



ELBURTON PRIMARY SCHOOL

English Policy

This policy was adopted and ratified by the Full Governing Body of Elburton Primary School.

Approved by:	Elburton Primary School Governing Body
Last reviewed on:	
Next review due by:	

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1. Subject Statement

Intent

At Elburton Primary School we firmly believe that English is a vital way of communicating both now and in the future. It is our curriculum intent that all pupils are provided with access to a high-quality English curriculum that develops children's love of reading, writing and discussion so that they have the speaking, listening, reading and writing skills for future success. It enables them to express themselves creatively and imaginatively and to communicate with others effectively. Pupils learn to become enthusiastic and critical readers of stories, poetry and drama as well as non-fiction and media text. We aim to inspire an appreciation of our rich and varied literary heritage and a habit of reading widely and often. We recognise the importance of nurturing a culture where children take pride in their writing, can write clearly and accurately, and adapt their language and style for a range of contexts. We want to inspire children to be confident in the art of speaking and listening and who can use discussion to communicate and further their learning.

We believe that children need to develop a secure knowledge-base in English, which follows a clear pathway of progression as they advance through the primary curriculum. We believe that a secure basis in literacy skills is crucial to a high-quality education and will give our children the tools they need to participate fully as a member of society and this is reflected in our school's mission statement:

“Inspiring today's children for tomorrow's world.”

Implementation

These aims are embedded across our English curriculum and throughout the wider curriculum. We have a rigorous and well organised English curriculum that provides many purposeful opportunities for reading, writing and discussion. Teachers plan their English units around high-quality texts, exciting experiences or topical issues that motivate their learners and promote high standards of written and spoken English. Planning is supported through Jane Considine English Unit Plans, Literacy Shed+, Learning Academy Trust planning materials and Read, Write, Inc Spelling as appropriate to their classes. Teachers also ensure that cross curricular links with concurrent topic work are woven into the programme of study. Our curriculum closely follows the aims of the National Curriculum for English 2014.

The National Curriculum for English aims to ensure that all pupils:

- Read easily, fluently and with good understanding.
- Develop the habit of reading widely and often, for both pleasure and information which will ensure that the children have a life-long love of reading.
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- Appreciate our rich and varied literary heritage.
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- Use discussion to learn; they should be able to elaborate and clearly explain their understanding and ideas.
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

In addition to daily English lessons, children make good progress in early reading through the use of the RWI programme from Reception to Year 2 and continue to develop a range of reading skills, as well as a love of reading through carefully selected reading for pleasure books. Stepping Stones, our pre-school, begin teaching children phonics through RWInc from the summer term. This ensures that they have exposure to phonics before starting their Reception year.

We use a wide variety of quality texts and resources to motivate and inspire our children. We also provide a wealth of enrichment opportunities, from taking part in local projects such as the Mayflower 400 project to school poetry and creative writing competitions. This ensures that children benefit from access to positive role models from the local and wider locality. We also aim to broaden the children's literal appreciation and understanding through regular author visits to promote a love of reading.

Impact

The school has a supportive ethos and our approaches support the children in developing their collaborative and independent skills, as well as empathy and the need to recognise the achievement of others. Our approach to English helps to address misconceptions and confidence issues by ensuring that all children experience challenge and success in English by developing a growth mindset.

As a result of our high-quality English provision, we have a community of enthusiastic readers and writers who enjoy showcasing their developing literacy knowledge and skills. Standards of written work across the curriculum and through cross-curricular links are to a consistently high standard and our learners take a real pride in the work they produce. They are confident to take risks in their reading and writing, and love to discuss and share their ideas. Our attainment at the end of EYFS, in the Phonics Screening and at Key Stage 1 and Key Stage 2 is above those national averages and has been for recent years.

2. Teaching and Learning

Implementation

Our English provision follows the 2014 National Curriculum and is taught through daily English lessons throughout Key Stage 1 and 2 as well as a varied enrichment programme where English skills are embedded throughout the curriculum. Discrete English lessons run for approximately 1 hour five days a week to ensure continuity and rigour in teaching and learning of knowledge and skills. Grammar is taught through immersion in quality texts and expected in all written outcomes. In addition to daily writing sessions, children receive daily reading comprehension lessons which last 45 minutes in Key Stage 2 and Year 2 after the completion of the Read Write Inc Phonics programme. These take place at the same time as the RWI Phonics which enables children still needing phonics teaching to access these lessons. Spelling is taught daily through the RWI Spelling programme in Year 2 – 6 which ensures coverage of the National Curriculum for spelling.

