



English Policy

Rudyard Kipling Primary School

Autumn 2024

Review: Autumn 2025



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Where learning is an adventure!
“So please, oh PLEASE, we beg, we pray,
Go throw your TV set away,
And in its place you can install,
A lovely bookshelf on the wall.”
Roald Dahl, ‘Charlie and the Chocolate Factory’

Our vision ...

Our overarching aim for English at Rudyard Kipling Primary School is to promote high standards of literacy by equipping our children with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

We believe all children have a right to both be literate and to enjoy literature, and recognise the long-term benefits that this can have for children, in their next stages of education and beyond.

Rational

At Rudyard Kipling Primary School, we know that the ability to read is fundamental to pupils' development as independent learners, during their time at school and beyond. We understand that reading successfully and with enjoyment is critical to children's long term life chances. It is central to our ability to understand, interpret and communicate with each other and the world around us. Therefore reading is given high priority at our school, enabling children to become enthusiastic, independent and reflective readers across a wide range and types of literature, including different text types and genres, books, posters, magazines, signs, comics and newspapers.

Aims:

At our school children should:

- Be encouraged to enjoy books and reading so that they develop a life-long love for books
- Develop as independent readers who read for meaning with accuracy, fluency, confidence and expression.
- Develop and apply reading strategies appropriate for a range of reading activities including both fiction and non-fiction.
- Develop the ability to read a variety of texts and genres, including poetry, for a variety of purposes.
- Learn the specialist knowledge and language associated with reading.
- Read as writers, with an explicit awareness of the fundamental link between these activities.
- Receive specialist support according to their needs.

Learning to read:

We believe:

- In a child's right be literate and enjoy literature, regardless of the social and economic circumstances of their neighbourhoods, their ethnicity, the language spoken at home and any special educational needs or disabilities.
- The teaching and learning of reading should be a positive and enjoyable experience that should be taught systematically and consistently across the whole school, with a shared technical reading vocabulary, which will allow children and adults to have discussions around reading.
- That children's prior knowledge and experiences should be built on, valued and harnessed to support them in making links and connections.



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- The children should be taught the full range of reading strategies including: phonic knowledge (visual information); grammatical knowledge (structural information); word recognition and graphic knowledge (visual information); contextual knowledge (meaning), with a focus on self-monitoring and self-correction leading to independence.
- There should be a variety of opportunities (shared, guided and independent reading) through which children can experience texts and apply their reading skills.
- Rigorous assessment of individual pupils' progress, phonic knowledge and skills is vital to quickly identify the pupils who are not working at age related expectations, or those who are in danger of falling behind, to ensure they catch up with their peers. Effective provision for pupils to close the gap must be put in place early and that there must be high expectations of what **all** pupils can achieve.
- Children should experience appropriate, high quality literature from the very beginning as the best way of developing positive attitudes to reading, whilst simultaneously expanding their vocabulary and broadening their knowledge and understanding of the world through exposing them to experiences they mightn't otherwise have.
- In creating a rich, inspiring, organised and safe reading environment in which children can browse, select and enjoy books.
- Stories are fundamental to language and literacy development, and a sense of story not just enables children to make sense of their own lives but supports them in being able to tell stories, whether it's a recount of their about their journey to school or tale about a fire-breathing dragon.
- That children's creativity, imagination and critical thinking can be fired by a rich reading diet.
- That children should have an interest in words, how they work and their meanings to support both their spelling and their language choices - striving towards a rich and aspirational vocabulary for all.
- Pupils need to hear texts read aloud daily, including a range of genres.
- The development of speaking and listening skills is a fundamental element of learning to read and is a skill for life.
- That parents/carers have an essential role in developing children's reading skills and love for reading.

We aim to develop, through our teaching of reading, the following attitudes:

- Curiosity and interest;
- Pleasure and thoughtfulness;
- Critical appraisal;
- Independence;
- Confidence;
- Perseverance;
- Respect for other views and cultures;
- Reflection.

Opportunities for reading; a balanced programme:

This policy strives to enable children to experience reading in a variety of ways and contexts. Children from the Early Years up to Year 6 are taught to read through the following strands of teaching and learning opportunities.

Shared Reading



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'When someone reads aloud, they raise you to the level of the book. They give you reading as a gift.'

Daniel Pennac, The Rights of the Reader

Here at Rudyard, we know that adults have a vital role in modelling effective language and communication when story telling. Reading aloud to children is a vital part of our reading curriculum. It is through this that our reading community is developed. When we read collectively, we have the opportunity to share our thoughts, to listen to each other and to build on each other's interpretations.

Hearing stories and poems is just as important as reading them and story time is a very special time for both children and teachers. Teachers model good reading skills which help to make the texts more interesting and enjoyable to the listener.

Shared Reading using the Power of Reading:

Through the Power of Reading approach, teachers share a high quality class text with the children. Questions are asked by the adults to help develop their understanding of the book.

Children will learn about the structure of stories, poems and information texts. An awareness of writing styles and conventions is also developed through reading so that children can be aware of these and apply them to their own writing.

