



## English Policy

### **Intent**

We prioritise teaching the skills of reading to ensure that all children leave our school as fluent and avid readers. Promoting a love for reading is also at the heart of our English curriculum. We engage our children in a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. We aim to develop writers with the skills and understanding to write purposefully across the curriculum.

### **Implementation**

#### **Reading and Phonics**

Our policy is based upon a well-established body of evidential research of the benefits of reading. Children who read regularly or are read to regularly expand their imaginations and learn so much about the wider world and the lives of many different people in it. Reading has positive effects on life-long outcomes both academically and for social and emotional well-being.

#### **Phonics**

We deliver a consistent, systematic and structured approach to phonics using Read Write Inc. The Read Write Inc. approach teaches children to read sets of sounds and then blend them to read words. The books that they read will only contain the sounds they've already learned, so children learn quickly and confidently. Phonics is taught from Nursery until the children have completed the Read Write Inc. programme. Children across the school are split into groups based on their phonetic knowledge and take part in a Read Write Inc. session on a daily basis. Assessments carried out every 6 weeks ensure that children can move groups according to their individual needs. Children are tracked regularly and progress is rapid. Additional Read Write Inc. sessions are provided through interventions in the afternoon for any individual who may need additional support in this area. We hold a meeting for parents to explain how we teach phonics and how parents can best support their children at home. An information booklet is also sent home.

Children carry out daily spelling work within Read, Write, Inc. sessions and children in Year 1, 2, 3 and 4 carry out daily spelling work relating to the National Curriculum Statutory spelling list for their year group. Spelling lists are sent home on a Monday and tested on a Friday.

## **Opportunities for Reading**

At Dinnington First School, we ensure that pupils have lots of opportunities to read in lots of different contexts. We continually strive to promote a love of reading through our high quality text based curriculum to ensure that pupils are ready for the next stages in their learning. Pupils read regularly in all areas of the curriculum and in every part of the school day through:

- Whole class reading - English lessons are taught through a quality text which is chosen carefully by the Class Teacher. Children will engage in many reading activities which will promote a deeper comprehension of the text before embarking on a sequence of work which results in a written outcome, all linked to the text.
- Guided reading – Daily guided reading takes place as part of the Read Write Inc. session. Children will take part in a 3 day reading cycle using the same book. The first read focuses on accuracy, the second read on Speed and the third read on comprehension.
- Individual reading – Children are heard to read on a 1 to 1 basis at least once a week and this increases for priority readers. Children read their Read, Write, Inc. book during these sessions to increase confidence and fluency.
- Reading across the curriculum - Children read a range of books linked to other areas of their learning. There is very much a focus on 'reading to learn' across foundation curriculum areas, with children engaging in wider research, both online and through fiction and non-fiction texts. Picture books play a large part in this as they allow children to make links between the written word and the visual stimulus. These have been mapped out throughout the school to ensure progression.

## **Reading at home**

While children are acquiring early reading skills their reading books will be from the Read, Write, Inc. scheme. These books are taken home when children have read the book three times in their Read, Write, Inc. session. This ensures that reading books directly match children's phonetic ability and reinforces teaching within Read, Write, Inc. sessions. The children are also encouraged to take home a picture book from the library to share. Those children who have completed the Read, Write, Inc. programme and who are fluent and confident readers choose books from the Free Readers.

## **Reading for Pleasure**

Every class has a class library which contains a range of fiction and non-fiction books for children to access. Within Early Years and Year 1, books are displayed in each of the areas to promote a love for reading.

Children also choose a weekly 'read for pleasure' book from our library to share with their families. This is to be shared or maybe read to the children and they are not expected to be able to read it word for word. Story time happens every day in every classroom and all classes have a 'Favourite Ten' bank of books to use during this time. Children also hear stories every week in our whole school assembly linked to our school values.

## **Writing**

At Dinnington First School, writing lessons start with the reading of a high quality text and we follow the principles of Pie Corbett's 'Talk4Writing'. This involves the learning and repeating of oral texts, building children's confidence to develop them through telling and then extending that development into writing; later creating 'new' texts orally as a preparation and rehearsal for writing. Teaching is carried out in 3 stages:

- **Imitation** – the straight retelling and rehearsal of model texts.
- **Innovation** – developing, extending and changing elements of model text.
- **Invention** – independent application of what has been taught and practised - creating a new version.

Each unit of work begins with children writing a 'Cold Piece' of writing where no teacher input has been given. The teacher then writes 'New Targets for Writing' for each group, tailoring the objectives according to individual needs. Writing lessons then follow the sequence of 'Imitation', 'Innovation' and 'Invention' employing the teaching techniques below.

## **Teaching Techniques:**

### **Shared Writing**

This is a collaborative approach; pupils contribute their ideas and thoughts for the teacher to select the most appropriate. The teacher makes explicit the structure, language features, spelling and punctuation of the text type as appropriate.

### **Guided Writing**

Children are grouped by writing ability according to their attainment and needs. The teacher or TA may work with groups during English lessons on guided writing. The task is carefully selected to provide an appropriate level of challenge and will focus on a particular aspect of the writing process.

### **Independent Writing**

All children are given opportunities to apply their understanding of the text type in their own writing. This is vitally important if children are to develop their skills as

writers within different genres. Children use 'invention' to write their own pieces and these 'Hot Pieces' are assessed using the original 'New Targets for Writing'.

### **Handwriting**

We currently use the Nelson Handwriting scheme. Handwriting is a cross curriculum task and is taken into consideration during all lessons. All children have a focused handwriting session daily. We aim to ensure that all children leaving Reception do so being able to hold their pencil and form letters correctly.

### **Impact**

Work will be assessed in line with the assessment policy. Children are assessed using the National Curriculum key objectives each term and we judge whether children are working below, at or above age related expectations. Every term this data is put onto our school tracker system and the information is analysed and used to inform future planning and intervention in writing. Termly Pupil Progress meetings address concerns and plan next steps for children working below expectations or who are not making expected progress.

As part of the Talk for Writing process, cold tasks are completed by children at the beginning of each writing unit and writing targets are devised. After a sequence of lessons, children complete a hot task and targets are reviewed. Individual children needing extra support are identified.

From Year 1 upwards, all children are assessed using the 'Salford Reading Test' at the beginning of the year. Any children reading below age expected are then re-assessed every term until they reach age expected. Headstart Reading Comprehension tests are also carried out every term. These assessments, alongside teacher judgement, form the basis of our termly tracking. This data is collected by our Assessment Leader and is used to track progress, especially where extra intervention is necessary.

The standards of teaching and learning in English are regularly monitored and reviewed by the English Leader. Evidence gathered from assessment data, learning walks/lesson observations and book scrutinies is used to form an English Action Plan. This is shared with staff and governors and will outline priorities and ways to move forward in improving the English provision in school.

