

Danson Primary School



English Policy

Nurture-Believe-Inspire Achieve

Danson Primary School

English Policy

Aim:

At Danson Primary School, we believe that English is fundamental for children's learning in all areas of the curriculum and requires the children to use many skills simultaneously. Our English curriculum provides the children with the opportunity to access a broad and balanced range of literature and language. High quality texts and books are at the heart of our curriculum and links to writing across the curriculum are enriched as pupils develop a love of reading and an excitement in the potential offered by books and their own and others writing. We believe that providing a consistent and progressive approach to English learning from Nursery to Year 6, with speaking and listening activities as an accessible entry point for all, will enable our pupils to move to secondary school as confident, independent and literate learners.

Our curriculum ensures that all pupils:

- Read easily, fluently and with good understanding
- Develop the habit of reading widely and often, for both pleasure and information
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Appreciate our rich and varied literary heritage
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Objective: English Reading

- To encourage children to become enthusiastic and critical readers of all forms of the printed word, both fiction and non-fiction, being encouraged to interact with the text analytically and thereby, hopefully, establishing a lifelong interest in reading, writing and debate.

Objective: English Writing

- To enable our children to express themselves creatively and imaginatively and to communicate with others effectively.

Reading at Danson

At Danson, we encourage and promote a love of books and of reading by providing a rich reading environment in our classrooms, in our school library and throughout the school. We aim to give our children the opportunity to explore and become immersed in a wide range of broad and rich texts, including fiction, non-fiction, poetry and digital multimedia for pleasure and information. This includes texts by a range of authors from around the world; modern and classic texts and books that reflect different cultures and choices. At Danson, we are determined to enable all our children to read independently, fluently and expressively, with understanding and enjoyment, regardless of their background, needs or abilities. Reading permeates across our whole curriculum, as we recognise it is a key medium for accessing the wider curriculum and has a significant impact on the life opportunities of our children at Danson.

This is reflected through our reading curriculum which includes a variety of engaging reading activities, including English planning from a quality text, a robust systematic phonics programme, whole class reading, carefully selected individual reading books, reading time, allocated school library sessions, planned opportunities for book talk, carefully selected cross curricular core texts, independent reading, reading assemblies, author visits and participating in national book events. Through these, we aim to enable our children to engage with and respond to what they have read, develop a wide, rich vocabulary and be able to comprehend what they have read, be able to infer and deduce information and understand the meaning of words in context.

Phonics and Early Reading at Danson Primary School

Phonics is a systematic synthetic approach to teaching children to read and write. It is an approach which teaches children to recognise letters (graphemes) and their associated sounds (phonemes). Children are taught the sounds instead of letter names so that they can blend and segment from an early age.

At Danson, we understand that phonics is the key to fostering confident, independent readers. Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words.

At Danson, we use the Read Write Inc. programme and resources to deliver high-quality, daily phonics sessions for children in Reception, Key Stage One and any children in Key Stage Two who still require phonics support. Children are taught at their personal challenge point and read Read Write Inc. books in school and at home that are closely aligned with their ability.

Nursery

From September, the main focus in the nursery is reading stories and rhymes to children and developing their language. These should be repeated over and over again using the same actions and special emphasis every time. The children are introduced to phonics through practising using 'pure sounds', using Fred Talk to teach oral blending and teaching children to name the pictures. In the summer term, children will be taught one sound a day. When the children can read all the single letter Set 1 sounds speedily, they will start to blend in small groups. All pupils continuing to Reception at Danson will revisit the phonics taught in Nursery.

Reception

As soon as children enter Reception, they complete a phonics entry assessment. During the first five weeks, the children take part in 5-minute speed sound sessions learning to read the single letter sounds. During the day, they will also participate in small group sessions practising letter formation and learning to blend. In order to help all children to read sounds and learn to blend quickly, the class teacher uses Fred Talk and plays Fred Talk games and regular 'Pinny Time' (reviewing the sounds taught so far speedily) throughout the day. If there are any children who haven't learnt the sounds, extra practice is given through one-to-one tutoring immediately. The children are then formally assessed half-termly and will join the phonics groups across Key Stage 1 from Spring 1.

