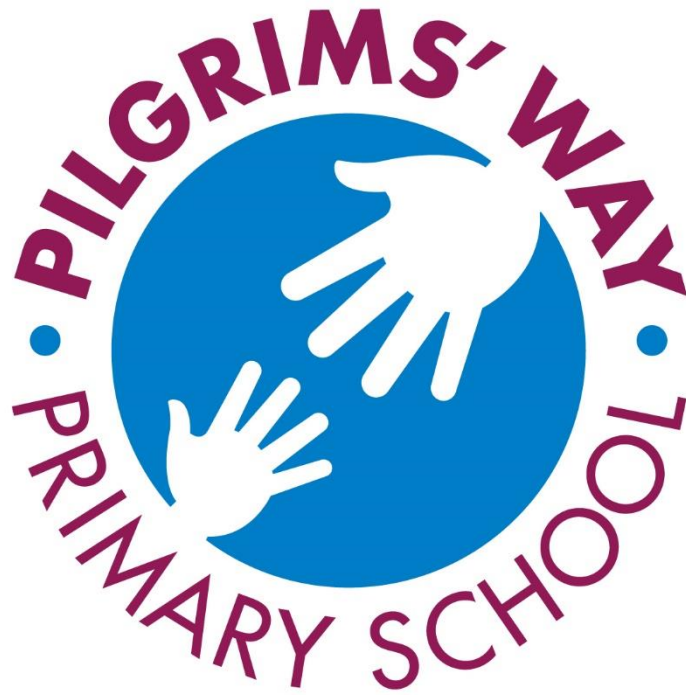
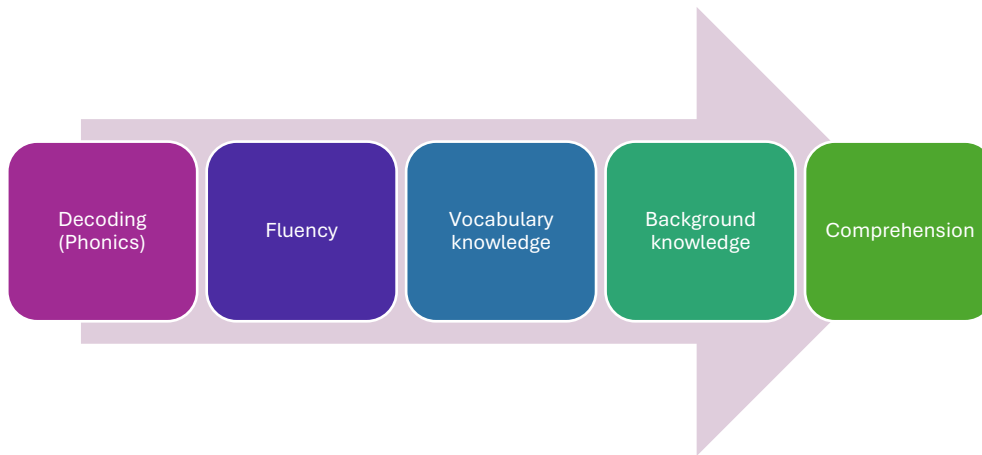




Pilgrims' Way Primary School
English Policy

Reading at Pilgrims' Way Primary School



Our Reading curriculum is being developed around the core components of Decoding, Fluency, Vocabulary knowledge, Background knowledge and Comprehension. All are significantly interlinked and a child's increasing ability in each one will support progress in the others. Increasing proficiency in decoding allows for more cognitive load to be used on reading words fluently. Subsequently, effective fluency allows the cognitive load to be used for extracting and comprehending meaning from the text - drawing on knowledge of the vocabulary and wider background knowledge.

