

# Treeton C of E Primary School

## English Policy

Date: September 2024    Review: September 2025

Subject Leader: A Brooks

This policy sits under the overarching Curriculum and Assessment Policy - including Feedback & Marking Policy 2024-25 and it should be read alongside the Phonics Policy 2024-25.

### Intent

At Treeton C of E Primary School, we strive to deliver an engaging English curriculum that will foster a positive attitude to literacy as an interesting and exciting part of the curriculum. It is our intent that children at Treeton receive a high-quality curriculum that is inclusive, develops confident writers, communicators and fluent readers who are able to effectively articulate their ideas.

We have a rigorous and well organised curriculum that provides many purposeful opportunities for reading, writing, discussion and the acquisition of tier 2 vocabulary. Our curriculum follows the aims of the National Curriculum for English and promotes diversity to create an inclusive classroom whilst challenging stereotypes and prejudice. We are committed to equality of opportunity and seek to foster good relationships between children through a diverse range of English resources. These aims are embedded across our literacy lessons and the wider curriculum.

We endeavour to provide the means for children to develop a secure knowledge base in English, which follows a clear pathway of progression as they advance through the primary curriculum. Rigorous assessment and review will ensure that we are able to provide targeted support for those who require it so that all children experience success in English. We believe that a secure basis in literacy skills is crucial to give our children the tools they need to participate fully as a member of society.

### Implementation

#### Reading

Developing a love for reading is at the heart of our curriculum. Each classroom has an engaging and stimulating library that contains a wide range of text types and genres in order for all children to experience and learn from different structures, styles and formats of reading. Each class also has class librarians who have the role of ensuring the library is well organised. In KS2, librarians also influence the layout and any reading challenges in the library. We continually review our reading practice and ways to engage children in their learning and development of a love for reading.

We follow the phonics Read, Write Inc. programme in EYFS and KS1 until the children have the skills and fluency to access age-appropriate texts (for further detail see the Phonics Policy). All children from Reception to Year 2 are screened on a half termly basis and placed into the appropriate group that matches their phonetic and reading development. Teachers and teaching assistants teach the groups and there is a 45-minute phonics and reading lesson 5 times per week. At the early stages of learning to read, we provide reading materials that are closely matched to learners' phonics knowledge.

In Key Stage 2, Pathways to Read is used to deliver whole class reading lessons. During a whole class reading sessions children will read a range of texts and respond to different layers of meaning in them. One day of each week, children engage in comprehension type activities to allow them the opportunity to apply their reading skills.

All reading is planned and taught daily for 30 minutes. Children access a variety of non-fiction and fiction text. Reading skills taught linked to VIPERS, which is an anagram used throughout school to aid the recall of the reading domains. The VIPERS skills are Vocabulary, Inference, Prediction, Explanation, Retrieval and Sequence or Summarise.

Parents are supported in their understanding of how the school teaches reading and other reading matters in regular updates shared with the whole school community.

### Individual Reading

- Each child takes a reading book home. They are expected to read at least 3 times per week at home and they are rewarded for this. Each half term, children receive a reading certificate if they have read every week at least three times at home over the half term. Each time children read 3 times they receive a raffle ticket. To monitor this, the teacher initials the home reading record each time a child has read three times to show that their reading has been acknowledged and that a raffle ticket has been given. A raffle is drawn each half term and the winner receives a gift voucher. Note that the reading diary entries must be signed by an adult when a child has read at home.
- The home/school reading diary is used to keep track of books children are reading and how frequently they are reading at home. This book is also used to record comments when someone hears a child read on an individual basis in school. It should be brought into school each day in a book bag.
- All children in KS2 have a 'Books I Have Read' card in their drawer. Children complete these independently (through overseeing from the teacher) when they have finished a book and mark whether they have enjoyed it. This allows the teacher to monitor the type, range and quality of books they are reading, including the coverage of genres.

### Children at risk of reading failure

For any child at risk of failure to read, interventions, catch-up sessions and bespoke boosters are provided regardless of age or year group.

#### **If children don't read at home, we will:**

- Send a polite message on Dojo to remind parents. The following standardised message or messages below will be sent:

*Your child appears to have not read 3 times a week for the last two weeks according to their reading diary. Please note that we ask that parents listen to children read at least three times a week to ensure they make good progress in this area.*

*Your child appears to have not brought their reading diary into school for the last two weeks. Please ensure it is brought into school daily. If your child has lost their diary or you have any questions about this message, contact your child's class teacher.*

- If children continue to not read at home or bring their reading diary into school, a phone call will be made to the parent.
- Following this, a formal letter will be sent.
- If appropriate, a meeting will be organised with KS Leader/ a member of SLT
- Lost reading diaries must be replaced by parents, at parents' expense for £3.50.

