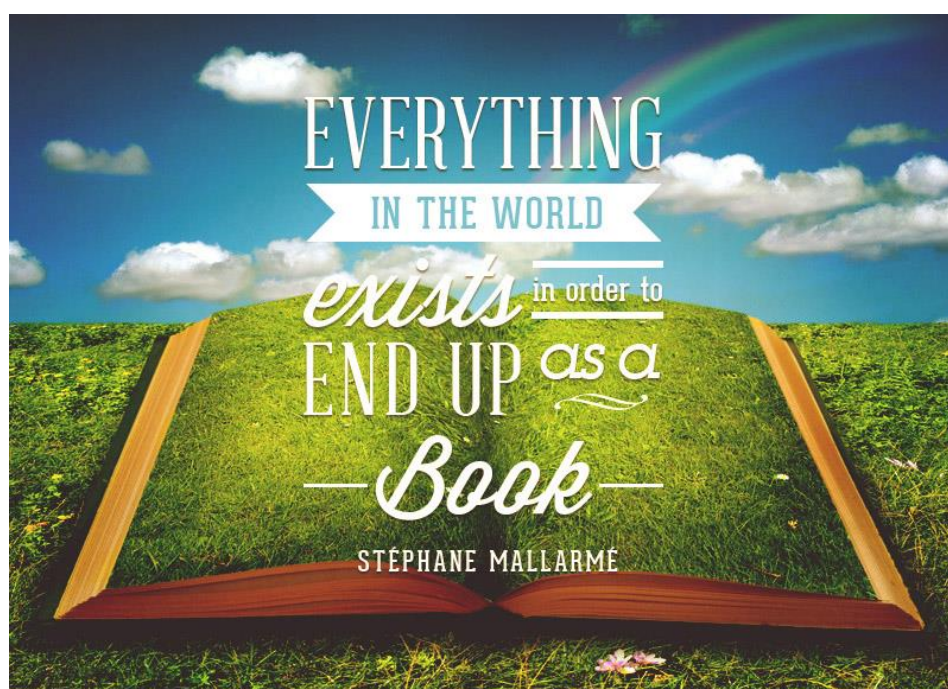


English Policy and Handbook (Including Reading and Phonics)



2019-2020

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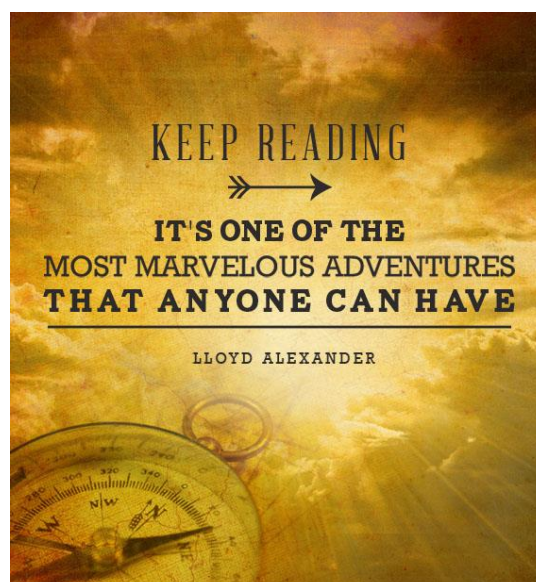
CHS Reading Mission:

To ensure all children foster a love and enjoyment of reading; mastering and unlocking the skills for lifelong learning.

‘Learn to read and read to learn’

Aims

- Become fluent and confident storytellers and readers
- Read with enjoyment and respond to texts across a range of genres
- Reflect upon and learn from personal and social experience with books
- Provide opportunities to apply reading skills across the curriculum
- Understand and apply their knowledge of phonics and spelling patterns and use this to decode words with accuracy
- Develop a rich and varied vocabulary
- Develop an awareness and understanding of literature from a range of cultures and heritage



