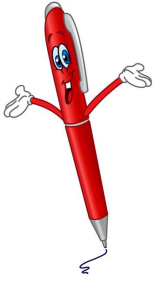




# Reading and Writing Policy



# Writing

## Intent

At Morpeth First School, we believe that all pupils should be able to confidently communicate their knowledge, ideas and emotions through their writing. Our curriculum has been developed in a way that provides the children with opportunities to write fiction, non-fiction and poetry using high quality, age appropriate texts that stimulate and engage the children's interest.

We want pupils to acquire a wide vocabulary, a solid understanding of grammar and be able to spell new words by effectively applying the spelling patterns and rules they learn throughout their time in first school. We want them to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. The children progress through the spelling, punctuation and grammar objectives systematically according to the National Curriculum, introducing new terminology and concepts at appropriate ages and embedding them across all subjects.

We believe that all pupils should be encouraged to take pride in the presentation of their writing, in part by developing a good, joined, handwriting style by the time they move to middle school.

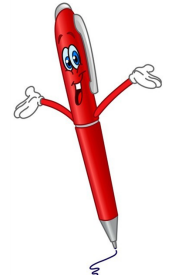
We believe that all good writers refine and edit their writing over time, so we want children to develop independence in being able to identify their own areas for improvement in all pieces of writing, editing their work effectively during and after the writing process. To support children in moving towards independent writing, we provide a wide range of activities including use of film and imagery, modelled, shared and guided writing, peer editing and discussion. We use 'Talk for Writing' to encourage pupils to express their ideas, exchange ideas and to develop more sophisticated and challenging vocabulary. We provide opportunities for writing for purpose and we encourage pupils to see themselves as authors.

We do not put ceilings on what pupils can achieve in writing and we do not hold pre-conceptions about any pupils' ability to make progress. We support all children in becoming the most successful writers they can be, enhancing their aspirations and ensuring equality for all.

We understand the importance of parents and carers in supporting their children to develop both grammar, spelling and composition skills, and so we want to encourage a home-school partnership which enables parents and carers to understand how to develop the skills being taught in school.

## Implementation

To ensure the above intentions are met, staff plan directly from the National Curriculum (Y1-4) and use the progression papers meeting the needs of all pupils including those with SEND. Nursery and Reception cover the educational programs within the Early Years Framework 2021. Our staff deliver well-paced, engaging lessons through Quality First Teaching, drawing upon the principles of 'Talk for Writing'. We promote reading and writing skills across the curriculum and provide time for pupils to read, write for a range of purposes and audiences, as well as take part in discussion. Grammar, spelling and handwriting expectations are consistent across the curriculum and there are a range of assessment approaches used to assess progress and identify misconceptions including verbal feedback, written feedback, peer and self assessment.



In EYFS (Nursery and Reception) children are given opportunities to: speak and listen and represent ideas in their activities; use communication, language and literacy in every part of the curriculum; become immersed in an environment rich in print and possibilities for communication. Early writing is taught through mark making, then when the children begin RWI phonics, they are taught the correct letter formations. This begins with writing cvc words, moving onto short sentences using the sounds they have been taught. EYFS children are encouraged to write independently during continuous provision.

At Key Stage One (Years 1 and 2), children learn to speak confidently and listen to what others have to say. They begin to read and write independently and with enthusiasm. They use language to explore their own experiences and imaginary worlds.

At Key Stage Two (Years 3-4), children learn to change the way they speak and write to suit different situations, purposes and audiences. They read a range of texts and respond to different layers of meaning in them. They explore the use of language in literary and non-literary texts and learn how the structure of language works.

## Impact

The impact on our children is clear: progress, sustained learning and transferable skills. With the implementation of texts chosen to ignite a creative writing journey and this approach being adopted in both key stages, children become confident writers and by the time they are in Key Stage 2, most genres of writing are familiar to them and the teaching can focus on creativity, writer's craft, sustained writing and manipulation of grammar and punctuation skills. This ensures that our Year 4 children have all the necessary skills to be ready for their next educational journey.

Skills taught in the English lessons are transferred into other subjects; this shows consolidation and a deeper understanding of how and when to use specific grammar and punctuation objectives. Our aim is that as children move on from Morpeth First School to further their education, not only have they developed reading and writing skills for life but

their creativity, passion for English and high aspirations travels with them and continues to grow



## **Read Write Inc Phonics**

Pupils at Morpeth First School learn to read and write effectively and quickly using the Read Write Inc. Phonics programme. They progress onto Read Write Inc. Literacy and Language and Read Write Inc. Spelling once they can read with accuracy and speed.

### **Read Write Inc. Phonics**

The programme is for:

- Pupils in Year R to Year 2 who are learning to read and write
- Any pupils in Years 2, 3 and 4 who need to catch up rapidly

### **In Read Write Inc. Phonics pupils:**

- 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 through regular writing practice

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.

In Nursery the children are taught early phonics/pre reading skills, as well as placing a strong focus on reading stories and rhymes and developing the children's love of books in daily story and song times.

The 7 aspects of Phase 1 phonics are;

- Environmental sounds
- Instrumental sounds
- Body Percussion
- Rhythm and Rhyme
- Alliteration

- Voice Sounds
- Oral Blending and Segmenting

We follow the Phase 1 phonics program written by the Early Years staff room which is further enhanced by the principles for learning from the Read Write Inc. Nursery program.

Throughout the year staff model the RWI silent signals e.g. team stop signal and my turn your turn signal in preparation for following the RWI program. We teach the children to name the RWI mnemonic pictures. Following on from this we introduce the first set of speed sounds (25 single letter sounds) in the summer term as whole class teaching using the RWI speed sound lesson plans. For any children who are still consolidating understanding and the skills of phase 1, we revisit the 7 aspects daily with additional inputs, working in smaller groups.

The children are assessed using the Local Authority School Readiness Passport. On entry, the Nursery Readiness Checker is used followed by the Nursery Mid Point check and then finally, at the end of the year, the Reception Readiness Checker is carried out in preparation for their transition to Reception.

In Year R 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.

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 books the teacher has read to them; they have also discussed what the words mean. Using Talk 4 Writing in school has improved this enormously.

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.

### **Read Write Inc. Spelling**

Read Write Inc. Spelling is for pupils in KS1 who can read with accuracy and have complete the RWInc Phonics scheme, reading over 90 words per minute. In these sessions they learn about and recognise the alternative graphemes for phonic sounds. They also learn about a range of suffixes and how words, and their meanings change, when these are added.

### **Outcomes for children Assessing and tracking progress:**

We assess all pupils following Read Write Inc. Phonics using the Entry Assessment. We use this data to assign them to either Read Write Inc. Phonics or Read Write Inc. Spelling groups. This gives us a very good indication of how well they are making progress relative to their starting points. We do this for all pupils, whenever they join us, so we can track all of them effectively, including those eligible for the pupil premium.

For those on the Read Write Inc. Phonics programme, we record their starting date and entry point on the tracker to monitor the rate at which they are making progress. We can also easily identify those who joined the programme later.

We have high expectations of our pupils' progress. In the May 2019 phonic screening check, 95% of our pupils reached the threshold. After multiple school closures throughout the past two years, when the Year 2 children sat their phonics screenings tests in December (due to missing them in Year 1), 92% of children met the threshold in 2020, and then 90% met it in 2021. This May the phonics screening test has been sat by the Year 1 children who have missed a lot of their reception year in school due to closures and Covid 19 absences. 80% of children have still met the required threshold though and we attribute this to the RWInc Phonics programme and to the expectations it builds in.

Pupils who are making slower progress usually complete the programme by the end of Year 2. We support pupils who have identified special educational needs for however long it takes until they can read. For example, we identify those who are at risk of falling behind their peers immediately - whatever their age. Highly trained staff tutor them for 10 minutes every day, using the Read Write Inc. One-to-one tutoring programme. If a child arrives in Key Stage 2 reading below their chronological age or with English as an additional language they are taught Read Write Inc. Phonics until they too catch up with their peers.

By the end of Key Stage 1, our pupils are able to read aloud age-appropriate texts accurately and with sufficient speed for comprehension. This means that we can focus on developing their 4 comprehension, preparing them well for transition to Key Stage 2. Their good decoding skills mean that they have a sound strategy for decoding unfamiliar words when they come across them at whatever stage or in any subject, even into secondary school.

## **Spelling**

At Morpeth First School, we encourage our pupils to think and write creatively, be adventurous with their use of language and to write with clear purpose and for pleasure.

In order for these aims to be realised, it is essential that our pupils learn to spell accurately. Children who can spell, feel confident and are able to write with enjoyment. We want our pupils to be equipped with a range of strategies for learning spelling and to be able to apply their strategies when spelling words in their independent writing. Our pupils enjoy exploring and investigating the patterns and contradictions of the English language and we encourage them to take delight in what they discover.

### **Aims of Teaching Spelling**

First and foremost, our pupils are given opportunities to explore and investigate the English language and its patterns through speaking and listening. As pupils move through our key stages, they develop, consolidate and secure the skills needed to read, share, enjoy and interpret a wide variety of literature. Our pupils learn to handwrite fluently and apply their spelling, grammar and punctuation skills to a variety of purposes in a range of thematic, cross-curricular contexts. Our pupils are encouraged to think creatively, to be adventurous with their use of language and to write with clear purpose. When spelling, our pupils: use their phonic skills effectively when blending phonemes for reading and when segmenting phonemes for spelling; have an interest in words, their meanings and their origins, developing a growing vocabulary both for speaking and writing; write with confidence and creativity, while developing the skills to self-edit, correct and improve; be imaginative, creative and challenge themselves.

### **Approaches to spelling**

The whole school follows the Read Write Inc programme which is a phonic based approach. Our phonics teaching makes strong links between blending for reading, segmenting for spelling and handwriting. We encourage all of our pupils to apply their phonic knowledge when spelling. In addition to RWI, each year group has additional spellings which will be learnt on a weekly basis and tested by the class teacher in context. These are phonic based in KS1, to match what they are learning each week in groups, topic based and also include the statutory spellings as set out in the National Curriculum. By the end of Year 1, it is our expectation that the vast majority of our pupils will be secure at spelling words including Set 1, 2 sounds and most of the set 3 sounds from our phonics programme. Pupils who struggle with this by the end of Year 1 are given additional support and intervention. The bottom 20% of children in EYFS and KS1 classes are identified during the phonics assessment process and receive daily one to one tuition to help them learn their sounds and apply these when reading and spelling.

### **Approaches to Teaching and Supporting Spelling**

Our focus on teaching spelling embraces the knowledge of spelling conventions, patterns and rules. Moreover, we promote the learning of spellings, through the use of multi-sensory strategies, including combining the teaching of spelling and handwriting. Our teaching of spelling includes common exception words, high frequency words, statutory words and personal and

topic spelling. Our pupils use Spelling Shed which provides the opportunity for pupils to practise their learning, play online games with peers and enables us to share our pupils' learning with their parents. Our pupils are taught challenging age-related content and it is our expectation that the vast majority of our pupils will achieve age-related expectations at the end of each year and key stage. Where pupils have fallen behind their peers and cannot access age related content, class teachers will differentiate the curriculum/spelling lists to ensure those pupils are able to progress, succeed and catch up. As well as weekly spellings, each classroom has non-negotiable spellings clearly displayed to support children's spellings in lessons.

## **Reading**

### **Policy Statement**

#### **Curriculum intent**

It is our intent at Goosehill School to provide pupils with a high-quality education in reading. We aim to foster a love of reading within the children which will lead to lifelong pleasure. We aim to;

- Nurture an interest in books and reading for pleasure, including enjoying a wide variety of texts such as fiction, non-fiction and poetry
- Ensure children can read with confidence, accuracy, fluency and with sound understanding.
- Build independent readers, transferring their skills across the curriculum.
- Develop their powers of imagination, inventiveness and critical awareness as well as increasing both their written and oral vocabulary.

Reading is promoted as an enjoyable and enriching experience to both children and parents. We promote high quality modelling of reading through sharing class novels. This allows children to be exposed to expression and intonation. In addition, adults in school hear pupils read on a daily basis to improve fluency, decoding and comprehension skills. This can be in the form of whole class reading, group guided reading or 1:1.

By the time children leave Morpeth First we intend for our pupils to be highly competent readers who can recommend books to their peers, have a thirst for reading a range of genres including poetry, and participate in discussions about books, including evaluating an author's use of language and the impact this can have on the reader.

#### **Introduction**

The ability to read is fundamental to pupils' development as independent learners. In order to read across the curriculum with fluency, accuracy, understanding and enjoyment pupils need to orchestrate the range of strategies, depicted in the New National Curriculum (2014), drawing on knowledge of context and grammatical knowledge; applying phonic knowledge and skills; applying graphic knowledge and developing word recognition.

The National Curriculum states that pupils should be taught to read fluently, understand extended prose and be encouraged to read for pleasure. Reading is singled out as having extreme importance in the curriculum and is split into two main dimensions:



- Word reading
- Comprehension (both listening and reading)

It is essential that, by the end of their first school education, all pupils are able to read fluently, and with confidence, in any subject to help them in their next steps in education. Reading development is closely related to that of writing, for it is by reflecting upon and talking about the texts they encounter, that pupils come to understand how writers write and the special relationship which exists between author and reader. It is through their critical and imaginative engagement with texts that pupils' reading of fiction, poetry and non-fiction texts enables them to make sense of the world and their place in it.

### **Strategy for implementation**

#### **Entitlement and curriculum provision**

The National Curriculum (2014) provides a detailed basis for implementing the statutory requirements for reading. Much of the Programme of Study needs to be taught through Literacy, and guided reading but it is expected that the children will read widely across the curriculum.

#### **Literacy Lessons**

Literacy lessons provide the structure which enables reading to be taught. The role of the teacher is:

- to follow the school's policy with the aim of helping pupils to become independent readers;
- to model the act of reading through shared reading and to provide focused support through guided sessions;
- to assess the pupil's progress as a reader and provide explicit guidance for their development;
- to use reading as a means of locating information that pupils need to learn;
- to foster a love of reading as an enjoyable, stimulating and worthwhile activity;
- to create a supportive environment for reading.

#### **Whole Class Shared Reading**

In shared reading, the teacher models the reading process to the whole class as an expert reader, providing a high level of support. Teaching objectives are pre-planned and sessions are characterised by explicit teaching of specific reading strategies, oral response and high levels of collaboration. The children's reading targets are taken into account and included in the planning where they are being taught. In KS1, when modelling reading, the pupils are encouraged to join in where appropriate. The texts selected are rich and challenging, being beyond the current reading ability of the majority of the class. In KS2, children have access to the text either individually or with a partner. They are expected to follow the text as the teacher reads and occasionally read out loud.

During the independent part of the Literacy lesson, pupils take on the responsibility of developing their reading ability. In all classes, children have a wide range of abilities, and we seek to provide suitable learning opportunities for all groups of learners by matching the activity to the ability of the child. During some lessons this is achieved by differentiated work

while in others, children are given the opportunity to talk and collaborate with their peers, thus embedding and enhancing their learning.

Teaching Assistants (TA's) may be used to provide further support in the classroom. These adults are all used effectively to support either groups of learners or specific learners. They are supported and directed by the class teacher and all receive appropriate training and direction to deliver their role as effectively as possible.

### **Guided Reading**

In guided reading, the responsibility for reading shifts to the learner. The majority of the pupils should be reading the same text with differentiation of text type only being used where necessary. This mirrors the expectation of the end of key stage tests where all children are expected to read the same text. It is important however, to support children who are not working at the expected standard and who will therefore need a less challenging text type. It is intended that guided reading provides a forum for pupils to demonstrate what they have learned about reading. The focus for the reading is concerned with reinforcing and extending strategies and/or objectives already taught in literacy lessons.

This model for guided in KS1 and KS2 is as follows::

- o the pupils are introduced to new vocabulary they will come across in the extract.
- o Reading. As a whole class the extract is shared and read together.
- o Question analysis. The pupils are taught how to answer a particular question type.
- o Follow up activity. The pupils answer a range of questions based on their reading.

### **Foundation Stage**

#### **Continuity and Progression**

At the end of the Foundation Stage our pupils will have experienced shared, guided and independent reading and learned the routines and responsibilities which enable the class to operate efficiently and effectively. Building on what pupils already know about reading and stories, the teacher helps develop early reading behaviours through shared reading, e.g. holding a book the right way up and following the text from left to right, knowing that print carries meaning, identifying the protagonists in a story, recognising signs and symbols in environmental print.

The pupils develop curiosity and enthusiasm about print. They are able to select, read and talk about a range of fiction, poetry and non-fiction. They have many stories told and read to them and they have opportunities to retell narratives themselves. The focus, particularly at the early stage, is on developing understanding and conveying meaning of the texts they read rather than on reading words accurately.

### **Key Stage One**

At Key Stage 1 the emphasis is on developing pupils' interest and pleasure as they learn to read independently and with confidence. They focus on words and sentences and how they are put together to form texts. They bring meaning to the texts they read and say what they like or dislike about them. Enlarged texts, selected from the appropriate range of texts - fiction and

non-fiction - are used for shared reading at Key Stage One. Teachers model a range of reading strategies, including the identification of sentence structure and the function of punctuation marks, and give pupils opportunities to practise phonic skills and word recognition in context.

## **Key Stage Two**

At Key Stage Two pupils meet a wider range of texts in fiction, poetry and non-fiction.

Teaching focuses on developing pupils' reading skills, e.g. generalising and making inferences by drawing on evidence from the text. There continues to be a high level of interaction between teacher and pupils with teachers inviting pupils' individual responses and interpretations rather than narrowly focused comprehension.

The texts chosen offer challenge to all pupils in the class. The texts chosen are of a high quality and children can follow as the text is read to them through having a book individually or with a partner. Throughout the reading part of the literacy journey, the children undertake tasks to deepen their understanding of the text. Sometimes these work best before the reading of the text (e.g. raising prior knowledge, making predictions on the basis of title and illustration, whetting the reader's appetite), sometimes during (e.g. giving advice to a character at a point of crisis or decision, noting personal response in an on-going reading journal), sometimes after (providing opportunities for reflection on the whole text, mapping a character's literal or emotional journey). The intention is to illuminate text and keep the pupils focused on their personal response and critical interpretation

## **Home Readers**

As such a high importance is placed on reading in the National Curriculum (2014) and in particular fostering a love of reading, the children at Goosehill School read graded texts for their home reader which allows them to read a rich and varied selection of texts. The children take a reading test on a termly basis (phonics tests every 6-8 weeks in EYFS and KS1) which assesses the pupils' progress and determines a new reading range for them so the variety of books available to them is continually changing. Where children in KS2 are continuing to follow the RWI programme as an intervention, the children are given a phonics matched scheme book to develop their phonological awareness and word reading skills. These books are matched to the phonic sounds the children have been working on during their phonics sessions. In addition to a phonics matched home reader the children have the opportunity to choose a book from their class library.

## **Phonics**

In the foundation stage and Key Stage One, the pupils' phonological awareness and phonic knowledge is developed as they follow the RWI programme through daily phonics teaching. In Key Stage Two, phonics is taught through tailored interventions by experienced teachers and teaching assistants.

The National Curriculum (2014) is for all pupils and the expectation is that the principles of inclusion pertain. Where necessary, the teacher will support children with SEN through differentiated activities and adult support from either the class teacher or TA.

Individual programmes for teaching and support are drawn up as appropriate by teachers in conjunction with the SEN co-ordinator. Care is exercised to ensure that parents and carers are involved appropriately and kept fully informed.

### **The learning environment**

All classrooms have well-stocked book areas with fiction and non-fiction titles. Care is taken to ensure that a wide range of texts is available in terms of content, form and genre, e.g. texts which are accessible and challenging, texts which show cultural diversity and avoid stereotyping of race, gender and class.

The learning environment should also promote reading in an engaging way. There should be an abundance of vocabulary for the children to access. Lower down the school, the classrooms have displays with graphemes to support the teaching of phonics.

In addition, pupils are made aware of the importance of print both inside and outside the classroom through the use of interactive displays, notices, charts, posters, advertisements, signs, etc.

### **Homework**

Reading is regarded as a regular homework activity. Parents and pupils are encouraged to respond to books pupils read by using the home/school reading diaries. There are also times when reading-related activities are used for homework.

The school informs parents and carers about the school's approach to reading through the familiarisation programme for pupils starting school, the school reading booklets and year group introduction sessions. Reading diaries provide a means of communication between home and school. Pupils undertake a variety of daily reading activities supported by reading undertaken at home with a parent or carer.

### **The contribution of reading to other aspects of the curriculum**

Reading is not restricted to the Literacy session. Many opportunities are provided for pupils to practise and extend their reading in other subjects. The children often complete a 'Reading in the Foundation' activity and reading for pleasure and enjoyment is given a high priority.

Monitoring ensures that there is sufficient breadth and challenge in the range of reading that pupils undertake.

Other areas of the curriculum offer many opportunities for pupils to apply their reading skills, particularly reading for information.

### **Assessment and recording**

Assessment is used to inform the planning and the teaching of reading. This takes various forms:

Key learning objectives for reading are identified from the National Curriculum (2014) and are translated into learning outcomes. Pupils' progress is assessed during guided reading, supplemented by observations in shared reading and through individual assessments.

Phonic assessments are carried out based on the developmental RWI programme. Teachers assess the phonic development of the pupils every 6 - 8 weeks to clearly see where the learning has been achieved and where the gaps in learning are.

In the summer term of Year 1, the pupils undertake a national phonics screening test. This is a short test to confirm whether individual pupils have learnt phonic decoding to an appropriate

standard. The aim of the test is to identify children who need extra support to improve reading skills.

Smaller steps for progress in reading are identified through reference to National Curriculum Assessment of Reading Criteria and the annual analysis of SATs performance. These are used to assist the teacher in determining individual targets for reading improvement. Children with SEN may use IASEND to assess the smaller steps in learning.

Teachers are responsible for assessing the progress of all pupils in their class. When the pupils have achieved a level of fluency and independence, it is the teachers' task to ensure that a range of reading is then tackled, including texts which provide challenge and extend pupils' reading.

## **Leadership and Management**

### **Monitoring and evaluation**

The staff and governing body hold this policy in review. The head teacher reports to the governing body on its implementation and impact on standards and quality across the school as part of the regular monitoring programme of the school.

The purpose of the review is to enable staff to evaluate:

- the policy's value in supporting and challenging the staff, subject advisors, head teacher and the governing body;
- the impact of the policy on raising standards.