



BIDSTON AVENUE PRIMARY SCHOOL

ENGLISH SUBJECT POLICY September 2022


Approved by the Governing Body of Bidston Avenue Primary School

Autumn 2022


Signed: _____

CLlr George Davies (Chair of Governors)


Bidston Avenue Primary School – Achieving Together



Our Vision:
Every child will leave school as a **reader** who **thinks** critically and has the **resilience** for the world's challenges.



Our Mission:
Bidston Avenue Primary School delivers a **world class curriculum**.
It is accessible, inspiring and ambitious, so that every child is equipped to make a positive contribution.



Evidence Tells Us:
Reading ability is the best predictor of future educational achievement and future success.
Tomorrow's jobs require **thinking** and problem solving abilities.
Children who are **resilient** flourish in all environments.

We value: *friendship / RESPECT / equality / determination / inspiration / courage / excellence*

Intent

Purpose

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. 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.

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

Aims

The overarching aim for English in the National Curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, both for pleasure and information
- 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

Supporting our Vision

"A child who reads will be an adult who thinks." - Sasha Salmina

"All the reading she had done had given her a view of life they had never seen." - Roald Dahl, "Matilda"

Reading

At Bidston Avenue, we aim to make all our children happy, confident and competent readers. We aim to develop the skills to not just read for pleasure, but to read for betterment.

We believe that, to achieve this goal, our children need to:

- have the phonics knowledge necessary to rapidly decode words
- combine accuracy, speed, and expression to read fluently
- acquire a wide vocabulary and an understanding of the complexities and meaning of language
- draw upon a variety and range of skills to interpret, analyse, and connect within a text
- embed a culture of reading widely and often for pleasure, betterment, and information
- be exposed to a wide and varied range of quality texts (through our Reading Spine Journey, Reading Curriculum, Writing Curriculum and through the whole curriculum at Bidston Avenue)
- have the necessary skills to explain and justify their thinking, expand their ideas and discuss texts with others

We understand this is a journey and the approach to the way we teach reading adapts as children move through our school. In Early Years and Year 1, the focus is on phonics, sight words and beginning to develop an understanding of what has been read. By the end of KS2, teaching focuses more often on the complex skills of inference, deduction, and text analysis.

At Bidston Avenue, we develop a love of reading and provide children with regular opportunities to share, discuss and explore their understanding.

Full use of our school library, accompanied by our school librarian, will help children to be enthused about books and encourage book talk.

Writing

At Bidston Avenue Primary School, it is our intention to excite, engage and inspire our pupils by teaching an English curriculum that allows them to acquire the necessary knowledge, skills and understanding to become lifelong learners and linguists, preparing them for their future journey through education and beyond.

We believe that writing is strengthened by fostering a love of reading and language within our pupils, immersing them in the wonders of high quality texts, developing a passion for discovery and a confidence to explore their imagination through our literature-led curriculum. Children continually build on their skills and knowledge to enable them to express themselves and communicate effectively for a variety of purposes. When reflecting on their own and others' writing, our children become confident, capable and resilient; demonstrating an enjoyment for writing.

We provide rich and varied experiences for our pupils, allowing them to develop their confidence and foster a positive attitude towards their writing. The **Read to Write** scheme supports our teaching of writing through the use of high-quality literature (vehicle texts). The units of work centre on engaging, vocabulary-rich texts, with a wealth of writing opportunities. Several of these carefully selected vehicle texts have strong thematic links to the Science, History and Geography curriculum.

At the start of the writing process, pupils are exposed to many samples of the writing genre (model text). This fundamental stage provides the opportunity to introduce children to a specific genre form, enabling them to capture ideas and secure understanding. As the writing process continues, the teacher models writing and undertakes shared writing to develop the children's knowledge and skills in readiness for the independent writing they then undertake.

Teachers model the writing skills, including how to compose, edit and revise their writing. Pupils are taught to self-evaluate their writing and check their work independently for sense, accuracy and meaning. Spelling, vocabulary, grammar and punctuation are taught in the context of pupils' own writing, as well as through discrete lessons.

