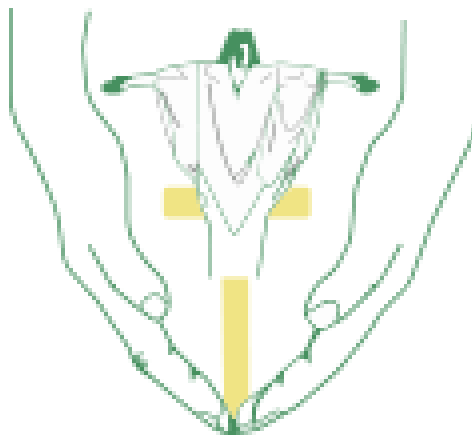


# English Policy

## Handbook



*Jesus is the centre of our lives,  
Our learning and friendships.  
In a safe, happy and caring community  
Where all are welcome.*

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## INTENT

### Reading

At Holy Cross Primary Academy, we aim to provide children with a high-quality education in English: a curriculum that will teach them to speak, read and write fluently to enable them to communicate their ideas and emotions to others and, through their reading and listening, communicate with them.

It is our intent that children will read widely and often at home and school for pleasure, for information and to expand and enhance their knowledge and understanding across all subjects. They are immersed in a reading curriculum that is rich and varied. Teachers model expert reading and use quality texts for children to interrogate. Through captivating imaginations, it is our aim that our children are motivated to apply progressively advanced skills that are transferrable to the digital and global world. Our children not only learn to read, they read to learn: reading is at the heart of our curriculum.

### Writing

It is our intent that high-quality literature and a range of stimuli inspire our children. Writing for a variety of purposes and audiences, the children apply progressively more complex skills to communicate ideas fluently and with interesting detail in a range of genres. Vocabulary is also 'taught not caught' through demonstration writing and, therefore, the children will have a highly developed repertoire of words using meaning seeking strategies, which extend detail and description. Writing in our school is well organised and structured and includes a variety of sentence structures. The children's excellent transcription skills ensure that their writing is well presented and punctuated and spelled correctly using their knowledge of spelling patterns and rules. Throughout the writing process, our children will edit and redraft their work, responding to feedback from their teachers and peers.

## **IMPLEMENTATION**

### **Statutory Requirements**

Teaching in the Foundation Stage follows the Communication and Language strand and Literacy strand of the Early Years Foundation Stage (EYFS) Framework 2021. Teaching from Year 1-6 follows the National Curriculum for English (2014) This is divided into three key stages: Key Stage 1, Lower Key Stage 2 (Years 3 and 4) and Upper Key Stage 2 (Years 5 and 6) and follows four areas: Spoken language; Reading (word reading and comprehension); Writing (transcription, spelling, composition, handwriting and presentation); Grammar and punctuation. By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

### **Inclusion and Curriculum Adaptations**

At our school, we teach Literacy to all children, whatever their ability and individual needs. Through our whole class Literacy teaching, we provide learning opportunities that enable all pupils to make good progress. We strive to meet the needs of those pupils with special educational needs, those with disabilities, those who are gifted and talented, and those learning English as an additional language, and we take all reasonable steps to achieve this. When progress falls significantly outside the expected range, our assessment process looks at a range of factors - classroom organisation, teaching materials, teaching style, and adaptation - so that we can take additional or different action to enable the

child to learn more effectively. Assessment against the National Curriculum through the Jonathan Bond Literacy toolkit allows us to consider each child's attainment and progress against expected levels. This ensures that our teaching is matched to a child's needs. All children have access to the full range of activities involved in learning Literacy. Where children are to participate in activities outside of the classroom (a theatre trip, for example) we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils. Assisting children with specific needs may involve the following:

- Texts that children can read and understand with increasing ease
- Visual and written materials in different formats
- ICT or other technological aids
- Alternative communication, such as signs and symbols
- Work scaffolds
- Adult support
- Learning support interventions

## Phonics

Phonics is a specific, defined body of knowledge. Phonics is also powerful knowledge. It opens up the potential of reading and so much other learning. Children are at an advantage if they are taught phonics efficiently and as early as possible in their learning journey.





