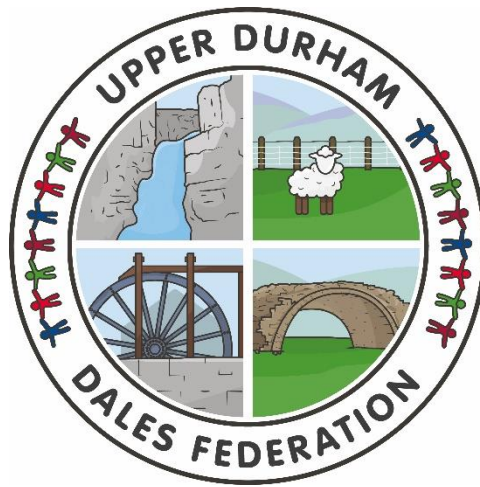


# Upper Durham Dales Federation

Rookhope, St John's Chapel & Wearhead  
Primary Schools



## English Policy

|                                      |                     |
|--------------------------------------|---------------------|
| <b>Date of Policy</b>                | <b>January 2023</b> |
| <b>Date to be reviewed</b>           | <b>January 2024</b> |
| <b>Chair of Governor's signature</b> |                     |
| <b>Headteacher's signature</b>       |                     |

## **Rationale**

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know.

## **Aims**

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Foci for learning:

1. To acquire the knowledge, understanding and skills associated with Spoken Language.

2. To acquire the knowledge, understanding and skills associated with Reading, including:

- Word reading;
- Comprehension.

3. To acquire the knowledge, understanding and skills associated with Writing, including:

- Spelling;
- Handwriting and presentation;
- Vocabulary and grammar;
- Punctuation;
- Composition;
- Phonics and Spelling.

## Phonics



During their time in pre-school, our children participate in planned activities to support the development of speaking and listening skills. Activities are planned to develop auditory memory and sequencing skills, which in turn lay the foundations for future phonics teaching. We use the Read Write Inc (RWI) synthetic phonics scheme to deliver our phonics teaching. This is a systematic synthetic phonics (SSP) programme that is validated by the Department for Education.

From the start of the Reception year, we introduce daily phonics sessions. These phonics sessions might be only ten minutes long in the first few days. However, by the end of Reception, children will receive about an hour of phonics teaching a day to consolidate previous learning, learn new content and practise and apply what they have learnt.

Phonics teaching continues into Key Stage 1, until children are confident with all Set 1, 2 and 3 sounds and can read 70 -80 + words per minute. Once children reach this stage, they then read Accelerated Reader levelled books and follow the Read Write Inc Spelling programme.

### Phonics Assessment and Progression

The table below shows the expected Read Write Inc level for each year group at the end of each half-term.

RWI Progression Chart



| Expectation             | Group  | words  | They can read:   | Teach   | Next assessment:   |
|-------------------------|--------|--------|--|---|--|
|                         | Set 1a |        |  | Set 1 single letter sounds and word time 1.1 – 1.3  | Most set 1 single letters  |
| Rec – Oct               | Set 1b |        | Most set 1 single sounds   | Teach single letter gaps<br>Word time 1.1 – 1.4   | Oral blending  |
| Rec - Dec               | Set 1c |        | Most set 1 single sounds can orally blend  | Teach single letter gaps<br>Word time 1.1 – 1.5<br>Sound blending books 1 - 5   | Blending cvc words   |
| Rec – Feb               | Ditty  |        | Set 1 speedily<br>Fred talk cvc  | Set 1 special friends<br>Review word time 1.1 – 1.4<br>Teach 1.5 – 1.6<br>Ditty copy masters 1-10<br>Sound blending books 6-10                                | Read all set 1 inc special friends speedily<br>Fred talk green words<br>3 sound Nonsense words with Fred talk  |
| Rec – April             | Red    |        | Set 1 speedily<br>Fred talk ccvc / cvcc<br>Nonsense cvc words  | Review set 1 sounds<br>Review word time 1.1-1.5<br>Teach word time 1.6 -1.7<br>Read red books<br>Speedy green words<br>Ditty copy masters 11 – 20 (if needed) | Read words with 4 or 5 sounds<br>green words with fred talk<br>Read 3 and 4 sounds nonsense words with Fred talk   |
| Rec – May<br>Rec - July | Green  | 70-100 | Fred talk -4 or 5 sounds inc<br>special friends set 1<br>Nonsense words - 3 or 4<br>sounds inc special friends set 1 | Teach set 2 sounds<br>Review set 1 speedily<br>Read green words   | Read words with 4 or 5 sounds set 1 speedily<br>Read the first 6 sounds in set 2 (ay ee igh ow oo oo) speedily<br>Read these sounds in fred talk with green words and nonsense words |

