foundation Stage Profile strand of Communication,

Language & Literacy. Communication, language and literacy depend on learning and being competent in a number of key skills, together with having the confidence, opportunity, encouragement, support and disposition to use them. This area of learning includes communication, speaking and listening in different situations and for different purposes, being read a wide range of books and reading simple texts and writing for a variety of purposes. To give all children the best opportunities for effective development and learning in communication, language and literacy, practitioners give particular attention to:

- Providing opportunities for children to communicate thoughts, ideas and feelings and build up relationships with adults and each other
- Incorporating communication, language and literacy development in planned activities in each area of learning;
- Giving opportunities to share and enjoy a wide range of rhymes, music, songs, poetry, stories and non-fiction books
- Giving opportunities for linking language with physical movement in action songs and rhymes, role play and practical experiences
- Planning an environment that reflects the importance of language through signs, notices and books
- Providing opportunities for children to see adults writing and for children to experiment with writing for themselves through making marks, personal writing symbols and conventional script using the agreed Little Wandle taught letter formation.

- Providing time and opportunities to develop spoken language through quality conversations between children and adults, both one-to-one and in small groups, with particular awareness of, and sensitivity to, the needs of children for whom English is an additional language, using their home language when appropriate

From Year 1, the structure of English teaching is based upon the Statutory National Curriculum and ensures that a broad and balanced English curriculum is taught to all pupils at St Leonards. Time for the teaching of English is prioritised every day for every year group. Each class in KS2 has a dedicated Whole Class Reading lesson and a separate English Skills/Writing lesson each day. Opportunities for reading and writing are also planned across the curriculum where appropriate.

Reading Curriculum Implementation

Learning to Read

Children are taught the mechanics of reading through daily systematic phonic sessions following the Little Wandle Letters and Sounds approach across Early Years and KS1 (see Early Reading Policy), all reading books are decodable and matched to sounds being taught. Year 3 children who have not passed the Phonics Screening Check, or those who are still struggling with the mechanics of reading receive the Little Wandle Keep Up programme. From Year 3, the Toe By Toe programme (an individual, highly structured and multi-sensory approach to learning to read), and/or precision teaching of sight vocabulary enables children to make rapid progress with reading fluency to enable them to access the curriculum.

Whilst on the Little Wandle Phonics Programme, children take home their decodable book to practise by reading to their family. They also take home additional books that are 'chosen for pleasure' that they may share with their family and can have read to them, to develop their love of reading and books.

In addition to teacher-taught daily phonics lessons, children following the Little Wandle Programme, read regularly in small adult-led groups to develop fluency, prosody and comprehension skills.

Further up school, children take home reading books that progress through staged 'Book bands' that are read as part of adult-led reading groups in class and form part of their weekly home learning. Children also take home additional books to read for pleasure and share at home. In years 5 and 6 children select their own books from class libraries as their home reading books and are encouraged to read widely. Some children access additional support in selecting reading books.



Comprehension and a love of reading

At Key Stage two, the adaptive online platform (Reading Plus), provides regular and frequent opportunities for children to develop reading fluency, reading speed and development of vocabulary. Children also develop a love of reading with in-built flexibility to choose texts at their level from their own interest.

Alongside the mechanics of learning to read, children's understanding of what they are reading is carefully supported as they move through school. A love of reading is promoted through story time, and access to a range of books in every classroom in addition to school library visits. Reading Sheds encourage children, and families, to read for pleasure and explore books together. These can be found in our outdoor areas. The Little Wandle approach in Early Years and KS1 incorporates regular and frequent guided reading sessions in small groups. From Year 2 onwards, daily Whole Class reading lessons incorporate novel study as well as shorter non-fiction texts using the VIPERS comprehension approach. This serves to develop stamina for sustained reading and fosters enjoyment and reading for pleasure. Lower abilities are exposed to new vocabulary within these lessons enabling their wider language development as well as comprehension strategies on a daily basis.



