



Holywell Church of England Primary School

English Overview

including Phonics

Updated: October 2021

1. Rationale

At Holywell C of E Primary School, high quality teaching and learning is at the very heart of our mission. This is because high quality teaching and learning transforms lives, opens doors and provides opportunities. The purpose of this policy is to promote the best possible teaching and learning strategies and outcomes in English for all our pupils. We recognise that the ability to read and write effectively underpins all learning across every subject, and is crucial for the children to succeed in the 21st century.

2. Aims

Our aims for English are based on those in The National Curriculum (2014), which sets out three key aims. At Holywell, we link this to our '*Flowing, Strengthening, Deepening*' vision by articulating these aims in the following way:

- **Flowing:** To become **fluent** readers through the effective teaching of phonics and high quality 1:1 and whole-class guided reading instruction. To become **fluent** writers confidently able to write clearly with a high level of punctuation and spelling accuracy,
- **Strengthening:** To **strengthen** their reading skills through the explicit teaching of 'higher order' comprehension skills such as inference to read for meaning, alongside wider opportunities to learn by reading across the wider curriculum. To **strengthen** their writing skills by adapting writing for a range of different genres, audiences and purposes, thinking carefully about language and grammar choices.
- **Deepening:** **Deepening** our reading ability by engaging in complex, high quality texts that stretch and challenge the children. To **deepen** our writing further by consciously controlling grammar and vocabulary to suit the subtle nuances of different audiences, and emulating the styles of different writers.

The aim of our English policy is to deliver on these aims by:

- Promoting the best possible teaching and learning strategies.
- Being grounded in evidence.
- Being a useful reference document for class teachers.
- Being helpful in explaining our approach to other stakeholders.
- Underpinning our monitoring and CPD activities.

3. Teaching

3.1 – What we teach

At Holywell, English is taught in a number of different ways. In EYFS and KS1, early reading

Reading

- Reading for Pleasure
- High quality, daily phonics using Story Time Phonics.
- Daily 1:1 reading across EYFS and Y1.
- Y2-Y6 and from Spring term in Y1, whole class guided reading.
- Daily 1:1 reading continuing for those who need additional support to become fluent readers → reading volunteers, TA and reading buddies.
- Expectation of Daily 1:1 Reading
- Whole class book sets in English
- Reading Challenge
- Foundation Subject Reading

Writing

- Writing for Pleasure
- In EYFS, writing is primarily taught through Phonics
- Y1 English is taught through whole class inputs and guided group work around short 1 week units based on a high quality text to engage the children.
- Y2-Y6 we follow English overviews see English LTP (**Appendix 1**).

3.2 – Who we teach

At Holywell, we believe that all children are entitled to the same high quality teaching and it is therefore our expectation that all children are taught the same objectives and experience the same high quality first teaching. However, we recognise that some children need additional scaffolds and support to achieve the same objectives, and other children may need additional challenge to deepen their understanding further.

Additional support can come in many forms including additional adult support in focused guided groups, sentence stems for writing and word banks as well as physical resources such as reading guides or pencil grips. Intervention groups (such as Nessy) and 1:1 reading is also used to support children who need it. This list is not exhaustive and the additional scaffolds put in place will depend on the needs of the children.

Additionally, we recognised that some children with specific SEND needs may need to follow a separate curriculum based around their specific needs. For these children PIVATs is used as a planning and assessment tool to support their progress.

3.3 – How we teach

Early Reading and Phonics

At Holywell, early reading and writing skills are taught through high quality systematic synthetic phonics. We have created a long term plan for phonics based on the Story Times Phonics scheme, which is used across EYFS and KS1 to introduce children to the different grapheme-phoneme correspondences for each sound. The Story Time Phonics Scheme introduces each GPC through a high quality picture book which also encourages reading for pleasure. Story Time Phonics also teaches children correct letter formation through memorable captions and actions that help children make the link between different phonemes and graphemes.

In EYFS, once the children have been introduced to enough GPCs to being reading, they have access to fully decodable texts that enable them to practice. These are sent home for the children to practice reading with their adults, and there is a strong emphasis on home-school working. The books sent home are colour-coded which each colour representing a new level of complexity. Throughout EYFS and KS1, as the children become more confident readers, they progress through the colour-book bands and read progressively more challenging texts linked to the GPS they have been taught.

At Holywell we believe that developing a ‘reading for pleasure’ mindset is key to the children future academic success. We therefore use the Henry Bookworm Challenge in EYFS and Year 1 to encourage the sharing of high quality, engaging texts with their parents to being to embed this. Daily whole class story time, where the class teachers reads a high-quality text to the class is a crucial part of the day which is priorities on our timetables and there is an expectation that all class teachers read to the class every day.

