



English Policy

Document Number:	OAK 106
Version Number:	
Responsibility:	English Leader
Date Reviewed:	June 2024

Admin Use

Approval Date:	12/06/24
Approval meeting:	OLGB 24Su2
Scheduled review date:	
Scheduled review meeting:	OLGB 26Su2

Change log:

Revision:	Date:	Notes:
Removed all amendments during Covid restrictions	14.2.22	No current restrictions are in place for use of books or mixing in lessons
Information moved from 'Teachers as readers' to 'Building a positive reading culture'	14.2.22	Line also added about bedtime books
Writing section amended	14.2.22	Reflects Talk for Writing approach
Spelling section amended	14.2.22	Additional information
Handwriting section amended	14.2.22	Guidance for handwriting lines
Handwriting section amended	22.9.23	Added homework and supported lines in foundation books
Reading fluency amended	22.9.23	Added in one fluency session per week to KS2 lessons
Library section	22.9.23	Removed use of library skills sessions and SLS
Spelling section		Grouped according to assessment Rules displayed in classrooms
Writing section	6.6.24	Added information about the implementation of non-fiction toolkits and application pieces in foundation subjects

Author of the term	6.6.24	Added information about Totton library's author of the month.
Handwriting section	6.6.24	Added supported lines
Foundation subject section	6.6.24	Added hot write stickers

Contents:

[Change log](#)

[1.Statement of intent](#)

[2. Speaking and Listening](#)

[3. Phonics](#)

[4. Whole class reading](#)

[5. The Library](#)

[6. Building a positive reading culture](#)

[7. 100 books before you leave](#)

- [8. Author of the term](#)
- [9. Class Story](#)
- [10. Class reading areas](#)
- [11. Teachers as readers](#)
- [12. Writing](#)
- [13. The method](#)
- [14. Everyday symbols](#)
- [15. Spelling](#)
- [16. Handwriting](#)
- [17. Planning and timetabling](#)
- [18. Foundation subjects](#)
- [19. SEND](#)

1. Statement of intent

Establishing a genuine love of reading and writing in our youngest children and developing this enthusiasm as they move through school, lies at the very heart of what we do every day.

English at Oakfield encompasses phonics, whole class reading, reading fluency, spelling, speaking and listening, writing (including punctuation and grammar), handwriting and fostering a lifelong love of reading.

2. Speaking and Listening

Speaking and Listening is an integral part of all English teaching and is developed through a variety of activities and experiences. Opportunities are provided for children to talk and listen in both formal and informal settings. These include:

- drama and role play to explore imagined situations
- explaining their reasoning
- participation in class assemblies, school productions etc
- class and group discussion
- opportunities to follow instructions, increasing in complexity
- making presentations and giving speeches
- news: when children are encouraged to report their experiences to others
- interviewing: carried out as part of a topic or project
- performing and listening to poetry
- reading aloud their writing
- opportunities to take given messages

3. Phonics

We are committed to following the highly effective and efficient phonics-based literacy programme, **Read Write Inc.**, to get children reading and writing quickly.

RWI has five core principles to teaching and learning. These are to:

1. Know the **PURPOSE** of every activity and share it with the children, so children know the **one** thing they should be thinking about.
2. Be **PASSIONATE** about teaching so you can engage children emotionally
3. Teach at an effective **PACE** and devote every moment to teaching and learning
4. Ensure that every child **PARTICIPATES** throughout the lesson. Partner work is fundamental to learning
5. **PRAISE** effort and progress – not ability

YR

Children start learning **Set 1 sounds** in their first full week of school. The class teacher will deliver the Speed Sound lesson to the whole class and both the class teacher and Assistant Teacher will use Fred Talk throughout the day to encourage children to sound

blend. This session will be repeated in the afternoon with the teacher taking a small focus group.

Children will be assessed to determine groups ready for Aut 2 when they may mix with children from other year groups.

