St Oswald's Catholic Primary School

English Policy

Approved by:	Approval date	Renewal date

Literacy Team July 2021

This English Policy is set within the context of the whole school aims and mission statement:

Together with Jesus,
We will Learn and Grow in Faith

It reflects the school's values, philosophy and mission statement in relation to the teaching and learning of the English Language. It outlines our approach to the development of language in communication (speaking and listening) reading and writing.

Rationale

At St Oswald's we recognise that without effective communication, little achievement can be made. We aim to develop the abilities of all children in our school to communicate their ideas effectively in speech and writing. Children are enabled to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as of non-fiction and media texts. Children use their knowledge, skills and understanding in speaking and writing across a range of different situations.

Aims

- To provide a language rich environment that promotes a culture of communication, reading and writing;
- To develop in pupils an interest in and a love of books and literature that will not only support their learning across the curriculum but also enrich their lives;
- To develop the ability to read easily, fluently and with good understanding;
- To develop a strong command of the written and spoken word in order to communicate and respond effectively;
- To teach children the craft of writing, including handwriting, in order to develop the confidence and skills to write well for a range of purposes and audience;
- To improve the planning, drafting and editing of their written work;
- To teach the basics – spelling, handwriting, grammar and punctuation – to ensure accuracy within creativity;
- To foster in pupils, the confidence, desire and ability to express their views and opinions.

To develop our pupils as Speakers and Listeners we:

- Give time for children to initiate discussions from shared experiences and have conversations with each other.

- Give thinking time for children to decide what they want to say and how they will say it.
- Set up collaborative tasks, for example, construction or story making through role-play.
- Give them opportunities to express their ideas to a range of audiences.
- Give them opportunities to take part in group discussion and drama activities.
- Encourage them to listen and respond appropriately to others.
- Help them to understand the need to adapt their speech to different situations.
- Give them opportunities to evaluate and reflect on their own speech.
- Encourage them to use the vocabulary and grammar of Standard English whenever appropriate.

Ways in which we support this include:

- Class debates, group and individual discussions
- School Plays
- Class assembly
- Events within the community
- School Council/Reading Advocates
- Talking Partners
- Drama / role play
- PSHE and circle time

At St Oswald's we believe that speaking and listening skills are an intrinsic part of the writing process. A child needs to be able to say a sentence before they can write it. Children use talking partners to articulate their ideas and make focused oral responses and questions during learning times.

Drama

Drama may form a part of literacy lessons for every class and is incorporated into the planning of units or through opportunities provided within the continuous provision in the EYFS. This may be on a weekly basis or less frequently according to the unit of work. Drama activities can take place effectively within a classroom space or in the outside areas. Authors, poets, storytellers and visiting theatre groups are invited in to enhance the children's experiences.

Reading

'The more you read, the more things you will know. The more that you learn, the more places you'll go' Dr Seuss

To develop our pupils as readers we:

- Teach them to read accurately and fluently using a range of strategies.
- Help them to understand and respond to what they read using a range of reading strategies including inference and deduction where appropriate.
- Encourage them to read a wide range of fiction and non-fiction books and read for pleasure as well as information.

- Encourage them to read independently and with enjoyment, enthusiasm and confidence.
- Teach them how to seek information and learn from the written word.

'To learn to read is to light a fire; every syllable that is spelled out is a spark.'
Victor Hugo, Les Miserables

Reading for Enjoyment

'There is more treasure in books than in all the pirate's loot on Treasure Island.'
Walt Disney

At St Oswald's we recognise that reading is a core tool for life and we aim to foster a love for reading in our children. We have identified the need for children to be heard reading and to be read to regularly, and throughout the curriculum all adults in school model positive attitudes to reading and, in doing so, encourage the children to do the same.

Staff are confident about teaching reading and about reading for pleasure within the curriculum and for recreation. A range of expertise is used to support staff, including effective use of the National Literacy Trust resources and School Improvement Liverpool, which underpins school practice.
Reading is school wide. Pupils have regular opportunities to engage in independent and shared reading. Classrooms have attractive reading corners and displays where children can read a range of fiction, non-fiction and picture books. Consistent approaches to the teaching of reading and reading for pleasure are evident in all classrooms and the curriculum.

Poets and storytellers visit the school and hold workshops with the children to encourage them to experiment with reading different genres and inspire them to read and write poetry. St Oswald's children also participate in World Book Week every year when reading for enjoyment is widely promoted across the school.