Throughout EYFS and Y1, 1:1 reading with the class teachers and TAs to provide extra practice as well as ongoing assessments of the children’s reading abilities is also a priority.

Guided Reading

Year 1

Year 2-4

In Years 2-4, the children are taught reading comprehension skills through daily guided whole-class reading sessions. These sessions are based around a high-quality text extract, often the opening chapter of a fiction book, a poem or an engaging non-fiction text, which are selected by the class teacher to suit the ability of the class, and follows a specific pattern which ensures the children are exposed to the key reading skills as set out in the content domains of the national curriculum. The children read the text and are encouraged to summarise it, identify key vocabulary, answer retrieval and inference questions and make predictions and comparisons. These sessions last approximately 30 minutes each day, and include an element of teacher modelling and ‘thinking’ aloud of the reading skill, as well as partnered and independent practice.

Year 5 and Year 6

In year 5 and year 6, the children follow a similar whole-class guided reading approach which is timetabled for 30 minutes each day and includes a greater range of text types and a greater emphasis on discussion leading to more detailed written responses.

Wider Reading Opportunities

We summarise our reading approach at Holywell as 'learn to read and read to learn'. The children learn to read through phonics, guided reading, 1:1 and small group reading, and then read to learn across our wider curriculum. For key subjects such as history, geography and science, a link text has been identified for each unit, and the children are encouraged to learn each lesson objective through reading a high-quality extract from these books as part of the lesson.

Across KS2 we teach fiction units in our English lessons through whole-class sets of high-quality texts. Six fiction units are taught throughout the year, and as part of each unit, every child will read an entire high quality text as part of their lessons. The texts have been selected and mapped out to ensure challenge, as well as to reflect the school's wider priorities such as promoting diversity. The children enjoy these texts, and this is one of the key strategies we use to promote reading for pleasure.

Following on from KS1, we continue the expectation that children across KS2 read at home at least five days a week to their grown up. The children continue to progress through the colour banded scheme, and their home reading is recorded in a reading diary. They are regularly 'benchmarked' as part of assessment weeks to ensure that they children are making progress through the colours. Children in KS2 who require additional reading support, are identified for 1:1 reading with TAs or Year 5/6 'reading buddies' as necessary.

Once the children reach the highest fluency band, they are considered 'free readers', and they transition onto the Holywell Reading Challenge. Each child has a challenge card to keep track of their reading, and are expected to read a range of more challenging texts, including classics as well as contemporary fiction in order to complete the challenge and be celebrated.

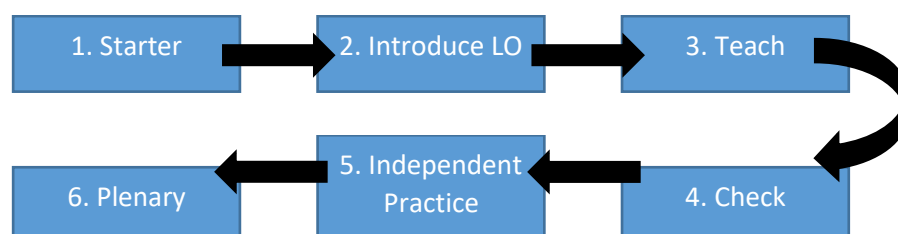
As with KS1, we have the expectation that expectation that all teachers across KS2 reading to their class every day. We believe, and it is reflected in our experience, that the act of reading a high quality text to the children is key in developing reading for pleasure mind sets.

English

At Holywell, the children learn to write, and practice additional reading skills, through daily hour-long English lessons across KS1 and KS2, in addition to phonics and guided reading. In Year 1, the children have a whole class English input, followed by class teacher and TA-led guided groups to practice. The units are shorter than the ones followed in Years 2-6, to ensure that the children's interests can be followed, and there is an emphasis on 'in the moment' planning to reflect these.

Across Years 2-6, class teachers follow the school's long and medium-term plans, and we also follow specific unit structures for each unit. Please see the appendix for the long term plans well as the unit structures.

Individual English lessons follow the lesson structure set out in our Teaching, Learning, Feedback and Marking Policy and utilises the following 6-part structure.



1. Starter → Each lesson begins with a short 'starter' activity that provides the children an opportunity to practice previously taught objects at sentence level, or short 'editing and improving' tasks. This is because constantly being required to recall prior learning means it is more likely to be transferred to our long term memory.