Once children are reading Ditties they will be able to take home a book which is closely matched to their phonic knowledge. This will be changed by the Reading Teacher on either Day 3 or Day 5 depending on which timetable is being followed. Every child will be provided with a zippy bag which is clearly labelled with their name and class.

Books are read three times in school. On the first read, children focus on **accurate word reading**; the second, on developing **fluency**; and the third, on **comprehension**. Fluency and comprehension increase with each repeated reading.

Half termly assessments are carried out by the Reading Leader and children are regrouped accordingly. Children may be assessed sooner if a reading teacher feels they have made enough progress to move onto the next book.

The bottom 20% of readers will receive one to one tuition delivered by an assistant teacher who will have been trained to deliver these sessions. This would usually be carried out during an afternoon intervention session but may also form part of a morning intervention within class teaching time.

KS1

Children have a RWI lesson for 45mins daily and are split across five groups determined by their half termly assessment. Reading teachers may change groups each half term to ensure they are familiar with the entire teaching programme.

In Y1 during the Autumn and Spring Term children will have an additional whole class RWI Speed Sound Review lesson in the afternoon.

Children are assessed in November and February for their knowledge of 44 phonemes and their ability to apply these in nonsense words. In April all children will be assessed using a past Phonics Screening paper in preparation for the Phonics Screening in June. This information will be recorded on Arbor.

Any children in Y2 who did not pass the screening in Y1 will also be assessed in preparation for the Phonics Screening in June.

All staff teaching in YR, Y1, Y2 and Y3 will wear a pinny. The contents will be tailored to the bottom 20% of their class and will include speed sounds (matched to their gaps), red words and green words. This will be used at every opportunity to support children in making accelerated progress.

KS2

Any children who have not completed the RWI programme at the end of Y2 or who do not have a ZPD score of at least 2.5 on Accelerated Reader, will continue to access RWI.

A **ZPD** score will be determined by taking a **STAR Reading Assessment** (these are half termly). This will ensure children continue to have a book matched to their reading ability and which they will be able to read with some fluency. Children will then be able to select a book from within this range from the library.

Children are expected to have this book in school every day so they are able to read it independently during Fluency sessions or to any adult in school. Once a book has been read, a quiz should be taken ideally within 24 hours. This will give an indication of how

well the child has understood the book. Quizzes can be completed in class at a time agreed with the class teacher. This could be first thing in the morning or during fluency time

- Log into AR using their STAR username and password, e.g. gbrow ABC
- They should have their copy of the AR book to refer to during the quiz.
- The quiz only takes around five minutes.
- Train them to log out when they have quizzed.
- On their yellow record sheet, children should write the percentage correct and the Book level of the book.
- If they scored 100%, they can put a ticket inside the STAR picture frame to win a prize in a class draw.
- Allow children to change their books after they have quizzed.

4. Whole class reading

From the Spring term in Y2 and in Years 3- 6 children will have a 30 minute reading session minimum of 3x per week. Reading sessions should link to **VIPERS** as a vehicle to ensure coverage of the reading content domains. In addition, there will be at least one session focussed on fluency.

The texts are carefully selected to ensure children will be appropriately challenged with the level of vocabulary and to ensure that they are relevant to topics, current world events e.g. Rugby World Cup and the interests of the children.

5. The Library

At Oakfield we are proud of our bright, inviting library which Mrs Lailey, our school librarian, and the Y5 junior librarians keep organised and tidy.

All children are able to visit the library to choose books for pleasure. They may choose to take out their favourite book a number of times throughout the year, look for new authors or find out more about a topic they are interested in.

6. Building a positive reading culture

Special events and days, such as: 'World Book Day', Book Fairs, National poetry day, author visits, competitions, Hampshire SLS Book Awards, Summer Reading Challenge, Reading in unusual places, etc. all feature throughout the school year. In addition to this there are a number of school initiatives which ensure children have continued exposure and access to quality books.

