



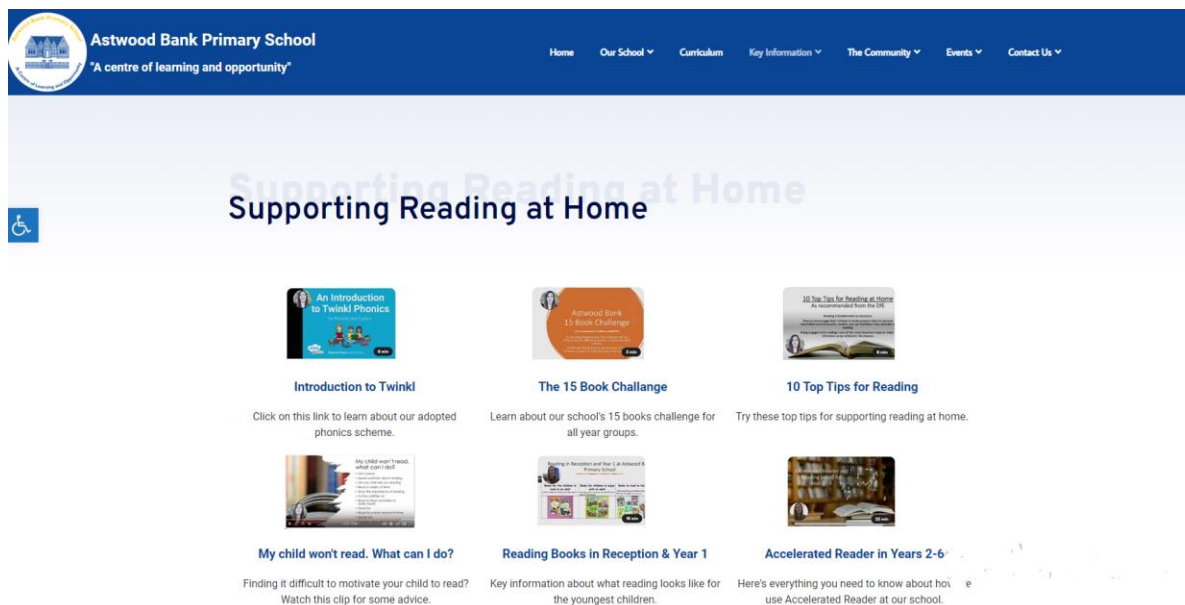
English at Astwood Bank Primary School

Supporting Reading at Home

Reading is one of the most important ways parents and guardians can support their child. Reading introduces us to new worlds, words and cultures. Reading to a child and listening to a child read is hugely beneficial. At Astwood Bank Primary School we promote a love of reading.

For information and guidance about reading at Astwood Bank Primary School, please see the of videos on our website page 'Supporting Reading at Home.'

[Supporting Reading - Astwood Bank Primary School](#)



Astwood Bank Primary School
"A centre of learning and opportunity"

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Supporting Reading at Home

Introduction to Twinkl
Click on this link to learn about our adopted phonics scheme.

The 15 Book Challenge
Learn about our school's 15 books challenge for all year groups.

10 Top Tips for Reading
Try these top tips for supporting reading at home.

My child won't read. What can I do?
Finding it difficult to motivate your child to read? Watch this clip for some advice.

Reading Books in Reception & Year 1
Key information about what reading looks like for the youngest children.

Accelerated Reader in Years 2-6
Here's everything you need to know about how to use Accelerated Reader at our school.

Continue scrolling to find our English policy.

Policy	English
Last review	5 th September 2023
Reviewed by	Abbie Smith



This policy outlines what we are aiming to achieve in respect of pupils' English education. It also describes our agreed approach to the implementation and assessment of the English curriculum. The English taught and the methods used reflect the recommendations outlined in the DfES guidance contained in the documents 'Early Years Foundation Stage Guidance', 'The National Curriculum in England' and 'The Reading Framework'.

Rationale

"English is the most important tool you'll ever need." Benjamin Zephaniah.

Reading, writing, speaking and listening are the basis of effective communication. English is an important aspect of everyday life and central to being a full and active member of a community. English is the foundation for almost all of the learning which takes place in our school and the participation in that learning. As a result, English is given an important status within our school. Our main intent at Astwood Bank Primary School is to foster a love of English in our children.

