**SS John & Monica Catholic Primary School**

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| English Policy |



**Our Mission**

**‘At SS John and Monica’s we learn through the example of Jesus to love, respect, understand and value each other’**

**ENGLISH POLICY**

**INTRODUCTION**

## The teaching of English unites the important skills of speaking, listening, reading and writing. To become Literate children must understand that the written word is the representation of the spoken word, and that both have a variety of forms related to purpose.

##  English enables children to express themselves creatively and imaginatively and gain an understanding of how language works by looking at its patterns, structures and origins.

## At SS John and Monica R.C. Primary School we encourage children to speak, listen, read and write for a range of purposes. We encourage all children to use language to learn and communicate ideas, views and feelings.

We develop pupils’ abilities within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught English skills.

At SS John and Monica’s school we strive to give children an environment which is safe and secure and one which provides encouragement for the development of all aspects of English. We seek to ensure that all children achieve their full potential in English by the time they move from Primary to Secondary Education so that the children leave our school Secondary ready.

**OUR AIMS FOR THE TEACHING AND LEARNING OF ENGLISH**

* To foster an enthusiasm and love of reading and writing.
* To provide a rich and stimulating language environment, where speaking and listening, reading and writing are integrated.
* To provide opportunities for pupils to become confident, competent and expressive users of English with a developing knowledge of how it works.
* To provide opportunities for pupils to be reflective users of language, able to analyse and evaluate features of language.
* To develop an awareness of purpose and audience for both written and oral language.
* To provide and environment where pupils are encouraged to construct and convey meaning, both in speech and writing, of factual, imaginary and personal experiences.

We believe we can achieve these aims by striving to provide a rich and stimulating language environment where speaking and listening, reading and writing are integrated across all areas of the curriculum. We value each individual child, monitoring their progress, challenging and extending their learning.

**STATUTORY REQUIREMENTS**

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum for English Document 2014:

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
* appreciate our rich and varied literary heritage
* write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
* use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
* are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

**School Curriculum Overview**

The National Curriculum prescribes that:

The programmes of study for English are set out year-by-year for key stage 1 and two-yearly for key stage 2. The single year blocks at key stage 1 reflect the rapid pace of development in word reading during these 2 years. Schools are, however, only required to teach the relevant programme of study by the end of the key stage. Within each key stage, schools therefore have the flexibility to introduce content earlier or later than set out in the programme of study. In addition, schools can introduce key stage content during an earlier key stage if appropriate.

**The National Curriculum documents state that:**

In the Foundation Stage children should be given opportunities to:

* Speak and listen and represent ideas in their activities.
* Use communication, language and literacy in every part of the curriculum.
* Become immersed in an environment rich in print and possibilities for communication.

 **Key stage 1 - year 1**

During year 1, our teachers build on work from the Early Years Foundation Stage, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt. Teachers also ensure that pupils continue to learn new grapheme-phoneme correspondences (GPCs) and revise and consolidate those learnt earlier. Alongside this knowledge of GPCs, pupils need to develop the skill of blending the sounds into words for reading and establish the habit of applying this skill whenever they encounter new words. At the same time they will need to hear, share and discuss a wide range of high-quality books to develop a love of reading and broaden their vocabulary. Teachers develop pupils’ oral vocabulary as well as their ability to understand and use a variety of grammatical structures.

**Key stage 1 - year 2**

In year 2, pupils build upon their skills to read all common graphemes. They are able to read unfamiliar words containing these graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to each pupil’s level of word-reading knowledge. Teachers ensure children are able to read many common words containing GPCs without needing to blend the sounds out loud first. Pupils are able to discuss and retell some familiar stories, poems and plays.

In writing, year 2 pupils compose individual sentences orally and then write them down. They spell words covered in year 1 and make phonetically plausible attempts to spell unfamiliar words. Our children are able to form individual letters correctly, establishing good handwriting habits from the beginning following our school Handwriting Policy.

**Lower key stage 2 – years 3 and 4**

Our Lower Key Stage Two children are able to read books written at an age-appropriate interest level and read them accurately at a speed, focusing on understanding what they read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word’s pronunciation. Teachers ensure all children are independent, fluent and enthusiastic readers who develop their understanding and enjoyment of stories, poetry, plays and non-fiction, and learn to read silently. Our children develop their knowledge and skills in reading non-fiction across the curriculum in a wide range of subjects. They can justify their views about what they have read with increasing independence.