The drivers that shape our curriculum



Thinker

Critical thinking is an important element that children require to understand reading. Children need think critically to analyse, dissect, classify, distinguish, match and capture the meaning implied in the texts. Teach /Model? Reading between the lines (inference) is reading with critical thinking. This is an important skill to possess, no matter what career or future you want in life. Critical thinking is important because you'll need it to decipher the nuances that are hidden within a simple text. Critical thinking in reading will enhance and train your brain into using this skill in everyday events. It is critical when judging fact from opinion, and making your own judgements based on facts and logic. Independent research is essential when comparing disputes concerning an issue, deciding between two options, or solving a difficult problem. Developing an eye for unsourced claims can be useful. It is important to note that all sources are not valid, and readers must be able to tell the difference. Finding bias can be extremely challenging. The strongest critical thinkers do their best to assess texts objectively. It is arguably tricky and equally essential to learn how to isolate your personal bias, so that may not impact your judgements. It is essential to possess the courage to argue and debate with your assumptions and thoughts.



Reader

Through the reading curriculum at Bidston Avenue, we aim to ensure that all children have a clear understanding of the importance of reading as a life skill and the enjoyment of reading for pleasure and betterment. We aim to create a community where reading is at the centre of all we do. We create a culture of reading within the classroom, within the school and community. The use of class libraries, the school library and our local library supports this. We encourage the visit of a Book Fair for children and parents to come and purchase books. We believe in the power of parental support and working together to achieve the best. Parents are invited to school to learn more about the teaching of phonics. We have partnerships with community organisations, where adults work with individual children to enjoy texts, in addition to their reading lesson.

We promote the love of reading in many ways. The enjoyment of reading is promoted with our Reading Spine, where children are read to daily. Key events in the school year are celebrated and marked. These include, World Book Day, National Poetry Day, National Storytelling Week, Black History Month etc. World Book Day is a key event in the school year and every child is given opportunity to dress up as a character and share their favourite texts. Children are exposed to a range of texts from different authors, genres and cultures. This widens the experience and creates the inclusive environment that we at Bidston Avenue promote.

We are aware that reading is important for positive mental health. Being a competent reader is essential and allows all areas of the curriculum to be accessed.



Resilient

At Bidston Avenue, we recognise there are different types of resilience, each of which can influence a reader's ability to cope with the challenges of reading different text from Early Years to Year 6. They need physical resilience to decode, comprehend and achieve fluency. Mental resilience is needed to apply prior knowledge to new texts, unfamiliar words and re reading to gain meaning. Reading resilience is a student's ability to read and interpret complex and demanding texts, both continuous and non-continuous, by drawing on advanced, engaged, critical reading skills. If we want to reach the point where students are automatically and autonomously managing complex and demanding texts, we must believe that by teaching strategies...we develop skills. Strategies are used deliberately and consciously until the point they become skills and are embedded in the child's way of working. Much of the research on strategies for developing reading resilience skills highlight the impact of metacognitive questioning, modelled first by the teacher, moving to scaffolding for the student to pose the questions before finally the student assimilating such questioning into their reading processes. Often, metacognitive questions are categorised as before, during and after reading for ease of use.

Writing

The drivers that shape our curriculum



Thinker

Writing something powerful has the ability to inspire, motivate, change lives, change minds and even change history! Children and adults can write as a creative tool. They do so to express their creativity, their thoughts, ideas, feelings, and to help others to learn something, do something or just plain old write. When writing at Bidston Avenue, we aim to ensure that all children have a clear understanding of the importance of writing as a life skill. Through every stage at Bidston Avenue from Early Years through to Year 6, writing is seen as a tool that involves critical thought and application. Not only are children able to express themselves in a creative way but are writing for a particular audience and purpose. Critical thinking is what glues all of the writing processes together and defines your writing style. Through our Read to Write and RWI schemes, with teacher leading, we model how to develop the critical thinking to be able to analyse and evaluate ideas to be put on paper and refine.



Reader

At Bidston Avenue, we recognise that reading encompasses a range of skills, such as word decoding, comprehension and fluency. We know through the RWI programme, opportunity is given to compose words and sentences. Through reading, vocabulary is identified and then transferred to independent writing and sentence work along with the numerous skills that are required to produce a piece of writing. Our Read to Write programme empowers teachers to provide high-quality teaching of writing through children's high-quality literature (Vehicle Texts). The units of work centre on engaging, vocabulary-rich texts, with a wealth of writing opportunities. Several of these carefully selected Vehicle Texts have strong thematic links to the Science, History and Geography curriculum. These can then promote writing as a historian, writing as a scientist and writing as a geographer.



Resilient

At Bidston Avenue, we recognise there are different types of resilience, each of which can influence a writer's ability to cope with the challenges of the writing process from Early Years to Year 6. They need to be physically resilient to achieve the manual dexterity required to use tools for writing. They need mental resilience to compose, draft and edit and improve their writing to achieve a final piece and a sense of achievement. Emotional resilience is needed to stay optimistic throughout the process and to know that writing is a journey.