Phonics

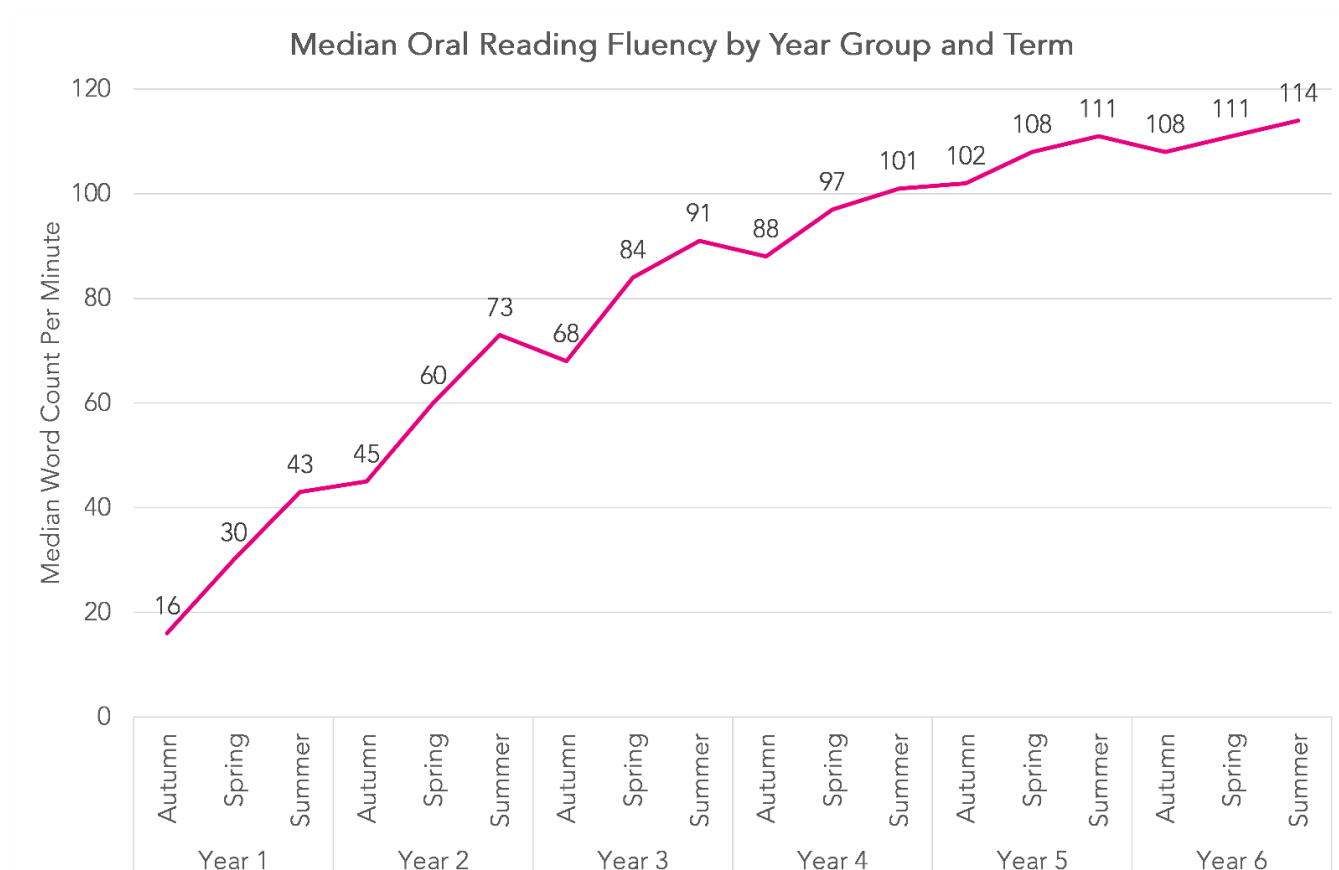
We follow the Twinkl Phonics scheme through Year R, Ks1 and into Year 3. We also use these materials to support interventions in Ks2. In Year R and Ks1, Phonics is taught as two whole class sessions per day. The 30-minute morning session introduces the sound. In the afternoon session a mini-book is presented which links to the new sound and previously taught sounds. In Year 3, there is a daily whole class phonics session in the Autumn term as well as ongoing intervention for children not yet decoding at an age-appropriate level.

