



## Ashfield Primary School English Policy

### Intent

English at Ashfield will provide children with key skills in reading, writing, speaking and listening to enable them to access, develop, embed and explore learning across the curriculum.

### English Provision

In our teaching of English, we ensure that all pupils are supported in their progress and that all pupils are stretched and challenged. When pupils are working significantly below their year group, a tailored programme of English support is put in place.

Interventions include the following:

- Individual Speech and Language Programmes
- Time To Talk
- NELI
- Leeds SENIT programme for phonics
- Nessy
- Read, Write Inc Fast Track
- Read, Write Inc Fresh Start
- Toe-By-Toe
- Active Literacy Kit
- Year 6 booster sessions
- Inference and Fluency Training

### Reading and Phonics

#### Rationale:

***Through reading, in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually.... Reading also enables pupils both to acquire knowledge and to build on what they already know...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

*(National Curriculum Programme of Study)*

At Ashfield Primary, we are determined that all pupils will learn to read and make sufficient progress to meet or exceed age-related expectations (A.R.E.) by the end of Key Stage Two. Meeting A.R.E. will enable pupils to progress in the next stage of their school career and access a broad range of subjects at secondary school.

By the time children leave our school, our aim is that they will:

- Be able to read age-appropriate texts fluently and with good comprehension
- Have a love of reading
- Have experience of a wide variety of books that inform and inspire them
- Be able to make informed choices about what they read
- Be able to talk about their favourite authors



### **What makes our teaching of reading special at Ashfield Primary School?**

We provide opportunities for pupils to enjoy literature from around the world and to learn about and meet with authors and illustrators from different backgrounds. We timetable reading events in our calendar such as: World Book Day, Storytelling Week, Empathy Day and reading cafes and bedtime story evenings.

In Early Years, daily Drawing Club sessions allow children to develop a repertoire of imaginative stories that are rich in language.

*Please see Ashfield's 50 Book Lists for each class on our website.*

### **Organisation of the Reading and Phonics Curriculum**

The systematic teaching of phonics has a high priority throughout Early Years and Key Stage 1 and is delivered as an intervention thereafter. Staff in Early Years and KS1 systematically teach pupils the relationship between sounds (phonemes) and the written spelling patterns (graphemes) which represent them.

Phonics is taught daily to all children in Early Years and KS1. The phonics programme we use (Read, Write Inc) is accredited by the Department for Education.

### **Progression in phonics:**

In reception and KS1, the reading books provided for the children have a progression in phonics knowledge that is matched to our Read, Write Inc phonics groups. Teachers give pupils practise in reading and re-reading books that match the phonics knowledge they have been taught. We support parents by hosting reading cafes and bedtime reading sessions. We share resources which will support their child's learning at home.

We assess children's progress every half term, so we can quickly identify any pupil that is falling behind and provide targeted support. Children who are working below expected levels, who have not passed the Phonics Screening in Year 1, or have been internally assessed as having gaps in their phonic knowledge, are discussed in Pupil Progress discussions and support is implemented as appropriate.

As children progress through lower key stage one, most children acquire good phonological knowledge and are developing fluency. If children have not become fluent readers by upper key stage one, they will be hampered in their comprehension by slow decoding. While children's fluency is still developing, it is essential that children spend lots of time practising decoding through meeting a wide range of new texts. Our home learning policy states that children should at least 3 times a week to ensure that reading 'mileage' is prioritised.

All staff employ dyslexia-friendly strategies including:

- Children and adults take turns to read aloud;
- Overlays and quick word checks are used to ensure that children are focusing and keeping pace
- We have a set of Barrington Stoke reading books available.
- Targeted children are put on a daily reading programme

By the end of KS2, we aim for children to accurately read aloud at 100+ words per minute.



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Once children have become fluent readers (confident and competent at decoding and sight-reading) their reading comprehension continues to develop.

Teachers are knowledgeable about children's authors and can recommend books. They encourage and guide a careful choice of books from the class bookshelves and school library. They ensure that books broaden children's vocabulary, their experience of language and their general knowledge. Reading comprehension and vocabulary development reinforce one another. Plenty of time spent reading is essential, but vocabulary development is also supported by teaching children particularly useful words and by revealing to them the value of understanding the grammatical structure of the English language. We celebrate vocabulary development in our celebration assembly every Friday. Rich and ambitious vocabulary chosen by the children is added to our Word Whale display.

We aim to provide frequent purposeful occasions for children to read aloud in many areas of the curriculum. Topic book boxes and author boxes are provided by Leeds School Library Services every term to provide purposeful occasions for children to read aloud in many areas of the curriculum.

Reading comprehension relies on background knowledge. Teachers plan experience days for their classes every half term to enable children to explore concepts and to gain new knowledge of a range of themes. See Ashfield Primary School's Long Term Curriculum Plans (EYFS and Y1-6 Curriculum).

Children continue to move through levelled reading books, after graduating from the Read Write Inc scheme, to ensure that their reading material is at the appropriate level for them to apply the skills they are learning. We provide high quality texts to help develop a love of reading. We ensure that each year the children are exposed to the following types of texts as a minimum:

- Classic texts including Dickens in KS2
- Poetry
- Non-fiction
- Texts written by well-known children's authors such as Roald Dahl, Shirley Hughes and Oliver Jeffers

To support our teaching of language comprehension, we use VIPERS and supportive resources from the Literacy Shed. These include lessons plans using high-quality texts.