Years 1 and 2

Read Write Inc. is taught for 45 minutes every day in Years 1 and 2 and the children are grouped according to their challenge point. During the daily sessions, the children practise reading and spelling words containing the relevant sounds according to the group they are in, then they are given decodable books containing sounds and words they can read. They read each Storybook three times at school.

On each reading, children's fluency increases and the more they can focus on what the story is about. Children also learn to spell the words they have been reading and develop their ideas into sentences so that they can write about the Story Books they read.

One-to-one phonics tutoring is given to those children who need support in keeping up with the expected rate of progress.

Through our online Read Write Inc. Portal subscription, pupils are provided access to phonics videos to practise at home. These are set weekly as part of home learning and support pupils to retrieve and remember their sounds speedily.

Transition into Key Stage 2

As the children move to Year 3, those children that have not completed the Read Write Inc. programme at the end of Year 2, will continue to receive phonics intervention in small groups. If there are any children across KS2 that require phonics intervention, one-to-one tutoring will be delivered.

Whole Class Reading

One of the main purposes of whole class reading is to improve children's comprehension skills but it also offers opportunities to model, demonstrate and practise reading aloud with fluency and expression, where children can listen to the expert and then have a go for themselves, making their reading aloud sound natural and confident. During the sessions, the teacher is able to use skilful questioning and discussion to help pupils get to grips with new vocabulary and develop their understanding of the text.

Reading comprehension is the ability to make sense of the ideas expressed in a text. It is not the ability to answer certain types of questions.

In every whole class reading session, opportunities will be planned for the children to develop their fluency in reading. Class teachers will explain the meaning of new words to pupils to increase their vocabulary and accelerate their reading of words at a glance and re-reading the text over the week.

This will be achieved by:

- echo reading, where the teacher reads a text aloud sentence by sentence or line by line and the children echo the teacher's reading, copying its pace, intonation and emphasis
- choral reading, where the children read along at the same time as the teacher
- partner reading, where pairs are carefully selected so that each pair has a slightly stronger reader who can provide a model of fluent reading. Then the less fluent reader reads the same text aloud. The stronger reader can help with word recognition and give feedback and encouragement to the less fluent partner.

After mastering Grey level in the Read Write Inc. programme, pupils progress to whole class reading. This may begin as early as the end of Year 1 or in Year 2 and is dependent on pupils' specific challenge points. In KS2, reading skills and strategies are explicitly taught during daily 30-minute whole class reading sessions.

As a school, we use the Schofield and Sims 'Complete Comprehension' resources. This includes a range of engaging extracts from a range of genres and high-quality classical and contemporary fiction. The series breaks down the complex process of reading comprehension into separate skills that closely match the curriculum requirements for Key Stage 1 and Key Stage 2 with explicit vocabulary instruction.

The sessions are adapted to meet the requirements of the children and also to prioritise the development of fluency in the children's reading.

The learning objective for the session is the same for all pupils. Pupils will have access to the same activities and levels of questioning but with differing levels of support provided depending on pupil needs. The five key reading strategies of prediction, questioning, clarifying, summarising and activating prior knowledge will be interwoven into the sessions through teacher questioning.

Individual Reading Books

Children that are on the Read Write Inc. programme take home two matched RWI Book Bag Books each week. These 'decodable' books are carefully matched to the children's phonics knowledge and the RWI storybook they have been reading at school.

Once the children have mastered their phonics learning, the children move on to the 'Danson Reading Colour Bands Scheme', which is based upon the Collins Big Cats reading levels. Their teacher will assign each child a reading band; these indicate the books that they can choose which will give them the appropriate level of reading challenge, on both a fluency and comprehension level. Each classroom has a selection of schemed and non-schemed books for the children to choose from. The non-schemed books have been carefully banded to the correct level.

The children in EYFS, KS1 and KS2 also select a 'free choice' reading book from the classroom library based on their personal interest and curiosity. This provides the children with the freedom to read or revisit easier books for pleasure or to borrow books beyond their current independent reading ability to share with family at home. When selecting books, encourage children to use the five-finger rule.