Fluency

'Reading fluency can be defined as reading with accuracy, automaticity and prosody. When pupils read fluently, their cognitive resources can be redirected from focusing on decoding and onto comprehending a text. For this reason, fluency is sometimes described as a bridge from word recognition to comprehension.' Reading Fluency, Education Endowment Foundation (EEF)

Whole class fluency lessons begin in the summer of Year 2 and run throughout Year 3 and 4. There are also catch-up sessions for children who are not yet reading within the age-appropriate Word Count Per Minute (WCPM) throughout Ks2. Fluency sessions are designed so that every child is able to repeatedly read a short, meaningful passage a number of times and get useful feedback from their peers and teachers about their **accuracy, automaticity and prosody**. Additional strategies, such as those promoted by the EEF, are utilised to support progress for all our children.

Three times a year, each child will be assessed to record their current WCPM and identify if further individual support is required.



Taken from FFT Education Datalab (www.ffteducationdatalab.org.uk)

Reading Books

Rhino Readers are books designed to consolidate children's decoding of sounds they have already learnt and begin to develop **fluency**. Each child in Year 1 and 2 is provided with a Rhino Reader to take home and practice with every week. Children in Year 3 will also access these books during the early part of the year until they are confidently decoding and becoming more fluent.

Throughout Year R and Ks1, our children are also provided with a **high-quality age-appropriate book** to explore and enjoy. We encourage this to be done as an enriching activity with family members at home. In Year 3 and all through Ks2, our children are given access to a wide selection of age-appropriate texts of increasing complexity. These **Reading books** are labelled according to a year group that matches which age they are most appropriate for. However, each child will be encouraged to read books that match their reading ability and next steps, rather than purely their chronological age. Therefore, a child in Year 4 may well be reading a text labelled 'Year 3' if they are not yet working at their expected age and seeking to make progress.

Starting in Year 3, our children are encouraged to become **Reading Explorers** each week as part of their reading lessons and build upon the foundations established in EYFS and Ks1. This is their opportunity to read and share a range of age-appropriate fiction and non-fiction reading materials with peers, adults in class or by themselves. They can check out recent editions of The Week Junior and First News or read an article from the Newsround website.

Individual children will read the age-appropriate book of their choice to teachers or support staff during these sessions. They will discuss what they are reading and what they might choose to read

next before having the time to make new selections. Children are also supported to read to each other and to hear adults' model some reading as well. Outside of these sessions, class teams will give children every opportunity to practice reading aloud or hear other good reading models to support their progress.

Each class also have a range of accessible **Class readers**; alternative books for children to enjoy and share. These books do not provide the same level of challenge at word or text level; however, they should be considered as 'gateway' books for some children, with subjects, themes and layouts that are appealing and less intimidating to some.

Classrooms also have a range of **Curriculum books** matched to their Foundation curriculum and other engaging **Non-Fiction texts** for children to explore.

Comprehension strategies

Extended reading lessons are planned to provide our children with a longer period of reading, listening to and considering an engaging text. In Year 3, most of the reading will be done by the class teacher as the children follow along using their own copy of the text. As more children become fluent readers, the responsibility to reading the text to the class is shared between the adults and children. The reading is supported by short explanations and some questioning to formatively assess the children's comprehension. Lessons are commonly planned from the current class reading text.

Close reading lessons are designed to teach children how to analyse and consider the themes and language choices of an author in a range of texts. As well explanations, questioning is used to draw out children's comprehension and to allow them to express views and opinions about what they are reading. In these lessons, the reading is done by the class teacher, by children, to the whole class or in pairs. There are opportunities for children to record some written responses to questions as appropriate to their writing skills and understanding. The learning is planned predominantly from fiction extracts, poems and speeches. In Year 5 and 6, the children will be introduced to more unfamiliar texts as part of these sessions.

