

# **The Lloyd Williamson Schools**

## **English / Reading Policy**

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## **GENERAL STATEMENT**

We believe that literacy unites the important skills of **reading** and **writing** and involves **speaking and listening** – all of which enhance the pupils' understanding of language in both oral and written forms and of the way language can be used to communicate. We specifically emphasise the importance of **reading** and that all children should read to the best of their ability. To this end we teach phonics in the early stages of learning (Reception to Year 2) as well as additionally encouraging children to use phonic skills to help them sound out unfamiliar words.

## **AIMS AND OBJECTIVES:**

At LWS we aim to encourage children to:

- Read and write with confidence, fluency and understanding
- Be able to orchestrate a full range of reading cues (specifically phonics, but also whole word recognition graphic, syntactic, contextual) to monitor their reading and correct their own mistakes
- Understand the sound and spelling system and use this to read and spell accurately from memory
- Have fluent and legible handwriting (as stated in the Handwriting Policy)
- Have an interest in words and their meanings – conducive to a growing vocabulary
- Know, understand and be able to write in a range of genres in fiction and poetry, and understand and be familiar with some of the ways in which narratives are structured through basic literary ideas of setting, character and plot
- Understand, use and be able to write a range of non-fiction texts
- Plan, draft, revise and edit their own writing
- Have a suitable technical vocabulary through which to understand and discuss their reading and writing
- Be interested in books, read with enjoyment and evaluate and justify their preferences
- Develop their powers of imagination, inventiveness and critical awareness through reading and writing

## **In the Early Years Foundation Stage (Nursery and Sprites)**

The early years curriculum is founded on the principles and practice laid out in the Early Learning Foundation Stage guidelines.

Speaking and listening skills are vitally important as they underpin all learning at this stage. The English programme builds on the language skills that children bring from home. Development of these skills is encouraged through activities such as listening to stories and poems, joining in with rhymes and songs, participating in drama and imaginative play, responding to simple instructions, talking to accompany play, etc.

Knowledge about books is developed through activities such as, retelling a story in their own words, reading a big book with the teacher, re-reading favourite stories as a group/class, listening to taped stories, etc.

When a child is ready to begin more formal reading activities (usually during the Reception year) he/she will embark on the school's reading programme or scheme. Phonic sounds are introduced through games and practical activities.

Emergent writing is encouraged through role-play, e.g., in the shop, office, café or whatever role-play opportunities are available in the nursery any particular time, where children are provided with a range of writing materials. Children are encouraged to write in role, such as lists, forms, menus, prices. When children become more aware of phonics and letter formation, they are encouraged to attempt a more focused form of writing, using the initial, end and medial sounds in words.

In the nursery, children will be given regular 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

**At Key Stage One (Pegasus and Dragons):** Children will be given the opportunity to learn to speak confidently and listen to what others have to say. They will begin to read and write independently and with enthusiasm. They will use language to explore their own experiences and imaginary worlds. Children specifically learn phonics using the Oxford Reading Owl (an online resource) and learn to read using the Oxford Reading Tree. This is supplemented as necessary with other reading schemes e.g., New Way.

**At Key Stage Two/Key Stage Three (Unicorns, Griffins, Minotaurs, Centaurs, Lower, Upper and Chalkers and Hydras):** Children will have regular/daily opportunities to speak and write about different situations to suit a variety of purposes and audiences. They will be given the opportunity to read a range of texts and respond to different layers of meaning in them. They will explore the use of language in fiction and non-fiction texts and learn how the structure of language works.

Hydras specifically follow the IGCSE English examination curriculum.

## **APPROACHES TO TEACHING AND LEARNING:**

The major focus for the teaching and learning of reading and writing at LWS will be through daily, timetabled lessons. During these sessions, there will be a clear focus on instruction and direct teaching, modelling and an opportunity for the children to practise what they are learning.