Storytime takes place daily in EYFS and Key Stage 1, and takes place three times a week for 10-15 minutes in Key Stage 2. Key stage 2 has class novels which can be read during this time which are challenging but enjoyable and accessible. The class teacher reads the novel aloud to model reading strategies and promote a love of reading.

Children have the opportunity to take a scheme reading home and can also choose a fiction or non-fiction book from the class library to read independently for pleasure.

Raising Standards in Reading

Reading in St. Oswald's is seen as an integral part of children's learning. We follow a process to encourage children and raise standards in reading across the school. To do this, we follow a

balanced and engaging approach to developing reading, which integrates both decoding and comprehension skills. We effectively implement a systematic phonics programme and teach pupils to use strategies for developing and monitoring their reading comprehension.

Home Reading

Children in Nursery take home a new reading book each week to promote a love of reading and develop early skills of talking about characters and settings in books. These are a mixture of well-known children's books and books with no words. Reading records are introduced in nursery and parents are provided with guidance to help support their home reading. Children in nursery who have begun to access phase 2 phonics are provided with a fully decodable book from our reading scheme and a word card. Children in Reception begin with books without words and take a word card home each week to practise letter recognition, blending skills and sight recognition of a range of 'tricky' words. After this, children will then be ready to progress on to fully decodable reading books from the Oxford Reading Tree scheme which will match the phonics phase which they are on. Children arriving in Reception already familiar with letter recognition and early blending receive a reading book matched with their phonic ability. Throughout school, pupils are expected to read a minimum of three times per week for between 10-20 minutes approximately depending on their age, for example children in Reception may only retain focus for between 5-10 minutes.

In Key Stage 1, children have access to fully decodable phonics books as home readers and then have access to a range of books from stages 1-11 from the Oxford Reading Scheme.

In Key Stage 2, the children may choose a fiction or non-fiction book to read according to their ability level from the Oxford Reading Scheme. A small number of children will still be reading fully decodable phonics books. The book stage is determined by the child's reading level from previous test results and teacher assessment.

Throughout the school, children are expected to read these books at home and will have regular opportunities to change them. Parents, pupils and class teachers will use the reading logs to communicate about the pupils' reading.

All children are heard read throughout the week at least once by an adult and targeted children are heard read more regularly.

Guided Reading

Guided Reading enables the children to become independent readers using a mix of fiction and non-fictions texts. Reciprocal reading question prompts are used to assess pupil's understanding and monitor each pupils' reading skills and ability.

Small group guided reading

In EYFS and Key Stage 1, children are grouped according to their phonics phase for small group guided reading sessions using a range of fiction and non-fiction books. By spring term, all children in Reception will have small group guided reading sessions. In Key Stage 1, children have a guided reading session once a fortnight.

In Key stage 2, targeted readers receive small group guided reading as an intervention once a week.

In small group guided reading sessions, there are a maximum of 6 same ability readers. It begins with an introduction to the book looking at the cover, making predictions and locating and explaining new vocabulary. After that, there is an independent reading session where an independent reading focus is introduced. Children are given a number of pages to read independently while the adult listens to individuals read. As a group they then return to the text to respond to the session focus using targeted questioning.

Key Stage 2 whole class guided reading

During these sessions, children are explicitly taught the skills of reading outlined in the national curriculum and KS2 test domains. During a typical session the teacher will share what content domain/s the children will be focusing on in that session. Teachers select up to four key vocabulary words from the chapter they are studying that session. Teachers plan three key questions each session based on the content domain being focused on. A range of texts are studied often linking to other curriculum area subjects.

Comprehension

Throughout the school, children are encouraged to develop their comprehension skills. This is taught through shared reading, guided reading and one to one reading. Key stage 1 and 2 are taught a weekly comprehension skills lesson using reciprocal reading strategies.

Reciprocal Reading

Beginning in Early Years and continuing throughout KS1 and KS2, pupils are taught specific skills, which enable them to decode the meaning of a text and how to form and express their own personal opinions and make comparisons.

Reciprocal reading is a well-researched method used to develop learners' reading skills, promote higher order thinking, develop listening and talking, and ensure access to the curriculum for all learners.