Vision Statement

Astwood Bank Primary School is an innovative learning community committed to excellence.

Mission Statement

The aims of English teaching at Astwood Bank Primary School are:

- To engender an enthusiasm, enjoyment and appreciation of English and language.
- To give children a greater independence and autonomy through the learning of English skills, knowledge of how language works, understanding of concepts through the experience of a wide variety of texts.
- To encourage and stimulate children as imaginative, creative and critical readers, speakers, listeners and writers.
- To build on pupils' current strengths, interests and experiences of English and language.
- To broaden children's experiences of English.
- To promote enquiring minds which critically evaluate, assess and reflect on their own work and that of their peers or established authors.

Aims for Our Pupils

The essential tenet of English teaching is to help pupils to use language in an appropriate manner for a variety of purposes, audiences and situations. It encompasses the enjoyment and critical study of literature. As a school, we strive to ensure that our children become literate members of society.

Literate primary children should:

- communicate appropriately in written and spoken forms.
- read and write with confidence, fluency and understanding.
- be able to orchestrate a full range of reading cues (phonic and comprehension) to monitor their own reading and correct their own mistakes.
- understand the sound and spelling system and use this to decode and encode accurately.
- have fluent and legible handwriting.
- have an interest in words and their meanings and a growing vocabulary.
- know, understand and be able to write a range of fiction and non-fiction texts.
- plan, revise and edit their own writing.
- have a suitable technical vocabulary through which to understand and discuss their reading and writing.
- be interested in books, read with enjoyment and evaluate and justify their preferences.

- develop their powers of imagination, inventiveness and critical awareness through reading and writing.
- express themselves creatively through the study and critical appreciation of literature and poetry.
- explore/empathise with others and develop relationships.
- understand and value other cultures through literature.

Intent for Speaking and Listening

The staff acknowledges speaking and listening to be the first language modes in order of acquisition and therefore provide the foundation for all further language development. We believe that a pupil's spoken language reflects the local culture and heritage of the individual and is crucial to their identity. This therefore should be valued and built upon. Pupils also have an entitlement to gain knowledge, competence, confidence and pleasure in the use of the more universal dialect of Standard English and to use whichever of these is appropriate to audience, purpose and situation.

Implementation of Speaking and Listening

We therefore provide pupils with opportunities to:

- speak competently and creatively for different purposes and audiences, reflecting on impact and response.
- explore, develop and sustain ideas through talk.
- understand, recall and respond to speakers' implicit and explicit meanings.
- explain and comment on speakers' use of language, including vocabulary, grammar and non-verbal features.
- take different roles in a group to develop thinking and complete tasks.
- participate in conversations, making appropriate contributions building on others' suggestions and responses.
- use dramatic techniques including acting in role to explore ideas and texts.
- create, share and evaluate ideas and understanding through drama.

Intent for Phonics

Systematic synthetic phonics is our primary approach for teaching decoding to children. Children in key stage 1 (KS1) and EYFS (Early Years Foundation Stage) will have a phonics session most days along with other opportunities throughout the day to embed their learning. We aim for our phonic sessions to be engaging, consistent throughout school and accessible for all.

Implementation of Phonics

- Throughout school we use the twinkl phonics scheme. Astwood Bank Primary School chose twinkl phonics because it is engaging, consistent and accessible for all.
- Consistency is important for teaching phonics, and we also respect and cherish the passion and individuality of our excellent teaching staff; therefore, phonic sessions will follow a set structure with consistent resources with scope for teachers to use their creativity.
- Every lesson follows the same structure: revisit, teach, practice and apply.
- Termly phonic assessments are used with all children that have not passed the phonic screening check.
- Children will read the high-quality decodable *Rhino Reader* texts along with other books for them to enjoy with an adult.



