

# West End Primary School

## English Policy

### National Curriculum 2014

In the National Curriculum for 5 - 11 year olds, English is developed through four key areas:

- Spoken Language
- Reading - Word Reading & Comprehension
- Writing - Transcription & Composition
- Spelling, Vocabulary, Grammar & Punctuation

### Phonics

At West End Primary School, phonics is at the heart of all our English lessons. Without being able to decode, reading cannot be developed and this limits access to the rest of the curriculum. We are passionate about phonics: ensuring that all children become fluent readers by the end of key stage one and develop a life-long love of reading.

We teach reading through a systematic, synthetic phonics programme called Red Rose Letters and Sounds, which ensures that children will become enthusiastic and successful readers and writers.

We start teaching phonics in Reception, our phonics curriculum takes children through five phases, with children typically moving through phases 1 - 4 during Reception and then onto phase 5 throughout year 1 and 2.

### National Expectations

<b>Term</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>
Autumn	Phase 1 and 2	Phase 4 and 5	Review Phase 5 and 6
Spring	Phase 3	Phase 5 Y1 spelling NC	Y2 spelling NC
Summer	Phase 3 and 4	Phase 5 Y1 spelling NC	Y2 spelling NC



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## Phase 1

This phase concentrates on developing children's speaking and listening skills and it lays the foundation for phonic work which starts in phase 2. The focus is on listening and making sounds. E.g environmental sounds, rhyme, rhythm, alliteration, oral blending and segmenting and early letter recognition.

## Phase 2

Children entering phase 2 phonics will continue to build on the foundations from phase 1. The purpose of phase 2 is to teach the 23 Grapheme-phoneme Correspondences (GPC) with single letter graphemes and some diagraphs, with application into reading and writing. Children will also be taught how to read and spell 6 tricky words.

## Phase 3

Phase 3 teaches 28 GPCs including single letter graphemes, diagraphs and trigraphs. We introduce phonic journals for these children who are ready to write with pencil and paper in order to practise GPCs, words and sentences. Children will also be taught how to read and spell 11 phase 3 tricky words. From week 12 onwards, children will begin to be exposed to pseudo (nonsense words) words to read. Pseudo words are linked to the Phonics Screening Check Framework.

## Phase 4

This phase will build on the learning from phase 2 and 3. Oral blending and segmenting is explicitly taught, blending for reading and segmenting for spelling. Children will revisit reading and spelling 15 phase 4 tricky words, introduced in phase, with automaticity of reading tricky words being essential. Children will be exposed to pseudo words throughout phase 4.

## Phase 5

Children entering this phase should be secure in recognition of all GPCs, tricky words and high frequency words from phases 2, 3 and 4 with application into reading of words and sentences and decodable texts. In phase 5, 21 further graphemes for reading, 19 alternative pronunciations for graphemes and 95 alternative spellings for phonemes with application into reading and writing.



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Writing journals should be used. Children will also be taught how to read and spell 12 phase 5 tricky words and 25 high frequency words. Children will be exposed to pseudo words throughout phase 5.

## Teaching and Learning

The Red Rose teaching sequence should be 20/25 minutes.

1. Revisit/Review
2. Teach
3. Practise
4. Apply

1. Review

Graphemes- reading or writing

Tricky words

High Frequency words

Words with previous GPCs

Games to be played

2. Teach- three sections

Teaching a new GPC (New learning...)

Hear it and say it => see it and say it => Say it and write it

Modelling correct enunciation and pick up on any incorrect enunciation

Say phonemes in sound talk and ask the children to blend them together

Say the full word and ask children to use the consistent segmenting strategy- phonic fingers

Segment on phoneme frame

Teach tricky words

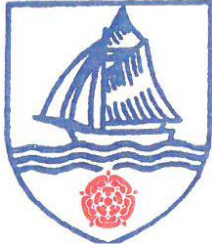
3. Practise

Reading and/or writing words with new grapheme taught in

Reading and/or writing the tricky word taught

Interactive and fun- use of games from Red Rose Phonics

4. Apply



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Reading or writing one or two sentences which include the newly taught grapheme and tricky word  
Use previously taught GPC's within sentence too

## In every phonics lesson consistent strategies are used:

Handwriting patten

Phonic fingers (encouraging children to use non writing hand) to segment the words

Smooth reading when blending the phonemes together

Sound buttons

Sound buttons on vocabulary displayed around rooms (used less in Year 2)

Phonemes exposed in words not just phoneme flash cards

Stars around tricky words

Highlighting parts of the tricky word we know and the parts that trick us

Stretch and challenge words to be used

Phonics box of resources in every classroom

Phonic journals for pupil's recording

## Daily keep up lessons

Any child that need additional practice has daily keep up support. This support matches the teaching sequence and use the same resources but it is delivered in smaller steps with more focus on repetition so every child can secure their learning.

