



**Roe Lee Park
Primary School & Nursery**

Free to Flourish

English Policy

1. Statement of Intent

At Roe Lee, reading is at the heart of our curriculum. It is embedded into every subject in order for children to access learning effectively across the whole curriculum and is a vital life skill. Children are exposed to high-level texts and we aim to nurture a love of books and a desire to read for pleasure through the sharing of high-quality reading materials. Vocabulary acquisition is threaded across every subject with an emphasis on pre-teaching subject specific terminology to enable children to more fully understand and comprehend their learning.

We aim to teach children to be fluent writers that have a bank of stories and texts across a range of genres that are equipped with the skills, vocabulary and experiences in order to imitate texts initially before being able to generate them independently across the whole school curriculum. At our school, writing is taught to ensure our children have access to a broad and balanced literacy curriculum which encompasses focussed writing practice, including handwriting, spelling and exposure to writing for different styles, purposes and audiences. We intend to equip them with written communication skills that set them up and serve them throughout their lives.

2. Legal Framework

At Roe Lee, we follow the statutory guidance for the teaching of English as set out in the National Curriculum 2014. Statutory requirements for the teaching and learning of English are laid out in the Primary National Curriculum English document (2014) and in the Communication and Language and Literacy sections of the Statutory Framework for the Early Years Foundation Stage 2014.

3. Roles and responsibilities

The English subject leaders have the responsibility to ensure that all children make good progress in English across school. This role includes:

- Supporting teachers in the planning and delivery of all English based activities across school
- Ensuring appropriate, accessible yet challenging resources are available to all
- Supporting teaching and support staff in the delivery of reading intervention groups
- Modelling lessons and developing teachers' CPD
- Ensuring the smooth running of the library
- Promoting reading for pleasure

- Promoting the home reading scheme through the use of Reading Ambassadors
- Monitoring home reading records and providing intervention for those who require additional support
- Monitoring the teaching and learning of English, providing support for staff where needed
- Supporting teaching staff with the planning and delivery of high-quality vocabulary acquisition
- Planning and organising whole school reading days, activities and events
- Preparing policy documents, curriculum overviews and progression documents
- Ensuring continuity and progression from year group to year group
- Collating assessment data and setting new priorities for the development of English
- To attend termly network meetings for English to keep abreast of developments
- Regularly reporting to the Governors on the Curriculum Committee

Teaching staff have the responsibility to ensure that high-quality, challenging English sessions are delivered to their class. This includes:

- Act in accordance with the English Policy
- Assessing children's reading, writing, and GPVS termly (half-termly for EYFS and Year 1 phonics) using NFER reading comprehension and GPVS papers and independent writing tasks. Read Write Inc assessments are used for EYFS and Year 1
- Monitoring the progress of pupils in their class and reporting this on a termly basis to parents
- Planning and delivering daily half hour Guided Reading sessions and daily hour long English lessons, which include grammar, punctuation, vocabulary and spelling work
- Ensuring a range of teaching methods are used to cover the content of the National Curriculum
- Working with the Reading Leader to select accessible, yet challenging Guided Reading texts
- Working with the Writing Leader to select accessible, yet challenging texts for English units
- Using the home reading scheme to assign appropriate home reading books to the children
- Organise home reading books to be taken home and changed when required
- Promote reading at home by reminding Reading Ambassadors to check home Reading Records

- Hearing children read aloud on a daily basis
- Delivering whole class reading sessions from 3:00pm onwards
- Make effective use of weekly library slot, promoting reading for pleasure through the 100 Book Challenge
- Participate in whole school reading days, activities and events
- Reporting any concerns regarding the delivery of any area of the English Curriculum to the subject leaders or a member of SLT
- Undertaking any training that is required in order to effectively deliver the English Curriculum
- Liaise with subject leaders regarding resources for units of work and support for individual pupils

Support staff have the responsibility to support the class teacher in the delivery of high-quality English activities in the classroom and through intervention groups. This includes:

