



LAKESIDE

Community Primary School

LCPS

English Policy



School policy on the teaching of phonics, reading and writing

Our pupils learn to read and write effectively and quickly using the Read Write Inc. Phonics programme. They progress onto Read Write Inc. Literacy and Language and Read Write Inc. Spelling once they can read with accuracy and speed.

Read, Write Inc Phonics

Read Write Inc. Phonics The programme is for:

- Pupils in Year R to Year 2 who are learning to read and write
- Any pupils in Years 2, 3 and 4 who need to catch up rapidly
- Struggling readers in Years 5 and 6 follow Read Write Inc. Fresh Start.
- SEN learners will follow the Nessy Phonics led by the school SENCO

In Read Write Inc. Phonics pupils:

- Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- Read common exception words on sight
- Understand what they read ÉRead aloud with fluency and expression
- Write confidently, with a strong focus on vocabulary and grammar
- Spell quickly and easily by segmenting the sounds in words
- Acquire good handwriting.

In addition, we teach pupils to work effectively with a partner to explain and consolidate what they are learning. This provides the teacher with opportunities to assess learning and to pick up on difficulties, such as pupilsøpoor articulation, or problems with blending or alphabetic code knowledge.

We group pupils homogeneously, according to their progress in reading rather than their writing. This is because it is known that pupilsøprogress in writing will lag behind progress in reading, especially for those whose motor skills are less well developed.

In Year R we emphasise the alphabetic code. The pupils rapidly learn sounds and the letter or groups of letters they need to represent them. Simple mnemonics help them to grasp this quickly. This is especially useful for pupils at risk of making slower progress. This learning is consolidated daily. Pupils have frequent practice in reading high frequency words with irregular spellings ó common exception words.

We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and the common exception words. This is so that, early on, they experience success and gain confidence that they are readers. Re-reading and discussing these books with the teacher supports their increasingly fluent decoding. Alongside this, the teachers read a wide range of stories, poetry and non-fiction to pupils; they are soon able to read these texts for themselves.

Embedding the alphabetic code early on means that pupils quickly learn to write simple words and sentences. We encourage them to compose each sentence aloud until they are confident to write independently. We make sure they write every day.

Pupils write at the level of their spelling knowledge. The quality of the vocabulary they use in their writing reflects the language they have heard in the books the teacher has read to them; they have also discussed what the words mean

Our aim is for pupils to complete the phonics programme as quickly as possible. The sooner they complete it, the sooner they will be able to choose books to read at their own interest and comprehension level.

Read Write Inc. Literacy and Language, and Spelling

Read Write Inc. Literacy and Language is for:

- Pupils in Year 2 to Year 6 who have completed Read Write Inc. Phonics.

Read Write Inc. Spelling is for:

- Pupils in Year 2 to Year 6 who can read with accuracy (they recognise the alternative graphemes for sounds).

In Read Write Inc. Literacy and Language pupils:

- Develop a deep understanding of what they read: complete texts by leading authors: are introduced using a three-step approach (read 1, read 2, read 3)
- Learn grammar in context allowing pupils to use it with understanding: grammar banks are provided to support teacher knowledge
- Learn to articulate their thoughts and ideas clearly to one another: they learn how to present and debate: to reason and justify their answers.
- Learn to write confidently by following our highly supportive three step approach, building upon the story or non-fiction text they have studied
- Write every day.

Once learners have completed the Read Write Inc. Phonics programme they are taught in their year group using Read Write Inc. Literacy and Language. This integrates reading, writing, thinking, and spoken language in all activities, to ensure the daily development of children's comprehension and wider literacy skills. At the heart of Literacy and Language is the enjoyment of and engagement with a variety of texts. Pupils are encouraged to take their own meaning from each text, becoming independent and critical thinkers. Comprehension activities are designed to help children to infer, summarise, question, clarify, predict and argue a point of view. The children also make connections between texts and their own experiences.