Whole School Progression: The Reading Journey at Coleshill Heath School

Fostering a love of reading; story telling, reading for pleasure, reading widely and in different contexts.	Inspiring Readers Profile	Building skills	Reading diet and delivery at CHS	Exposure of reading materials: provide all learners with high quality
	Inspiring Readers: Reflect on and recognize the importance of their own personal reading tastes; pupils are confident, fluent and passionate readers, who use a range of strategies to devour a range of texts.	Children are passionate about the books they read and preferred authors: They talk confidentially about their reading diet and the skills they employ to dissect the text. Children have mastered the technicalities of reading. Texts are used to foster dialogic talk around a range of reading experiences and enhance and deepen the reader's response.	<u>Mastery skills:</u> Confident and accomplished readers who can employ a range of strategies, taking ownership of their reading diet. Reading is fluent and effortless with 'convincing expressiveness.' <u>Teaching & Learning: Focused Reading Sessions</u> Maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions	
	Developing Readers Profile	Building skills	Reading diet and delivery at CHS	
	Developing Readers: Explore a range of skills and strategies involved in becoming a fluent reader, enabling children to become competent and confident readers.	Children are developing a wide range of skills as part of their reading toolkit; they can identify the different elements of what makes a successful reader. Children secure key reading skills and are able to apply their toolkit across the curriculum. <u>Development skills:</u> Decoding, focus on comprehension skills retrieval, deduce, inference	Ensuring children recognize and apply strategies and that they are showing increased confidence and independence. Using a range of skills and strategies for answering comprehension questions. Listening to and discussing a wide range of fiction, poetry, plays. Reading a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Reading non-fiction, <u>Word reading</u> Focus on developing vocabulary. Using dictionaries and online tools to check the meaning of words that they have read reference books, textbooks Reading books that are structured in different ways and reading for a range of purposes. Using the Enquiry Hub to form their own research.	
	Growing Readers Profile	Building skills	Reading diet and delivery at CHS	
	Growing Readers: Immersing children in a range of reading contexts. Pupils investigate a variety of purposeful, creative and inclusive approaches designed to support their enjoyment and engagement of reading.	Children learn how to use their phonic knowledge to read letters and words. They are immersed in a rich language environment. Children apply their phonic skills to reading simple texts; discussion is used as a key skill to motivate and nurture readers. Role play to support reading development.	<u>Core skills:</u> Developing phonic knowledge and early reading experiences: semantic, syntactic and grapho-phonetic knowledge. <u>EYFS Teaching & Learning:</u> RWI: RWI scheme systematically delivers growth of early reading skills and phonic knowledge. Language rich environment supported through reading development. <ul style="list-style-type: none"> • Traditional tales • Nursery rhymes • Rhythm and Rhyme • Poetry • Picture books. • Wide range of picture books shared. Extensive experience of listening to, sharing and discussing a wide range of high-quality books; fostering a love of reading at school and home. Using speaking and listening skills and discussion to encourage and support reading independently.	

Provision:

Reading at Coleshill Heath School is taught and celebrated in a range of ways. Some of these are generic across the whole school, whilst others are specific to key stages:

<p><u>Home Readers</u></p> <ul style="list-style-type: none">✓ Read Write Inc. Books✓ Staged books (Oxford Reading Tree)✓ Library books	<p><u>Reading for Pleasure</u></p> <ul style="list-style-type: none">✓ Library books✓ Story time (Reading Spine)✓ Free reader choice✓ Blogging✓ Book Talk✓ Newspaper[First News] and magazines
<p>Provision</p>	
<p><u>Intervention</u></p> <ul style="list-style-type: none">✓ Reading Rucksack✓ Fluency project✓ Code X✓ Project X✓ Rapid Reader✓ RWI 1:1 tuition	<p><u>Structured Reading</u></p> <ul style="list-style-type: none">✓ Whole class shared reading✓ Focused reading✓ Read Write Inc.✓ English lessons (T4W)✓ Wider curriculum reading opportunities

Key findings

Reading Instruction is oriented towards:	Reading for Pleasure is oriented towards:
Learning to read	Choosing to read
The skill	The will
Decoding and comprehension	Engagement and response
System readers	Lifelong readers
Teacher direction	Child direction
Teacher ownership	Child ownership
Attainment	Achievement
The minimum entitlement (A Level 4)	The maximum entitlement (A reader for life)
The Standards Agenda	The ECM and Personalisation Agendas

Figure 1. Distinctions between reading instruction and reading for pleasure







EYFS and Year One:


Reading session	Reading (time allocation)	Focus of session
RWI	Daily	To ensure children are secure in their phonic knowledge.
English Lessons (T4W)	1 lesson each day	Teaching of reading through the use of a model text: Reading as a reader and Reading as a writer .
Focused Reading	Weekly	Structured session to develop key reading skills: Reading Powers: Fluency, visualising, activating prior knowledge and questioning. Reading Skills: KS1: inference, vocabulary, retrieval, retelling and prediction. Use of fiction texts-supported by non-fiction, poetry and song to support knowledge development, and inference. Book Talk sessions to develop oral comprehension skills-using wordless books in Reception.
Reading for Pleasure and Story Time	Daily	To ensure pupils read a variety of stories, familiarisation with classic and modern texts. Consistent exposure to hearing texts read aloud with FASE.
Reading across the curriculum	Weekly	A range of texts explored to develop children's knowledge of subjects through the application of their reading skills.