We have adopted the Little Wandle Letters and Sounds Revised programme to teach phonics. This programme provides a full progression through all commonly occurring GPCs, working from simple to more complex, and taking into account the frequency of their occurrence in the most commonly encountered words. In this programme, all lessons involve direct teaching. The daily lessons follow the weekly content grids. Each lesson generally takes 15-30 minutes, depending on the age and stage of the children being taught.

## Phonics Planning and Delivery

In Little Wandle Letters and Sounds Revised, weekly content grids map each element of new learning to each day, week and term for the duration of the

programme. The pace allows for full coverage of all aspects of the progression. It also allows for significant periods of practice, consolidation and revision. Phonics is taught as a class and teaching and learning should not fall too far behind the pace set. Weekly planning grids are downloaded from the Little Wandle website. See example below.

### Weekly grid Reception phase 2 Autumn 1 week 2

Lesson focus	Revisit and review		Teach and practise						Practise and apply
	GPCs	Pronunciation phrase	Initial/end sounds: What's in the box?	New GPC and mnemonic	Formation phrase	Oral blending	Teacher-led blending words	Tricky words	Oral blending game
i iguana	s a t p	Pull your lips back and make the i sound at the back of your mouth i i i	insect invitation igloo iguana	i iguana 	Down the iguana's body, then draw a dot [on the leaf] at the top.	<b>New:</b> s-a-t s-i-t t-a-p	sat sit tip		<b>Can you do the actions?</b> p-a-t your arm m-ar-ch like the Grand Old Duke of York n-o-d your head h-o-p
n net	s a t p i	Open your lips a bit, put your tongue behind your teeth and make the nnnnn sound nnnnn	nurse nose nest net	n net 	Down the stick, up and over the net.	<b>Review:</b> s-a-t s-i-t t-a-p <b>New:</b> s-i-p n-a-p p-a-n	sat sit tip nap		<b>What is making the sound?</b> A c-ar goes zoom! A horn on a v-a-n goes beep beep! The bell on the b-u-s goes ding ding!
m mouse	s a t p i n	Put your lips together and make the mmmmm sound mmmmm	moon marble monkey mouse	m mouse 	Down, up and over the mouse's ears, then add a flick on the nose.	<b>Review:</b> s-i-p n-a-p p-a-n <b>New:</b> m-a-n m-a-p m-a-t	sip nap pan man		<b>What's that noise?</b> What sound does: a c-a-t make? a c-ow make? a h-e-n make? a sh-ee-p make?
d duck	s a t p i n m	Put your tongue to the top and front of your mouth and make a quick d sound d d d	dog door dinosaur duck	d duck 	Round the duck's body, up to its head and down to its feet.	<b>Review:</b> m-a-n m-a-p m-a-t <b>New:</b> d-i-p d-a-d s-a-d	man map mat dip		<b>Point to the ...</b> d-oor w-or-l (wall) ch-air f-l-oor
Review	s a t p i n m d	<b>Graphemes to display:</b> i n m d	<b>Match initial sound to object:</b> insect nose mouse dinosaur invitation monkey door			<b>Review:</b> d-i-p m-a-n n-a-p s-a-d	map mat dip sip nap pan		<b>Blend from the box</b> n-e-t d-o-g d-u-ck m-oo-n n-e-s-t

#### Notes for these lessons

- Use the GPCs in red for **Quick review**. Use the Prompt card and 'How to' video 'Revisit and Review: GPCs' for support.
- You will need to source the objects/pictures for the **What's in the box?** activities.
- This is the first week for the **Oral blending/Teacher-led blending words** activities. Take time to establish the routines.
- See the download 'Providing repeated practice: Practice throughout the day' for additional support about embedding phonics in your continuous provision.



## Phonics Assessment

**Placement Assessment:** A one to one placement assessment is used for whole cohorts upon entry to reception in the Autumn term in order to ascertain where to start teaching and to indicate gaps in learning that need revision. They can also be used to assess individual children who are new to the school. Guidance and an example of a placement assessment can be found in the appendices.