Our children write down their ideas with accuracy and with good sentence punctuation. Teachers consolidate pupils’ writing skills, their vocabulary, their grasp of sentence structure and their knowledge of linguistic terminology. Children develop grammar, vocabulary and narrative structures from which they can draw to express their ideas. In Key Stage Two, children use joined handwriting and are able to use it fast enough to record what they want to write.

Our children discuss what they are learning, developing their wider skills in spoken language, becoming confident in using language for a variety of audiences and purposes, including drama, formal presentations and debate.

**Upper key stage 2 – years 5 and 6**

By the beginning of year 5, pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly.

They should be able to prepare readings, with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their own words. They should be reading widely and frequently, outside as well as in school, for pleasure and information. They should be able to read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read.

Pupils should be able to write down their ideas quickly. Their grammar and punctuation should be broadly accurate. Pupils’ spelling of most words taught so far should be accurate and they should be able to spell words that they have not yet been taught by using what they have learnt about how spelling works in English.

During years 5 and 6, teachers should continue to emphasise pupils’ enjoyment and understanding of language, especially vocabulary, to support their reading and writing. Pupils’ knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension. As in years 3 and 4, pupils should be taught to enhance the effectiveness of their writing as well as their competence.

It is essential that pupils whose decoding skills are poor are taught through a rigorous and systematic phonics programme so that they catch up rapidly with their peers in terms of their decoding and spelling. However, as far as possible, these pupils should follow the upper key stage 2 programme of study in terms of listening to books and other writing that they have not come across before, hearing and learning new vocabulary and grammatical structures, and having a chance to talk about all of these.

By the end of year 6, pupils’ reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English, but there will continue to be a need for pupils to learn subject-specific vocabulary. They should be able to reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar. Teachers should prepare pupils for secondary education by ensuring that they can consciously control sentence structure in their writing and understand why sentences are constructed as they are. Pupils should understand nuances in vocabulary choice and age-appropriate, academic vocabulary. This involves consolidation, practice and discussion of language.

Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In years 5 and 6, pupils’ confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate.

# ROLE OF THE GOVERNORING BODY

Regular reports are made to the governors on the progress of English provision and the English Coordinator meets with the SMT and with staff to discuss planning and updates.

This policy will be reviewed every three years or in the light of changes to legal requirements.

**TEACHING AND LEARNING**

We use a variety of teaching and learning styles in our English lessons:

The ranges of teaching strategies used include:

* demonstration
* modelling
* explanation
* questioning
* discussion

Children are taught in mixed ability classes, the work is differentiated by the class teacher and there are daily literacy lessons in Reception, Key Stage 1 and Key Stage 2. The lessons are planned to meet the Learning objectives and to cover all the genres of the New Primary Framework.

Children are given the opportunity to develop their Literacy skills through a cross curricular approach and this is reflected in our medium term plans. The children have two Literacy books, a skills book and an extended writing book. The children complete one piece of extended writing each week. The marking of this piece of extended writing informs planning and the teaching and learning evident in the skills book.

**SPEAKING AND LISTENING**

The Four Strands of Speaking and Listening are:

* speaking
* Listening
* Group Discussion
* Interaction and Drama

These four strands permeate the whole curriculum. It is therefore important to provide opportunities for a range of speaking and listening tasks from Reception to Year 6 across all areas of the curriculum. At SS John and Monica’s School teachers plan opportunities for children to work collaboratively with others and we encourage children to listen to the views of others. Every lesson will have planned periods of time where children work collaboratively and share ideas. All children from Reception to Year 6 are given the opportunity to have a “talk partner” to help them in the learning process by sharing ideas and being supportive.

We aim for pupils to be able to:

* Use speech appropriately for different purposes.
* Adopt appropriate vocabulary, tone, pace and style for a variety of audiences and in a variety of situations.
* Understand the effect of speech on the listener.
* use talk to develop and express ideas.
* Communicate meaning effectively.
* Listen attentively and derive meaning from what others say.
* Follow verbal instruction accurately.
* Understand the importance of good listening and how to respond during discussions, conversations, and when information is given or asked for.
* Develop the skills of turn taking, negotiation and reaching consensus.

**READING**

At SS John and Monica’s School all pupils are encouraged to become confident, critical and independent readers. They read for a variety of purposes and read for enjoyment, information and interest.

