

English Policy

What is Literacy Tree?

Literacy Tree is a complete, book-based platform for primary schools that covers all requirements of the Primary English curriculum. It can be used as a complete scheme of work or adopted and adapted to suit the needs of your school, academy or trust.

The books we choose help children to grow ideas and expand their minds. We only choose significant and important children's literature to create our book-based resources.

It starts at the roots. We provide book-based planning sequences, Writing Roots, which embed complete curriculum coverage and engage children to write with clear audience and purpose. Our Teach Through a Text pedagogy is the backbone of each sequence. We sow a seed with Spelling Seeds. At Pippins, we provide a sequence for teaching spelling and vocabulary in context, through investigation and at the point of application. Spelling Seeds complement Writing Roots and use the same texts to provide further short writing opportunities.

We grow literary knowledge through Literary Leaves. A range of sequenced activities that take children through whole books to teach reading comprehension and create critical readers. Literary Leaves use novels, poetry collections and high-quality, non-fiction books that connect to the Writing Roots through Literary Themes.

We branch out to homes through Home Learning Branches which can also be used for homework, and Learning Log videos, which schools use for CPD.

Literary Themes are the tree canopy; providing an overarching structure that allows children to make deeper connections through subjects and themes. These appear on the Curriculum Maps for each year group as well as mixed-age years.

Intent

Book-based Writing Roots are sequences of detailed lesson plans between ten and twenty sessions in length. They are based on a wide range of high quality and significant children's literature chosen to engage, challenge and support children to be critical readers and confident and informed writers. All National Curriculum requirements of grammar, spelling, vocabulary, literary language and composition are embedded leading towards a variety of purposeful and exciting shorter, longer and extended writing outcomes where the audience and purpose is clear.

It is our intent that writing across the curriculum will inspire, engage and challenge all pupils, enabling them to develop the skills to effectively communicate their thoughts, ideas and emotions to others. We aim to build the pupils' stamina for writing, vocabulary knowledge and understanding of grammar, by creating a positive approach to an increasingly wide range of text types (including areas of fiction, non-fiction and poetry).

We recognise the importance of fostering a culture where pupils take pride in their writing; write clearly and accurately; and modify their structure and language choices to suit a variety of audiences, purposes and contexts.

To support pupils in moving towards independent writing at the age-related standard, we provide a wide range of writing stimuli, including the use of film and imagery; modelled, shared and guided

writing; peer conferencing; and group discussion. These rich and varied set of learning opportunities support pupils in becoming confident and enthusiastic learners across all areas of the curriculum. At Pippins Primary School, we want writing to equip our pupils with the necessary tools to communicate effectively and to provide them with the skills to become lifelong creative writers.

Implementation

As we believe consistency and well-taught English is the bedrock of a valuable education, at Pippins Primary, we ensure that the teaching of writing is purposeful, robust and shows clear progression for all children. In line with the new national curriculum, we ensure that each year group is teaching the grammar, punctuation and spelling objectives required for that age groups.

In reception and Year 1, children learn the spellings related to the RWI sounds that they are learning. Spelling is taught daily through this scheme and embedded in the teaching of reading and writing. Children are also taught red words, which are high frequency words and these are embedded in the rich and varied texts that the children are learning.

From Year 2 onwards, children continue their spelling journey through the teaching of the set words for each year group. The children have regular opportunities to practise these words in the week and have a weekly spelling test. Spelling patterns are assessed at the start and end of every half term to measure the children's progress.

As well as teaching the objectives, teachers are able to embed the skills throughout the year in cross-curricular writing opportunities and ensure that most children are achieving the objectives at the expected level and that some children can achieve at a greater depth standard. In this sense, assessment of writing is also more fluid as teachers can assess against a set framework. All year groups use the same format for assessing writing which have been produced in line with the end of Key Stage assessment frameworks as published by the Department for Education.

In order to expose children to a variety of genres, which help to utilise and embed the writing skills, teachers use a novel study approach. This journey is designed to show progress, teach the pertinent year group objectives, apply and consolidate these skills and develop vocabulary. Writing is taught through the use of a quality text, which exposes the children to inference, high-level grammar and vocabulary, a range of punctuation and characterisation.

Each text is purposefully selected in order to promote a love of reading, engagement and high-quality writing from each child. We use our topic subjects as part of this novel study process to embed this subject knowledge and give children a complete vocabulary for writing.

