

Status	Date
Staff	March 2021
AGC Governors	March 2021
Review due	Spring 2023

### **English Statement**

#### **Rationale**

The WMAT intent for English is that a high-quality education will inspire children to become creative and critical thinkers. We believe that it is the right of every child to become a competent and confident user of the English language; able to live, work and succeed in the literate world. Children will be able to communicate fluently and confidently, using a wide vocabulary accurately and effectively. They will be able to critique a range of fiction and non-fiction texts, appreciating a rich and varied literary heritage. Children will be inspired to become imaginative writers who can write coherently with a high level of accuracy in spelling, punctuation and grammar; children will be able to adapt their language and style in and for a range of contexts, purposes and audiences. English provides the fundamental building blocks for students to succeed in all subjects; a high level of literacy provides the vehicle needed to unpick key concepts across the curriculum. This, alongside carefully selected texts appropriate to our contexts, develops the cultural capital needed to succeed in life. Crucially, we aim to foster a love of literature through widespread reading for enjoyment.

#### **Aims**

##### **The aims of teaching English are:**

- ❖ To develop a love of reading and writing
- ❖ To ensure children read easily, fluently and with good understanding
- ❖ To provide opportunities so that children develop the habit of reading widely and often, for both pleasure and information
- ❖ To ensure children acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- ❖ To allow children to appreciate our rich and varied literary heritage
- ❖ To develop children's ability to read and write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- ❖ To provide opportunities for discussions where children are able to elaborate and explain clearly their understanding and ideas
- ❖ To develop learners who are competent in the arts of speaking and listening

### **Reading Policy**

#### **Rationale**

Reading is a skill essential for life and at Wansdyke we want our children to leave school with a love of reading. We encourage children to read widely as this will increase pupils' vocabulary. Through carefully chosen texts children will encounter words they would rarely hear or use in everyday speech. All are encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation of reading and to gain knowledge across the curriculum.

#### **Aims**

We encourage children to read easily, fluently and with good understanding. We want our children to develop the habit of reading widely and often, for both pleasure and information.

- ❖ To develop curious learners who read confidently and independently
- ❖ To begin to develop lifelong enjoyment and pleasure in reading
- ❖ To enable children to access all areas of the curriculum
- ❖ To enable children to develop a secure linguistic knowledge (in particular of vocabulary and grammar)
- ❖ To enable children to access, understand and begin to manage information
- ❖ To enable children to understand the meaning of what is read to them and what they read
- ❖ To begin to respond to what they read; to say whether they like or don't like it and why
- ❖ To begin to understand that this experience allows us to make connections with other people

- ❖ To walk through doors to the past, to the future and to other worlds both real and imagined

### Expectations

As a community of readers we expect **all adults** to model and communicate their love of reading. These are just some of the ways we can share this:

- ✓ **Story time**
- ✓ **Books shared in assemblies**
- ✓ **Shared and guided reading**
- ✓ **Library time**
- ✓ **Reading with individual children**
- ✓ **Reading opportunities across the curriculum**

In line with guidance from the National Curriculum 2014 our teaching objectives cover two key strands:

- Word Reading
- Comprehension (both listening and reading).

It is essential that teaching focuses on developing pupil's competence in both strands.

### The Teaching of Reading

Our approach to the teaching of reading is to develop pupils' comprehension, for them to engage imaginatively and critically with texts and create opportunities to assess their progress. The main mechanism by which we aim to achieve this is through whole class and group guided reading sessions. We use Literacy Shed and Vipers to help plan reading lessons. Opportunities are planned to ensure that children are immersed in texts and reading materials which will build on and develop their knowledge of themes and topics across the primary curriculum.

Guided reading takes place daily as follows:

Phase 1 – Mainly guided group sessions with some carefully planned activities which build on skills developed in other lessons.

Phase 2 - Mainly whole-class guided reading with some carefully planned group sessions to extend and challenge learners as well as secure and develop their early reading skills.

All these sessions will have a relevant, assessment-linked focus. In guided reading sessions, where children take turns to read aloud, teachers may use this opportunity to support children with decoding skills and strategies.

Below are suggested models for a bi-weekly structure of phase 2 reading sessions.

Monday	Tuesday	Wednesday	Thursday	Friday
<b>Class Text</b> - Book Talk - Visualising - Language focus -Character study -Assessment opportunity -Speaking Listening	Theme based linked text type  Non- fiction Poetry Similar stories	Theme base linked to text type Non- fiction Poetry Similar stories	Guided groups  HA:SK (Reading Gladiators) MA: SS(Reading Gladiators) LA/LMA <b>MTi</b>  (Literacy Shed comprehension plus) Vipers targeted	Class Novel Prediction/Summarising/sequencing

Monday	Tuesday	Wednesday	Thursday	Friday
<b>Class Text</b> - Book Talk - Visualising - Language focus -Character study -Assessment opportunity -Speaking Listening	<b>Class Text</b>  <b>V I P E R</b> <b>Focus on one area.</b>	<b>Class Text</b> <b>SATS style</b> <b>Questions and modelling how to answer.</b>	Guided groups  HA:SK (Reading Gladiators) MA: SS(Reading Gladiators) LA/LMA <b>MTi</b>  (Literacy Shed comprehension plus) Vipers targeted	Class Novel Prediction/Summarising/sequencing

### Shared Reading

Shared reading is where the practitioner or teacher works with the children to model fluent, expressive reading, the use of effective reading strategies and to encourage response to texts. It is also used to promote reading for pleasure and over sustained periods of time. It can be a vehicle for both teaching children to read (decode) and for teaching children about reading, including comprehension. Texts are carefully chosen, so that high quality language is modelled. Shared reading enables children to access and enjoy rich, authentic texts that are slightly beyond their independent reading level.

### Hearing Individual Readers

Across Phase One, a teacher or a TA will hear each child read at least once each fortnight. Across the school, it is expected that all children at Level 30 or lower will have a running record completed for them at least three times a year. Reading record assessments are a crucial part of assessing a child's decoding skills, word knowledge and comprehension skills. By ensuring that children are reading at instructional level, a text that they can read independently at 90% accuracy, we provide the right level of challenge for them.

### Book Buddies

Classes are linked in pairs, so that they can form reading buddies. Older children hear younger children read and also read aloud to them.

### The Role of Volunteers

The School encourages people who have some time to come into school to hear readers. The volunteer will be allocated to a class and the class teacher will then select children who would benefit from the extra reading to an adult. The class teacher is responsible for ensuring that the volunteer has the support needed to help them carry out the role effectively. Volunteers are encouraged to undertake 'Better Reading @ Primary' training where appropriate.

### The Reading Environment and Library

We have a wide selection of finely levelled books (based on reading recovery levels) in Phase One and Phase Two from a variety of reading schemes. Children select their own reading books from these to read at home and at school. Where appropriate, the teacher will choose specific texts to support a child's development. In phase one, all children have access to one levelled book and one phonetically decodable text. This allows them to practise reading HFW and have the opportunity to apply their phonics knowledge and their blending. It is important to have access to both.

Each classroom has a wide selection of fiction and non-fiction books for children to access. Children are encouraged to share experiences of books they have read. Each class will have a selection of texts read to them throughout the year; it is important that children are presented with

the opportunities to hear books read aloud. There should be opportunities for pupils to experience print around them through classroom notices, labels and signs. These should be discussed with the children and should take a variety of forms such as single words, phrases and complete sentences. Children will visit the library once a week.

### Reading at Home

Our Home-School Agreement is shared with parents when children first join the school. The expectations agreed state that parents will:

Support my child's learning by

- ✓ reading to my child regularly (bed time story);
- ✓ listening to my child read at least four times every week and talk about their reading.

Reading records will be checked on a weekly basis.

### Assessment and Record Keeping

Children are assessed in line with the school's Assessment Policy using a variety of means. Children are assessed regularly during reading sessions and evidence is gathered to complete relevant sections of Insight.

Year R children are assessed in line with the Early Years Framework.

Year 1 children are assessed against the government's standardised phonics assessment.

Year 2 children are assessed using the government's standardised reading test.

Year 6 children are assessed using the government's standardised reading test.

The school also uses optional NFER and running records. Information from these, alongside teacher assessments, are used to:

- ✓ Action any special needs provision.
- ✓ Identify the most able to ensure provision of extension/enrichment work.
- ✓ Complete a gaps analysis and inform future planning.

Signed (Chair of AGC Governors)

Date