St Leonard's Reading Text Spine has been developed to ensure children's reading diet is deliberately planned and progressive, including high challenge via Doug Lemov's five plagues of the developing or reluctant reader, and includes themes of diversity, culture, significant women and overcoming barriers that are threaded through the reading curriculum to prepare our children for the world within and beyond the Ribble Valley. The text spine runs on a two year rolling programme for Lower Key Stage two as follows:

Year 1	Year 1 Reading Text Spine
Year 2	Year 2 Reading Text Spine
Year 3	Two Year Rolling Reading Text Spine
Year 4	Two Year Rolling Reading Text Spine
Year 5	Year 5 Reading text spine
Year 6	Year 6 Reading text spine

What does reading look like for our children?

Whole Class Reading	Home Readers	Reading for Pleasure	One to One Reading
From Year 2-6 pupils have a 45 minute daily whole class reading lesson. This exposes all children, regardless of ability, to high quality age appropriate novels. Activities and questioning around the text may be	Every day children within KS2 take home their reading books and are encouraged to read daily and return to school where it is monitored by the teachers and /or support staff.	All children are encouraged to read at home on a daily basis. As well as their home reader reading homework, children select a book to read for pleasure to share at home. Enrichment	Teachers listen to children read regularly in school. Children needing further support are identified for additional reading intervention. From Year 3 onwards, identified children access the multisensory Toe By Toe reading programme.

adapted based on teachers assessment to ensure the novel can be accessed by all.		experiences such as theatre groups, author visits, extra curricular reading clubs, the school library service, book sheds, book fairs and Reading Plus rewards contribute to a love of reading.	
--	--	---	--

Writing Curriculum Implementation

Learning to Write

To deliver the EYFS Statutory Framework and the National Curriculum for English from Year 1, we follow a whole school mastery approach to writing through the programme Pathways to Write. Units of work are delivered using high quality texts and children in all year groups are given varied opportunities for writing. Skills are built up through repetition within the units, and children apply these skills in the writing activities provided. Many opportunities for widening children's vocabulary are given through the Pathways to Write approach and this builds on the extensive work we do in school to provide our children with a rich and varied vocabulary.

Pathways to Write is designed to equip pupils with key skills to move them through the writing process towards their final outcome. It is built around units of work that follow a mastery approach to the teaching of writing. To support this approach, planning and resources are linked to a high-quality short text or picture book.

Each unit covers the national curriculum:

- Mastery of vocabulary, grammar and punctuation skills
- Writing a range of genres across a year
- Vocabulary development
- Using a wider range of reading comprehension strategies as a whole class
- Spoken language activities including drama and presentations
- Opportunities for practising previously taught genres
- An extended, independent piece of writing

The writing process follows three stages:

The Gateway

Writing begins at the Gateway with a 'hook' session to intrigue and enthuse young writers. Objects, people, images or role-play stimulates questions about the chosen text. Children are given the opportunity to predict and the purpose and audience of the writing is established. Previous mastery skills and ongoing skills

The Pathway

New writing skills are introduced from their year group curriculum and opportunities to practise and apply the skills they have learnt are provided through short and extended writing tasks. These include, character descriptions, poetry, dialogue between characters, fact files or diary entries in role for example.

Opportunities to re-cap and apply previously taught skills are included through the pathway, and challenge is provided for those children who are ready, through a wider range of tasks e.g. changes to form, viewpoint and audience

The Writeaway

Extended pieces of fiction or nonfiction writing are created over time, opportunities to apply previous mastery skills, and time for planning, writing, checking, editing, redrafting and publishing are included here.

The writeaway covers a wide range of genres and themes over the year.

Grammar, Punctuation and Spelling

In Key Stage 2, spelling is taught and revisited regularly in both morning task time and in discrete teaching time during English skills lessons. Spelling, punctuation and grammar sessions are included within the teaching of English through the 'Pathways to Write' programme.

Spelling may also be reinforced during handwriting sessions and taught in context across the curriculum. Spelling lessons are taught to meet the needs of all learners. In Key Stage 2, pupils follow the Spelling Shed scheme of learning. To underpin this, resources from Spelling Shed will allow the teaching of spelling rules as well as common exception words. Word banks are also created, when appropriate, on Spelling Shed to learn specific vocabulary taught within lessons from across the curriculum, including Science, History and Geography.

