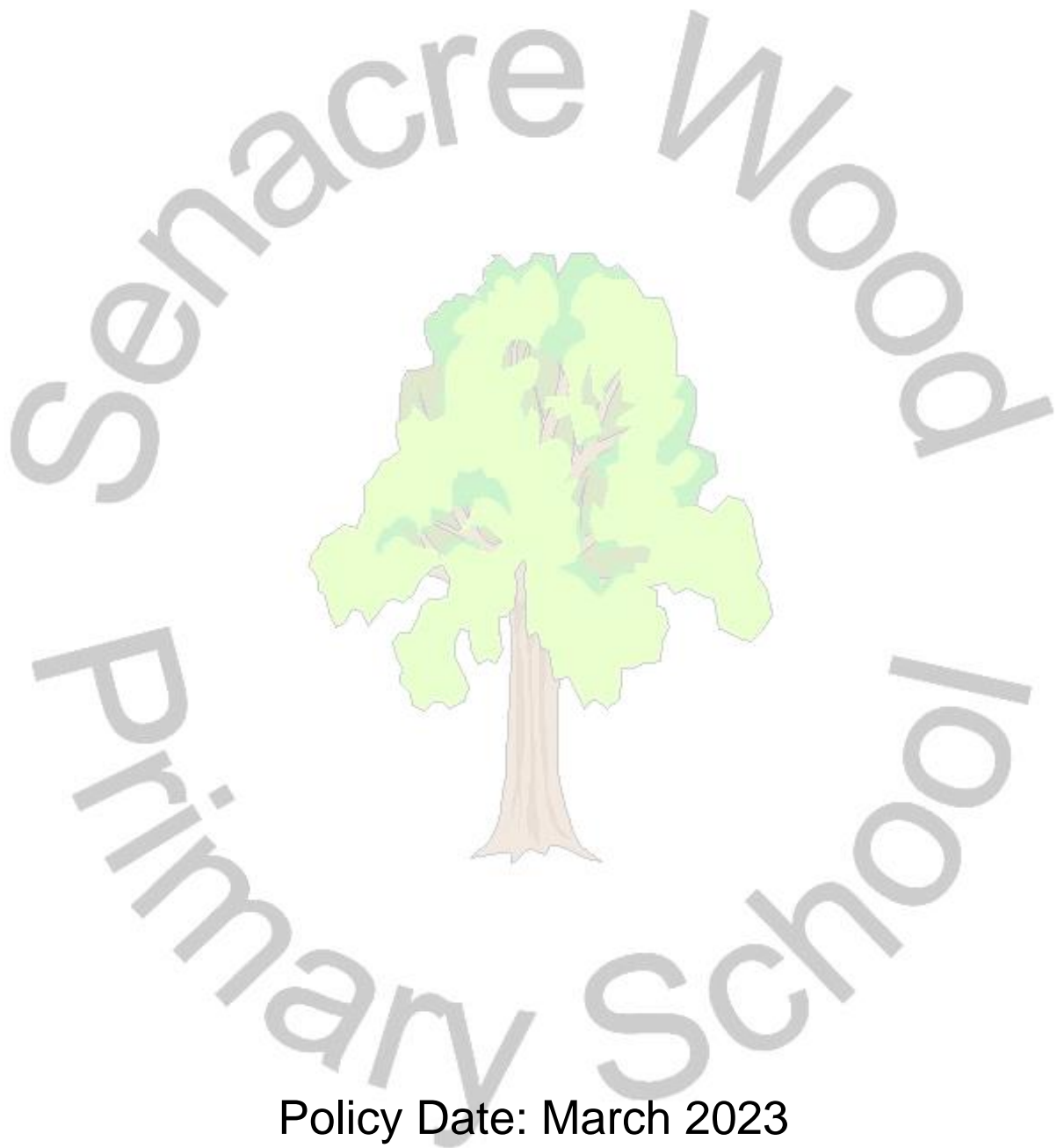


Writing Policy



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Senacre Wood Primary School Reading Policy

INTRODUCTION

The National Curriculum states that:

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

At Senacre Wood Primary, we are committed to providing a high-quality education in English. As a school, we want to develop real writers who record for a purpose and an audience. Writing is a crucial part of our curriculum and children from Foundation Stage to Year 6 are provided with regular opportunities to develop and apply their writing skills across the curriculum.