Reciprocal reading is just one in a number of strategies, which can be used when learners are reading and analysing texts. Its aims are to:

- improve reading comprehension through the use of four reading strategies: predicting, questioning, clarifying and summarising
- scaffold the four strategies by modelling, guiding and applying the strategies while reading
- enable pupils to reflect on their reading and develop higher order thinking skills
- use the social nature of learning to improve reading comprehension

Phonics

As part of the English lesson, children are taught the principles and practice of phonics following

the guidance of Letters and Sounds, Primary National Strategy. We also follow the unit plans devised by the Local Authority. The teaching of phonics is key to children developing their early reading and writing. The unit plans from the LA are used for Years 1-6 and ensure coverage of the national curriculum. All children are assessed termly from Nursery until completion of the phases to ensure children are taught accordingly, identify gaps and inform planning.

Early phonics teaching begins in the Nursery and continues in Reception. It focuses on developing children's listening skills, training children in awareness of sounds. Daily lessons focus on different aspects of phase 1 and opportunities are provided within the learning environment to explore this through child initiated activities. In Phase 1 Phonics, children are taught about:

Aspect 1: Environmental sounds
Aspect 2: Instrumental sounds
Aspect 3: Body percussion (e.g clapping and stamping)
Aspect 4: Rhythm and rhyme
Aspect 5: Alliteration
Aspect 6: Voice sounds
Aspect 7: Oral blending and segmenting

Typical activities for teaching Phase 1 phonics include: listening' walks, playing and identifying instruments, action songs, learning rhymes and playing games like I Spy. This phase is intended to develop children's listening, vocabulary and speaking skills.

By the summer term, some children in Nursery, who are secure within phase 1, will partake in a phonics session covering early aspects of Phase 2 to ensure they are challenged.However, phase 2 activities, resources and opportunities for learning are available to all children in nursery to immerse them in a language rich environment. When the children start in Reception, the teacher will assess their progress in phonics and they will begin phase 2. Some children will continue to be supported in aspects of phase 1. It is our aim to ensure children are secure in Phase 3 before going to Year 1. Some children will be ready for Phase 4 in Reception and children are targeted and taught at this level.

In Reception and Key Stage 1, high quality phonics is taught in daily timetabled sessions for approximately 10-15 minutes in Reception and twenty-five minutes in KS1. Children are taught to segment and blend words and apply their learning for reading captions and sentences containing both decodable and tricky words. A wide range of activities are used by practitioners to help children achieve the goal of fluent word recognition. In both EYFS and Key Stage 1, groups will be differentiated to ensure all children reach their full potential; teachers work with groups on a rotational basis to ensure high quality provision for all children. Streaming begins in the Spring term in EYFS, whereas in KS1 transition data from the previous year can inform differentiated grouping. The underlying aim of Year 1 is to ensure all children have completed the coverage of phase 5 phonics in readiness for the Year 2 phonics coverage the following September. Children will have the opportunity to practise reading pseudo words in order to apply their phonetical learning in the Phonics Screening Check, as well as giving the children confidence to read any word. In addition to this, Year 1 children will also practise reading and writing common exception words as well as practising 'tricky words' daily.

Phonics teaching is continued in Year 2 and expands children's knowledge to learning spelling rules. The underlying aim in year 2 is to ensure that all children have successfully completed the coverage of Year 2 phonics while revisiting earlier phases to reinforce previous learning and to also re-experience 'tricky words' that they have encountered before. Year 2 is also an opportunity for children to re-sit their Phonics Screening Check if they did not pass the test in Year 1.

Children in lower Key Stage 2 will continue to take part in whole class phonics consolidation, with those who have not reached a sufficiently proficient level in Grapheme Phoneme Correspondence awareness and application, therefore not passing their Phonics Screening Test in Key Stage 1, will be given access to a focused phonics small group and intervention where necessary. In Y5 and Y6 children who are still not secure in phase 5 phonics will use a mixture of targeted small group sessions focusing on identified gaps in phonics knowledge and other interventions such as 'units of sound', 'precision reading and precision spelling. The aim of these interventions is to enable children to continue practising their phase 5 Grapheme Phoneme Correspondence and will also give children the opportunity to apply this in daily reading.

Curriculum Organisation

In the Foundation Stage, the skills of listening, attention, understanding and speaking are encompassed in the prime area of Communication and Language and are fundamental to allow children to be successful in all other learning. Reading and writing skills are delivered through the specific area of Literacy. In Key Stage 1 Reading and Writing skills are also delivered through the specific area of Literacy and enhanced in cross - curricular activities.