Through a slow reveal of these stories, children become immersed in the worlds of the texts and develop emotional connections to characters. Through a range of teaching approaches, children become able to take on the voice of the text they are studying whilst developing vocabulary, grammar, spelling and punctuation for effect.

Through these teaching opportunities, practitioners are able to foster children's positive attitudes to reading, with reading for pleasure and purpose placed at the heart of the sessions. Staff can draw children into a story, inviting them to comment and to predict. They can demonstrate early reading behaviours and problem solving strategies whilst modelling fluency, phrasing and expression. They can also expose children to rich vocabulary, language structures, situations, places and worlds that may be outside of the child's personal experiences.

Shared Reading also takes place almost daily in Power of Reading lessons and is of particular focus during the 'Imitation' stages where children read the texts 'as a reader' and 'as a writer'.

Frequency: Daily as part of 'drop everything and read' time at the end of the school day and in daily Power of Reading sessions.

Guided reading:

"However helpful learners are to each other, in the end they depend on knowledgeable grownups because there are somethings about every art and craft – reading is both art and craft – that you only know from experience and can only be passed on by those who've learned them by experience".



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Aiden Chambers Tell Me Tell Me

Children read weekly in small groups with the teacher. After some initial teaching and discussion of the text (which is appropriate to their level of ability) they read individually, guided by the teacher in order to develop their reading skills.

Guided reading is a teacher facilitated session where groups of 6 or fewer children read the same book with the same teaching and learning focus, drawn from the national curriculum strands. After a substantive book introduction, orientating the children to the book, whilst “taking the bugs out” (Marie Clay), children then read independently with the teacher tuning into each child, prompting and praising in relation to the lesson focus and making written notes.

Guided Reading is introduced in Reception and subsequently happens daily in KS1 and KS2.

In Reception, Guided Reading begins in Autumn Term with informal ‘book shares’ in small groups. The books used may be picture books, colour banded books or lilac/brown books as appropriate. These groups will focus on speaking and listening, comprehension and story language. This progresses to more formal Guided Reading sessions in Spring Term for those children that are ready.

Guided Reading at Rudyard Kipling is taught in a carousel format. Each child should be heard reading in a Guided Reading group, at least once a week, by a teacher. The following day, children will re-read the text and work on a follow-up activity with a Teaching Assistant (where applicable). This activity will be planned by the class teacher. On subsequent days children will work independently on tasks in their groups. These will include SPAG activities, creative and more formal comprehension tasks and focused reading area activities.

The Guided Reading groups are organised according to attainment and are flexible, being regularly reviewed by the class teacher. In the second week, the book (or part of book) may be revisited to allow for greater depth in terms of inference, interpretation and critical response based on evidence.

Book banded and other levelled books will be chosen at the instructional level (90-94% accuracy) for that group. In EYFS, children are carefully assessed regularly to ensure that they are reading the appropriate coloured book band. We have a wide range of guided reading packs, using various schemes and picture books. There is a range of fiction, non-fiction, and books from various genres, e.g. fairy stories.

Using the school’s planning format and the reading assessment grids, staff will be able to move children forward in their reading ability. The decision to move a group up a level will be based on teacher judgement after evaluating accuracy, understanding and fluency. Teachers may use a running record to support their judgement.

Books are organised throughout the school in book bands, from lilac to sapphire. The schemed guided reading books are finely graded according to Reading Recovery levels, in line with progression in phonics and age related expectations. Guided reading books are stored centrally to ensure that all teachers have access to a selection of books (including scheme books from a range of publishers and real books) that are suitable for the range of readers in their class, in terms of difficulty and content.



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Planning: All Guided Reading planning links directly to the National Curriculum – see school's own planning format. These sheets explicitly direct staff to what that group need to do in order to progress to the next stage. *See also 'Planning and Assessment' section of this policy.

Assessment: Guided Reading is assessed through Running Records (at least once half termly for some children), reading assessment grids, book band sheets, planning sheets and independent work completed in carousel activities. *See also 'Planning and Assessment' section of this policy.

Monitoring: Guided Reading is monitored by the English Lead.

Independent reading

"A child who is on the way to independence needs to read often from many different books selected to be easy for him to "go it alone". It is the quantity of successful reading that builds the assured independence of the competent reader."

Marie Clay Literacy Lessons Designed for Individuals

Children should have the opportunity to read books that are familiar or easy (95%+accuracy). This is important for them to experience the joy of reading a book fluently and with understanding at whatever level they are reading. This will take place throughout the school day. In guided reading they will have the opportunity to reread texts independently after first accessing them with teacher support.

Reading at home:

The link between school and home reading is invaluable. Children practise their reading as often as possible and the benefits of reading at least 3 x a week. Children take a banded book home and a reading for pleasure book to help enable children to be lifelong readers.

Children will also be given a home/school reading record. This serves as a communication tool between parents/carers and teachers and will be recorded in at least once weekly by the class teacher, usually at the end of a Guided Reading session.

In all key stages, it is the teacher's and parent responsibility to ensure book bags are bought into school on a daily basis and that the books are cared for and changed frequently (at least once per week).

