

Curriculum Policy-

English



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Belong. Believe. Become.

Mandale Mill Primary School

Curriculum Policy- English

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Writing

Intent-

At Mandale Mill Primary School, we understand that writing is an essential skill that underpins all elements of the curriculum. It is an essential life-skill and we want our children to become confident and independent writers. We want our children to not only understand the purpose and importance of writing but also enjoy the writing process.

It is our intention that our children understand the social functions of writing in order to use different genres appropriately by considering its purpose and matching it to its audience. Furthermore, it is our intent that every child develops a progressive understanding of grammatical conventions, the way in which punctuation aids understanding and how to apply spelling rules. It is also our intent that all children have a joined, legible and increasingly efficient handwriting style. Through our teaching of writing, we intend to impart children with the knowledge, understanding and skills they need in order to reach their potential as individuals.

At Mandale Mill Primary School, the teaching of writing within the English curriculum and the wider curriculum has been carefully considered to enable our children to become confident and creative writers.

Writing cycle

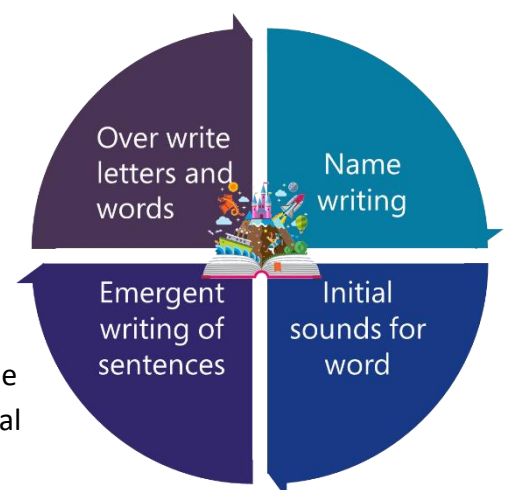
The writing curriculum at Mandale Mill Primary School is based around a progressive writing cycle structure that adapts through each age and stage. The writing cycle structure ensures that the build up of knowledge and skills is progressive and clear. The writing cycle process is evidenced by children in purple exercise books. Each cycle is cross curricular with the overarching topic and is inspired by a key text from the reading canon, a cross curricular poem or video. This helps to ensure that all writing is engaging.

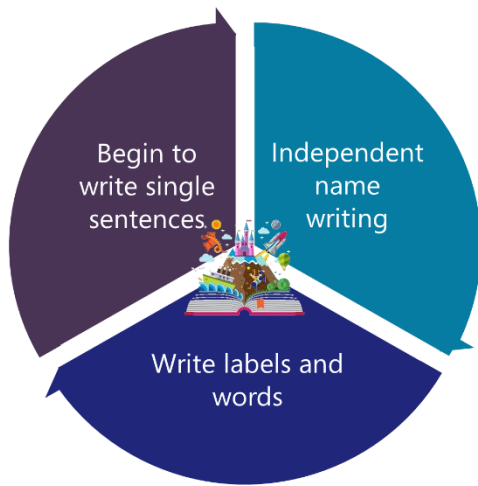
Reception- In Reception, this cycle is progressive through each term to reflect the fast pace that children acquire new skills at this stage in their education.

In the Autumn Term, writing sessions focus on building the basic skills closely linked with the learning within phonics (RWInc) sessions.

Children establish being able to write their own name, overwriting letters and simple words. When writing independently, focus is placed on children writing initial sounds for words and writing emerging sentences.

Teachers use books from the reading canon and experiences within the setting to inspire writing and teaching use their knowledge of individual children's development and process to plan personalised writing.





In the Spring term, writing sessions continue to develop children’s skills.

By the Spring term, we expect children to be writing their name independently.

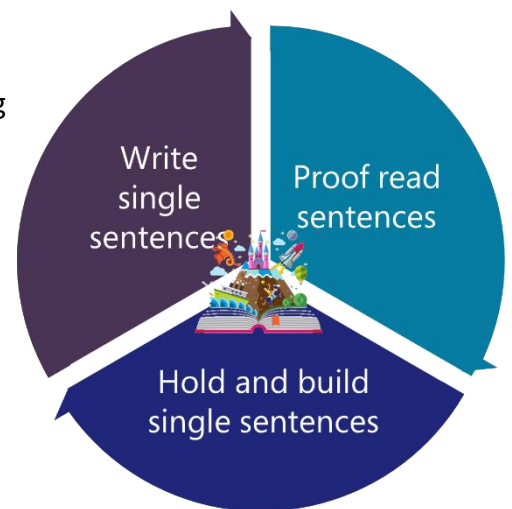
Guided writing sessions (which are completed 1:1 or in small groups) focus on writing single words and labels. In the Spring term, the concept of a simple sentence is introduced to children along with the grammatical knowledge of a full stop and a capital letter. These sessions are consistently evidenced in purple exercise books by children.

In writing sessions in the Summer term in Reception, the process of writing continues to be taught with the introduction of simple editing and planning skills through proof reading and holding and building a sentence. These are key skills that will help to build the foundation of future writing teaching through school.

By the Summer term, we expect children to be independently writing a simple, single sentence. This will enable them to meet the Early Learning Goal for writing.