Children in years 2 and 3 who are not fluent readers or who did not pass the phonics screening check have extra phonic sessions at least three times a week to catch up. These children are assessed to identify gaps in phonic knowledge.



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If any children in year 4 to 6 have gaps in their phonetical knowledge when reading or writing, interventions to address specific reading and reading gaps are timetabled at least three times a week.

## Enunciation

Correct articulation of phonemes is vital in helping children to learn to blend sounds together. Staff ensure that the sounds vocalised are as precise and accurate as possible and that no additional sounds are added. For example, the phoneme /m/ as in 'mother' or embedded in 'impress' needs to sound /mmmm/ and not /muh/. When the sound is clear, it is easier for the child to blend together the individual sounds to read a word.

## Reading in Key Stage One

Key Stage One builds on the foundations for reading which the children have gained in Reception. In Year One, Phonics is still taught daily and the children consolidate their phonic knowledge and practise their decoding. They are introduced to more complex sounds and alternative sounds that can be created by the same letters that they have already used, for example 'ay' in the word 'play' can also be in words spelt a different way, for example 'ai' in 'snail'. These letters make the same sound but are spelt differently. Recognising and being able to use these sounds allow children to read a wider range of words and texts. Children in year one undertake the government phonics screening test to assess their knowledge and application of phonics. In Year two if children still need some help with phonics, they will participate in small groups to continue their phonic journey.

## Reading in Key Stage Two

Key Stage Two further enriches children's reading skills and provides a host of learning opportunities to expand children's reading abilities. All classes in Key Stage two participate in Active Reading sessions throughout the week. Teachers use their knowledge of the reading needs of the children and use books or extracts of texts that offer both challenge and teaching points to expand skills. Comprehension skills of predicting, summarising, clarifying, understanding new vocabulary, predicting, inferring and deducing are also worked upon through Active Reading sessions. These skills allow children to fully understand the texts that they read. Children are encouraged to ask and answer questions to fully understand what they have read or heard. They practise their fluency and



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accuracy, as well as expression and pace and their understanding of punctuation in texts. Children in KS2 who may still find phonics challenging will be supported by daily 1:1 sessions to help them acquire their decoding and segmenting skills.

## **Reading and Writing**

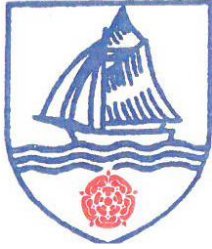
Reading has strong links with writing. We have updated our English curriculum with high-quality, modern books so that children can engage with the carefully selected books and explore them through their writing sessions. They develop a deep understanding of the books read and the authors who have written them. They acquire knowledge about how authors write and the tools they use to create excellent books to read. Children are encouraged to use this knowledge to develop and extend their own writing skills. Each class also has a class novel that links to their topic, reading whole class books and novels gives children the opportunity to listen to reading by adults. They are introduced to texts that may be beyond what they are able to read independently. It encourages them to listen carefully and absorb the vocabulary and phrasings used by the authors and use the information to create images and ideas.

## **Home Reading**

Children are expected to read three times a week at home. Reception, KS1 and pupils in KS2 who are still learning to read with phonics take two reading books home. One book will be their previous week's book. This will be read for two weeks to build up fluency in reading. Fluency in reading is a skill that enables the reader to read quickly, accurately and with expression so the more they reread the book the more improved they will become at this skill.

The second book will be a new book with new words in to learn- this will then be kept the week after to read for fluency. This book will be linked to the child's phonics learning in class. Books will be changed once a week on a Monday.

We also encourage parents to listen to their child read any other books at home too. Parents are asked to record in their child's reading record book each time their child reads to them. Parents are not expected to write comments unless they want to, we just ask for the date, signature and page number of where the child is up to in the book is recorded. School will not write in this reading record as we have our own recording system in school of when we listen to children read. The reading record book is just for home reading. Staff in the Den may sign reading record books as reading with a staff member in the Den is classed as a home read. Children are given the opportunity to read with year 6 Reading



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Ambassadors in the library at lunchtime during the week and this will also class as a home reading.

