



# English Policy

Approved by: Full Governing Body

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Signed: Chair: Mr. C Harris

At Reddal Hill Primary School we celebrate that English is a tool for both our thinking and learning. We continually work to develop our children's ability to listen, speak, read and write for a wide range of purposes, including the communication of their ideas, views and feelings. In this way become empowered to interpret the world around them and to make sense of their experiences.

## **SPEAKING AND LISTENING**

The National Curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. 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. Teachers at Reddal Hill will therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills.

Pupils at Reddal Hill will develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They will be assisted in making their thinking clear to themselves as well as to others, and teachers will ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Opportunities will be planned so that pupils will be taught to understand and use the conventions for discussion and debate. All pupils will be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils will be given opportunities to adopt, create and sustain a range of roles, responding appropriately to others in role. Teachers will plan for pupils to have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances. Statutory requirements, which underpin all aspects of spoken language across the six years of primary education, form part of the national curriculum.

### **Spoken Language: Early Year Foundation Stage (EYFS) and Key Stage One (Years 1 and 2):**

At Reddal Hill children will learn to speak confidently and listen to what others have to say. Teachers will plan a range of opportunities to begin to read and write independently and with enthusiasm. Pupils will be encouraged to use language to explore their own experiences and imaginary worlds.

### **Spoken Language: Key Stage Two (Years 3-6):**

Children will learn to change the way they speak and write to suit different situations, purposes and audiences. They will be given opportunities to read a range of texts and respond to different layers of meaning in them. Teachers will plan opportunities for pupils to explore the use of language in literary and non-literary texts and learn how the structure of language works.

# READING

## **Intent:**

"The more that you read, the more things you will know. The more that you learn, the more places you'll go." — Dr. Seuss, *I Can Read with My Eyes Shut!*

"If you don't have time to read, you don't have the time (or the tools) to write. Simple as that." — Stephen King

At Reddal Hill Primary School we believe that reading is a crucial part of school life, and we aim for excellence in reading achievement throughout the school. Reading gives pupils the chance to develop culturally, emotionally, intellectually, socially and spiritually; we provide a wealth of opportunities for pupils to read widely and often, enabling them to both acquire knowledge and to build on what they already know.

It is our aim that pupils, at Reddal Hill Primary School, read with confidence, fluency and understanding, using a range of independent strategies. They learn to take responsibility for their own learning, demonstrate a love of reading and a desire to read for enjoyment. Through reading widely and often, pupils develop a growing vocabulary and become adept at using their creativity, imagination, inventiveness and critical awareness.

## **The National Curriculum**

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure 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; and
- Appreciate our rich and varied literary heritage.

## **Implementation:**

### **Reading in the Early Years:**

At Reddal Hill, we strongly believe that reading is one of the upmost important skills a child can acquire, and therefore ensure that children in the early years are taught crucial reading skills as soon as they start school. All pupils take part in a 30-minute daily Pheeba Phonics session and all pupils listen to a story, read by an adult, across the school day. Teachers ensure that when they are planning for units of work, stories and other books

are at the heart of the planning (where possible). All children are heard read individually at least once a week and books and key words are sent home to parents. Parents in the reception year group, are invited, on a weekly basis, to a reading workshop to learn about the teaching of reading in the early years and how parents can be involved to aid their child's learning. The school has implemented a programme called Word Aware, which is used to teach vocabulary. The words taught are linked to EYFS concept words or key texts. Children are taught concept words that are linked to rhyme, syllables, the meanings of words and actions.

There are reading opportunities across the whole of the EYFS. Children have opportunities to practise their reading skills during Continuous Provision.

In the summer term, the children visit the local library. They will meet the librarian and sign up for their own library card.