Teaching should be:

- Discursive - characterised by high quality oral work
- Interactive - pupils' contributions are encouraged, expected, and extended
- Paced - with manageable goals that the children can identify as attainable within a given session;
- Confident - teachers have a clear understanding of the objectives
- Ambitious - there is optimism about and high expectations of success

At LWS we aim for appropriately high levels of motivation and active engagement from all pupils. To achieve this, teachers use a wide range of teaching strategies including:

- direction
- demonstration
- modelling
- explanation to clarify and discuss
- questioning: to investigate pupils' understanding, to facilitate reflection on and refinement of their work, and to extend their ideas
- initiating and guiding exploration
- investigating ideas
- discussing and persuasive arguing
- listening to and respondin.

**Organisation:** Teachers know and understand organisation is paramount to success in the teaching and learning of reading and writing. The structure of sessions will include (though not be restricted to) whole-class work, smaller group work and individual work. Teachers will ensure that the needs of the full range of pupils are met, as far as possible, within this structure, including those with SEN and EAL. Lesson plans will take into account the various learning needs within the group and teachers will work closely with LSAs (where placed) in their class to ensure Learning Intentions for each session are covered.

**Planning:** Each teacher plans individual lessons personally. Medium term plans are written on a term-by-term basis and are adjusted as objectives and Learning Intentions are met and tasks are completed.

**Equal Opportunities:** LWS is committed to ensuring, as far as possible, that there is equality of opportunity in access to all areas of the curriculum, including reading and writing, speaking and communication.

## ***ASSESSMENT, RECORDING AND REPORTING***

The assessment and recording of literacy are part of the overall assessment of the complete child and should be seen alongside all the other areas of development. Assessment in literacy should reflect the general principles and procedures laid down in the school's Assessment Policy. The following points should in particular be borne in mind:

- We use Star Assessments for reading and writing. Children are assessed for reading age.
- A written report on each child's achievements in speaking and listening, reading and writing will be sent to parents as part of an overall report on the child's progress to date in the Autumn Term and Summer Term of each academic year. This report is as informative as possible, citing achievements in all Literacy skills, constructive criticism and, where appropriate, an achievable goal for ongoing development. Parents will have

the opportunity to discuss their children's progress in all subject areas including literacy in Parent/Teacher consultation evenings. The child's opinion of his/her own progress will also be sought.

- In year groups from Sprites onwards, yearly assessments will be made through use of quizzes and non-statutory assessment materials – each of which will be devised by the class teacher to reflect work covered in that year group.
- All children in Year 1 (Pegasus) will be assessed during the Spring Term using the Middle Infant Screening Test.
- All children from Pegasus upwards will be assessed in the Summer Term on their level of English against the national average using the Progress in English (GL Assessment)

## **MONITORING AND EVALUATION**

The monitoring and evaluation of the English / Reading Policy is the responsibility of the Co-Principal. Monitoring and review is achieved in a variety of ways:

- Regular discussions with staff concerning progress of groups and individuals
- Involvement in long- and medium-term planning
- Regular classroom observation and working alongside colleagues to help identify strengths and weaknesses and to provide support to individual staff as appropriate
- Regular monitoring of resources
- Reviewing of assessment outcomes and data to evaluate the quality of learning in reading and writing throughout the school
- Ensuring that appropriate opportunities to raise diversity issues are created and taken

## **SPELLING**

We believe that pupils should become independent and accurate spellers who are confident to use an evolving and adventurous vocabulary in their writing. They should have a sound knowledge of high frequency words for use in their daily work and a range of spelling strategies, which they can use to attempt unknown words. They should be aware of the differences between spoken dialect and written English in terms of spelling. Throughout the school, children are taught to use the **Look/Cover/Spell/Check** method to learn spellings and as an aid to retention. Children are given a set of spellings to learn each week. These are tested regularly.