Impact

Learners - After our writing structure has been embedded across the school, the impact on our children will be clear: progress, sustained learning and transferable skills. With the implementation of the novel study being well established and taught thoroughly in both key stages, children will become more confident writers and, by the time they are in upper Key Stage 2, most genres of writing will be familiar to them and the teaching will focus on creativity, sustained writing and manipulation of grammar and punctuation skills.

Children's writing is conferenced throughout the writing process. This involves the teacher discussing the writing with the child, highlighting what the child does well and supporting them to achieve their next steps. This form of feedback helps to refocus and redirect the learner and is recommended by the Education Endowment Fund.

As all aspects of English are an integral part of the curriculum, cross curricular writing standards will also improve and skills taught in the English lesson will be transferred into other subjects; this shows consolidation of skills and a deeper understanding of how and when to use specific punctuation and grammar objectives. We hope that as children move on from Pippins Primary School, their creativity, passion for English and high aspirations travel with them and continue to grow and develop as they do.

Assessment - We measure the effectiveness and impact of our English writing, grammar and spelling curriculum in a variety of different ways. We use National and testing to assess pupils' outcomes for grammar, punctuation and spelling as part of the Statutory Assessment Tests (SATs) and through termly summative and formative assessments across school which enable pupils' progress and attainment in the subject matter to be evaluated. Prior to embarking on a particular writing genre, the children complete a 'dive in', where the teacher can assess their knowledge of a particular writing genre and the associated grammar and punctuation. Following the teaching of this unit of work, the children repeat this process as a 'swim out'. This enables the teacher to assess the knowledge gained throughout the piece of writing.

Pupils complete writing assessments on a termly basis, where written work is assessed to inform teachers of pupils' next steps and successes. The impact of the curriculum will be seen through pupils' national assessment results.

Pippins Reading Curriculum

Literary leaves

Literary Leaves are book-based comprehension planning resources for Y2-Y6 designed to support teachers with the teaching of reading, using whole books, rather than extracts. They can be used in whole-class or guided reading sessions.

Each Literary Leaf has 10-20 session notes, with each session focusing on skills from the Programme of Study, so that children have the opportunity to secure them deeply. In many cases the same question stem is repeated to ensure teachers can model how to answer questions, before the children apply it themselves.

Literary leaves are not intended to replace teachers' own planning but to support them to ask the right questions at the right time, and plan for activities that help children to become critical readers.

Statement of Intent

It is our intent that reading inspires, engages and challenges pupils and we aim to develop key skills to enable all children to become fluent and confident readers. We will support and encourage all children to decode, comprehend and enjoy reading regardless of starting points and strive to enable good progress through high quality teaching and learning. Reading is an essential life skill and at Pippins Primary School we want our children to leave with a passion for reading. We aim to promote

a love of reading across all ages by allowing children to access high quality texts across the curriculum, encounter rich & varied vocabulary and develop their comprehension skills. We want reading to develop as a transferrable skill which will enable pupils to become inquisitive, improve their spoken and written literacy skills and become lifelong learners.

Implementation

Reading in the Early Years:

We begin the teaching of systematic phonics as soon as the children begin school in EYFS. At Pippins, we use Read Write Inc. as the single approach to teaching phonics. Children’s phonics knowledge is assessed every 8 weeks and children are then put into smaller, bespoke groups to enable them to progress at the correct level. We have a keep up, don’t catch up approach to reading and any child who struggles to make progress will be given 1:1 phonics to help them to overcome their issues and make accelerated progress. This provision continues throughout Key Stage 1, ensuring every child can learn to read. Learning to decode fluently and accurately allows children to become confident readers and enables learners to access all the enjoyment and excitement books can bring. In addition to the direct and systematic teaching of word-reading knowledge and skills, children listen to books and stories designed to develop their comprehension skills, make links between books and develop their knowledge and understanding of the world around them.

Reading at Key Stage One:

In Year One and Two, the teaching of Read Write Inc. continues daily and is regularly monitored to ensure that each child’s ability is matched to their provision. At this stage, the children progress with their word-reading skills – both phonic decoding skills and the quick recognition of ‘common exception words’ (red words) to enhance levels of fluency, expression and reading stamina. In Year 2, learners are supported to develop key comprehension skills which include predicting, understanding vocabulary choices, retrieving information, summarising, making inferences and using evidence from the text to justify their responses. We have our own bespoke reading spine and reading scheme in which the children read age related texts and answer a range of formal comprehension questions to improve their confidence and develop a love of reading.