- Taking direction from and supporting the class teacher during daily half-hour Guided Reading sessions
- Hearing children reading their home reading books aloud and recording this in the class Reading Record
- Running reading interventions, such as Read Write Inc sessions, one-to-one catch up sessions and the Freshstart program
- Promote the use of the school library, reading for pleasure and the 100 Book Challenge
- Participate in whole school reading days, activities and events

School governors have the responsibility to ensure that reading is lead and delivered effectively at Roe Lee Park Primary School in accordance to the requirements of the National Curriculum. This includes:

- Receiving regular reports from the Reading Leader during Curriculum Committee meetings
- Having an awareness of reading data across the school
- Commanding an understanding of how reading is delivered at Roe Lee Park Primary School and reporting to OFSTED when required to

4. Teaching and Learning

Reading

Home Reading

The focus for home reading at Roe Lee is to consolidate reading progress and involve parents in their child's reading. We provide the opportunity for each child to self-select their own reading books, within an appropriate reading level, so that children can develop a reading habit, have views on the books, authors or genres they enjoy and are able to read for pleasure.

Selecting a reading level for each child

A child should be on a reading book which is at their secure, consolidation level of reading with a little challenge. Too easy and they become bored, too hard and they do not want to get the book out of the bag to read! The school follows the Oxford Reading Tree model of 20 reading levels and each one has been matched to a Year Group Expectation level. The teacher should use the previous reading assessment to ensure that the child is on a level that matches their assessment. It is important to remember that breadth of reading is crucial in developing a reading habit and the children should not be focused on rushing through the levels, but moving on when their attainment and progress indicate that they are ready to.

How many books?

In Reception and Year 1, the children will take home a phonics book of the text that they are currently studying that week and in addition, one Read Write Inc Book Bag Book that is phonetically decodable and links to the Read Write Inc phonics scheme that the children follow in lessons. Children are allocated one Book Bag Book per week at the level below their phonics group, therefore ensuring that they can independently access all graphemes in the text.

In Year 2, the children work through Key Stage One content books from the Oxford Reading Tree levels 7 to 11. Children take home one reading book at a time and are free to change them once the book has been completed.

At KS2, the children work through Key Stage Two content books from the Oxford Reading Tree levels 7 to 20. Children take home one reading book at a time and are free to change them once the book has been completed.

Where are the books recorded?

Each child has a 'Home Reading Record', where the teacher writes the book currently in the child's reading bag and parents or carers can comment on their child's reading and

enjoyment of the book that they have taken home. The class teacher also has a record book in school where the child's books and reading notes are recorded.

When are the children heard read or have their books changed?

At Foundation Stage and Year 1, the Read Write Inc Book Bag Books are changed every Friday during the daily phonics session.

At Year 2 and KS2, there is a regular rotation in which children will read their home reading book to the class teacher or classroom Teaching Assistant. There is also the opportunity to change books at this time if the home reading record has been signed by a family member or carer who has heard the child read at home.

It is expected that all children will read at least three times a week at home and have their record signed. Every class has a reading ambassador who monitors home reading in their class. Classes may also make provision for children to change their books at other times of the day, particularly as children move through Key Stage 2, where they are encouraged to take responsibility for their own reading.

How do the books go home?

Books and reading records go home in a reading bag with the school name and the child's own name written on.

Storing reading bags in the classroom

Book storage is available in every classroom so that book bags can be brought into school on a daily basis, put away quickly and got out quickly when needed.

Home Reading Book Organisation

The books are organised into the 20 levels of the Oxford Reading Tree scheme with both Key Stage one and Key Stage two content. Home reading books are stored in 4 main areas of the school:

- EYFS Read Write Inc Book Bag Books are stored in Reception classrooms
- Year 1 Read Write Inc Book Bag Books are stored in labelled colour-coded boxes on the Key Stage One corridor between classrooms 2A and 2P
- Key Stage One Levels 7 to 11 are stored in labelled colour-coded boxes on the Key Stage One corridor between classrooms 1W and 1K
- Key Stage Two Levels 7 to 16 are stored on the corridor in labelled colour-coded boxes between classrooms 1K and 3G

- Key Stage Two Levels 17 to 20 are stored on the corridor in labelled colour-coded boxes between classrooms 4O and 5A

Supporting Parents in Hearing their Child Read

There is a reading and phonics meeting for Foundation Stage parents in the Autumn term. At this meeting, parents are shown how best to support their child with beginning their reading. We look at the value of reading to your child and with your child. Parents are also reminded of these approaches at the annual 'Meet the Teacher' meeting held at the beginning of every school year.