Supporting our Values

In all we do, we promote the following values

- **Respect**
- Friendship
- Determination
- Excellence
- Courage
- Inspiration
- Equality

Opportunities for promoting acquisition of Cultural Capital

Reading

By reading, we empower all children and encourage them to achieve their goals and succeed in school and life. We recognise that for children to aspire and be successful academically they need to be given rich and sustained opportunities to develop their cultural capital. This is achieved through accumulation of behaviour, knowledge, and skills to make a valuable contribution to society. We provide a range of opportunities to explore reading and literature from a variety of cultures, eras and genres and create an ethos where children can give their opinions in a safe environment and where mutual respect is promoted. Children are encouraged to express their love of reading through being read to, reading chorally and reading independently.

Our Reading Spine ensures that "children are exposed to a store of classics and essential reads that help children engage at a deeper level and enter the world of the story." All children are exposed to high quality texts, that include fiction, non-fiction, and poetry. Our Literary Heritage is a fundamental part of every year group's diet of reading material.

Beautiful texts that broaden the reading experience: Beautiful texts that deepen curriculum knowledge

Writing

By writing, we empower all children and encourage them to achieve their goals, and succeed in school and life. We recognise that for children to aspire and be successful academically they need to be given rich and sustained opportunities to develop their cultural capital. This is achieved through accumulation of behaviour, knowledge and skills to make a valuable contribution to society. We provide a range of opportunities to explore literature from a variety of cultures, eras and genres and create an ethos where children can write in a safe environment and where mutual respect is promoted. Children are encouraged to express their feelings through journaling, writing expressively or campaigning! All support British Values. All children are exposed to high quality texts, that include fiction, non-fiction and poetry. Our **Literary Heritage** is a fundamental part of every year group's diet of reading/writing material.

RRSA

Article 28:

You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.



Implementation

At Bidston Avenue Primary School, we believe that reading is not only an essential life skill that opens the way for the best life chances, but it is also an experience that develops imagination and the world around us. The English National Curriculum is taught through all areas of the curriculum. Reading is at the centre of our curriculum and all our children have access to a range of high-quality literature from F1- Year 6.

At Bidston Avenue we believe that reading and writing go hand-in-hand as an essential life skill. We see the necessity to write as part of everyday life, but also as a means of pleasure and an opportunity to use creative skills and develop an element of enjoyment.

Bidston Avenue Primary School delivers a world class curriculum. It is accessible, inspiring and ambitious, so that every child is equipped to make a positive contribution.

In ensuring high standards of teaching and learning in English, we implement a curriculum that is progressive throughout the whole school.

Planning for English is a process in which all teachers are involved to ensure that the school gives full coverage of, 'The National Curriculum programmes of study for English 2014'.

Teachers plan the learning journey together to ensure full coverage and progression of the English curriculum is achieved. Teachers also plan to suit their children's interests, current events, their own teaching style, the use of any support staff and the resources available.

Planning

Phonics

Teachers follow detailed lesson plans for every stage of the RWI. Phonics Programme from F2 to Year 2.

Reading

Once pupils have completed the RWI. Phonics Programme, they progress to Steps to Read (Literacy Counts). Steps to Read is planning support for whole class shared reading through carefully crafted units of work.

Writing

To ensure the full curriculum coverage, teachers use Read to Write (Literacy Counts) scheme for writing. This framework ensures progression of skills and knowledge across all year groups, from F2 to Year 6.

Teaching and Learning

Reading

Read Write Inc Phonics Programme

The programme is for:

- Pupils in Early Years to Year 2 who are learning to read and write
- Any pupils in Years 2, 3 and 4 who need to catch-up rapidly
- Struggling readers in Years 5 and 6 follow **Read Write Inc. Fresh Start**.

Our Read Write Inc. Phonics programme allows pupils to:

- Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- Read common exception words on sight
- Understand what they read
- Read aloud with fluency and expression
- Write confidently, with a strong focus on vocabulary and grammar
- Spell quickly and easily by segmenting the sounds in words
- Acquire good handwriting.

In addition, we teach pupils to work effectively with a partner to explain and consolidate what they are learning. This provides the teacher with opportunities to assess learning and to pick up on difficulties, such as pupils' poor articulation, or problems with blending or alphabetic code knowledge.

We group pupils homogeneously, **according to their progress in reading** rather than their writing. This is because it is known that pupils' progress in writing will lag behind progress in reading, especially for those whose motor skills are less well developed. Currently, our RWI Phonics lead assesses children every 6-7 weeks or before if the need arises.