Teachers provide activities which are interesting and motivating and provide the best context for increasing children's knowledge about the English language. It is also necessary to focus separately on aspects of knowledge about the language such as phonics and grammar so that children learn what they need to know in a systematic way.

Our teaching is planned from the Statutory Framework for the early Years Foundation Stage, National Literacy framework, and the National Curriculum programmes of study. We plan literacy sessions flexibly and ensure that the appropriate balance of the whole class, group and individual teaching is retained. Additional time in the week is set aside for independent reading and writing when this is appropriate and a range of opportunities are provided within continuous provision in the EYFS.

We make clear to children the qualities and success criteria we are looking for in their work.

Equality and reading

When teaching guided reading to EAL and SEND pupils, pictures books and visual cues are used to support discussion in order to aid comprehension. Gender equality will be promoted by making sure texts avoid stereotyping and by ensuring boys and girls have access to all the resources available. In order to ensure boys are engaged and excited to read, appropriate texts will be chosen that focus on boys' interests.

More able children will be well planned for by taking into account their current reading levels and providing them with rich texts that allow them to build on their reading skills and develop their independent learning, reading and thinking skills. Children will be encouraged to use and develop

higher order thinking skills in reading in many subject areas. Extension activities will be used to broaden the child's understanding and children will be encouraged and given opportunities to increase the breadth and depth of their reading. Opportunities to discuss issues of race, gender etc will be provided through the discussion of the resources used.

Writing for Pleasure

"I love writing. I love the swirl and swing of words as they tangle with human emotions."
James A. Michener

To develop our pupils as Writers we:

- Foster an enjoyment of writing amongst pupils, and a recognition of its value through providing a stimulating curriculum and school environment, which places the development of writing skills at its heart.
- Engage in a wide variety of opportunities to write throughout the school day and beyond.
- The importance of Writing is promoted by all adults, and quality writing is routinely celebrated.
- Teach them to write effectively for a range of purposes and a range of reasons, adapting their vocabulary and style as appropriate.
- Encourage them to write with interest, commitment and enjoyment.
- Show them how to write in a variety of forms such as stories, poems, reports and letters.
- Show them how to evaluate and edit in order to improve their own writing.
- Show them how to use punctuation to make meaning clear to their reader.
- Give them the knowledge and the strategies to become confident and accurate spellers.
- Teach them a fluent and legible style of handwriting, promoting an understanding of how to present work appropriately.

The teaching of writing is embedded across our curriculum. The key skills of composition, planning and drafting, punctuation, spelling, grammar and handwriting are taught explicitly in the context of literacy lessons but also indirectly through cross- curricular writing in other subjects.

Raising Standards in Writing

Writing is held to high standards across St. Oswald's, following a process of immersion, analyse and write.

The immersion stage begins with developing pupils' speaking and listening skills and wider understanding of language through immersion of the topic to ensure children are familiar with the genre. This supports children to practise essential skills for effective writing, as well as capturing ideas and the opportunity for oral rehearsal.

This leads into our analyse stage where pupils are taught to use strategies for planning and monitoring their writing. Children will be introduced to, then practise, these skills with feedback from the teacher and peers. The aim is for them to increase the fluency of these skills and techniques so that they may become automatic. Pupils also need to learn about text structure,

and how texts in different genres are formed.

Finally, we lead on to the write stage where the teacher provides appropriate initial support, through Shared and Guided writing, that is gradually reduced so the child is ultimately capable of completing the activity independently. Children do this through a process of plan, draft, proofread and edit and finally publish.

The Writing Process

Children begin this process through using their knowledge of the genre to plan their final piece. This can be done in a number of ways, depending on the genre. The children write their first draft of their piece.

After writing this, children proofread and edit their work using an editing checklist targeted at the grammar, punctuation and spelling for their year group. They then use a process of peer assessment to assess their own and other's writing. This is an integral part of the writing process as peer assessment enables children to give each other valuable feedback so they learn from and support each other. It creates a supportive, non-threatening environment where it is safe to share thoughts without the worry that any demoralising, destructive comments will be allowed. The focus should be kept tight, ensuring that you don't ask the children to try to look at too much at once. Initially, anonymous work should be used from another class or, even better, a previous year so children do not feel stressed assessing the work of a classmate until they are confident.