We recognise that spoken language underpins the development of reading and writing and as a school we are committed to implementing the principles of the Plymouth Oracy Project and ensuring our school is a language rich environment. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. This quality teaching begins when the children enter school and in the Early years 'The Poetry Basket' and 'Helicopter Stories' are used to develop the children's early communication skills. Teachers ensure the continual development of pupils' confidence and competence in their knowledge of spoken language and listening skills. They are assisted in making their thinking clear to themselves as well as to others and teachers to ensure that pupils build secure foundations by using discussion to probe and remedy any misconceptions. Stem sentences and high-quality models are used throughout the curriculum to help develop the pupils' responses and to help them explain their understanding. This has ensured our learners use consistently high levels of spoken language and this closes the gap in attainment by providing scaffolding for learners. Children can perform in class assemblies throughout the year which develop their confidence when speaking out loud and allow them to understand the importance of speaking for an audience.

Building on this foundation, we teach literacy using a range of strategies which include:

- Group Discussion – Children discuss and interrogate new ideas in a small group or whole class setting. They listen to and value each other's ideas whilst taking on board feedback to improve their own explanations.
- Partner Talk – Children work closely with their learning partners to discuss their ideas. They can explain their ideas about texts they have read and prepare their ideas before they write.
- Questioning – Teachers use a range of questioning strategies to establish children's current understanding and develop their learning. Higher level questioning is used to elicit a deeper understanding and children are encouraged to delve deeper when responding.
- Key Stage 1 look at tier 2 vocabulary through 'talk through story time', vocabulary teaching throughout the English curriculum and opportunities for children to discuss new words and language. This emphasis on the acquisition of new vocabulary is a priority in all subject areas where specific Tier 2 and 3 vocabulary is introduced at the start of all lessons.
- Early marking is valued throughout Pre-school and in Reception and children are given the skills to become independent, confident writers from an early age.

- Immersion and familiarisation with the text is developed using WAGOLLS and high-quality extracts. Children are taught to identify the key features of a specific genre and to use this to create their own writer's toolkit for the unit.
- Writing units have a clear purpose and audience which are shared with the children to ensure they understand why they are writing and the style of writing they need to achieve.
- Grammar focuses enable the children to become confident in the grammatical skills required for a specific written outcome and to apply this independently in pieces of writing.
- Modelled Writing – Teachers model writing and editing to demonstrate the high expectations they have. They verbally 'think aloud' to make the writing process explicit and provide a rich and varied vocabulary for the children to utilise in their own work.
- Shared Writing – Teachers use the ideas from the children to create shared pieces of writing. This enables the children to see the writing process in action as well as having pride and ownership over the finished piece.
- Independent writing – at the end of each unit, children are given the opportunity to apply the skills that they have learnt during a unit by writing their own piece of work in a similar style to the modelled text.
- Comparing, Analysing and Evaluating – Children review written texts, speech and drama and compare, analyse and evaluate them. They establish the strengths and weaknesses of different examples and incorporate these ideas into their own work.
- Editing is crucial component of our curriculum and the school encourages pupils to edit their work carefully. Purple polishing pens are used from Year 2 upwards - Year 1 children are conferenced and edit in the moment through live marking/ conferencing with an adult., in pairs and with adult support. Regular opportunities are planned into the teaching sequence for this editing to take part. Adults offer support in this process through 1:1 conferencing.
- Handwriting is taught in line with RWI guidance in Reception and Key Stage 2. The development of fine motor skills is tracked from entry to ensure that the children have the necessary transcription skills to succeed. As the children move into Year 2 and Key Stage 2, they are taught cursive writing using the Letterjoin programme.

For a child to be successful, independent readers, they need to possess a secure knowledge of word reading and comprehension skills. These are:

- A familiarity with the genre of stories and an ability to make links between stories.
- A good visual memory.
- A good auditory memory.
- A recognition of the letters in the English alphabet.
- A knowledge of the grapho-phonetic construction of words.
- A familiarity with the syntax (sentence structure and grammatical arrangement) of English text.

