



Lostwithiel School

English Policy

Our aim is to promote the highest possible standards of language and literacy so that children leave Lostwithiel Primary School able to communicate confidently and effectively. We place an emphasis on the acquisition of these basic skills through teaching Reading and Writing as subjects in their own right and by building in opportunities to apply literary skills across the curriculum.

Reading

Phonics at Key Stage One

We passionately believe learning to read is the most important thing a child will learn at our school. At Lostwithiel Primary School, we are very proud of the rapid progress that our pupils make in reading! We deliver phonics through Read Write Inc, which we follow with fidelity. RWI is a dynamic, rigorous and robust phonics programme that teaches children to read quickly and effectively. Children begin learning phonics on day one at Lostwithiel Primary School. From EYFS to Year 2, trained reading teachers deliver daily phonics lessons. At first, children learn the common single sounds in the English language and how to sound-blend words for reading, at the same time they develop skills of handwriting and spelling. They progress to graphemes as well as reading and comprehending lively storybooks containing words that they can decode so they achieve early success in reading.

The children are rigorously assessed at half termly intervals throughout the year to ensure progress and identify when additional support is needed. According to the outcome of these assessments, children are taught in small, differentiated groups by our trained team of RWI reading teachers. Reading teachers receive bi-weekly practise and coaching sessions to ensure that high quality teaching is consistently maintained.

Reading at KS1

In addition to daily systematic, synthetic phonics lessons, fostering a love of reading is at the heart of our reading delivery. As a team, EYFS staff choose a selection of poems, songs and nursery rhymes to be learnt off by heart and both EYFS and Year 1 select 30 diverse books (our class 'favourites') that will be read and enjoyed together throughout the year. Children engage in story time by joining in with well-known phrases, discussing new and unknown vocabulary and giving personal responses through scaffolded discussion and questioning.

In year 1, children engage in texts through daily 'Talk Through Stories' which are planned in two weekly blocks. In 'Story week', children are immersed into a story so they get to know the text really well: the plot, the characters, and their actions and motives. Children orally practise retelling the story, learn favourite phrases and compose sentences about their understanding of the text. In 'Vocabulary week', children explore eight tier 2 words from the story. These words have been specifically selected to develop children's understanding of each word in the context of their everyday lives. Children orally compose and rehearse sentences containing these words and explore the applicability of these words to different contexts.

Children in EYFS and KS1 take home books that match their reading level. This is consistently updated in line with half termly reading assessments. The children are heard to read in school and at home. This independent reading is evidenced in the children's reading record books. Where necessary, the independent reading book and reading record book is kept in school to ensure the children are heard to read regularly.

Year 1 Phonics Screening Check

Throughout Year 1, in November, February and April, children will be assessed using the RWI Y1 Phonics Assessment in preparation for the end of Year 1 Phonics Screening Test. RWI one-to one tuition sessions will be provided for those pupils at risk of not passing the PSC to close the gap. Because we feel that reading is the gateway to learning, teachers are expected to provide those children who do not pass the PSC in Year 1 with an APDR in Year 2 to close the gap. They will then retake the Phonics Screening Check at the end of Year 2.

Reading at Key Stage 2

It is important to us that the success our children achieve in phonics at Key Stage One is sustained in Key Stage Two. At Lostwithiel School we teach a half hour reading lesson 4 times a week. Each lesson uses a whole class text that has been chosen as it is both challenging and broadens the children's knowledge of texts and authors. Each lesson teaches the National Curriculum, teaching the one or two of the key areas of reading comprehension; vocabulary knowledge, inference, prediction, explanation, retrieval and summarising/sequencing. Lessons are planned in accordance with the Lostwithiel School Whole Class Reading Progression Document and provide success criteria that the children self-evaluate against at the end of their lesson. Work produced by the children in these reading sessions is kept in the child's red Whole Class Reading book.

Reading for Pleasure At KS2

At Lostwithiel School we use Accelerated Reader to foster a love of reading and monitor progress. Accelerated Reader encourages substantial differentiated reading practise to create strong readers. Based on each student's independent reading level, AR helps teachers guide students to books that are difficult enough to keep them challenged, but not so difficult as to cause frustration. In addition, AR helps teachers monitor students' vocabulary growth, literacy skills development, and other reading comprehension skills.

As soon as a child is able to access reading books from our Library they will be assessed using the online AR Star Reader Test to establish their ZPD (reading level). The child will then be provided with a book at that level. Once read, the children take an on-line book quiz based on that book. As a school we have set a pass rate of 80% on book quizzes, however if a child completes the quiz with a pass of 100% their Terrific Ten book mark is stamped. Once ten stamps have been collected those children enter their book mark into the draw to win a Kindle at the end of the school year. The children's word count is also monitored and badges issued for those pupils who have read 500,000 and 1,000,000 words. Accelerated Reader Data from Star Tests taken by pupils at the end of each term is monitored by the Subject Lead. Reading is formally assessed in years 1 - 6 using Pira assessments at the end of Autumn, Spring and Summer Term.

Adapted Learning

At KS2 learning is adapted for those working towards national expectations in whole class reading sessions. Teachers provide a shorter piece of the whole class text for children to work from and consider how the questioning can be scaffolded to meet their needs to ensure high expectations for all children. The bottom 20% of readers in all cohorts will be identified and monitored by the Subject Lead and SENCO. These children are heard to read daily and additional support is planned by the Class Teacher in order to close the gap. The support for these pupils will be part of Pupil Progress Meetings. In addition to our vulnerable 20%, the needs of our SEND pupils are addressed in their APDR that may include individual reading provision.

KS1 Reading Leaders and Class Teachers are expected to:

- access the RWI portal to review the latest training materials,
- attend RWI meetings run by the RWI Lead,
- deliver RWI sessions according to the planning provided in the RWI handbook, send home a sound a week for home learning
- Class Teachers are to provide pupils with additional support if progress is less than expected, the impact of which is monitored and evaluated by the Subject Lead.
- Year 2 Teacher to write an APDR for any pupil who did not pass the PSC at Year 1.
- Ensure the bottom 20% of readers in each cohort are heard to read every day.

KS2 Teachers are expected to:

- In September, December, March and July ensure all children in the class complete a Star Test,
- Provide each child in their class with a reading record book and reading book of the appropriate ZPD promptly,
- Provide each child in their class with a Terrific Ten book mark and keep it updated with their relevant ZPD, replacing it once completed
- Ensure all children are reading a book which is challenging and appropriate to their current level
- If a book does not regularly return from home, provide an additional book which stays in school,
- Plan and deliver explicit Reading Lessons that focus on VIPERS questions - this is a graduated approach that builds throughout KS2 - see 'Teaching Reading at Lostwithiel School' document,
- Ensure pupils complete reading work in their red guided reading book,
- Assess the children's reading progress using Pira Tests at the end of Autumn, Spring and Summer.
- Ensure the bottom 20% of readers in each cohort are heard to read every day.