Weekly spellings will be given to pupils via Spelling Shed for practice at home and at school. Spelling is promoted as part of our home learning and children are expected to practise their year group words (Common Exception words) and their weekly spellings. In Key Stage 1, pupils' spellings are linked to their phonics learning and weekly words are added to Spelling Shed for games and activities to be accessed at home. Weekly spelling tests build up throughout Year 1, beginning with a few words and progressing to the whole list from Year 2.

Children's spelling ability is assessed in different ways including; formal assessments, weekly tests from Y2, quizzes and formative assessment within their independent writing. The Learning by Questions online platform is also used to supplement the teaching of grammar, punctuation and spelling through providing immediate feedback and regular retrieval practice.

Speaking and Listening

At St Leonard's we recognise that speaking and listening is fundamental to all learning. We aim to develop meaningful purposes for talk and to teach active listening to our children to enable their learning in English and across the whole curriculum. Children are given the opportunity to speak and listen for a wide range of purposes in different contexts. Children are taught to speak competently and creatively for different reasons and audiences, reflecting on impact and response. During listening activities, children are encouraged to reflect on the speakers' use of language, including vocabulary, grammar and nonverbal features. Drama and group activities are used to give children an opportunity to create, share and explore ideas. Poetry and drama activities are used to provide opportunities for children to perform to an audience.

Assessment

Early reading is assessed summatively every half term as part of the Little Wandle approach, with children moving groups according to progress made. Summative assessments are carried out termly and question level analysis informs the next steps for teaching the whole class, groups or individuals.

Formative assessment for learning is ongoing throughout every lesson. Children are encouraged to talk through their answers before recording to ensure they think deeply to select vocabulary with precision and structure sentences correctly.

Teachers are continually assessing children's reading ability during reading lessons and activities. Staff use 'reading aide memoires' when supporting and listening to children read. (See Appendices).

Termly summative Reading comprehension assessments (NfER) begin from the spring term of Year 1. These provide valuable information to inform future planning and teaching.

Writing is assessed against the Pathways to Write exemplification materials and end of key stage writing frameworks. Regular moderation activities both within school and externally enable staff to moderate judgements regularly.

Inclusion

Through our mastery approach, all children are supported on the journey. The Little Wandle 'keep up' sessions allow children to receive timely intervention and support to ensure they make good progress. Children in KS2 who need extra phonics teaching, receive small group phonics intervention or the highly structured Toe by Toe reading programme. Identified children in KS2 are supported in reading lessons by the teacher as part of a 'quality first' teaching approach, or by a teaching assistant in a small group, where they can read at a slightly slower pace and more time can be spent ensuring understanding of the text. In Y1 children who finish the Little Wandle Phonics programme are moved onto comprehension tasks to focus on improving their understanding of texts.

Equal Opportunities

At St Leonard's we want reading to reflect the children's own identities to help foster a sense of belonging and recognition but it is also important to introduce them to worlds they have never set foot in, both real and fictional. This is why we provide a range of books which reflect society's varying aspects of diversity such as race, ethnicity, gender and disability. We want the books we use to support our teaching about different cultures, experiences and understanding of a character's point of view to help our children appreciate and celebrate the world in which they live.

Monitoring

Monitoring of the standards of children's work and the quality of teaching in English is the responsibility of the English lead and overseen by senior leaders. The work of the subject leader also involves supporting colleagues in their planning and teaching of lessons as well as being informed about current developments in the subject. The subject leader gives the senior leadership team feedback, evaluating the strengths and weaknesses in the subject, and indicating areas for further development and improvement. Time is allocated in which to review samples of children's work and to undertake lesson observations of English teaching across the school.

Writing and Reading books are selected for regular work scrutiny and moderation, to ensure children are learning basic literacy skills and being provided with ample opportunities to produce sustained independent writing to put these skills into practice.

Findings from pupil voice and lesson visits by the English leader, head teacher, SLT, all contribute towards our ongoing English Action Plan to develop and refine our practice.

Impact

How will we know we have achieved our aims?

- Through engagement in and listening to high quality, diverse texts, children will display enthusiasm for reading and choose to read for pleasure.
- Children read in other subject areas and as a result their skills are enhanced and understanding of the world is increased.
- The vast majority of children achieve the expected standard or higher at the end of KS2, and through targeted intervention, those who find reading challenging, make excellent progress and achieve well in spite of barriers to their learning.
- Children have strong writing skills that allow them to access the whole curriculum and transition to secondary school with confidence.
- Children's understanding of the writing process means that writing is of high quality and well presented in a range of ways. This enables them to make excellent progress, and children are ready for the next stage in their education by the time they move on.