This knowledge and skills are taught explicitly through our two reading approaches – Read Write Inc in Key Stage 1 and through the adoption of the reading VIPERS (Vocabulary, Inference, Prediction, Explain, Retrieve and Summarise) in Key Stage 2. During all aspects of teaching these are continually referred to during additional reading opportunities in English lessons and wider curriculum subjects.

English lessons have clear success criteria so that the children understand the expectations of the task and how they can achieve their best in the lesson. Success criteria are consistently referred to during teacher modelling and used effectively for self and peer assessment at the end of a task. The success criteria are clearly referred to when feedback from the teacher is given, either verbally or in writing. Success criteria can be adapted in the same lesson where appropriate.

English activities are effectively planned and supported so that all children can achieve the success criteria and feel empowered by their own accomplishment. Nevertheless, all children are given the chance to reach the same high level in every lesson. Effective adaption is in place so that all children can meet every learning intention through having vocabulary word banks, writing frames and sentence starters, mixed ability groupings and adult support where needed. Teachers also ensure that children are taught and know how to demonstrate greater depth in their outcomes of work. Extended writing opportunities take place across the curriculum and occur regularly across the curriculum. This provides children with the opportunity to demonstrate their literacy

knowledge and skills, showing depth and mastery and allows them to write about a familiar topic without explicit literacy success criteria guidance.

Displays are used throughout the school to promote reading, writing and discussion. We recognise the important role display has in the teaching and learning of English. Each class displays work, which celebrates a variety of children's achievements to a high standard of presentation. All aspects of the writing learning process are illustrated through the English Learning Wall including vocabulary enrichment, grammar and punctuation support, the planning process and finished pieces of writing as a WAGOLL. Every classroom has an attractive book corner to promote and celebrate a love of reading. The reading display introduces children to a variety of authors through an 'author spotlight' which celebrates age-appropriate authors. Throughout the school, there are displays to help develop a love of reading and which encourage children to take an interest in reading.

3. Assessment

Formative Assessment:

Children are formatively assessed through thorough questioning and marking, allowing teachers to understand their current learning status and identify next steps. This continuous formative assessment approach ensures maximum progress in literacy teaching across the school.

Summative Assessment:

Regularly timetabled summative assessment opportunities are planned, using tools such as NFER and statutory testing, to accurately measure progress in knowledge and skills. These summative assessments complement teacher judgments based on daily experience and should not replace them.

Writing Assessment:

Termly Writing Tasks:

Termly writing tasks are published in writing progress books and assessed by teachers. LAT evidence gathering grids are used to ensure that children's written work aligns with key objectives for each age stage. Planning is adapted based on identified gaps to ensure continuous progress.

Data Drops on Arbor:

Teachers complete termly data drops on Arbor, forming the basis of the Pupil Progress Cycle. Children not making sufficient progress are included in pupil progress sheets, and targeted interventions are planned to close the attainment gap.

Moderation and Consistency:

There are regular opportunities for year groups to meet and moderate written outcomes, ensuring consistency in assessment.

An exemplification document containing work across all ability groupings serves as a benchmark for consistent standards throughout the school.

End-of-Year Validation:

At the end of the year, staff meet to validate data for the next cohort with the previous teacher.

Agreed data is stored on Arbor as entrance data for the year group, enabling progress measurement and identification of vulnerable groups.

Reading Assessment:

Reading Fluency Assessment:

All year groups assess reading fluency each term using short passages, identifying children reading below 90 words per minute as priority readers.

Read Write Inc. (RWI) Assessment:

Termly assessments using RWI materials to establish phonetic knowledge and reading strategies.

Informs the selection of reading books matching children's phonetic knowledge.

Comprehension Activities:

Termly comprehension activities matched to individual instructional reading levels.

Results inform teacher assessments and are stored appropriately.

Star Reading Assessments:

Termly Star Reading assessments take place as part of the Accelerated Reader program.

They provide a detailed picture of children's reading ability, complemented by regular listening sessions by teachers.

Accelerated Reader quizzes and progress are recorded on the platform.

RM Benchmarking System:

RM Benchmarking is available to support levelling of a child's reading ability and identify strategies used to understand the text. It is utilised for children not meeting AR standards, aiding assessment of progress.

Conclusion

The assessment practices at Elburton are comprehensive, covering both formative and summative approaches in writing and reading. The emphasis on ongoing moderation, consistency, and validation ensures that assessments are reliable, leading to targeted interventions and continuous improvement in literacy outcomes for all students.