Pupils are taught the importance of using grammar correctly, so they can communicate clearly and convey their meaning effectively. Comprehensive guidance for teachers, supported by engaging Software, Pupils' Book and Homework Book activities allows grammar to be taught explicitly, consolidated, practised and taught implicitly through the reading activities. Grammar is taught within the context of the texts being studied to ensure it is meaningful for children. A discreet grammar lesson is also taught each week.

Pupils are taught to articulate their thoughts and ideas out loud and to communicate what they know and understand. Pupils answer every question 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 pupils are learning throughout the lesson.

Teachers also read a wide range of stories, poetry and non-fiction to pupils. Pupils are encouraged to choose books to read at their own interest and comprehension level.

Teaching of Reading

In Foundation stage and KS1, whilst on the RWI phonics programme, children will take home two reading books to practise at home with parents/carers. One book will be a book band levelled book which will be directed by the teacher dependent on the child's reading ability. The child will then choose any book within this colour band and will be directed, again, by the reading teacher when it is time to move on to the next band. They will also take home the RWI phonics book that they are reading in their session. This book will be 100% decodable and at the appropriate level. Whilst phonics are being taught, children will also take home 'red' words (common misconception words) and phonic flashcards to practise.

Once the RWI programme has been completed Reading skills are taught daily for 30-40 minutes in year group classes. These sessions focus on teaching reading and comprehension skills using characters; DERIC (decode, explain, retrieve, infer, choice). Reciprocal reading characters are also used to clarify reading skills. Using (D)ERIC learners are taught the skills of reading from a variety of media: texts, songs, pictures.

Learners continue to progress through the reading book bands as directed by the teacher. To promote the love of reading learners are welcome to also choose a second book from within the banded books if you choose (this can be from another stage if they like the look of another book) Our school library also has a great selection of Fiction and Non-Fiction books to choose as well.

Children are encouraged to read a wide range of Fiction and Non-fiction texts, alongside the books that they bring home from school

Teaching of Writing

In foundation stage and KS1, writing skills, handwriting, grammar and spelling are taught through RWI sessions. Children will learn transcription skills as well as learning to develop their ideas to create compositional writing. Children who are on the RWI programme will also complete an additional piece of topic writing per week, in which they are able to apply skills learned in RWI sessions. Children on RWI will complete one piece of edited and improved writing per half term.

Following RWI, Writing skills are taught through the Literacy and Language programme.

The Role of the English Director of Learning

The RWI/FS and KS1 leader's roles include:

- ensuring that our teaching of reading is of the highest quality and that all our pupils make progress.
- ensuring pupils in the 'lower progress' group are making good progress and organising one-to-one tutoring for the pupils who need extra support.

- keeping the groups homogeneous, i.e. at the same reading level
- providing further training (through masterclasses, coaching/ observation and face-to-face feedback)
- ensuring the teaching of writing is of the highest quality and all children are making progress.
- ensuring grammar, spelling and handwriting are being taught to the highest standard and are applied in all writing.

Teachers alert the reading leader to any pupil whose progress is faster or slower than the rest of their group. The reading team is made up of a team of good teachers and teaching assistants (TAs) who each teach a group of pupils at the same reading level. Our TAs generally teach small groups of 8-10.

The Literacy and Language/KS2 leader's roles include:

- ensuring that our teaching of literacy is of the highest quality and that all our pupils make progress.
- providing further training (through masterclasses, coaching/ observation and face-to-face feedback)
- organising extra support for slower progress children in the form of afternoon Interventions.
- ensuring the teaching of writing is of the highest quality and all children are making progress.
- ensuring grammar, spelling and handwriting are being taught to the highest standard and are applied in all writing.

Assessment

See assessment policy.

Marking

See marking policy.

Behaviour

1. All staff use the Management signals consistently in and out of lessons.
2. Partner work is modelled and practised until pupils work willingly and supportively with pupils who are not their friends.
3. Praise is fundamental in helping pupils make progress and behave courteously.

See Behaviour policy.

Evaluation

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

K Stoddart/A Spencer
English Director of Learning LCPS Dec 2016
Review date Dec 2018