Year 2 and Key Stage Two:

Reading session	Reading (time allocation)	Focus of session
English lessons (T4W)	1 lesson each day	Teaching of reading through the use of a model text: Reading as a reader and Reading as a writer .
Focused Reading	40 minutes each day	Structured session to develop key reading skills: Reading Powers: Fluency, visualising, activating prior knowledge and questioning. Reading Skills: Year 2 and KS2: Inference, vocabulary, retrieval, prediction, summarising, explaining and comparing. Book Talk sessions to develop oral comprehension skills.
Reading for Pleasure and Story Time	Daily	To ensure pupils read a variety of stories, familiarisation with classic and modern texts.
Reading across the curriculum	Weekly	A range of texts explored to develop children's knowledge of subjects through the application of their reading skills.

Reading Skills Map





Autumn weeks		N/Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2/9	1	Share the reading domains. Hear individuals read. Begin the class read aloud. Complete a reading river of preferences. Hear individuals read aloud-using FASE-baseline.						
9/9	2		Monitoring & fluency Establish reading preferences and FASE			FASE	FASE	FASE
16/9	3		Reading powers-using class read aloud Activate, Visualise, Questioning, Fluency			Reading powers plus 2a Vocabulary	Reading powers plus 2a Vocabulary	Vocabulary/Meaning and affect
23/9	4		RP+2a Vocabulary	RP+2a Vocabulary	RP+2a Vocabulary	RP+2b Retrieval		
30/9	5							
7/10	6		RP+1c Retelling		RP+2b Retrieval	RP+2c Summarising/paraphrasing		
14/10	7							
21/10	8	Insight tracking assessment- assess vocab, retrieval and summarising. Evaluate practice/assess.						
28/10/2019-Half Term								
4/11	9		RP+1e Prediction		RP+2c Summarising	2d Inference		
11/11	10							
18/11	11		RP+1b Retrieval		2d Inference	2g Meaning and effect		
25/11	12							
2/12	13	Poetry week-performance, fluency, vocabulary						
9/12	14	NTS test-Administer, mark, feedback.						
16/12	15	Flexible week-Book Talk, linked to texts studied-Teacher judgement review work and feed forward.						
Author focus-Read Aloud-Daily 20 min slot. Skills 1c, 2f and 2g-use time to make connections using reading spine books.								
N: N:Eric Hill Rod Campbell		R:Martin Waddell Julia Donaldson	1:Judith Kerr Oliver Jeffers	2:Mini Grey Anthony Browne	3:Ted Hughes Linda Newberry PC Page Turners	4:Anne Fine EB White PC Page turners	5:Joan Aiken SF Said PC Page Turners	6:Louis Sachar JRR Tolkein PC Page Turners

Spring weeks		N/ Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6		
6/1	1		2d inference		2a Vocabulary			2e prediction		
13/1	2									
20/1	3	RP + Predict	1b Retrieval		2b Retrieval					
27/1	4									
3/2	5	1a vocabulary		1e Word choice	2e Prediction			2d Inference		
10/2	6									
17/2/20-Half Term										
24/2	7	1c Retelling	1d Inference	SATs prep	2d Inference			SATs prep		
2/3	8									
9/3	9	Questioning	1c Retelling		2c Summarising					
16/3	10									
23/3	11	Poetry week-Analysis, performance, fluency, vocabulary								
30/3	12	NTS test-Administer, mark, feedback.								
Author focus-Read Aloud-Daily 20 min slot. Skills 1c, 2f and 2g-use time to make connections using reading spine books.										
N:Michael Rosen Eric Carle		R:John Burningham Jill Murphy	1:Alexis Deacon A &J Ahlberg	2:Tony Ross Lauren Child	3:Eva Ibbotson PC Page turners	4:Michael Morpurgo Phillip Pullman PC Page turners	5:Michelle Paver Jill Paton Walsh PC Page turners	6:David Almond Berlie Doherty PC Page turners		