4. Planning and Resources

From EYFS – Y6, teachers use quality texts to plan our exciting and varied literacy lessons using high quality texts which are language rich and develop the children's cultural capital. We try where possible to link our texts to our wider curriculum to build coherence. We have a clear structure to our writing sequences to ensure consistency throughout the school. These help to ensure that coverage of the National Curriculum is secure and that year group expectations are met and to ensure quality texts are used to underpin the English curriculum at Elburton. The school also uses Read, Write, Inc Spelling to teach spelling support planning and activities from these schemes are incorporated throughout the teaching sequence. To supplement Read, Write, Inc Spelling the school subscribes to 'Spelling Shed' and children are set consolidation activities based on their statutory word lists and those words covered in school. The school is planning to establish competitions on Spelling Shed to raise the profile of spelling throughout the school.

In EYFS and Year 1, letter formation is taught alongside RWI and uses their ditties to teach the children how to form letters correctly. We use the Letter Join handwriting scheme to support the teaching of cursive handwriting throughout the school from Year 2 to Year 6. Handwriting teaching resources are accessed online and additional practise sheets can be printed for children to practise their joining. There are also literacy resources stored throughout the school which are used on a regular basis.

Key Stage 1

Reading Resource Area

Multiple copies of RWI books (for guided reading) are kept in the Key Stage 1 area. The guided reading books are levelled using the book band system. The RWI book band books are stored in this area and allocated to children based on their current reading level as determined by their most recent assessment.

RWI Resources

RWI Resources are kept near the Reception, Year 1 and Year 2 classrooms. (For more information on this see RWI Policy). Resources required for teaching RWI Inc Phonics are in each of the teaching spaces for these sessions.

Class Book Corners

Each class has an attractive book area has a stock of fiction, poetry and non-fiction books. Teachers ensure that there are forward facing books which are regularly rotated to celebrate texts and signpost children to new reading materials. Children are given time to browse the books and to take books from the book corner to read at home. In Reception and Key Stage 1, children can take reading for pleasure books out weekly in addition to their RWI Inc core text and book bag book.

The Key Stage 2

Library

The Key Stage 2 library has an extensive range of fiction books and is used by children from Y2-Y6. This area has been developed to ensure children have a wide selection of texts that are on Accelerated Reader. The school subscribes to Plymouth Schools Library Service and this ensures that the children have access to up-to-date texts books which helps develop a love of reading. The school library is regularly restocked with up-to-date books by

a range of authors and with an emphasis on diversity. Each month, the children are encouraged to read books following key themes such as Black History Month, International Women's Day and Earth Week. This is an important part of developing the children's cultural capital. Children regularly visit the library for library time where they share books, listen to stories and learn about new authors.

5. Organisation

Writing lessons take place daily from Year 1 to Year 6. Every term the children are exposed to poetry/playscripts, non-fiction and fiction to ensure breadth and balance to the writing curriculum. These lessons focus on developing the knowledge and skills needed for developing writing in a particular genre which is linked to a key purpose: to inform, to entertain and to persuade. Throughout the year, this coverage is carefully mapped to ensure that children have exposure to a range of genres and purposes for writing.

In Key Stage 1, all classes have daily Read, Write, Inc lessons where children are taught their phonics through a consistent approach according to their attainment.

A short spelling session takes place daily in Key Stage 2 and this is planned and delivered using the Read, Write, Inc Spelling programme. In Year 2, children move onto this programme in January once they have completed the RWI journey.

Reading is taught through a focused, whole reading comprehension session once per week. In addition to this, short whole class reading comprehension sessions take place twice a week for approximately 25 – 30 minutes. This builds the children's confidence with key reading skills: prediction, understanding vocabulary and retrieving information as well as developing their higher order reading skills. In each unit, teachers plan carefully tailored reading opportunities within the unit study. These are important in familiarising the children with the text and with deepening their understanding of the unit.

Discrete literacy knowledge and skills are woven through these lessons to make sure that children can develop mastery of the National Curriculum objectives. These range from word level knowledge such as using expanded noun phrases to sentence level skills where children can demonstrate their knowledge of increasingly complex sentence structures.

