



ENGLISH POLICY

Adopted (date):	01 September 2018
Date of next review:	01 September 2020

Phonics Overview at Horninglow

Our pupils learn to read and write effectively and quickly using the Read Write Inc. Phonics programme.

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
- Struggling readers in Years 5 and 6 follow Read Write Inc. Fresh Start.

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.

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 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.

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.

Assessing and tracking progress

We assess all pupils following Read Write Inc. Phonics using the Entry Assessment. 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.

In addition, we use a standardised reading test [Cornerstones] so that we can ensure that the gains our pupils are making are age-appropriate.

78% of our pupils complete the phonics programme by the end of Year 1. The rest of the pupils, around 15%, complete the programme by the end of the autumn term of Year 2. We aim for all children to be accurate and speedy readers by the time they enter Key Stage 2.

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 15 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.

Quality of teaching, learning and assessment

The programmes' 'cycle of instruction' means that, after direct instruction and guided practice, the pupils teach another pupil. In this way they all rehearse and consolidate what they have been learning. This helps the pupils to make their understanding clear to themselves and helps the teacher deal with any misconceptions.

Staff teaching Read Write Inc. Phonics record the results from the Assessments 1 and 2, which take place every eight weeks. This data allow us to intervene in different ways. For instance, we quickly move pupils to another group if they are progressing faster than their peers. Those who continue to struggle have one-to-one tutoring so that they keep up.

All the pupils are engaged, with a positive impact on their behaviour. They learn to participate fully: we agree with them the rules for working in a group or discussing with a partner. We discourage 'hands up' for answering questions because we believe that all pupils should answer every question. The teacher selects pupils to answer.

The Read Write Inc. programmes have detailed lesson plans. These give the teachers practical day-to-day guidance, but we work hard to build on these plans so that the lessons are matched carefully to the needs of their particular group. Every activity is prepared thoroughly and has a clear purpose. The teacher explains this at the beginning so that the pupils understand, during the activity, what they are learning and why.

The headteacher and reading leader monitor pupils' progress together until every child can read. No child is left behind to struggle.

Homework

We support pupils to select appropriate books to take home, depending on what support they might receive at home. Pupils who receive little help take home books that they have already read in the Read Write Inc. Phonics lesson. This means that they are confident to read at home, even if their parents cannot read with them. Pupils also take home stories and non-fiction that they cannot yet read for themselves but that have been read to them. Stories and new vocabulary are explained and discussed so all pupils have access to the books they read. Pupils also take home familiar picture books so that they can re-tell the story out loud and recall details and vocabulary.

Reading Overview at Horninglow

Throughout the learning journey at Horninglow, we endeavour to expose our children to a rich variety of texts that will ensure a love of reading that will follow them through the rest of their lives. The main ways in which we do this are outlined below, so that by the time they are ready to leave us and move on to Year 7, they are successful readers, and aspirational learners.

The school aims to develop literate pupils who:

- Read for pleasure
- Read to acquire knowledge
- Read a wide range of quality texts
- Make close links between reading and writing
- Read fluently with confidence
- Read to develop vocabulary
- Select own choice of texts
- Read in all subjects

We will do this by ensuring that children are taught to do the following:

Reading opportunities	Understanding texts	Reading critically
<ul style="list-style-type: none"> • Read a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. <ul style="list-style-type: none"> • English literature, both pre-1914 and contemporary, including prose, poetry and drama • Shakespeare (at least one play) • significant world literature, written in English. • Choose and read books independently for challenge, interest and enjoyment. • Re-read books met earlier to increase familiarity and provide a basis for making comparisons. 	<ul style="list-style-type: none"> • Understand increasingly challenging texts through: <ul style="list-style-type: none"> • learning new vocabulary and using dictionaries • making inferences and referring to evidence in the text • knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension • checking understanding to make sure that what is read makes sense. 	<ul style="list-style-type: none"> • Know how language, including figurative language, grammar, text structure and organisational features present meaning. • Recognise a range of poetic conventions and understand how these have been used. • Study setting, plot and characterisation and the effects of these. • Understand the ways that great dramatists make their works effective on stage. • Make critical comparisons across texts.