## **Promoting a love of reading**

At Treeton we promote a love of reading in the following ways:

### **Story time**

Pupils at Treeton will be read to daily. Teachers will model fluency and intonation when reading. The texts chosen will be a range of high-quality age-related texts. For children in KS1 and EYFS, visitors from the Rotherham library service deliver a story time session once a term.

### **Book trees/Dream reads**

Each year group have a selection of 40 texts to read throughout the year. These are high quality texts which have been chosen using Pie Corbett reading scheme, diverse texts, traditional tales and other age-related text. In KS2 these are referred to as book tree reads and in EYFS/KS1, they are Dream reads. These are texts which can be shared by an adult at home and can help to establish a routine at bedtime.

### **Book clubs**

Once a term, children have the opportunity to join an after-school book club, designed to foster a love of reading and enhance literary skills. In this club, children explore a variety of authors and participate in group discussions centred on selected texts, promoting critical thinking and collaborative learning while broadening their literary horizons.

### **Links with the local library**

At Treeton, we maintain strong links with the local library in Aston, fostering a rich literary culture among our children. The librarians play an integral role in this partnership by delivering special assemblies, including World Book Day and the Rotherham Summer Reading Challenge, in which many of our children enthusiastically participate. These initiatives not only promote reading for pleasure but also encourage a deeper appreciation for literature, helping to enhance the educational experience and support the development of vital literacy skills.

### **Book fair**

In our commitment to fostering a love of reading, we actively promote reading for pleasure by organising a regular annual book fair for parents and children. This event serves as an opportunity to engage families, encourage literacy development, and broaden children's access to a diverse range of literature, thereby cultivating a supportive reading community within our school.

### **World Book Day**

Every year, we get excited for World Book Day, where we host a fun-themed event that brings attention to popular authors, all sorts of book types, and interesting genres. This event not only helps spark a passion for reading among our children but also makes literature accessible and enjoyable for everyone involved.

## **Writing**

### **Early Writing**

At Treeton Primary School we believe that developing children's positive attitudes to literacy from the earliest stage is of paramount importance. We strive to foster these attitudes by using play, story, songs and rhymes and provide lots of opportunities and time to talk with children about their experiences and feelings. The role of adults in supporting children is crucial to fostering their positive attitudes towards Literacy and we believe strongly that parents are our partners in achieving this.

Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). In Early years, the development of these skills is crucial to good progress.

The use of dictation is a key classroom strategy which aids this process. Dictation in its simplest definition is the process of writing down what someone else has said.

Dictation can be a whole class or small group activity that offers children guided writing and spelling practice. It is a systematic way for the teacher to connect the skills taught in reading to children writing. Application is how the skills stick. Just as decodable texts give children the opportunity to apply the phonics skills you have taught to their reading; dictation practice allows them to apply the skills to their writing. Dictation is to spelling what decodable books are to reading.

It is important to remember that dictation is not an assessment. It allows the teacher to check students' understanding such as of sound-spelling correspondences.

The reading framework *Teaching the foundations of literacy Section 3: Word reading and spelling* Published in January 2022 states the following:

*For writing (spelling and handwriting), children should:*

- *practise segmenting spoken words into their individual sounds*
- *choose which letter or letters to represent each sound*
- *practise a correct pencil grip*
- *be taught the correct start and exit points for each letter, which should not include 'lead-in' strokes from the line (see below)*
- *respond to dictation from the teacher, practising writing words in sentence that include only the GPCs and exception words they have learnt.*

*Dictation is a vital part of a phonics and transcription session. Writing simple dictated sentences that include words taught so far gives children opportunities to practise and apply their spelling, without their having to think about what it is they want to say*

### **Key Stage 1**

In Key Stage 1 children will be taught to learn to speak confidently and to listen to what others have to say. They will begin to read and write independently and with enthusiasm. The children will be encouraged to use language to explore their own experiences and imaginary worlds. Through 'Pathways to Write', children will have daily English lessons that focus on National curriculum 2014 teaching requirements.

### **Key Stage 2**

A teaching sequence for writing is followed when teaching writing, and built into the sequence is the use of success criteria (steps to success) for every lesson. Plenary sessions provide opportunities for evaluating and reflecting on progress made against the agreed success criteria (steps to success) in each lesson. In Literacy books, children use the right-hand page to compose their writing. The left-hand page is used for the success criteria and as a try it space for spelling, grammar and punctuation

When planning literacy lessons, teachers aim to make links to other areas of the curriculum to ensure that these cross-curricular links provide further context for learning, and apply the 'teach simply' model. Lessons sequences themselves build progressively towards an extended piece of writing with spelling, punctuation and grammar skills embedded within the teaching sequence. Progression documents support teachers in teaching and providing the correct level of skill to be acquired by the children.

