



Churchfields Primary School

English Policy

Intent

English is a vital skill which unlocks children's learning. It provides the children with the crucial knowledge, skills and understanding to make sense of their learning. It is our intent to develop children who:

- are able to communicate clearly in both written and spoken form for a range of different purposes and contexts
- read fluently for pleasure and to inform their learning.

We will expose our children to a wide range of vocabulary so that they are able to develop their spoken and written language and communicate.

We want our children to be enthusiastic writers. We will do this by giving the children the crucial knowledge they need so they can write confidently with accuracy and for a range of different purposes. This knowledge has been created to allow the children to be able to build and recap on essential learning from our EYFS all the way up to KS2.

We want our children to be passionate about reading. We want them to read for pleasure and make choices about their own reading. We will do this by exposing them to high quality texts in the classroom and through a range of reading opportunities.

Implementation – Reading

As a school, we are fully committed to providing children with access to quality texts across the curriculum. These texts ensure the equal treatment of all children and staff and strive to celebrate and embrace ethnicity, national origin, culture, religion/beliefs, gender, disability and sexual orientation. Within the English curriculum, staff are provided with suggested texts covering a range of styles. This ensures consistency and progression across the school whilst allowing teachers to select the text that they are most passionate about.

Teachers as role models

- Teachers act as role models and encourage children to view reading as a pleasurable activity.
- Teachers read aloud to children, in order to establish a positive reading environment.

- Children are encouraged to ask questions and interact with teachers when they are listening or reading.
- Teachers encourage children to read outside the classroom and make book recommendations to each other.

Crucial Knowledge

The Collective Vision Trust crucial knowledge document identifies key topic areas that need to be taught. These are: letters and phonics, words, text, reading skills, understand reading and talk about reading. These form the basis of teachers' planning to ensure that every child develops the knowledge and skills required to be successful in the subject.

Whole Class Reading

From Y1 upwards, children have at least 4 sessions of whole class reading per week focusing on improving reading fluency, developing vocabulary and comprehension skills. Comprehension skills are referenced using VIPERS mnemonic (Vocabulary, Inference, Prediction, Explanation, Retrieval, Sequence/Summarise).

Jolly Phonics

All phonics in Reception, KS1 and lower KS2 is taught following the Jolly Phonics programme. Decodable reading books are used to support children in developing the skills needed to become confident readers. Jolly Phonics decodable books are used throughout EYFS and KS1. Further information and a progress outline can be found in the school *Early Reading and Phonics Policy*.

Independent Reading

To support children in becoming confident, independent readers we utilise a range of strategies and resources:

- Decodable books linked to progress through Jolly Phonics stages. Children should read these confidently before they are changed. (*see Appendix 1*)
- Using a colour-coded reading scheme (*see Appendix 2*) to support children in developing the fluency and stamina needed to become proficient readers.
- As part of home learning, children should read at least 3 times a week.
- In EYFS – Y3 children have a reading diary which should be signed by an adult at home to record reading.

- From Y4 – Y6, children have a reading diary, we expect parents of older children to still sign the books, even if they do not read with their child.
- Children who are fluent, competent readers will become free readers – choosing their own book from an age appropriate, range. This will be monitored by the class teacher to ensure range and challenge, with teachers making suggestions to guide choices where required. Books from our colour-coded reading scheme may also be used by free readers.
- Children, have the opportunity, to choose a library book from their classroom and/or phase library.
- Adults in school will hear children read at least once per week. In KS2 this may take place during Whole Class Reading.

Reading for Pleasure

To enable children to develop a love of reading we:

- ensure all children have access to a wide range of books through library areas within classrooms and phases.
- Giving books as awards as part of our behaviour system. Our book vending machine is used for this reward where children can choose a book.
- Raising the profile of reading across the school through, buddy reading, reading assemblies, reading challenges, reading ambassadors.
- Prominent, interactive book review board which celebrates reading and makes reading recommendations.
- ERIC (Everybody – including adults - Reading in Class) opportunities across the school to develop the skill of sustained reading.
- DEAR (Drop Everything and Read) is timetabled throughout the week, usually at the end of the day. This provides children with the opportunity to listen to a fluent reader and be engaged and enthralled by a quality text that they might not otherwise encounter.