To motivate children to read independently, all classes will have a 'Blast off into Reading' (KS1 and KS2) or 'Race into Reading' (EYFS) board with the opportunity to win raffle tickets for reading a number of books, which could lead to them selecting a book in a special assembly to take home and keep.

Reading for information:

Pupils are encouraged to read a wide range of information resources including the internet, topic books, dictionaries, thesauruses and encyclopaedia. They are taught how to navigate this type of



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text, to include use of content and index pages and are encouraged to use these independently to inform their work. This occurs across the curriculum.

Phonics

- Through Early Years, Key Stage 1 and Year 3, children receive daily lessons, which are fun and engaging and designed to be memorable. In addition to this, children are exposed to reading books that match their level of phonics development both in terms of decoding, problem solving and common exception words.

"A programme of rigorous systematic phonics work is the prime approach to decoding print."
(Reading at Six)

By using the Letters and Sounds document and Jolly Phonics, we will ensure that every class is using a consistent and progressive system throughout the school.

At Rudyard Kipling we follow the Letters and Sounds phonics programme. In Nursery children begin Phase 1 and Phase 2 through weekly phonics sessions. Phonics is taught for 20-30 minutes daily from Reception to Year 3. In Spring Term Year 3 children move to 'Support for Spelling'. However, some children will continue to join phonics lessons, according to their individual needs. Years 4 to 6 teach phonics as relevant to their cohort and will use Letters and Sounds alongside Support for Spelling. These needs will be identified through phonic tracking sheets, which are stored centrally on the school server.

Teachers are expected to fill in a weekly Letters and Sounds planning sheet unless using planning from the website Phonics Play, which the school subscribes to. (**Appendix 5**)

Planning: Staff will use Letters and Sounds and Cued Articulation as a basis for their phonics planning.

Assessment: Progress will be assessed through children's **application in both reading and writing**.

From Reception to Year 3 teachers will track children's progress using the High Frequency Word Assessment Sheet and at the end of each year these will be handed to the child's next teacher (**Appendix 6**)

Teachers will complete their CLLD Phonics Tracking Sheet once every half term to monitor progress (**Appendix 7**). This will map out where each class is working **at that time**. These will be submitted to SLT at each Pupil Progress Meeting.

Monitoring: The English Lead and/or Assessment Coordinator collects data every half term in Pupil Progress Meetings and carries out data analysis termly. In year 1, the phonics screener will be carried out in June and where appropriate, retests will be carried out in Year 2.

Pupil Progress Meetings

These meetings enable class teachers and senior leaders to identify and discuss children not making progress in their reading. These children (all those falling below the grey boxes on the Phonics Tracking Sheet) may be put forward to join an intervention to support them in making accelerated progress.

Data from Pupil Progress meetings look at trends amongst classes, cohorts and different sub-groups and feeds into our SIP and CPD cycle.



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Assessment

Teachers' summative reading assessment 3 times a year: autumn, spring and summer terms.

To assess reading and writing we use the Local Authority's Planning to Progress documents which used the National Curriculum statements:

<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study>

Teacher will use this document to assess which objectives the children are reaching and which one they need support with.

Teachers will also use these strategies for assessing reading:

- PM Benchmarking, a reading assessment tool that unites with book bands for guided reading and is designed to provide reliable levelling information from emergent levels through to reading age 12.
- Book banded levelling
- York Assessment of Reading for Comprehension (YARC)

In addition to running records and assessment notes from adult-led Guided Reading sessions, teachers will also use independent work from Guided Reading carousel activities as evidence towards a child's current reading level and to inform teaching.

Pupils identified as having Special or Additional Educational Needs

Children who have had access to all of the additional support and are still demonstrating difficulties with reading will be assessed by a specialist teacher or Educational Psychologist and Provision Map will be planned to deliver frequent 'over learning' opportunities.

With children who are working significantly below ARE can receive support through various reading interventions such as: inference training, booster reading, reading recovery and reading fluency.

Reading Volunteers: Reading Support Network

We actively encourage adult volunteers to listen to readers. They are given guidelines and training about how to read with children and where to record progress. The Reading Support Network is coordinated by the English Lead.

The Reading Environment

Each classroom has an inspiring reading area with their favourite stories, author etc. The reading area is a safe, comfortable place where children can come to enjoy a book, either independently or socially. They contain a range of fiction and non-fiction books as well as a section of book banded readers relevant to the year group which can be used for Home- School Reading. Each class has dictionaries and thesauruses. These are organised and maintained by children and staff, with reading material regularly updated and refreshed to continue to generate interest and excitement around books.



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The school library is situated in the heart of the school. It is currently under development but will soon be a place where children can enjoy books, share books, write stories in and borrow books from.

World Book Day

Each year we have a themed Book Week to promote a love of reading. Various reading events are organised including author visits, story tellers, competitions, dressing up and assemblies.

Role of the English Lead:

The English Lead is responsible for co-ordinating reading throughout the school. With the support of the English Working Party and Senior Leadership team, they will monitor and upkeep the resources, provide induction for new members of staff, keep up-to-date with information and new initiatives and disseminate this to all staff.

REVIEW