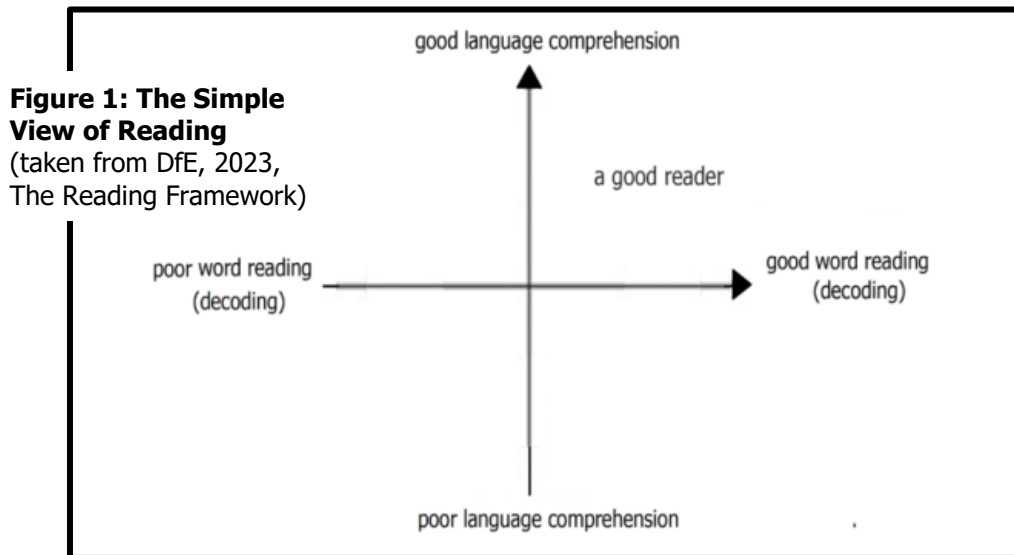
Intent for Reading

We believe that reading is the most powerful tool of learning both in and out of school. It facilitates independence in the quest for knowledge. It allows the reader to share experiences, which would otherwise not be encountered and encourages the development of empathy. It engages readers with language models from which they can gain pleasure and an understanding of how their language works. We aim to develop children's word reading and their comprehension so children can become 'good readers' as shown using the Simple View of Reading diagram in figure 1.

Therefore, we aim to help pupils to:

- read fluently and automatically by using phonic knowledge of grapheme-phoneme correspondences and the skills of blending as their **prime approach** for decoding unfamiliar words.
- build up a store of words that are instantly recognised and understood by sight.

- find evidence in a text to be able to answer questions.
- understand and interpret tasks using inference and deduction.
- identify and comment on the structure and organisation of texts.
- explain and comment on writers' use of language, grammatical and literary features.
- engage with and respond to texts by reading independently for purpose, pleasure and learning.
- respond imaginatively, using different strategies to engage with texts.
- evaluate writers' purposes and viewpoints, and the overall effect of the text.



Implementation of Reading

- Teachers promote a love of reading in their class by sharing high quality texts, encouraging reading and sharing a variety of text types.
- Teachers are role models by being seen to read themselves.
- Vocabulary and general knowledge are pre-taught before reading a text.
- Children are taught specific reading skills, through a whole class guided reading session.
- Children in KS2 complete a comprehension task to embed the specific reading skills.
- Daily phonic sessions take place in the EYFS and KS1 to teach children to decode.
- Year 2 children onwards will use Accelerated Reader to assess reading and track books read.
- Any children not at ARE (age related expectations) are given additional reading sessions to close the gap.
- The '15 Book Reading Challenge' introduces the children to new authors and genres. Teachers will read these books to the class and encourage them to reread these books at home. The list of books for each year group is updated each year in response to new book releases and the feedback given by parents, children and teachers.

Intent for Writing

We believe that confident and competent use and control of the written word is essential to the creation, exploration and clear communication of meaning; an individual's ability to use this form affects performance in all areas of living and learning. Teachers understand that writing is a developmental process and endeavour to promote it as an enjoyable experience. In the early stages, the focus of teaching will be on developing the students' knowledge of the alphabetic code and encouraging a passion for recording their ideas; teachers will build on these skills so students can create work that is planned, organised, accurate and edited.

Implementation of Writing

We therefore aim to provide opportunities for pupils to:

- learn specific writing skills as directed by the National Curriculum.
- create and shape texts for purpose, pleasure and learning.
- use and adapt a range of forms, suited to different purposes and readers.
- make stylistic choices, including vocabulary, literary features and viewpoints or voice.

- use structural and presentational features for meaning and impact.
- organise ideas into a coherent structure including layout, sections and paragraphs.
- write cohesive paragraphs linking sentences within and between.
- vary and adapt sentence structure for meaning and effect.
- use a range of punctuation correctly to support meaning and emphasis.
- learn specific grammar rules and terminology.
- convey meaning through grammatically accurate and correctly punctuated sentences.
- apply taught skills in other areas of the curriculum.

Intent for Spelling

We believe that conventional spelling is necessary to accurately convey meaning to the reader. We therefore aim to help our children to develop a variety of strategies that will enable them to become independent, conventional spellers. The staff recognises that learning to spell is a developmental process.

We therefore aim to develop pupils' knowledge of:

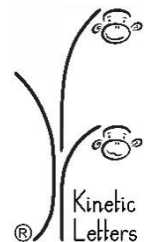
- segmenting words into their constituent phonemes for spelling, which is the reverse of blending phonemes into words for reading.
- spelling words accurately by combining the use of grapheme-phoneme correspondence knowledge as the prime approach, and also morphological knowledge and etymological information.
- a range of approaches to learn and spell irregular words.

Implementation of Spelling

- Daily phonic sessions are taught in KS1, following the twinkl program.
- Weekly spelling lessons and optional tests are given in Key Stage 2 (KS2) using an adapted version of the twinkl spelling scheme.
- The children have access to relevant word mats and dictionaries whilst writing.

Intent for Handwriting

The presentation of written work can not only reflect on an individual's fine motor skills but also the nature of the writer through their awareness of, and attention to, an audience's needs. We aim ultimately for our children to develop a fast flowing, attractive, legible, personal hand. Reading and writing are reciprocal processes; strengthening handwriting skills will support reading and writing development as a whole. To achieve this there is a consistent approach to the teaching of handwriting across the whole curriculum and key stages following the Kinetic Letters handwriting programme.



Implementation of Handwriting

Handwriting practice takes place in sessions that are outside English lessons since handwriting underpins the majority of curriculum areas and is integral to self-esteem.

The key principles of the programme are:

- Building physical strength underpins handwriting and concentration. This knowledge informs the working positions that children use for writing and the strengthening targets they work on.
- Pupils are not expected to do anything before they are developmentally ready for it.
- The different components of writing are mastered individually before being used in combination.
- Letters are learnt as movements, not as visual shapes, and movement remains central to developing automaticity in letter formation, flow and fluency.
- Posture is important in developing the correct position for handwriting and so children are taught how to organise their working position and paper position to enable comfortable and fluent writing from the start.
- Correct pencil hold is taught from the start (i.e. as soon as a tripod grip is developmentally appropriate).

Cross-Curricular Links

We believe that learning is most meaningful when delivered in context and so recognise that English holds a unique position as a medium for learning in all areas of the curriculum. Teachers will identify opportunities for children to explore and develop language across the wide variety of spoken and written genres presented by other subjects, and any resourcing

implications, at the planning stage. It is important that all aspects of the English Programmes of Study are covered and so it may be essential to teach certain aspects as separate entities.

Cultural Capital

Cultural capital is achieved through providing children with opportunities to read books by different authors, from different background and cultures. During our themed weeks, we promote a love of reading and enjoy books by a wide range of authors. Through stories and discussions, we instil an appreciation of different cultures, backgrounds and ethnicity. Our '15 Book Challenge' introduces pupils to a variety of authors, disabilities and cultures.

Home Readers

Children are encouraged to read at home and at school every single day. Typically, we expect children in KS1 to read for at least 10 minutes every day, and in KS2 read for at least 20 minutes every day.

In the EYFS the children have 'ditty' books which give them opportunity to practise the new sound they are learning that week. They may bring home phonic games and books with no words in. Decodable Rhino Reader eBooks are accessible to every child through the code sent by the teachers. An additional book will be sent home, and this book may have some words the child can read independently and some words an adult can support them with. The joy of reading is a shared experience between the child and adult.

