



English Policy

Moulton CEVC Primary School

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Chair of governor's signature

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1. Aims

This policy is for the staff in our school. It aims to set out:

- Our approach to teaching, monitoring and assessing English and literacy knowledge and skills
- How we will make sure our provision for the teaching of English and literacy is of consistently high quality

2. Legislation and guidance

This policy reflects the requirements and expectations set out in:

- The [National Curriculum programmes of study for English](#)
- The [Special Educational Needs and Disability \(SEND\) Code of Practice 2014](#)
- The [Equality Act 2010](#)

3. Our vision for English and literacy in our school

The Teaching of Early Reading

Phonics (reading and spelling)

At Moulton we believe that all our Pupils can become fluent readers and writers. This is why we teach reading through *Little Wandle Letters and Sounds Revised*, a systematic and synthetic phonics programme. The teaching of phonics begins in Reception and follows the clear progression, outlined in the scheme which ensures Pupils build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

As a result, all our Pupils are able to tackle any unfamiliar words as they read. At Moulton, we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our Pupils because we know that speaking and listening are crucial skills for reading and writing in all subjects.

The Teaching of Reading

'Reading for pleasure is the single most important indicator of a child's success.' (OECD 2002)

'The will influences the skill and vice versa.' (OECD 2010)

At Moulton CEVC Primary School, we intend to create confident readers who have the ability to develop a deep and true understanding of what they read and appreciate the importance and value of reading for pleasure. We aim to foster and promote a love of reading, fluency and a secure ability to comprehend information. It is important for us that Pupils are able to comprehend at a high level rather than just sight read. We aim to create a love of reading through encouraging reading at home and working closely with parents to do this is vital. In order to foster a love of reading across various genres, we aim to expose Pupils to a wide range of texts and purchase books accordingly. Our learning around reading both in terms of decoding and comprehension is based on the objectives as outlined in the National Curriculum.

The Teaching of Writing

At Moulton CEVC Primary School, we intend to create confident and coherent writers who develop stamina for writing throughout school. We aim for all of our Pupils to be independent writers, building on a range of skills as they work through each journey of writing.

Throughout this journey, we ensure the Pupils are immersed in a range of genres and have a clear understanding of purpose. Our learners will have a secure understanding of the purpose of a text type, the purpose and intended impact of writing skills and tools and the ability to carefully select vocabulary with careful attention to the desired effect on the readers' thoughts and feelings. Our learners are challenged and encouraged to take risks and view mistakes as another part of the learning process. Our learners will always set high expectations for themselves where they take pride in all aspects of learning and in everything they produce.

Our school aims to develop pupils' skills in reading, writing, speaking and listening. By the time that pupils move on from our school, our aim is for them to:

4. Our guiding principles for the teaching of English and literacy

We value reading for pleasure highly and work hard as a school to grow our Reading for Pleasure pedagogy.

- We read to Pupils every day. We choose these books carefully as we want Pupils to experience a wide range of books, including books that reflect the Pupils at Moulton and our local community as well as books that open windows into other worlds and cultures.
- Every classroom has an inviting book corner that encourages a love for reading. We curate these books and talk about them to entice Pupils to read a wide range of books.
- In Reception, Pupils have access to the reading corner every day in their free flow time and the books are continually refreshed.
- Pupils from Reception onwards have a home reading record. The parent/carer records comments to share with the adults in school and the adults will write in this on a regular basis to ensure communication between home and school.
- As the Pupils progress through the school, they are encouraged to write their own comments and keep a list of the books/authors that they have read.

We teach English and literacy best when:

- There's a joyful culture around reading in the school
- All staff feel they have the knowledge, skills, understanding and professional support they need to teach English and literacy effectively
- There's sufficiently detailed and frequent ongoing assessment of pupil progress
- We expose pupils to different types of reading material, such as through stimulating, high-quality and curiosity-inspiring classroom displays
- We involve families in supporting their child's reading and writing
- The English curriculum is coherently planned and sequenced
- We identify where pupils have learning gaps or are not making the expected progress, and make sure interventions target these
- Teaching resources are available, up to date, varied and diverse, and match pupil and curriculum needs
- We engage pupils in high-quality back-and-forth interactions
- We model new language and accurate grammar to pupils
- We support pupils with speech, language and communication needs, for example by putting on extra small-group storytimes

5. Roles and responsibilities

5.1 The headteacher

The headteacher is responsible for:

