



Ranelagh Primary School

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English Policy

Reviewed on: 9th December 2024

Next Review due: Autumn 2026

Signed by:

A handwritten signature in black ink, appearing to be 'C. Hopper', written over a faint circular stamp.

Chair of Governors

Signed by:

A handwritten signature in black ink, appearing to be 'Hopper', written over a faint circular stamp.

Headteacher

Intent

The development of reading is central to our curriculum. Children at Ranelagh spend their first years at school learning to read, enabling them to read to learn. We are a Power of Reading (PoR) school which means that we put quality children's literature at the heart of our English curriculum to foster a love of reading and writing. High quality texts are meticulously chosen to support learning and the acquisition of knowledge across the curriculum. We strive to nurture a love for reading and aim for every child to leave our school reading fluently and talking confidently about the books they love.

At Ranelagh, we believe that all our children can become fluent readers and writers. This is why we teach reading through *Little Wandle Letters and Sounds Revised*, which is a systematic synthetic phonics (SSP) programme. The progression of the programme ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school. As a result, we provide children with the skills they need in order to tackle any unfamiliar words as they read. For any child who is not at age-related expectations for reading, we use the Little Wandle Rapid Catch-up programme. We recognise that these children need urgent targeted support so that they can access the curriculum and enjoy reading as soon as possible.

At Ranelagh, we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

Implementation

Reading

'Reading feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds'.

-National Curriculum 2014

Teaching early reading and phonics

In EYFS and KS1, we have daily, discrete phonics lessons. As of September 2024, we have begun using Little Wandle as our SSP programme. Following their phonics lesson, children then have the opportunity to apply their decoding skills by reading a book matched to their current phonics ability. Their reading lessons will focus on decoding, prosody and comprehension. The children will always have both a decodable phonics book to practise their phonics skills and a library book to share with an adult at home to grow their love of reading.

Little Wandle fluency

'Fluency gives the reader the choice to read at a speed that allows for comprehension and can be adapted to the purpose of the reading.' - Reading Framework 2023

At Ranelagh, we believe that fluency is fundamental in the development of children's comprehension and reading enjoyment. Through the Little Wandle core Phonics and Fluency programme, we aim to create confident and accurate readers. Children who have completed the Little Wandle Letters and Sounds Revised programme or Little Wandle's Rapid Catch-up programme are assessed on their reading speed and accuracy and are grouped according to their fluency level. 30-minute fluency sessions take place three times a week, with repeated reading and dialogic talk at the heart of each session.

Reading lessons in KS2

All children, regardless of their reading ability, access two vocabulary focused reading lessons per week (Monday and Friday). The focus of these sessions is to expose children to quality texts and to broaden their vocabulary. Once children have completed the Fluency Programme, the remaining three sessions a week (Tuesday, Wednesday and Thursday) focus on developing children's specific reading skills relating to the class text. We refer to these as our VIPER skills which are achieved through a range of vocabulary, inference, prediction, explanation and retrieval activities.

Ensuring consistency and pace of progression

Every teacher in our school has been trained to teach reading, so we have the same expectations of progress. We all use the same language, routines and resources to teach children to read so that we lower children's cognitive load. Through following Little Wandle, weekly planning grids map each element of new learning to each day, week and term for the duration of the programme. Lesson templates, prompt cards and 'How to' videos ensure teachers all have a consistent approach and structure for each lesson.

The Reading Leader and SLT use checklists and templates to regularly monitor and observe teaching; they use the summative data to identify children who need additional support and have gaps in learning.

Accelerated reader

All children in Key Stage 2 are subscribed to Accelerated Reader. Key Stage Two children have access to Accelerated Reader online and texts that support this program. Children read through the appropriate level text and complete a quiz on the book they have read. This allows them to further build their comprehension skills and ensure that they are reading daily, as well as providing formative and summative assessments for teachers.

All children in Key Stage 2 complete a Star Reader test at the beginning of the year to assess reading age and scaled scores help allocate appropriate levelled books. The Star Reader tests are completed at the end of each term to inform appropriate level books are being read and used to assess progress and reading age.