Our core teaching methods:

The school teaches reading through a combination of approaches:

- Whole class shared reading
- Modelling reading
- Guided reading
- Paired reading
- Online reading (Bug Club)
- Reading Quizzes (Accelerated Reader)
- Independent at school and at home
- Reading comprehension with written answers

Our expectations for reading:

When reading, we expect and encourage children to:

Key Stage 1 (Infants)	Key Stage 2 (Juniors)
<ul style="list-style-type: none">• Listen to traditional tales.• Listen to a range of texts.• Learn some poems by heart.• Become familiar with a wide range of texts of different lengths.• Discuss books.• Build up a repertoire of poems to recite.• Use the class and school libraries.• Listen to short novels over time.	<ul style="list-style-type: none">• Read and listen to a wide range of styles of text, including fairy stories, myths and legends.• Listen to and discuss a wide range of texts.• Learn poetry by heart.• Increase familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, classic British fiction and books from other cultures.• Take part in conversations about books.• Learn a wide range of poetry by heart.• Use the school and community libraries.• Look at classification systems.• Look at books with a different alphabet to English.• Read and listen to whole books.

Word Reading

When reading anything at school and at home, in print or on screen, we aim to ensure children can read at an appropriate accuracy for their age.

A description of the reading expectations can be found in the table below.

	(KS1) Years 1 and 2
To read words accurately	<ul style="list-style-type: none"> • Apply phonic knowledge and skills as the route to decode words. • Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. • Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. • Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. • Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings. • Read other words of more than one syllable that contain taught GPCs. • Read words with contractions (for example, I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s). • Read aloud accurately books that are consistent with phonic knowledge and that do not require other strategies to work out words. • Re-read these books to build up fluency and confidence in word reading. • Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. • Read accurately words of two or more syllables that contain the same graphemes as above. • Read words containing common suffixes. • Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. • Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. • Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. • Re-read books to build up fluency and confidence in word reading.

In Key Stage 2, children should have mastered their phonic awareness, and will move onto using more sophisticated ways of reading words accurately.

	Years 3 and 4	Years 5 and 6
To read words accurately	<ul style="list-style-type: none"> • Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology). • Read further exception words, noting the spellings. 	<ul style="list-style-type: none"> • Apply knowledge of root words, prefixes and suffixes. <p>(Note: this should be through normal reading rather than direct teaching.)</p>

Comprehension

Understanding texts is a vital part of children's learning in reading. It is through this understanding that children learn to love reading, and as such we work very closely with children in reading throughout the day to ask questions and begin discussions to work through these skills from Y1 through to Y6.

To understand texts	(KS1) Years 1 and 2
	<ul style="list-style-type: none">• Discuss events.• Predict events.• Link reading to own experience.• Join in with stories or poems.• Check that reading makes sense and self-correct.• Infer what characters are like from actions.• Ask and answer questions about texts.• Discuss favourite words and phrases.• Listen to and discuss a wide range of texts.• Recognise and join in with (including role-play) recurring language.• Explain and discuss understanding of texts.• Discuss the significance of the title and events.• Make inferences on the basis of what is being said and done.
	Year 3 and 4
	<ul style="list-style-type: none">• Draw inferences from reading.• Predict from details stated and implied.• Recall and summarise main ideas.• Discuss words and phrases that capture the imagination.• Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes.• Prepare poems and plays to read aloud with expression, volume, tone and intonation.• Identify recurring themes and elements of different stories (e.g. good triumphing over evil).• Recognise some different forms of poetry.• Explain and discuss understanding of reading, maintaining focus on the topic.• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.• Predict what might happen from details stated and implied.• Identify main ideas drawn from more than one paragraph and summarise these.• Identify how language, structure and presentation contribute to meaning.• Ask questions to improve understanding of a text.