Reading Records

Every child is given a Key Stage specific Reading Record book, which contain the relevant statutory spelling words or phonics, grammar terminology, and questions to discuss when reading as a guide for parents. These should be brought into school every day with the child's individual reading books.

Parents are encouraged to read with their children for the recommended times. Suggested daily reading times are 5-10 minutes in Reception, 10-15 minutes in KS1, 15-20 minutes in Years 3 and 5 and increasing to at least 20 minutes by Years 5 and 6. There is an expectation that reading at home will happen daily (5 times a week minimum). Parents are informed about the importance of reading with and to their children and to discuss books, pictures and stories, even when they are in Year 6 during parent information sessions.

In EYFS and KS1, parents are encouraged to write a comment about their child's reading journey at home and sign in their Reading Record book that this has been completed.

In KS2, parents are still encouraged to read with their children but pupils are also expected to record their own reading journey where possible. Parents are encouraged to check and make a comment in the Reading Record at least once a week to support their child's reflection on their independent reading.

Reading Aloud

As part of developing reading for pleasure across the school, all teachers read aloud with expression and verve to their children on a daily basis at the end of the school day. If this is not possible, then another time will be found during the day. The texts read have been carefully selected and planned for to engage and enthuse the children as well as eliciting a strong response, extending the children's

vocabulary and helping the children to understand the lives of people whose experiences and perspectives may be different from their own. This will include fiction, non-fiction and poetry, providing the children the opportunity to meet books and authors that they might not choose themselves.

In EYFS and Year 1, the same quality texts will be repeated time and time again. On each re-reading, the children are given the opportunity to explore the language, the characters and their feelings, and to relive the emotions they felt on the first reading. Through listening to repeated readings, and talking about what they have heard, the children have multiple exposures to vocabulary and the language of stories.

Book Talk

Talk is fundamental to reading and being a reader. It is the medium that allows you to articulate and share your thoughts, feelings and ideas about a text and listen to those of others. Through talking about texts, you think aloud, formulate views and opinions, share interests, relate new experiences to previous knowledge and refine and develop your understanding. At Danson, we want to encourage and promote 'book talk' throughout our reading and wider curriculum, to develop the children's language, deepen their understanding, move their comprehension forward and enable them to become critical thinkers.

Basic questions

These can be used with any book to get interpretation started: What sorts of things did you like or dislike? Was there anything that puzzled you? Encourage children to raise questions.

General questions

Ask questions such as: Have you read any other books like this? How did they compare? Which parts of the book stay in your mind most vividly? How did the main character change? What surprises are there in the book?

Special questions

These are specific to the book being discussed and should help to deepen understanding. For example, for *Voices in the Park* by Anthony Browne: How long did it take the story to happen? Where did the story happen? Which character interested you most? Who was telling the story? Talk about the links between the story and the illustrations.

Danson Library

As part of promoting 'reading for enjoyment' at Danson, every week, the children have the opportunity to visit the school library. They are able to browse a range of books in this relaxing, inviting environment and select a 'reading for pleasure' book to go home. The library space is also used for lunchtime 'Book Club', story time and as a non-fiction resource for other curriculum areas.

Core Texts for each Year Group

A selection of core texts are identified for each year group to support the knowledge and vocabulary to be learnt in different areas of the curriculum, contributing to promoting reading for pleasure. These are carefully chosen quality texts that include a variety of genres and ensure the children read books which are challenging and of a diverse nature. Each year's reading journey is reviewed annually to ensure breadth and depth of coverage, reflect the current cohort, staff and new releases.

The English curriculum is planned around these high quality texts allowing opportunities for reading, writing and speaking and listening activities. Texts are carefully chosen in each year group to ensure

they are interesting and engaging, there are many opportunities for rich discussion of language and vocabulary. They provide appropriate challenge and provide meaningful learning opportunities to teach the required skills. Explicit cross-curricular links are made wherever possible.