Implementation - writing

Through the reading of high quality texts, children are taught the language and text structures of a range of fiction and non-fiction genres to support their independent writing composition and encounter a rich range of vocabulary.

We use writing to communicate with others for a variety of different purposes.

We implement our writing curriculum:

- To develop sentence construction – particularly at the start of the writing journey- children will be taught to think it - say it - write it – check it

- Children use their knowledge of phonics and spelling rules accurately in their independent writing.
- GPS will be taught, practiced and applied within English lessons following the sequence outlined within the crucial knowledge document and using Jolly Grammar as an available resource for Year 1- Year 6. Spellings are introduced weekly following Jolly Phonics in EYFS and Y1 and Jolly Grammar from Y2.
- Teachers model the whole writing process from planning and drafting through to editing and making improvements.
- Children complete 18 independent writing activities over the year which include opportunities to plan, draft, edit, improve and produce a final polished version.
- Where possible, children write for real purposes.
- Quality/interesting stimulus linked to purposeful writing.
- At the start of a unit of work, a crucial knowledge sheet is stuck into the children's books for them to refer to throughout their learning.

Handwriting

Handwriting should follow the style adopted by the school to help each child develop legible and fluent handwriting. Handwriting is to be taught through short, focused sessions and in line with the school's handwriting style. Teaching of handwriting generally occurs outside English lessons, although shared and guided writing also provides additional opportunities for the modelling and monitoring of handwriting. Exercise books with handwriting lines will be used for English, independent writing and whole class reading.

Implementation – speaking and listening

Speaking and listening (oracy) is fundamental in teaching children how to express themselves and communicate clearly. Alongside the National Curriculum requirements, children are taught and given opportunities to:

role play

use drama

retell known stories

sing

listen and respond to others

use Makaton where appropriate

participate in show and tell and circle time

Appendix 1

| Churchfields Primary School Jolly Phonics outline and progression | | | | | | | | | |
|--|--------------------------------|--------------------------------|--------------------------------|-------------|--------|-------------------------|-------------------------------|-----------------|--------|
| | Step 1 | Step 2 | Step 3 | Step 4 | Step 5 | Step 6 | Step 7 | Further Phonics | |
| Letter sounds | Group 1-3 | Blends and double letters | Groups 4-7 | | | y as /ie and ee | split digraph | alternatives | |
| Tricky words | | | | 1-10 (blue) | | 11-20 (blue and yellow) | 21-40 (yellow, red and green) | 41-60 | 60-72 |
| Pupil Book | Book 1 | Book 1 | Book 1 | Book 1 | Book 2 | Book 2 | Book 2 | Book 3 | Book 3 |
| JP Decodable reading | Little Word Books/Read and See | Little Word Books/Read and See | Little Word Books/Read and See | Orange | Red | Yellow | Green | Blue | Purple |
| Nursery end of year | | | | | | | | | |
| Reception Dec | | | | | | | | | |
| Reception Easter | | | | | | | | | |
| Reception end of year | | | | | | | | | |
| Year 1 Dec | | | | | | | | | |
| Year 1 Easter | | | | | | | | | |
| Year 1 End of year | | | | | | | | | |

Appendix 2

Reading Book Guide

| Year | Jolly Phonics | ORT level | Book Band | |
|-----------|---------------|-----------|------------|-------|
| Nursery | Orange | | | |
| Reception | Orange | | | |
| | Red | | | |
| Year 1 | Red | | | |
| | Yellow | | | |
| | Green | | | |
| | Blue | 6 | Orange | |
| Year 2 | Purple | 7 | Turquoise | |
| | | 8 | Purple | |
| | | 9 | Gold | |
| | | 10 | White | |
| | | 11 | Lime | |
| | Year 3 | | 8 | Brown |
| | | | 9 | |
| | | 10 | | |
| | | 11 | | |
| | | 12 | | |
| | | 13 | | |
| Year 4 | | 14 | Grey | |
| | | 15 | | |
| Year 5 | | 16 | Light Blue | |
| | | 17 | | |
| Year 6 | | 18 | Burgundy | |
| | | 19 | | |
| | | 20 | | |