Guided Reading

Guided Reading is placed very highly on the reading curriculum at Roe Lee, as it is where the real teaching of reading and comprehension skills takes place.

Guided Reading Organisation

The Guided Reading Sessions

Guided reading at Roe Lee is delivered as a whole class and planned around the novel that year group is studying within their writing unit of learning. At Roe Lee, we also aim to offer access to new and untried texts and authors that children may not have come across before. Whilst some material used is well-known e.g. Romeo and Juliet by William Shakespeare, we also visit the works of authors who may be lesser known to our children like Ross Welford and Brian Selznick. Through carefully tailored guided reading sessions and whole class study, we aim to give children a broad and diverse reading diet.

Our English units cover a wide variety of genres, poetry styles and non-fiction to give our children access to a broad range of quality literature from significant writers, researchers and poets over time. Classic works are a feature throughout the seven years that the children spend at Roe Lee Park and famous works from Frank L. Baum and Enid Blyton.

Aspects of oral traditions also feature and in all year groups, children have a chance to get to know, learn and perform a poem for an audience. It is important that the children are exposed to a wide range of genres and reading materials during their guided reading sessions, therefore selected texts include fiction, non-fiction, poetry, articles, leaflets and playscripts.

Creating a Reading Environment in the Classroom and Beyond

In order to encourage a reading habit, we have a reading area in every classroom with age appropriate, current interest and mixed genre books. The books in this area are rotated

regularly so that the children have access to lots of books that are engaging and support the wider curriculum.

Sharing Books

We recognise the value of bringing books to life and sharing a love for reading with children and at Roe Lee, we ensure that we read to the children on a regular basis. In every class, children and adults read together between 3:00pm and 3:15pm. In Foundation Stage and Key Stage 1, picture books are regularly read with the children and reading preferences discussed. At Key Stage 2, there is always a class book/novel on the go that links to the current English text.

Beyond the Classroom

Beyond the classroom, it is important that we demonstrate that we value books and reading. The books available for reading at Roe Lee are kept up to date, in a good condition, suited to all interests and stored in an easily accessible, clearly labelled way. Requests for specific books are made to the Reading Leader.

The School Library

At Roe Lee, we have a library which is stocked with both fiction and non-fiction books. Classes have allocated slots in which to change their library books and spend some time reading for pleasure in the school library. Additionally, the library is open at lunchtimes on a rota for different classes and run by our Year 6 librarians.

The 100 Book Challenge

We are proud to be running the 100 Book Challenge at Roe Lee, which is 100 books that the TES recommend that every child should read before leaving Primary School. We have split these books up into four categories: Nursery and Reception books, Year 1 and 2 books, Year 3 and 4 books and Year 5 and 6 books. They are located on separate labelled shelves in our school library and we encourage the children to access these books and take them home to share with parents. Each child has a record sheet which follows them through school and records not only the books that they have read, but the rating that the child has given each particular book so that we know which are our most popular reads!

Intervention Strategies to Support Progress in Reading

Children are regularly assessed to ensure progression. Assessments are monitored and analysed, with interventions being put in place for those who are falling behind in their reading. These include:

- Additional Daily Reading– those who are not reading on a regular basis at home and who would benefit from extra reading have additional daily reading supported by a Teaching Assistant.
- Read, Write, Inc and Freshstart – Those significantly behind in their reading are supported in small, ability groups or one to one. The programmes run alongside their daily literacy lesson. These programs are phonics based and are focused on reading fluency and comprehension supporting the children to access the curriculum

at their age-related level. Progress is assessed on a 6 week basis and children are grouped accordingly.