School actively encourages parents to read with their children. A number of workshops and events take place throughout the year to encourage and support parents in supporting their children with reading. Parents and older children are encouraged to record the reading they complete at home using the online platform BoomReader. There is also daily access to books which parents can select with their children for bedtime reading.

7. 100 books before you leave

100 books have been selected by staff which we believe children should read before they leave our school. These books are displayed around the entrance to the library and the books themselves can be found on the gold bookcase in the library.

The books are a mixture of male and female authors, themes and genres and are organised by suitability for each year group. The children will be able to borrow the book from school or, if it is unavailable, read a copy from the local library or an eBook. They will then have to give a short explanation of the text/ answer some questions in order to receive a sticker on their record sheet.

8. Author of the term

Each term a focus author will be selected. Mrs Lailey will introduce the author in an assembly, a picture of the author along with some books will be displayed in the hall as well as a feature wall in the library. This often links with the author of the month displayed at Totton Library.

9. Class Story

Every class teacher will have a daily reading session which is above the reading age of the children in order to introduce them to new and challenging vocabulary. These books are carefully mapped across the school to include a diverse range of authors and themes.

10. Class reading areas

Each class will have a selection of books which are appropriate for the reading ability of the class. In addition, books will be provided from the library each half term linked specifically to the class topic. These should be on display and referred to and used during topic lessons. There are also additional copies of the 100 Books in each classroom.

11. Teachers as readers

Teachers are encouraged to read the books on the '100 books to read before you leave' list for their year group.

12. Writing

We introduced the **Talk for Writing** (T4W) approach in September 2022. This approach enables children to imitate the key language they need for a particular topic orally before they try reading and analysing it. We teach all of our English through fun activities that help them rehearse the tune of the language they need, followed by shared writing to show them how to craft their writing. This enables them to choose the writer tools they want to use in their independent writing, which in turn helps them to develop their own

literacy voice. Initially, this approach focused on fiction writing however this academic year (23-24) non-fiction toolkits and texts have been introduced and implemented across the school. Opportunities to apply these toolkits in foundation subjects are also mapped out across the year.

13. The method

Talk for Writing is powerful because it enables children to imitate the language they need for a particular topic orally before they begin reading and analysing it and then writing their own version. Pie Corbett gives a brief explanation below of the basic principles. It builds on three key stages:

Stage 1 – Imitation

Stage 2 – Innovation

Stage 3 - Independent Application

The Imitation Stage

Once the teacher has established a creative context and an engaging start (the hook), a typical T4W unit would begin with some engaging activities warming up the tune of the text to help children internalise the pattern of the language required.

This is followed by talking an exemplar text, supported visually by a text map and physical movements to help the children recall the story or non-fiction piece. In this way the children hear the text, say it for themselves and enjoy it before seeing it written down.

Once they have internalised the language of the text, they are in a position to read the text and start to think about the ingredients that help make it work.