**Assessment in EYFS and Year 1:** Class teachers should carry out a 'Summative Assessment' every six weeks. These assessments help you keep track of pupils' progress, to inform next steps for teaching and identify pupils for 'Daily Keep-up'.

The summative assessments give a clear indication of the progress of each child. They should not replace the daily assessment for learning. Guidance for how to use these assessments and an example can be found in the appendices.

During the Summer term in Year 1, children complete a phonics screening check. This is a National assessment to check the child's ability to decode a range of real and nonsense words. Children who do not meet the national requirement in the screening sit the assessment again at the end of year two.

### Reporting

Once pupils have been assessed, this information is given to the Phonics lead and to SLT to use in SLT reporting, evaluation and action planning.

### Little Wandle Letters and Sounds Catch-up

Pupils who have not passed the Little Wandle Fluency assessment should continue to read a decodable book. The keep up sessions can take the form of individual Precision teaching or can be taught as a small group depending on the needs of the pupils. These pupils will be set a Collins E-book to read at home with their parents if appropriate. Pupil's who are completing the Little Wandle Catch up will also be given the opportunity to choose a 'reading for pleasure book' from the school library.

## READING

Reading is a key tool for life. Teaching children to become excellent readers and nurturing, in them, a love for reading is the essence of what we do at Holy Cross.

### Early Reading

We prioritise the development of early reading by putting reading at the heart of our curriculum. Using robust and systematic teaching of phonics, we provide an effective transition into independent reading, which subsequently encourages our older pupils to read widely and often. Phonics is an essential tool, but we are aware that, whilst phonic knowledge enables pupils to decode words, it does not teach them to understand meaning. We achieve this by providing opportunities for our pupils to sing, hear and engage with stories and rhymes regularly, to gain an understanding of what words mean through early, verbal comprehension. Children in EYFS have regular story times where they share a broad range of

stories belonging to different genres and cultures as well as book studies. These solid and secure foundations are then built upon to enable the children of Holy Cross to be fluent, confident readers, fostering a love for reading.

### Little Wandle Reading

Children need to be given regular opportunities to apply the phonics they have learned to read fully decodable books. The phonic progression in the books they read is matched to the progression of Little Wandle Letters and Sounds Revised. Reading sessions take place three times a week with either the class teacher or teaching assistant.

Each reading practice session has a clear objective and focuses on three key reading skills:

- Decoding
- Prosody- reading with meaning, stress and intonation
- Comprehension- understanding the text.

Reading practice sessions follow a clear structure:

- Pre-read: Revisit and review
- Reading practice: Practice and apply
- Review: Pacey review of any misconceptions and explanation of what is expected for home reading.

Guidance for this can be found in the appendices.

All books have been matched to the Little Wandle Letters and Sounds Revised progression.

### Whole Class/Shared Reading- Years 3-6

Shared reading happens in Years 3-6 four times weekly for 30 minutes. Whole class reading sessions focus on exploring and teaching vocabulary and reading comprehension skills. Children explore reading skills and fluency through a range of stimuli, including high quality texts taken from the book lists created and through a range of other resources.

Shared reading sessions follow this structure:



- **Monday:** Independent reading and one to one reading with class teacher and class teaching assistant.
- **Tuesday:** Vocabulary lesson. Vocabulary linked to a text is taught alongside 2/3 words from one semantic field listed in the Jonathan Bond Vocabulary Progression Map
- **Thursday:** Reading Comprehension linked to a text.
- **Friday:** Reading Comprehension linked to a text followed by a 'big question'.

Children will record this work in a reading comprehension book.

Reading is recorded and assessed regularly using the Literacy Assessment tool kit. Summative assessment is carried out termly with a comprehension test and recorded on Target Tracker from Year 2 upwards. EYFS, Year 1 and Year 2 reading (Year 2 Summer term) is assessed using the Little Wandle Letters and Sounds Revised Summative assessments. Assessments are also recorded on Target Tracker in Year 1. Whole Class shared reading should be planned weekly. This is planned on the Literacy weekly planning format. See planning format below.