	Years 5 and 6
To understand texts	<ul style="list-style-type: none"> • Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Recommend books to peers, giving reasons for choices. • Identify and discuss themes and conventions in and across a wide range of writing. • Make comparisons within and across books. • Learn a wide range of poetry by heart. • Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. • Check that the book makes sense, discussing understanding and exploring the meaning of words in context. • Ask questions to improve understanding. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Predict what might happen from details stated and implied. • Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. • Identify how language, structure and presentation contribute to meaning. • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. • Retrieve and record information from non-fiction. • Participate in discussion about books, taking turns and listening and responding to what others say.

Writing Overview at Horninglow

Writing is a top priority at Horninglow. We believe in ensuring that our children have a wide of variety of experiences and opportunities to read different genres, and also to master the skills needed to become proficient writers themselves. We follow the '[Writing for a Purpose](#)' document to ensure that children have a broad writing experience throughout the school. By doing this, we ensure that we follow the national curriculum statements.

At Horninglow, we encourage staff and pupils to use Visual Literacy wherever possible to help the children to become engaged with their learning. Through the use of a range of stimuli, including high quality books, images, video clips, [Read Write Perform](#) packs and [A Tale Unfolds](#) teaching units, our children are exposed to a wealth of exceptional prompts for writing. Pupils are also encouraged to use iPads and other technologies to present their writing to a specific audience. This can include iMovies, publishing work on Pobble, creating Adobe Spark videos and much more.

Title	Years 1 and 2 (Infants)	Years 3-6 (Juniors)
Narrative	<ul style="list-style-type: none"> • Write stories set in places pupils have been. • Write stories with imaginary settings. • Write stories and plays that use the language of fairy tales and traditional tales. • Write stories that mimic significant authors. • Write narrative diaries. 	<ul style="list-style-type: none"> • Write stories set in places pupils have been. • Write stories that contain mythical, legendary or historical characters or events. • Write stories of adventure. • Write stories of mystery and suspense. • Write letters. • Write plays. • Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum.
Non-fiction	<ul style="list-style-type: none"> • Write labels. • Write lists. • Write captions. • Write instructions. • Write recounts. • Write glossaries. • Present information. • Write non-chronological reports. 	<ul style="list-style-type: none"> • Write instructions. • Write recounts. • Write persuasively. • Write explanations. • Write non-chronological reports. • Write biographies. • Write in a journalistic style. • Write arguments. • Write formally.
Poetry	<ul style="list-style-type: none"> • Write poems that use pattern, rhyme and description. • Write nonsense and humorous poems and limericks. 	<ul style="list-style-type: none"> • Learn by heart and perform a significant poem. • Write haiku. • Write cinquain. • Write poems that convey an image (simile, word play, rhyme and metaphor).
Note:	<p>Only the following are statutory at KS1:</p> <ul style="list-style-type: none"> • personal experiences • real events • poetry • different purposes. 	<p>Only the following are statutory at KS2:</p> <ul style="list-style-type: none"> • narratives • non-fiction • poetry • different purposes.

Writing Composition

As children progress through their learning journey at Horninglow, we build on the skills previously learnt, so that each year, they become more and more confident in their writing ability. The table below shows how each year group builds on the learning of the last, and the skills taught in each phase at Horninglow.

