



To ensure all children **enjoy** their learning and attending school.

To provide opportunities for children to **embrace** learning through real life, hands on experiences.

To prepare children to **evolve** into the next stage of their schooling.

Intent:

At Delph Side Community Primary School, we aim to teach the children to read fluently and accurately and to develop skills that promote understanding and interpretation of texts to support the curriculum. We want children to develop a love and enjoyment of books and become fluent and enthusiastic readers.

We focus on developing confident writers that have a love for the writing process. Our aim is for children to understand how and why we write, including language choices, sentence structures and how writing can have an impact on the reader. Writing should be real. Through experiential learning and scaffolded approaches, children understand how to write for a variety of audiences. During their time at Delph Side, children are exposed to a rich wealth of vocabulary and writing styles. Through this, they are able to develop their own style and become independent writers.

We want all children to be able to have the tools to communicate their learning and ideas clearly through writing and mastering spelling is a key part of this. The ability to spell enables pupils to become more effective writers. When spelling becomes more automatic, more time and energy can be put into creativity and purpose for writing.

Implementation: Reading

Early Reading and Phonics.

At Delph Side we teach the children to apply their phonic knowledge as their first approach to reading. Children are taught how to blend and are encouraged to attempt to read words for themselves.

Children have opportunities to read texts and words that are within their phonic capabilities as early as possible. Within the teaching of phonics, we ensure that children are also taught an increasing amount of 'Tricky Words' which need to be learned by sight. Through teaching all the skills required, we are enabling the children to read and write with confidence, for a range of purposes in everyday life.

In the Foundation stage and Key Stage 1, daily sessions of Read Write Inc are taught. Children are taught in small groups, either by a teacher or trained teaching assistant, which reflect their phonic knowledge and reading fluency. We regularly assess children so that they are taught in a RWI group which matches their phonic knowledge. Year 2 children move onto daily spelling lessons once they have completed the RWI programme.

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Children are taught to:

- learn to read and write letter-sound correspondences quickly
- decode effortlessly
- apply skills of phonemes in order to read words
- read high frequency words that do not conform to regular phonics patterns
- spell and handwrite easily
- comprehend what they read
- read with fluency and expression
- write confidently using oral rehearsal
- work effectively with a partner to articulate their learning at every step



Reading in Key Stage 1

Guided reading	<u>Whole Class Reading</u>	One to One Reading:	Class Novel	Home Reading
<p>Year 2 pupils will have weekly Guided Reading sessions.</p> <p>Guided reading books will be chosen by the class teacher to match the groups reading ability and provide them with access to a range of texts including fiction, non-fiction and poetry.</p> <p>Year 1 will start by the beginning of the Spring term.</p>	<p>In Year 2, Whole Class reading is taught outside of the week's English lesson. This takes the form of two 30 minute sessions or 1 hour lesson.</p> <p>Whole class reading aims to expose all children, regardless of ability, to high quality age appropriate texts.</p> <p>Questioning around that text can be differentiated in line with the class teacher's assessments.</p>	<p>Teachers will identify children for Regular Reading in school. These children will be heard to read their own reading book individually by the class teacher or teaching assistant during the week.</p> <p>This could include children who need additional reading intervention or don't read at home.</p>	<p>Children in Key Stage 1 will have access to sessions where the teacher reads to them each day.</p> <p>This may be a picture book or class novel as plotted on the whole school map.</p>	<p>All children are encouraged to read at home on a daily basis.</p> <p>Children will take home a phonetically decodable book (up to Orange band) and can read books on Bug Club.</p>

Reading in Key Stage 2

<u>Whole Class Reading</u>	One to One Reading:	Comprehension	Home Reading
<p>In Key Stage 2, Whole Class reading is taught twice each week for one hour, totalling two hours across the week.</p> <p>Whole class reading aims to expose all children, regardless of ability, to high quality age appropriate texts.</p> <p>Questioning around that text can be differentiated in line with the class teacher's assessments.</p> <p>Each class focus on one book per half term.</p> <p>40-45 minutes will be taught whole class reading. The remaining 15-20 minutes will be time for children to read independently.</p>	<p>Teachers will identify children for Regular Reading in school. These children will be heard to read their own reading book individually by the class teacher or teaching assistant during the week at the end of whole class reading sessions.</p> <p>This could include children who need additional reading intervention or don't read at home.</p>	<p>One English lesson each week is dedicated to comprehension.</p> <p>Texts will be differentiated based on ability.</p>	<p>All children are encouraged to read at home on a daily basis, from their school book banded book or on Bug Club.</p>

Reading for Enjoyment

As part of our reading curriculum, we have planned for specific opportunities to promote the love and enjoyment of reading. By providing opportunities to read books for enjoyment, we strive to create a culture of readers who love reading and go on to achieve in reading, along with other wider curriculum areas.