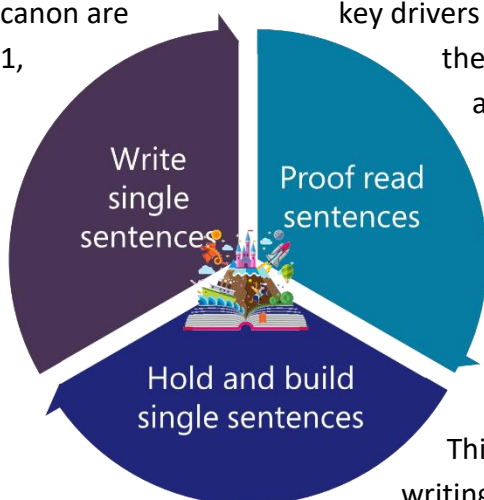
Writing continues to be inspired by the reading canon books and experiences within the setting.

Although the cycle is started in Reception and there is explicit teaching of writing, writing will also always feature in the provision with the Reception setting.



Year 1-

In Year 1, children have a daily writing lesson that last for 40 minutes in addition to their phonics sessions (RWI) and whole class reading sessions. The curriculum and cycle in Year 1 that underpins this has been carefully designed to meet the needs of the children at Mandale Mill and to ensure the basic principles of writing that are the key to success in future years are established and secure. The cycle has been designed to complement the teaching within Read Write Inc and, as in all other year groups, books from the reading canon are key drivers in the writing curriculum. Due to the age and stage of children in Year 1, the cycle is progressive throughout the year to ensure that all children are ready for the transition into Year 2.



In Autumn One in Year 1, children secure their understanding of a basic sentence with a cycle that last one week. Within this weekly cycle, children proof read sentences and correct these. This focuses on the basic skills of capital letters, full stops, fingers spaces and spelling at the correct phonological stage.

Children develop the skill of holding and building a simple sentence. This ensures that children have developed this skill so that, as their writing becomes more complex, this does not hold them back.

Within this weekly cycle, there is the expectation that children will write single sentences independently. This sentence should begin with a capital letter, end with a full stop, have finger spaces between all words and all word should be spelt phonetically correctly.

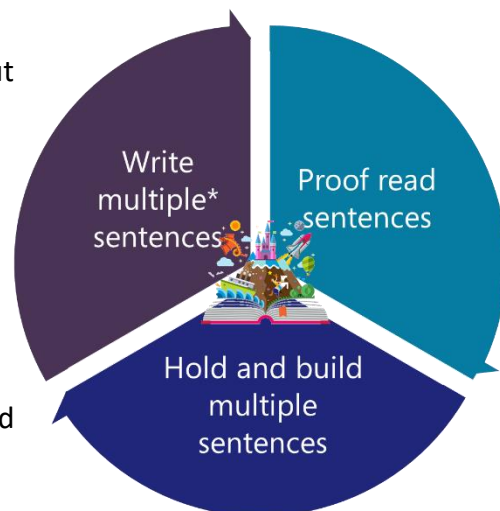
The weekly cycle in Autumn One, like in all other cycles, is inspired by a key text. This should inspire the sentences being written and the text used for proof reading.

In Autumn Two, the structure of the weekly cycle remains the same but some key components alter.

In Autumn Two, the conjunction 'and' is introduced to children and sentence structure around its use is taught. There is the expectation that children will begin using it correctly within their independent sentences.

The number of sentences children are writing independently also increases from one to a couple in Autumn Two. These sentences should link and flow as opposed to being isolated.

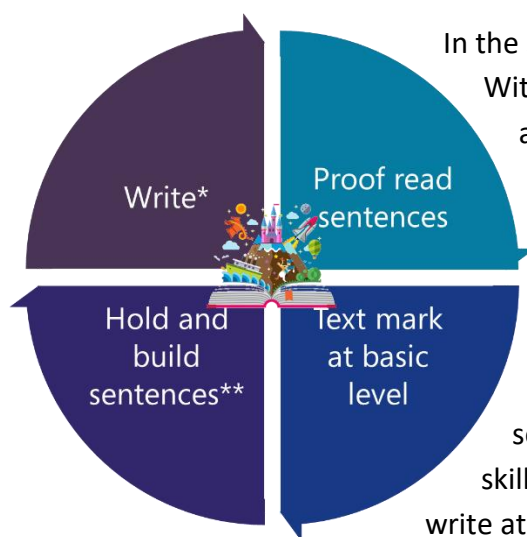
During the Autumn term in Year One, no focus is given to genre teaching in writing lessons.



In the Spring term in Year 1, there is the introduction of genre at a basic level. Within Spring One, children begin each cycle with basic text marking using an example text (which should be closely linked to what they are going to be writing at the end of the cycle). It is at this stage that word class knowledge begins to be explicitly taught.

Children continue to proof read sentences within the cycle in Spring One.

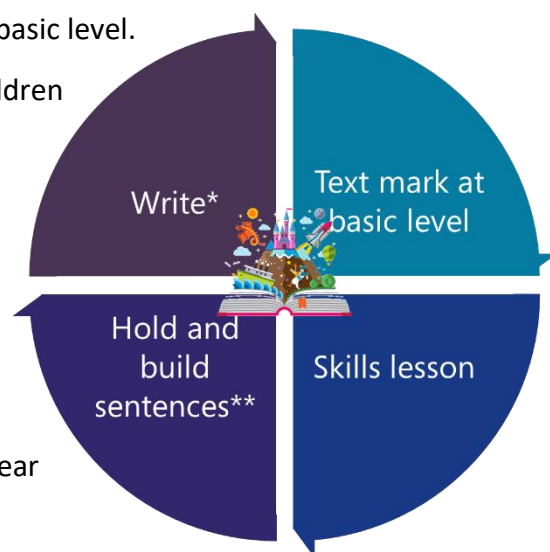
Children continue to develop the skill of holding and building sentences in Spring One. These lessons however now begin to teach the skills of planning for a write. These lessons therefore feed directly into the write at the end of the cycle.