Summer weeks		N/Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
20/4	1	Monitoring/1a vocabulary	1b Retrieval	SATs prep	2g word choice			SATs prep
27/4	2							
4/5	3	2b Retrieval			2gCompare			
11/5	4							
18/5								
25/5/20-Half Term								
1/6	5	Questioning	Reading skills post SATs review. Feed forward	2d Inference			Research skills Reading skills post SATs review.	
8/6	6							
15/6	7	1d Inference		2f Explain				
22/6	8							
29/6	9	1b Retrieval		Compare	2d Inference	2g Compare		
6/7	10							
13/7	11	Reading Festival Flexible week-Book Talk, linked to texts studied-Teacher judgement review work and feed forward.						
Author focus-Read Aloud-Daily 20 min slot. Skills 1c, 2f and 2g-use time to make connections using reading spine books.								
N:June Crebin Jane Simmons		R:Pat Hutchins Quentin Blake	1:Shirley Hughes David McKee	2:Roald Dahl Dick King Smith	3:CS Lewis Phillippa Pearce PC page turners	4:Catherine Fisher Glenda Millard PC Page turners	5:Betsy Byars Grahame Baker-Smith PC Page turners	6:Tim Bowler Shaun Tan PC Page turners

Teaching of Reading

Years 2-4-Two week cycle (Approx. 40 min sessions)

Week 1			
			
Whole class reading teaching-			
(Power 4 skills are taught consistently during all reading sessions-including when reading across the curriculum.)			
Whole class reading teaching will include elements from each strand listed below, using mixed ability groupings:			
<u>1.Sequencing concepts-</u>			
Small steps teaching linked to specific comprehension skill.			
Using, Think aloud, scaffolds, APE, Clarity of explanation, many examples of genre and question type.			
Guided Practice leading to independent practice.			
<u>2.Modelling-</u>			
Fluency-60s reads daily- (Poetry, cross curricular texts, vocabulary) Using FASE.			
Modelled, Echo and Presentation read with explicit feedback from teachers and Peer to peer.			
Comprehension-Think aloud teachers narrate their thought process. Noticing understanding using annotations with close reading.			
Resources-Quality text extracts, chosen for challenge, appropriateness, links to reading skills. Non-fiction will be used to support knowledge acquisition and higher order skills, inference.			
Worked examples-to scaffold and support, eventually leading to independent practice.			
Guided practice leading to independent practice.			
<u>Review-</u>			
Yesterday -Daily review-re-cap of previous days learning.			
Fortnightly -ERIC- recap of core skills, using visual model, film, pictures. Usually at the beginning of a week.			
Last time -What strategies did we use the last time we focused on this reading skill? How did we use this skill, when reading across the curriculum?			
Links to other texts previously studied and links with wider curriculum. Activation of prior knowledge, including word knowledge.			
Use of testing and quizzes.			
<u>Questioning-</u>			
Checking for understanding. Comprehension questions using SATs sentence stems. As discussion using- Cold call, ABC, Think pair share, 'What have you understood' questions. Children explaining to each other.			
As written responses using, sentences, annotations, silent debate, reviews, written extracts, test questions.			
There must be enough independent practice of both verbal and written outcomes, otherwise children will revert to their confidence base. The teacher will need to teach the children explicit strategies for checking their own progress, against an agreed protocol, mark scheme, model etc.			
Guided and independent practice.			

Week 2

Small group focused session, using ability groupings.

- Groups of approx. 5/6 children-grouped by ability-Prime consideration-fluency-speed, accuracy.
- Use of book or text where children can read and comprehend with approx. 95% accuracy. (Will look different for diff. groups)
- Main focus should be **fluency**- hearing the children read aloud and assessing against FASE.
- Questioning focus, should be linked directly to the previous week's skills focus.
- The session with the teacher must be a 'Book Talk' session. No written record by the children during this session.
- Modelled sentence stems, should be used by the teacher and children for verbal responses.
- Carousel of reading opportunities for children during this week.
- Examples of pre-read tasks include-
 1. Reading and annotating the text before reading with the teacher.
 2. Vocab check, using dictionaries to find the meaning of key words.
 3. Noticing your understanding-children generate their own questions about a text and mis-conceptions prior to working with the teacher.
- DART activity-Directed activity related to the text. After the group session, children will complete a follow-up task linked to their discussions from the previous day. Flip chart annotations should be used to support independent work.

Group/Day	Mon	Tues	Wed	Thur	Fri
1-More able group	Read with Teacher	DART activity	Read for pleasure	HFW check or fluency activity	Pre read activity
2	Pre-read activity	Read with Teacher	DART activity	Read for pleasure	HFW check or fluency activity
3	Read for pleasure	Pre-read activity	Read with Teacher	DART activity	HFW check or fluency activity
4	HFW check or fluency activity	Read for pleasure	Pre-read activity	Read with Teacher	DART activity
5-	Read with TA-modelled fluency.	Read with TA-Vocab focus	Read with TA-Comp focus	Read for pleasure	Read with Teacher

Years 5/6 (40 min daily)

Whole class, mixed ability, reading teaching in years 5 and 6 will incorporate the four core strands:

- Sequencing concepts.
- Modelling.
- Questioning.
- Reviewing material.