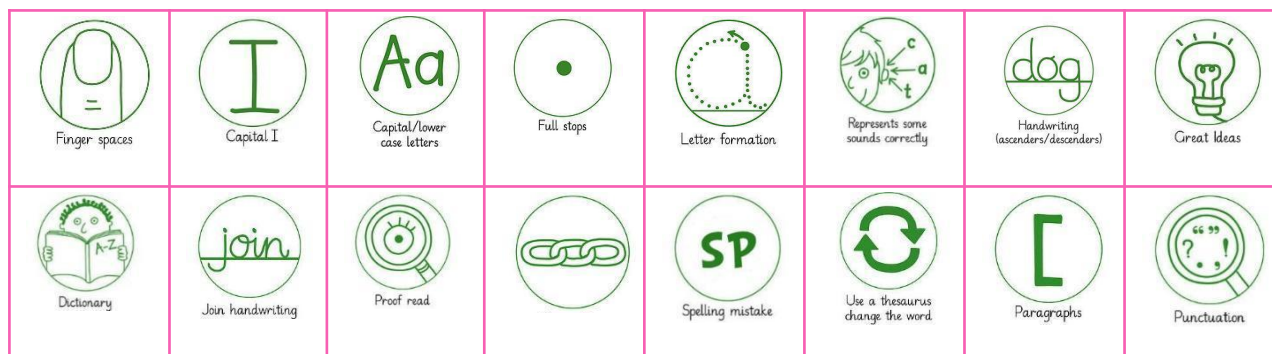
The Innovation Stage

Once the children have internalised the text, they are then ready to start innovating on the pattern of the text. This could begin with more advanced activities to warm up the key words and phrases of the type of text focused on so the children can magpie ideas. Younger children and less confident writers create their own text maps and orally rehearse what they want to say. The key activity in this stage is shared writing, helping the children to write their own by ‘doing one together’ first. This could begin with using a boxed up grid to show how to plan the text and turn the plan into writing. This allows the children to see how they can innovate on the exemplar text and select words and phrases that really work. Demonstrating how to regularly read their work aloud to see if it works is important here. This process enables the children to write their own versions through developing their inner judge when they start to decide why one word or phrase is best.

Independent Application

During this phase the children plan and write their own story or non-fiction text based on the text type they have been learning. They experiment with the ideas and begin to explore their own style of writing using sentence types from the model text before finally writing their version of the text. For non-fiction texts, additional opportunities are planned for application in foundation subjects through extended writing.

14. Everyday symbols



These will be selected as appropriate to the year group and to groups/individuals within the year group. They may be displayed on working walls, used as book marks or as a flap in the back page of their writing book.

15. Spelling

Children in Y2 – Y6 (once they have completed RWI) will have a 15 minute daily spelling lesson following the RWI Spelling programme.

Individual workbooks allow children to practise their spellings and the teaching naturally follows on from the *Spell Review* part of the RWI phonics programme taught as soon as the children start in Reception. Therefore the children are already proficient at using dots (for individual sounds) and dashes (for special friends/digraphs) and prefixes and suffixes can be added to root words to help them to spell with greater accuracy, understanding and confidence.

Children are placed in an appropriate spelling group based on their half termly assessment. Classes have all group spelling rules displayed to support children in any written activities they complete in class.

16. Handwriting

We aim for our children to leave in Year 6 with the ability to write using their own style of fast, fluent, legible and sustainable handwriting, as well as other styles of writing for specific purposes. In addition to teaching handwriting during our regular handwriting lessons, we have high expectations that what is taught and practised in handwriting lessons will be used in all writing activities. Children who benefit from supported lines in their writing books also have supported lines for Reading, Science, History and Geography. In addition to this, smaller handwriting books are used in spelling lessons.

Children in Y1 - Y6 have weekly spellings for homework, for which they use the appropriate handwriting lines to practise.

We encourage, support and help to develop children's handwriting skills from Year R. Children are introduced to letters in daily phonics lessons and taught the correct print formation using the picture side of the phonics cards.

As a pre-handwriting skill, children will also have the opportunity to develop fine-motor dexterity through threading, pegboards, jigsaws etc. Opportunities for pupils to strengthen their core, coordination, stability and upper body strength are planned through regular short movement sessions as well as through play in our learning environment.

Children experience forming patterns in the sand, finger and pencil tracing. Children who have sufficient fine-motor control can copy patterns underneath. These activities help to develop the left-to-right orientation vital to the development of reading and writing.

From Year R, we teach children to sit correctly and comfortably on a chair with their back straight, with both feet on the floor and not bending over their work. This ensures they are holding their pencil correctly, that their grip isn't too tight and that their book is at the correct angle, being steadied with the free hand. Children are taught the correct way to hold a pencil - a tripod grip - before clear letters are being formed.