Priority is given to reading aloud and sharing books through the class reader. Children are given the opportunity to listen to a range of books throughout the year as a core set of texts has been identified on Elburton Primary School's reading spine. Listening to stories is prioritised as it enables children to hear vocabulary that they would not be exposed to in their everyday lives (Tier 2 and 3). It also enables children to develop a bank of sentences to draw on in their written work. Hearing stories also ensures children are supported in developing their fluency as they hear how the text is brought to life. This enables with automaticity, prosody and understanding.

Reading is part of the home learning policy and children are expected to read at home five times a week to an adult. This home reading is recorded and monitored on a weekly basis in the children's Reading Records.

Writing Lessons

At Elburton, our English curriculum is crafted with the intention of fostering a deep appreciation for language and literature. We believe in the power of quality texts, up-to-date materials, and a dynamic approach to engage and challenge our learners.

Children in Reception and Key Stage 1 continue the RWI phonics programme initiated in the Early Years Foundation Stage, progressing until they master their sounds and achieve 'instant sound blend.' RWI sessions are conducted five times a week in small ability groups, tailored to individual levels (see RWI policy for details). These sessions encompass speed sounds, phonics (spelling and decoding), reading elements, spelling, and sentence-level work. Writing is also taught outside RWI sessions, emphasising immersion in quality texts. Children build familiarity with stories, enabling them to immerse themselves in the text and create their own pieces, drawing inspiration from text features. All writing lessons comprehensively cover writing, spelling, grammar, and discussion skills.

Key Stage 2 writing lessons revolve around quality texts, visual stimuli, or enrichment activities serving as hooks for writing with specific purposes: to entertain, inform, and persuade or influence. Lessons are meticulously planned to use a series of small steps, ensuring successful outcomes using an I do, we do, you do approach. The Children receive front covers outlining the unit of writing, providing a clear roadmap for their writing journey.

Our English curriculum is regularly reviewed to align with evolving educational standards and best practices. We actively seek feedback from teachers, students, and parents to inform improvements and enhancements to our English program. We are committed to staying informed about educational research and advancements, integrating innovative and evidence-based methods into our curriculum.

A typical writing unit is broken down into phases as detailed below:

The Exploring Phase:

During this stage, children are immersed in the text to familiarise themselves with the language and features of the genre. A variety of activities are used in the exploring phase of the unit and include the following:

- * Reading for meaning activities
- * Oracy activities
- * Role play and storytelling
- * Vocabulary games
- * Understanding key vocabulary and acquiring vocabulary for the unit
- * Story and text mapping
- * Identifying features of the genre and developing success criteria.

The Modelling Phase:

Once the children are familiar with the text, they are taught the key grammatical features and terminology for that unit of writing through carefully focussed instruction. This gives all children the skills needed to write in a specific genre and that is relevant to the text type incorporated into the teaching sequence. Teachers then model the writing process through carefully sequenced blocks. As they unpick the writing process to prepare them for independent writing, a toolkit /checklist is built of features required for the written outcome. The building stage includes a range of activities:

- * Grammar lessons linked to the outcome of the final write
- * Punctuation needed to control the writing
- * Teacher Modelling of the writing process
- * Oracy to rehearse sentence structures
- * Paired writing activities

The Enabling Phase:

Now that the children have developed these skills, they are equipped to be able to transfer them into an independent piece of writing. This will demonstrate their knowledge of the language features, grammar skills and style of writing they have been working on. There is an independent written outcome at the end of each unit of work. Editing is crucial to the writing process and children are given the necessary skills to support them with independent editing of written work and children use a 'purple polishing pen' to complete the editing process. The table below highlights the three phases of writing clearly.

Exploring Phase 'I do'	Modelling Phase 'We do'	Enabling Phase 'You do'
Retrieve previous knowledge, saturate with high-quality models. Provide knowledge and stimulus.	Direct and live modelling of the writing process (including think aloud of the teacher's thought process) and shared, scaffolded writing opportunities.	Application of learning to produce independent writing with varied outcomes
<ul style="list-style-type: none"> • Hook activity into genre/text 	<ul style="list-style-type: none"> • Identifying patterns in the structure of the genre 	<ul style="list-style-type: none"> • Writing follows the planning format