These strands will be clearly used, and modelled, by all adults involved in the direct teaching of reading with years 5 and 6.

Planning to incorporate:

- Sessions will be book led-with explicit reference to other areas of curriculum.
- High quality texts-fiction underpinned by non-fiction, for knowledge development and inference.
- 60s reads daily, to model and support fluency development-a range of texts to be used including poetry, non-fiction, speeches. Texts selected should be of an age appropriate length and complexity. More challenging texts can be selected, since the read is heavily modelled.
- Use of FASE to support with accurate feedback of fluency development from teachers and peers.
- Modelled read, echo read and presentation read should become an intrinsic part of reading teaching.
- APE should be used to scaffold comprehension answers, using evidence and explanations.
- Discreet vocabulary teaching should be included in whole class sessions, using vocabulary boards, dictionaries, online tools eg www.collinsdictionary.com Shades of meaning scales, Beck's tiers of vocabulary, etymology and morphology of words.
- Links should be made to T4W units and reading skills should be incorporated when reading as a reader.
- Opportunities to develop oracy must be included within each session, through paired talk, small group discussions, presentations, recommendations, 'Book talk'. Talk scaffolds should be used to support this, as well as excellent models by staff.
- Opportunities to broaden reading preferences should also be made, including using classic texts, reading for pleasure and listening to audio recordings. Display of reading preferences should be visible in classrooms, as well as the reading skills being taught.
- Time should be given to children to read independently, annotating their text, noticing their understanding. Children should be given opportunities to create their own skill-specific questions and explain preferences using key vocabulary.

Coleshill Heath School Reading Spine (Key Stage One and Key Stage Two)

Nursery	<p>Where's Spot? – Eric Hill</p> <p>Dear Zoo – Rod Campbell</p> <p>You Choose – Pippa Goodhart and Nick Sharratt</p> <p>We're Going on a Bear Hunt – Michael Rosen</p> <p>Brown Bear, Brown Bear, What Do You See? – Bill Martin Jnr and Eric Carle</p> <p>Jasper's Beanstalk – Nick Butterworth and Mick Inkpen</p> <p>The Very Hungry Caterpillar – Eric Carle</p> <p>Hairy Maclary from Donaldson's Dairy – Lynley Dodd</p> <p>Each Peach Pear Plum – Allan and Janet Ahlberg</p> <p>Hug – Jez Alborough</p> <p>The Train Ride – June Crebbin</p> <p>Come on, Daisy – Jane Simmons</p>
Reception	<p>Owl Babies – Martin Waddell</p> <p>The Gruffalo – Julia Donaldson</p> <p>Handa's Surprise – Eileen Browne</p> <p>Mr Gumpy's Outing – John Burningham</p> <p>Rosie's Walk – Pat Hutchins</p> <p>Six Dinner Sid – Inga Moore</p> <p>Mrs Armitage – Quentin Blake</p> <p>Whatever Next – Jill Murphy</p> <p>On the Way Home – Jill Murphy</p> <p>Farmer Duck – Martin Waddell</p> <p>Goodnight Moon – Margaret Wise-Brown</p> <p>Shhh! – Sally Grindley</p>
Year One	<p>Peace at Last – Jill Murphy</p> <p>Can't You Sleep Little Bear? – Martin Waddell</p> <p>Where the Wild Things Are – Maurice Sendak</p> <p>The Elephant and the Bad Baby – Elfrida Vipont and Raymond Briggs</p> <p>Avocado Baby – John Burningham</p> <p>The Tiger Who Came to Tea – Judith Kerr</p> <p>Lost and Found – Oliver Jeffers</p> <p>Knuffle Bunny – Mo Willems</p> <p>Beegu – Alexis Deacon</p> <p>Dogger – Shirley Hughes</p> <p>Cops and Robbers – Alan and Janet Ahlberg</p> <p>Elmer – David McKee</p>
Year Two	<p>Traction Man is Here - Mini Grey</p> <p>Meerkat Mail – Emily Gravett</p> <p>Amazing Grace – Mary Hoffman</p> <p>Pumpkin Soup – Helen Cooper</p> <p>Who's Afraid of the Big Bad Book? – Lauren Child</p> <p>Dr Xargle's Book of Earthlets – Tony Ross</p> <p>Not Now Bernard – David McKee</p> <p>Tuesday – David Wiesner</p> <p>The Flower – John Light</p> <p>Gorilla – Anthony Browne</p> <p>Emily Brown and The Thing – Cressida Cowell</p> <p>Frog and Toad Together – Arnold Lobel</p> <p>The Owl Who Was Afraid of the Dark – Jill Tomlinson</p> <p>Fantastic Mr Fox – Roald Dahl</p> <p>The Hodgeheg – Dick King-Smith</p> <p>Flat Stanley – Jeff Brown</p> <p>Willie and Old Miss Annie – Berlie Doherty</p>