Writing at Danson

At Danson we aim to ensure that all pupils write clearly, accurately and coherently, adapting their language and style and for a range of contexts, purposes and audiences. Our writing curriculum provides opportunities for the children to develop their fluency in transcription and composition. This begins in Early Years, where there are lots of opportunities for purposeful writing/mark making in the writing area, role play area and other areas of the provision both inside and in the outdoor environment.

Early Writing

In Nursery, the 'Development Matters' publication guides objectives for learning for the pupils at Danson. With an initial focus on the birth to three observation checkpoints, ensuring that no children are left behind in their development. Focus then moves on to the 3-4 objectives. Many of the activities centre on speaking, listening and sharing reading experiences.

Pre-writing skills in Nursery are facilitated through:

- Fine motor skills development using 'Disco Dough', 'Wiggle While You Squiggle', cutting, pegs, construction kits and more.
- Indoor and outdoor mark-making areas offering a stimulus for expression.
- Home corners which offer 'real life' writing opportunities e.g. The writing of lists, letters and cards.
- Vocabulary, captions and labels on display around the Nursery area.
- The modelling and teaching of letter formation guided by the phoneme being learnt.

At Danson, the 'Development Matters' 3-4 objectives are the initial focus in Reception to ensure that any gaps in knowledge are addressed. Then, children work on the Reception objectives, using the observation checkpoints to ensure progression. These move beyond mark making to communication meaning and representing sounds correctly and in sequence. By the end of Reception, children are expected to meet the Early Learning Goals. Of particular relevance to early writing are:

- Speaking - using vocabulary taught verbally and expressing their ideas in full sentences with modelling and support.
- Physical Development - fine motor skills and accurate tripod grip of a pencil.
- Literacy - writing correctly formed letters, spelling words phonetically and writing simple phrases and sentences.
- Expressive Arts and Design - inventing, recounting and adapting stories. Our Reception writing objectives are facilitated through:
 - Continuation of fine motor skills development.
 - Daily literacy lessons including the modelling of writing.
 - Pupils 'talking' before writing; pupils will say words out loud and count the number of words in a caption or sentence before writing.
 - Guided group-work twice a week involving shared and modelled writing.
 - Direct teaching of spelling and handwriting in phonics sessions.
 - The writing of phonemes and words within phonics sessions.
 - Vocabulary from high-quality shared texts is discussed as a whole class.
 - Vocabulary, captions and labels on display around the Reception area.
 - Role play areas which offer 'real life' independent writing opportunities e.g. The writing of lists, letters and cards

Key Stages 1 and 2

Writing in the English curriculum is planned around high-quality texts that provide rich language models and structures from which children can learn how writing works and the effect it can have on the reader. The texts are carefully chosen in each year group to ensure they are interesting and engaging, there are many opportunities for rich discussion of language and vocabulary and they provide meaningful writing opportunities which embed the required writing skills and knowledge of the writing process.

Teachers plan a sequence of learning which builds towards a final piece of writing with a specific purpose and audience. This will include the skills and knowledge needed to immerse the children in the text and to be able to write effectively. Teachers will ensure these cover the required knowledge and skills for the relevant year group based on the expectations of the National Curriculum.

Our sequence of writing involves the following steps:

- Gathering content - children are exposed to the information about the character/event etc. that they are going to write about. This will include reading, comprehension activities, explicit spelling, punctuation and grammar activities, vocabulary development, oral activities, drama and role play.
- Text structure - the children will experience simple models of the specific genre of writing they will be completing and learn about how they are formed.
- As the children are analysing and developing their understanding of the texts, the teacher will use the 'English Working Wall' to record the learning sequence as a support for their learning.
- The writing process - children are introduced to the writing process from KS1. The components are carefully modelled and practised with the aim for the children to increase the fluency of these skills and techniques so that they become automatic.