Assessment for Learning is embedded in literacy lessons and children are active in reviewing the successes in their work and identifying, with support from their teacher, target areas for development to ensure a continuous and individualised approach to improving their work.

**This teaching sequence for writing** is outlined below:

### **Immerse**

The first part of the sequence involves familiarising children with the purpose for writing and the subject matter their writing will be based on.

## **Analyse**

Children then move on to explore the layout (organisational) features and language features of the style of writing they will be producing. When analysing the language features, all SPAG elements should be either taught or revisited.

## **Skill**

In this section of the writing sequence, children are taught the spelling punctuation and grammar skills that they will need to produce their piece of writing. The focus in this session is on new SPAG knowledge children need to acquire in order to write competently in the writing style introduced at the beginning of the sequence. This is taught in focused sessions which is pitched at the level children are working at. This should be taught in a variety of context so that it impacts on writing fluency.

## **Plan**

In this section, children are given the opportunity to plan the piece of writing that they will create.

## **Write**

In this section, children are given the opportunity to produce their piece of writing based on their plan. This may include shared, guided and modelled writing.

## **Review**

At this point in the sequence, children are given the opportunity to review their writing, edit and improve based on the steps for success for the piece of writing. This can be self-evaluated or peer feedback may be used – verbal or written.

## **Publish**

Children may be given the opportunity to publish their writing which means producing a final draft. This should be as creative as possible in line with the purpose of the writing.

## **Success criteria**

In each literacy lesson, children in Key Stage 2 are given a success criterion in each writing lesson. This is a process led success criteria which means the learning intention is broken down into manageable small steps, and children are informed on what they need to do to achieve the learning intention. Children also self-assess their work and teachers mark each step achieved using colour coding – red for not achieved, orange for progress towards the step and green for achieved. This helps teachers to easily identify and address any misconceptions in learning.

## **Vocabulary**

Each child has three sessions a week of RVI (Robust Vocabulary Instruction). These sessions develop children's vocabulary skills so that they can use ambitious vocabulary (tier 2 words) in a range of context (See the school's RVI policy for further details).

## **Spelling**

From Year 2 to Year 6, national curriculum spellings are taught from the Purple Mash spelling scheme. The benefits of this scheme are the fact that children can access their spellings from home and also engage in additional spelling activities online that reinforce and consolidate learning.

Children in KS2 (Year 3 - 6) follow the following sequence:

## **KS2 Teaching sequence for the teaching of spelling with suggested activities**

### **Monday: Revisit/ Recap and Teach**

- Quick write as many words fitting a particular rule or exception in one minute (e.g. Challenge the children to think of exception words for the 'i before e' rule or a previous week's spelling words.
- Spaced retrieval practice
- Introduce new words – where have children seen these words before? Are there any word associations?
- Say the words and verbally use the word in context with a focus on correct pronunciation
- Give the meaning of the word
- Give attention to what is important about the words/pattern found in them

### **Tuesday: Teach**

- Analyse the words – say the words, are there any recognisable letter patterns? Word families?
- Break words into smaller chunks and count the syllables
- Identify the root word. If there are suffixes and prefixes, how do these change the meaning?
- Teach for misconceptions
- Share examples and non-example e.g., success or sucess?
- Narrate thought process about how the spelling patterns can be remembered

### **Wednesday and Thursday: Practise**

- Create rules and mnemonics for the exception words
- Make a mnemonic for a tricky word
- Varied fluency activities such as identify the errors in the given spelt words
- Create a string of rhyming words using the identified pattern in spelling words
- Look, cover, write, check
- Write the word – write it backwards, joined, in uppercase and lowercase, write the words out in alphabetical order, write the words and colour the vowels, write the words in a pyramid etc.
- Investigate how many words can be found with silent letters
- Write the words in Nelson handwriting
- Spelling quiz

### **Friday: Apply learning**

- Use the word in different contexts
- Write a short funny/scary story using the week's spelling words
- Dictation exercises
- Paragraph challenge – how many words can you use in a paragraph

### **Assessment runs throughout the week**

- Challenge the children to use the spelling words in their writing over the week
- Encourage children to self-test
- Use peer feedback
- Use a range of questioning

Y2 use a different spelling sequence; a copy can be found at the end of this policy in Appendix 1

In EYFS/Year 1, the Read, Write Inc. phonics programme is followed; this supports the teaching and learning of spelling.