<ul style="list-style-type: none"> • Purpose, audience and text type explored. • Extracts, teacher WAGOLL and children's WAGOLL if available • Feature finding and analysing structure (boxing up). • Generation of success criteria – the writers toolkit. • Teaching of grammar related to the genre. • Vocabulary development for the unit. 	<ul style="list-style-type: none"> • Teacher model and shared write of the planning process related to unit outcome. • Teacher model and share writing turning plans into a piece of writing (aim for one paragraph a day) • Teacher model and shared write the composition of sentences. • Use of writing toolkit to guide the process. • Responsive grammar • Providing scaffolds • Edit in response to self, peer or teacher evaluation. 	<p>explored in 'We Do' section.</p> <ul style="list-style-type: none"> • Writing based on a closely related context to the shared writing. • Plan the end piece. • Consider timing of the end piece – does it have to be complete in one go? • Edit in response to self-peer or group evaluation. • Publication and assessment • There is no teacher modelling or guided practice in these lessons.
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Speaking and listening underpins our ethos of developing children as confident speakers with a high degree of oracy. The writing lessons are effectively adapted to ensure that every child can be successful in their achievement of the learning intention, with high expectations for all learners. Success criteria are shared with the children prior to independent work and these also indicate how greater depth can be achieved and demonstrated. In addition to these writing lessons, children have daily spelling lessons each week and regular handwriting instruction.

Reading Lessons

Read, Write, Inc.

Children begin the RWI phonics programme in The Early Years Foundation Stage at pre-school and continue with it until they have learnt their sounds and can accurately 'instant sound blend'. Children who are participating in the RWI programme in Key Stage 1 and Key 2 have 5 x 45 minute lessons per week in small ability groups (see RWI policy for further details).

Whole class Guided Reading

At Elburton, our whole-class reading comprehension sessions are designed to immerse children in a weekly text, ensuring they acquire the necessary knowledge and language to engage effectively. The structure is consistent, featuring a variety of activities to develop vocabulary, comprehension skills, and critical thinking.

Weekly Session Format:

Day 1: Introduction. Overview of the text, including predictions, launching vocabulary, and exploration of various skills through questions.

Days 2-5: Vocabulary and Comprehension Skills. Recap of vocabulary through engaging games. Instruction on answering questions using a range of VIPER (Vocabulary, Inference, Prediction, Explanation, Retrieval) skills.

Typical Whole-Class Reading Lesson (Year 2 and Key Stage 2):

10 minutes Reading: Teacher-led, pupil-led, choral, echo, or individual reading based on the text and children's needs.

5 minutes Vocabulary Building Activity: Engaging activities like 'Fastest Finger First' to reinforce vocabulary.

5 minutes Quick Fire Retrieval Questions: Assessing basic comprehension to ensure understanding and access to the text.

10 minutes Input & Modelling: Teacher provides guidance on tasks and identifies key skills.

20 minutes Main Task: Focus on VIPER skills and answering test-type questions.

5 minutes Feedback & Response: Reviewing progress and providing verbal feedback in line with our marking policy.

Children document their reading progress in a comprehension book, marked collaboratively with the teacher. A consistent lesson format and flipchart guide each session, incorporating prediction, various reading techniques, vocabulary, and retrieval. Tasks linked to higher-order skills (inference, explaining, summarising) are planned by teachers.

Key Stage 1 and Transition to Year 2: In Key Stage 1, reading sessions align with RWI work. During Spring Term in Year 2, children transition to more formal reading comprehension sessions using the VIPER approach.

Additional Opportunities for Reading

The celebration of reading at Elburton extends beyond structured class sessions. Through Book Talk, recognition ceremonies, and unique incentives like the Book Vending Machine, we aim to not only develop essential literacy skills but also cultivate a lifelong love for reading in every learner. These initiatives contribute to creating a positive and engaging reading environment, fostering a community of avid readers at our school.

Book Talk

Throughout the year, students at Elburton actively participate in Book Talk sessions. During these sessions, children bring in books to share with the class, fostering a sense of community around reading. This initiative not only encourages children to express their interests but also promotes an awareness of various authors, broadening their literary horizons.

Celebrating Reading

Positive attitudes towards reading are celebrated through various initiatives at Elburton, creating a vibrant reading culture within the school.

Reading Champion Certificates

Children are recognized as 'Reading Champions' and awarded certificates for achieving a target number of books read, tailored to their age group.

AR (Accelerated Reader) Word Reading Champion certificates are also awarded based on the number of words read on the AR platform, acknowledging and rewarding their reading accomplishments.