2. Introduce → After the starter, the learning objective for the lesson is introduced, drawn from the National Curriculum and the school's overview documentations. Teachers make explicit links to previous learning where they would have encountered similar concepts, for example in previous year groups or units.

3. Teach → During the 'teach' section of the lesson, teachers use modelling and questioning to demonstrate and explain the new learning objective and follow an 'I do, we do, you do' approach. This is where the teacher explicitly models the concept as children watch (I do), followed by partnered and independent practice as part of the input, for example on whiteboards (we do).

4. Check → As part of the 'we do' section, an AfL activity is used to see how well the children are beginning to embed the new learning. At this point guided groups can be identify for additional teacher or TA support, or further explanations.

5. Independent Activity → Following the 'check', the majority of students move onto the 'you do' phase, where they have an opportunity to independently practice the new objective.

6. Plenary → Plenaries are used as an opportunity to reflect and summarise the key learning once more, as well as to self- and peer-assessment work. Children are encouraged to swap books and work together to 'mark' their own work and make changes if necessary using purple pens.

3.4 – Spelling

Spelling is taught as part of the English lessons. Each unit starts with a discrete spelling lesson to introduce a new spelling rule or pattern as set out in the National Curriculum.

These spelling rules and patterns are often consolidated with homework activities and lists at the discretion of the class teacher if need be. The spelling rule introduced at the beginning of each unit, is then a focus during it and is emphasised during modelled writes, starter activities and as part of peer-assessment work.

3.5 – When we teach

As a core subject, English is taught daily. Each key stage is expected to timetable the following:

EYFS

- Daily discrete phonics sessions. At least an hour of the school day is dedicated to phonics or related activities.
- Wider reading and writing opportunities are embedded in the provision.
- Both the daily class story time promotes a love of reading, and the EYFS home reading challenge

Year One

- Daily discrete phonics sessions.
- 1:1 Reading with class teacher and TA.
- Whole class story time.
- Daily English lessons incorporating whole class inputs and small focused group work.
- Daily 30-minute guided reading lessons (Spring Term onwards).

Years Two-Six

- Daily discrete phonics sessions (Year Two).
- 1:1 Reading with class teacher or TA as required.
- Whole class story time.
- Daily hour long English lessons.
- Daily 30-minute guided reading lessons.

4. Feedback and Marking

4.1 General Principles

Our Teaching, Learning, Feedback and Marking Policy sets out our approach to feedback and marking as a school. The following sections of this policy detail how this policy applies to English lessons in particular.

4.2 Live Marking

During the independent learning phase of a lesson, the teacher will circulate the class and provide high quality verbal feedback, and apply the marking code as the children are completing their work. Since teachers are speaking to pupils during the lesson, this enables feedback to be both clear and precise. Teachers would live mark and point out any mistakes and children would be expected to correct them with a purple pen following additional modelling or explanation.

4.3 Whole Class Feedback

As teachers are circulating, it might be the case that common misconceptions are identified, at which point these would be addressed whole class using mini-plenaries. Additionally, during a post-lesson review of books, the teacher will identify common misconceptions or general points for improvement relevant to groups of children or the whole class. They will then address these whole-class, before the start of the next lesson, or it may become the starter for the next day.

4.4 Self- and Peer- and Shared Marking

Self- and peer-marking takes place primarily at the end of the lesson during the plenary. Students are explicitly taught how to use the marking code and are encouraged to apply this to 'mark' each other's work and their own. They swap books and work together to assess their own writing and make changes if necessary.

4.6 School Marking Code

During live marking, teachers would be expected to apply the school's marking code as follows:

*	Excellent feature
____t	Incorrect tense
____sp	Incorrect spelling
O	Change case of letter or punctuation mark
_	Punctuation mark missing
^	Missing word

()?	This doesn't make sense
/	New line needed
//	New paragraph needed
✓	Correct response (maths)
•	Incorrect response (maths)
• ✓	Corrected response (maths)

5. Assessment

5.1 Formative Assessment

Formative assessment is used to make 'on the spot' adaptations to lessons, and well as plans to future lessons within the unit in response to the children's learning. Formative assessment takes place during the 'check' part of the lesson to identify children who need additional support teaching and may take the form of short whiteboard activities (for example) to demonstrate understanding. Teachers also use formative assessment during the 'independent practice' part of the lesson, where they circulate to identify how the children are engaging with the new learning. These strategies, combined with a post-lesson review of the children's work in their books, allows the teacher to make adaptations, for example by providing additional practice, or condensing lessons, to ensure the children are successful. Ongoing formative assessment in phonics lessons enables the class teachers in key stage one to identify children falling behind on a daily basis and put additional support in place for them.

