



St Nicholas Church of England
Voluntary Aided Primary School
Child Okeford

Friendship · Respect · Curiosity · Community
Exploring possibilities together
With God all things are possible
Matthew 19:26

English Policy

Policy adopted:	November 2022
Approval Level:	Governing Body
Last Review:	November 2022
Policy review period:	2 Years
Next Review:	November 2024

Reading

Our Reading Vision at St Nicholas Primary School:

To promote in our pupils a life-long love of reading and books where every child sees themselves as a reader.

Intent:

We intend on delivering a curriculum in which:

- Teaching reading is at the heart of our curriculum at St Nicholas. It plays an essential role in helping pupils learning to be coherent and progressive.
- Our ambition is that by the time pupils leave our school they are enthusiastic, independent readers who take pleasure in reading across a range of genres and have a strong motivation to read for a variety of purposes.
- We use engaging and incrementally challenging fiction and non-fiction texts. We want pupils to acquire a wide, rich vocabulary and build their comprehension skills. We aim to help foster a love of reading and we want all our pupils, regardless of ability, to see themselves as readers.
- The teaching and learning of reading at St Nicholas provides pupils with a wide range of reading opportunities to include; guided and shared reading, regular independent reading, home /school reading, hearing books read aloud on a daily basis, selecting own choice of texts and reading in other subjects. Parental support plays a key role in fostering the love of reading.
- We believe that teaching children to read critically, discuss and explore texts is integral to their learning across the curriculum and will help them to develop their writing skills.

Implementation:

- We are committed to the teaching of early reading by delivering daily discrete phonics and spelling through **Read, Write, Inc.** The Reading Leader carries out regular phonic assessments and the children are grouped accordingly.
- Within the EYFS and KS1, phonics is developed further through whole class teaching of specific spelling patterns and applying skills in real-life and cross curricular contexts. At KS2, phonic opportunities extend to discrete teaching as part of an intervention group to support slow movers and 1:1 reading support with volunteers. Pupils are taught to use their phonological knowledge in real life contexts and apply their skills to other curriculum areas.
- We promote reading for a purpose as well as for enjoyment through our guided reading sessions (either small group or whole class). These enable pupils to decode and read for meaning. We use a wide range of inspiring books and stories. Texts are chosen to match the ability of the group but still provide challenge. We use the VIPERS approach for checking children's comprehension and understanding. VIPERS stands for Vocabulary, Inference, Prediction, Explanation, Retrieval and Sequence or Summarise.
- We provide a range of opportunities for children to read for pleasure (library, reading corners, displays, book shares and listening to stories). Additionally, we regard reading at home as important to pupil's reading development. There is guidance on our website for parents on tips for hearing their child read and also lists of recommended texts to promote reading for pleasure and access to high quality texts at home.

- Parents are encouraged to hear their child read at home as this is very important. In Reception –Year 4, children have a yellow reading record to record home reading in. In Yr 5-6 children have a more informal diary for recording independent / home reading.
- Teachers aim to promote a love of reading as a life skill but for pleasure also.
- Our pupils follow a reading scheme which includes mostly Oxford Reading Tree but we also use Phonics Bugs, Read Write Inc, Rigby Star Guided Reading Packs and Ginn.
- Pupils in Years 3-6 are assessed in reading in the autumn and summer term through the use of NFER tests. SATS are used to assess children’s progress in Years 2 and 6.

Impact:

What we expect from our pupils at the end of the year:

- All our pupils make good or better progress from EYFS to end of KS2.
- Our disadvantaged / SEND pupils make at least good or better progress in line with national benchmarks.
- Our pupils can articulate clearly in both verbal and written form their understanding of different genres and the impact a writer’s word can have on them as either a reader or a writer.
- Our pupils are motivated, independent and fluent readers.
- Our pupils leave St Nicholas at the end of KS2 with an understanding of what they need to be successful readers in life. They can apply key skills such as inference, word meanings, fact retrieval and the ability to summarise.
- Our effective tracking system (SIMS) as well as our learning walks, book scrutiny and pupil interviews, ensures that gaps in learning are addressed and all pupils are helped to reach their potential.

Writing

Intent:

We intend on delivering a curriculum in which:

- Teaching writing at St Nicholas is at the heart of our curriculum. Our pupils have access to a wide range of writing opportunities that includes the use of paired, group and independent tasks.
- Writing is taught in a creative, supportive and inspiring way. Our aim is that our pupils leave our school with a love of writing and see themselves as writers regardless of their ability.
- Pupils can articulate their thoughts and ideas clearly and creatively through the written word. They can re-read, edit and improve their writing. They are also mindful of different audiences and purposes for writing.
- Pupils can confidently apply the essential skills of spelling, punctuation and grammar in their writing.

Implementation:

- Pupils are taught writing in a variety of contexts and often in a cross-curricular way and linked to class projects. We follow a programme of study called Cornerstones which underpins our foundation curriculum and provides writing opportunities. Further details of which can be found in our curriculum policy on our website.
- We use the Talk for Writing (T4W) approach as the main method for teaching writing at our school from EYFS-Year 6. This approach supports children to explore, through talk, the thinking and creative processes behind being a writer.
- Teachers provide regular opportunities for pupils to write for a range of purposes and audiences.
- Pupils in KS1 and KS2 are given weekly spellings to learn. We use the Read Write Inc spelling programme from years 2-6. This is supplemented with additional material to ensure all objectives and sufficient coverage is made. Additional support is given to pupils who require it for spellings.
- We teach English as whole class lessons, so that all children have access to the age-related skills and knowledge contained in the National Curriculum. Teachers differentiate the learning to cater to the needs of all pupils, for example; a greater degree of scaffolding for slow graspers and the opportunity to extend writing for the rapid graspers, using in some cases a higher level of vocabulary and grammatical features.
- Staff set high expectations in the presentation of work and therefore our pupils take pride in their writing.
- Handwriting sessions are taught regularly; a mixture of whole class, small group and individual teaching is planned for and delivered. Pupils follow a cursive programme from KS1 onwards. We use the Letter-join handwriting scheme.
- On occasions we have external people in school (for example authors) so that children learn about the importance of reading and writing in the real world.

Impact:

What we expect from our pupils at the end of the year:

- All our pupils make good or better progress from EYFS to end of KS2.
- Our disadvantaged / SEND pupils make at least good or better progress in line with national benchmarks.

- Pupils use increased and varied vocabulary and have a strong command of the written word.
- Most importantly, our pupils will have a love of writing which will equip them for the rest of their education journey.
- Our effective tracking system (SIMS) as well as our learning walks, book scrutiny and pupil interviews, ensures that gaps in learning are addressed and all pupils are helped to reach their potential.
- Each year group have a yearly overview of the writing genres, both narrative and non-fiction, that they will teach. These have been planned to ensure correct coverage of the key genres as well as build on skills from year to year.