Book Vending Machine and Book Basket

Elburton boasts a Book Vending Machine, where children receive a special book vending token upon achieving the status of a "reading millionaire" – a reward for reaching a significant reading milestone. At the end of each term, the school holds a special assembly to celebrate reading achievements. Teachers select students who have demonstrated positive attitudes toward reading, presenting them with tokens as a recognition of their enthusiasm and commitment to reading. Younger children are given a book from the book basket as their reward for effort with reading.

6. Equal Opportunities

All children have equal opportunities to reach their full potential across the English curriculum, regardless of their race, gender, cultural background, and ability, or of any physical or sensory disability. We ensure that texts used in school are diverse and relevant to the lives of our children in today's world.

7. Inclusion

Children with English as an additional language

English Language Modelling: It is imperative that all staff consistently model accurate English for children with English as an additional language. Collaborative work with peers, especially those with English as their first language, is essential to provide consistent opportunities for verbal interaction.

Classroom Resources: Dual language books are available for each class, accessible through the Inclusion Department. Classrooms display key words related to current topics, facilitating language comprehension for EAL learners.

Teachers employ various strategies to support EAL children:

- Teacher and peer modelling.
- Immersing the children in an environment which promotes high-quality talk at all ages.
- Consistent use of visual support.

- Repetition and recasting of language features.
- Word banks.
- Scaffolded speaking and listening activities.
- Support for parents including translating information where applicable.

Teachers work with the SENDCo to best meet the needs of individuals within their classes. Children who are new to English are assessed and support is put in place by the Inclusion team to help them make rapid progress. Teaching assistants play a crucial role in providing targeted support to EAL learners. Home language support and peer-buddying are encouraged to enhance the learning experience.

Groups and Projects for EAL Children and Families may be involved in:

Speech and Language Groups

EAL Homework Club

Recommended English Language Lessons for Parents.

RWI information booklets are produced in lots of different languages.

Drop-in Translation and Information Sessions

Reading Interventions at Elburton

Intent

At Elburton, reading fluency is our foremost priority, forming the foundation for all literacy development. Interventions are implemented for the lowest 20% of learners in reading, ensuring they can become proficient readers with the necessary fluency, accuracy, and comprehension skills. We have a keep up rather than catch up approach.

Identifying Priority Readers

- Children reading less than 90 words per minute (WPM) are identified as daily readers.
- These learners read appropriately banded books to an adult daily and engage in discussions about their reading.
- In Reception and throughout the school, children within the bottom 20% of attainers within the class are also identified to receive extra support.

Targeted Phonics Provision (Year 2 and 3)

- Children who didn't pass the phonics screening receive targeted phonics provision.
- Following the RWI programme, they are part of additional booster groups that embed RWI principles.
- Additional practice involves daily phonics using flashcards and regular speed-reading sessions to enhance fluency.
- 1:1 Pinny Time is used to support children with gaps in their phonetic knowledge.

Targeted Interventions

EYFS	KS1	KS2
Makaton	Makaton	Sensory breaks
PECS	Dedicated SAL Intervention teacher	Toe by Toe
Communication boards	Sensory breaks	1:1 RWInc Fast Track
Cued articulation	RWI	RWI (where needed)
Attention Bucket	1:1 RWInc Fast Track	RWInc Spelling
Intensive interactions	RWInc Spelling (Y2)	Project X Code
Two Trays	Daily readers	Daily readers
First/then	First/then	First/then
Dough disco	TEACCH stations	Culinary therapy
Dedicated SAL Intervention teacher	Daily readers	TEACCH stations
Sensory breaks	Blank level assessments from SAL TA	Blank level assessments from SAL TA
BLAST	SAL TA	Daily readers
1:1 RWInc Fast Track	Social stories	Social stories
TEACCH stations		
Social stories		

Reduced cognitive load on flipcharts with high contrast colours.	Targeted adaptive provision – modelling, scaffolding, stem sentences. Reduced cognitive load on flipcharts with high contrast colours.	Targeted adaptive provision – modelling, scaffolding, stem sentences. Reduced cognitive load on flipcharts with high contrast colours. Speed reads for fluency
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Teacher/TA Modelling:

- Reading fluency is developed through teacher/teaching assistant modelling, with a focus on ECHO reading, where the adult reads first, and the child repeats the passage.

Regular Quiet Reading Sessions

- Regular opportunities for independent reading to a peer or an adult are provided in class.
- Children in the lowest 20% of readers read a minimum of three times a week to an adult.