## **Handwriting**

At Treeton C of E, we use the Nelson handwriting scheme from EYFS to Year 6. Nelson Handwriting provides a clear, practical framework for implementing and developing a whole school handwriting policy. Pupils are actively encouraged to explore different styles of handwriting and develop their own style.

Handwriting is taught for at least 10 minutes, three times a week. Each session will have a clear focus and the children will watch the teacher modelling letter formation and/or joins. It may be that it will be more appropriate to group the children in order to differentiate, but the children must see an adult modelling the writing.

## **Impact**

The impact of the school's curriculum can be seen in the work the children produce and the outcomes for all groups of pupils within the school. The organisation of the English curriculum has realised a community of enthusiastic readers and writers who enjoy showcasing their developing literacy knowledge and skills. Children are confident in their reading and writing, and love to discuss and share their ideas. Outcomes of work in both literacy and in other subject areas evidence the high quality of work and the impact of varied and cross curricular writing opportunities. These enable children to write across a range of forms and adapt their writing successfully, considering the audience and purpose.

### **Assessments in reading**

Assessment is carried out against the National Curriculum (2014) outcomes (Y1-Y6), and is supported by the termly NTS Hodder assessments (see Curriculum and Assessment Policy)

Every term, the NTS Hodder standardised tests are used as a form of summative assessment to identify strengths and weaknesses of children's progress. They also provide a scaled score relative to their age and the point in the year. In addition, children's weekly guided reading outcomes (in Y1-5) are used to support teacher judgements. These are kept in the class teacher's reading file.

### **Assessment of Writing**

Children's writing is assessed each term. The piece of independent writing is based on the writing purpose recently covered, and it is assessed to establish whether children are working towards, at expected or working at greater depth in writing. At Year 2 and 6, children are formally assessed at the end of the key stage against national standard expectations. Moderation exercises are undergone regularly throughout the year to ensure accuracy in assessment of writing levels. In addition to this, children are assessed in spelling punctuation and grammar (SPAG) termly using the NTS Hodder assessment resources from Year 1 -Year 6. This ensures that children who require additional support or intervention to enable them to reach age related expectation are quickly identified.

### Appendix 1: Y2 Purple Mash Spelling Scheme weekly outline

	Revisit and review	Teach	Practice	Apply	Handwriting
Mon	Review of previous learning. This could be an area where you have noticed misconceptions or previous sounds or words taught in earlier weeks or half terms for spaced retrieval practise.	Spelling test, in test books using words from the purple mash spelling sheets sent home previous week.		Write the correct spelling of any incorrect words and then choose one to write into a sentence.	Next page from Y2 nelson book.
Tues	In the early stages of Year 2 spelling this could also be recap of previous sounds.	Introduce new sounds/rules/words using relevant purple mash slides. Talk through the words discuss meanings, spelling patterns etc.	Complete purple mash online 'quiz'. Dependent on time/children this could be done interactive during carpet time or each child could write words individually in their books and check.	Application activity - applying the spelling of the word to writing. E.g. - Write the word in a sentence	Next page from Y2 nelson book.
Wed	Quick activities e.g: flash card words or sounds.  Write the word .....	Display this week's spelling words talk through list. What do you notice when you say these words out loud?	Purple mash activity from slides e.g. Match word to definition Pictionary Write the words in a funny way (dots, bigger, smaller, rainbow) Pyramid words Write the root in one colour, suffix in another Rewrite the sentences correctly Flower words.	- Can you write a question with xxxx word in? - Can you write a command with xxx word in? - Can you write an explanation with xxx word in? - Write a sentence, read it out tp your partner, miss out the spelling word. Can they guess which word you wrote?	Letters building up to this week's sound e.g. practise l and then e for le.
Thur	Write down as many word with the..... sound in.  How many words with the ..... sound can you see in this text (displayed on board)?	Display spelling words slide again; Focus on any spelling patterns in words. Are there any ways we can remember this words? Which words match the pictures?	Spelling activity e.g. Word cards - sort by rule Word cards - quiz, quiz trade Stamp it out. Bingo	-	This week's sound/rule e.g. join le
Fri	Can you write down all the different graphemes for the ..... sound?	Display spelling words slide again; Address any misconceptions from previous lessons. Can you find the root word? Can you think of any other words that follow this rule?	Dictation activity - give children copy of purple mash sentences, read the sentences to children. Children fill in the gaps by adding the correct spelling word.		Spelling words from this week e.g. table, bottle.