In Reception, we emphasise the alphabetic code. The pupils rapidly learn sounds and the letter or groups of letters they need to represent them. Simple mnemonics help them to grasp this quickly. This is especially useful for pupils at risk of making slower progress. This learning is consolidated daily. Pupils have frequent practice in reading high frequency words with irregular spellings – common exception words. We make sure **that pupils read books that are closely matched to their increasing knowledge of phonics** and the common exception words. This is so that, early on, they experience success and gain confidence that they are readers. Re-reading and discussing these books with the teacher supports their increasingly fluent decoding.

Alongside this, the teachers read a wide range of stories, poetry and non-fiction to pupils; they are soon able to read these texts for themselves. **See our Spine Books that run across the school.**

Embedding the alphabetic code early on means that pupils quickly learn to write simple words and sentences. We encourage them to compose each sentence aloud until they are confident to write independently. We make sure they write every day.

Pupils write at the level of their spelling knowledge. The quality of the vocabulary they use in their writing reflects the language they have heard in the book the teacher has read to them; they have also discussed what the words mean.

Our aim is for pupils to complete the phonics programme as quickly as possible. The sooner they complete it, the sooner they will be able to choose books to read at their own interest and comprehension level.

Usually, Year one children are formally assessed by an unseen government check and results are reported to parents. It is a **decoding test** using 'real and non-real' words.

POST Read Write Inc Phonics Scheme (Approx. Year 2)

Once children complete the Read Write Inc Phonics programme they are taught in their year group using the Literacy Counts' **Steps to Read** scheme of work. This integrates reading, writing, thinking and spoken language.

The primary aim of **Steps to Read** is to teach reading comprehensions skills and strategies explicitly.

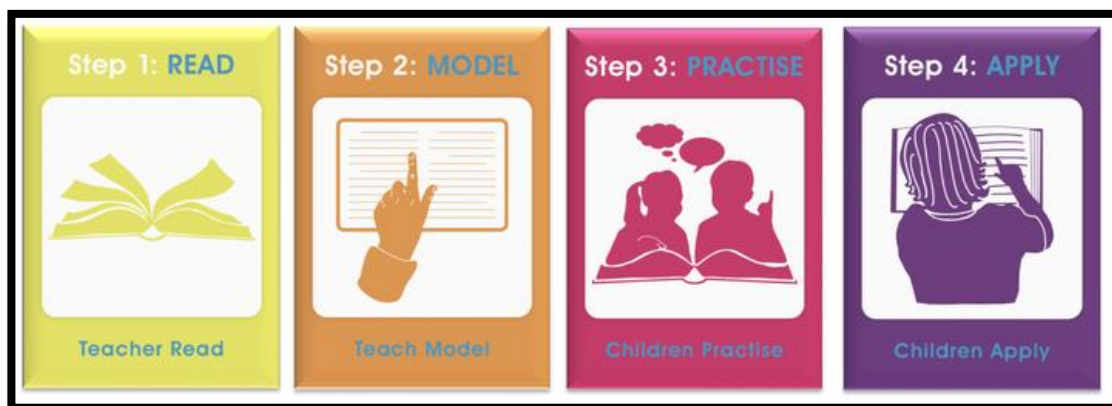
Steps to Read:

- Is sequenced, coherent and progressive
- Uses language-rich texts for vocabulary teaching
- Includes all elements of comprehension, taught sequentially across an academic year
- Has a clear focus on the skills and strategies needed to be a proficient and confident reader
- Uses engaging texts to promote a life-long love of reading
- Includes poetry, non-fiction and fiction that enhances knowledge learning across the curriculum

Steps to Read is planning support for whole class Shared Reading through carefully crafted units of work. These termly units of work also help schools to provide curriculum knowledge for several foundation subjects. **They empower teachers to teach all aspects of word reading and comprehension through high-quality fiction, non-fiction and poetry vehicle texts.**

Steps to Read provides a clear teaching sequence to reading lessons that explicitly teach reading skills and strategies in a cumulative way through evidence-based approaches. These comprehensive termly units have been constructed so that the entire statutory curriculum for reading is covered from EYFS to Y6.

Each lesson follows the same Steps to Read teaching sequence and provides a detailed framework of how to move through the **4-step teaching sequence**.



A typical Steps to Read lesson is 30 – 40 minutes. Lessons are *always* informed by teachers' knowledge of *their* children (formative assessment).