### **Reception – Key Stage 1:**

Pupils will be taught to:

- Write each letter of the alphabet
- Use their knowledge of sound-symbol relationships and phonological patterns: consonant clusters and phonemes
- Recognise and use simple spelling patterns
- Write common letter strings
- Spell common words
- Spell words with common prefixes and inflectional endings
- Check the accuracy of spellings using word banks and dictionaries
- Use their knowledge of word families
- Identify reasons for mis-spellings

### **Key Stages 2-3:**

Pupils will be taught to:

- Sound out phonemes

- Analyse words into syllables and other known words within words
- Apply knowledge of spelling conventions
- Use knowledge of common letter strings, visual patterns and analogies
- Check their spelling using word banks, dictionaries and spell-checkers
- Revise and build on their knowledge of words and spelling patterns
- Use morphology to: use words with common prefixes and suffixes, understand the relevance of word families, roots and origins of words

## ***CROSS-CURRICULAR LINKS***

English is cross-curricular in nature. Speaking and listening, reading and writing are an integral part of all other areas of the curriculum. Specific skills can be transferred from literacy teaching into other areas. Examples of this are: reportive writing can be taught in Literacy and developed in Science, chronological writing can be used in History to develop sequenced information and explanations and non-chronological explanations can be used in Geography. Awareness of text and language features can be developed through Literacy and transferred into other areas of the curriculum.

## ***RESOURCES***

Classes have their own stock of resources appropriate to age and ability. Library resources are held centrally. Teachers use a variety of school-based resources and their own personal resources.

***ABOUT THIS POLICY:*** This policy is an evolving document and will be reviewed as and when statutory changes are made, which affect the teaching of literacy, or when the requirements of the school change.

**Updated: January 2021**

**Next Review: January 2022**

**Lucy Meyer**  
***Co-Principal***

# **Programmes of Study**

## **Early Years:**

The Nursery follow the ***Early Years Foundation Stage*** guidelines and aim to teach the key basic skills required for successful language and literacy learning.

Staff will:

- provide opportunities throughout the day for children to communicate thoughts, feelings, and ideas to both peers and staff
- promote interaction with the children and those around them in the nursery environment, and teach verbal negotiation and turn-taking
- immerse the children in an environment where language is relevant and meaningful – with focus on writing and making their own books, puppet-play and individual reading sessions
- model and teach the importance of clear, confident speaking
- initiate discussion by asking children about their families' holidays and their experiences from their lives.
- create a print friendly environment, where children have the opportunity to discover and explore sounds, patterns and letters and written words
- ensure all children have access to paper, pens, pencils, crayons and paint so they are able to experiment with mark making
- teach all children the beginning stages of phonics and alphabet recognition through stimulating interest in ordinary, everyday factors in the children's lives – this encourages children to see meaning in the sounds and letters: e.g. an a becomes the start of someone's name, part of the school sign and it is found in book titles
- encourage an appreciation for print and that it conveys a message
- plan for and discuss book topics
- place legible labels around the nursery for children to recognise and begin to read
- support the children who are ready to begin reading the school reading scheme: New Way Reading Scheme

It is anticipated that children will graduate from the nursery and enter Sprites with an appreciation for print within their world, and be an emergent reader. Children will be able to demonstrate the ability to listen to others and communicate needs and ideas. It is expected that children will be able to write their name and some simple words.

## **Sprites (EYFS):**

As each child develops their natural abilities to listen and communicate both verbally and in the written form, a more formal approach to the teaching of Literacy will commence:

### **Working with text:**

- Listening to stories and recounting main incidents with focus on sequence
- Learning to read more fluently and locating parts of text as part of discussion
- Listening to and reading poems: with some focus on features of poems
- Identifying main characters in a story

### **Writing focus:**

- Constructing and writing simple sentences related to pictures and personal experience
- Writing weekly news or about important events in the child's life
- Continuing a story
- Labelling information diagrams
- Using diagrams as the basis for writing simple informational text

- Writing rhymes

**Use of language:**

- Predicting missing letters and words in a sentence
- Reordering words on a sentence for sense
- Recognition and emergent use of capital letters and full stops
- Recognition and emergent use of question marks
- Understanding of the difference between a telling sentence and a question

**Text – reading:**

- The children follow a varied diet of reading books – primarily the New Way Reading Scheme in use in the school
- Supplementary reading materials are used at the discretion of the teacher



