



Lakeside

English Policy



2018 - 2019

Lakeside English Policy

At Lakeside, English is taught using Read Write Inc. (RWI) Phonics, RWI Spelling alongside integrated topic related text. Our aim is for all children to access an age related curriculum in order to be able to attain the national end of key stage standard.

Teaching of Phonics

The RWI Phonics programme is for:

- children in EYFS2 to Year 2 who are grouped according to their progress in phonics when learning to read

Additional interventions are used for children in Key Stage Two (Y3 to Y6) using the Nessy Reading and Spelling program who still need support in developing their phonological awareness.

In Phonics children:

- decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- read common exception words on sight
- understand what they read
- read aloud with fluency and expression
- read quickly and easily by segmenting the sounds in words

Teaching of Reading

In Key Stage One, Reading Skills is taught as a component of the daily one-hour English lesson. These sessions focus on teaching reading and comprehension skills using characters; VIPERS (Vocabulary, Inference, Predict, Explain, Retrieve, Sequence or Summarise). These skills are taught through a variety of media: texts, songs and pictures. Children continue to progress through the reading book bands as directed by the teacher. In Year Two, once a learner is able to confidently decode and fully comprehend Orange books, they will be moved on to the Accelerated Reader programme. Children complete an online Star Test to assess their reading age, and are then given a Zone of Proximal Development (ZPD) number that they can choose their reading books from. If a child is not yet on the Accelerated Reader programme, then they will read an age related book in school, with adult support, once every two weeks. Staff will make notes on the reading skills being shown for assessment purposes.

In addition, children also have the opportunity to choose a library book each week to read in class. Children are encouraged to read a wide range of fiction and non-fiction texts, alongside the books that they bring home from school. Book reviews are completed by readers on their chosen library book.

In Key Stage Two, Reading Skills are taught as a discreet daily 30-40 minute session in year group classes each day. These sessions focus on teaching reading and comprehension skills through a variety of media: texts, songs and pictures. Introducing children to new and interesting vocabulary is a key focus of reading skills lessons.

Children continue to access the Accelerated Reader programme for their independent reading and are expected to quiz on the book they have read regularly.

Reading for Pleasure

Each day, teachers read a wide range of stories, poetry and non-fiction to children. Each year group has a set of story books and also staff choose appropriate topic related texts, where possible, to promote a love of reading and the importance of reading for pleasure. In Key Stage Two each class will enjoy class reader so they are being exposed to quality text by recommended children authors.

Early bird reading sessions are offered to children in Year One and Year Two between 8.30am and 8:40am each morning. Parents are invited to come into the school library and share a book with their children.

Independent Reading

All our children are encouraged to read at home at least three times a week and are provided with a Home/School diary so that this can be recorded and initialled by an adult. This provides a vital link between Home and School. The diaries are signed weekly by the class teacher/teaching assistant and where a child is not reading at home parents/carers will initially be spoken to about this and then a letter will be sent out as a reminder if there is no improvement.

Teaching of Writing

Writing skills are taught through English sessions using a variety of resources including integrated text types based on topics. Children will complete a range of text types each half term. They will learn how to edit for improvement and follow the process of drafting, editing and producing a final write up in best, in line with the schools handwriting policy.

Children are encouraged to sit correctly, using correct pencil grip on all occasions when writing. This is reinforced through the use of writing position posters in all English areas and classrooms. Grammar is taught within the context of the texts being studied to ensure it is meaningful for children.

Throughout the school, children are taught to articulate their thoughts and ideas out loud and to communicate what they know and understand verbally before writing. Children may answer questions with a partner, comment on each other's ideas, clarify each other's thinking, and build upon each other's thoughts and ideas. The teacher asks questions to take their thinking further and clears up any misconceptions. Partner discussion helps teachers assess what and how children are learning throughout the lesson.

Embedding the alphabetic code early on means that children quickly learn to write simple words and sentences. Children are encouraged to compose sentences aloud until they are confident to write independently. In all year groups, opportunities are given to write every day. Children write at the level of their spelling knowledge. The quality of the vocabulary they use in their writing reflects the language accessed in their learning through the books the teacher has read to them, their year group statutory words and spelling units covered in spelling programmes being followed.