	Year 1 and 2	Years 3 and 4	Years 5 and 6
To write with purpose	<ul style="list-style-type: none"> • Say first and then write to tell others about ideas. • Write for a variety of purposes. • Plan by talking about ideas and writing notes. • Use some of the characteristic features of the type of writing used. • Write, review and improve. 	<ul style="list-style-type: none"> • Write for a wide range of purposes using the main features identified in reading. • Use techniques used by authors to create characters and settings. • Compose and rehearse sentences orally. • Plan, write, edit and improve. 	<ul style="list-style-type: none"> • Identify the audience for writing. • Choose the appropriate form of writing using the main features identified in reading. • Note, develop and research ideas. • Plan, draft, write, edit and improve.
To use imaginative description	<ul style="list-style-type: none"> • Use adjectives to add detail. • Use names of people, places and things. • Use well-chosen adjectives. • Use nouns and pronouns for variety. • Use adverbs for extra detail. 	<ul style="list-style-type: none"> • Create characters, settings and plots. • Use alliteration effectively. • Use similes effectively. • Use a range of descriptive phrases including some collective nouns. 	<ul style="list-style-type: none"> • Use the techniques that authors use to create characters, settings and plots. • Create vivid images by using alliteration, similes, metaphors and personification. • Interweave descriptions of characters, settings and atmosphere with dialogue.
To organise writing appropriately	<ul style="list-style-type: none"> • Re-read writing to check it makes sense. • Use the correct tenses. • Organise writing in line with its purpose. 	<ul style="list-style-type: none"> • Use organisational devices such as headings and sub headings. • Use the perfect form of verbs to mark relationships of time and cause. • Use connectives that signal time, shift attention, inject suspense and shift the setting. 	<ul style="list-style-type: none"> • Guide the reader by using a range of organisational devices, including a range of connectives. • Choose effective grammar and punctuation and propose changes to improve clarity. • Ensure correct use of tenses throughout a piece of writing.

	Year 1 and 2	Years 3 and 4	Years 5 and 6
To use paragraphs	<ul style="list-style-type: none"> • Write about more than one idea. • Group related information. 	<ul style="list-style-type: none"> • Organise paragraphs around a theme. • Sequence paragraphs. 	<ul style="list-style-type: none"> • Write paragraphs that give the reader a sense of clarity. • Write paragraphs that make sense if read alone Write cohesively at length.
	Year 1 and 2	Years 3 and 4	Years 5 and 6
To use sentences appropriately	<ul style="list-style-type: none"> • Write so that other people can understand the meaning of sentences. • Sequence sentences to form a short narrative. • Convey ideas sentence by sentence. • Join sentences with conjunctions and connectives. • Vary the way sentences begin. 	<ul style="list-style-type: none"> • Use a mixture of simple, compound and complex sentences. • Write sentences that include: <ul style="list-style-type: none"> • conjunctions • adverbs • direct speech, punctuated correctly • clauses • adverbial phrases. 	<ul style="list-style-type: none"> • Write sentences that include: <ul style="list-style-type: none"> • relative clauses • modal verbs • relative pronouns • brackets • parenthesis • a mixture of active and passive voice • a clear subject and object • hyphens, colons and semi colons • bullet points.

Presentation and Handwriting

At Horninglow, we believe that writing is something to be proud of, and as such, we have a high expectation for presentation in our work. The table below highlights the development of children's handwriting, and how we help them to progress through the school.

	Year 1 and 2	Years 3 and 4	Years 5 and 6
To present neatly	<ul style="list-style-type: none">• Sit correctly and hold a pencil correctly.• Begin to form lower-case letters correctly.• Form capital letters.• Form digits 0-9.• Understand letters that are formed in similar ways.• Form lower-case letters of a consistent size.• Begin to join some letters.• Write capital letters and digits of consistent size.• Use spacing between words that reflects the size of the letters.	<ul style="list-style-type: none">• Join letters, deciding which letters are best left un-joined.• Make handwriting legible by ensuring downstrokes of letters are parallel and letters are spaced appropriately.	<ul style="list-style-type: none">• Write fluently and legibly with a personal style.

At Horninglow, the children are taught to write using cursive letters from EYFS, using the Letterjoin resources to aid this. Weekly handwriting lessons help to enhance children's presentation and ensure that their writing is legible and something to be proud of.

Punctuation and Grammar

Grammar and Punctuation are taught in every English lesson in Horninglow, and we have a strict policy on expectations for children in each year group.