- Building a team of expert teachers who know and understand the processes that underpin learning to read and write
- Providing teachers with the appropriate training and resources so that they can competently deliver the English curriculum
- Creating a stimulating school environment where pupils are exposed to different types of reading material, such as through displays, books and other classroom resources

5.2 The English and Early Reading Leads

Our English lead is Nuala Gilmore and the Early Reading Lead is Beck Bedford. They are responsible for providing leadership and management for English and Early Reading to secure:

- High-quality teaching and subject knowledge of staff
- A coherently planned and sequenced English curriculum
- Consistent assessment and accurate teacher judgements within English and Early Reading
- Supporting staff to plan and teach high quality lessons
- Monitor and evaluate the quality of teaching in English
- Effective use of resources

5.3 Teachers

Teachers are responsible for:

- Planning effective English lessons
- Providing opportunities for pupils to apply their English and literacy skills in a variety of ways
- Completing the relevant marking and assessment
- Seeking support to enhance their own CPD
- Making sure that support staff have:
 - Access to planning materials and resources
 - The knowledge and skills they need to support and challenge pupils

6. Curriculum

6.1 Early Reading and Phonics

Moulton CEVC Primary School follows Little Wandle Letters and Sounds Revised. The school selected this scheme because of the clear progression; accessibility of the excellent training; high-quality, engaging texts and the way in which it aligned with previous practice which ensured that pupils get off to a strong start and achieve well at the end of Key Stage Two.

Implementation

Daily phonics lessons in Reception and Year 1

- We teach phonics for 30 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help Pupils become fluent readers.
- Pupils make a strong start in Reception: teaching begins in Week 2 of the Autumn term.
- We follow the *Little Wandle Letters and Sounds Revised* expectations of progress:
 - Pupils in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.
 - Pupils in Year 1 review Phases 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

Daily Keep-up lessons ensure every child learns to read

- Any child who needs additional practice has daily Keep-up support, taught by a fully trained adult. Keep-up lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.
- We timetable daily phonics lessons for any child in Year 2 and above who is not fully fluent at reading or has not passed the Phonics screening check. These Pupils urgently need to catch up, so the gap between themselves and their peers does not widen. We use the Rapid Catch-up assessments to identify the gaps in their phonic knowledge and teach to these using the Rapid Catch-up resources – at pace.
- These short, sharp lessons last 15-20 minutes daily and have been designed to ensure Pupils quickly catch up to age-related expectations in reading.

Support for Pupils who are or are at risk of falling behind

Frequent Keep-up lessons ensure every child learns to read

- Any child who needs additional practice has regular Keep-up support, taught by a fully trained adult. Keep-up lessons run 3-5 times a week as needed and match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning. Additional Support for pupils not keeping pace, or those with significant difficulties

- There are 4 main strategies used for Pupils who need additional support:

Smaller Group lessons	Keep-up	SEND Little Wandle Program	Rapid Catch-up program
Used to reduce cognitive load.	Small group or individual focused "extra" learning	Adjustments including sensory and reduced cognition	A specific program which can be used from Spring Y2 across Key Stage 2
Runs alongside whole class teaching at a similar pace, children will aim to go back into whole class teaching	Additional to whole class teaching, ensuring children keep pace	Instead of whole class teaching, moves at the pace of the child	4 weeks of discrete planning for Phase 2, 3, and 4, followed by 14 weeks of rapid phase 5 teaching.
Review weeks may have a different focus to full class teaching	Pupils will be added through daily pupil 'assessment' for learning' knowledge or termly assessment	A long term program for pupils with specific educational needs	Used mainly for those who have English as an additional language or who have not been to a school setting before turning 7

Teaching reading: Reading practice sessions weekly

- We teach Pupils to read through reading practice sessions three times a week. These:
 - are taught by a fully trained adult to small groups of approximately six Pupils
 - use books matched to the Pupils's secure phonic knowledge using the *Little Wandle Letters and Sounds Revised* assessments and book matching grids on pages 11–20 of 'Application of phonics to reading'.
 - are monitored by the class teacher, who rotates and works with each group on a regular basis.
- Each reading practice session has a clear focus, so that the demands of the session do not overload the Pupils' working memory. The reading practice sessions have been designed to focus on three key reading skills:
 - decoding
 - prosody: teaching Pupils to read with understanding and expression
 - comprehension: teaching Pupils to understand the text.
- In Reception these sessions start in Week 4. Pupils who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.
- In Years 2 and 3, we continue to teach reading in this way **for any Pupils who still need to practise reading with decodable books.**

Additional reading support for Pupils who are vulnerable to under-achieving or falling behind

- Pupils in Reception and Year 1 who are receiving additional phonics Keep-up sessions read their reading practice book to an adult daily.