Year Three	<p>The Iron Man – Ted Hughes The Iron woman-Ted Hughes Cat Tales: Ice Cat – Linda Newberry The Sheep-pig – Dick King-Smith The Lion, The Witch and The Wardrobe – CS Lewis</p> <p>Pie Corbett page turners Beaver Towers-Nigel Hinton The tale of Despereaux-Kate DiCamillo Ice Palace-Robert Swindells Hundred and one dalmatians-Dodie Smith The legend of Podkin One-ear-Kieran Larwood. The Queen’s nose-Dick King Smith</p>
Year Four	<p>Bill’s New Frock – Anne Fine Charlotte’s Web – EB White Why the Whales Came – Michael Morpurgo The Firework Maker’s Daughter – Phillip Pullman Voices in the Park – Anthony Browne</p> <p>Pie Corbett’s page turners: Dead man’s cove-Lauren St John. The turbulent term of Tyke Tyler-Gene Kemp Journey to the river sea-Eva Ibbotson The miraculous journey of Edward Tulane-Kate DiCamillo Sky Hawk-Gill Lewis Krindlekrax-Phillip Ridley</p>
Year Five	<p>The Wolves of Willoughby Chase – Joan Aiken Varjak Paw – SF Said Wolf Brother – Michelle Paver The Midnight Fox – Betsy Byars Tom’s Midnight Garden – Phillipa Pearce FARThER – Grahame Baker-Smith</p> <p>Pie Corbett’s page turners: Flood land-Marcus Sedgwick Artemis Fowl-Eoin Colfer There’s a boy in the girls bathroom-Louis Sachar Hatchet-Gary Paulsen Beetle Boy-M.G. Leonard Room 13-Robert Swindells</p>
Year Six	<p>Holes – Louis Sachar Clockwork – Phillip Pullman</p> <p>The Hobbit – JRR Tolkien Skellig – David Almond The Arrival – Shaun Tan Street Child – Berlie Doherty</p> <p>Pie Corbett’s page turners: The girl of Ink and stars- Letters from the lighthouse-Emma Carroll Wolf Hollow-Lauren Wolk Mortal Engines-Philip Reeve Cogheart-Peter Bunzl Phoenix-SF Said</p>

Library:

All classes have a scheduled slot for visiting the Enquiry Hub and school library areas. This provides access to non-fiction texts where pupils can develop their research skills for all areas of the curriculum.

In addition to the Enquiry Hub, each phase has a library area where books have been carefully selected to offer a broad range of authors and genres to develop the children's enjoyment of reading. Children are able to change their library books once per week.

CHS subscribes to MLS library services as part of Reading Cloud. All teachers and pupils have access to the Reading cloud and online facilities. Children have a unique library card and are able to take out two books per week from the library.

Local Library Visits:

Visits to the local library are arranged for all pupils in Key Stage One and Key Stage Two. During the visits, the children are taught about systems in libraries and encouraged to read a range of genres by a variety of authors.

Home School Partnership and Reward System:

Reading Diaries (EYFS Year 1, 2 & 3) and Home School Journals (4, 5 & 6) are used to communicate with parents and provide written feedback referring to children's reading ability and their enjoyment of the text.

Parents are encouraged to write a comment and share the children's reading strategies and behaviours at home.

Recognition System:

Children who read regularly receive the following rewards:

Reader	What I have to do:	My recognition	How often?
Star Readers	Read at least three times per week, or ideally every night.	5 Dojos 2 Raffle tickets	Weekly reward

All raffle tickets are placed in a **Phase Ticket Box**.

At the end of each term, winners are drawn from the box and are invited to 'Tea with Me' with Miss Fowles.