Reading libraries

In every class, a reading library will be present with age-appropriate texts and an inviting selection of books which encourage pupils to read. In EYFS and KS1, this will form part of continuous provision, phonics and RWI learning. In Year 2, texts from The Write Stuff may also form part of the class library.

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Each class will have a selection of texts which relate to the theme work we deliver for wider foundation subjects, and from previous themes in the year – allowing pupils to revisit prior subjects and learning.

In KS2, each class will have three class libraries, each with their own focus: a general class library with suitable and engaging fiction and non-fiction texts, a theme library; with a selection of texts which directly relate to the classes current theme and from their previous theme; and third library for dictionaries and devices.

Each KS2 class will have 3 collections of texts – a collection per term – which will be rotated to provide children with a fresh selection of texts each term and maintain their interest and engagement in their reading libraries.

Each KS2 class library will take a uniformed approach, with signage to direct children to sections of their library, and will provide author study signage to introduce children to the author of their current The Write Stuff book focus.

Home Reading

From September 2022, there will be an expectation for pupils to engage in home reading using a reading diary and an ability-appropriate book from our selection of banded books. Children will receive a bookmark to take home with their diary and book, and will progress from white bookmark to bronze, silver, gold and platinum bookmarks the more they read at home. Parents will be expected to record reading in their child's diary. For every 30 reads evidenced, a pupil will upgrade to the next bookmark, proving their commitment to home reading. Once a child reaches the end of platinum bookmark, they will be offered the opportunity to select a book from our Delph Side 100 books list, to be purchased for them as a reward.

If a child reaches platinum bookmark, they will 'Prestige' from Level 1 bookmarks to Level 2, and thus begin the process again on the next level. This will continue into Level 3 bookmarks.

Reading Challenges

To further encourage pupils to actively read at home, and to enjoy the experience of reading, we will provide half-termly reading challenges via Seesaw, Facebook, Twitter and our school website. Each challenge will simply require a photographic entry – making each challenge accessible and easy to do! Once entries have been gathered, we will celebrate all entries through our social media channels – further promoting the love of reading at home.

Reading for Enjoyment in school

We recognise that the love of reading should be modelled and that time should be provided in the school day to develop enjoyment of reading. To help develop the children's willingness to read, and develop our culture, we provide reading for enjoyment time as part of our whole class reading lessons – for a minimum of 20 minutes, twice per week. In this time, children can read from any of the 3 class libraries in their classroom, and the class teacher will read 1:1 with children – purely for enjoyment.

In addition to this, we provide reading texts on the playground, in trolleys that are positioned in the gazebo for children who wish to access reading books while at break and lunch time.

Delph Side 100 Books



As a staff, we have met on a number of occasions to formulate a list of key books that we believe our children should leave Delph Side having read or been exposed to. Our 'DS 100' feature a range of books from various authors, genres and age groups – many of which have stood the test of time, and many have had recent cultural impact. We have mapped opportunities for the 'DS 100' to be used in our wider curriculum, whole class reading, theme work, The Write Stuff and when celebrating World Book Day.

Implementation: Writing

At Delph Side, we follow The Write Stuff approach to writing. This teaching approach enables all learners, regardless of ability, to engage and access new learning. This approach to writing is taught from Year 2 to Year 6. Each half term, classes focus on a fiction text and non-fiction text resulting in a total of 12 independent final pieces being produced by the end of each academic year.

Structure of a Unit

A unit consists of the following lessons:

- Experience days
- Sentence stacking
- Grammar focussed lessons
- Planning
- Independent
- Feedback

Experience Days

The aim of an experience day is to provide children with a rich experience which they can use to develop and enhance their future writing. These lessons can range dramatically in structure and content. An experience day may include drama, research or language development.

Sentence Stacking

Sentence stacking is the fundamental approach that underpins The Write Stuff approach to writing. This is an opportunity for children to develop their ideas, their language choices and to understand how to bring their ideas to life on a page. The ideas of writing are broken down into three categories: the FANTASTICS, GRAMMARISTICS, BOOMTASTICS. Each of these categories contain lenses which the children can use to structure their writing.

During a lesson, there will be three sentence stacks (20 minutes each). Each sentence stack will follow the following structure: initiate, model, enable. During the initiation phase, a stimulus may be used to spark intrigue and a lens/lenses will be chosen to build a sentence from. Language will be shared and developed as a class and recorded in books. This is an open discussion between the teacher and children. Language is shared, discussed, accepted and rejected.

During the modelling phase, the teacher will model the construction of a sentence at the front of the class using the lens/lenses and ideas and language that was developed as a class. The

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teacher will think out loud during this phase so that the children understand the thought process behind constructing a sentence.