**We aim for pupils to be able to:**

* Understand the features of a book and how it works.
* Have an interest in words and their meanings.
* Use a range of reading strategies which will help them to read with meaning, fluency, accuracy and expression.
* Use appropriate reading strategies to find and interpret information.
* Reflect on their reading and offer a personal response to a wide range of texts.
* Understand how the format and language changes with different genre.
* Use inferential skills to find meaning beyond the literal.
* Appreciate the tools of the writer and the techniques used to involve the reader in the text and to build these strategies into their own writing.
* Appreciate the work of individual authors, illustrators and publishers.
* Read for and with other children and adults in a variety of situations.
* Use a range of resources, including classroom materials, the school and public libraries.
* Use ICT based reference materials for information.

 **Shared Reading:**

Shared reading is planned for by all class teachers across all age groups and will cover a range of texts and genres. Shared reading opportunities will also take place across all curriculum subjects. Each class has a set of core text for shared whole class reading.

* In Key Stage 2 each class will read a whole class shared text each term.
* In Key Stage 1 each class will read a whole class text each day.
* In Reception the children will listen to and/or reading at least one story book each day during a timetabled story time.

**Independent Reading:**

In each class there is a reading area with a wide selection of books for independent quiet reading.

**Home Reading:**

All children from Reception to Year 6 are encouraged to read at home. Home reading is part of their homework.

* Reception, Year 1 and Year 2 change their home reading books at least once or twice a week and are given two books to share at home with their parents. SEN and children identified as off track in their progress are heard read 1:1 daily in school. All other Key Stage One children are heard read 1:1 at least three times a week.
* The children choose their books from a selection of graded reading books; the books are colour banded matched to the National Colour Banding and use a range of text and genres.
* The ‘Home Reading Diary’ is used to record their choice of book and teachers make a positive comment on the child’s progress, parents are encouraged to do the same.
* In Key Stage 2 the “Home Reading Diary” continues and teachers give the children opportunity to change their reading books weekly. SEN children and children off track are heard read 1:1 daily in lower key stage two. Child friendly reading targets matching children’s level of ability are put into the Home Reading Diary for children and parents.
* Every child in the school has a time tabled lesson once a week in the school Library and have the opportunity to borrow books for reading in class from the Library.

**Reading Comprehension:**

Teachers teach reading comprehension as part of a whole class lesson. Each class teacher has an example of appropriate questions designed to cover all reading comprehension assessment focuses matched to the national curriculum levels.

**Writing**

It is important for pupils to develop as independent, enthusiastic and expressive writers, who are able to write in a meaningful way. They should be able to use a range of forms for a variety of purposes and audiences. They should be confident in their choice of genre and language style for a specific purpose. Pupils should regard themselves as writers and value their own work and the work of others.

**We aim for pupils to be able to:**

* Use writing as a means to communicate ideas and information to a reader.
* Write in a grammatically accurate way.
* Develop an increasingly wide vocabulary suited to the purpose and genre.
* Write in a particular genre with a good understanding of the features of that genre.
* Understand the conventions of written language.
* use teacher modelling as a means to understanding the writing process.
* Understand how writers can have an effect on the reader.
* Incorporate ideas and skills of other authors into their own writing.
* Collaborate with others during the writing process.
* Work collaboratively with other children to discuss the editing of written work.
* Use ICT as a tool for writing.
* Use spelling, punctuation and syntax accurately and with confidence.

**Emergent writing:**

Children in Reception are encouraged to use a variety of writing materials to experiment with mark making. The children are encouraged to use writing in role play activities and to experiment with writing in the writing corner. They are encouraged to write simple sentences, captions and labels. They are encouraged to talk for writing and retell stories and sentences for the teacher to scribe.

In Reception and Year 1 the children are taught to use emergent writing skills to write list, caption, sentences etc. The children use their knowledge of letters and sounds to write and then read back their writing to the teacher, the TA or another pupil.

**Shared Writing:**

 Shared writing is used from Reception to Year 6 as a collaborative strategy for developing writing skills. Children are encouraged to write together supporting each other in a writing task. Teachers will also write with children in a shared writing task, modelling good writing.

**Guided Writing/Independent Writing:**

Guided writing is used by the teachers to develop writing skills. Guided writing is a teaching strategy that is designed to improve writing by providing good writing models. It is a practice that can be used across all areas of the curriculum and by all age groups.

Guided writing frameworks are used for report writing, chronological writing and non-chronological writing. These frameworks are used across Key Stage 2 ensuring continuity of approach and progression.

**Extended writing:**

All children from Reception to Year 6 have a timetable extended writing time each week. Class teachers plan extended writing activities for each term to ensure the coverage of a variety of genres appropriate for their year group.

During this time children write independently and this can be a planned extension of the guided writing task completed during a class skills lesson. The marking of the extended writing informs planning and the next steps in teaching and learning.

**HANDWRITING**

It is important for pupils to write clearly and develop a fluent and legible writing style.

We aim for pupils to be able to:

* Form letters correctly.
* Use a comfortable and correct pencil grip.
* Use upper and lower case letters correctly.
* Begin to use a joined style from Year 2.

**(See Handwriting Policy)**

**PHONICS**

All children from Reception to Year 2 will follow the Primary National Strategy “Letters and Sounds: Principles and Practice of High Quality Phonics.”

This programme outlines the daily practice of teaching phonics. It is in six phases and children are required to work through each phase beginning in the Reception year.

The programme teaches the children to decode to read words and to encode to spell words.

Teachers assess children and monitor their progress. Teachers will plan progressive work to meet the needs of individual groups of children.

By the end of Key Stage 1 most children will have reached phase 6. Some children in Year 3 and 4 will continue with the programme until they complete phase 6. Spelling is taught alongside phonic recognition from phase 2. Children are taught to read phonically irregular words by sight and these words are know as “tricky words.” (See Letters and Sounds Policy)

**SPELLING**

Children should develop as independent and accurate spellers who are confident to use an evolving and adventurous vocabulary in their own writing.

We aim for pupils to be able to:

* Attempt words for themselves using their knowledge of “Letters and Sounds.” (Using the strategy of “encoding” for spelling.)
* Write an increasing number of words from memory. (“Tricky” words or phonically irregular words. Common Exception words)
* Use a variety of resources to help with spelling e.g. dictionaries, word banks, classroom displays, computer spell-check etc.
* Develop an understanding of spelling patterns and rules through investigations and identifying the exceptions to those rules.

**GRAMMAR and PUNCTUATION**

Children are encouraged to use the appropriate grammar and punctuation in their spoken and written work and all staff model and use the correct grammar when speaking to the children.

Teachers plan Literacy skills lessons with a focus on teaching grammar and punctuation across the year groups.

**CROSS-CURRICULAR LITERACY OPPORTUNITIES**

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum.

Literacy is cross- curricular in nature. Speaking and listening, reading and writing are an integral part of all other areas of the curriculum. Specific skills can be transferred from literacy teaching into other areas i.e. report writing can be taught in Literacy and developed in Science; chronological writing can be taught in Literacy and used in History to develop sequenced information and explanations; and non-chronological explanations can be taught in Literacy and used in Geography. Also awareness of text and language features can be developed through Literacy and transferred into other areas of the curriculum.

 At SS. John and Monica’s it is a whole school policy to develop cross curricular links. This is reflected in each class teachers Literacy planning, the planning identifies and supports the use of cross curricular links.

**THE USE OF ICT**

Opportunities to use ICT to support teaching and learning in Literacy will be planned for and used as appropriate. The use of ICT is built into the delivery of the Literacy programme wherever possible and the use of ICT in Literacy is recorded in the Literacy planning. The interactive Whiteboard is used to develop Literacy skills in reading, writing, speaking and listening and letters and sounds. (A number of resources are used throughout the school Espresso Literacy is used throughout the school; E-Song Letters and Sounds is used in Reception Years 1 and 2; The Oxford Reading Tree Interactive Whiteboard Story Books are used throughout the school.)

**PLANNING**

* In the Reception the teacher plans for Literacy using the Foundation Stage Guidance, the New Primary Framework Strands and the DCSF “Letters and Sounds: Principle and practice of High Quality Phonics.”
* In Years 1 and 2 the teachers plan for English using the National Curriculum Programmes of Study
* In Key Stage 2 the teacher plan using the Lower and Upper Key Stage Programmes of Study

**ASSESSMENT AND TARGET SETTING**

Work will be assessed in line with the Assessment Policy. In addition to this:

* We assess the children’s English on a daily basis and we make informal judgements when we observe them during lessons. This allows teachers to adjust their daily plans. Teachers match these short term assessments closely to the teaching objectives. This ensures flexibility and opportunities for assessment for learning.
* Writing moderation and reading moderation – whole staff writing moderation takes place in the autumn term, staff agree standards and samples of work are kept. The English coordinator reads with a sample of childrenfrom each year group each term and reports on progress to SMT.

* In Key Stage 1 children’s Reading is assessed each half term and a record is kept of their sight vocabulary and phonic progress across the six-phases of “Letters and Sounds.”
* In the Foundation Stage the teachers makes half term recorded observational assessment and updates the Development Matters profile for each child.
* In Key Stage 2 the teachers formally assess the children’s

The ongoing assessments in English are used to inform planning and are used to ensure personalised teaching and learning.

**INCLUSION**

At SS John and Monica’s we aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. At pupil progress meetings children off track or underachieving will be identified and actions to close the gaps in their learning discussed. Gifted children will be identified and class teachers will plan challenging teaching and learning activities by using the higher year Literacy learning objectives.

* In Key Stage 2 targeted support such as cued spelling, precision teaching and phonological awareness training are planned for and delivered by the class teachers and teaching assistants.
* All class teachers plan for and deliver Learning Objectives taken from the Programmes of study to provide Universal delivery differentiated, scaffolded and targeted support is delivered to meet the needs of mixed ability classes, ensuring children ‘keep up’ with year group expectations.
* In Foundation Stage and Key Stage 1 groups of children are identified and targeted by the class teachers and the teaching assistants to ensure the curriculum is personalised and builds on individual reading, writing and speaking and listening skills.
* The structured and differentiated “Letters and Sounds” phonics programme taught in the Foundation Stage and Key Stage 1 is designed to develop and close the gap in reading. This work is assessed and monitored. SEN and children identified as off track take part in whole class activities but receive post or pre tutoring.
* Individual support and individual targets are recorded in the IEPs. These are used by teachers to inform and differentiate planning in each Year group.

**INTERVENTION PROGRAMMES**

 Wave 3 Intervention Programmes are used in the school. The SENCO will arrange training for the class teachers and teaching assistants and the PSS will provide training and support. The progress made by the children is reviewed and evaluated through regular SEN Reviews/ Pupil progress meetings.

**EAL**

Children identified as having English as an additional language are monitored and supported by the EAL Coordinator. They are assessed on entry using the Development Matters Profile and supported in their progress by the class teacher and EAL Coordinator. The progress of the EAL children is monitored across the school.

**EQUAL OPPORTUNITIES**

At SS John and Monica’s all children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background. We are committed to providing a teaching and learning environment that promotes equal opportunity for all children. We seek to ensure that all children achieve their full potential by providing learning experiences that are personalised and meet individual needs.

ROLE OF SUBJECT LEADER:

The Subject Leaders is responsible for improving the standards of teaching and learning in English and ensuring teachers have the resources to ensure standards are maintained and children make progress.

The subject leader will:

* Monitor and evaluate the teaching of English across the school.
* Track pupil progress across the school.
* Monitor the quality of the teaching and learning environment.
* Take the lead in policy development.
* Support colleagues
* Purchasing and organising resources.
* Keeping up to date with recent Literacy developments.

**PARENTAL INVOLVEMENT**

Parents are encouraged from the Reception class to listen to their children read at home. Every child is given a free school reading bag and a reading diary. Books are sent home every week and parents are encouraged to write a comment in the comment box.

**Ss. John and Monica’s R.C. School Letters and Sounds Policy**

At Ss John and Monica’s school we teach reading in all Year groups to ensure standards are maintained and progress is made by all children.

 We follow the National Strategy, “Principles and Practices of High Quality Phonics” in Reception and Key Stage One.

 We also teach reading comprehension skills through daily 1:1 reading, guided reading sessions and whole class shared core text. We ensure children develop the ability to read using a range of strategies alongside the teaching of phonics.

We use a range of resources for home reading and guided reading that rely on Phonic decoding skills to read but also development the use of other reading strategies and reading comprehension.

**Daily Letters and Sounds**

Letters and Sounds is a daily teacher led whole class activity.

 The letter formation for each letter is modelled by the teacher during each session and letter formation is taught following school policy as a separate session.

**Reception**

**Autumn Term:**

* Whole class and group focus teaching of songs and nursery rhymes developing listening skills and speaking skills, repeating songs and rhymes with actions and encouraging the children to join in with the actions
* Daily whole class teaching of Phase 2 Letters and Sounds following school programme and the National Strategy, “principles and Practices of High Quality Phonics.” Teaching sets 1, 2, 3, 4,5, 6 and 7. Daily Letters and Sounds for twenty minutes following the recommended teaching sequence:
	+ - Introduction
		- Objectives and criteria for success
		- Revisit and Review
		- Teach
		- Practise
		- Apply
		- Assessing learning against criteria

**Spring Term:**

* 12 weeks Phase 3 Letters and Sounds. Whole class daily teaching following recommended teaching sequence. (SEN and children off track receiving daily post tutoring of teaching of L&S revisiting Phase 2)

**Summer Term:**

* 10 weeks teaching Phase 4 Letters and Sounds. Whole class daily teaching following recommended teaching sequence.(SEN and children off track receiving daily post tutoring of L&S revisiting Phase 3)

During the autumn term, spring term and summer whole class teaching with daily post tutoring for the lower ability group. These children are included in whole class daily teaching session.

Most of the class at the end of the Reception Year must have completed phase 4 in order to achieve the end of the Foundation Stage Early Learning Goals in Reading.

**Year 1:**

**Autumn Term:**

 Following school guidance and recommended teaching sequence Letters and Sounds is a whole class daily activity and during the autumn term Year One are working on Phase 4 cvcc, ccvc, cccvc, ccvccc words.

Teaching sequence:

* + - Objectives and criteria for success
		- Revisit and Review
		- Teach
		- Practise
		- Apply
		- Assessing learning against criteria

Letters and Sounds is a whole class daily activity

**Spring Term:**

* Daily teaching of Phase 5 alternative phonemes

**Summer Term:**

Following school guidance and recommended teaching sequence Letters and Sounds is a whole class daily activity practising and applying Phase 4 and 5. (Also practising pseudo words in preparation for Phonic Screening)

Year One SEN children and children off track to work with the Reception class in the spring term and summer term to revisit and revise Phase 3 and 4.)

**Year 2:**

**Autumn Term:**

* Daily whole class teaching reviewing, applying and practising phase 5

 Letters and Sounds following school programme and the National Strategy, “principles and Practices of High Quality Phonics” following the recommended teaching sequence:

* + - Introduction
		- Objectives and criteria for success
		- Revisit and Review
		- Teach
		- Practise
		- Apply
		- Assessing learning against criteria

**Spring Term:**

Support for Spelling: (See Support for Spelling Programme)

* Teach different spellings of words with phonemes igh, ie, y, i-e and i
* Teach - ing and –ed
* Teach alternative spellings

**Summer Term:**

* Teach- ly and –ful
* Teach prefixes ie.un, dis,
* Teach multisyllabic words ie. Tomorrow

Daily spelling practice of spelling patterns in preparation for SAT’s.

Daily revision of Phase 5 by SEN and children off track in preparation for Year 1 Phonic Screening

**SS. John and Monica’s Reading Policy**

**Reception:**

* Teach the children to sit and listen to stories. Read stories to the children daily. Use the story books and the big book with the children – introduce the story book to the children before you read – look at the cover, read the title give them a summary of the story, tell them the names of the characters and describe the setting. A book introduction is important in developing comprehension and understanding.
* Spring term read a Reception class story from the “Bumper Book of Stories” Pie Corbett. Read the same story every day and as the week progresses encourage the children to tell the story with you. Do the story teller actions. Story telling is important for speaking and listening and helps the children to internalise the language of story. (Later when attempting to write independently this internalised language structure will help them.)
* Classroom reading area where the children can go and enjoy looking at books. This area should be comfortable and attractive. Going into the reading area should be a pleasant experience this is important in developing an enjoyment of books.
* Individual one to one reading – each week children should have the opportunity to read one to one with the teacher and the teaching assistants. The children should read the books and follow the home reading book banded scheme. The children should progress through the scheme as their skills progress.
* Home reading- the children should take home familiar books to share with their parents. (Books from the 1:1 reading sessions)
* Key word books – individual books with a selection of high frequency words will be sent home each week. (This is usually at the end of the autumn term or the beginning of the spring term. Key words will only be introduced when the individual child is ready.)
* Every opportunity in the reception class is an opportunity for reading – reading the date, the weather chart, the instructions for an activity, reading back attempts at writing captions, lists etc.
* Create a reading environment within the classroom – label displays, have a question wall, display topic vocabulary, display 44 graphemes and words, display the alphabet upper and lower case letters, label trays and equipment, display high frequency word bank, display days of the week months of the year, seasons and activity instructions etc.