Steps to Read units of work know the standard expected of each year group and effective pedagogies that support learning. However, professional teacher decisions are crucial to ensure the needs of the children are met when using this document, which provides a proven scaffold and strong teaching structure.

Reading Schemes

Children who are following the RWI Phonics programme will be reading decodable books at their level. **READING BAGS SHOULD BE RETURNED DAILY.

Past RWI Phonics, we use a variety of reading scheme texts to ensure children learn and apply a range of reading strategies. We endeavour to purchase/provide books/texts that engage boys and girls and their interests e.g., Star Wars, Dr Who, Lego Friends and so on.

Many of our books are available for children and families to read online - at the child's level and they can be assessed too.

Our book organisation system includes a coloured band & number, which correspond to reading levels. Each level has carefully chosen words, phrases, phonics, and comprehension.

Parents are encouraged to hear their child read at least three times per week, as a minimum, and return their reading bag and log to school.

OUR BEST READERS - STRIVE FOR FIVE times per week


Individual Reading

KS1

Children will read fully decodable texts, matching our Read Write Inc. Programme to an adult in KS1.

Children who are not meeting the expected standard will be heard to read to an adult regularly (teacher/TA) from Years 1-6.

Our Reading Spine

English Reading Progression of Skills Bidston Avenue Primary School						
Class Reading Spine (Books to be read over the eight years at our school)						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Nursery (N1) • <i>Who's Spot?</i> – Eric Hill • <i>Dear Zoo</i> – Rod Campbell • <i>You Choose</i> – Fiona Goodhart and Nick Sharratt • <i>Wiggle Time & Bear Hunt</i> – Michael Rosen • <i>Brown Bear, Brown Bear, What Do You See?</i> – Bill Martin Jr and Eric Carter • <i>Jasper's Beanstalk</i> – Nick Bostrom-Smith and Mick Inkpen • <i>The Very Hungry Caterpillar</i> – Eric Carle • <i>Henry Mouse from Donaldson's Dairy</i> – Lesley Dool • <i>Each Peach Plum Plum – Adam and Janet Albon</i> • <i>Hug</i> – Joe Bonifant • <i>The Train Ride</i> – Jane Creddon • <i>Come on, Daisy</i> – Jane Simmons • <i>Old Bailey</i> – Martin Waddell	• <i>Once at Last</i> – Jill Murphy • <i>Can't You See Little Bear?</i> – Martin Waddell • <i>Where the Wild Things Are</i> – Maurice Sendak • <i>The Elephant and the Bad Baby</i> – Ehdra Vipont and Raymond Briggs • <i>Amicable Baby</i> – John Bingham • <i>The Tiger Who Came to Tea</i> – Judith Kerr • <i>Lost and Found</i> – Oliver Jeffers • <i>Knutlife Bunny</i> – Mia Williams • <i>Beige</i> – Alison Deacon • <i>Oliver</i> – John Hughes • <i>Cops and Robbers</i> – Alan and Janet Albon • <i>Oliver</i> – David McKee	• <i>Traction Man</i> – Helen Mini Grey • <i>Meerkat Mail</i> – Emily Gravett • <i>Amazing Grace</i> – Mary Hoffman • <i>Pumpkin Soup</i> – Helen Cooper • <i>Who's Ahead of the Big Bad Book?</i> – Lauren Child • <i>Dr King's Book of Earthlings</i> – Tony Ross • <i>Not Now Bernard</i> – David McKee • <i>Tuesday</i> – David Wiesner • <i>The Flower-again Light</i> • <i>Goat</i> – Anthony Browne • <i>Erin Brown and the Thing</i> – Cressida Cowell • <i>Frog and Toad Together</i> – Arnold Lobel • <i>The Day After Tomorrow</i> • <i>Fantastic Mr Fox</i> – Roald Dahl • <i>The Hedgehog</i> – Dick King-Smith • <i>Fat Stanley</i> – Jeff Brown • <i>Willy and Old Miss Annie</i> – Bertha Stutchey	• <i>The Sun Man</i> – Ted Hughes • <i>Call Tula, Ice Cat</i> – Linda Newbery • <i>The Sheep-pig</i> – Dick King-Smith • <i>The Abominables</i> – Eva Rubenson • <i>The Lion, The Witch and The Wardrobe</i> – C.S. Lewis • <i>The Battle of Bubble and Squeak</i> – Philippa Pearce • <i>Hamel and Gravel</i> – Anthony Browne	• <i>Kit's New Frock</i> – Anne Fine • <i>Charlotte's Web</i> – EB White • <i>Why the Whales Came</i> – Michael Morpurgo • <i>The Firework Maker's Daughter</i> – Philip Pullman • <i>The Snow Walker's Son</i> – Catherine Fisher • <i>Perry Angell's Suitcase</i> – Catherine Fisher • <i>Voices in the Park</i> – Anthony Browne	• <i>The Museum of Illusions</i> – Chase Aman Allen • <i>Nurse Poo</i> – SF Said • <i>Wolf Brother</i> – Michelle Magorian • <i>Street Child</i> – Sophie Goldsworthy • <i>The Midnight Garden</i> – Philippa Pearce • <i>FACE-IT</i> – Graham Baker Smith	• <i>Hilda</i> – Lucas Setaer • <i>Clockwork</i> – Philip Pullman • <i>The Hobbit</i> – J.R.R. Tolkien • <i>Sticking</i> – David Almond • <i>Fireweed</i> – Jill Paton Walsh • <i>River Boy</i> – Tim Bowler • <i>The Annual</i> – Owen Tan
Reception (R1) • <i>The Gruffalo</i> – Julia Donaldson • <i>Henck's Surprise</i> – Eileen Bewane • <i>Mr Squirrel's Outing</i> – John Bingham • <i>Roald's Walk</i> – Pat Hutchins • <i>Six Oliver Sd</i> – Hga Moore • <i>Mia Ambridge</i> – Quentin Blake • <i>Whisper News</i> – Jill Murphy • <i>On My Way Home</i> – Jill Murphy • <i>Fanner Duck</i> – Martin Waddell • <i>Goodnight Moon</i> – Margaret Wise Brown • <i>SIMBI</i> – Sally Cromptley	<div style="border: 2px solid red; padding: 5px; text-align: center;"> <p><i>"A child who is read to will have an inner kingdom of unicorns, talking spiders and a knife that cuts into other worlds."</i></p> <p>Pie Corbett</p> </div> 					

Children from F1 to Year 6 are exposed to high quality texts daily and by the end of each year will have read a collection of books within their year group.

This continues to promote the love of reading across our school and continues to widen the vocabulary that the children are exposed to.

KS1 Interventions

RWI. Phonics 1:1 tutoring is provided for children in the lowest progress group who need extra daily practice in reading sounds and words. It is also for children with special educational needs and disabilities. Fast Track Tutoring breaks down the phonics and reading strands of RWI.Phonics into smaller steps to accelerate children's reading progress. It provides extensive, targeted support to address specific gaps in children's reading.

KS2 Interventions

Reciprocal Reading

This is where a group of children at a similar ability will read the same text and be involved in a structured guided reading session. Children in KS2 will be part of an intervention group and will take on the roles of a reciprocal reading group. These roles are as follows:

- Summariser

- Predictor
- Questioner
- Clarifier

This intervention will take place 2-3 times a week and will support children with the necessary skills to be able to comprehend texts, apply prior knowledge, and become more confident in the understanding of a range of texts within the group and in a shared reading context.

Writing

Our **Read to Write** scheme of work empowers teachers to provide high-quality teaching of writing through children's high-quality literature (vehicle texts). The units of work centre on engaging, vocabulary-rich texts, with a wealth of writing opportunities. Several of these carefully selected vehicle texts have strong thematic links to the science, history and geography curriculum.

The scheme includes:

- Clear Sequential Episodes of Learning
- Example Texts (greater depth WAGOLL)
- Learning objectives that link to the teaching sequence (Immerse, Analyse, Plan, Write)
- Vocabulary Learning
- Contextualised Spelling, Grammar & Punctuation
- Writer's Knowledge Linked to National Standards
- Sentence Accuracy Work Linked to National Standards
- Progressions Documents with Year Group Expectations
- Reflecting on Unit Outcomes: Planning for Next Steps
- Wider Reading for the Wider Curriculum
- Explicit Links to the National Curriculum

Our writing units (Read to Write) follow a plan throughout the year. They are also matched with the reading units (Steps to Read). See attached plan.

Year 6 have ensured their units are included at the appropriate time to provide the best opportunities for writing assessment during the year.

Spelling

The approach to spelling is currently under review

National Curriculum Spelling Lists

We teach these words during spelling lessons and encourage children to practise these words using fun games and Spelling Shed.

[The national curriculum in England - English Appendix 1: Spelling \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

HANDWRITING

From Foundation 1 to Year 1 the children are taught how to form their letters correctly in the style of Read Write Inc. These letters are practised daily as an integral part of the daily phonics session. Please see appendix _____ for the handwriting rhymes the children use in their daily phonic lessons.