In Spring One, the write remains shorter and really focuses on correct sentence structure. It does however now have a purpose for writing and takes the form of a genre at a basic level.

For the rest of the Spring term and the Summer term in Year 1, children follow a cycle structure that ensures they are ready for the cycle used in the rest of school.

Skills lessons are introduced in Spring Two enabling grammar and punctuation knowledge to be taught in a way that is embedded within writing. It is during the Spring and Summer term that the punctuation of a question mark and an exclamation mark is introduced. The cycle in Year 1 enables children to develop the early building blocks of writing and ensure they are ready for the Year 2 curriculum in writing at Mandale Mill Primary School.



Writing in Year 2, 3, 4 and 5-

Children in these year groups have a daily writing lesson. In Year 2 and Year 3, this lesson is 40 minutes in length and in Year 4 and Year 5, this lesson is 45 minutes in length.

Writing lessons in these year groups follow a cycle (shown below). This cycle should take no longer than two weeks.



Text marking-

The text marking part of the cycle will usually take one or two lessons depending on the genre being taught. These lessons focus around an age appropriate text that is closely linked to what the children are expected to write at the end of the cycle. A range of activities should be used to facilitate the learning within these lessons and learning should not only focus on genre features but also skills embedded within the writing.

Skills teaching-

Within each cycle there should be between two and four skills lessons. These lessons should explicitly teach age appropriate skills or skills from previous years that require more teaching. These skills should be taught in a way that embeds them in writing and is purposeful for the write at the end of the cycle.

Planning-

This part of the cycle is optional and it is at the teacher's discretion if it is used. For genres like non-chronological reports, it will be needed to enable children to gather the content needed and for other genres the rich discussions at the point of writing will form the planning. There is no set format for planning and the structure used should support the children and the intended write.

Writing-

At Mandale Mill Primary School we do not do 'cold writes'. Children should be supported to be the best writers they can be and writing lessons should be held tight, whilst allowing for independence. Within these writes there is an expectation that the skills taught in the cycle will be used, as well as the year group appropriate skills. Modelling and the use of shared writes should scaffold and support children and every write should have opportunities for independence. The number of writing lessons will depend on the genre being written but should never be more than three.

Editing-

Although the writing cycle has one or two editing lessons, editing should be part of the writing process. Children should be taught to use a red pen (used for editing) throughout writing to correct errors with sense, punctuation, spelling and grammar. Editing lessons should focus on redrafting and improving the content of the writing. These lessons should be planned based upon the writing children have produced.

Writing in Year 6-

During the Summer term in Year 5 the writing cycle begins to alter to ensure that children are ready for the cycle in Year 6. In Year 6 the structure of the cycle remains the same but there is now an expectation that children produce a piece of writing every week. The text marking lessons become optional. This is because children are familiar with the majority of genres and the need for explicit teaching has reduced.

Handwriting

At Mandale Mill Primary School, we use Letter-join's online handwriting resource and Lesson Planners as the basis of our handwriting policy as it covers all the requirements of the National Curriculum.

Handwriting is a basic skill that influences the quality of work throughout the curriculum. By the end of Key Stage 2, all pupils should have the ability to produce fluent, legible and, eventually, speedy joined-up handwriting, and to understand the different forms of handwriting used for different purposes.

Our intention is to make handwriting an automatic process that does not interfere with creative processes or negatively impact upon cognitive load.

Expectations-

All teaching staff are encouraged to model the printed or cursive style of handwriting chosen for each year group in our school in all their handwriting, whether on whiteboards, displays or in pupils' books.

Consistency throughout the school

Pupils should experience coherence and continuity in the learning and teaching of handwriting across all school years and be encouraged to take pride in the presentation of their work. Our objective is to help pupils enjoy learning and developing their handwriting with a sense of achievement and pride.

Frequency of teaching-

Handwriting is a cross-curricular task and will be taken into consideration during all lessons. Formal teaching of handwriting will be carried out regularly and systematically to ensure Key Stage targets are met.

Handwriting in Early Years-

The teaching of letter formation is embedded within our phonics (RWI) teaching and the dittys from this are

used throughout the teaching of handwriting.

For our youngest pupils we teach short handwriting lessons on a daily basis, which include the following:

- enhancing gross motor skills such as air-writing, pattern-making and physical activities
- exercises to develop fine motor skills such as mark-making on paper, whiteboards, sensory trays, iPads, tablets, etc.
- becoming familiar with letter shapes, their sounds, formation and vocabulary
- correct sitting position and pencil grip for handwriting

Handwriting in Key Stage One-

In Key Stage One, handwriting teaching takes place in RWI or Bridge sessions as well as in sessions in the classroom.