In year 1 the children will be assigned a decodable Rhino Reader book. In addition, the children will also take home books to enjoy with an adult to foster their love of reading. The children take home 'star word' sheets to support their grapheme-phoneme recognition and their ability to sight read words.

Once a pupil can read fluently, they can choose a book matched to their reading ability based on the Star Reader assessment completed on Accelerated Reader. Once a child has read a book at home, they should complete a quiz on Accelerated Reader.

Assessment

All assessment helps the teachers to identify areas for development, monitor progress and report to parents.

At Astwood Bank Primary, we recognise the importance of feedback as an integral part of the teaching and learning cycle. We are also mindful of the research surrounding effective feedback and the workload implications of written marking, as well as research from cognitive science regarding the fragility of new learning. We know the most powerful way to feedback to children is in the moment with them present.

We recognise the importance of responding to children's work, whether orally or in writing. We seek to encourage children by highlighting positive achievements with a blue pen; this is called 'Blue for Brill'. Teachers will suggest how a child can make their work even better with a pink pen; this is called 'Pink for Think'. Sometimes no improvements will be suggested to foster children's confidence and sense of achievement.

Children are responsible for assessing their own learning. They are actively encouraged to discuss their work with others and respond to the feedback from their peers. They are expected to value and respect the work of others.

Reading assessment

- EYFS and Year 1 complete a one-to-one phonic check each term to highlight any areas to revisit and daily observations of children's reading are made.
- From Year 2 onwards, reading is assessed at the beginning of every half term using Star Reader.
- Children who are not yet phonetically secure will complete a phonic assessment with an adult.

Writing assessment

- Most feedback will be given to the children verbally. During lessons teachers will make assessments and suggest ways for pupils to improve their writing.
- Reading, grammar, spelling and handwriting tasks will be ticked.
- Longer pieces of writing will have success criteria for the pupils to mark their own work.
- Teachers will underline work in blue and the children know this is to be celebrated.
- Teachers will use CUPS and ARMS in pink to indicate when work needs to be improved.
- Each half term, teachers will mark against the writing grid and moderate with others.
- Pupils use purple pens to edit their work.

Revise with ARMS	Edit with CUPS
<ul style="list-style-type: none">◦ Add sentences and words.◦ Remove sentences and words you don't need.◦ Move a sentence or word.◦ Substitute words or sentences for better ones.	<ul style="list-style-type: none">◦ Capitalization: Beginning of sentence, titles, names, I, months.◦ Usage: make your words make sense.◦ Punctuation: ? ! .◦ Spelling: Check all words and use your spelling resources!

Children as Individuals

In all classes there are children of differing abilities. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies – in some lessons through differentiated group work, and in other lessons by organising the children to work in pairs on open-ended investigations and analysis.

Equal Opportunities

This school believes that every pupil is of equal value and has the right to equal education opportunities, irrespective of age, ability, race, creed and gender.

- Children access the whole curriculum with respect to English skills in reading, writing, speaking & listening through the provision of appropriate texts and additional outside support as necessary.
- The English Curriculum is extended through more demanding tasks, texts and extra support if necessary.

Special Educational Needs

We aim to provide a broad and balanced education to all pupils. Quality First Teaching is considered an entitlement for all pupils. Effective pupil tracking enables identification of pupils who may benefit from early 'intervention' at an appropriate level. We are inclusive and aim to meet the pupils' needs within the classroom. Where necessary, specific interventions are designed to ensure the pupils can realise their full potential and access their age-appropriate curriculum.

Role of the Subject Leader

An English subject leader:

- ensures teachers understand the requirements of the National Curriculum and supports them to plan lessons.
- leads by example by setting high standards in their own teaching.
- leads continuing professional development; facilitates joint professional development.
- leads the whole-school monitoring and evaluation of teaching through learning walks.
- analyses assessment data.
- conducts work scrutiny.
- conducts pupil interviews.
- takes responsibility for managing own professional development by participating in external training, and independent private study, engaging in educational research and scholarly reading.
- keeps parents informed about English issues.
- ensures that the school's senior leaders and governors are kept informed about the quality of teaching and learning in English.
- works in close partnership with the school's senior leaders to ensure the learning needs of all pupils in English are met effectively.
- keeps the school's policy for English under regular review.