Reader	What I have to do:	My recognition	How often?
Super Star Readers	Teachers will decide each term who will receive a star reader badge (see below).	Star Reader Badge	Badge - Every Term (3 badges to collect) <ul style="list-style-type: none">• Autumn star• Spring Star• Summer Star

Q. What happens if I am consistent star reader?

You need to collect at least two of the three Super Star Reader badges to be selected for the Reading Reward at the end of the academic year.

“The more you **read**
the more **things** you know.
The more that you **learn**
the more **places** you'll go.”
-Dr. Seuss

Reading Assessment

All teachers provide evidence of children's progress and attainment in reading; this evidence is an integral part of the reading process which forms the basis for future planning of further reading learning and specific teaching to 'close the gap'. Group or individual targets are set accordingly. Marking is in line with the school marking and feedback policy (***Refer to the Marking, Feedback and Presentation Policy***).

Children are actively involved in the assessment process, as this plays a key role in enabling and empowering them to understand what they are learning.

The different contexts for assessment include:

- Informal observation (e.g. Reading behaviours/ conversations with children/ observing children selecting texts/ library visits/ book discussions)
- Book talk
- Comprehension skills
- Reading skills applied across the curriculum
- Formal assessments: summative and formative.
- Fluency tracking using FASE.

Analysis of data and findings are reported to HT and Governors termly.

The following evidence bank is collected (***Refer to the Assessment Policy***) to help staff make a robust and secure judgment.

NTS tests Y1 – Y6	Used to test pupils reading age based on their comprehension skills/ inference skills/ language structure and punctuation. Used to provide analysis of gaps within reading and to measure children's progress in reading; age related assessment, reading age of child, Hodder score and standardized score used to create a reading profile for each child. This information is used to track pupils progress.
Summative assessment	Gathering evidence (class based) Reading groups 1-1 reading opportunities. Using summative assessment to identify gaps in learning and modifying teaching to address and meet needs of all pupils.
Formative assessment	Using all evidence gathered to make an informed judgment about each individual pupil.
RWI Phonics assessments	Used to assess pupils recognition of sounds, blending and decoding skills.

Teaching of Writing

Talk4Writing

Philosophy and pedagogy

Our approach to writing is based on Talk4Writing, which is an approach that supports children to explore, through talk, the thinking and creative processes involved in being a writer. It is embedded at every phase of the teaching sequence, which is structured to include teacher talk, supported pupil talk and independent pupil talk. We believe that Talk for Writing is an approach that goes beyond the development of children's general speaking and listening skills – it allows children to explore the processes involved in being a writer and extends oral rehearsal so that it becomes a draft for their written pieces. The approach supports the children to move from talk into writing.

Aims

By the end of Key Stage Two, we aim for a child to be able to:

- Write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.
- Have an interest in words and their meanings, developing a growing vocabulary in spoken and written forms.
- Understand a range of text types and genres and to be able to write in a variety of styles and forms appropriate to the situation.
- Develop the powers of imagination, inventiveness and critical awareness.



EYFS:

In the Early Years, children are encouraged to attempt their own emergent writing and their efforts are valued and praised. As their phonic knowledge increases, this will be reflected in their writing. At the same time, their knowledge of key words is supported through reading and writing activities, including shared reading and writing. A wide variety of opportunities are provided for children to engage in writing activities.

Cross-curricular writing opportunities:

Teachers will seek to take advantage of opportunities to make valid cross-curricular links so that writing genres taught are meaningful - e.g. Roman newspaper reports in T4W lessons when studying Romans in history. Teachers will also plan for pupils to practise and apply the skills, knowledge and understanding acquired through T4W lessons to other areas of the curriculum.

Talk for Writing process

Planning	<ul style="list-style-type: none"> • Baseline assessment – ‘Have a go’ task • Refine language focus & adapt model text • Test model: box-it-up, analyse it, plan toolkit
1. Imitation 	<ul style="list-style-type: none"> • Creative Hook & context • Warm up words, phrases, sentences • Internalise model text – text map • Deepen understanding, e.g. drama • Read as a reader – vocab + comprehension • Read as a writer: box-up, analyse & co-construct toolkit
2. Innovation 	<ul style="list-style-type: none"> • Box-up new version & Talk the text • Shared writing – innovate on model • Students write own version: peer assess • Teacher assesses work – plans next steps • Feedback & improvement
3. Independent application	<ul style="list-style-type: none"> • Next steps based on assessment • Students write independently (hot task)
Final assessment	<p>Compare cold/hot: assess progress</p> <p>© Julia Strong & Pie Corbett - www.talk4writing.com</p>

Big Write

All children have the opportunity to apply their writing skills in an independent piece of writing **at least once a fortnight**. These should be completed in the children's 'Published Pieces' books.