Whole School Reading Map (ALL children/Intervention)

	PHONICS	READING BOOKS	FLUENCY	COMPREHENSION
P/S				Whole class Shared reading
R	Whole Class Phonics <i>Daily 60 minutes</i> Phonics Catch-up	- Decodable scheme book - Picture book		Whole class Shared reading
1	Whole Class Phonics <i>Daily 60 minutes</i> Phonics Catch-up	- Decodable scheme book - Picture book		Whole class Shared reading
2	Whole Class Phonics <i>Daily 60 minutes</i> Phonics Catch-up	- Decodable scheme book - Picture book - Rhino reader	Whole class Fluency <i>1 x 30 minutes weekly</i> <i>Summer Term</i>	Whole class Shared reading
3	Whole Class Phonics <i>Daily 30 minutes</i> <i>Autumn Term</i> Phonics Catch-up	'Reading Explorers' 1 x 30 minutes weekly - Picture book - Rhino reader - Age-appropriate fiction book - Age-appropriate non-fiction book	Whole class Fluency <i>2 x 30 minutes weekly</i>	<i>2x 30 minutes weekly</i> - Extended reading - Close reading
4	Phonics Catch-up	'Reading Explorers' 1 x 30 minutes weekly - Age-appropriate fiction book - Age-appropriate non-fiction book - Ability matched fiction/non-fiction book - Decodable scheme book - Rhino reader	Whole class Fluency <i>2 x 30 minutes weekly</i> <i>Autumn Term</i> <i>1 x 30 minutes weekly</i> <i>Spring and Summer Term</i>	<i>2x 30 minutes weekly</i> - Extended reading - Close reading
5	Phonics Catch-up	'Reading Explorers' 1 x 30 minutes weekly - Age-appropriate fiction book - Age-appropriate non-fiction book - Ability matched fiction/non-fiction book - Decodable scheme book - Rhino reader	Fluency Catch-up	<i>2 x 30 minutes weekly</i> - Extended reading - Close reading
6	Phonics Catch-up	'Reading Explorers' 1 x 30 minutes weekly - Age-appropriate fiction book - Age-appropriate non-fiction book - Ability matched fiction/non-fiction book - Decodable scheme book - Rhino reader	Fluency Catch-up	<i>3 x 30 minutes weekly</i> - Extended reading - Close reading

Class teachers have discretion to change the balance of lessons based on formative and summative assessment.

Writing at Pilgrims' Way Primary School

Writing in the Early Years

In Term 1 of Reception, our children participate in the **Story Dough** process. From Term 2 onwards, they are invited to enter **Drawing Club** sessions across the week. In Drawing Club, the children are motivated by a book, a tale or an animation that their teacher is enthusiastic and excited about.

As soon as is appropriate, our Year R children spend time learning the foundation skills of **transcription** including **handwriting** and **spelling**. This is explored in a number of ways, such as dictation or shared writing, so to reduce the cognitive load for the child.

Throughout Year R, opportunities to explore mark making and writing are part of the **learning environment** and **continuous provision** across the year.

Writing in Year 1

In Term 1 of Year 1, our children continue to attend Drawing Club sessions across the week. The children also continue to develop their transcription skills. From Term 2 onwards, our children then follow a range of **Curious Quests**. This is an immersive adventure into Story, poetry and make believe. Curious Quests use short carpet sessions, group work and open-ended stimulus/activities to build on the foundations of Drawing Club.

Throughout Year 1, opportunities to explore mark making and writing are part of the **learning environment** and **continuous provision** across the year.

Writing in Year 2 – 6

All writing needs a **purpose** and an **audience**. Our children are **motivated to write** by this purpose.

Our children learn to write to **Inform; Persuade, Entertain** and **Discuss**. These purposes are not exclusive and our children learn how to combine them when appropriate.

All children, in all year groups, learn to confidently **compose, draft, edit, extend and combine effective sentences** to match their purpose, with increasing complexity. The specific skills taught, are matched to **National Curriculum Expectations** and are relevant to the purpose of their writing.

The enhanced **Writing Sequence of Learning (Writing Rocket)** shows the stages involved in the teaching, learning and creation of writing outcomes for our children. The stages can be re-ordered, repeated, reduced or expanded, depending on the purpose and motivation of the writing and **formative assessment** of children's learning during the sequence.

Grammar, Punctuation and Spelling is taught and practised as part of the sequence of learning so that our children become familiar with the purpose and apply it in a relevant context.