	Year 1 and 2	Years 3 and 4	Years 5 and 6
To punctuate accurately	<ul style="list-style-type: none"> • Leave spaces between words. • Use the word 'and' to join words and sentences. • Begin to punctuate using a capital letter for the name of people, places, the days of the week and I. • Use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms. • Use sentences with different forms: statement, question, exclamation and command. • Use extended noun phrases to describe and specify (e.g. the blue butterfly). • Use subordination (when, if, that or because). • Use coordination (or, and, but). • Use some features of standard written English. • Use the present and past tenses correctly, including the progressive form. 	<ul style="list-style-type: none"> • Develop understanding of writing concepts by: <ul style="list-style-type: none"> • Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. • Using the present perfect form of verbs in contrast to the past tense. • Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. • Using conjunctions, adverbs and prepositions to express time and cause. • Using fronted adverbials. • Indicate grammatical and other features by: <ul style="list-style-type: none"> • Using commas after fronted adverbials. • Indicating possession by using the possessive apostrophe with plural nouns. • Using and punctuating direct speech. 	<ul style="list-style-type: none"> • Develop understanding of writing concepts by: <ul style="list-style-type: none"> • Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. • Using passive verbs to affect the presentation of information in a sentence. • Using the perfect form of verbs to mark relationships of time and cause. • Using expanded noun phrases to convey complicated information concisely. • Using modal verbs or adverbs to indicate degrees of possibility. • Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. • Indicate grammatical and other features by: <ul style="list-style-type: none"> • Using commas to clarify meaning or avoid ambiguity in writing. • Using hyphens to avoid ambiguity. • Using brackets, dashes or commas to indicate parenthesis. • Using semi-colons, colons or dashes to mark boundaries between independent clauses. • Using a colon to introduce a list. • Punctuating bullet points consistently.

	Year 1 and 2	Years 3 and 4	Years 5 and 6
To analyse writing	<ul style="list-style-type: none"> • Discuss writing with the teacher and other pupils. • Use and understand grammatical terminology in discussing writing: <ul style="list-style-type: none"> • word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark. • Use and understand grammatical terminology in discussing writing: <ul style="list-style-type: none"> • verb, tense (past, present), adjective, noun, suffix, apostrophe, comma. 	<ul style="list-style-type: none"> • Use and understand grammatical terminology when discussing writing and reading: <p>Year 3</p> <ul style="list-style-type: none"> • word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause. <p>Year 4</p> <ul style="list-style-type: none"> • pronoun, possessive pronoun, adverbial. 	<ul style="list-style-type: none"> • Use and understand grammatical terminology when discussing writing and reading: <p>Year 5</p> <ul style="list-style-type: none"> • relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity. <p>Year 6</p> <ul style="list-style-type: none"> • active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points.
To present writing	<ul style="list-style-type: none"> • Read aloud writing clearly enough to be heard by peers and the teacher. • Read aloud writing with some intonation. 	<ul style="list-style-type: none"> • Read aloud writing to a group or whole class, using appropriate intonation. 	<ul style="list-style-type: none"> • Perform compositions, using appropriate intonation and volume.

Here is a brief overview of the ways in which we ensure that children leave Horninglow as proficient and interesting writers, so that they will be successful throughout their secondary education, and beyond.

Writing opportunities	Composition	Analysing
<ul style="list-style-type: none"> • Write for a wide range of purposes and audiences, including: <ul style="list-style-type: none"> • well-structured formal expository and narrative essays • stories, scripts, poetry and other imaginative writing • notes and scripts for talks and presentations. • a range of other non-narrative texts • personal and formal letters. 	<ul style="list-style-type: none"> • Summarise and organise material. • Support ideas and arguments with appropriate detail. • Use a wide and rich vocabulary. • Apply knowledge of grammar and text structure to organise writing. • Draw upon knowledge of literacy and rhetorical devices to enhance the impact of writing. • Consider how the purpose of writing reflects the audiences and purposes for which it was intended. 	<ul style="list-style-type: none"> • Study the effectiveness and impact of the grammatical features of texts. • Amend the grammar and structure of writing to improve its coherence and overall effect. • Know and understand the different situations for using standard and other varieties of English. • Discuss writing with precise and confident use of linguistic and literacy terminology.