From Years 2 to 6, Big Writing will require a period of 1 hour 30 minutes, divided exactly in half by morning playtime (1 hour in Year 1).

- The first 35 minutes will be fast, lively oral VCOP activities with, at minimum, 5 activities in rapid quick-fire succession.
- There will then be 10 minutes 'planning time' for pupils to focus on what they intend to write through a planning method of their choice. The text type and purpose of the task will have been given at the end of the afternoon before, as a 'Talk Homework'.
- After morning playtime the room will have been prepared for the 'Big Write' with the environmental changes made, (reduced lighting /candle/soft Mozart playing) and pupil resources on tables.
- The second 45 minutes will be well managed as a silent writing session. The 'Big Writing' task will be:
 1. Clearly explained and prepared the day before.
 2. In a different text type each week, rotating through all the text types the class have already met.
 3. Usually for the purpose of a specific subject e.g. persuasive writing for history, explanation for geography, instructional for design technology, a report for science etc.
 4. Interesting, stimulating and well prepared.

Writing Assessment

**Each pupil has a formally assessed piece of writing against the NC standard.
At CHS we use the Criterion Scale to carry out this assessment**

Moderation

In order to ensure that our assessment is robust, writing and reading is regularly moderated through:

- In school moderation
- UNITY schools and Local Authority moderation
- External moderation by outside agencies including Big Writing consultant: Ros Wilson


Writing assessments are completed half termly and are assessed using the Big Writing criterion scale. Samples of these from across the school are then moderated. Pupils are then set robust targets which are tracked and monitored.

Intervention

Pupils who have been identified as needing additional support or those who have a specific need will receive intervention in the following ways, using one of the interventions listed below:

- In class scaffolding and modelling.
- Targeted group work from a teacher or member of support staff.
- Individual support using resources such as 'Reading Rucksack' or 'Secret Reader'.

We will use the following programmes to support the teaching of reading needs:

Intervention	Description	Phase / Year Group
RWI 1:1 and group work	Phonics intervention to support children to recognise set 1,2 and 3 sounds and then read words containing these sounds, including nonsense words.	R-2.
Code X 	Phonic, vocabulary and comprehension progression. Phonic intervention, identified as engaging for all children particularly proven for motivating boys. Intervention for children in Years 2 - 4 who are a year or more behind in their word reading. Code combines phonics and comprehension development in a character adventure series.	Years 2 – 4
Project X	Consolidate phonics teaching and apply independently. Fully decodable and finely levelled; reading is pitched to build confidence and stamina. Engaging activities to develop inference, critical thinking, vocabulary and other higher-order comprehension skills.	Years 4 – 6
Fluency project	A fluency programme specifically for children to develop their fluidity, accuracy and automaticity, speed and expression. A baseline test is given using YARC., which is then repeated at the end of the 6 week cycle. The programme uses a target text which is used to model the core skills. The children use echo read and presentation read to improve their skills, combined with comprehension to bridge the gap between decoding and reading comprehension.	Year 2-6
Rapid Reader	Finely levelled books for incremental progression. Systematic teaching of word-level skills. Text introduction – tuning in – meet the book page to prepare pupils with support with specific vocabulary Each text provides purpose for reading. Core books there are 6 Stages. <ul style="list-style-type: none">• Each Stage has two sets: A and B.• 12 graded steps of reading development. <i>Rapid</i> Reading supports Assessment for Learning through: <ul style="list-style-type: none">• Quiz page at the end of each text• Lists of high frequency words to practise reading and spelling	Years 3 - 6
Paired Reading	1:1 reading session, with an identified child and adult to improve a child's confidence and fluency with reading.	2-6

Professional Learning Notes

Date of session:

Led by:

Focus:

Notes:

Key Actions:

Date of session:
Led by:
Focus:
Notes:
Key Actions:

Date of session:

Led by:

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Key Actions:

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Led by:
Focus:
Notes:
Key Actions:

Personal reflections for Professional Learning and Development: English

What are my areas of strength? Subject knowledge and pedagogy

What are my areas to develop? Subject knowledge and pedagogy

How will I take action to move myself forward?

Policy Name:	ENGLISH POLICY AND HANDBOOK 2019-2020 (Including Reading and Phonics)
Staff Responsible:	Mrs K Gallier
Governor Responsible:	Mrs S Vogel
Date for Review:	
Signed Headteacher:	Miss N Fowles
Signed Chair of Governors:	Mrs M Fitter
Date:	Scrutiny and Outcomes – 28 th January 2020