- Read Write Inc one to one tutoring – children who are not making good progress in phonics or reading, or who are at risk of falling behind, are targeted for daily one to one support focusing on individualised targets specific to each child.

Vocabulary

Vocabulary acquisition is threaded through all areas of the curriculum at Roe Lee, with an emphasis on pre-teaching subject specific Tier 2 and 3 vocabulary at the start of each new unit or topic. Key vocabulary is returned to throughout the topic, is displayed in the classroom and is featured on children's Knowledge Organisers.

Writing

The writing curriculum is delivered during English lessons five times a week for both KS1 and KS2. Teachers use high quality texts and resources which model effective writing skills to demonstrate good practice. Pupils are encouraged to discuss their writing orally with their peers and as a whole class before beginning their written work. During writing lessons, sufficient time is given for pupils to discuss, plan, edit and revise their work with writing frames and scaffolds provided, particularly for those who are least confident, in order to develop good writing skills. Pupils use checklists to self-assess their work and the work of their peers, so that they can evaluate their work effectively and share ideas. Classroom teachers, in collaboration with the subject leader, will ensure that the needs of all pupils are met by:

- Setting tasks which can have a variety of responses
- Providing resources of differing complexity, according to the ability of the pupils
- Setting tasks of varying difficulty, depending on the ability of the pupils
- Utilising support staff to ensure that pupils are effectively supported

5. The Curriculum: EYFS/KS1/KS2

Nursery and Reception

Reading

The teaching of reading begins from the very moment the children enter school. Children are immersed in Read Write Inc phonics teaching and activities that include the systematic teaching of sounds for 20-30 minutes each day. Children who fall behind are supported

through one-to-one teaching sessions. Children are also read stories and immersed in rhymes from the very beginning of Nursery and Reception.

Children are taught in class groups of mixed ability until the second half of the Autumn term when they are assessed and are grouped by ability (based on assessment) and taught in groups of similar ability. Those children who need it will be supported through daily one to one support. Children visit the library weekly and take home Read Write Inc Book Bag Books.

Writing

In the Foundation Stage, the delivery of writing is initially through the Read Write Inc program as the children are learning phonemes and their corresponding graphemes. As the children learn to blend graphemes together to write words, teaching staff provide additional writing opportunities within continuous provision. Children have opportunities to develop their communication, language and literacy skills on a daily basis in both adult led and child initiated activities.

KS1

Reading

In Year 1, the children are grouped by assessment in ability groups and taught a set of sounds according to the Read Write Inc set they are currently working on. They are also given the opportunity to read and write the sounds and letters they have learnt through a carefully structured and systematic approach to the teaching of reading using the Read Write Inc program. There is also a 15 minute whole class reading session at the end of each day. Those children who need it will be supported through daily one to one support. All children will also take the Year 1 phonics screening test in June to assess attainment and progress. Once children reach the level where they are fluent readers and can progress off the Read Write Inc program, they will complete daily Guided Reading sessions using Cracking Comprehension texts. Children take home one Read Write Inc Book Bag Book weekly and will have a weekly visit to the library.

In Year 2, the children have daily Guided Reading sessions and a 15 minute whole class reading session at the end of the day. Those children who are not fluent readers take part in Read Write Inc intervention sessions and children who failed the Phonics Screening test in Year 1 will re-take this test in Year 2. Children take home one KS1 Oxford Reading Tree book and visit the library weekly.

Writing

Each year group uses the Lancashire County Council Suggested Units of Work overviews to ensure the children at Roe Lee Park receive a broad and balanced English curriculum, being exposed to a range of texts: narrative, non-fiction and poetry. Progression is ensured by teaching using the yearly objectives set out in the National Curriculum.

Grammar, Punctuation and Spelling

To teach grammar we use Lancashire's suggested '5 I model'

1. Immerse and investigate
2. Imitate
3. Innovate
4. Invent
5. Independent application

Grammar is delivered daily as an introduction into each English lesson, along with being reinforced during shared and modelled writing. Grammatical errors are corrected on written work by teachers and discussed orally with pupils where necessary (in line with the Marking and Feedback Policy).

