



Churchfields Primary School

English Policy

Intent

At Churchfields Primary School, our intent in English is 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.

Implementation – Reading

Quality texts across the curriculum

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 CVT 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 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 *Appendix 1*.

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 three times before they are changed.
- using a colour-coded reading scheme to support children in developing the fluency and stamina needed to become proficient readers
- In EYFS – Y3 children have a reading diary which should be signed by an adult at home to record reading. As part of home learning, children should read at least 3 times a week with an adult. From Y4 – Y6, children have a book review record which they complete following their independent reading. All children who have a Jolly Phonics book will have a reading diary.
- From Y4, children who are fluent, competent readers would be free reading – 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.
- 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
- Raising the profile of reading across the school through, buddy reading, reading assemblies, reading challenges, reading ambassador
- 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

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

- 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, practised and applied within English lessons following the sequence outlined within the crucial knowledge document. Spellings are introduced weekly following Jolly Phonics in EYFS and Y1 and Twinkl 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