Finally, children use their proofreading and editing to write their final draft which is called 'publish'. Children are then given the opportunity to share their work with their peers and other adults in school.

Modelled, Shared and Guided Writing

Modelling Writing- The teacher, as the expert, demonstrates the writing process. The teacher articulates the process and emphasises specific teaching points related to the lesson objectives. This gives the children the opportunity to understand the choices a writer makes during the process of writing.

Shared writing-The teacher involves the children in composition by asking for their ideas and structuring discussion. The teacher then takes the children's ideas and refines them before scribing. This allows the children to concentrate on composition without worrying about transcription. It also offers further opportunities to be active participants in the writing progress.

Shared writing- Supported composition-This is used during or after shared reading. Children work in pairs to discuss choices. This allows the teacher to immediately assess understanding and revises and consolidates shared work

Shared writing is a whole class activity where the teacher models the writing of the text. In shared writing, the pupils will contribute to the text by suggesting words or sentences to be used. The teacher demonstrates how to write and explains decisions. They will model thinking, rehearsing sentences, writing and re-reading constantly generating words and ideas. This is an integral part of the literacy lesson where teachers and children construct a piece of writing together, giving opportunities for the teacher to model writing using the children's ideas.

Guided writing is used during literacy lessons to reinforce and develop key aspects of writing. This can be done as a whole class, in small groups or individually.

Raising standards in Spelling

Spelling is seen as an important part of both children's writing and reading journeys. Teachers promote fluent written transcription skills by encouraging extensive and effective practise and explicitly teaching spelling. Pupils must learn to form letters, spell words correctly and write in joined-up handwriting.

Teaching of spelling

In EYFS, spelling is taught through phonics. Children start in phase 1 by listening to sounds and noises, matching these sounds and making sounds louder and quieter. As the year progresses, they begin to orally segment CVC words. The more able children in nursery may begin to look at graphemes.

Children in reception start by hearing the initial sound in words, this is taught through games like I Spy and finding the odd one out. Once children are able to hear the initial sound in words, they are introduced to orally segmenting CVC words e.g. c-a-t. This is done through 'robot talk', counting the sounds they can hear on their fingers and 'chopping up' words.
Children are then introduced to phase 2 week 1 sounds (s, a, t, p, i), linking these sounds with the oral segmenting. Phoneme frames and magnetic letters are used to show children how each sound is put together to spell a word. Once the children have a good understanding of these sounds, they are introduced to writing them, the sounds are modelled then the children are provided with a range of ways to practice their letter formation, e.g. writing in sand or gloop, paper and pencils, whiteboards or creating letters with play dough.

In KS1, terminology such as phoneme, grapheme, digraph, trigraph, split-digraph are reinforced in phonics lessons as early as possible. Children are reminded to think about phonics in their writing and an emphasis is placed on phonics in all lessons, not just phonic sessions.

In KS2, children have weekly spelling lessons and for those who require it, phonic and spelling interventions throughout the week. Spelling is taught through many strategies such as Look, cover, write and check, sounding out the word, silent letters, looking for letter patterns, mnemonics and words within words.

In both Key Stages, common exception words are taught for their age group throughout the year. The modelling of spelling is shown and taught throughout all curriculum areas to ensure spelling is seen as a high priority in all classrooms.

Vocabulary

We encourage our pupils to develop a wide and growing vocabulary in a number of ways, these include:

- Spelling lists/ key words to take home and learn
- Display of key words linked to topics and subjects
- 'Wow word' wall, spelling rule of the week and word of the week displays
- Using the correct vocabulary orally
- Using dictionaries, thesaurus and similar programmes
- Carrying out systematic testing and providing feedback to pupils
- Targeted one to one/ small group support, where appropriate

The letters and sounds programme is used initially for children still on the phases for spelling which is directly linked with phonics as well as key words and sight vocabulary. All teachers follow the statutory requirements connected to their year group, which is covered in our Liverpool Spelling medium term plans. Weekly spellings are sent home from a set programme to ensure full coverage of spelling patterns and tricky words.

Grammar and Punctuation

Throughout the school, children are introduced to the basic principles of grammar and punctuation appropriate for their age range. They learn through a wide range of activities such as: singing rhymes, conversations with adults, stories, interactive educational programmes, phonics, reading and writing.

Classroom displays

As well as large communal area displays tracking the reading and writing journey of pupils in school from EYFS to Y6, each classroom is expected to have a range of displays linked to current genre, phonics/spelling, key vocabulary and reading.