**Year 1**

* Teach the children to sit and listen to stories, to talk about stories and share their favourite stories. Read stories to the children daily. Use the story books, the interactive story books and the big books with the children – always introduce the story book to the children before you read – look at the cover, read the title give them a summary of the story, tell them the names of the characters and describe the setting. Select interesting vocabulary and new words and display them for the children. A book introduction is an important part of developing comprehension and understanding.
* Your classroom should have a reading area where the children can go and enjoy looking at books. This area should be comfortable and attractive. Going into the reading area should be a pleasant experience this is important in developing an enjoyment of books. Link this to your Literacy units – if you are looking at traditional tales in your literacy unit have a selection of traditional tales as a focus. Make sure you change the book selection each half term to maintain interest.
* Individual one to one reading – each week children should have the opportunity to read one to one with the teacher and the teaching assistants. The children should read the books and follow the home reading book banded scheme. The children should progress through the scheme as their skills progress.
* Home reading- the children should take home familiar books to share with their parents. (Books from the 1:1 reading sessions)
* Key word books – individual books with a selection of high frequency words will be sent home each week. These words are selected from the High Frequency word list phases 2 to 5. When the children are familiar with these words they move onto the next 100 high frequency words.
* Letters & Sounds books – each week as a sound is taught in class the children add that sound to their sound book, as they become more familiar with the sounds the sounds in the book increase. In Year 1 the children should have a book with the 44 graphemes to take home.
* Daily 1:1 reading for SEN and children off track with class teacher or support staff.
* Every opportunity in the Year 1 classroom is an opportunity for reading – reading the date, the weather chart, the instructions for an activity, encourage children to read own writing back to the teacher/TA etc. Use cross curricular activities to develop reading skills.
* Create a reading environment within the classroom – label displays, have a question wall, display topic vocabulary, display 44 graphemes and words, display the alphabet upper and lower case letters, label trays and equipment, display high frequency word bank, display days of the week months of the year, seasons, display the punctuation pyramid, display the sentences openers and joiners for Year 1.

**Year 2**

* Read stories to the children daily. Use the class big story books, the interactive story books and the selection of story books for Year 2. – Always introduce the story book to the children before you read – look at the cover, read the title give them a summary of the story, tell them the names of the characters and describe the setting. Read with the children a story every day makes sure you have their full attention. Select interesting vocabulary and new words and display them for the children. Ask the children to listen for the use of a specific word or phrase while you are reading. A book introduction is an important part of developing comprehension and understanding. It is also important to complete a story in one session.
* Your classroom should have a reading area where the children can go and enjoy looking at books. This area should be comfortable and attractive. Going into the reading area should be a pleasant experience this is important in developing an enjoyment of books and should be seen as part of the learning not somewhere to pass the time at the end of a session. Link this to your Literacy units – if you are looking at traditional tales in your literacy unit have a selection of traditional tales as a focus. Make sure you change the book selection each half term to maintain interest. Model for the children writing a book review and teach the children to write book reviews to be displayed in the reading area.
* Individual one to one reading – each week children should have the opportunity to read one to one with the teacher and the teaching assistants. The children should read the books and follow the home reading book banded scheme. The children should progress through the scheme as their skills progress. Use all the home reading resources during the year – giving the children a breath of print types and style of story writing. (Don’t use the ORT only)
* Home reading- the children should take home familiar books to share with their parents. (Books from the 1:1 reading sessions) These books must be changed each week – make sure all the children have home reading books. Follow the school home reading policy and ensure coverage and extension. The children can take two or three books for the week. Encourage the children to complete a book review as part of their homework on one of the books.
* Every opportunity in the Year 2 classroom is an opportunity for developing and extending reading – reading the date, the weather chart, the instructions for an activity, encourage children to read own writing back to the teacher/TA etc. Use cross curricular activities to develop reading skills.
* Create a reading environment within the classroom – label displays, have a question wall, display topic vocabulary, display 44 graphemes and words, display the alphabet upper and lower case letters, label trays and equipment, display high frequency word bank, display days of the week months of the year, seasons, display the punctuation pyramid, display the sentences openers, wow words and joiners/ connectives for Year 2.
* Teaching reading comprehension- focus in year 2 should be on reading for meaning – extending vocabulary and word work and sentence work.
* Spelling homework – this should link to your daily Letters and Sounds sessions – follow the school Letters and Sounds policy.

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CJ/SG