|                           |        |        |   |  |   |
|---------------------------|--------|--------|---|--|---|
| Rec – July<br>Yr 1 - Oct  | Purple | 70-100 | Speedy read green words   | Teach set 2 sounds (ay ee igh ow oo oo)<br><br>Review set 1 speedily<br>Read green words speedily  | Read words with 4 or 5 sounds set 1 speedily<br>Read the first 6 sounds in set 2 (ay ee igh ow oo oo) speedily<br>Read these sounds in fred talk with green words and nonsense words      |
| Yr 1 – Dec                | pink   | 150    | Read the first 6 sounds in set 2 (ay ee igh ow oo oo) speedily<br>Fred talk   | Teach set 2 (ay ee igh ow oo oo)<br>Teach set 2 (ar or air ir ou oy)<br>Read green words speedily  | Read the last 6 sounds in set 2 (ar or air ir ou oy) speedily<br>Read these sounds in fred talk with green words and nonsense words<br>Read ( ay ee igh ow oo oo) in green words speedily |
| Yr 1 – Feb                | Orange | 150    | Read all set 2 sounds speedily<br>Read green words speedily<br>Fred talk nonsense words   | Teach set 3 and corresponding green word cards (a-e ea i-e o-e u-e oi)<br>Nonsense words   | Read set 2 sounds in green words speedily<br>Read set 2 in nonsense words with fred talk  |
| Yr 1 – Apr                | yellow | 250    | Read all set 2 sounds speedily<br>Read green words speedily<br>Fred talk nonsense words   | Teach set 3 and corresponding green word cards (a-e ea i-e o-e u-e oi)<br>Nonsense words   | Read first 6 set 3 sounds (a-e ea i-e o-e u-e oi) speedily.<br>Read with green and nonsense words with Fred talk.<br>Read a passage at 60-70 words per min attempting intonation.         |
| Yr 1 – July               | Blue   | 300    | Read set 3 sounds (a-e ea i-e o-e u-e oi) speedily.<br>Read with green and nonsense words with Fred talk.<br>Read a passage at 60-70 words per min attempting intonation. | Teach set 3 (ai oa aw ur er ire ear ure ew are ow)<br>review set 3 ( a-e ea i-e o-e u-e oi)<br>Review green words speedily<br>Nonsense words | Read all set 3 sounds speedily.<br>Read set 3 sounds in nonsense words with Fred talk.<br>Read a passage at 70-80 words per min attempting intonation.                                    |
| Yr 1 – July<br>Yr 2 - Dec | grey   | 350    | Read all set 3 sounds speedily.<br>Read set 3 sounds in nonsense words with Fred talk.<br>Read a passage at 70-80 words per min attempting intonation.                    | Review set 1-3 sounds<br>Nonsense words  | Read all set 3 in nonsense words with Fred talk.<br>Read multi-syllabic green words speedily.<br>Read a passage at 80-90 words per min with intonation that shows comprehension.          |

## Spelling



Once children have a secure knowledge of the Read Write Inc. Set 1, 2 and 3 sounds and are using these independently in their writing, they are taught spelling using the Read, Write Inc spelling programme. This covers the objectives outlined in the programme of study laid out in Appendix 1 of the National Curriculum 2014.

Read Write Inc Spelling is an interactive programme which teaches spellings in a fun and engaging way. It helps children to learn spellings with common patterns and uses rules in order to help them recall spellings (as well as teaching exceptions to these rules). The children have individual spelling workbooks where they practise their spellings through a range of different activities. To consolidate their understanding of the phonic and spelling and rules they have learned, all children in Year 1 to 6 have weekly spelling lists to practise at home. They then have a 'spelling quiz' the following week in school.

## Reading

### Early Years Foundation Stage and Key Stage 1

We believe that Reading fluently is the key skill that children need to acquire, to be successful in all areas of learning. Whilst children are in the Early Years, we take every opportunity to share books and stories on a daily basis and use resources such as storybags and puppets to enthuse learners and encourage a love of books. Staff model good practice, teaching children how to handle books carefully. We teach our children to develop their awareness of print in the environment and to understand that print carries meaning. Reading aloud with intonation and expression and explaining new vocabulary, helps children to develop an understanding of what is happening in the text.

Once children start to learn phonics during Read Write Inc Phonics lessons, they begin to learn to read accurately and fluently with good comprehension. The phonics books the children read are closely matched to their increasing knowledge of phonics and 'tricky' words so that, early on, they experience plenty of success. Across the week, the children practise reading the same text at least three times. This supports their decoding and accurate word reading, fluency and comprehension.

## Key Stage 2



When children are confident with all Read Write Inc Set 1, 2 and 3 sounds, and can read 70 - 80 + words per minute, they then read Accelerated Reader levelled books.

Accelerated Reader (AR) is a computer program that helps teachers to manage and monitor children's independent reading practice. Each child is supported to choose a book at their own level and reads it at their own pace. When finished, they take a short online quiz. Passing the quiz is an indication that the child has understood what has been read.

Each child's reading level is determined by a Star Reading assessment. Star Reader is a computer-based reading assessment program that uses computer-adaptive technology. The test uses multiple-choice questions and takes approximately 20 minutes to complete. Following the test, each child receives a ZPD, or reading range. ZPD is the range of books that will challenge a child without causing frustration or loss of motivation.

Children choose from levelled books based on their ZPD range recommended by their Star Reading test. These book levels are reported using the ATOS™ readability formula and represent the difficulty of the text. The levels range from 0.5 - 13.5. Class teachers monitor each child's reading progress and the children take a Star Reader test at the end of each term.