## **Key Stage 1**

### **Pegasus:**

#### **Texts (for study and comprehension)**

- Stories: with particular focus on recounting main incidents in sequence, locating parts of text, picking out incidents, characterisation, linking story to experience
- Poems: with particular focus on identification of main features
- Adverts: identification of content
- Rules and instructions
- Reading a labelled plan

#### **Writing focus**

- Writing daily/weekly news
- Continuing stories
- Stories: with particular focus on experience
- Using diagrams to write a report
- Poems
- Writing rules and instructions

#### **Use of Language and Grammar/sentence level work**

- Reading for sense
- Sequencing instructions
- Predicting word meanings in context
- Predicting missing words
- Re-ordering words in a simple sentence to make sense
- Capital letters and full stops
- Capital letters and question marks
- Suffixes with *ing* and *ed*
- Alphabetical order
- Abbreviations
- Apostrophes: contractions and for possession
- Nouns: common, proper and collective
- Simple homophones
- Plurals: adding s
- Simple connectives: but/and
- Use of written numbers in text: I am five years old, etc.

#### **Range of texts for reading:**

- The children follow a varied diet of reading books – primarily the New Way Reading Scheme in use in the school
- Supplementary reading materials are used at the discretion of the teacher

Supplementary materials will include (though not be restricted to):

- Stories about fantasy worlds
- Information text
- Poems with pattern and predictable structures
- Recount of a visit

## **Dragons:**

### **Texts (for study and comprehension)**

- Stories: with particular focus on characters and setting
- Stories by a significant children's author
- Flowcharts
- Poetry
- Simple newspaper articles: with particular focus on reportive writing
- Comparison of different authors
- Book blurbs
- Fiction/Non-fiction
- Contents page. Index, glossary
- Non-chronological report

### **Writing focus**

- Stories: with particular focus on one key incident and description of characters
- Character profiles
- Making a flowchart
- Reportive writing: personal accounts
- Letter/postcards
- Finishing a story and writing a story sequel
- Poems (to include nonsense poems)
- Writing an information text: with use of labelled diagrams

### **Use of Language and Grammar/sentence level work**

- Basic parts of speech: nouns (common, proper and collective), verbs, adjectives
- Past tense: subject/verb agreement
- Sentence structure
- Speech marks
- Commas in lists
- Phonemes and antonyms
- Syllables
- Simple prefixes
- Rhyming
- Question marks and turning statements into questions
- Synonyms
- Spelling strategies
- Alphabetical order
- Abbreviations
- Adverbs: definition and recognition of, formation and use of
- Apostrophes: revision of contractions and possession
- Compound words
- Dates: appropriate formation for a variety of tasks
- Introduction to direct and reported speech
- Homophones
- Opposites: use of prefixes
- Plurals: adding s and es, changing y to i and adding es, changing f to v
- Usage: correct use of a/an, did/done, do/does, has/have, saw/seen, was/were, etc

**Range of texts**

- Stories by significant children's authors
- Non-chronological report
- Texts with language play
- Stories about fantasy worlds
- Information text
- Poems with pattern and predictable structures
- Recount of a visit

## **Key Stage 2**

### **Unicorns:**

#### **Texts (for study and comprehension)**

- Stories: with particular focus on descriptions of settings, characterisation and key incidents
- Poetry: various forms including shape poems, and performance poetry and humorous poems
- Fiction and non-fiction writing: with particular focus on specific features of non-fiction writing
- Letter writing for a variety of audiences – also real letters
- Difference between FACT and FICTION – locating facts/library classification systems
- Instructions
- Word puzzles, puns and riddles
- Dictionaries and Thesaurus with particular focus on alphabetical order

#### **Writing focus**

- Story structure: with particular attention paid to a variety of settings, clear and interesting characterisation and focus on a key incident
- Paragraphs
- Shape poems
- Play scripts
- Posters with effective labelling
- Information leaflets
- Writing reports
- Writing fairy stories
- Instructions
- Rules of games
- Book reviews
- Letters for a variety of audiences – to be posted
- Non-fiction