## Writing

Writing opportunities have strong links with the carefully selected books within our English Curriculum map. A writing session can involve a number of stages.

**Motivation:** teacher input or stimulus, giving the children chance to think, and discuss ideas. **Modelling:** whole class teacher input, giving children the chance to have a go alongside the teacher. Model texts are often displayed on classroom washing lines so that children can refer back to them throughout the topic.

**Drafting:** children are encouraged to try their ideas in their English books as independently as possible - sharing then editing where needed. The children read their work to themselves to check that it flows.

**Edit and Improve:** children check spellings, punctuation and meaning, and are given the chance to improve their work. Work is often then written up in their published outcome and displayed in their writing files to show progress throughout the year.

In Reception class the stages will look different as children are emergent writers throughout the Foundation Stage and into Year One; there are opportunities for mark making in all areas of provision. We recognise the need to take into account the different experiences of pre-school children and consider each child understands of the purpose of written symbols; their knowledge of letter shapes; their hand-eye co-ordination and fine motor control; and their ability to hold a pencil correctly.

## Spelling, Punctuation and Grammar Spelling

In Reception and Year One spelling is taught through our phonics scheme 'Red Rose Phonics'. In years 2-6 children are taught regularly in focused sessions within each class following the National Curriculum Spelling Overview. Class teachers use NoNoneSense Spelling, to support with the teaching for spelling. Spellings are practised each day within class and the pupils are then assessed on words with the same spelling pattern or rule in either a weekly spelling assessment or through their writing exercises in English lessons.

Grammar and Punctuation are taught explicitly in Grammar and Punctuation lessons at the start of the week. This teaching and learning is then reinforced



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and revisited throughout the week and encouraged to be used throughout writing pieces. The teaching of punctuation is taught in relation to age related expectations in the National Curriculum and alongside grammar.

Handwriting - Children are taught cursive writing from KS1 upwards; however, exceptions are made if a child struggles with fine motor skills or has a specific difficulty relating cursive letters to print. From EYFS, children are taught to write from left to right and top to bottom and how to form lower case letters and capital letters correctly. Once children can form all letters correctly, they are taught discrete handwriting sessions using LetterJoin and constantly encouraged to develop their handwriting in their written work in all subjects. In KS2 children struggling with handwriting may have a targeted intervention and the expectation is that all children use cursive writing (unless they have a specific difficulty which prevents this). In all classes, teachers will model handwriting during lessons, although it is acceptable for teachers to distinguish between handwriting for quick note taking and neat work. Classroom displays should have a mixture of typed information and information written by hand in neat cursive script.

### **Assessment**

Assessment is an integral part of teaching and learning and it is an ongoing process to ensure attainment and progress is closely monitored. It is class teacher and the intervention leads responsibility to track progress made by the children they teach. Phonics will be assessed in line with the Assessment Policy- Phonics will be assessed at each half term or at the end of each phase accordingly. In addition, age related expected targets will be used to aid teacher knowledge and assess Reading and Writing each term. Teachers will use formal assessments and teacher assessments where appropriate and the LAPs to aid judgements.

Assessment for learning: Progress can be recorded and monitored through discussions with pupils, questioning, observing work, and setting specific tasks.

### **Inclusion**

We aim for all children to participate in mainstream lessons. Tasks are adapted through extra adult support and resources and children with S.E.N.D. have





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individual targets on a pupil plan. Interventions take place daily to ensure extra support for those children who need it and these are timetabled and led by the Intervention Team.

### **Monitoring and Review**

Monitoring of the standards of children's work and of the quality of teaching in English is the responsibility of the Head teacher, English Lead and Senior Leadership Team. The intention of our monitoring process is to assess progress in teaching and learning and support colleagues in the teaching of the subject and identify areas of development. This can then be addressed in the English Action Plan and the School Improvement Plan. The monitoring process may include: lesson drop ins; discussion with staff; learning walks; work scrutiny; analysis of teacher planning; use of summative assessment data, including Phonics Screening and KS2 SAT tests; pupil interviews.

Monitoring and review will also include developing the progression guidance in the light of content changes of the National Curriculum, current research in English Education, the training needs of staff to develop subject knowledge and school organisation. The result of the monitoring and review of English will enable the subject lead, in consultation with staff; to set appropriately challenging, curricular targets for every child to ensure progress towards National expectations are met.



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