Working walls

Each classroom will have a English working wall. Working walls aid memory, raise the importance of work done in whole class inputs and provide teaching opportunities at the wall. Headings on a working wall are as follows:

-We are learning about..

-Gathering content/exploring

-Success checklist/genre checklist

-Planning

-Drafting

-Improving/editing and revising

-What a good one looks like (WAGOLL)/Finished example

In EYFS, working walls will be age appropriate and include work such as story maps and key words.

Phonics/Spelling rules display

Each class will have a display based around the current phases of phonics being taught in class or spelling rules. When learning new sounds/tricky, these will be added to the display as children progress through the phase. Where phonics intervention sessions take place, phonics displays should also be present. Spelling displays will be linked to planning for the half term, building up gradually as children learn new rules. This will support children's spelling application across the curriculum.

Vocabulary

Each class will have vocabulary linked to topics and subjects on display. In EYFS this may include labels of resources and items in continuous provision. A 'Wow word' wall/area displaying new vocabulary used in class reading, writing and discussion helps extend children's vocabulary and can be referred to when modelling writing. Word of the week displays/boards will also be present in classrooms.

Reading

Reading displays promote a love of reading and provide prompts to deepen understanding of a range of genres. Reciprocal reading prompts, question words, book reviews and key vocabulary will make up the class reading display, as well as raising the profile of the current class read. Reading prompts will be age appropriate in EYFS classrooms.

Teaching and learning

At St Oswald's we use a variety of teaching and learning styles in our Literacy lessons in order to meet the needs of all our pupils. Our principal aim is to develop children's knowledge, skills, and understanding. Literacy is taught on a daily basis and is supported and enhanced through other curriculum areas.

In all classes children have a wide range of abilities, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. Staff have high expectations that all children can achieve their full potential.

Wherever possible, Teaching Assistants work in class, supporting all ability groups, specific individuals or groups of children, ensuring that work is matched to the needs of the child. Speaking and listening activities are embedded throughout the Curriculum. Children have the opportunity to experience a wide range of texts, and to support their work with a variety of resources, such as dictionaries, thesauruses and individual word banks. Staff provide balanced and varied learning opportunities within the classroom, i.e. VAK, content and organisation. Children use ICT in Literacy lessons where it enhances their learning, as in drafting their work and in using multimedia to study how words and images are combined to convey meaning. Wherever possible we encourage children to use and apply their learning in other areas of the Curriculum.
Within all year groups children's learning is mainly in ability groups in their class, with differentiated tasks and support, but will also include independent and partner work. Good practice in reading and writing is shared and modelled in whole class teaching and during child-initiated activities within the Foundation Stage.
Teachers use a variety of interactive teaching methods to deliver the curriculum and achieve set learning objectives.

Planning

Planning is based on the new National Framework (2014). We use medium term plans produced by the Liverpool English team to support effective implementation of the new National Curriculum.
Short term planning clearly sets out learning objectives, differentiation for ability levels and expected outcomes.

Handwriting

See Handwriting policy

Equal Opportunities and Inclusion

- All children are given access to a broad and balanced English curriculum regardless of gender, ability, race or religion.
- Provision will be made for individual needs in individual Provision plans.
- Equal opportunities are provided for boys and girls, also for children with special needs, those who are talented or gifted and children from different cultural backgrounds.
- Children with English as an additional language (E.A.L.) will be given access to additional resources and teaching to support their learning and to ensure they make maximum progress from their individual starting points.
- A feeling of self-worth will be engendered throughout the activities.

Special Educational Needs and interventions

As in all other areas of the curriculum, additional provision will be made for more-able children and those with special educational needs. This may take the form of work differentiated by task or outcome, additional support or use of specific equipment. The class teacher will be responsible for identifying and planning for those needs with help from the Literacy Co-ordinator and/or SENDCO if applicable.