5.2 Summative Assessment

Summative assessment is used to track the children's attainment at key points throughout the year, and is slightly different in every year group:

Year 1

- Benchmarking for colour-banded reading level (at least half termly)
- Monthly Phonics Screening Checks (Spring Term Onwards)
- Termly Reading Test (Spring Term onwards)
- Termly Writing Moderation

Year 2

- Benchmarking for colour-banded reading level (at least half termly)
- Autumn Term Phonics Screen for those children who didn't pass in KS1
- Termly KS1 SATs style reading test.
- Termly KS1 SATS-style GPS test.

- Termly writing moderation.

Year 3-6

- Benchmarking for colour-banded reading level (at termly, as required)
- Termly NfER/KS2 SATs-style reading test.
- Termly NfER/KS2 SATs-style GPS and spelling test
- Termly writing moderation

The summative assessments are delivered during 'assessment weeks' towards the end of each term, and are followed up by pupil progress meetings, where children who are not performing as expected are identified and additional provision put in place where necessary to support them.

Appendix

[Appendix A:](#) Phonics Long Term Plan

[Appendix B:](#) English Long Term Plan

[Appendix C:](#) Unit Structures

[Appendix D:](#) Foundation Subject Reading Spine

Appendix A: Phonics Long-Term Plan

	Autumn term	Spring term	Summer term
Foundation stage	Phase 2 Phase 3	Revise phase 3 Phase 4	Revise phase 4 and introduce some phase 5 for more able as needed
Tricky words Read and spell Phase 2, phase 3 and phase 4	I, the, to, no, go	he, she, we, me, be, was, her	you, they, all, are, my
Common exception words	is, it, in, a, as, at, an, and, dad, on, not, got, can, get, up, mum, has, his, had, him, back, big, but, off, if, of, will	went, just, from, it's, help, them, that, this, then, with, them, see, not, into, look,	like, little, children, too, for, now, down,

Year 1	Revise phase 3 and 4 Introduce Phase 5	Revise all sounds and practise phonic screening tests	Revise all sounds and practise phonic screening tests
Tricky words Read and spell Phase 2, 3, 4 and 5	said, like, do, come, there, little	out, have, so, some, were, one, when, what	oh, could, their, people, Mr, Mrs, looked, called, asked
Common exception words	a, of, says, is, his, has, by, it's, children, here, came, made, make, old, very, time, I'm, do, saw,	your, here, love, ask, school, put, push, pull, full, don't, called	today, where, once, friend, house, our, about,

Year 2	Revise all sounds	Phase 6	Phase 6
Tricky words Read and spell Revise all phases	Intervention based on cohort needs		
Common exception words	after, again, any, because, behind, both, child, children, Christmas, class, cold, even, every, everybody, fast, father, find, great, gold, grass, half, hold, kind, only, many, mind, most, Mr, Mrs, old, pass, past, told, who,	bath, beautiful, break, climb, clothes, could, door, eye, floor, hour, last, money, move, parents, path, people, plant, poor, water, whole, wild, would	busy, improve, pretty, prove, should, steak, sugar, sure,

Appendix B: English Long Term Plan

	Autumn				Spring				Summer			
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 1	Unit 2	Unit 3	Unit 4	Unit 1	Unit 2	Unit 3	Unit 4
Y2	Fiction	Fiction	Instructions	Explanations	Fiction	Fiction	Report	Recount (Diary Entry)	Fiction	Fiction	Instructions	Explanations
Y3	Fiction	Fiction	Report	Recount (Diary Entry)	Fiction	Fiction	Instructions	Explanations	Fiction	Fiction	Report	Recount (Diary Entry)
Y4	Fiction	Fiction	Persuasion (Leaflet)	Discussion	Fiction	Fiction	Report	Recount (Newspaper)	Fiction	Fiction	Persuasion (Leaflet)	Discussion
Y5	Fiction	Fiction	Report	Recount (Newspaper)	Fiction	Fiction	Persuasion (Leaflet)	Discussion	Fiction	Fiction	Report	Recount (Newspaper)
Y6	Fiction	Fiction	Persuasion (Letter)	Discussion	Fiction	Fiction	Report	Recount (Newspaper)	Fiction	Fiction	Shakespeare	Shakespeare

