



# Wordsworth Primary School

## English Policy including phonics



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At Wordsworth Primary School we recognise that high quality English provision is a vital component to children's education. *'More than any other subject, English – and especially reading – gives pupils access to the rest of the curriculum and is fundamental to their educational success. This is why the introduction to the national curriculum says: 'Fluency in the English language is an essential foundation for success in all subjects'.*

*But English is so much more than the gateway to success in other curriculum subjects. Through studying literature, pupils' eyes are opened to the human experience; they explore meaning and ambiguity as well as the beauty and power of language. English also has a strong creative and expressive dimension.'* Ofsted May 2022.

## **The English Curriculum**

Our school follows the National Curriculum 2014 and the programmes of study set therein for each year group.

Teachers use schemes of work and resources from sources such as The Literacy Shed, The Literacy Tree and Deepening Understanding to support their planning but these are adapted to suit cohort and individual needs and ensure the programmes of study for each year group are met.

## **Reading Provision**

*'Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.*

*It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.'* National Curriculum 2014.

As set out in the National Curriculum 2014, the programmes of study for Key Stage 1 and Key Stage 2 reading consist of two dimensions:

- Word reading
- Comprehension

## **Phonics**

We believe that all our children can and must become fluent readers and writers. This is why we teach early reading through Little Wandle Letters and Sounds Revised, which is a systematic, synthetic phonics programme. We start teaching phonics in Reception and follow the Little Wandle Letters and Sounds Revised progression, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

We also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

### ➤ **Daily phonics lessons in Reception and Year 1**

- We teach phonics for 30 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers.
- Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term.
- We follow the Little Wandle Letters and Sounds Revised expectations of progress:
  - Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.

- Children in Year 1 review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

➤ **Daily Keep-up lessons ensure every child learns to read**

- Any child who needs additional practice has daily Keep-up support, taught by a fully trained adult. Keep-up lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.
- We timetable daily phonics lessons for any child in Year 2 or 3 who is not fully fluent at reading or has not passed the Phonics screening check. These children urgently need to catch up, so the gap between themselves and their peers does not widen. We use the Little Wandle Letters and Sounds Revised assessments to identify the gaps in their phonic knowledge and teach to these using the Keep-up resources – at pace.

➤ **Teaching reading: Reading practice sessions three times a week**

- We teach children to read through reading practice sessions three times a week. These:
  - are taught by a fully trained adult to small groups of approximately six children
  - use books matched to the children's secure phonic knowledge using the Little Wandle Letters and Sounds Revised assessments and book matching grids on pages 11–20 of 'Application of phonics to reading'
  - are monitored by the class teacher, who rotates and works with each group on a regular basis.
- Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:
  - decoding
  - prosody: teaching children to read with understanding and expression
  - comprehension: teaching children to understand the text.
- In Reception these sessions start in Week 4. Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.
- In Year 2 and 3, we continue to teach reading in this way for any children who still need to practise reading with decodable books.

➤ **Home reading**

- The decodable reading practice book is taken home to ensure success is shared with the family.
  - Reading for pleasure books also go home for parents to share and read to children.
  - We use the Little Wandle Letters and Sounds Revised parents' resources to engage our families and share information about phonics, the benefits of sharing books, how children learn to blend and other aspects of our provision, both online and through workshops.

➤ **Additional reading support for vulnerable children**

- Children in Reception and Year 1 who are receiving additional phonics Keep-up sessions read their reading practice book to an adult daily.

➤ **Phonics Assessment**

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.

- **Assessment for learning** is used:

- daily within class to identify children needing Keep-up support
- weekly in the Review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.
- **Summative assessment** is used:
  - every six weeks to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the Keep-up support that they need.
  - by SLT and scrutinised through the *Little Wandle Letters and Sounds Revised* assessment tracker, to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.
- The Little Wandle Letters and Sounds Revised placement assessment is used:
  - with any child new to the school to quickly identify any gaps in their phonic knowledge and plan provide appropriate extra teaching.
- **Statutory assessment**
- Children in Year 1 sit the Phonics screening check. Any child not passing the check re-sits it in Year 2.
- **Ongoing assessment for catch-up**
- Children in Year 2 to 6 are assessed through:
  - their teacher's ongoing formative assessment
  - the *Little Wandle Letters and Sounds* placement assessment
  - the appropriate half-termly assessments.