This policy should be read in conjunction with other school policies:

Early Reading Policy

Handwriting Policy

Feedback Policy

Special Educational Needs Policy

Equal Opportunities Policy

In Jesus' footsteps...



...we grow in grace and knowledge.

EYFS and KS1 EARLY READING
Our approach to individual reading - an aide-memoire

At St Leonard's we know that effective individual reading sessions make a huge difference to our children's reading progress.

We recognise that as with all teaching and learning, consistency and high-quality interactions with adults play a vital role in ensuring the best practice and outcomes for children.

The following is a guide that exemplifies how we know we deliver excellent reading support. It notes the kinds of phrases and support offered to our children at each stage of the session. The below is not exhaustive and we note that all reading sessions will contain elements of dynamic assessment and responses from adults. Reading sessions lengths may vary according to need, but are often approximately 5 minutes.

Learn, Remember, Do

Beginning	
New book	<ul style="list-style-type: none"> • What do you think this book is about? • What do you notice? • Can you read the title? • Read the blurb.
Familiar book	<ul style="list-style-type: none"> • What do you remember? • Recap on previous learning, e.g. digraphs, particular words (these may be linked to fluency or prosody,) comprehension. • Adults communicate a positive/progress step from the previous session, making learning explicit for each child.
Middle	
As child reads	<ul style="list-style-type: none"> • Dynamic responses to reading, always with fluency in mind. • Consistent with the Little Wandle approach, if a child does not know a digraph, word, we tell them to prevent lost learning time and so the child can move on. • Support children's skills for blending in their head as opposed to overtly sounding out. • If appropriate, model / reread a sentence for the child with the expected expression or response to punctuation = excellent foundational skills and knowledge.
End	
	<ul style="list-style-type: none"> • Adult will comment, e.g. I noticed you... I like the way... Yesterday you... and now you can... • Small recap ready for next session. • What did you enjoy about this book? • Would you recommend it to a friend? Why/Why not? • What do you think you are getting better at? How do you know?

n Jesus' footsteps...

...we grow in grace and knowledge.

KS2 EARLY READING

Our approach to individual reading - an aide-memoire

At St Leonard's we know that effective individual reading sessions make a huge difference to our children's reading progress.

We recognise that as with all teaching and learning, consistency and high-quality interactions with adults play a vital role in ensuring the best practice and outcomes for children.

The following is a guide that exemplifies how we know we deliver excellent reading support. It notes the kinds of phrases and support offered to our children at each stage of the session. The below is not exhaustive and we note that all reading sessions will contain elements of dynamic assessment and responses from adults. Reading sessions lengths may vary according to need, but are often approximately 5 minutes.

Learn, Remember, Do

Beginning	
New book	<ul style="list-style-type: none"> Ask why they chose this book. What have they learnt from the title/blurb? Have they read anything else by this author?
Familiar book	<ul style="list-style-type: none"> Ask for a very brief recap of the book so far. This should be clear and concise, without too much detail. If necessary, model how to summarise for the child.
Middle	
As child reads	<ul style="list-style-type: none"> Dynamic responses to reading, focus on fluency at appropriate pace (aiming for reasonable speaking pace by the start of Y5) and expansion of vocabulary. If a child is unsure of the pronunciation, direct them to try different ways using their phonics knowledge. e.g. 'technical' with a /ch/ as in church or /k/ as in ache. Which sounds familiar?
End	
	<ul style="list-style-type: none"> Adult will comment, e.g. I noticed you... I like the way... Last time you... and now you can... Recap new vocabulary - What did it mean in context? Note any words with unexpected spelling / pronunciation. What are the tricky parts? To help them recall and be able to use it easily next time. Ask the child to summarise clearly and concisely what they have just read (they should be able to do this across a few paragraphs) Is there anything in this book or the part just read that reminds you of anything else you have read? (Drawing out themes, structures, typical features of genres) What do you think you are getting better at? How do you know? If at/near the end of the book - Would you recommend this book to your friends? Why/why not?