Teaching progresses from five short, to three longer lessons per week:

- continuing with gross and fine motor skills exercises
- strengthening handwriting, learning and practice
- numerals, capitals and printed letters; where and when to use, learning and practice
- introducing children to cursive letters and how to join them

Handwriting in Key Stage Two-

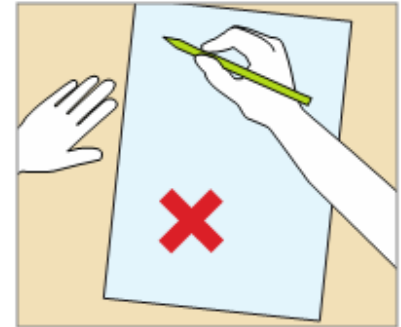
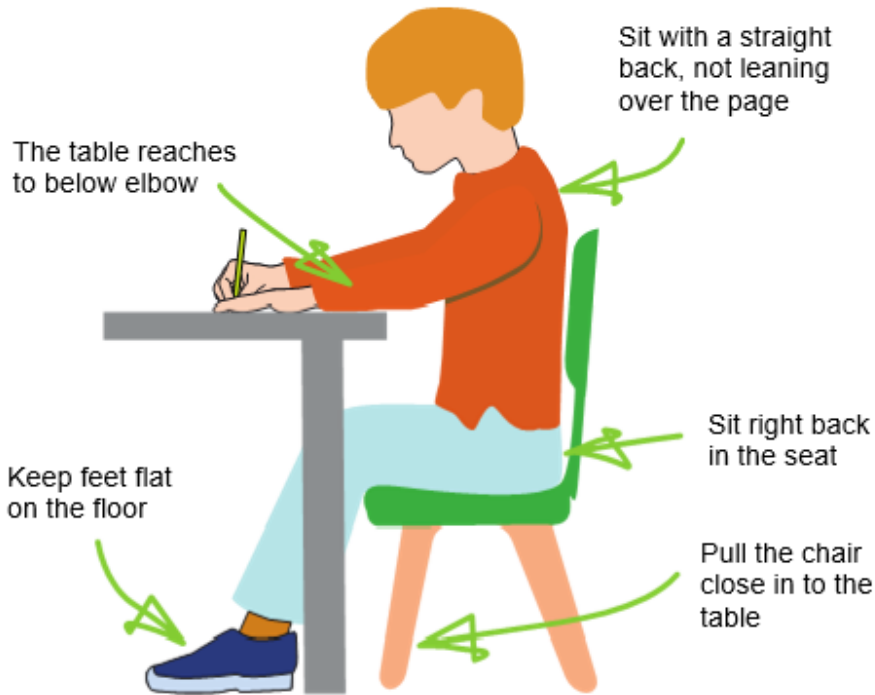
More advanced handwriting techniques will be taught during two weekly lessons:

- reinforcing cursive handwriting across the curriculum
- form-filling/labelling using printed and capital letters
- dictation exercises promoting quick note-taking and speedy handwriting writing skills

Correct posture and pencil grip for handwriting-

Pupils will be taught to sit correctly at a table, holding a pencil comfortably and correctly.

SITTING POSITION

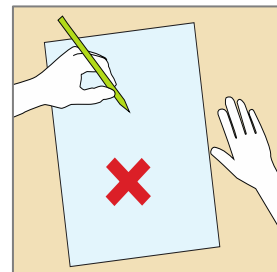
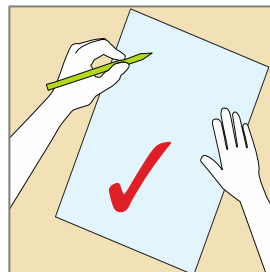
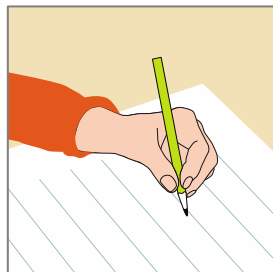
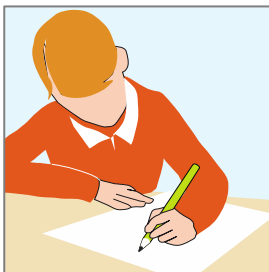


Paper position for right-handed children.

LEFT-HANDED CHILDREN

Left-handed children may find it difficult to follow the movements of right-handed teachers as they model letter formation (and vice versa). Teachers should demonstrate to left-handers on an individual or group basis.

- Left-handed pupils should sit to the left of a right-handed child so that they are not competing for space.
- Pupils should position the paper/book to their left side and slanted, as shown.
- Pencils should not be held too close to the point as this can interrupt pupils' line of vision.
- Extra practice with left-to-right exercises may be necessary before pupils write left-to-right automatically.

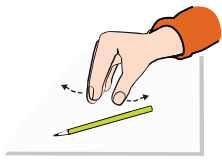


Paper position for left-handed children.

The Tripod Pencil Grip-

Both right and left handed children should be encouraged to use the tripod grip which allows the pen/pencil to be held securely whilst allowing controlled movements of the pen/pencil nib. We use the Tripod Grip Rhyme:

Right-handed pencil grip



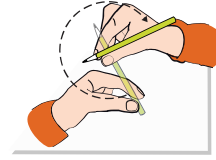
Point away the pencil,



Pinch it near the tip,



Lift it off the table,

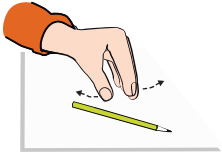


Spin it round...



and grip.

Left-handed pencil grip



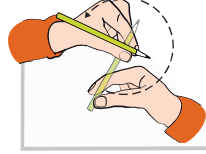
Point away the pencil,



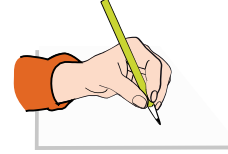
Pinch it near the tip,



Lift it off the table,



Spin it round...



and grip.

Grammar and Punctuation

Grammar is the body of rules that describes the structure of words and their derivations, phrases, clauses and sentences and thus underpins all activities based on language. Therefore, upholding correct grammatical use and punctuation applies to all subjects and with regard to grammar both to speaking and writing. There is an absolute expectation that all staff will model correct grammar to children in their speech and writing.