For more detail about see EYFS appendix

Handwriting

See handwriting policy.

Assessment

See assessment policy.

Marking and Feedback

See marking and Feedback policy.

Evaluation

Evaluation and review of the policy for English takes place on an annual basis.

S. House/S. Herbert
Assistant Heads
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Appendix - English in EYFS

In Nursery, children are immersed in Literacy in all areas of their learning environment. In each Nursery session, children engage in a small group early phonics session, an Interactive Story session and a physical literacy session.

Early phonics in Nursery is delivered through the 'Launchpad for Literacy' program which unpicks the skill make up for developing a deep knowledge of phonics to set the foundations for more formal phonics teaching from Reception through to Key Stage One. Letters and Sounds Phase One is the focal point of Literacy in Nursery and children engage in games, activities and tasks which focus on developing the skills to be ready for decoding and reading words.

Physical literacy and other wake and shake activities are an embedded part of the Nursery day and support the development of children's physical readiness to write. We build children's core strength, balance and coordination with large, gross motor movements. We then focus on refining movement and strength in the shoulders, arms, wrists and fingers to get children's fine motor skills strong so that they are ready to write.

Interactive story is a text-based way of delivering topic, building vocabulary and exploring texts in depth. Each book is used for at least a week and children develop thematic work through the books used. Rhyme, rhythm, new vocabulary and experiences are developed and embedded through Interactive Story.

For the first half term, children have a 'Nursery Rhyme' topic in Nursery and explore a rhyme each week thereafter. Rhyme is fundamental to success in Literacy, we therefore focus on children's ability to follow, continue, repeat and recreate rhymes and rhyming strings.

Children have opportunities to develop taught skills in small, adult led activities, independently and with peers through child-initiated play and through adult-initiated activities.

In Reception, Read Write Inc. (RWI) phonics is taught and embedded daily. There is a 'revisit, teach, practise and apply' sequence used to ensure that all taught sounds are embedded and therefore become knowledge which can be applied to reading and writing. Read Write Inc. speed sounds are taught and children see, say and write sounds as well as identifying them in words.

We teach Read Write Inc. as a whole class at the beginning of the Autumn term as we combine Letters and Sounds phase one games and activities to tune children into sound. Once children are ready, they begin to work in smaller, ability levelled groups to develop phonics knowledge at the correct pace for each child.

As well as Read Write Inc. 'Interactive story' is taught daily; a text-based approach to delivering topic. Fiction and non-fiction texts are explored in depth for one or two weeks and children engage with a range of activities which develop early English skills. Children develop questioning and understanding through their discussion of texts. In Reception, children complete a guided writing task each week in a small group with a teacher. Similar ability children are grouped together for the guided tasks so that appropriately levelled input can be given to each child to scaffold their next steps, embedding their Read Write Inc. work, also extending their knowledge of the texts and topics. Through interactive story, vocabulary is developed and embedded. As well as guided tasks, topic-based activities, including many opportunities to talk, read and write, are available for children to engage with throughout the week during Continuous Provision independently, in small groups or with an adult.

There is a great focus on language and vocabulary throughout the EYFS and topic words are built up throughout a topic. Children learn the meaning of new words and begin to embed them in their vocabulary by using them through different topic-based activities.

In Reception, children engage in fine motor activities designed to develop their strength which supports writing and letter formation. Children write their name each morning for self-registration and teachers support with the formation of children's names as well as their pencil grip.

Reading and the enjoyment of books is greatly promoted in the EYFS. Enticing reading areas are available throughout the unit and have familiar, well-loved and interesting books available for children to engage with. Small world and storytelling resources are available for children to engage with alongside their favourite books.

Children have an individual reading book which they take home to read. This is the appropriate level for each child. In school, children read individually to a teacher each week for the first half term and in guided reading groups thereafter. Children practise common exception words and

build a bank of these which they know by sight throughout Reception, this supports children's fluency when reading.

Children are assessed continuously and next steps are worked towards throughout each day. At the end of the year, children are assessed against the Early Learning Goal for Reading and Writing.