Reading for pleasure

Throughout our school environment we have opportunities for children to read in inviting spaces including: areas throughout continuous provision, 3 library areas, an outside classroom, woodland area and book corners in classes where space permits. On top of inviting reading areas, extra reading opportunities are provided through older children reading with younger children and a lunchtime reading club, where reading for pleasure is celebrated.

During the school year, events are planned such as: author visits, book weeks, reading cafes and story time sessions that aim to promote reading for pleasure to all members of the school community.

Reading at home

In early years and KS1, children take home a carefully selected decodable book that matches their current phonics knowledge. This is for children to have the opportunity to celebrate and share their reading success with the people they love at home. Children in KS2 continue this by taking home a carefully selected Accelerated reader book which is appropriate to their reading ability. On top of this, library books are on offer weekly to capture children's love of reading. Home reading is celebrated in school and parents are invited to attend reading cafes to further establish home reading routines and a love for reading.

Writing

Mark making and early writing

In Early Years, mark-making materials and opportunities can be found throughout the setting. In continuous provision, children are provided with many meaningful opportunities to markmake and develop their emergent writing. When children are engaged in play, adults plan 'In the Moment.' This enables the children to see different purposes for writing as adult's model these to them. Tales toolkit, helicopter stories, drawing club and poetry basket are all used to develop oracy and early literacy skills. Reception children also participate in some guided and shared writing. This is an important, focused time where the teacher models applying known graphemes in words to construct short sentences and basic punctuation.

In Key Stage One, continuous provision continues to provide children with real, meaningful writing opportunities. Areas such as small world and role play encourage children to story write and apply story language. In other areas such as maths and science, children are encouraged to write observations, predictions and explanations of their learning. The

expectation is increased from Early Years with the use of 'COOL' jobs (choosing our own learning) to ensure children are completing adult enhancements within continuous provision that provide outcomes linked to the national curriculum.

Power of Reading

Through Power of Reading and Talk4Writing approaches, children participate in hot seating, role play, discussions, predictions and much more to help achieve writing that is purposeful and gives children ample opportunities to apply specific skills they have been taught.

Teachers carefully plan writing activities linked to the English medium term plans, planned using the Power of Reading project, ensuring that there is a purposeful skill based outcome to each piece of writing. In order to ensure that all pupils learn to be confident writers, we encourage children to write creatively, whilst teaching key writing skills explicitly and systematically. Writing takes place daily; these may be short incidental pieces that underpin subsequent extended writing in English lessons or through lessons linked to the wider curriculum. Talk4Writing is an important framework we use at Ranelagh alongside the Power of Reading Project that allows children to orally rehearse, internalise the text structures and language patterns before putting pen to paper. Both frameworks have a very similar ethos with many teaching strategies being used in both, therefore these work seamlessly to provide a whole process to create skilled and enthusiastic writers.

Every half term, children apply the skills they have learnt to produce an independent piece of writing. This writing is unaided and is used to help inform teacher assessment and monitor the progress of the children. This writing is collated in individual writing books called 'My writing journey' which will include all independent pieces from Reception all the way through to Year

6.

Handwriting and Grammar

At Ranelagh, we use the Penpals scheme throughout the school to ensure consistency in our approach to handwriting. All adults have high expectations of presentation of work and this is demonstrated through 'Star of the week' where children's application of joins and presentation is celebrated.

Grammar and punctuation lessons are taught throughout the teaching of Power of Reading; linking to the key text and teaching specific grammatical structures and skills that relate to the writing outcomes currently being focused on. To ensure children have a strong understanding, discrete lessons are also used to ensure coverage of the National Curriculum for each year group is achieved and that children have a secure understanding in order to apply grammatical skills to their writing.

All classes display their non-negotiables. In Key Stage One, these are called 'Fabulous 5' which include using capital letters, finger spaces, applying phonics, full stops and rereading your sentence. In Key Stage Two, these non-negotiables are called 'Every time We Write' and again

highlight the expectation of how a sentence should be written. These are regularly referred to and used to inform live marking and children's self-editing process.

From Year one to six, all children have a daily 15 minute 'Grammar meeting' where children participate in activities linked to the non-negotiables and new spelling rules are introduced.