Reading Fluency and Comprehension Intervention

- A systematic, synthetic phonics programme is followed to ensure progress for all children.
- RWI is used to assess, track, and group children according to phonetic ability, ensuring decodable books are available to children in line with their recent assessment data.
- Additional RWI groups for Year 2 and 3 children who didn't pass the phonics screening.
- Read, Write, Inc. Fast Track Tuition is provided through 1:1 sessions for targeted children making less than expected progress.
- Project X Code is used in Year 3 and 4 as an intervention, combining fully decodable and 85% decodable texts.
- HiLo Reading books and revised reading stock for library areas cater to varied reading levels.
- Focus children within daily reading comprehension lessons.

High Achievers

- High-achieving children are supported to deepen their knowledge and skills through differentiated reading and writing groups.
- Success criteria in lessons include indicators for achieving greater depth, demonstrated in the child's work outcomes.
- Opportunities for collaboration with outside agencies are provided when appropriate.

The structured approach to reading interventions at Elburton ensures a comprehensive strategy to support learners at all levels, from daily readers to those needing targeted interventions. The emphasis on fluency, phonics, and comprehension reflects our commitment to nurturing proficient and passionate readers.

8. Role of the Subject Leader

The subject leader in English plays a pivotal role in coordinating the teaching of reading, writing, and communication across all phases of the school. The primary focus is on ensuring high-quality literacy provision for every child, encompassing exceptional teaching and learning, optimal resource utilisation, and the attainment of the highest standards of achievement.

Key Duties Throughout the Year:

Monitoring

Regularly monitor literacy, reading, handwriting, and spelling books to assess the quality of teaching and learning.

Observations: Conduct reading walks and other lesson observations as necessary to gain insights into classroom practices.

Enrichment Opportunities: Plan and organise literacy enrichment opportunities and competitions to engage and inspire children.

Professional Development: Identify and facilitate the professional development needs of staff to enhance their teaching skills and literacy expertise.

Collaboration with SLT: Liaise with the Senior Leadership Team (SLT) to implement school improvement priorities related to literacy.

SEND Support: Collaborate with the school SENCO to best support children facing barriers to learning, ensuring adaptive provision is in place.

Resource Management: Organise, maintain, and catalogue resources, ensuring their accessibility and relevance for effective teaching.

Keeping Abreast of Initiatives: Stay informed about new initiatives and advancements in English teaching, ensuring that the curriculum remains current and innovative.

Training and Dissemination: Attend relevant training sessions and disseminate acquired knowledge and information to staff members, promoting continuous improvement.

9. Parents

We recognise how crucial the home/school link is for supporting children to have the highest standards of achievement in literacy. At the start of the academic year, the literacy standards of the year group are explained. There are also further meetings throughout the year. Regular RWI and reading meetings for Key Stage 1 parents take place throughout the year to support parents to help their children's phonics progress and their development as early readers.

Homework

Homework is also part of the school's successful English home / school link and is organised as follows.

Reception

- RWI sound sheet, ditty or phonics book to be read at home in accordance with the RWI teaching cycle.
- A picture book is chosen by the child from the class Book Corner to be taken home each week as a reading for pleasure book (this is to be shared with an adult).

Key Stage 1

- RWI phonics book bag book to be read at home in accordance with the RWI teaching cycle. This is in addition to the reading of their core RWI text and completion of a quiz via the Oxford Owl eBook platform. There is an expectation that the RWI book is read at least three times from start to finish before it is changed. Children are encouraged to read 5 times a week for 10 minutes.
- Children who have complete the RWI programme in Year 1 and 2 are given a book matched to their Accelerated Reader book level which they must three times a week.
- One 'reading for pleasure' picture book chosen by the children from the Key Stage 1 Library to be taken home each week.
- Accelerated Reader for Year 2 children or those who complete the RWI programme in year 1.
- One spelling activity to be completed at home each week.

Key Stage 2

- One book chosen by the children from the class library to be taken home each week (to be changed as and when it is has been read due to the differing lengths of more advanced books) to be read with an adult 5 times a week for a sustained period.
- One spelling activity to be completed at home each week in preparation for the weekly spelling test which consolidates the week's learning as part of the RWI Spelling programme.

In all year groups, home reading is recorded in the children's Reading Records and members of staff regularly check that this reading has taken place. Support is given to those children who are not reading regularly at home.