Ensuring consistency and pace of progress

- Every teacher in our school has been trained to teach reading, so we have the same expectations of progress. We all use the same language, routines and resources to teach Pupils to read so that we lower pupils' cognitive load.
- Weekly content grids map each element of new learning to each day, week and term for the duration of the programme.
- Lesson templates, Prompt cards and 'How to' videos ensure teachers all have a consistent approach and structure for each lesson.

- The Reading Leader(s) and SLT use the Audit and Prompt cards to regularly monitor and observe teaching; they use the summative data to identify Pupils who need additional support and gaps in learning.

Assessment

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.

- Assessment for learning is used:
 - daily within class to identify Pupils needing Keep-up support
 - weekly in the Review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.
- **Summative assessment** for Reception and Year 1 is used:
 - every six weeks to assess progress, to identify gaps in learning that need to be addressed, to identify any Pupils needing additional support and to plan the Keep-up support that they need.
 - by the reading leads through the *Little Wandle Letters and Sounds Revised* assessment tracker, to narrow attainment gaps between different groups of Pupils and so that any additional support for teachers can be put into place.
- Fluency assessments measure Pupils' accuracy and reading speed in short one-minute assessments. They are used:
 - in Year 1, when Pupils are reading the Phase 5 set 3, 4 and 5 books
 - with Pupils following the Rapid Catch-up programme in Years 2 to 6, when they are reading the Phase 5 set 3, 4 and 5 books
 - to assess when Pupils are ready to exit their programme. For Year 1 Pupils, this is when they read the final fluency assessment at 60–70+ words per minute. Older Pupils can exit the Rapid Catch-up programme when they read the final fluency assessment at 90+ words per minute. At these levels, Pupils should have sufficient fluency to tackle any book at age-related expectations. After exiting their programme, Pupils do not need to read any more fully decodable books.
- A **placement assessment** is used:
 - with any child new to the school in Reception and Year 1 to quickly identify any gaps in their phonic knowledge and plan and provide appropriate extra teaching.
- **The Rapid Catch-up assessment** is used
 - with any child new to the school in Year 2 and above to quickly identify any gaps in their phonic knowledge and plan and provide appropriate extra teaching.

Statutory assessment

- Pupils in Year 1 sit the Phonics screening check. Any child not passing the check re-sits it in Year 2.

Ongoing assessment for Rapid Catch-up in Years 2 to 6

- Pupils in Year 2 to 6 are assessed through:
 - the Rapid Catch-up initial assessment to quickly identify any gaps in their phonic knowledge and plan appropriate teaching
 - the Rapid Catch-up summative assessments to assess progress and inform teaching
 - the Rapid Catch-up fluency assessments when Pupils are reading the Phase 5 set 3, 4 and 5 books for age 7+.
- The fluency assessments measure Pupils' accuracy and reading speed in short one-minute assessments. They also assess when Pupils are ready to exit the Rapid Catch-up programme, which is when they read the final fluency assessment at 90+ words per minute.

6.2 The Teaching of Reading

The Whole Class Approach

From Year 2 upwards, there is the expectation that whole class reading happens weekly.

Teachers are highly skilled in laying the foundations for successful reading development, right from the very beginning. Teachers select or write texts which not only pique the interest and enthusiasm of pupils, but also enable pupils develop a range of reading skills when answering questions from each content domain. The school's curriculum document suggests question stems for VIPERS (vocabulary, inference, prediction, evaluation, retrieval and summarising), differentiated for years 1-6.

It is vital that we adjust our comprehension teaching to meet the needs of our pupils in terms of what we use as a stimulus and how we cover each VIPERS or content domain. Teachers are trusted to use their professional judgement when selecting the content domain on which to focus. Teachers also have autonomy about the way in which they present question materials, but there is an expectation that pupils are exposed to assessment style questions from Year 2 upwards so that they are well-prepared for end of key stage assessments. Examples of how this can be achieved is set out in the English curriculum documents. The English lead has the capacity to support teachers in this.

Differentiation is achieved in many ways: the difficulty of the text the pupils are working on; the questions the teacher is asking them; the level of support they are receiving. Responses to texts are often written, particularly at KS2, but not always-the school values the learning which happens when pupils discuss their responses collaboratively.