### **Reading sessions in Year 2 and above**

Children who did not pass the phonics check and/or are identified as needing additional phonics teaching, continue to follow Little Wandle Letters and Sounds Revised in Year 2.

Our reading sessions in Year 2 onwards focus on both word reading and comprehension and follow a whole class teaching model. Teachers explicitly model both accuracy and fluency of reading and comprehension skills, followed by children practising together in groups, pairs or as a whole class and then independently applying their knowledge and skills to a variety of question types.

We take note of the content domains tested at Key Stage 1 and 2 to guide our teaching alongside the full expectations of the National Curriculum. Images depicting these domains are added to tasks to show the main focus for each task and to aid assessment for learning.

A minimum of three dedicated, taught reading sessions a week will be carried out in each year group. One session will focus on reading into writing alongside the writing journey – this may be focused on understanding of a specific genre, or identifying and analysing effectiveness of writing objectives in a range of other texts. The remaining two sessions should focus on specifically teaching and children having opportunities to apply their understanding of comprehension areas e.g. inference. Questions should be presented in a range of ways as laid out in the Gathering Reading Evidence document.

All sessions should focus, where possible, on related texts to the writing journey to add to children's understanding. These should be range of fiction and non-fiction texts.

### **Accelerated Reader**

Children who can read beyond the level of decodable books are added to our Accelerated Reader system. The children complete Star Tests to assess their current reading level and then are able to choose books from the

library which are precisely matched to their word reading and comprehension level. Children complete quizzes based on the texts they have read before moving on to another text.

Teachers and the school librarian are able to access their results and use this assessment to analyse their needs and to put support in where necessary.

### **Reading Conferences**

Reading conferences will be carried out half termly for children in Year 2 and termly for children in Year 3. Any children in Key Stage 2 not meeting the programmes of study for the key stage will also have half termly conferences. These conferences allow the teacher to assess both word reading and comprehension 1:1 with a child and use this information to adapt future planning to suit the child's needs.

### **Love of Reading**

We develop enjoyment of reading through use of high quality texts in class, book recommendations and regular trips to the school and local library.

Children are encouraged to give and justify their opinions about texts throughout their time in school to ensure they are developing as a critical reader and can begin to develop their own tastes and passions for literature.

Across the school, all children are read to by an adult 'expert' reader at least 3 x per week, daily in EYs and Key Stage 1. The texts chosen include high quality fiction, non-fiction and poetry and is a time for children to listen to and enjoy books while providing them with a rich language experience from texts which are likely beyond their own current word reading skills.

Children in KS2 are provided with a red Reading Response Journal (blank pages for drawings and notes) to capture their responses and thoughts where appropriate, as they listen to the adult read.

### **Writing Provision**

As set out in the National Curriculum 2014, the programmes of study for Key Stage 1 and Key Stage 2 writing consist of two main dimensions:

- Transcription (spelling, handwriting)
- Composition (including vocabulary, grammar and punctuation)

Our writing curriculum is based around a diverse range of high quality fiction, non-fiction, poetry and video texts specifically selected in order to give children experiences and throughout their journey with us. Recurring themes such as refugees, traditional tales and journeys are covered in greater depth as children move up through the school.

Purpose, audience and form are the key drivers of each unit of writing and these are decided in collaboration between the English leader and teachers in order to ensure coverage across the year and year groups.

The journey of writing in our school is based around the following process:

- Text immersion/ reading into writing
- Skills teaching
- Modelled write
- Independent Writing - including independent planning, editing/redrafting/publishing (as appropriate)

Child friendly versions of the journeys are stuck into books for the children to refer to as they complete their lessons.

➤ **Text immersion/reading into writing**

A range of tasks will be completed during these sessions to ensure that the children have a good understanding of and are engaged with the text. The Gathering Reading Evidence document may be used to support these lessons.

➤ **Punctuation and Grammar Skills teaching**

Teachers use explicit instruction through an 'I do, we do, you do' approach in order to teach and model using punctuation and grammar skills following the objectives laid out in the NC (further details about progression in these skills can be found in Appendix 2 of the NC). These objectives are revisited in greater depth each term so that children have focused learning time on each objective at least 3 times per year. Children complete short skills based tasks in these sessions and will also be given opportunities to apply their learning independently into a paragraph or short extract of writing.

➤ **Modelled write**

This section of the journey is highly guided and children work alongside the teacher and, when appropriate, their peers to create a text – this may be a short paragraph up to a whole text. Teachers will explicitly model using taught skills alongside those already learnt in order to create a coherent and engaging piece of writing. The outcome completed here offers a chance to apply taught skills but is not the same as the independent outcome later in the journey.