RWI Expectation

Book Order	Year Group
Ditty Sheets	Reception
Red Ditties	Reception
Green Books	Reception
Purple Books	Reception
Pink Books	Reception/Year 1
Orange Books	Year 1
Yellow Books	Year 1
Blue Books	Year 1
Grey Books	Year 1/Year 2

Reading at Key Stage Two:

Reading in Key Stage Two continues to develop decoding, fluency and comprehension skills. The Simple View of Reading, highlighted in the Rose Review, forms the foundations of provision for reading in Key Stage Two. Developing key reading skills through high-quality teaching is the priority for our children. In addition, studying whole texts in lessons – Novel Study - develops children’s love of reading by giving them the opportunity to read and listen to texts and authors they might not have chosen to read for themselves, also providing opportunities to encounter a wide variety of genres. These whole class or group reading comprehension sessions are used as a powerful tool to allow all children to make progress in reading and provide regular and supportive opportunities for children to encounter engaging texts that will resonate with their interests and capture their imagination. Carefully graded questions allow for children to develop their comprehension skills at an appropriate level.

Education Endowment Fund research indicates that reading comprehension approaches deliver an additional six months’ progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils’ reading capabilities and involve activities and texts that provide an effective, but not overwhelming, challenge. Texts are chosen to embed core teaching in English or other subject areas and also by their ATOS level.

Individual Reading

As children enter school, we assign them to a specific level of book based on their word reading skills and their ability to understand and explain what they are reading. Earlier book levels, up to ATOS level 3.5, are linked to their phonics phases.

Once the children are on Red Ditty books, they will bring three books home weekly. One will be the RWI book they have read in school. They should read this with expression and fluency. A second book will be a RWI bookbag book. This book will have a similar theme and reading level as they one studied in class and will allow the children to practise their decoding skills. Both these books should be read at least three times at home. A further book will be a book of their choice for parents to read with them and discuss. These books will be changed on a weekly basis.

When the children complete the RWI programme, they will move onto the Accelerated Reader programme. At this point, usually in Year 2, they will be assessed using the Star Reading assessment from Accelerated Reader to identify their reading age and ATOS level. Accelerated Reader is a computer program that helps teachers manage and monitor children’s independent reading practice. Children pick a book at their own level, monitored through the Star Reading assessments and Accelerated Reader program, and read it at their own pace. When finished, children take a short quiz on the computer - passing the quiz is an indication that they have understood what has been read. Accelerated Reader gives both children and teachers feedback based on the quiz results, which the teacher then uses to help the child set targets for their reading, build a picture of their progress and support children with their book choices.

Story Time

At Pippins, we recognise that story time is an integral part of our day. Story time broadens horizons and also vocabulary and allows children to share their experiences. It allows for further embedding of the curriculum area for the term by giving an alternative viewpoint or comparison.

Buddy Reading

Across the whole school from EYFS to Year 6, a KS2 class is paired with a class from either KS1 or EYFS. The two classes will meet once a week and each child will work with a carefully selected partner from the opposite class. In their pair, the older child will listen to the younger child read their reading book and they will share at least one other book that is jointly chosen, the older child taking the lead in reading it and having a joint dialogue about the content and their opinions of the book. This process helps to further develop children's reading skills and promote a love of reading.

Intervention

In KS1, children have additional phonics, either 1:1 or as a group to help them to make the correct amount of progress in their phonics and reading. This continues into Year 3 should a child not pass their phonics screening check by the end of Year 2. In years 4, 5 and 6, any child whose reading is below standard has additional 1:1 or group phonics sessions through Fresh Start, which is a RWI catch up programme.

Impact

Assessment

The impact of how we teach our children to become readers is demonstrated through teacher assessment, termly standardised tests and phonics assessments in addition to national testing.

- EYFS Reading %
- Year 1 Phonics Screening Results
- KS1 Reading Attainment - Teacher Assessment
- KS2 Reading Attainment - SATs

Learners

Children will have a love of Reading and make at least good progress in Reading from their last point of statutory assessment or from their starting point in EYFS.

Children will use their Reading skills as a key tool in helping them to learn, and as a result, know more, remember more and understand more.

Children will make at least good progress in Reading, Writing and Speaking and Listening from their last point of statutory assessment or from their starting point in EYFS.

Children will use their English knowledge and skills, in all curriculum areas, to enable them to know more, remember more and understand more.