## **Phonics:**

Reddal Hill Primary School follows a bespoke systematic synthetic phonics programme named Pheeba Phonics. In EYFS and Key Stage One, daily discrete phonic lessons are taught in ability groups. Pheeba Phonics is used to teach early reading and ensure that pupils are able to decode efficiently – sounding and blending words quickly and accurately. Pheeba Phonics teaching programme is split up in Pheeba units. Once new phonemes have been taught, pupils take home a phonics book specific to the Pheeba unit that they are on, to practise their fluency. During the phonics lesson, all pupils have additional time to apply their phonics knowledge, using the Pheeba flips (containing words and sentences) and then taking part in a short reading session. The reading session enables all pupils to use and apply their phonics knowledge. It provides pupils with opportunities to revisit sounds they have recently learnt. The books that are used during this time are 100% fully decodable, and are also available for the pupils to access at home. Class teachers assign appropriately matched phonics books for all pupils.

Pupils also take-home weekly spellings that are words with sounds that pupils have been learning that week. In addition, a range of reading materials will be sent home on a weekly basis to encourage pupils to practise their reading skills.

Pupils in Year One will take part in the Phonics Screening Check. Parents will be invited into school to obtain information about this, as well as how they can support their child, prior to this check taking place.

Teachers monitor closely each pupil's progress by regularly assessing their sound knowledge. Additional support is given to those pupils who have gaps in their knowledge due to absenteeism or due to cognition and learning needs, through a variety of intervention teaching. Additional support through bespoke booster groups are available for pupils who have not passed the phonics check in Year 2; this continues throughout Key Stage 2 until pupils are age appropriate.

## Reading in Key Stage 1:

In Key Stage One, the main focus of reading is to ensure that pupils are reading fluently, with good understanding as well as focusing on developing and sustaining a love for reading. Reading is carefully planned through English lessons, guided reading and individual reading sessions. Teachers focus on ensuring pupils obtain crucial reading skills. Teachers use key reading strategies to aid teaching using reading content domains (see below) specific for the applicable age group as well as a range of other techniques needed to become a confident reader. To ensure that all pupils are taught the skills that are age appropriate and progressive, teachers use Reddal Hill's reading progression guide. A copy of this can be obtained by asking a member of staff.

<b>Key Stage One:</b>
Content domain reference
<b>1a</b> draw on knowledge of vocabulary to understand texts
<b>1b</b> identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
<b>1c</b> identify and explain the sequence of events in texts
<b>1d</b> make inferences from the text
<b>1e</b> predict what might happen on the basis of what has been read so far

Pupils are heard reading at least once a week during a guided reading session and will read their individual reading book to an adult in school. Individual reading will be recorded in the child's reading record book. Guided reading books are closely matched to the Pheeba Phonics programme to allow pupils to consolidate their phonetic decoding within the guided reading lesson. Pupils who require extra support with reading skills will read their individual reading book frequently throughout the week or partake in a BR@P (Better Reading at Primary) reading intervention with a trained adult.

The teacher monitors each child's progress formatively and summatively, and sets targets based upon this ongoing assessment. As a school, teachers use the PM Benchmark reading assessment resource to gather formative reading assessment data on a termly basis. The year group expectations are also highlighted at least once each half term, using the school assessment system, so that progress against the statements is clear. Progress and targets are shared with parents during parents' / carers' evenings.

Story time, timetabled at an appropriate time of the day, consistently reinforces reading skills and strategies through text discussions enabling pupils to gain a wealth of story language and understanding. This is also an opportunity to share a wealth of age appropriate texts and gain enjoyment from reading and sharing books.

## Reading in Key Stage 2:

Reading within Key Stage Two, build on previously developed reading skills and develops further children's independent reading skills, comprehension and fluency. Children study a range of age appropriate high-quality texts in depth and particular attention is given to the teaching of vocabulary. Skills are taught closely linked to the reading content domains for their appropriate age, whilst following the inference reading programme. Reading lessons include whole class teaching of reading skills and strategies, independent opportunities and time for guided reading. To ensure that all pupils are taught the skills that are age appropriate and progressive, teachers using Reddal Hill's reading progression guide. A copy of this can be obtained by asking a member of staff.

