



Treloweth Primary School

English Policy

	Signature	Date
Governor with responsibility	<i>Mr W. McKenzie</i>	June 2021
Headteacher	<i>Mrs L. May</i>	June 2021
Review date: June 2022		

At Treloweth, we aim to develop in the children we teach, an enthusiasm for literacy in all its forms and the confidence to express themselves both orally and through the written word. We are passionate about reading and about the positive impact that reading for pleasure can have on our pupils' future life chances. Competence in reading is the key to independent learning and therefore the teaching of reading is given a high priority by all staff.

We believe that exposure to high-quality children's literature within the primary school setting is vital as a rich context for learning; not only within English as a subject but to support building a reading culture throughout the school. We aim to use high quality books that offer opportunities for empathy and can aid philosophical enquiry, as a means of developing the spoken language requirements through debate, drama and discussion using the issues raised through, and within, the text.

Early Reading

Read Write Inc

We are passionate about teaching every child to read, no exceptions. "Our mission is to teach every child to read – and keep them reading." Ruth Miskin, 2021. We share this mission with Ruth Miskin from Read Write Inc (RWI). The details below, of how we teach Early Reading, show how we strive towards this.

Children learn to read best when they enjoy reading and we endeavour to foster a love for reading from EYFS to Year 6.

Read Write Inc is an inclusive literacy programme for all children in Reception, Year 1 and Year 2 learning to read. Children learn the 44 common sounds in the English language and how to blend them to read and spell. At Treloweth, we focus on the reading elements of the scheme with some writing time which includes spelling, 'holding a sentence' and answering comprehension questions. Reading is the key that unlocks the whole curriculum so the ability to efficiently decode is essential.

RWI sessions occur daily:

EYFS: 10:45 – 11:30

Year 1: 9:00 – 9:45

Year 2: 9:00 – 9:45

The pace of the programme is key to the children's reading progress and development.

Intent:

We aim to enable our children to:

- Love reading so much that they want to pick up a book to 'read for pleasure';
- Apply the skill of blending phonemes in order to read words;
- Segment words into phonemes in order to spell;
- Know that blending and segmenting are reversible processes;
- Read high frequency words (red words) that do not conform to regular phonic patterns;
- Read texts and words that are within their phonic capabilities as early as possible;
- Decode texts effortlessly so they focus on comprehending what they are reading;
- Spell effortlessly so that they can focus on composing their writing.

Implementation:

Implementation of RWI is based on the 5 Ps:

Praise – Children learn quickly in a positive, supportive learning environment.

Pace – Good pace is essential to the lesson.

Purpose – Every part of the lesson has a specific purpose.

Passion – The energy, enthusiasm and passion that each RWI practitioner puts into the lesson is vital for the success of the programme.

Participation - A strong feature of RWI lessons is partner work and the partners 'teaching' each other (research shows that we learn 70% of what we talk about and 90% of what we teach).

Planning:

Pupils work within ability groups which are defined by their performance on R.W.I assessments. Pupils are assessed a minimum of once every half term and the groups are reorganised accordingly.

Delivery of Phonics:

- Initial sounds are to be taught in a specific order.
- Sounds taught should be 'pure' ie 't', not 'tuh' as this is central to phonics teaching and the ability to recognise sounds in words.
- Blends are to be declustered. e.g. bl is two specific sounds.
- Children are to be taught that the number of graphemes in a word always corresponds to the number of phonemes. This greatly aids spelling.
- Set 2 sounds are to be taught after Set 1 (initial sounds)
- When a child starts learning Set 3 graphemes, letter names are to be used when spelling.

Impact:

Foundation Stage:

RWI is fully implemented in Reception by fully trained teachers and TAs, where the class will be split immediately into groups (7 minimum) after a baseline assessment is completed.

Lessons will take place daily at 10.45.

Year One:

RWI groups (7 minimum) will be set following assessments carried out by the RWI lead. The sessions will occur daily for 45 minutes and will be carried out by fully trained teachers and teaching assistants. Lessons will take place daily at 9am. Any children who do not pass the

phonics screening in Year 1 will continue to receive RWI sessions and RWI top-ups each afternoon - 1:1/small group intervention.

Year Two:

RWI groups will be set following assessments carried out by the RWI lead. The sessions will occur daily for 45 minutes and will be carried out by fully trained teachers and teaching assistants.

Key Stage Two:

R.W.I catch up will take the form of an intervention during afternoon sessions for those children with the greatest need in Year 3/4. This will be done using the 1:1 RWI catch up programme by trained TA's.

Inclusion:

SEND pupils participate in RWI as fully as all other pupils. All children learn in ability groups so that the teaching and texts are at the 'Goldilocks' level (just right) for each child. 1:1 tuition is provided where appropriate.