**V Vocabulary**

**I Inference**

**P Prediction**

**E Explanation**

**R Retrieval**

**S Sequence or summarising**

### **Promoting Reading**

Throughout the school, we enthuse about books and reading of all kinds. We promote good habits to support reading. These include:

- Parents and carers reading aloud to children throughout the primary phase
- Teachers sharing favourite books, characters, and texts
- Teachers regularly, frequently and skilfully reading aloud to their class
- Choosing texts which make valuable links between different areas of the curriculum
- Promoting frequent ring-fenced time for reading
- Guiding children in their choice of reading material
- Encouraging a 'mixed-diet' of reading materials, including poetry and non-fiction
- Hosting celebratory days such as World Book Days, Empathy Day, National Storytelling Week



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- Praising and rewarding children who read regularly –for example, prizes and raffle tickets
- Using ‘reading champions’ to promote reading and influence choice of books in school – for example Year 6 librarians and Leeds Book Awards ambassadors

### **Using Assessment in the Teaching of Reading and Phonics**

Attainment in phonics is measured by the Phonics Screening Test at the end of Year 1. Children are retested in Year 2 if they do not pass. Our priority is to ensure children have secure phonic knowledge and the necessary skills to support them in accessing the next stage of the curriculum.

We closely track children’s progress through half termly Read Write Inc assessments.

Teachers and TAs hear children reading aloud in whole-class, small groups and individually. Children who require additional support are quickly identified and our least able readers are given additional opportunities to read aloud.

Reading interventions are most frequently carried out individually or in a group of no more than four. Interventions such as the Leeds SENIT programme and Nessy are led by trained support assistants. Pupils have specific targets and progress towards these is regularly reviewed by the teacher and SENDCO.

Our aim is for all our children to meet age-related expectations.

### **Writing**

At Ashfield Primary School, we strive to nurture a passion for writing. We introduced the Write Stuff writing scheme in September 2022 from Years 1 to 6. Our curriculum is designed to teach pupils to become:

- Clear communicators – To develop skills in spelling, grammar, vocabulary, punctuation, tone and text organisation in order to convey information effectively
- Creative writers – To use their writing as a vehicle to express their own ideas and to be encouraged to be creative and use their imaginations.

### **Organisation of the Writing Curriculum**

At Ashfield Primary, writing is taught daily following the national curriculum. In Early Years, children are encouraged to practise mark making skills in provision. Children in reception learn to write letters in Read, Write Inc sessions and are taught to write a sentence using Get Writing from the Read Write Inc scheme. Children develop fine motor and pencil control in daily Drawing Club sessions.

Our writing curriculum map (see Ashfield’s Long Term Plan) specifies when children from Years 1-6 will learn to write for these different types of genres. Our curriculum map also specifies the books and reading material that the children will read and learn about to inspire them to write. We have thought carefully about our choice of text to ensure that we provide an inspiring and progressively more challenging diet of literature.



## Writing Resources

At Ashfield Primary we have developed writing unit planners for years 1 to 6 based on unit plans from the Write Stuff scheme. Teachers prepare children for independent writing by modelling ideas, grammar and writing techniques. Children are taught to edit and improve their work before writing a final best piece.

Spelling is taught initially through phonics teaching. From Year Two onwards, we follow The Spelling Shed scheme to ensure a coherent approach throughout the school.

## Assessing Writing

Formative assessment is based on teachers' day to day marking of children's writing.

At the end of a writing unit, teachers use the National Curriculum writing guidance for their year group to level children's work. Internal writing moderations take place every term and teachers attend writing moderation meetings annually with teachers in the Otley family of schools.

## The Teaching of Speaking and Listening

The following strategies are in place to ensure we develop clear communicators and inspired speakers.

- Speaking and listening is a part of every lesson at Ashfield Primary School. Teachers have adopted strategies from the schemes we use to teach good communication skills (my turn, your turn and kind call outs)
- Talk is valued in all subjects and used as a vehicle to teach learning points.
- Teachers explicitly teach speaking and listening skills from Early Years to Y6.
- Talk partners are used throughout the school.

Children are encouraged to talk to a wider audience in assemblies, school performances and pupil voice groups (School Council, Eco-Warriors and Digital Leaders)

## The Teaching of Handwriting

We believe that teaching handwriting to a high standard promotes self-esteem and that fluency in handwriting reduces pupils' cognitive load when composing their own writing. To achieve this, we:

- Emphasise the development of gross and fine motor skills in the Early Years Unit
- Teach correct letter formation, posture and pencil grip
- Develop automaticity and handwriting speed
- Children also learn the correct formation of numeral digits

In line with DfE supporting documents for the validation of phonics schemes, children initially are taught to form individual letters. When ready to progress, children learn to add exit strokes before learning cursive letter formation.

We use the Letterjoin Scheme from Early Years onwards to ensure a coherent approach throughout the school.



# Ashfield Primary School English Policy

Related policies: SEND Policy  
Dyslexia Policy

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