INTENT

At Senacre Wood Primary, we follow the aims of the National Curriculum to ensure that all pupils:

- *Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.*
- *Appreciate our rich and varied literary heritage.*
- *Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.*
- *Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas*
- *Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate*

National Curriculum 2014

At Senacre Wood Primary School it is our intention for all pupils to be confident and competent writers. We aim to provide them with a high-quality education in English that will teach them to become enthusiastic writers who can write fluently and communicate their ideas effectively. We aim to do this by equipping them with a strong command of the spoken and written language, and to develop their love of literature as well as their understanding of our literary heritage.

Within English lessons, based on the National Curriculum for English, we aim to ensure that we:

- Provide opportunities for pupils to plan, revise and evaluate their writing.
- Develop children's awareness of different audiences and purposes for speaking and writing.
- Use speaking and listening to support learning and influence writing.
- Enable children to use a wide range of high quality English language and make connections across all areas of the curriculum so that they are competent, confident and independent in their use of language.
- Provide pupils with a secure understanding of grammar so that they are able to apply this to written work.
- Provide opportunities for pupils to develop writing stamina so that they are able to write at length.

IMPLEMENTATION

PLANNING

In Key Stage One and Key Stage Two teachers plan using the new National Curriculum framework. All aspects of Literacy are covered: reading, writing, poetry, speaking and listening and drama/ role play. All teachers plan on a half termly basis and can use their medium-term planning to devise detailed and differentiated weekly plans if they wish. Medium Term plans include details of class texts and whole class reading texts as well as links with reading ladders to show learning intentions. The medium-term plan is submitted termly to the English Subject Leader. Planning must detail reasons for text choices, based on skills that children need to learn within that year group. An overview of class texts used can be obtained from curriculum maps and progression documents which are available online on the school website.

WHOLE CLASS READING LESSONS

Once children are confidently reading, typically during Year 2, they will begin whole class reading sessions based on short sections of texts and comprehension questions. Typically, these will be linked to enquiry learning and pupils will be expected to read and answer questions in short sections rather than as a block. By the end of the year, they will build this up to reading whole extracts.

Reading comprehension is taught to ensure that children understand what they are reading. This happens informally when hearing individual children read and through class discussion in all subjects. Throughout English and Whole Class reading sessions, we ensure that children of all ages learn comprehension strategies and are able to respond to texts. We explicitly teach the following key reading domains:

- Vocabulary
- Inference
- Prediction
- Explanation
- Retrieval
- Summarising/ Sequencing

Within Key Stage Two, classes use a “Whole Class Reading” approach to reading lessons. On Monday and Friday, this is based on the class text. Tuesday, Wednesday and Thursday, pupils have a 45 minute whole class reading session which consists of approximately 15 minutes reading and 30 minutes of discussions and VIPERS tasks. The texts for these sessions are ‘linked’ in some way; this could be through content or text type.

A range of strategies can be used during the reading. This includes, but is not limited to, pupils reading aloud, class teacher modelling, echo reading, choral reading or teacher ‘drop in’ while pupils read independently. Any unfamiliar or potentially limiting vocabulary should be explored and read around for a few minutes. This should be accompanied with pictures/visuals where possible for a deeper understanding. This may happen before or after the text has been read.

Once pupils have read the text, they will complete activities around the text. This should begin with a very short retrieval quiz (quick start); these are self-marked at the end. Deeper questions or activities should then be presented one at a time. These should take three forms: individual thinking, partnered talk and solo work. Children should get into the routine of knowing what each of the three forms requires of them. Whilst you will delve into all the reading strands, the focus in these sessions should be on inference and retrieval. This work is kept in Whole Class Reading Books and these are the children’s personal journals to jot down answers, thoughts and responses to the text. These are not marked unless for assessment purposes.

READING BOOKS

As children move on from phonics based texts, books are grouped into colour bands. We use a carefully graded system which incorporates both reading schemes (Oxford Owl and Pearson) and a mixture of classic and modern children's literature. This enables us to provide a wide selection of fiction and non-fiction books at each level of development and also to give your child access to well-written texts that stimulate their interest and encourage positive reading habits. Children read these books with members of staff in school and they will also be sent home to be read with parents. Children are assessed regularly on their fluency and comprehension skills and will move through colour banded levels at their own learning pace.