Assessment and Recording:

Children are assessed throughout every lesson. Every time partner work is used the teacher assesses the progress of the children. The teacher assesses how children:

- Read the grapheme chart
- Read the green and red words
- Decode the ditty/story
- Comprehend the story

Formal assessment is carried out every 5 – 6 weeks by the RWI lead and Phonics Catch-up lead as well as a couple of experienced practitioners using the RWI assessments from www.oxfordowl.co.uk. New arrivals are assessed before joining a group and children are assessed more frequently when required.

Monitoring:

The RWI lead oversees the assessment, monitoring and training of RWI in EYFS & Year 1. The RWI Phonics Catch-up lead oversees the assessment, monitoring and training of RWI in Year 2 and those in KS2 who access this Reading scheme.

The RWI lead and Phonics Catch-up lead are responsible for reporting to the Senior Leadership Team (SLT) and the Governing Body on the attainment and progress of pupils in RWI as well as the impact of RWI on raising standards. The RWI lead is responsible for attending training and cluster meetings in our MAT (Multi Academy Trust).

Classroom Display 'must haves':

EYFS:

- RWI sounds displayed, once taught
- Speed Sounds chart for MA group
- Green words
- Red words
- Alien words
- Fred Frog

KS1:

- Complex Speed Sounds poster
- Green words
- Red words
- Alien words
- Fred Frog

KS2:

- Complex Speed Sounds poster if appropriate

Reading:

One session per day is set aside for reading, spelling and grammar activities. Children are exposed to a wide range of texts from a number of sources. In our writing scheme of work, Literacy Tree, texts are chosen by children's literature experts for their quality and significance. Within the range there is a wide variety of fiction and non-fiction genres such as historical narrative, mystery, adventure and fantasy.

As children develop fluent decoding skills, a greater focus on comprehension is introduced. We use the ERIC approach to teach the skills of reading across the school from Year Two or earlier depending on achievement.

ERIC: Reading



Explain: Discussing vocabulary in context and discussing understanding of whole texts



Retrieve: Finding Information in the text



Interpret: Inference skills with an emphasis on using evidence



Choice: Focus on author's choice of words and layout

Reading is also taught through 'Comprehension Ninja and Reading Eggs from Year 2 to 4 and in Years 5 and 6 children use 'Read Theory'. Book talk and discussion play a key role in developing vocabulary knowledge and skills.

Children complete written ERIC activities at least twice per week from Year 2 using a whole class teaching approach. They are taught how to apply these reading skills to support learning in other subjects.

Reading is also taught through:

- independent reading - a structured opportunity to apply reading skills;
- 1:1 reading with a member of staff.
- Comprehension Ninja – to ensure children have access to non-fiction and more obscure genres.
- Online reading programmes including – Read with Phonics, Reading Eggs, Read Theory

Children who are working below age-related expectations are identified swiftly for RWI catch up programmes which include 'Fresh Start, Reading Recovery and Nessy'.

We firmly believe that practicing reading at home is vital and we encourage this through various incentives.

The high profile of reading is maintained through various whole school events including: Reading Week, World Book Day, Book fairs and author visits/Skype sessions. Enthusiastic readers are commended during whole school assemblies. We ensure children can access excellent literature for their age group through the '30 Reads' initiative set up in each classroom. The library is also stocked with one hundred recommended reads for every year band as well as a large selection of non-fiction texts.

Writing

Through the use of The Literacy Curriculum we have mapped the coverage of the entire English Programme of Study for KS1 and KS2 into the Treloweth School curriculum map. Books are the catalyst for learning and are chosen carefully for this purpose. In many cases objectives are covered more than once and children have opportunities to apply these over the course of a year, as well as to consolidate prior knowledge from previous years. We believe strongly that children should be secure in applying the skills of curriculum 2014 within their writing and their reading and that this approach is fully comprehensive. Where needed, planning sequences are adapted, personalised and differentiated to ensure that all children are supported.

By placing books at the core of our curriculum, we are allowing our teachers to use the text as the context for the requirements of the national curriculum. We believe that a context for learning is vital – and our chosen approach ensures that objectives for reading and writing, including those for grammar can have purpose.

We always aim for our writing opportunities to be meaningful; whether short or long and that the audience is clear. Books offer this opportunity; our final aim would be that children have real reasons to write, whether to explain, persuade, inform or instruct and that where possible, this can be embedded within the text or linked to a curriculum area. Writing in role using a range of genres is key to our approach as is writing a critique of the text and making comparisons – all writing skills that will support children in preparation for their time in secondary school.