Grammar and punctuation will be taught discretely in writing lessons with an explicit grammar or punctuation focus within skills lessons. All writing lessons should be embedded with the teaching of accurate and age appropriate grammar and punctuation. In addition to these lessons, all other teaching and learning linked to English (all wider curriculum areas) will provide an opportunity to embed punctuation and grammar skills.

Lessons whose integral part is either grammar or punctuation should be embedded within the context of the writing cycle (see earlier within this policy). The content with which grammatical structures or punctuation are practised is based on the topic of the unit. (For example, the layout of direct speech is practised by reproducing a dialogue based on characterisation inferred from the text. Alternatively, practising the layout of direct speech prepares dialogue between the main characters for the final writing task.)

During Whole Class Reading lessons, children will be asked to identify techniques that an author has used to convey meanings. Those techniques can be directly linked to punctuation, clauses and other grammatical structures. Furthermore, children will also be expected to read text passages aloud with correct pace and intonation based on both context and punctuation.

Speaking and listening activities in all subjects enable pupils to practise correct grammar in the form of recounting stories and information and constructing sentences based on useful phrases and vocabulary

taken from the stimulus materials. This in turn will impact on children's ability to write using correct punctuation and grammar and is intended to develop the 'writing voice' of all children throughout school.

Grammar will be a key focus in conversational English, with teachers picking up on errors and politely correcting pupils when needed. In addition to class-based activities, there will be opportunities for children to practise their speaking and listening skill to an audience, whilst grammar will also be a focus in writing tasks.

As a school, the grammar and punctuation taught at Mandale Mill aligns with Appendix 2 within the National Curriculum. We recognise the importance for a consistency language and definition for terminology so that this knowledge can be easily acquired and retained for children. With this in mind, the school has developed Grammar and Punctuation booklets that are used consistently from Year 1 to Year 6.



Spelling

At Mandale Mill we use 'SCODE' to teach spelling from Year 2 to Year 6.

This scheme teaches the spelling requirements of the National Curriculum for years 2-6 by teaching children the Advanced English Phonic Code. The National Curriculum (2013) states; *'The rules and guidance are intended to support the teaching of spelling. Phonic knowledge should continue to underpin spelling after key stage 1; teachers should still draw pupils' attention to GPCs that do and do not fit in with what has been taught so far. Increasingly, however, pupils also need to understand the role of morphology and etymology'*.

It is widely accepted that English is a complicated language to learn, especially when it comes to writing. In short, the English alphabet is made up of 26 letters, these combine to make the 44 sounds or phonemes we speak. However, when it comes to the writing/spelling of these sounds there are over 150 combinations or graphemes.

By using this scheme, by the end of Key Stage 2 we aim for a child to be able to:

- Write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct spellings.
- To understand the history of the English language and why it is so complex.
- Have an interest in words and their meanings, through etymology and morphology, developing a growing vocabulary in spoken and written forms.
- Apply their knowledge of the national curriculum content and spell the curriculum words correctly when writing across the curriculum.
- Have a sound understanding of the Advanced Phonic Code and use it to spell unfamiliar words. At first glance the advanced code may seem complex for children but once they understand the structure and the fact that the advanced code is simply other ways of writing the sounds we speak, they can be empowered by the logic of this system.
- Examining sounds and codes in a logical manner helps children's brains make sense of complex information.

Within the Scode lessons there are various strategies to develop children's confidence and skills as spellers:

- Providing three times weekly sessions for pupils in Year 2, 3 & 4 and three times weekly in Year 5 & 6.
- Explicitly teaching the spelling content and curriculum words sorted by sound and code in accordance with the requirements of The National Curriculum for England 2014 (Y1 to Y6).
- Planning meaningful, engaging, humorous and, where possible, real life purposes and audiences for writing within the classroom.
- Planning spelling activities into creative teaching sequences which engage and inspire pupils.
- Providing pupils with opportunities to evaluate their thinking and writing independently and with their peers and teachers.
- Planning purposes for writing which require pupils to write in a wide variety of forms.
- Throughout the spelling process, children are encouraged to orally rehearse and smash down words. This means giving children the opportunity to practise before they write by clapping out the syllables, saying the word out loud before they commit it to paper in their book.
- For children to have an understanding that accents and dialects will need to be considered when making connections between spoken and written language.

Reading

Intent-

At Mandale Mill Primary School, we want children to establish an appreciation and love of reading at all stages of their learning journey. We are committed to sharing high quality and vocabulary rich texts across the curriculum so that children may develop knowledge of themselves and the world in which they live. We encourage our pupils to discover new information and develop their comprehension skills by reading widely using both fiction and non-fiction texts which (where possible) are linked to their topics across the curriculum. We are lucky to have a wide range of books in school and class teachers select books to read aloud based on personal choices or suggestions from pupils.

By the time our pupils leave Mandale Mill, we envisage that they will be competent readers who can recommend books to their peers, seek out books from a range of different genres including poetry and engage in discussion about authorial choices or impact on the reader.

Once our pupils have unlocked the key to reading here with us at Mandale Mill, it is our intention that they will be able to apply their reading skills in order to access any subject in their secondary education and beyond.

Read Write Inc (Phonics teaching)

At Mandale Mill, we passionately believe that teaching children to read and write independently, as quickly as possible, is one of the core purposes of a primary school. These fundamental skills not only hold the keys to the rest of the curriculum but also have a huge impact on children's self-esteem and future life chances. Therefore, to achieve this we have adopted the Read Write Inc. Phonics programme (RWI) which includes teaching synthetic phonics, sight vocabulary, decoding and encoding words as well as spelling and accurate letter formation.