The Teaching of Reading - Individual Reading

Pupils have access to a range of picture books; transition chapter books and longer reads to support the development of their individual reading skills. Pupils start their reading journey sharing real texts and books, phonetically decodable texts and other publishers' books which are carefully book banded according to the difficulty of the text until they become competent, independent readers. They can then choose from a wide variety of books across school. Teachers are responsible for ensuring that pupils are taking home books appropriate to their reading level regularly and to communicate effectively with parents the pupils' progress through the use of the reading record books. Teachers also read a class novel or short story as part of a 'story time' session.

The Assessment of Reading

Pupils in EYFS and KS1 read to an adult in school on a one-to-one on a regular basis. Pupils with weaker decoding skills; who have fallen behind or are at risk of falling behind, read to an adult with greater frequency-this continues into KS2. Teachers continually assess pupils' reading. Individual reading to a member of staff will be used to analyse pupils' strengths and areas for development. The assessment of reading is not limited to individual reading. Whole class reading during which pupils read out loud as a class and respond to a range of questions, both orally and in writing, is used to assess pupils' understanding, enabling teachers to plan effectively to support difficulties and stretch

A summative assessment happens in the summer term which is reported to parents.

Home reading

- The decodable reading practice book is taken home to ensure success is shared with the family.
 - Reading for pleasure books also go home for parents to share and read to Pupils. We share the research behind the importance and impact of sharing quality Pupils's books with parents through workshops, leaflets and the [Everybody read!](#) resources.
 - We use the [Little Wandle Letters and Sounds Revised parents' resources](#) to engage our families and share information about phonics, the benefits of sharing books, how Pupils learn to blend and other aspects of our provision, both online and through workshops.

6.3 The Teaching of Writing

Rationale

Writing makes a significant contribution to the development of pupils as thinkers and learners. The purpose of this policy is to promote a consistent approach and to ensure that continuity and progression are embedded in our

practice. All staff must follow the school's progression in text type and sentence level document as this forms the basis of our teaching.

The key purpose of writing is to communicate meaning and therefore all writing tasks should have an identified and clear purpose. It is expected that teachers will model all the stages of the writing process – planning, composing, revising, re-editing and redrafting and that pupils will then use these strategies increasingly independently as they become more experienced writers. All pupils should learn to write in a variety of styles – poetry, fiction and non-fiction – and for a variety of *real* audiences. The text type coverage is clearly mapped out across the school.

For knowledgeable writers, many of these methods are internal and automatic. For example, they can hold an internal dialogue with themselves about the language choices available and reflect on how effective a particular word or phrase will be or how well it sounds within a particular piece of writing.

However, for emerging writers, it is very helpful for these processes to be explored through talk in a supportive learning context. This involves externalising and sharing the thinking involved in the writing process so that ultimately, it can be internalised and personalised again. It is this developmental exploration, through talk, of the thinking and creative processes involved in being a writer that encapsulates 'Talk for Writing'.

Components of Writing

Shared Writing

This provides an opportunity for teachers to demonstrate writing, including the thought processes that are required. Teachers should make explicit references to genre features, as well as word and sentence level work within the context of writing. Pupils contribute to the class composition by sharing their ideas with partners, in small groups or using individual white boards. This is also the time when pupils are given the opportunity to discuss, verbalise and refine ideas before committing to print. With knowledge of text type from shared reading sessions, pupils should be able to generate a list of features that they would expect to use in any writing genre about which they have learned. This can be used by teachers and pupils alike as one way of assessing pupils' writing and their understanding of the purpose and organisation.

Guided Writing

Pupils are grouped and given the opportunity to write an independent text with the support and guidance of their teacher and group.

Independent Writing

Pupils will be given the opportunity for a range of independent writing. These tasks will need an identified audience, clear purpose and to cover all aspects of the writing process. Pupils should be given the opportunity to self-assess and peer-assess (where appropriate), based on success criteria (where these have been generated as a whole class and shared), linked to the purpose of the writing and developed by the class as a whole as part of the teaching sequence leading up to creating an extended piece of writing.

It is anticipated that Talk for Writing units will last 3-4 weeks. Below outlines the planning framework for fiction and non-fiction texts:

Talk for Writing Weekly Overview | Narrative

As part of our approach to teaching writing, we need to ensure that we have consistency in our approach to the teaching of writing. For this reason, we are

COLD TASK – an assessment tool to see what the children already know. This can be used to generate targets and guide teaching over the following weeks. Children can refer back to this after their hot task and reflect on their own progress. The sentence structure document should be used to revise and recap previously taught sentence structures as well as introducing new ones as part of your grammar teaching and as part of the imitate text.