Each year, our children **publish six pieces of writing** that they have purposefully worked on through the Writing Sequence of Learning. Their published work is presented in their **Writing Journal**, as well as being displayed or presented in a way that matches the original motivation and purpose (see below

for examples of this). Work, such as a narrative, is written directly into the Writing Journal or a high-quality copy is made to record in the journal.

The **Writing Journal** stays with the child through their school journey and provides the opportunity for their work to be celebrated, for the child to reflect on their progress and for moderation evidence.

Our children produce at least one additional writing outcome each term to support their development of a particular skill or skills. This writing also has a clear purpose but is not published. This means a set of skills can be explored over a number of sessions and then built on as part of a publishing cycle later in the year.

Examples of purposes, audiences and motivations:

- Article for a class newspaper, magazine or webpage.
- A performance to a specific audience.
- A contribution to a class library or anthology.
- A letter to a real/historical/fictional person.
- A campaign for a specific issue (school based, local, national or international).
- Enterprise project – raising money for...
- A debate.
- Recounting an experience, visit or event.
- Entering a competition.
- Presenting learning from the Foundation curriculum.
- Reporting on an event (fictional or real)
- Instructions for a game, recipe, dance or other activity that they have tested and proved.
- Autobiographical or Biographical (real or fictional subject).
- Critically reviewing an event, book, film, song etc.
- Extended or adding chapters for a class reader or other familiar text.
- Creating text for a picture book.
- Creating plans for a character.
- From the viewpoint of a character or historical figure.
- From their imagination.
- Retell parts of a familiar story.

Handwriting and Presentation at Pilgrims' Way Primary School

September 2025

Handwriting

All children must be taught Handwriting frequently, until a legible, fluent style is established.

- Teachers are provided with a scheme of planning to ensure a consistent and accurate approach to the teaching of Handwriting.
- Children will first learn Pre-Cursive and work towards an age-appropriate Cursive style.
- Daily Handwriting lessons will be planned in Year 1, Year 2 and Year 3, until most of the children are achieving a legible and fluent cursive style.
- Subsequent practise and consolidation should occur in Spelling, Punctuation and Grammar lessons.
- Any child who is not progressing at age related expectations must be given more opportunity and support to catch-up so that they are able to communicate their learning effectively through their time in school.
- All children in Year 3 upwards should be provided with a suitable blue pen to write with. Consideration of the pen provided for children who use their left hand is vital.
- Pencils are used in Maths from Year R to 6.
- Below-expected letter formation and presentation must be a focus for improvement between the child and their teacher and cannot be ignored.
- See Appendix for the National Curriculum expectations in Handwriting.

Presentation

The books containing children's work are expected to feature the following:

- A sense of pride from the child and the adults supporting them.
- Learning that reflects the subject planning from the school curriculum.
- The date;

- Short date for practise work and maths (Ks1/Ks2)

- Long date, underlined, for presentation work (Ks1/Ks2)

- The Learning objective; Printed stickers at teacher's discretion up to the end of Ks1; Written by the child whenever possible through Ks2.
- Evidence of effective feedback (See Marking and Assessment policy for specific expectations and approaches)
- Foundation subject workbooks will feature a *Knowledge Organiser* at the beginning of each enquiry.
- Absences indicated by date mark and adult initial.
- A letter formation and handwriting style that reflects high expectations and age-appropriate skills wherever possible (see Appendix)
- Evidence of age and subject appropriate self-editing by the child.
- There may be evidence of alternative ways of recording the child's understanding or presentation of learning.

Appendix - National Curriculum Handwriting expectations

Year 1 - Handwriting

Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these

Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil's hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided.

Left-handed pupils should receive specific teaching to meet their needs

Year 2 - Handwriting

Pupils should be taught to:

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters

Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.

Year 3 and 4 - Handwriting

Pupils should be taught to:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]

Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling. ALL children will be provided with a suitable pen to use for their writing across the curriculum (except maths).

Year 5 and 6 - Handwriting and presentation

Pupils should be taught to:

- write legibly, fluently and with increasing speed by:
 - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
 - choosing the writing implement that is best suited for a task

Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra, and capital letters, for example, for filling in a form.