We strive to teach children to read effectively and quickly using the Read Write Inc. Phonics programme (RWI) to decode and then read from Early Years up to Year 2 to:

- apply their phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all common 40+ phonemes
- read accurately by blending sounds in unfamiliar words that contain the Grapheme Phoneme Correspondences (GPCs) that they have been taught
- read common exception words, noting unusual correspondences between spelling and sound
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read words of more than one syllable that contain taught GPCs
- read words with contractions and understand that the apostrophe represents the omitted letter(s)
- accurately read aloud books, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words

- reread books to build up their fluency, accuracy and expression and hence develop confidence and enjoyment of reading
- read most high-frequency regular words quickly and accurately, without overt sounding and blending; only needing to sound out unfamiliar words
- spell words containing each of the 40+ phonemes by segmenting the sounds in words
- spell common exception words correctly
- add prefixes and suffixes to previously taught words
- spell effortlessly, and with confidence, so that all their focus when writing can be directed towards composition
- make phonetically plausible attempts to spell words correctly
- select the correct GPC for words that contain sounds that have more than one GPC – e.g. ay, ai, a-e etc.
- form each letter correctly, using RWI letter formation rhymes to encourage correct entry and exit points, orientation and letter size.

At Mandale Mill, these skills are embedded within daily 40 minute RWI lessons where pupils are taught within small homogenous groups, across year groups, which reflect their performance in RWI phonics assessments.

Teachers teach RWI using a detailed, proven step-by-step teaching scheme; where children are first taught simple GPCs, to accurately blend taught sounds, to decode simple words containing taught graphemes and then to read specifically designed books that are closely matched to their increasing knowledge of phonics and the common exception words.

We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and ability to read ‘tricky words’; so they experience early reading success and gain confidence that they are readers.

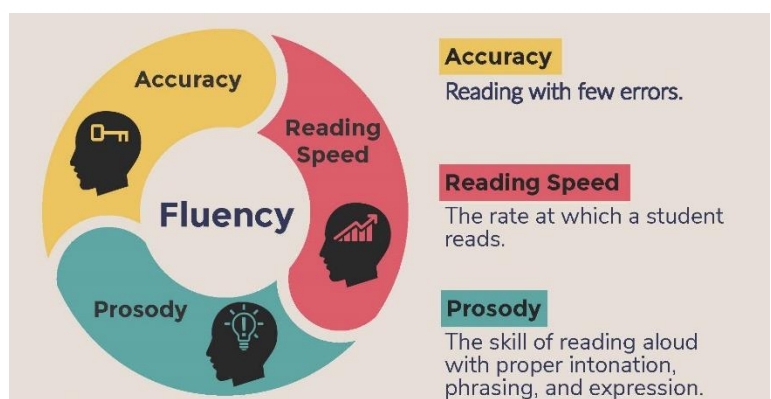
RWI teachers have all the RWI resources needed to teach RWI and they follow detailed lesson plans. This ensures the consistency of the teaching of reading, in every RWI lesson, irrespective of the RWI reading teacher.

Teachers attend regular in-house CPD sessions, where they have the opportunity to learn about pedagogical changes, new RWI resources and to observe and practice specific parts of the teaching process. As a school we also have full access to the portal.

Bridge Session

As a school, we have recognised that our children have historically struggled with the jump from phonics teaching and the reading of phonically decodable books to reading non-phonically decodable books and developing fluency. As a result, we have built in a ‘Bridge Session’. Children in Year 2 and 3, who have reached the end of RWI, participate in this session for 40 minutes while RWI is taking place.

These sessions following a very similar three day read structure to RWI but use novels with short chapters. This ensures that



children establish all of the skills associated with being a fluent reader.

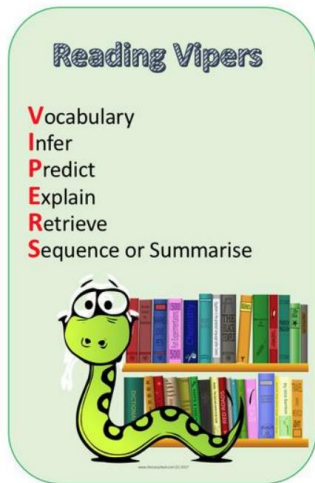
These sessions also include spelling and handwriting teaching.

Whole Class Reading

Children are explicitly taught the skills of reading (outlined in the National Curriculum and the KS1 and KS2 test domains) through the use of VIPERS which were created by Rob Smith (The Literacy Shed) within a Whole Class Reading lesson. The VIPERS approach allows teachers to teach the content domains laid out in the National Curriculum in a clear way for children.

Key Stage 1 content domains linked with VIPERS-

KS1 Content Domain Reference	VIPER
1a draw on knowledge of vocabulary to understand texts	Vocabulary
1b identify/ explain key aspects of fiction and non-fiction, such as characters, events, titles and information.	Retrieve
1c identify and explain the sequences of events in texts	Sequence
1d make inferences from the text	Infer
1e predict what might happen on the basis of what has been read so far	Predict



Key Stage 2 content domains linked with VIPERS-

KS2 Content Domain Reference	VIPER
2a Give/explain the meaning of words in context	Vocabulary
2b retrieve and record information/ identify key details from fiction and non/fiction	Retrieve
2c summarise main ideas from more than one paragraph	Summarise
2d make inferences from the text/ explain and justify inferences with evidence from the text	Infer
2e predict what might happen from details stated or implied	Predict
2f identify/explain how information/ narrative content is related and contributes to meaning as a whole	Explain
2g identify/explain how meaning is enhanced through choice of words and phrases	Explain
2h make comparisons within a text	Explain

Whole Class reading in Reception-

Children in Reception begin to engage with a Whole Class reading lesson as part of these teacher led input. In Reception this takes the form of sharing a story with carefully thought through questioning and then activities within the areas or as directed by adults in the setting. Through these sessions' children will begin to become familiar with the terms used within VIPERS. The books used within these sessions are from the

Reading Canon, familiar stories for children and wider texts that the children may be or have shown an interest in.