Flowing, Strengthening, Deepening

Appendix C: English Unit Structures

FICTION UNIT STRUCTURE			
		Week 2 Word and Sentence Level Practice	Week 3 Writing the Text
1	The first lesson of each unit should be a spelling lesson, introducing the children to a rule or pattern from the National Curriculum and medium-term overview documents.	Box up the text. The children should box up the text or a scene they have read using the standard story mountain: opening, build up, complex, climb down and resolution. Almost all stories follow this structure.	Box up The children should box up the section of the book they are writing into the five standard story mountain sections.
2	<p>The focus in the first week is on reading the book with the children. There is no expectation of any written work in books, but teachers are free to do so at their discretion.</p> <p>The first session should start with a brief exploration of the genre and activation of any relevant background knowledge. Subsequent lessons should begin with a summarisation of key points of the book read so far.</p> <p>Following this, the teacher should read the book out loud whilst the children follow along. To ensure all follow along, simple recall questions can be 'fired out' at random, but should be kept to a minimum to prevent the flow of the novel being interrupted too many times. When interrupting reading, focus on content domains. Additionally, children should be asked to follow along, and this is monitored to ensure they are.</p> <p>Whilst reading, the teacher should 'think aloud' their thoughts as they read and make connections between the different plot elements. The teacher should read, and then children should read to a specified point with their reading partners.</p> <p>At the end of the session, a recap can take place, as well as predictions for what the children think might happen next, based on what they've read so far.</p>	<p>Word/Sentence level practice</p> <p>The children should explore new grammar/punctuation teaching at sentence level. This can include word level vocabulary gathering, teaching of spelling rules and sentence level practice of new punctuation and grammar elements to be taught.</p> <p>The children will not be able to apply any of it well at paragraph level if they have not had ample opportunity to practice it at sentence level first.</p> <p>Teaching of editing at sentence level should take place here as well.</p>	Plan The children should plan the content of each individual section of their story in more detail.
3			<p>Write / Edit</p> <p>The children should write each section individually using their plans. Write a section, then immediately edit it before moving on.</p>
4			
5			

Flowing, Strengthening, Deepening

NON-FICTION UNIT STRUCTURE			
	Week 1 Reading the Text	Week 2 Word and Sentence Level Practice	Week 3 Writing the Text
1	The first lesson of each unit should be a spelling lesson, introducing the children to a rule or pattern from the National Curriculum and medium-term overview documents.	Word/Sentence Level Practice Practice using a new piece of punctuation, sentence structure or grammar point at sentence level. Use the topic of the writing as the context.	Research/Generate Ideas Before planning, the children need to gather/organise their ideas. We are using foundation subject teaching so subject knowledge burden should be removed. Can the children create flow charts, draw pictures etc ... to organise their thoughts.
2	Introduce the children to a model of the text type. In session 1, focus on audience and purpose. Why has the text been written, what does the author want to achieve? Who is the intended audience for the text? Be specific and use evidence from the text.	Word/Sentence Level Practice Practice using a new piece of punctuation, sentence structure or grammar point at sentence level. Use the topic of the writing as the context.	Plan Now that the children have organised their thoughts, they can plot this into a planning pro-forma/organiser and flesh out the content of each section.
3	In session 2, focus on the physical layout of the text and how the writing is structured? Are there headings and subheadings? Pictures, diagrams, flow charts? Why? What person is the text written in? Tense? How do you know? What's the effect?	Introduction All texts should have an introduction that sets out the: who, what, why, where and when. What does this look like in your text type? Guide the children through several examples, and then let them draft and practice their own.	Write / Edit Over the course of the final three days, the children should write and edit their own version of the text. Draft and edit each paragraph before moving on to the next one, as the children will find editing their whole text at the end of the unit overwhelming. Refer back to the model paragraphs.
4	In session 3, focus on the particular vocabulary of the text. Things about sentence openers, conjunctions, text specific vocabulary. Create word banks for future use in own writing. Generate a success criteria for their own writing.	Body Paragraph Introduce the children to the model paragraph that provides a structure for them to replicate. Guide them through drafting one, and then let them practice their own.	

5	<p>Word/Sentence Level Practice</p> <p>Practice using a new piece of punctuation, sentence structure or grammar point at sentence level. Use the topic of the writing as the context.</p>	<p>Body Paragraph</p> <p>Introduce the children to the model paragraph that provides a structure for them to replicate. Guide them through drafting one, and then let them practice their own.</p>	
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Appendix D: Foundation Subject Reading Spine

History Reading Spine

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn						
Spring						
Summer						

Geography Reading Spine

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn						
Spring		 	 	 	 	 

Summer						
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Science Reading Spine

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1						Nervous system
Autumn 2						Parallel circuits

Spring						
Summer 1					Earth & Space 3	
Summer 2						

Appendix F: