



Templefield English Policy 2021

Intent

At Templefield, English and the teaching of English is embedded across the curriculum. Our aim is to ensure that every child progresses in the areas of reading, writing, speaking and listening. We believe in supporting our children to love reading and writing. We recognise the importance of nurturing a culture where children take pride in their writing, can write clearly and accurately and adapt their language and style for a range of contexts. We believe in setting high standards in the presentation of writing along with setting the important foundations in spelling and grammar. We aim to inspire children in their writing by providing opportunities to develop and apply their writing skills across the curriculum. We value reading as a key life skill and we are dedicated to enabling our pupils to become lifelong readers. We believe that through supporting our children to learn to read, they will be able to read to learn for the rest of their lives. Reading is key for academic success. We believe in developing reading fluency and all comprehension skills coupled with promoting a love of reading so all of our children can access the delights and rewards that reading provides.

Reading – Implementation

Teachers at Templefield Lower School will:

- Use reading to enthuse and engage children and often as a starting point for Literacy and topic work.
- Provide a daily Literacy lesson (or learning activities in the Early Years Foundation Stage) based on the objectives detailed in the Templefield Curriculum and/or the Early Years Framework.
- Provide a daily Phonics lesson in Reception and Year One, following Letters and Sounds *(COVID - catch up daily Phonics in Year 2 for all pupils leading to the national phonics screening tests in Autumn Term 2. Continuing with daily phonics teaching into the Spring term to cover alternative spellings as part of Letters and Sounds)*
- Plan together in year groups the overall Literacy programme ensuring consistency of approach, standards and expectations in accordance with the Templefield Curriculum and in response to other whole school approaches e.g. marking and feedback.
- Provide individual, small group and whole class learning opportunities to include guided reading and/or individual reading with the teacher or other trained adult on a weekly basis.
- Move children through the reading scheme ensuring that a range of different texts are accessed by all children. To include fiction, non-fiction, poetry across a range of different publishers.
- Children in Year 2,3 and 4 will use 'Reading Journals' to record their comprehension work through guided or whole class reading sessions.
- High quality comprehension tasks will be set to ensure that skills are interwoven and built across all strands of comprehension.
- Group pupils appropriately in order to vary learning styles and to cater for individual needs. Differentiate work by task, outcome, or support given to meet individual needs.
- Use the VIPERS framework for questioning in all reading activities.
- Provide a stimulating Reading enriched environment and inviting book corner.
- Read daily to children using class novels and high quality picture books.
- Use our school library weekly to provide children with the opportunity to explore a wide genre of books *(COVID - during restrictions children have been unable to access the library).*
- Plan engaging and stimulating reading focused weeks e.g. Literature Festival, Book Week including World Book Day where high quality texts will be used to enhance the children's love of reading along with development of key reading skills.

- Teach Phonics in line with the Phonics Implementation strategies.
- Highlight groups of children to participate in a half termly book club (COVID – not running under COVID restrictions).

Assessment of Reading:

Assessment takes place by:

- Providing high quality, consistent feedback relevant to the child's reading ability to ensure rapid progress.
- Utilising the Early Learning Goals and Rising Stars Progression framework (PIVATS for SEND if applicable) for reading to monitor, assess and record attainment and to track progress.
- Assessing Phonics half-termly and using the data to address support needs and areas to revisit.
- Ensuring children do not progress to the next reading stage until they are fluent, can comprehend, interpret and respond to texts very effectively and have accessed the variety of genres offered within each stage.
- Ensuring the class teacher, teaching assistant and volunteer helpers, will keep a daily record of which children have read in school. The aim is for all children to be heard read as often as possible. Reading that has taken place in school to be noted in the purple reading record.

Engaging Parents and Celebrating Reading:

- Reading and Phonics workshops will take place regularly to inform and work in partnership with parents.
- Reading books will be sent home daily with the child's purple reading record. All reading at home should be noted in the reading record. We expect children to read with an adult on a daily basis Reception and Key Stage One and three times a week in Key Stage Two.
- When children are not evidently reading at home, teachers will discuss this with parents and offer constructive support.
- Online books using Active Learn will be promoted to parents.
- Volunteers will be recruited to support children in reading regularly at school.
- VIPERS framework to develop comprehension shared with parents.
- A detailed end of year report will describe progress and acquired skills in reading along with identifying next steps.
- Parents are invited in to school to participate in reading activities e.g. Reading Café during Book Week (COVID restrictions not allowing currently).

Writing - Implementation

Teachers at Templefield Lower School will:

- Provide daily Literacy lessons (or learning activities in the Early Years) based on the objectives detailed in the Templefield Curriculum and/or the Early Years Framework, linked to our exciting and engaging curriculum topics and themes.
- Plan together in year groups the overall Literacy programme ensuring consistency of approach, standards and expectations in accordance with the Templefield Curriculum.
- Sequences of work that build to final piece of independent writing will be carefully planned to incorporate:
 - 1) the teaching of new vocabulary and grammar
 - 2) time to practice new skills
 - 3) planning time
 - 4) shared writing or modeling
 - 5) evaluating and editing
- Ensure children will be taught about achieving clarity, having an awareness of the audience, purpose and context for their writing. Furthermore, pupils will be taught how to plan, revise and evaluate.

- Children will be exposed to an increasingly wide knowledge of spelling, punctuation, vocabulary and grammar; all elements of developing a child's writing will be woven into daily Literacy lessons.
- Provide individual, small group and whole class learning approaches.
- Group pupils appropriately in order to vary learning styles and to cater for individual needs.
- Deliver daily discrete phonics sessions using Letters and Sounds in Reception and Year One (COVID – phonics teaching has continued into Year 2)
- For children in Year 2,3 and 4 follow the No Nonsense structured spelling programme.
- Promote the use of Spelling Shed, both within school and at home to enable the children to build on their spelling knowledge in a fun and engaging way.
- Differentiate work by task, outcome, or support given, to meet individual needs so that all children can achieve and be the best writer that they can be.
- Deliver discrete handwriting lessons using the Teach Handwriting Whole School Scheme. Print font is taught in Foundation Stage and throughout most of Year 1. In the Summer Term of Year 1 cursive handwriting is introduced with no lead in line. Cursive continues to be taught throughout Years 2, 3 and 4.
- Spelling lesson frequency, duration and content will be age appropriate i.e. Early Years may spend 5 minutes a day on gross and fine motor exercises whereas in Year 3 they may have a stand-alone 20-minute lessons a week.
- Provide children opportunities to write across the curriculum.
- Ensure that displays promote, model and celebrate all aspects of writing.

Engaging Parents and Celebrating Writing:

- Progress and achievements in writing are shared at parent evenings along with informing parents of next steps.
- A detailed end of year report will describe progress and acquired skills in writing.
- Classroom and school displays will feature writing from across the curriculum.
- Homework tasks will embrace writing opportunities and children are encouraged to learn spellings each week.
- Use of 'Spelling Shed' at home is encouraged.
- Star of the Week Awards are presented in whole school assemblies to recognise excellence across the curriculum, including writing.

Monitoring and Review:

- The implementation of this policy is the responsibility of all staff, the head teacher and the governing body.
- We believe monitoring of provision for Literacy contributes to raising standards of teaching and learning. This monitoring will take place during each academic year in line with the Monitoring and Self Evaluation Cycle planned by the SLT. This monitoring will include, lesson observations, evaluation of data, work scrutiny, planning scrutiny, learning walks and moderation of work.

Policy Written June 2021