Key Stage Two: Content domain reference
2a give / explain the meaning of words in context
2b retrieve and record information / identify key details from fiction and non-fiction
2c summarise main ideas from more than one paragraph
2d make inferences from the text / explain and justify inferences with evidence from the text
2e predict what might happen from details stated and implied
2f identify / explain how information / narrative content is related and contributes to meaning as a whole
2g identify / explain how meaning is enhanced through choice of words and phrases
2h make comparisons within the text

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## **Guided Reading**

At Reddal Hill Primary School all pupils take part in weekly guided reading sessions. Guided reading is used to teach individual pupils to become fluent in reading and comprehension skills of inference and deduction. Pupils are taught in small groups set according to ability. Guided reading is principally the class teachers' responsibility and must be planned and evaluated for all children by the class teacher. However, Learning Support Practitioners (LSPs) can also deliver guided reading sessions.

Guided reading sessions are taught outside of English lessons. Teacher's must teach guided reading during the assembly time, where there is a quiet and stimulating environment. All teachers or LSPs should complete a record sheet to make notes about the progress each pupil has made. This will aid the assessment of reading and future planning.

Staff at Reddal Hill Primary School have created a document called the Reddal Hill Reading Diet. This document outlines the high-quality reading texts specifically chosen for each year group. Teachers use the Reading Diet to plan what text the pupils will read during the guided reading sessions. All pupils should have access to the same high-quality text and teachers should plan the session specifically for their ability. There will be some cases where pupils will need a separate text to match their emotional or academic ability. This will be planned for accordingly by the teacher.

## **Assessing Reading:**

Pupils are assessed on a termly basis using PM Benchmark. The pupils are assessed on their oral reading ability as well as their comprehension skills. This assessment is used to inform teacher's planning, ensures consistent and accurate levelling in reading and gives each pupil a coloured book band appropriate for their reading comprehension age. Teachers will move pupils up onto the next colour band when they know the child is reading 95% of the text fluently, and if the pupil has sound understanding of the text they have read.

Pupils who have surpassed the book banding programme can access a selection of challenging texts and novels (labelled as black band).

See below for Reddal Hill Primary School's colour banding system.

Average Year group	Reading level / Band	PM Benchmark Kit/ PM	Book Band Colour	Average Reading age level	Oxford Reading Tree reference (Project X)
Nursery / Reception	0	Pink Level 1	Lilac (no words)	Up to 4.0	
Reception	ORT 1	Pink Level 2	Pink	4 – 5 years	
	ORT 2	Red Level 3 Red Level 4 Red Level 5	Red	4 – 5 years	
	ORT 3	Yellow Level 6 Yellow Level 7 Yellow Level 8	Yellow	4 – 5 years	
Year 1	ORT 4	Blue Level 9 Blue Level 10 Blue Level 11	Blue	5 – 6 years	
	ORT 5	Green Level 12 Green Level 13 Green Level 14	Green	5 – 6 years	
	ORT 6		Orange	5 – 6 years	
Year 2	ORT 7	Orange Level 15	Turquoise	6 – 7 years	
	ORT 8		Purple	6 – 7 years	
	ORT 9	Orange Level 16	Gold	6 – 7 years	
	ORT 10		White	6 – 7 years	
Year 3	ORT 11	Turquoise Level 17	Lime	7 – 8 years	Brown Book Band 12 - Level 9
	ORT 12	Turquoise Level 18	Copper	7 – 8 years	Brown Book Band 12 - Level 10
	ORT 13	Purple Level 19 Purple Level 20	Topaz	7 – 8 years	Brown Book Band 12 - Level 11
Year 4	ORT 14	Gold Level 21 Gold Level 22	Ruby	8 – 9 years	Grey Book Band 13 - Level 12
	ORT 15	Silver Level 23 Silver Level 24	Emerald	8 – 9 years	Grey Book Band 13 - Level 13
Year 5	ORT 16	Emerald Level 25 Emerald Level 26	Sapphire	9 – 10 years	Grey Book Band 13 - Level 14
Year 6	ORT 17	Ruby Level 27	Diamond	10 + years	Dark Blue Book Band 14 - Level 15 and 16
	ORT 18	Ruby Level 28	Pearl	10+ years	Dark red Book Band 15 - Level 17,18,19,20
		Dark Blue Level 29 Dark Blue 30		11 years – 11.5 years 11.5 years – 12 years	