During the enable phase, children have the opportunity to construct their own sentence using their ideas. Children are encouraged to think independently, use ideas that they feel are powerful to make their writing their own. The idea is that they can develop ownership of their sentence.

Some children may 'deepen the moment' which involves deepening the idea that they are currently focused on – they do not move their writing on, but instead, deepen this moment/point further.

Children's work is shared at the end of each sentence stack to allow their ideas to be celebrated and also as a chance for the teacher to pick up on any errors or misconceptions. Children, including those with SEND, will be provided with additional support during sentence stacking lessons. They are to be provided with initial ideas and sentence structure prompts.

Book Layout

During a sentence stacking lesson, children will use a double page spread in their books. The left page is dedicated to recording their ideas. Each set of ideas should have a subheading so that children can go back and use their ideas as a thesaurus. After recording the ideas for a sentence stack, children will draw a line in pencil under their ideas ready for the next sentence stack. The right page is dedicated to their writing. During a sentence stacking lesson, children write a minimum of three sentences. These sentences are to be written as a paragraph on the right page. The space below their paragraph can be used for feedback the following day.

Grammar Lessons

Grammar lessons can be used in two ways: to prepare children for future sentence stacking lessons or to act on feedback from a previous sentence stacking lesson. These lessons are to focus in deeper on a particular skill that would be unable to be taught fully during a sentence stack.

Planning Phase

The planning phase allows children to develop their own ideas. During this phase they will plot out the structure of their text and will use the lenses to structure their writing. There will also be time during this phase to develop vocabulary and to take part in additional experience days if required.

Independent Writing

All independent writing is to take place in independent writing books. These books move up through school with children so that there is a chronology of their writing journey.

Feedback

Feedback will be given to children as a class post independent writing. Writing will be edited in these books by children using green pen. In some instances, children will rewrite part of their text

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in response to feedback. This may be individual sentences or an entire paragraph. Sentence strips are to be stuck in the margin so that it is clear what their writing was before and after editing.

Implementation: Spelling

We use the Read Write Inc scheme to teach phonics and spelling. In the Foundation Stage and Key Stage 1 children are taught to apply their phonic knowledge as their first approach to spelling. Children are taught to segment words and are encouraged to attempt to spell words for themselves, within the range of phonics knowledge, by building the confidence and strategies to attempt the unfamiliar.

Once children have completed Read Write Inc phonics, they will be taught the spelling rules, patterns, mnemonics and common exception words (tricky words) through the Read Write Inc Spelling Scheme. New spelling rules are introduced with a video and each child has a Spelling book with a range of activities to help learn their spellings.

Once Read Write Inc is embedded, it is hoped that most children will start Read Write Inc Spelling from Year 2 onwards. Due to school closures, children will continue with the programme from the previous year when they move up year groups. Children, in Key Stage 1, who are not yet ready for the spelling programme will continue with RWI phonics and other programmes to support learning spelling patterns.

Impact

In reading, teachers assess their classes on a half termly basis and plan to their assessments accordingly. Benchmarking is used across the school to monitor children's progress through the bookbands, using phonetically decodable books on Bug Club (up to orange band) and PM benchmarking kit (Turquoise band and above). NTS assessments are also used to assess children's comprehension skills.

RWI assessments are completed half termly also and groups adjusted accordingly. In Year 1, pupils undertake the national phonics screening check in June each year. In year 2 and Year 6 SATs are completed in May each year.

Any pupil who is identified as not making expected progress within Key Stage 1, receives additional support and intervention using the Read, Write Inc. phonics programme. This includes one-to-one support addressing identified misconceptions to differentiated groups for daily phonics sessions.

Teachers assess writing at the end of each term. Writing is assessed using a writing assessment grid which includes writing targets from Year 1 to Year 6. Each child has their own assessment document that follows them as they progress through the year groups. Teachers should have multiple pieces of evidence for each target before marking children down as secure.

Assessments should inform future planning to ensure that children are given time to develop confidence will all aspects of writing. Teachers can adapt future sentence stacking lessons to address any misconceptions.

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Children should feel confident about their writing. They should be able to talk positively about writing, including their preferences with regard to text type and language. Lessons should inspire pupils to want to write, for them to develop a love of the process. This will result in writing that pupils are proud of and writing that they want to share.

Regular testing of spellings takes place as part of our spelling teaching in the Spelling Zone and spelling of tricky words (Jumping red/orange words). There are regular spelling tests after units of work and end of year assessments for all year groups

We measure the impact of our curriculum through the following methods:

- Learning Works
- Book Scrutiny to ensure high standards are maintained
- Pupil Voice / Discussions
- Book band tracker
- Pupil discussions about their learning; which includes discussion of their thoughts, ideas, processing and evaluations of work.
- Staff Attitudinal Questionnaire and Staff voice