Oracy- Voice 21

We want our pupils to learn 'through talk' as well as to learn 'to talk'. High quality talk is deliberately planned for in a progressive way across our curriculum, to ensure children have the opportunity to broaden their vocabulary, deepen their subject knowledge and articulate themselves well. All of these opportunities empower them to better understand themselves.

In Early years, our speech therapist conducts 'WellComm' assessments to identify children's strengths and weaknesses within their receptive and expressive language. Speaking and listening is developed through a language rich learning environment using Tales toolkit, helicopter stories, songs and rhymes, circle time, talking pictures and listening and attention group activities. Through 'In the Moment Planning' staff are able to interact and engage in meaningful conversation with children and extend their vocabulary in the context of their play.

All classrooms display sentence stems to encourage children to express their ideas in full sentences. During inputs, teachers model how to use existing and new sentence stems for children to apply when using talk partners and sharing ideas back to the class.

The Power of Reading texts have been chosen carefully to ensure children have access to high quality vocabulary and language. Working walls in each Key Stage class display language and vocabulary from the texts and children are encouraged to use these.

As part of building vocabulary and word knowledge, we have 'word of the week'. A word is modelled in context, synonyms and antonyms are discussed and children are encouraged to not only use this in their writing, but also in spoken language.

Impact

Assessment for learning (AfL)

In phonics, AfL happens daily within class to identify children who require keep up teaching of GPCs and words that need additional teaching. Teachers where possible, plan repeated practice throughout the day to ensure all children secure learning. Additional phonics lessons also take place if children as a cohort are behind the expected teaching sequence. Weekly review lessons are used to assess gaps immediately and to secure fluency of GPCs, words and spellings.

In English lessons, questioning, live marking including tickle pink and next step yellow, self and peer review are all used to gauge the children's understanding of a specific skill or learning

objective. Mini plenaries are also used for AfL to direct the pace and direction of a particular lesson to ensure all children achieve.

Summative assessments

Phonics core programme

In the core programme of phonics, once a half term unit has been taught, the class teachers complete the assessment based on the half term's learning. Using the Little Wandle assessment tracker, visual reports and heat maps are then generated for individual children. The reading leader supports each class to identify which children need daily keep up support and then TAs ensure gaps in GPC knowledge, decodable word reading and tricky word reading are closed. Keep up data is reassessed every 3 weeks to ensure keep up sessions are useful and relevant to the children's needs.

Rapid catch up assessment

For KS2 children who are not working at ARE or who are not reading 60+ words to access the fluency programme, children are assessed individually and placed onto the Rapid Catch up programme. Catch up phonics sessions take place three times a week instead of reading lessons and additional reading practice sessions take place three times. These children are assessed every four weeks to ensure phonics teaching is relevant to the GAPS they have and to ensure children progress to the fluency programme as quickly as possible.

Fluency assessments

Fluency assessments take place every half term to ensure children are accessing the right level of fluency texts and progressing with their word level reading per minute and their accuracy.

Cornerstones Assessment

Every term, children complete Cornerstones assessments where their comprehension skills and grammar, punctuation and spelling knowledge is assessed. This helps inform the teacher's planning of Grammar meetings and reading lessons to know which VIPERs skills children are needing additional support with.

When Cornerstones assessment is not appropriate, Yark assessment is used. This tool assesses a child's phonological skills, alphabetic knowledge and word reading in a time efficient and sensitive manner for those children who are beginner readers or significantly below age related expectations

Writing

As stated, every half term, children complete an independent piece of writing which helps inform teacher assessment. Targets, using a RAG rating, are tracked using Sonar to help inform areas of next steps at a class and individual level.

Interventions

In Early Years, interventions include Wellcomm language groups, listening and attention groups, physical development e.g. gym trail/dough gym and SALT.

Further reading and writing intervention is provided for those children who are working below age related expectations. This includes Little Wandle keep up and rapid catch up sessions, Beat Dyslexia, Active Literacy Toolkit, Phonological Awareness, Alphabet Arc, Harberton Reading Programme, Learning Village and Supportive Sentence Writing.

Writing and grammar interventions are used as an opportunity to teach and model in small groups for children who need booster sessions particularly EAL children and children who are new to the country. We target children who may need additional support with developing their English language and grammar skills by focussed pre teaching sessions with our language coordinator.