The Writing Process

- Planning - children will create a plan for each part of their writing which supports them to think of and organise their ideas. Within their planning, the children will write examples of words/phrases/sentences that they are going to apply in their own writing. For some children this might include a simple graphic organiser which supports the child to sequence their ideas visually. It may also include a series of pictures or objects which the child would like to include in their writing.
- Drafting - children write their first draft which they can then edit and revise.
- Editing - children make changes to ensure their writing is accurate and coherent for the reader. Using a purple pencil, they will check spelling, punctuation and grammar. This may be completed independently or with a peer.
- Revising - After completing the first draft, the children self-assess or peer assess their work according to the success criteria. Using a colour coding system, they underline evidence of each of the success criteria which is based upon the learning in the build up to the writing. Taking on board their self-assessment and teacher feedback, the children redraft a section of their writing.
- Publishing - children are given the opportunity to publish selected pieces of work so that others can read it.

Throughout the writing process, the children are supported through modelling and scaffolding. This is gradually removed as the children become more confident in each of the components.

Shared Writing

This provides an opportunity for teachers to demonstrate writing, including the thought processes that are required as well as word and sentence level work within the context of writing. Teachers make explicit references to genre features looking at excellent examples and 'What a Good One Looks Like'. Pupils contribute to the class composition by sharing their ideas with partners, in small groups or using individual white boards. This is also the time when children are given the opportunity to discuss, verbalise and refine ideas before committing to print.

Guided Writing

Children are grouped and given the opportunity to write an independent text with the support and guidance of their teacher and group. The group works together to begin a piece of writing and then continue independently while the teacher moves around the group and supports individual needs as they arise. Guided writing sessions are used with the range of abilities represented across the classroom and planned carefully according to children's targets to promote progression in writing skills for all children.

Paired Writing

Children are paired carefully, using formative assessment of strengths and areas for development for both pupils. Models and scaffolds are provided as needed to begin the writing. The pair then work together to produce a piece of writing that meets the success criteria. The input of both pupils is closely monitored as the teacher moves around the classroom supporting individual needs as they arise. The teacher may choose to work with particular pairs in response to formative assessment and in order to deliver targeted teaching. Paired writing opportunities allow peer role-modelling, reinforcement of learning and promote confidence and collaboration.

Independent Writing

Children are given a time within each unit of English learning to write for a range of purposes, audiences and in a variety of formats. These opportunities will focus on whole class year group specific writing objectives and will be facilitated after reading, speaking and listening opportunities around the text have been explored. Independent writing will be 'chunked' in Key Stage One to enable focus and consistent quality and sessions will be lengthier in Key Stage Two. Children will be given the opportunity to self-assess and peer assess their independent writing, based on success criteria linked to the learning objective and developed by the class as a whole as part of the teaching sequence leading up to creating an extended piece of writing. This could be before and/or after teacher marking (based on the same success criteria).

Handwriting

At Danson, we believe that neat, well-formed handwriting and presentation of written work helps to raise standards as the children take pride in and have a sense of ownership of their work. As a school, we are adopting the Twinkl Continuous Cursive Handwriting Scheme as we feel this offers a consistent approach with a planned sequence of lessons to help teachers ensure they have progressively covered the skills required to meet the aims of the National Curriculum for writing transcription and the related Early Learning Goals.

Speaking and Listening

Spoken language underpins the development of reading and writing across the whole curriculum. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Pupils develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write through talk.

They are assisted in making their thinking clear to themselves as well as to others and teachers ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils are taught to understand and use the conventions for discussion and debate as well as taking on different roles in drama.

Spelling

At Danson, spelling is taught progressively across the school and follows the National Curriculum objectives for spelling, including English Appendix 1, which details specific patterns and statutory requirements. This is delivered through a three-step cycle, which develops neuroplasticity, strengthens word connections and directly links with writing through dictation practice. Our aim is that by the end of Key Stage Two, pupils will have developed effective strategies for spelling words including using phonetic knowledge and familiar rules and patterns and apply accurate spelling of specific spelling patterns and statutory words as outlined below. There is a need for pupils to practise their spelling patterns alongside their statutory words and topic specific curriculum words.

The outline below displays how this breadth of vocabulary for spelling is integrated at Danson.

Key Stage 1 - All children will be set 10 spelling words. This is made up of 5 pattern words, 3 statutory spelling words and 2 curriculum words.

Key Stage 2 - All children will be set 12 spelling words. This is made up of 6 pattern words, 2 statutory spelling words and 4 curriculum words.

Adaptions are made for those children who need more specific, tailored spellings that meet their current level of need.

Enrichment:

Here at Danson we endeavour to provide the children with a range of experiences to enrich the English Curriculum. These include author visits, Danson Book Week, World Book Day, AIM High writing workshops, Scholastic Book Fair and whole school writing projects.

Resources:

There is a range of resources to support the teaching of English across the school.

- All classrooms have a set of age appropriate dictionaries and thesauruses.
- All classrooms have a book corner with a selection of appropriate, quality fiction and nonfiction texts.
- Resources to support writing are available in every classroom.
- Big Cat Books are available in all KS2 and Year 2 classrooms for the children to select the correct reading book band.
- Children have access to the Internet through a set of year group Google Chromebooks. There is a set of iPads for teachers to use to support their lessons.
- All pupils are timetabled to use the school library which is also open for use at different times during the school week.
- RWI books and resources are stored in a central location for adults to access.
- All adults delivering RWI phonics groups have their own file of speed sounds and green and red word cards.
- Pen licences are issued to children in Years 4, 5 and 6 once they have reached a consistent standard in their continuous cursive script handwriting.

Equal Opportunities:

We expect all children to enjoy and reach their potential in literacy, regardless of ethnicity, gender and ability, as laid out in our Equal Opportunities Policy. Termly assessment tracking sheets and end of Key Stage results are analysed to ensure that all groups throughout the school are making appropriate progress, and the SENCO and English Coordinator support teachers and children to accelerate progress where necessary. All reading resources reflect positive and non-stereotypical images of race, class, gender and disability. Opportunities for modelling the fluent use of English and providing the opportunity for pupils to practise and extend their use of English, are sought and made use of. The SENCO will liaise with the English Leader and class teachers to ensure that the individual needs of pupils are met and appropriate targets are set and regularly reviewed.

Recording and Assessment:

English work is recorded in the children's English books inline with the English Presentation expectations. Children are given the opportunity to publish pieces of writing which are displayed around the school. This gives the children a sense of purpose for the writing and pride in their work.

Reading Assessment

The reading leaders assess children that are on the Read Write Inc. programme half-termly on their word reading and fluency. The results are entered onto the assessment tracker so that progress can be tracked and any children that are not keeping up are identified quickly. They are then grouped accordingly for the next half term.

The children that have moved on to the 'Danson Reading Colour Bands Scheme' are assessed using the Collins Fluency Assessments termly. These are completed by the class teacher and used to inform the children's progress through the coloured bands. Any children which are working below the expected coloured band are assessed half termly.

Summative assessments are completed once every half term using the NTS reading assessment papers and the results are entered onto MARK. These are then used to inform teacher assessments and inform planning and any key stage whole school areas for development. Year 6 and Year 2 complete the National Curriculum Tests.

Reading formative assessments are completed during whole class reading sessions, English lessons, 1:1 reading and other reading opportunities across the curriculum. Formative assessments are recorded at regular intervals using the statements on O Track which are based on the National Curriculum.

The Phonics Screening Assessment

The phonics test is a national test completed in the summer term in Year 1 and consists of 40 words that are a mixture of pseudo words and real words. Pseudo words are alien words - sounds that are put together to purely test the child's phonetic ability. Its sole purpose is to determine whether a child can phonetically decode single words to an annually predetermined national standard. Children are able to re-sit the assessment in Year 2 if required. Below is an example of some words from a previous screening test.

Writing Assessment

Writing formative assessments are completed during English lessons and other subjects where writing is evident. Formative assessments are recorded at regular intervals using the statements on O Track which are based on the National Curriculum.

Summative assessments are completed once every term using the completed formative assessments and through moderation of writing within year groups. These are then used to inform teacher assessments and inform planning and any key stage whole school areas for development.

Policy Owner	English Leader
Approver	Deputy Head Teacher and Head Teacher
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