In Year 1, spelling is covered within the Read, Write Inc phonics program ensuring correspondence with graphemes that they have been taught. In Year 2, when children reach the end of the Read, Write Inc program, spelling will be taught in-line with KS2 (see below).

KS2

Reading

In Key Stage 2, the children have daily Guided Reading sessions and a 15 minute whole class reading session at the end of the day. Those children who are not fluent readers take part in Read Write Inc intervention sessions for Years 3 and 4 and Freshstart sessions for Years 5 and 6. Children take home one KS2 Oxford Reading Tree book and visit the library weekly.

Writing

Each year group uses the Lancashire County Council Suggested Units of Work overviews to ensure the children at Roe Lee Park receive a broad and balanced English curriculum, being exposed to a range of texts: narrative, non-fiction and poetry. Progression is ensured by teaching using the yearly objectives set out in the National Curriculum.

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Grammar is delivered daily as an introduction into each English lesson, along with being reinforced during shared and modelled writing. Grammatical errors are corrected on written work by teachers and discussed orally with pupils where necessary.

In KS2, spelling is taught discreetly 3 times a week using the revise, practise, teach, apply approach. Spelling patterns are identified half termly which have been taken from the National Curriculum. At Roe Lee Park, we do not send weekly spelling lists home to learn, instead we look for informal ways to assess and apply the spelling patterns being taught. To reinforce spelling at home, children each have individual access to the online resource Spelling Frame where weekly patterns can practised at home through interactive games.

6. Planning

Reading

Teachers are expected to complete a planning sheet for weekly Guided Reading sessions. The planning sheet template is designed to require minimum workload to complete and the evaluation section at the bottom will inform the planning decisions of the following week.

Writing

To plan our units of work we follow the Teaching Sequence:

1. Creating interest/hook the pupils in
2. Reading and analysis
3. Gathering content
4. Planning and Writing
5. Presentation/intended outcome

The Teaching sequence will immerse pupils in age-appropriate texts and take learning from reading into writing. Short writing opportunities are planned within a unit building up to the final intended piece of work.

7. Assessment and Recording

Reading

The formative assessment of reading is ongoing with a focus around key skills extracted from the National Curriculum. Teachers use a combination of observations during lessons, independent work, reading discussions and the termly NFER reading comprehension assessments for Years 3,4 and 5 and past SATs papers for Years 2 and 6 in order to make the judgement of whether children are secure in each specific year group statement. These are then taken into account when a final summative grade is given at the end of each term.

Data is analysed termly to ensure that those off track or underperforming are identified early and actions to support them put into place.

Writing

Assessment of writing occurs using the Key Learning In Primary Schools (KLIPS). Additionally to this, pieces of independent writing will be assessed after each unit of work for each child. The writing is assessed using the KLIPS documents and summative judgements for writing assessments are entered onto the school's tracking system termly.

8. Cross Curricular Links

Vocabulary is pre-taught at the start of a unit of work for all areas of the curriculum in every year group. A range of cross-curricular fiction and non-fiction texts are provided throughout

school that link with other areas of the curriculum. Teachers recommend books that link to topic areas that the class is currently studying.

Cross-curricular writing opportunities are embedded into the curriculum, encouraging children to use the knowledge gained in Foundation subjects to structure a range of different text types around a variety of genres.

9 **Equal opportunities**

- All pupils will have equal access to the entire English curriculum.
- Gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede pupils from accessing all English lessons or reading activities.
- Where it is inappropriate for a pupil to participate in a lesson because of reasons related to any of the factors outlined above, the lessons will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary.
- All efforts will be made to ensure that cultural and gender differences will be positively reflected in all lessons and teaching materials used.
- Roe Lee Park Primary School aims to provide more academically able pupils with the opportunity to extend their thinking through extension activities and additional challenges.
- Translucent coloured rulers are provided for children who have dyslexia for use when reading texts.

Policy written by: Laura Butterworth and Kay Riley

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