➤ **Independent writing**

Independent, assessed pieces of work are clearly identified as such in books and in Key Stage 2 a PAFL (Purpose, Audience, Form, Language) grid is used rather than a TWAL – this grid will be printed on coloured paper so independent final outcomes are easily identifiable in children's books. In many cases children will independently complete this grid.

Children will have independent access to a range of resources during this writing period including those displayed on learning walls, word banks etc.

These pieces are marked in more detail and marking is used to inform future planning for the cohort and individuals.

Editing for non-negotiables including spelling and sense and redrafting of sections or whole pieces will take place as appropriate for the individual. Children will edit and redraft using purple pen (or purple pencil at KS1). In KS2, in order to keep redrafting clear, independent pieces will be completed on the left hand pages of double page spreads so that larger redrafts/edits can be carried out on the right hand page. The expectation is that children are given ample time to carry out significant improvements during the editing process.

Publishing will happen for two or more chosen pieces across the year but will be for a clear purpose e.g. a letter to be mailed.

## **Spelling**

We use the No Nonsense Spelling scheme from Y2-6. This covers the requirements of the National Curriculum and children revisit and review spelling rules through their journey in school to ensure they are embedded. Children will have at least 3 x 15 minute sessions per week to complete the programme.

### ➤ **Have a Go Books**

Blue Have A Go spelling books will be used by pupils from Y2-6 who are following No Nonsense Spelling. They enable:

- pupils to take responsibility for their spelling learning
- pupils to refer back to previous learning
- teachers to see how pupils are tackling tricky bits of spelling

Further guidance on the introduction of Have A Go spelling books can be found in the No Nonsense Spelling scheme. The expectation will be that these books move with pupils through the school, so they develop their own personalised word lists to support writing.

### ➤ **Common Exception Words**

In accordance with No Nonsense Spelling, Common Exception words for each phase are listed in the National Curriculum and reading and spelling of these are tracked termly. Where appropriate, words from the National Curriculum word lists are selected and linked to writing units in order to support the learning of these.

## **Marking and Feedback**

This is completed in accordance with our school feedback policy. Independent pieces may have feedback given as part of an adult-pupil or peer-peer conferencing conversations but children will not be given specific areas to change/adapt.

## **Formal Assessment in English**

### ➤ **Reading**

In Reception and Year 1 Reading assessments are carried out in accordance with Little Wandle expectations.

Reading conferences are carried out as stated above.

Teachers will build in opportunities for independent tasks covering a range of content domains/KPIs which can be used for teacher assessment.

At the end of each term in Y2-6 each child completes an NTS assessment in Reading. These are then used by teachers to identify gaps and inform planning for the next term.

### ➤ **Writing**

Children's use of taught grammar and punctuation skills are tracked and assessed on 'Assessment for Writing Outcomes' spreadsheets each half term. These are used by year teams as starting points for teaching these skills each term.

Independent writing at the end of each unit will be used as an assessment piece. These will be planned in by the year team who may use the 5 Minute Assessment plan to support their focus for these.

Writing which has been guided by specific TWALs or success criteria as part of the writing journey may still be used to support assessment of objectives other than those specifically given to children, for example, if children are told to write using fronted adverbials, the writing can still be used to assess any other writing objectives including structure, language choices, spelling etc.

Other pieces of writing from across the curriculum may also be used.

**Writing is likely to be independent if it:**

- *emerges from a quality text, topic, visit, or curriculum experience, in which pupils have had a range of opportunities to explore and discuss what is to be written about*
- *enables pupils to apply their learning independently, possibly with an element of choice, for example writing from the perspective of a chosen character*
- *has been independently edited and/or redrafted by the pupil. This may be in response to self, peer, or group evaluation*
- *is produced by pupils who have independently drawn on classroom resources such as dictionaries, thesauruses, word banks, classroom displays, books or websites for support and ideas*
- *is informed by clear learning objectives and limited success criteria which are not over detailed and do not over-aid pupils*

➤ **Moderation**

As part of our school assessment cycle there are opportunities to moderate evidence in order to validate teacher judgements both in school and across the JEP trust. Year teams also carry out more regular informal moderations in the lead up to data entry points at the end of each term. The National Curriculum and Hamwic KPIs are used to make judgements.

Evidence used for teacher assessments and moderation must be independent.