



Southfields' English policy.

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Statutory requirements

In the Early Years Foundation Stage, the skills of listening, attention, understanding and speaking are encompassed in the prime area of Communication and Language and are fundamental to allow children to be successful in all other learning.

In Key Stages 1 and 2 Reading, Writing and Spoken language skills are delivered through the requirements of English for each year group and across the curriculum. It is planned and sequenced so that new knowledge and skills build on what has been taught before and towards its clearly defined end points. The English curriculum reflects the school's local context and high levels of transience by addressing typical gaps in children's knowledge and skills.

Reading Intent

Children at Southfields are encouraged to view reading as a pleasurable activity and a consistent approach to learning to read and developing reading skills is implemented across the school. A variety of reading opportunities are offered throughout the school day including Reading Skills lessons, high quality texts linked to Literacy units, Reading for Pleasure and access to a range of books to take home.

At Southfields Primary School we use Read Write Inc (RWI) as our synthetic phonics program to support our pupils with their early reading enabling them to decode texts and read with increasing independence. This creates a concrete foundation to build on as they progress through the school and develop their fluency, comprehension and therefore, a love of reading. Through our curriculum at Southfields, we believe that all pupils can and will be readers. Using the foundation of decoding words in Early Years, we are able to build on this skill in Key Stage 1 and continue to develop pupils' ability to fluently decode words as well as nurture a love of reading throughout exposing the children to a wide range of books through story time, topic books in their learning environment and utilising books when teaching in other curriculum areas.

Children who have not passed the phonics screening test, or are new to the English language, will have access to phonics lessons throughout Key Stage 2. In years 5 and 6, those who are within our lowest 20% of attainment in reading are delivered Fresh Start which is linked to RWI phonics scheme. **More information on our phonics policy can be viewed in our phonics policy document.**

In Early Years, children are encouraged to become early readers through enjoyment of books and the systematic teaching of phonics. In Nursery children focus on developing speaking and listening skills using the schemes WELLCOMM and Blast. To aid with the transition into Reception, children who are ready to begin the RWI programme start to learn pure sounds and their grapheme correspondence in Nursery. From Reception, children are explicitly taught the forty-four grapheme-phoneme correspondences (GPCs) through the RWI scheme with the aim that all children will have learnt all forty-four GPCs by the time they enter Year 1. From Year 1 onwards,

the curriculum is based around high quality literature to reflect the children's lives and broaden their experiences of the world.

Phonics teaching follows the Read Write Inc (RWI) programme and is delivered daily for all children within the phonics programme or through targeted extra support in Key Stage 2 (for example Fresh Start). RWI is a complete phonics programme which helps all children learn from Early Years onwards to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary and spelling.

From Year 1, children are delivered Reading Skills lessons linked to the key reading domains through explicit lessons. Books have been carefully chosen and planned for each year group to ensure that children gain exposure to a range of genres within fiction, non-fiction and poetry. These books are then used in Reading Skills lessons as well throughout Literacy units.

From Key Stage 2 children who are not following RWI will access three Reading Skills lessons a week to explore, immerse themselves in a rich range of literature and answer comprehension questions based on high-quality literature texts. Texts have been chosen to widen our children's experiences and world knowledge, reflect their own lives and support curriculum knowledge in subjects such as History, Geography and Science.

Reading Implementation

Our aim is to equip children with essential life-long skills enabling them to access a wealth of texts that will broaden their vocabulary, knowledge, experiences and cultural capital.

At Southfields reading in Early Years is based upon the foundation stage profile strand of communication, language and literacy. We believe communication, language and literacy depends on learning, and being competent in, a number of skills, together with having the confidence, opportunity, encouragement and disposition to use them. Our ultimate aim is to nurture and encourage a deep-rooted pleasure in reading so that all children can find their own passions throughout the medium of books.

Southfields' curriculum is based around high quality literature that encompasses our school values and gives all pupils knowledge and experiences of the wider world. We believe that reading a wide range of books gives children, no matter their background, the opportunity to experience different cultures, characters, places, situations and opens their imagination to new ideas.

At the early stages of learning to read, reading materials are closely matched to the learners' phonics knowledge. We provide children with opportunities to communicate thoughts, ideas and feelings and build relationships with adults and their peers. We incorporate communication, language and literacy development in planned activities

in each area of learning. Children are given opportunities to share and enjoy a wide range of rhyme, music, songs, poetry, stories and non-fiction books. Opportunities are given for linking language with physical movement through action songs, rhymes, role play and practical experiences.

We also ensure time and opportunities are provided to develop spoken language through conversations between children and adults, both one to one and in small groups. We are sensitive to the needs of children for whom English is an additional language - using their home language when appropriate.

A language rich environment enables pupils to access new and challenging vocabulary through high-quality texts. Every child has access to a phonics book linked to their RWI level, ability banded book as well as a library book of their choice to promote reading for pleasure at home and in school.

At Southfields, we acknowledge that quality first teaching is critical to improving outcomes for all. Teachers read one to one with every child to support decoding and comprehension skills. Children read weekly or more regularly if targeted, to make accelerated progress and bridge any gaps in their learning. Children continue to build on their fluency in decoding to read and develop more complex comprehension skills so they can demonstrate their understanding of a text and vocabulary by discussing and explaining their ideas.

High-quality whole-class reading sessions are used by teachers to model reading strategies allowing children to analyse and discuss a variety of text types using the curriculum key reading domains and questioning skills.

In Key Stages 1 and 2 teachers use a variety of books that provide rich, engaging texts that often link to other areas of the curriculum currently being studied. The selected texts are demanding but not beyond the ability of the children. They are from a range of old and new children's literature and have been selected to reflect the range outlined in the National Curriculum. The texts selected provide pupils with rich vocabulary and grammatical structures that they may not encounter in their everyday lives. The books aim to provide children with a range of question types to address the statements found in the National Curriculum reading content domains. There is a focus on identifying the key aspects of fiction and non-fiction texts, making predictions; drawing inferences, and developing the ability to draw on knowledge of vocabulary, summarising and retrieval to understand texts.

The 'Southfields Reading Aspirations' are drawn from the National curriculum requirements for each year group and a book banded reading scheme is carefully matched to the targets for each year group. The 'Southfields Aspirations' are a list of targets to enable a child to reach the expected standard. These are shared with the child at the point of the teacher listening to them read and are recorded on the child's individual reading record which is kept in school and in the child's reading diary so that parents are aware of what they need to work on.

Reading impact

Assessments are carried out regularly to measure progress and attainment and to ensure children are accessing age-appropriate books of the right level and are being challenged in their reading. If children are keeping up with the curriculum, they are deemed to be making expected or more than expected progress. In addition, Teachers measure the impact of the reading curriculum through the following methods:

- Phonics assessment
- Phonics screening results
- Book band colour
- Comprehension work analysis from a variety of sources.
- Summative assessments each term of written comprehension using results from 'Collins Comprehension' assessments
- End of Term Teacher Assessments.

Writing Intent

At Southfields, a variety of teaching and learning strategies are used in writing lessons to meet the needs of all children. Purposeful writing opportunities with an audience in mind are planned through a variety of experiences, books and wider curriculum themes. In Key Stages 1 and 2, long term literacy plans have been carefully mapped out to ensure the children have a rich and varied diet of writing opportunities, text types and exposure to a range of authors.

Teachers plan a sequence of lessons that explore quality texts and give pupils the opportunity to widen their vocabulary and practice writing, reading and spoken language skills. Children immerse themselves in various text types through talk and hooks, leading to the innovation stage where toolkit features are explicitly taught and scaffolded so that children can independently write their own version of the text. Finally, children get to innovate their writing away from the point of learning.

Using a similar approach, Early Years follow topic themed work and focus on the knowledge, skills and comprehension children need to have to achieve the early learning goals before the end of the Reception year. Writing opportunities link to books, stories and phonics related activities. Each child is set continuous provision writing challenges to complete independently.

Children are encouraged and given opportunities to increase the quality of their writing by being given purposeful reasons and experiential learning linked to high quality texts and models provided by the teacher. Throughout a variety of fiction, non-fiction and poetry units children are exposed to scaffolded modelled writing which leads them to become independent and confident writers.

To further writing experiences, children from Year 1 upwards have a weekly creative writing session to consolidate writing skills and develop as writers. A key value of Southfields is that children view themselves as writers and view this as a pleasurable activity. This then becomes an essential assessment tool for teachers as it is an opportunity to see what children can achieve independently.

At Southfields, handwriting is taught following the Twinkl handwriting scheme to support teaching and learning. Methods are adopted that address all aspects of handwriting: gross and fine motor skills, good posture, formation and legibility. (See separate Handwriting Policy). Spellings are taught using the Purple Mash scheme. Both were chosen because they match the National Curriculum and provide teachers with a wealth of resources.

Writing impact

Assessment for learning strategies are used daily and any areas of strength or weakness in children can then be addressed in teachers' planning and through in class support. Writing is assessed against the 'Southfields Writing Aspirations', an exemplification folder of moderated writing for years 1, 3, 4, and 5 and the DFE-Teaching Assessment Framework for Writing in Y2 and Y6. Moderation of writing is completed within Key Stage teams on a fortnightly basis, to ensure that teachers develop accuracy of judgement and use the aspirations to plan and enable children to be next year ready. Children who are not on track are identified for 1-1 or small group bespoke intervention work.

Assessment of the standard of children's work and rate of progress is measured through teachers' careful observation and marking of children's work in line with the expected standard for each year group. Children are assessed against the 'Southfields Writing Aspirations' and the findings are used to identify under-attaining children. Intervention groupings and targeted children are reviewed in line with the results of these assessments. Termly formative assessment data is also used to identify current strengths and weaknesses within the subject and to plan whole school improvements in English teaching and learning.

Special Educational Needs Disability (SEND) / EAL/Pupil Premium / Higher Attainers

Any child with identified SEND or in receipt of pupil premium funding may have work additional to and different from their peers in order to access the curriculum dependent upon their individual needs. Our school aims to provide for all children with a curriculum that allows for appropriate differentiation. This may be by outcome, task, resources, support, interest or ability groupings as appropriate.

Opportunities are planned for children with SEND to work on their Individual Educational Plan targets.

These targets are reviewed each term by the class teacher, SENCo and outside agencies such as Educational Psychologist, Social Emotional Mental Health & Learning, Complex Communication Team or Speech and Language Therapy Service.

Children who have English as a second language are given extra support, as necessary, with an EAL intervention, in class from teachers or from interpreters, if possible, to enable them to gain the knowledge, understanding and skills set out in the English Curriculum. Children who are 'Newly Arrived in the UK' are baselined on entry to the school to assess their level of understanding in English. Individual Language plans are drawn up and interventions immediately put into place for those that require it. Intensive support is provided to ensure these children acquire the basic language and communication skills they need in order to participate fully in all aspects of school life.