Reading and writing interventions

- **Precision reading**- The Precision reading intervention aims to ensure that a child can become fluent and accurate when using, reading and spelling certain words, as well as supporting them to use these skills in everyday learning. Precision reading is usually carried out on a one-to-one basis for a short period of time at least three times a week. It aims to be fast paced and repetitive. The student learns to read and spell words until they become fluent and confident in using them and only moves onto a new skill when they have mastered the skill that they are currently working on.
- **Active literacy**- Developed by Dyslexia Action, the Active Literacy Kit is designed to support all children of 7 years and over who experience literacy difficulties, whether dyslexic or not. The programme offers a series of timed exercises which build the foundation skills needed for automatic, fluent and accurate reading and spelling. Carefully structured activities cover phonological awareness, word recognition, phonics, graphic knowledge and spelling.
- **Units of Sound**-Units of Sound (UofS) is a computer-based programme designed to help struggling readers with their reading and spelling skills. It is a structured, multisensory programme that covers reading and spelling from simple phonics skills through to adult

reading levels. It involves a high level of independent work by the student, with small groups of students supervised by a teacher or teaching assistant. Each 'unit of sound' (or phonic code) is introduced separately, then used in words, and then sentences.

- **Toe by toe**- Toe By Toe is a small red book designed for anyone who finds reading difficult. This includes weak readers who struggle to decode or those with dyslexic difficulties. The name Toe By Toe was chosen to signify that students make progress by the tiniest steps - one toe at a time. However, even though the steps taken are small, students can clearly measure progress right from the first page. Confidence and self-esteem are boosted as a result.
- **Beat dyslexia** - The Beat Dyslexia series is a step-by-step multi-sensory literacy programme for all pupils struggling to acquire literacy skills, especially those with dyslexia. It takes pupils from the earliest stages of letter recognition through to full literacy. The series is full of variety and uses imaginative approaches to engage and motivate students. It is structured so that all goals are small and attainable, perfect for those with short concentration spans and ensuring that all pupils develop a sound understanding of spelling and grammar and gain confidence through their success. All the material has been trialled by students and teachers and is devised to be of immediate practical use in teaching sessions.

Assessment

Children in the Foundation Stage have their attainment on entry assessed through observations and their progress is tracked to see whether they are showing typical development for their age, are at risk of delay or are ahead for their age. The Foundation Stage profile will indicate if children are reaching expected levels by the end of Reception and will be used in transition into Key Stage 1.

At the end of Year 2 and Year 6, children take SATs in Reading, English grammar, punctuation and spelling and Maths. Years 1, 3, 4 and 5 complete NFER tests in the same subjects. Analysis of assessments feeds into pupil progress meetings, which allows for targeted, precision teaching within the classroom so that children are learning what is needed to help them to progress. Pupil progress meetings also enable teachers to analyse gaps in learning and focus on the next steps needed for progress. Moderation of writing is carried out several times a year within year groups and across the phase.

Monitoring

Monitoring of standards takes place through learning walks, observations, planning, book scrutinies and pupil voice interviews. Written feedback is given where necessary to teachers on the quality of work, presentation, marking and attainment evident in their books. This process allows us to share good practice. Lesson demonstrations and paired observation provide support to raise attainment where needed.

Covid Addendum

Response to covid 19

Staff identified gaps in the English curriculum coverage from the previous year which had been missed due to the first lockdown in March. Prior learning was tracked and objectives were highlighted to ensure they were planned for in the current year group. A 'Catch up Curriculum was introduced which consolidated the previous year's key objectives and moved towards introducing the current year's objectives. Catch up English recovery materials produced by School Improvement Liverpool was used to create effective diagnostic assessments leading to a clear English intervention strategy throughout the school.

Phonics teaching was carefully planned based on the previous year's coverage and allowing for a loss of learning over the initial COVID enforced break. Reception children consolidated earlier learning whilst Year 1 recapped and consolidated phase 2 phonics. Gaps in children's phonic knowledge from phases 2- 5 were assessed in year 2 with intervention and support organised as necessary. Two phonics lessons were planned daily.

Third lockdown January 2021

During the January 2021 lockdown, Remote learning was introduced using the Google Classroom Online platform. Differentiated daily phonics lessons were planned and taught online for EYFS to Year 2. Online Phonics intervention was set for targeted children in Year 3. Daily English lessons were planned for the children following our medium and long term English plans. Online lessons were delivered in a variety of ways including, pre-recorded videos from the teachers, editable google documents, google quizzes, web links, presentations and videos.

The school has subscribed to Oxford Owl online EBook library which allows children at home to continue to read daily with their parents at a level suitable to their reading ability.

Policy Review

This policy was written by the Literacy Lead, EYFS Lead, Phonics Lead and Literacy Team in consultation.

Reviewed by governors: