



Policy title	:	English / Reading Curriculum Policy
Date approved	:	September 2021
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*Please note that should any further national guidance be issued by external agencies that are relevant to this policy, it will be updated accordingly prior to the review date shown above and re-circulated.

Reading

At Tollgate Primary School, we believe that the teaching of reading is integral to a child's understanding and appreciation of the world around them; a platform that allows our children to see beyond what they know, share in cultural experiences and develop the vocabulary they need to effectively express themselves. We want every child to make progress through knowing more and remembering more through rehearsal. Our English Curriculum has clear structure, rigour and sequence to meet the needs of our disadvantaged community.

Our reading curriculum strives **to foster a lifelong love of reading**. We cultivate the behaviours that they will need to be discerning readers as they read frequently and widely using a range of evidence-based strategies and discuss what they read. This curriculum is delivered through synthetic phonics, a linked approach to shared and guided reading, home reading, reading across the curriculum, regular opportunities for independent reading and hearing quality texts read aloud every day. All of these are essential components as they offer the range of opportunities needed to develop fluent, enthusiastic and critical readers.

It is important that children are motivated to read at home regularly; when their reading opportunities increase, so does their fluency and stamina which in turn increases their enjoyment of reading. Therefore, the link between children's motivation to read and reading for pleasure is reciprocal. Furthermore, we know that reading pleasure is beneficial not only for reading outcomes, but for wider learning enjoyment and mental wellbeing. Thus, we work hard to foster a love of independent reading and build communities of engaged readers. We understand the significance of parents and carers in supporting their children to develop both word reading and comprehension skills so we endeavour to build a home-school partnership through our coffee mornings and workshops which enables parents and carers to have the confidence to support their children with reading at home.

Reading is at the very heart of our curriculum. We are committed to promoting a love for reading and not only giving children opportunities to read in English lessons, but in the wider curriculum too.

Both in school and at home, we want to build a culture of reading for pleasure and purpose. Our approach to reading involves daily sessions incorporating clear adult modelling prior to the children applying these skills through partner work and independent reading. Children deepen their understanding of the challenging texts they read through the systematic use of a series of strategies and language stems. Tollgate Primary School ensures children are planned for through:

**Adaption
Support
Deepening Understanding
Lowest 20% and More Able Toolkit**

Our approach encompasses the key principles of effective reading provision and fully meets the requirements of the National Curriculum by creating deep understanding of texts, developing oracy around reading and increasing children's breadth of reading. Discreet comprehension lessons are taught on a Monday and a Friday. Monday's lesson

is linked to the class text and Friday's comprehension lesson is linked to topical/current events. Teachers plan their questioning in order to deepen meaning and language acquisition.

Word Reading

Comprehension (both listening and reading)

Comprehension skills will be developed by:

- Shared Reading and Guided Reading
- Asking and answering a range of comprehension questions to unlock a text/deepen understanding
- High quality discussion with the teacher;
- Reading and discussion of stories, poems and non-fiction;
- Encouraging pupils to read widely both fiction and non-fiction;

Establishing an appreciation and love for independent reading.

Writing

We need to develop pupils' competence in Transcription (spelling and handwriting) and Composition (articulating ideas and structuring them in speech and writing).

Composition (articulating ideas and structuring them in speech and writing) will be developed by teaching pupils how to:

- Plan, revise, and evaluate their writing;
- Write down their ideas fluently by spelling quickly and accurately; - Articulate and communicate ideas;
- Organise ideas coherently for a reader.
- Draft and edit text in order to deepen and challenge the breadth of the text.

Transcription (spelling and handwriting) will be developed by teaching pupils how to spell quickly and accurately by:

- Knowing the relationship between sounds and letters (phonics);
- Understanding word structure;
- Understanding the spelling structure of words.

Teaching and Learning Styles

At Tollgate Primary School we use a variety of teaching and learning styles English lessons. Our principal aim is to develop children's knowledge, skills, and understanding in English. We follow a clear weekly structure throughout the school to ensure all areas of English are covered in grammar, writing and reading. We do this through a daily lesson that has a high proportion of whole-class and group teaching. During these lessons children experience a whole-class shared reading or writing activity, a whole-class focused word or sentence activity, a guided group or independent activity and an opportunity to review progress and learning. They have the opportunity to experience a wide range of texts and use a range of resources such as dictionaries, thesauruses and word banks to support their work. Wherever possible we encourage children to use and apply their learning in other areas of the curriculum.

There are children of differing ability in all classes at Tollgate Primary School. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child but still providing opportunities for challenge. In some lessons we do it through variation within group work, while in other lessons we ask children to work from the same starting point before moving on to develop their own ideas. We use teaching assistants to support some children and to enable work to be matched to the needs of individuals.

We use a variety of teaching and learning styles in order to develop children's knowledge, skills and understanding.

Curriculum Planning and Organisation

English is a core subject in the National Curriculum. We use the National Curriculum as the basis for implementing the statutory requirements of the programme of study for English based around a certain text.

Our plans give details of the main teaching objectives for each term. These plans define what we teach and ensure an appropriate balance and distribution of work across each term. The English subject leader is responsible for reviewing these plans.

This lists the specific weekly objectives for each lesson provide suggested details of how the lessons are to be taught. It also includes details of what each ability group of children will be learning. These plans are then viewed by the Subject Leader and Head of Curriculum.

The Foundation Stage

We teach English in reception classes as an integral part of the school's work. The format for the daily lesson is similar to that used in the rest of the school. As the reception class is part of the Foundation Stage of the National

Curriculum, we relate the English aspects of the children's work to the objectives set out in the Early Learning Goals which underpin the curriculum planning for children aged three to five. We give all children the opportunity to talk and communicate in a widening range of situations, to respond to adults and to each other, to listen carefully, and to practise and extend their range of vocabulary and communication skills. They have the opportunity to explore, enjoy, learn about, and use words and text in a range of situations.

Inclusion

We believe that we are an educationally inclusive school as we are concerned about the teaching and learning, achievements, attitudes and well-being of all our pupils. We aim to provide places for all pupils who express a preference to join this school.

We work hard to offer equality of opportunity and diversity to all groups of pupils within school such as children:

- From both sexes;
- Who have Special Educational Needs;
- Who are looked after;
- From minority faiths, ethnicities, asylum seekers, refugees;
- Who are more able
- Who are at risk of disaffection;
- Who are young carers;
- Who are sick;
- Who have behavioural, emotional and social needs;
- From families who are under stress.

We believe we have a duty to ensure that all children have equal rights to the opportunities offered by education and that all children will be encouraged to fulfil their potential in their academic, physical and creative achievements.

We want to give all children the right to access high quality educational experiences, to take part in a broad and balanced curriculum and to be part of the social life of the school.

We recognise that within the school we have more able children. We believe that:

- More able children demonstrate a higher ability than average for the class and often require differentiated tasks and opportunities to learn through challenges;

We have an even greater obligation to plan and deliver well-structured lessons with appropriate assessment plus ambitious targets for pupils who have low levels of prior attainment or come from disadvantaged backgrounds.

Also, we have a duty to cater for pupils whose first language is not English by planning teaching opportunities to help them develop their English and to gain full access to the National Curriculum.

Special Educational Needs

At our school we teach English to all children, whatever their ability. English forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our English teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, adaption – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

We enable pupils to have access to the full range of activities involved in learning English. Where children are to participate in activities outside the classroom, for example, a theatre trip, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Teachers provide help with communication and English through:

- using texts that children can read and understand;
- using colourful semantics to develop both speech and writing.
- using visual and written materials in different formats;
- using ICT, other technological aids and taped materials;
- using alternative communication, such as signs and symbols;
- using multi-sensory resources

We want pupils with identified special educational needs to have full access to all subjects of the National Curriculum with teachers planning lessons that have no barriers to pupils achieving and with appropriate targets relating to the subject.

Assessment for Learning

Teachers assess children's work in English in three phases. The short-term assessments that teachers make as part of every lesson help teachers to adjust their daily plans. Teachers match these short-term assessments closely to the teaching objectives. They use medium-term assessments to measure progress against the key objectives, and to help them plan for the next unit of work. They use Pupil Tracker as the recording format for this. Teachers make long-term assessments towards the end of the school year, and they use these to assess progress against school and national targets. With the help of these long-term assessments, teachers are able to set targets for the next school year and summarize the progress of each child before discussing it with the child's parents. The next teacher also uses these long-term assessments as the basis for planning work for the new school year. These long-term assessments are made using end-of-year tests to attain scaled scores, standardised tests (PIRA) and teacher assessments. Children undertake the national tests at the end of Year 2 and Year 6.

The class leader keeps samples of children's work in a portfolio. This demonstrates what the expected level of achievement is in English in each year of the school. Teachers meet regularly to review and moderate individual examples of work against the national exemplification material produced by the DfE.

Teachers will:

- Carry out continuous assessment;
- Use short-term assessments matched to the teaching objectives to adjust their planning;
- Make comments in pupil's books related to the teaching objective and success criteria;
- Carry out medium-term assessments to measure progress against key objectives to adjust planning;
- Carry out long-term assessment to assess progress against school and national targets;
- Administer national tests and assessment in Y2 and Y6;
- Carry out tests at the end of Y1, Y3, Y4 and Y5;
- Use long-term assessments to help them plan for the next academic year;
- Inform parents and carers of their child's progress and targets

Monitoring & Review of the Subject

Monitoring of standards of children's work and the quality of teaching is the responsibility of the subject coordinator supported by the Headteacher and the Senior Leadership Team.

Standards will be monitored by:

- Looking at pupils work;
- Lesson observations;
- Pupil Voice;
- Audit of subjects;
- Scrutiny of planning;

- General curriculum discussions.

Contribution of the Subject to other Areas of the Curriculum

English is linked to all curriculum areas and many of the comprehension lessons are focussed on current affairs. The subject leader monitors the standard of writing across all subjects – not just English.

Resources

The school has a full range of resources to support the teaching of this subject throughout all year groups. Resources are upgraded and replenished when the need arises. An annual stock take and audit is undertaken by the subject coordinator in the summer term in preparation for the next academic year.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- The school website;
- The Staff Handbook;
- Meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops;
- School events;
- Meetings with school personnel;
- Communications with home;
- Reports such as monthly newsletters to parents and Headteacher reports to the Governing Body; - Information displays throughout the school.

Training

Tollgate Primary School will provide opportunities for all employees to have access to the information, instruction, supervision and training required to enable them to discharge their responsibilities.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. As such, we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator and the Headteacher.