Pupils in EYFS and Key Stage One take home a phonics book specific to the Pheebea unit that they are on. As they move onto Pheebea 5, and become confident readers, they will also take a banded reading book home alongside their phonetic decodable book.



## **The Reading Environment**

Every class will have access to a reading area that invites children to come and read a variety of fiction and non-fiction texts reflecting a range of genres, cultures, gender and race.

Every class will also have a range of books available to pupils that reflect their current class topic. Laptops, iPads and interactive whiteboards will be available for children to access digitally written materials to support their learning in all curriculum areas.

Each class will have displayed the book of the week. This book is a high-quality book suitable for the age and is read to them by an adult, daily. A respect for books is fostered and modelled by all staff.

All classrooms have a display, i.e. a 'Magpie Wall,' dedicated to high quality vocabulary. Teachers and pupils add rich vocabulary that have been heard throughout the day, including reading aloud sessions. The pupils are encouraged to use these words in their daily conversations and when they are writing.

## **Library**

All children have the opportunity to borrow library books and each class has their own library slot. Library books are changed at the teacher's discretion and by choice of the child. All classes organise a visit the local library at least once per academic year.

## **Volunteers**

The school encourages people who have a shared love of reading to come into school to listen to children read. Each volunteer will be allocated to a class and the class teacher will then select children who will benefit from reading more often throughout the week. Volunteers are trained in our reading systems by a member of the Senior Management Team so that high quality reading is continued.

## **Working in partnership with parents**

The teaching of reading is greatly enhanced if there is strong communication and support from parents. We encourage parents to read with their child for a minimum of ten minutes per day. Each child will bring home a range of books alongside a reading record. The reading record is for parents and teachers to communicate the pupil's reading progress regularly. Parent workshops on Guided Reading and Phonics also take place throughout the year. Parents are also directed to look at the school's website where there will be resources and recommended reading books to aid their child's learning.

The school have invested in age-appropriate reading apps to support and engage pupils when reading at home.

All pupils in EYFS and Key Stage 1 (alongside identified pupils in Key Stage 2, who do not have secure phonetic knowledge), have access to 'Bug Club'. Teachers select books that match the pupils' phonetical knowledge, to read at home.

All pupils in Key Stage 1 and 2 have access to 'Serial Mash'. Pupils can choose from a selection of age-appropriate online books covering fiction, non-fiction and poetry.

## **Read to Succeed:**

In September 2021, we launched a new read at home reward system, 'Read to Succeed' to encourage pupils to read at home for pleasure; resulting in pupils continuing to develop a love of reading. Read to Succeed is a new programme (name chosen by the pupils), whereby pupils can receive badges and certificates for the amount of times they read at home.

When a pupil reads at home **45 times** they will become a **Bronze Reader** and receive a bronze badge and certificate. When that pupil reads **another 45 times** they will become a **Silver Reader** and receive a silver badge and certificate. Finally, when the pupil has read **another 45 times** they will become a **Gold Reader** and receive a gold badge and a certificate. If a pupil has read 135 times, the next challenge is for the pupil to read 50 books. They will then become a Platinum Reader and receive a certificate and a £5 book voucher.

We ask parents / carers, to write a short comment in their child's reading record book so we can track the number of times they have read. This is monitored by class teachers and the English lead.

## **WRITING**

### **National Curriculum**

The programmes of study for writing at key stages 1 and 2 are created similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing)

It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (GCP) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves articulating and communicating

ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

## Intent:

At Reddal Hill, all adults aim to enable our pupils to consider themselves as 'writers', to encourage confidence and the motivation to want to write, and to have sufficient control over the mechanics of writing to allow for skilful development of the writing process. We aim to develop fluency and legibility and offer a whole language approach, so that pupils can learn to express clarity of thought, and be able to manage language appropriately. We aim to set high expectations of pupils and to give writing a high profile in all its forms.