Whole Class Reading in Year 1-

In Year 1, children will have a daily Whole Class Reading session for 30 minutes.

The first 10 minutes should be used for an additional speed sound session in the Autumn term. In the Spring and Summer term, at least three sessions per week should begin with a speed sound session. The other (up to) two should begin with a vocabulary starter.

The remaining 20 minutes of the sessions should be used to teach skills associated with a VIPER. There is no whole school agreement on what VIPER should be taught on what day or how many times a VIPER should be revisited. This decision has been made to ensure that teaching can meet the needs of the children in the class. In the Autumn Term, sessions should be practical and rooted in discussion. This should be evidenced in a floor book. In the Spring term, there should be a move towards children having their own exercise book to evidence the activity that has facilitated the learning.

Whole Class Reading in Year 1 should use texts from the Reading Canon.

Whole Class Reading in Year 2 and 3-

In Year 2 and 3, children will have a daily Whole Class Reading session for at least 30 minutes. This should be extended to 45 minutes when possible.

The first 10 minutes should be used for an additional speed sound session or a vocabulary starter. This is decided using teacher discretion depending on the needs of the children and the point within the year.

The remaining 20 to 30 minutes of the sessions should be used to teach skills associated with a VIPER. There is no whole school agreement on what VIPER should be taught on what day or how many times a VIPER should be revisited. This decision has been made to ensure that teaching can meet the needs of the children in the class. Activities to facilitate the learning should be rooted in discussion and involve practical elements. Activities should be evidenced in individual exercise books.

Whole Class Reading in Year 2 and 3 should use texts from the Reading Canon.

Whole Class Reading in Years 4, 5 and 6-

In Years 4, 5 and 6, children will have a daily Whole Class Reading session for 45 minutes.

The first 10 minutes should be used for a vocabulary starter on two days and for the teaching of fluency on three days.

The remaining 35 minutes of the sessions should be used to teach skills associated with a VIPER. There is no whole school agreement on what VIPER should be taught on what day or how many times a VIPER should be revisited. This decision has been made to ensure that teaching can meet the needs of the children in the class.



Extra speed sound session
Or
Vocabulary starter



Reading the text.
Teaching and activity
based around a
VIPER.



Extra speed sound session
Or
Vocabulary starter



Reading the text.
Teaching and activity
based around a
VIPER.



Vocabulary starter



Reading the text.
Teaching and activity
based around a
VIPER.

Activities to facilitate the learning should be rooted in discussion and involve practical elements. Activities should be evidenced in individual exercise books.

Whole Class Reading in Years 4, 5 and 6 should use texts from the Reading Canon.

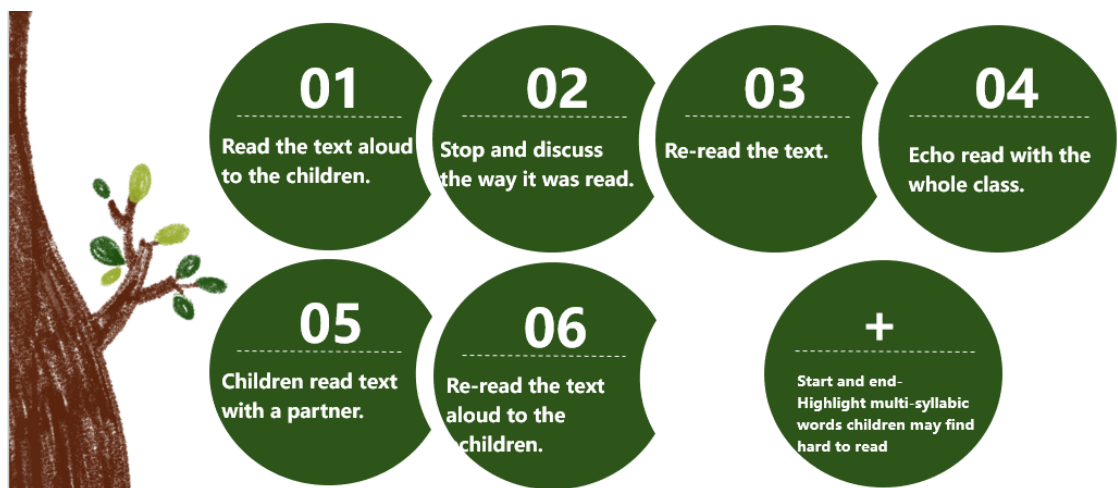
Fortnightly quizzes-

From the Summer term in Year 1, one Whole Class Reading lesson every fortnight should be used for a teacher made quiz. These should be designed by the teacher to explore VIPERS and skills recently taught or to gain an insight into understanding around skills that are coming up. These quizzes should take 20 minutes to complete independently and then should be marked as a class with teaching points pulled out.

Fluency Intervention

At Mandale Mill, we appreciate the importance in not just being able to word read but in being a fluent reader.

The image below shows the structure of the fluency intervention that all children (from Year 4 onwards) should have weekly access to if they are not a fluent reader. This structure is the same as used at the start of WCR sessions.