#### **Use of Language and Grammar**

- Revision of basic parts of speech: nouns, verbs, adjectives, adverbs and pronouns etc
- Verb tenses
- Punctuation awareness: with focus on capital letters, full stops, comma use and exclamation/question marks
- Correct presentation of speech: NEW SPEAKER – NEW LINE, speech marks
- Nouns: common, proper and collective
- Verb tenses
- Use of 1<sup>st</sup> and 3<sup>rd</sup> person
- Subject/verb agreement
- Making notes with quick reference phrases
- Conjunctions
- Apostrophes: contractions and possession
- Grammatical sense and accuracy (checking work and self-correcting)
- Alphabetical order
- Idioms
- Opposites using prefixes: un, in, im, dis
- Proverbs
- Connectives

- Synonyms
- Usage: correct use of there/their, are/our, where/were, etc

**Range of texts (for children to read for themselves)**

- Stories with familiar settings
- Myths
- Legends
- Fables
- Traditional tales
- Adventure and mystery stories
- Poetry
- Play scripts
- Information text
- Instructions
- Real life adventure
- Biographies
- Letters
- Diaries
- Word puzzles

## **Griffins:**

### **Texts (for study and comprehension)**

- Stories with particular focus on historical settings and characterisation
- Play scripts: with particular focus on settings and key incidents in 3 scenes
- Information text: with particular focus on text organisation and writing for different audiences (e.g. different age groups)
- Non-fiction text
- Poetry: similar themes, from different cultures, from different times
- Instructions: with particular focus on features of instructional text (use of 2<sup>nd</sup> person/easy to follow/logical order)
- Explanatory texts: with particular focus on features (opening explanation, bullet points, labelled diagrams)
- Contents page, Index, Glossaries
- Stories from different cultures: with particular focus on setting, relationships and issues
- Points of view: fact or opinion (e.g. Newspaper articles)
- Moral dilemmas and solutions
- Advertisements
- Persuasive writing
- Legends
- Folk tales and Myths

### **Writing focus**

- Writing story plans: with particular focus on main characters/archetypes, setting (time and place), key events, ending
- Paragraphs
- Play scripts – turning stories into plays
- Writing an interview
- Writing a magazine article
- Writing reports
- Descriptive writing
- Writing for a variety of audiences
- Note-making
- Explanatory texts with use of clear explanation, diagrams with labels and bullet points
- Writing poetry
- Book reviews, reviews of theatre shows/trips
- Writing with points of view/opinion (e.g. newspaper articles)
- Advertisements

### **Use of Language and Grammar**

- Revision of basic parts of speech: nouns, verbs, adjectives, pronouns etc
- Verb tenses: past, present, future
- Punctuation: to include colon and semi-colon
- Adverbs: definition, formation and recognition of
- Adjectives: to include use of similes and metaphors, comparison of adjectives and formation
- Synonyms
- Word order in sentences: with particular focus on how to formally answer question in written form in full sentences
- Apostrophes
- Connectives
- Prefixes and suffixes

- Making nouns and adjectives
- Prepositions
- Dashes and hyphens
- Conjunctions
- Alphabetical order
- Abbreviations: revision
- Direct and reported speech
- Homophones
- Idioms
- Proverbs
- Prepositions
- Connectives: simple, complex and time connectives
- Usage: correct use of its/it's, passed/past, began/begun, broke/broken, came/come, whose/who's, etc

### **Range of texts (for children to read for themselves)**

- Historical stories
- Playscripts
- Newspaper articles
- Poems: from different cultures/different times
- Magazine articles
- Instructions
- Fantasy stories
- Sci-fi stories
- Stories with similar themes
- Information books
- Stories from different cultures
- Persuasive writing

## **Minotaurs:**

### **Texts (for study and comprehension)**

- Stories with clear structures: with particular focus on beginning, middle and end
- Play scripts: with particular focus on conventions (format, stage directions and asides)
- Story beginnings
- News reports: with particular focus on specific features of, fact and opinion
- Instructional texts
- Poetry: with particular focus on Narrative poems
- Stories from ancient cultures
- Persuasive/Informative writing
- Letters: with particular focus on letters to persuade and argue

### **Writing focus**

- Story structure: with particular focus on beginning, middle and end, and story beginnings (description of the main character, description of the setting, speech to break up the narrative and an introduction to the main even/key incident of the story)
- Paragraphs
- Play scripts
- Instructions
- News reports
- Description of character/characterisation
- Writing from a point of view
- Communicating information
- Poetry
- Writing an argument – using persuasive language
- Book Reviews/reviews of shows and trips
- Note-taking
- Advertisements

### **Use of Language and Grammar**

- Revision of all basic parts of speech and their use in sentences
- Dialogue: understanding of, and correct presentation of, in written work
- Person and tenses of verbs
- Imperatives and tenses of verbs
- Making complex sentences: extension of simple sentences with conjunctions and description
- Direct/Reported speech
- Agreement: noun and verb
- Agreement: tense and subject
- Categories of nouns
- Summarising sentences
- Ambiguity and subtleties
- Apostrophes
- Phrases vs. sentences: appropriate use of
- Clauses
- Prepositions
- Time-connectives
- Synonyms
- Homophones
- Antonyms
- Alphabetical order



- Complex abbreviations: e.g./i.e./R.S.V.P./via/viz, etc
- Double negatives
- Idioms
- Proverbs
- Prepositions

**Range of texts (for children to read for themselves)**

- Novels
- Playscripts
- Poems
- Instructions
- Short stories
- Legends: with particular focus on Greek legends
- News reports
- Ancient mythology
- Narrative poetry
- Folk tales
- Stories from different cultures
- Persuasive writing
- Choral poetry
- Advertisements

## **Centaurs:**

### **Texts (for study and comprehension)**

- Events from different points of view
- Established authors
- Fact/opinion/fiction
- First person narration/thirds person narration
- Scripts
- Information texts
- Poetry
- Argument
- Examples of suspense
- Stories: different genres
- Official language: formal vs. informal
- Writing style: different authors

### **Writing focus**

- Stories: various styles and genres
- Stories: with particular focus on narrative viewpoints
- Autobiography
- Poetry
- Playscripts
- Biographies
- Journalistic writing
- Controversial issues: debating and use of persuasive language
- Rules and instructions
- Reviews
- Blurbs
- Letter writing
- Advertisements and promotions
- Note making

### **Use of Language and Grammar**

- Revision of all parts of speech
- Complex sentences
- Dashes and brackets
- Prepositions
- Verbs and tenses
- Active/passive verbs
- Colons and semi-colons
- Clauses
- Tone and voice of formal/informal language
- Summary work
- Roots of words
- Prefixes/suffixes
- Language changes over time
- Idioms
- Proverbs

**Range of texts (for children to read for themselves)**

- Short stories and novels: all genres
- Classic and modern poetry
- Autobiographies and biographies
- Play scripts
- Diaries and letters
- Journalistic writing
- Information texts
- Travel writing
- Shakespeare

## **Key Stage 3**

### **Chalkers:**

#### **Text styles and genres for study and comprehension:**

- Short stories
- Legends
- Science fiction
- Horror
- Ghost stories
- Crime
- Television sketches
- Monologues
- Television screenplays
- Stage plays
- Poetry
- Newspaper reports
- Biographies
- Autobiographies
- Travel writing
- Letters
- Brochures
- Speeches
- Advertisements

#### **Writing and Language Focus:**

- Spoken English – accent and dialect, informal/formal register, how spoken language changes, differences between speech and writing
- Spelling – English word roots, rules, using a dictionary and Thesaurus
- Grammar – nouns, adjectives and articles, pronouns and noun phrases, verbs, adverbs and prepositions, tenses and phrases, simple and compound sentences, complex sentences
- Punctuation – commas, full stops, apostrophes, colons, semi-colons, inverted commas and paragraphs
- Authoring skills – reasons for writing, planning, proofreading and presentation
- Study skills – skimming, scanning and close reading, using the library, research from information texts, making notes and summaries

#### **Speaking and Listening:**

- Being a better listener
- Interviewing
- Group work
- Confidence in front of an audience
- Making a persuasive speech

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**Hydras:**

**IGCSE curriculum**