For the children who are reading Accelerated Reader levelled books, they will also have access to Renaissance myON® Reader. This is a library of more than 6,000 enhanced digital eBooks and news articles that are matched to their interests, school year and Lexile® reading level. The children can choose from personalised recommendations, browse by topic or genre, or search using keywords.

Teaching staff also use texts from Renaissance myON® Reader to support whole-class teaching and reading across different subjects.

## Guided Reading

All classes have regular Guided Reading lessons each week. In these lessons, teachers use a range of comprehension questions and activities using the *Totally Pawsome Reading Gang*. The *Totally Pawsome Reading Gang* is a group of canine characters who each help with one of the reading content domains for Key Stage 1 and Key Stage 2. Teachers use the characters a method of ensuring that they ask a range of comprehension questions and teach the children the necessary skills needed to interpret a text in different ways.

The Key Stage 1 characters are:



The Key Stage 2 characters are:



## **Writing**

### Class Texts

Each class has a class text that is linked the topic for that term. These texts are used to support the children's reading and writing skills across the wider curriculum. The use of these high-quality books is used to engage and support children to become motivated and independent readers and writers.

Using the class text, teachers plan writing opportunities that allow the children to practise, learn and apply grammar, punctuation and spelling skills within a context. These texts also enable teachers to teach a range of comprehension strategies using a text that may be of a level beyond the children's own reading fluency level.

We also believe that children produce the most effective writing when they are offered real experiences and purposes for their writing. Where possible, writing opportunities are also linked to educational visits, events or memorable experiences. The process of editing and redrafting is introduced to pupils from Key Stage 1 onwards, so that they can evaluate and improve their own work effectively.

## **Vocabulary and Grammar**

As a staff, we are aware that the more words children know and understand, the more successful they are likely to be in their learning. We therefore take every opportunity to extend pupils' vocabulary. Key vocabulary is identified for each topic taught and pupils are provided with a glossary or word mat and encouraged to use the vocabulary in spoken language and writing. Staff ensure that the meanings of the vocabulary identified are explained to pupils. Where possible, grammar is taught as part of the teaching of writing and new features are introduced with the relevant genre, but some discrete teaching of grammar is also necessary to ensure effective coverage.



### **Handwriting**

To ensure a consistent whole-school approach to teaching handwriting for Reception to Year 6, we follow the Nelson Handwriting scheme. Nelson Handwriting is a whole-school programme designed to help all children develop a confident, legible and personal handwriting style and meet higher curriculum expectations. Our aim is to teach each child to write legibly, fluently and at reasonable speed.

In our schools, class teachers are generally responsible for teaching handwriting to their own classes, and there are many opportunities to practise the skills of handwriting in the course of writing across the curriculum. However, it is also necessary to provide regular lessons for the teaching and/or revision of handwriting skills. The frequency and length of handwriting lessons is likely to vary according to the age and competence of the pupils. With young children it is appropriate to have short, daily lessons, while older pupils may benefit from one or two longer sessions each week. The amount of time devoted to handwriting may also depend on the point reached in the programme. For example, it may be helpful to provide extra lessons when joins are being introduced.

Below is a list of the letter forms, letter families and joining groups, and when they are taught within Nelson Handwriting:

## The letter forms

The lower-case alphabet for Starter Level:

a b c d e f g h i j k l m n o p q r s t u v w x y z

The lower-case alphabet for Books 1 to 6:

a b c d e f g h i j k l m n o p q r s t u v w x y z

A letter slant of 8° from the vertical to the right is introduced in Pupil Book 3:

a b c d e f g h i j k l m n o p q r s t u v w x y z

The lower-case print alphabet:

a b c d e f g h i j k l m n o p q r s t u v w x y z

The capital letters and numerals:

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z  
1 2 3 4 5 6 7 8 9 0

These are the same throughout the scheme.

## The letter groups

### Letter families

In year one, *Nelson Handwriting* groups the letters into sets based on handwriting families. These are letters that are formed in similar ways.

#### Set 1

c a o d g q s f e

#### Set 2

i l t u j y

#### Set 3

r n m h k b p

#### Set 4

v w x z

### Joining groups

The joining groups divide the letters according to how they will join to other letters.

#### Group 1

a c d e h i k l m n s t u

Thirteen letters with exit flicks plus s.

#### Group 2

a c d e g i j m n o p q r s u v w x y



### **Group 3**

b f h k l t

Six letters which start at the top of the ascender.

### **Group 4**

f o r v w

Five letters which finish at the top of the x-height.

### **The break letters**

b g j p q x y z

Eight letters after which no join is made. Joins are not made to or from the letter z.

## **The joins**

|                   | Group | → | Group |        |
|-------------------|-------|---|-------|--------|
| The first join    | 1     | → | 2     | in am  |
| The second join   | 1     | → | 3     | ab ch  |
| The third join    | 4     | → | 2     | oa wo  |
| The fourth join   | 4     | → | 3     | wh ob  |
| The break letters |       |   |       | bigger |

## **The joined style**

The quick brown fox jumps over the lazy dog.