There are regular timetabled slots for handwriting to ensure that children build up their handwriting skills every day. Children practice handwriting under the guidance of a teacher so they do not develop habits that will be difficult to undo later.

There are three handwriting stages.

Stage 1

Stage 1 lessons are taught while children read the Red, Green, Purple, Pink and Orange Storybooks.

Stage 1a: Children practise correct letter formation.

Stage 1b: Children learn where to place the letters on the writing line.

Stage 2

Stage 2 lessons are taught while the children read the Yellow, Blue and Grey Storybooks.

Children learn a mature style of writing that will lead to joined-up writing.

Stage 3

Stage 3 lessons are taught while the children read the Yellow, Blue and Grey Storybooks.

Children learn the two basic joins: the arm join (diagonal) and the washing line join (horizontal) and the two variables for each join.

Handwriting position

We teach children that when you use the handwriting signal they automatically go into the perfect handwriting position:

- Feet flat on the floor
- Bottom at the back of the chair
- Body one fist from the table
- Shoulders down and relaxed
- Back leaning forward slightly
- Left/right hand holding the page
- Left/right hand ready in a tripod grip

Grammar

What is used to teach this?

Grammar is taught through our Read to Write (Writing Programme) within the units of work. Research supports teaching grammar by integrating it into the actual writing process. Using literature to teach grammar within the context of writing, students can analyse the sentence structure of authors and learn how the use of words, punctuation and sentence structure contribute to the final piece of writing. In addition to this, we provide opportunities to teach, practise and apply the grammatical strands of the curriculum within a focussed lesson.

The most effective ways to teach grammar is to encourage and promote reading and writing.

Subject specific SEND Scaffolding

We aim to meet all children at their point of need and therefore need to provide teaching and learning activities that develops children, no matter the support they need.

Examples of support include:

- Scaffolding with focussed group with an adult
- Ensuring a "Literacy/ dyslexic friendly classroom"
- 1:1 Read Write Inc Fast Track Tutoring (F2- Y4)
- RWI Fresh Start (Year 5/6)
- 1:1 with an adult
- Fine and gross motor support with Teaching Assistants

Links to other subjects/curriculum areas:

Writing permeates through all subjects. Below are some general examples:

Maths

- Journaling of the In Focus maths task (Maths No Problem).
- Using the mathematical vocabulary and writing what the mathematical problem requires.
- Choral reading of the In Focus task maths task (Maths No Problem)
- Understanding of the mathematical vocabulary and what the mathematical problem requires.

Science

- Understanding and using the scientific vocabulary and the meaning in context.
- Read, write and interpret information as a scientist.

Art and Design

- Research about key artists
- understand the vocabulary in the context of art

Computing

- Writing code and creating apps and webpages
- Reading coding
- Scanning and reading for information

History

- Writing evaluations of primary and secondary sources.
- Expressing views about changes over time and what that means for us today
- Analyse and evaluate sources.

Geography

- Read maps and atlases.

Religious Education

- Writing religious stories in own words
- expressing feelings about a variety of religious topics making use of specific terminology.

Music

- Writing lyrics using music vocabulary and musical notation and terminology.
- Interpreting vocabulary and musical notation and terminology

Design and Technology

- Writing instructions and evaluating products and designs.
- Reading and understanding instructions.
- Subject specific vocabulary is taught across all subject areas.

Subject specific vocabulary is taught across all subject areas

Experiences every child should have:

Reading

- have appropriate reading books to take home, including fully decodable texts
- be exposed to high quality texts through the reading and writing curriculum
- listen to a core selection of the very best books. We use Pie Corbett's Reading Spine that creates "a living library inside a child's mind". It is a store of classics and essential reads that help children engage at a deeper level and enter the world of the story.
- take part and enjoy special reading/ book celebrations throughout the school year
- know about significant events:
 - Black History month
 - Storytelling Week
 - World Book Day
 - National Poetry Day
 - Significant Authors
- have access to the school library
- visit the local library and be able to take a library book out and return it.

Writing

The following three types (genres) are age-appropriate for childhood settings, and have been adapted from Fellowes and Oakley (2014):

- personal (expressive) texts, including letters, diaries, journals, and notes
- imaginative (narratives) texts, including stories, fairytales, poems, and play scripts
- informative (expository) texts, including reports, explanations, procedures, and persuasive writing.

Different types of texts have specific features including:

- the topic and content
- the way information is organised (text structure)
- types of sentences used (for example present or past tense)
- diverse vocabulary.