## Implementation:

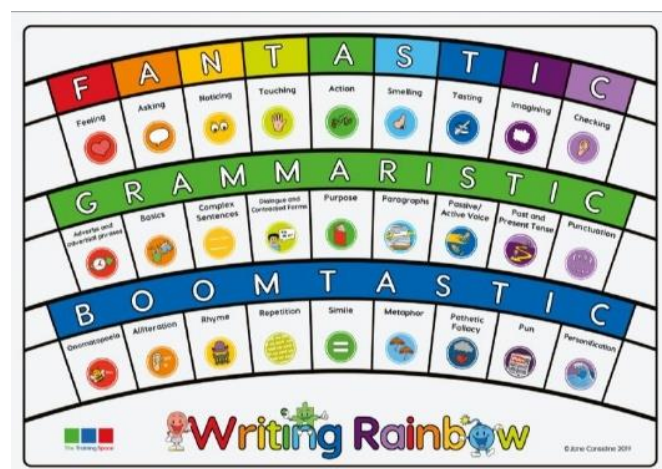
At Reddal Hill we have adopted 'The Write Stuff' by Jane Considine, to bring clarity and consistency to the mechanics of writing and to enable our children to write effectively and coherently. As a school, all children from Year 1 to Year 6 learn to write through The Write Stuff approach. This was developed by teacher and leading English consultant, Jane Considine. It is a fun, creative and rigorous approach to develop children's writing. This approach allows children to apply basic skills, vocabulary and grammar knowledge to write effective sentence, which are full of impact and keep the reader interested.

In 'The Write Stuff' approach to writing, children explore high level, rich vocabulary and are taught grammar in context through different writing lenses on the Writing Rainbow. There are three lenses used to support children with their writing:

**Fantastics** — ideas for writing

**Grammaristics** — tools for writing

**Boomtastics** — writing techniques.



The Write Stuff is based on two guiding principles; teaching sequences that slide between experience days and sentence stacking lessons.

As part of the teaching sequence, teachers plan experience days, sentence stacking lessons and independent writing sequences.

Experience days immerse children in experiences linked to their writing and drench them in vocabulary linked to the lenses in 'The Writing Rainbow'. From the experience days, children take part in the sentence stacking lessons. Sentence stacking lessons focus on writing three sentences which focuses on the lenses from the rainbow.

'The Write Stuff' follows a method called 'Sentence Stacking' which refers to the fact that sentences are stacked together and organised to engage children with short, intense moments of learning that they can immediately apply to their writing.

An individual lesson is based on one plot point from the text, broken into three learning chunks:

1. **Initiate section** — a stimulus to capture the children's imagination and set up a sentence.
2. **Model section** — the teacher models a sentence that outlines clear writing features and techniques.
3. **Enable section** — the children write their sentence, following the teacher's model.

This part of the unit is heavily scaffolded with lots of teacher input, modelling of vocabulary, sentence construction and the use of grammar with reference to the 3 writing lenses.

During the initiate section, children 'chat' (chat and jot) down their ideas from stimulating resources, such as pictures, music and drama. The children are encouraged to use 'kind calling out' where they call out examples of vocabulary, adverbs, onomatopoeia etc.

During the model section, the teacher prepares children for writing by modelling the ideas, grammar and techniques of writing taken from the writing rainbow.

In the enable section, children write their own sentences, taking the opportunity to 'deepen the moment'. 'Deepen the Moment' is where children are challenged to independently draw upon previously learnt skills and apply them to their writing during that chunk.

Following the sentence stacking, children are given the opportunity to show what they have learnt by planning and writing their own independent piece of writing. After they have written their independent piece, their work is marked by the class teacher who identified aspects of their written piece to be edited. There are 3 elements to the editing:

## **El Edit: The Revise**

**Edit Type 1:** These are often 'little' adjustments or changes and tend to fall into one of these categories; spellings, missing words or punctuation.

## **E2 Edit: The Rewrite**

**Edit Type 2:** Children are asked to rewrite a sentence if it doesn't make sense, this could be restructured or generally improved.

## **E3 Edit: The Reimagine**

**Edit Type 3:** This is when the writer wants to add more sentences to develop an idea further. For this, the children are shown how to use 'editing flaps'. Editing flaps are extra pieces of paper that stick onto their writing and show the additional sentence added to their work.

## **Handwriting and Presentation**

At Reddal Hill, children are taught to write legibly, fluently and at a reasonable speed. In our Early Years, Key Stage 1 and Years 3, 4, and 5, pupils are taught the Kinetic Letters Programme. Please see Kinetic Letters Policy for more information.

In Year 6 pupils are continuously taught to write legibly, fluently and with increasing speed. Teachers demonstrate specific handwriting and presentation aspects through explicit handwriting lessons, and when they are modelling writing as a part of lesson. All staff have exceptional high expectations, in regards to handwriting and presentation, which reflect in their own handwriting and presentation in marking and the environment.

## **Spelling**

Spelling is taught through the systematic teaching of phonics in Early Years and Key Stage 1, using the Pheeba Phonics scheme. Spellings, that match the pupil's phonic knowledge, are sent home weekly to parents, and pupils are tested every Friday. Pupils are also sent home Pheeba specific 'common exception words' every half term for pupils to practise with parents.

In Key Stage 2, explicit lessons are taught three times per week. Teachers follow their year groups programme of study for to teach the spelling rules set out in the appendices in the National Curriculum (English Appendix 1). Teachers plan regular dictionary and thesaurus work and ensure that pupils have the option to use word banks and spell checks. All classrooms have resources around the classroom, including working walls, word mats and spelling stands to aid pupils when they are writing. Spellings are sent home weekly to parents, and pupils are tested every Friday.

Spelling Shed is an online learning platform that closely links to the school spelling programme. It is used to support the teaching of spelling strategies in class and sets homework for consolidation at home.

## **Inclusion:**

When planning lessons, teachers use the programmes of study set out in the National Curriculum, alongside Reddal Hill's writing progression guides. A copy of the progression guides can be obtained by asking a member of staff. Using these guides, ensures breadth and balance of English skills for all pupils to provide a differentiated curriculum that meets the needs of all the pupils. Teachers plan to set suitable learning challenges for individuals or small groups of pupils and respond to diverse learning needs. It is expected that all adults working with pupils are to liaise with the Inclusion Manager to ensure that provision is made for all children with Special Educational Needs and Disabilities (SEND). Through the use of daily and termly assessments, teachers ensure that they identify vulnerable groups who are not making expected progress, and provide appropriate support.

## **Special Educational Needs and Disability (SEND) Provision:**

Pupils identified as needing additional support in English will be given the appropriate help in the classroom. Providing for pupils with SEND should take account of each pupil's particular learning and assessment requirements and incorporate specific approaches which will allow individuals to succeed, such as using texts at an appropriate level of difficulty and planning for additional support.

## **Assessment:**

At Reddal Hill, teachers are continually assessing their pupils' writing through teaching and the use of daily marking. This marking informs future planning and teaching on a regular basis. In addition, all pupils have opportunities to write independent pieces of writing, which are used to assess achievement every term. Teachers use writing 'Skills Ladders' regularly to assess pupils and inform future planning.

To ensure teacher assessment judgements are accurate, all teachers take part in Writing Moderation. It is a regular activity within school and in addition to this, teachers have the opportunity to meet with other local schools to moderate year group specific pieces of work.

## **Monitoring:**

Class teachers and the Senior Management Team, including Governors, continually monitor English throughout the year. Monitoring of the subject involves learning walks, lesson observations and book and planning scrutiny.