Home Reading

At Mandale Mill Primary School, we recognise the importance of reading frequently. As a result, we promote home reading.

In Early Years and Year 1, children take home two RWI books. One of these books is the same book as they are using in their sessions and the other is a book bag book.

From Year 2 (when children have finished RWI), children start to come home with a reading book that is not linked to phonics and can be simply read for pleasure. As a school, we follow the Oxford Reading Tree banding for our books but we do not use books explicitly provided for this scheme. We have recognised

the importance in children identifying who they are as a reader and selecting books that they enjoy. Our reading areas in classrooms are designed so that children have this choice.

To promote home reading we have a reward system in place called 'Reading Around the World'. Each term there is a new map for children to read their way around- one read is a jump on the map. Children can jump up to twice in one day. If children make it around the world, they are invited to a 'popcorn party' at the end of term. For children who make it more than once, there are a range of different rewards each term.

Reading Canon

The Reading Canon underpins all of the reading and writing that takes place at Mandale Mill.

The Reading Canon is a carefully thought through selection of books for each topic within the different year groups that are cross curricular and engaging. The Canon is made up of longer novels, shorter stories, picture books and non-fiction texts. This Canon can be supplemented with poems and video to add further breath and excitement.

In designing the Reading Canon (which is dynamic and updated regularly) we have ensured that children have access to The 5 Plagues of Reading. In his book 'Reading Reconsidered', Doug Lemov points out that there are five types of texts that children should have access to in order to successfully navigate reading with confidence. These are complex and demand more from the reader than other types of books.

The five text types are:

Archaic Language

The vocabulary, usage, syntax and context for cultural reference of texts over 50 or 100 years old are vastly different and typically more complex than texts written today. Children need to be exposed to and develop proficiency with antiquated forms of expression to be able to hope to read more complex texts.

Non-Linear Time Sequences

Stories where time flows back and forth in a complex manner not just flows in one direction.

Narratively Complex

Some books have more than one narrator telling the story or non-human narrators such as the horse who tells the story in Black Beauty.

Complexity of story

Where the plot and symbols used are more complicated for example interwoven plots.

Resistant Texts

This refers to texts which are difficult to understand, texts that deliberately resist comprehension. You have to assemble meaning around nuances, hints, uncertainties and clues.

The Reading Canon can be found in the long-term planning documentation.

Assessment

All components of English as assessed in line with the assessment policy.

The following demonstrates the key components to the assessment of English-

Writing-

- AfL within and between lessons. Class teachers should use Whole Class Feedback sheets in skills lessons to feed forward into independent writing.
- Insight should be used by teachers during each cycle to indicate what statements children are showing evidence of. Teacher should add notes, dates, samples, etc to Insight as part of their evidence, where relevant.
- Teachers should make a summative judgement about writing each half term on Insight.

Grammar, punctuation and Spelling-

- AfL within and between lessons. Class teachers should use Whole Class Feedback sheets in skills lessons to feed forward specific elements of the GPS into independent writing.
- Insight should be used by teachers during each cycle to indicate which statements children are showing evidence of. Teachers should add notes, dates, samples, etc to Insight as part of their evidence.
- During assessment week children will complete a GPS assessment which will feed into the overall judgement for writing.
- Assessments within the SCODE scheme should be used at the start and end of each unit as well as termly.

Phonics (Early Reading)-

- Assessment and AfL should be embedded practice within sessions to ensure that children are making progress and speed sound sessions are bespoke.
- RWI assessments are carried out every 6 weeks. Sound analysis grids and new groupings and produced following this.
- Children in Year 1 (and any children in Year 2 and 3 who have not passed the Phonics Screening check) complete a Phonics Screening check each half term.

Reading-

- AfL within and between lessons. Class teachers should use Whole Class Feedback sheets to feed forward into future teaching.
- Insight should be used by teachers during teaching indicate which statements children are showing evidence of. Teacher should add notes, dates, samples, etc to Insight as part of their evidence, where relevant.

- During assessment week, children will complete a reading assessment which will feed into the overall judgement for reading. For year 1 to 5 this happens each term. For Year 6, this happens half termly.
- All children will complete a reading age assessment every term.
- All children who are not a fluent reader will complete a fluency assessment until they are assessed to be a fluent reader.
- Book bands are decided using triangulation of reading age, fluency assessment and comprehension level.

Responsibility of the English Leader:

- Formulating, reviewing and updating policy document guidelines.
- Ensuring the Long-term plan of work is implemented.
- Ensuring that the curriculum is relevant to the ability and needs of all pupils and reflects cross curricular opportunities, special educational needs and equal opportunities.
- Producing an action plan.
- Monitoring standards of teaching and learning in accordance with the monitoring schedule.
- Informing the Head teacher and curriculum lead of standards and developments within the subject.
- Keeping up to date with the latest developments and inform staff.
- Acting as a consultant to other members of staff.
- Liaising with outside agencies.
- Organising and maintaining resources.
- Monitoring progress and checking pupil understanding of key skills and knowledge
- Tracking assessment within the subject area
- Liaising with Governors and other stakeholders.
- Provide CPD to staff where necessary
- Work alongside curriculum leader

This policy will be monitored by the English Leader. They will also ensure that the policy is working in practice and review it every two years.

This policy should be read in conjunction with the Teaching and Learning policy.



Article 3: All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.

Article 28: Every child has the right to a good education.

Article 29: Your education should help you use and develop your talents and abilities.

It should also help you learn to live peacefully, protect the environment and respect other people.