#### English Planning- Year 6 Eagles and Owls

Date:		L.O:				
Resources:		Key Vocabulary:				
Day	Episode 1 SPaG	Episode 2	Episode 3	Episode 4	Episode 5	Episode 6
Adaptations for Learning					Success Criteria	
	SEN	EAL	PP	AGT		
Assessment						

#### Reading

Monday	Tuesday	Thursday	Friday

### Accelerated Reader

Moving from phonics to fluency, Accelerated Reader continues to support each child's love of reading, as well as continue to develop their fluency through their primary education. Accelerated Reader is a programme we use to ensure that

each child in KS2 has a reading book that will comfortably challenge pupils of all ages and abilities, while continuing to support their vocabulary acquisition and fluency of reading. Each half term, pupils undertake a short assessment called a 'Star Reading analysis' in order to inform their class teacher of their level of comprehension, which in turn allows their teacher to help each child set goals and direct ongoing reading practice. Every half term, each child will be given a new ZPD (Zone of Proximal Development) range from which they can select their daily class reading books within. A class teacher will use this to guide their judgement when listening to a child read and determining their book band. After each book, they read within their ZPD range, they will complete an online quiz and receive immediate feedback on their comprehension of the book, which motivates them to make progress with their reading skills. Their first book will be at the lower end of their ZPD range and as they achieve and succeed with each book, they will move towards the higher end of their range.

### End of day reading

We acknowledge the importance of sharing stories with children of all ages. At the end of the school day, class teachers read with their children. This may be the class reader or a text that is relevant to the class i.e. linked to the class topic. Each class has a reading spine where they may choose to select books from. All classes have non-negotiable texts included on their reading spine.

### Library Visits

Children in all year groups visit our school library once a week. Time slots are included on a timetable. Children will select an AR banded book to take home from the classroom library or school library (KS2) from the correct book band. In EYFS-Year 2 (those who follow Little Wandle) children select a correctly banded book from the phonics library/class phonics library. Pupils in EYFS also take a 'reading for pleasure' book home every two weeks. From Years 1-6, children visit the local library once a term and are able to select a book to take home.

## **Writing**

Writing is an essential and important part of our curriculum at Holy Cross. By the time they leave primary school, Holy Cross children will be able to use a range of forms for a variety of purposes and audiences. They will be confident in their choice of genre and language style for a specific purpose. Pupils should also regard themselves as writers and value their own work and that of others.

We have developed a writing curriculum that allows a range of genres to be studied. We use the Jonathan Bond English Unit Toolkit to teach writing. Within the toolkit, writing is divided into roughly two weekly writing units. Each writing unit includes opportunities to read, respond and discuss texts, analysis of text structure and grammar features, opportunities for talk and drama, planning, shared and independent writing and evaluating and editing based on feedback. All writing planning and skills focus work is recorded in a writing skills book. Writing composition work is recorded in a writing book. Literacy lessons happen daily for 50 minutes in KS1 and KS2. The overall Literacy lesson lasts for an hour and includes 10 minutes of taught Spelling or revision of a Grammar and Punctuation objective. Literacy lessons should be planned using the Literacy weekly planning sheet. Adaptations for learning should be included to show how learning will support all pupils in class including SEN, EAL, PP and AGT pupils. See planning format below.

#### English Planning- Year 6 Eagles and Owls

Date:		L.O:				
Resources:		Key Vocabulary:				
Day	Episode 1 SPaG	Episode 2	Episode 3	Episode 4	Episode 5	Episode 6
Adaptations for Learning					Success Criteria	
	SEN	EAL	PP	AGT		
Assessment						

#### Reading

Monday	Tuesday	Thursday	Friday

### Spelling

Three spelling sessions are planned weekly providing opportunities to practise and revise spelling throughout the week.

The teaching of spelling follows this sequence:

1<sup>st</sup> Session: Revisit

2<sup>nd</sup> Session: Teach

3<sup>rd</sup> Session: Practice

4<sup>th</sup> Session: Practise

5<sup>th</sup> Session: Apply

6<sup>th</sup> Session: Assess

As a natural progression from phonics, the Jonathan Bond Spelling Kit is used in Years Two to Six and is a comprehensive yet accessible progression in the teaching of spelling. Children from years one to six are tested weekly on their spelling rule or words from their common exception/non-negotiable spelling list. For home learning, children are provided with the spelling rule for the week, which will be taught and explored in class. Spelling home learning is recorded on a spelling sheet and uploaded onto the school VLE for children to access at home. The knowledge of this rule will then be tested the following week.

- Year 1: Four words linked to the spelling rule and two words from the year 1/ 2 common exception list.
- Year 2: Eight words linked to the spelling rule and two words from the year 1/ 2 common exception list
- Year 3 and 4: Eight words linked to the spelling rule and exception list and two words from the year 3/ 4 non-negotiable list.
- Year 5 and 6: Eight words linked to the spelling rule and two words from the year 5/ 6 non-negotiable list.

Example of spelling home learning sheet below:

Spring Term - Week 4 (28th January 2022)  
**SPELLING RULE:**  
 Prefix - **im**  
 Meaning: **im** - opposite  
 Plus 2 statutory words for Yrs 5 and 6.

Words					
immortal					
impolite					
imperfect					
immeasurable					
impatient					
immovable					
impossible					
immobile					
convenience					
criticise					

Spelling tests will be marked in class and recorded by the class teacher. The spelling test sheets are then given to the children to share with their parents/carers.

### Grammar and Punctuation

Teachers follow the National Curriculum for the teaching of punctuation and grammar. The English unit toolkit builds in these objectives allowing them to be taught in context. Grammar and punctuation revision takes place twice a week for the first ten minutes of a literacy lesson.

### Handwriting

It is our aim to encourage the progression and development of every child's handwriting throughout the schools into a fluent, legible and individual style that can be adapted for a range of purposes and will support their spelling and composition.

We use Penpals for handwriting. Penpals for handwriting is a complete handwriting scheme for 3-11 year olds, offering clear progression through five developmental stages. It teaches children a fast and fluent handwriting style to help them achieve their potential in writing.

Children in EYFS and Year 1 practise letter formation within the Little Wandle phonics sessions. Pupils in Year 2-6 use the Penpals Handwriting scheme. Taught Handwriting sessions are planned three times a week.

Pupils in KS2 have the opportunity to earn a pen licence once they have shown fluent and legible handwriting across a range of curriculum subjects. EYFS and KS1 pupils record their work using pencil.

## Speaking and Listening

At Holy Cross, we provide planned opportunities for a range of speaking and listening activities through the curriculum in order to encourage children to develop as fluent, confident and competent speakers who are also able to listen with interest and understanding for sustained periods. All staff model Standard English in the classroom.

The strands of speaking and listening are as follows:

- Talking to others - Talk in purposeful and imaginative ways to explore ideas and feelings, adapting and varying structure and vocabulary according to purpose, listeners and content
- Talking with others- Listen and respond to others, including in pairs and groups, shaping meanings through suggestions, comments and questions
- Talking within role-play and drama- Create and sustain different roles and scenarios, adapting techniques in a range of dramatic activities to explore texts, ideas and issues
- Talking about talk- Understand the range and uses of spoken language, commenting on meaning and affect and draw on this when talking to others.

Each of these areas are planned for in the weekly teaching sequence. Staff utilise these skills and select as appropriate activities that meet the overall learning objective. Children have the opportunity to develop their speaking and listening skills through a range of strategies and a rich speaking and listening environment.

## Working Walls

Working walls are used as an integral part of Literacy teaching. Each classroom has a working wall allocated for Literacy and this is used as a tool to assist in the teaching of each genre covered. Working walls illustrate the learning journey taken in the build-up to an extended piece of writing. Teachers are able to display their working walls in different ways and using a range of resources as long as learning and progression is clear.