The provision of triangular pencils and pencil grips will be used as an aid where appropriate.

In Year 1 children will learn about the relative size of the letters.

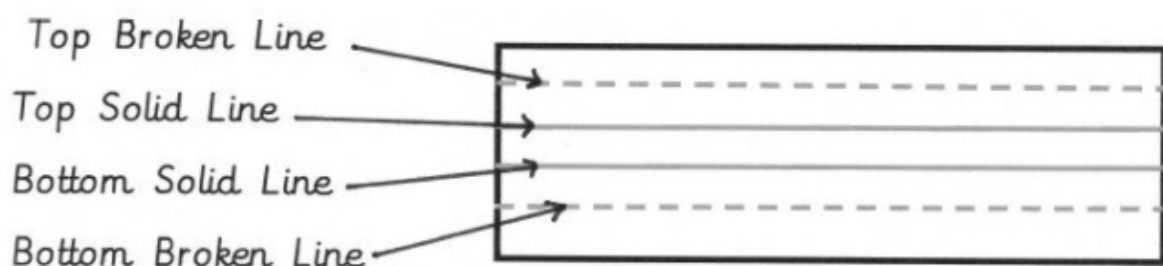
'Sun letters': b d h k l (f and t are just a little bit smaller)

'Boat letters': a c e i m n o r s u v w x z

'Water letters': g j p q y

For further guidance see pp.25–28 of *Phonics Handbook 1* and pp.25–28 of *Phonics Handbook 2*. Use the checklists below to teach a mature style of handwriting for the following letters: a d g o c q u y b p and for guidance on teaching joins.

Children are supported with different sized spaces between the handwriting guide lines depending on the size of their handwriting and fine motor ability. The children learn the vocabulary of *top broken line*, *top solid line*, *bottom solid line*, and *bottom broken line* to refer to each of the guide lines. The consistency in this means that all children and adults can explain where letters begin and how they are formed.



In **Year 2**, once children are able to form letters correctly and of the correct size, they will move to joining letters.

We teach the two basic joins

- the arm join (diagonal)
- the washing line join (horizontal).

The arm join has three variations:

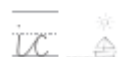
- **a.** arm to boat



- **b.** arm to sun



- **c.** arm to sister



The washing line join has three variations:

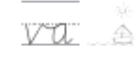
- **d.** washing line to boat



- **e.** washing line to sun



- **f.** washing line to sister.



This guidance should be followed throughout Y2 and Y3 until the children have a neat, joined handwriting style.

In Key Stage One, formal handwriting lessons should take place for 15 minutes daily. In Key Stage Two, formal lessons should take place for 15 minutes three times a week until the majority of children are able to apply handwriting consistently throughout longer pieces of writing. Any children who require it, should have handwriting intervention. When publishing work, children in KS2 are able to use a pen (to be decided by individual class teachers).

Supported lines are used in all subject books for children who require additional support with handwriting.

17. Planning and timetabling

The school's English Subject Leader takes overall responsibility for ensuring that there is effective planning and consistency of approach by teachers in accordance with the National Curriculum.

A curriculum overview maps out the coverage and progression in English across the school and records the quality text drivers to be used by teachers.

Short term planning is carried out by individual teachers using an agreed planning proforma. Plans are regularly scrutinised.

18. Foundation subjects

Children will be expected to write a variety of genres within their topic work. The application of spelling, punctuation and grammar should be evident. The same expectations for handwriting and presentation should be applied. 'Every Day' flaps should be used at the back of topic books to support children. Red stickers will be placed on application pieces to indicate an independent piece of writing.

19. SEND

The class teacher is responsible for ensuring that pupils with difficulties in basic skills and additional needs are given appropriate support to access the learning and make progress. The SEND Co-ordinator will provide teachers with guidance and will monitor provision. The English Subject Leader will monitor provision and progress for SEN and disadvantaged groups to ensure that they are making progress.