Fellowes and Oakley (2014) argue that the texts children create “should be for purposes relevant to their lives and interests” (p. 377).

The kinds of texts that can be created during writing experiences with children:

- writing the procedure for the biscuits that are made during a class cooking experience
- preparing for an excursion by writing a reminder list of the things to be taken
- writing a thank you letter to a recent visiting speaker
- talking and then writing about favourite places at home and assembling them together to make a book for the classroom reading corner
- writing labels for the material containers and special areas of the classroom so as to assist people to easily locate them
- writing a sign to go over the fish tank advising people about required behaviour when dealing with the fish. - Fellowes and Oakley (2014, p. 377)

Examples of wider experiences include:

- Watching the teacher model writing
- Using different media to develop fine motor skills
- Using a wide variety of mark-making equipment
- Author visits/workshops
- Writing related to specific celebration days/events, for example Remembrance Day, World Book Day, St George's Day and so on.

Parent Partnership

All children are encouraged to read at home to an adult and with an adult.

In F2 and KS1, children return their book bag daily. They take home a copy of their Read Write Inc. story book after they have read it three times in school. Additionally, every couple of days, children take home either a Read Write Inc. 'book bag book' matched to the child's level or a book from the class library.

In KS2, children are encouraged to strive for five reads at home with a minimum of three times a week evident in Reading Records. This is encouraged and promoted for by all staff.

Roles and Responsibilities

The English leader is responsible for providing an overview of the subject across the school to inform staff planning and to offer advice in the ways in which the curriculum can be delivered in an effective and engaging way.

They should have an up-to-date knowledge of the subject requirements and ensure that these are met across the school, as well as having an overview of assessment.

They are responsible for ensuring that an overview of the subject is available on the school website.

The English leader also has a sound knowledge of the resources, which are available within school, and ensures that resources are replenished and updated as necessary.

The English leader is responsible for the planning and implementation of any subject specific events, which are ran in the school.

Individual teachers are responsible for the day to day planning, delivery and assessment of the English curriculum.

The Senior Leadership team is responsible for ensuring there is a good professional dialogue with the subject leader throughout the school year.

Impact

Every child will leave as a **reader** who **thinks** critically and has the **resilience** for the world's challenges.

The impact and measure of this is to ensure children not only acquire the appropriate age-related knowledge linked to the Maths curriculum, but also skills which equip them to progress from their starting points, and within their everyday lives.

Assessment Reading

Summative assessment is also used to assess where a child is up to in terms of their understanding and comprehensions skills. This is recorded as evidence to make a judgement as to whether a child is below, at or above the expected level for reading within their year group. As part of our Steps to Read Programme, each child is assessed against year group expectations. Evidence can be collected from lessons, and any other reading opportunities. This is an on-going document that informs the teacher of next steps and lesson planning.

Writing

Writing is assessed as an ongoing process formatively and formally every half term. A piece of writing is recorded in the assessment book that starts off in Year 1 and goes with the child every year. The children have targets to address and meet and the book shows progression of writing for an individual child. Children are assessed against a given criteria and with statutory criteria for Year 2 and Year 6.

We have several means to be able to moderate writing. These include within a year group, across key stages and with other local schools. We are also involved in a national initiative called No More Marking, which enables staff to make judgements about pieces of writing.

Summative Assessment

Summative assessments will take at the end of each term. These assessments are based upon the children's learning over that half term/term. This will be a clear indication of what the child has understood, recalled and applied their learning independently. Can the children independently apply their learning? Whole school moderation (internal and external) is used to ascertain the final assessment and ensure the attainment is secure.

At Bidston Avenue Primary School, we use GL assessments to check the learning against the National Curriculum. We use these to check the children's standards against the national picture. Each child will receive a standardised score. We use this data to further support intervention and out of hours learning.

Monitoring

The English subject lead is responsible for monitoring the standards of children's work and the quality of teaching.

The lead supports colleagues in the teaching of English by addressing CPD needs and by giving them information about current developments in the subject, and by providing a strategic lead and direction for the subject in the school.

The subject lead is also responsible for reviewing developments for English identified on the School Improvement Plan, evaluating strengths and weaknesses in the subject, and indicating areas for further improvement.

Monitoring and Review

The English subject lead is primarily responsible for monitoring the implementation of this policy.

This will be through ongoing discussion with the Senior Leadership Team and consideration of the evidence gathered in the subject file. The subject lead will report on this to the governor's curriculum committee.

The work of the subject leader is also subject to review by the head teacher as part of our performance management arrangements.

Governor Approval and Review Dates

The policy is to be reviewed annually.