## Assessment

Progress is tracked half-termly using a range of evidence, including the following:

- Teacher observations
- Baseline assessments and follow up assessments completed in each term.
- Evidence in writing books, writing skills books, reading comprehension books/discussion, phonics and spelling records
- Little Wandle Letters and Sounds Revised Placement and Summative assessment
- Accelerated Reader Star Analysis
- Statutory tests (SATs) in Year 2 and Year 6.

This evidence is used to inform planning and plan interventions.

Teachers and children assess in each lesson against a learning objective and the learning is broken down into smaller steps of success, so that each child can understand their successes and next steps. Children receive support using revision time at the start of each lesson. Short term and immediate support can be implemented in lessons by teaching staff. Children receive feedback on their work either verbally or in written form and act on these appropriately.

Judgements made regarding attainment are recorded on Target Tracker. The Head Teacher and SLT monitor target tracker data. Targets for each child are set at the beginning of the academic year in a target-setting meeting between class teachers and Head teacher. Intervention and support for pupils is planned within the meeting. Pupil progress meetings happen in the Spring and Summer term to ensure that the progress of different groups and individuals is monitored, and interventions are organised to support progress.

The Literacy Subject Lead also monitors attainment and Progress data. Learning walks, lessons observations, pupil interviews, book and planning monitoring happen throughout the year. These inform future areas for improvement and the impact of new initiatives.

### Moderation

The moderation of written work forms part of the cycle of assessing Literacy. Meetings are held within year groups, phases, across whole school and with

schools in West Essex to ensure that data is accurate and in line with National standards.

### Statutory Testing Arrangements

KS1 national curriculum test outcomes are reported using scaled scores. The tests consist of the following:

- English reading Paper 1: combined reading prompt and answer booklet
- English reading Paper 2: reading booklet and reading answer booklet
- Mathematics Paper 1: arithmetic
- Mathematics Paper 2: reasoning

An optional English Grammar, punctuation and spelling test is also available to use.

KS2 national curriculum test outcomes are also reported using scaled scores. The KS2 tests consist of the following:

- English reading: reading booklet and associated answer booklet
- English grammar, punctuation and spelling Paper 1: short answer questions
- English grammar, punctuation and spelling Paper 2: spelling
- mathematics Paper 1: arithmetic
- mathematics Paper 2: reasoning
- mathematics Paper 3: reasoning

Marking expectations for extended writing, SPaG and Reading.

## **Parental Involvement**

### Phonics Workshops

Parents of children in EYFS and KS1 are invited to look at the teaching of synthetic phonics and how this can be supported at home. Prior to the statutory assessment, parents of KS1 children are informed of the process of the assessments and why these take place.

### Meetings



At the beginning of each academic year, parents are invited to a 'Meet the Teacher' meeting where expectations for the year are discussed. Teachers will discuss the expectations in Literacy and how parents can help to support their child at home through regular reading, practising spellings and supporting with homework.

At the beginning of the Spring Term Year 6 teachers will invite parents in to discuss the testing arrangements for Year 6 pupils. They will also give guidance as to how parents can help to support their children at home.

### Reading Zone

For one week, each term, parents are invited to come into their child's class for the first 15 minutes of the school morning on the Tuesday and Thursday of that week to read and share stories with their child.

## **Monitoring and Evaluation**

The coordination of Literacy is the responsibility Literacy subject lead who will:

- support colleagues in their teaching, by keeping informed about current developments in Literacy and by providing a strategic lead and direction for this subject;
- use allocated, regular leadership time to monitor evidence of the children's work, and to observe Literacy lessons across the school;
- monitor planning from which outcomes are shared with SLT and issues are fed into the School Improvement Plan. A named member of the governing body is briefed to oversee the teaching of Literacy. The Literacy governor meets with the Literacy leader to evaluate progress.

Drafted by Stacy Clark

September 2022

## Appendices

- **Little Wandle Placement Assessment example and Assessment Guidance.**
- **Summative Assessment Guidance and example**
- **Application of Phonics in Reading Guidance, Reading practice session-Decoding, Reading practice session-Prosody, Reading practice session- Comprehension.**