

THE GLEBE PRIMARY SCHOOL

English Policy





English Policy

The Glebe Primary School is a Rights Respecting School.

Unicef RRSA Article 29:

Education must develop every child's personality, talents and abilities to the full.

At The Glebe Primary School, English is at the heart of the curriculum. We believe that by enabling our children to be able to read, write and communicate confidently and effectively, all children can access the wider curriculum and, indeed, confidently enter the next stages of their learning.

Reading at The Glebe Primary

Reading is the gateway to accessing an enriching curriculum and, as such, reading is at the centre of our curriculum. We aim to foster a love of books and reading and provide children with a range of reading skills from early reading where they will listen to, hear and play with sounds, to the end of Key Stage 2 where they will have a deep understanding of the language they read and will have access to, and enjoy, a range of genres. We aim to provide children with a variety of reading experiences and a chance to understand what it means to be a reader and an author. We aim to invite visitors into school to share their own reading experiences and find opportunities for the children within school to share their own reading experiences with each other.

For those children where reading is a difficult skill to acquire, we aim to immerse them in reading opportunities to ensure a rich vocabulary is developed. From teachers reading for pleasure to all children in school, independent reading sessions and guided reading groups, the love for and pleasure of reading will be encouraged. Our reading resources will support all stages of reading and support and intervention will be in place to ensure all children at The Glebe Primary make the best progress they can in this area. By ensuring that all children becoming fluent and confident readers, we can ensure that they are best placed to access the next stages in their learning.

Our overall aims for the development of children's reading in school are:

For children to:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- develop a widened vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate a range of diversity through the reading materials they access.

Early Reading

To be able to read, children need to be taught an efficient strategy to decode words. That strategy is phonics. At The Glebe Primary, we follow Little Wandle Letters & Sounds Revised as our chosen phonics programme: this is a systematic and synthetic

phonics programme, which allows our children to develop their language and communication skills from entering Nursery. Our phonics programme ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school. At The Glebe Primary, we also model the application of the alphabetic code through phonics in shared reading, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects and some children at The Glebe Primary need this as a focus in the Early Years to allow them to be successful readers.

Foundations for phonics in Nursery

We provide a balance of child-led and adult-led experiences for all children that meet the curriculum expectations for 'Communication and language' and 'Literacy', using Little Wandle Foundations for Phonics.

These include:

- sharing high-quality stories and poems
- learning a range of nursery rhymes and action rhymes
- activities that develop focused listening and attention, including oral blending
- attention to high-quality language.

We ensure Nursery children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Reception.

Daily phonics lessons in Reception and Year 1

We teach phonics for 30 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers. Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term.

We follow the Little Wandle Letters and Sounds Revised expectations of progress:

- Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.
- Children in Year 1 review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

Daily Keep-up lessons ensure every child learns to read

Any child who needs additional practice has daily Keep-up support, taught by a fully trained adult. Keep-up lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.

We timetable daily phonics lessons for any child in Year 2 or 3 who is not fully fluent at reading or has not passed the Phonics Screening Check. These children urgently need to

catch up, so the gap between themselves and their peers does not widen. We use the Little Wandle Letters and Sounds Revised assessments to identify the gaps in their phonic knowledge and teach to these using the keep-up resources - at pace.

Teaching reading: Reading practice

We teach children to read using books matched to the children's secure phonic knowledge using the Little Wandle Letters and Sounds Revised assessments and closely matched Collins Big Cat Phonics books.

When teachers, or another fully trained adult, are listening to a child read, it is important that the child is reading at a fluency of 90% to avoid overloading the children's working memory. They will focus on three key reading skills:

- decoding
- prosody: teaching children to read with understanding and expression
- comprehension: teaching children to understand the text.

In Reception and Year 1, children practise their reading book online using Collins Big Cat e-books assigned to them by their teacher. Where children are assigned their reading practice book, they will be able to read this book at 95% fluency. This is clearly communicated with parents when their child starts Reception and they understand that their role, at home, is to listen with interest and to encourage and praise, enthusiastically.

In Years 2 and 3, we continue to teach reading in this way for any children who still need to practise reading with decodable books.

If any child in Years 3 to 6 has gaps in their phonic knowledge when reading or writing, we plan phonics 'catch-up' lessons to address specific gaps. These short, sharp lessons last 10 minutes and take place at least twice-weekly.

Once a child is confident in decoding and can read fluently and with meaning, they will move on to our banded reading scheme; this scheme is a mixture of Collins reading scheme books initially and then appropriately level, real books. This scheme, alongside other opportunities for reading in school, helps further support each child's reading journey and promotes reading for pleasure. As children move through school, staff will decide when to move a child from the reading scheme onto an independent reading book from a choice of books available.

Ensuring consistency and pace of progress

- Every teacher and teaching assistant at The Glebe Primary has been trained to teach reading, so we have the same expectations of progress. We all use the same language, routines and resources to teach children to read so that we lower children's cognitive load.
- Weekly content grids map each element of new learning to each day, week and term for the duration of the programme.
- Lesson templates, Prompt cards and How to videos ensure teachers all have a consistent approach and structure for each lesson.

- The Reading Leader (Miss Edge) and SLT use the Audit and Prompt cards to regularly monitor and observe teaching; they use the summative data to identify children who need additional support and gaps in learning and ensure interventions are put in place.

Assessment

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.

Assessment for learning (Little Wandle) is used:

- daily within class to identify children needing Keep-up support
- weekly in the Review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.
- Summative assessment is used:
 - every six weeks to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the Keep-up support that they need.
 - by SLT and scrutinised through the Little Wandle Letters and Sounds Revised assessment tracker, to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.

PIRA assessment is used in Years 2 - 3 alongside formative assessment sheets devised by the English team, which cover all the reading domains from the National Curriculum 2014. These assessments take place each term and feed into data collection points and pupil progress meetings. Any children in danger of falling behind are swiftly giving appropriate keep-up support.

Children in Year 1 sit the statutory Phonics Screening Check. Any child not passing the check re-sits it in Year 2. Support and intervention is put in place to ensure that any gaps in phonological awareness are addressed.

Fluency

Once children have mastered decoding and blending in Year 1, and following the Phonics Screening Check in Summer Term, children are assessed on the Little Wandle fluency assessment. Children who can read the final fluency assessment at 60-70+ words per minute are ready to exit the Little Wandle programme, and begin reading books from The Glebe Primary's banded book system. They have sufficient fluency and secure phonic knowledge to tackle any book at age-related expectations. Children who do not read at this rate, continue to access Little Wandle phonic readers and are re-assessed at the end of each half term in Year 2.

In Years 3 - 6, children who have still not passed the Little Wandle fluency assessment, access fluency interventions delivered by trained teaching assistants. These interventions take place twice weekly and are aimed at developing prosody for children who are able to blend and decode.

Reading for pleasure

'Reading for pleasure is the single most important indicator of a child's success.'

(The Organisation for Economic Co-operation and Development 2002)

'The will influences the skill and vice versa.' (OECD 2010)

We value reading for pleasure highly and are working hard as a school to grow our Reading for Pleasure pedagogy. Class Teachers read a range of fiction, non-fiction and poetry to their classes for enjoyment and to immerse them in a variety of rich language, allowing them to appreciate our varied literary heritage. We teach reading skills using VIPERS principles from Year 3 - Year 6, with Year 2 beginning to access this in the Spring Term with small groups.

In order for a child to become a lifelong reader, we encourage families to read for pleasure from an early age: the desire of wanting to read will help with the skill of reading. To help foster a love of reading, we encourage parents to read to their children on a regular basis (both fiction and non-fiction), talking about the pictures, the content and enjoying the story. We encourage parents and carers to borrow books to read for pleasure in Early Years and key stage 1.

Reading VIPERS

VIPERS is an acronym to aid the recall of the 6 reading domains as part of the National Curriculum for reading. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts.

VIPERS stands for:

- Vocabulary
- Inference
- Prediction
- Explanation
- Retrieval
- Sequence or Summarise

The six domains focus on the comprehension aspect of reading and is a method of ensuring that teachers ask, and children are familiar with, a range of questions. They allow the teacher to track the types of questions asked and the children's responses to these, which allows for targeted questioning to be planned.

In Years 3-6, teachers plan and deliver two or three 30-minute whole-class VIPERS sessions per week. In Early Years and Year 1, reading sessions focus on vocabulary development, prediction and sequencing. As children move into the Spring Term of Year 2, they begin to access VIPERS sessions through smaller group reading sessions.

Writing at The Glebe Primary

At The Glebe Primary, we encourage our writers to be confident and to be able to choose the appropriate form to choose the given audience and purpose, so that, by the time they leave us, they are able to confidently use their writing skills to respond to any given task.

Writing is planned to ensure a range of genres are covered by each year group, including age-related grammar, punctuation and spelling objectives. In Early Years, opportunities for writing are planned for throughout the provision.

From EYFS to the end of Y6, we ensure all children can access age-appropriate writing opportunities and we ensure progression is made throughout the genres taught and throughout year groups.

Written composition

Children's writing generally develops at a slower pace than their reading.

Before they can write independently in a way that can be read by others, they need to know:

- what they want to say
- how to identify sounds in words
- at least one way to spell each of the sounds of English
- how to form letters.

At The Glebe Primary, we teach children these early skills through Little Wandle Letters & Sounds Revised. When children can read and spell words using Phase 5 GPCs with fluency and accuracy and associated tricky words, we begin to teach further spelling patterns in line with the National Curriculum 2014.

Our chosen spelling programme is 'No-nonsense Spelling', which is taught from Years 2-6 once children are secure with Phase 5 GPCs. The programme builds on the strong foundations of phonics teaching from Little Wandle Letters & Sounds Revised, by supporting children in understanding morphology, spelling strategies, the orthographic nature of words, patterns, word origins, common exception words and personal spellings. It follows a model of five spelling sessions across two weeks (although in Year 2 these are daily).

At The Glebe Primary, we teach spelling and apply it in spelling sessions and writing across the curriculum. As such, we do not send home lengthy lists of spellings to be learned, instead we focus on teaching spelling in school and testing as part of taught lessons.

Assessment

Assessment of writing is made using an assessment system devised by the English team and based around the TAF statements for the end of key stage 1 and key stage 2. The assessment criteria is progressive and closely matched to the National Curriculum. Staff use the writing assessment criteria to inform next steps in teaching and learning and also to make judgements at the end of each term using evidence from writing books. This is moderated at SLT level, in teams and across partnership schools.

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This Policy has been approved at a meeting of the Governing Body of the Glebe Primary School

On: March 2023

To be Reviewed: Spring 2025

Chair of Governors: Gill Broome