Children are also encouraged to read online and access different genres and texts types to broaden their understanding of how language can be used in different formats.

READING FOR PLEASURE AND THE ENVIRONMENT

We value reading for pleasure highly and work hard to grow our Reading for Pleasure pedagogy.

- Each day, all teachers read a class text for a minimum of 15 minutes. This means that children will listen to at least 75 minutes of good quality reading from an adult with good diction, expression and fluency. Teachers carefully plan story time sessions to develop a love for reading and expose children to a wide range of topics and ambitious vocabulary. More information around the types of texts that are used, can be found on our whole school 'Book Map' which details the progression of texts used for different purposes across the year.
- Our whole school library is accessed at least once a week by each class; children have their own library card and can check books in and out, just as they would in the real world.
- Every opportunity is taken, from the time a child enters our school to expose them to an attractive and stimulating array of books to develop a love and enthusiasm for reading. To support this, each class includes a class library of books; class libraries include poetry, journalism and encyclopaedic texts to extend children's reading pathway.
- A love of reading is promoted through the use of whole school theme weeks, themed author events, reading challenges, annual book fair, celebrating World Book Day, National Libraries Week and National Poetry Day.
- Books complement displays in class

ASSESSMENT

Reading assessment at Senacre Wood is an ongoing process comprised of age-appropriate formative and summative assessment strategies. Reading 'ladders' are used to track the progress of all children in Reading sessions. This assessment information is used to inform planning, identify targets and the levels the children are working at. Formal reading tests are carried out in Year 2 and Year 6 only. In other year groups, Pearson Bug Club assessments are used alongside teacher assessment to decide whether a child is ready to move to the next band.

EQUAL OPPORTUNITIES AND INCLUSION OF ALL LEARNERS

All children have equal access to the reading curriculum. Positive attitudes towards reading are encouraged, so that all children, regardless of race, gender, ability or special needs (including those for whom English is a second language) develop an enjoyment in reading.

Where required, children's EHCP's incorporate suitable objectives. These targets may be worked upon within the lesson (either in class or in a small group/1:1) as well as on a 1:1 or small group basis outside the reading lesson.

Short term reading interventions in school helps children with gaps in their learning and mathematical understanding. These are delivered by trained support staff and overseen by the SENCO and/or the class teacher. Within reading lessons, teachers have a responsibility to not only provide differentiated activities to support children with SEND but also activities that provide sufficient challenge for children who are high achievers. It is the teachers' responsibility to ensure that all children are challenged at a level appropriate to their ability.

IMPACT

In order to ensure we measure impact, we gather a variety of data and feedback to check whether learning has been retained. The information gathered impacts the future planning of teaching and learning opportunities, ensuring we are responsive to the needs of our learners. Formal pupil progress meetings are held 3 times a year. During this process, progress is measured within the year group as well as from benchmark assessments (e.g. ELG or End of Key Stage One).

The following are methods are also used to support measuring the impact of English teaching across the school:

- Formative assessments; through regular retrieval and application, we can check children's retention of previously taught concepts linked with GPS.
- Summative assessments-
 - EYFS- Baseline and end of Year assessment against Early Learning Goals.
 - Key Stage One and Two, end of Key Stage SATs assessments.

ROLE OF THE ENGLISH SUBJECT LEADER

It is the role of the subject leader, along with SLT, to ensure the subject is monitored using a range of methods which inform the development of English teaching and learning. Following monitoring, outcomes are shared, with colleagues and relevant stakeholders, in a timely manner and areas for improvement are swiftly and effectively acted upon.

It is also the role of the English subject leader to:

- Promote the value and importance of English amongst staff and pupils.
- Identify and support the training needs of colleagues.
- Moderate teachers' assessment to ensure consistency with levels across year groups.
- Monitor, maintain and provide high quality resources.
- Ensure pupils' voice is valued and responded to.
- Keep up to date with developments in the area of English.
- Ensure resources are available to staff.