	Day	Lesson	Grammar activity for session
Week 1 Imitate	Monday	Hook (See notes below) Tell the story orally.	Sentence level work. (Focus on text direction, full stop, capital letter, finger spaces or as appropriate to the need of the class)
	Tuesday	As a class, create the story map and actions for the text. Rehearse the model text	Sentence level work / short-burst writing, e.g. writing sentences with a conjunction or subordination to recount two actions
	Wednesday	Rehearse the model text	Short-burst writing
	Thursday	Rehearse the model text	Short-burst writing
	Friday	Box up the text (on the story mountain, where applicable)	Whole class reading

Activities you might want to include during the imitate phase:

- 'Hook' to get the class excited and set them up for the cold task, e.g. set up a mystery (e.g. setting up a crime scene, for example and the cold task is gathering evidence to write a newspaper article. Other examples include film extracts, e.g. Literacy Shed; Pixar Shorts, adverts, a trip, a series of images)
- Learn the model text really well (over-learn it!) – any time of day – not just during English sessions; Embellish – 'talk-the-text' and ad-lib improvements as you do along;
- Drama (more than just hot seating!);
- Reading as a reader – before rushing into the technical/grammatical skills within the text, take time to explore the impact of the text has on the reader? *Did you enjoy it? How does it make you feel? Which words are you puzzled/intrigued by? Can you spot words within words?* Spend time exploring (tricky) vocabulary and develop comprehension/inference skills. Daily games exploring language patterns from the text. COMPARE – look at other texts in the same genre ("Which one is best and why?").
- Reading as a writer: annotating the text (text marking); boxing up/story boarding/mind mapping/flow charts; creating tool kits as the unit progresses (also known as success criteria) so that the children know which features they may include in their own work, e.g. an address in a letter
- Short burst writing is about exploring and practising the language and skills needed for the writing. This can be achieved quite easily by displaying images from the text and focusing some writing on it, e.g. looking at a picture of a giant, looking carefully at his eyes, nose, mouth. You could use drama beforehand to explore how a giant would move or speak. You could use drama to create a different perspective, e.g. how would his wife describe him compared with how Jack's mother would describe him.

Helping the children learn the model text

- Free role-play – dressing up/props etc: Miming (Guess the scene!)
- Mobile phone call
- Puppet theatre
- Journalists
- Police interview
- Time-travellers

Week 2 Innovate	Monday	Plan class innovation	Using post-it notes, edit the class story map and orally rehearse it Discuss characters/setting
	Tuesday	Plan individual innovations	Copy the story map with blanked out sections to give to each child. Children use post it notes to create their new story on the story map. Discuss and describe characters/setting (recap short-burst writing)
	Wednesday	Write opening (children rehearse or write their opening)	Shared writing of the class opening

Week 3 Innovate	Thursday	Write build up (children rehearse or write their build up)	Children write/tell (EY) their opening Shared writing of the class <u>build</u> up Students write/tell (EY) their own build up
	Friday	Write problem (Children rehearse or write their problem)	Shared writing of the class problem Students write/tell (EY) their own problem Whole class reading

Day	Lesson	Grammar / Word / Sentence Level
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Week 3 Innovate	Monday	Write Resolution (children rehearse and write their own resolution)	Shared writing of the class resolution Students write/tell their own resolution
	Tuesday	Write ending (children rehearse and write their own ending)	Shared writing of the class ending Students write/tell their own ending
	Wednesday	EY: Record children telling their innovated stories. KS1 can write their stories can edit their copies. (This is particularly important for Y2)	Grammar game
	Thursday	Whole class reading	
	Friday	Model inventing stories orally by using any of the following in addition to the <u>five sentence</u> story Feely bag of toys Story cubes Story boxes	Model using conjunctions (first, next, after that, finally)

Week 4 Invention	Monday	Write opening (children rehearse or write their opening)	Grammar task as appropriate to the genre. Build in editing time
	Tuesday	Write build up (children rehearse or write their build up)	Grammar task as appropriate to the genre. Build in editing time
	Wednesday	Write problem (Children rehearse or write their problem)	Grammar task as appropriate to the genre. Build in editing time
	Thursday	Write Resolution (children rehearse and write their own resolution)	Grammar task as appropriate to the genre. Build in editing time
	Friday	Edit and improve	WCR

Talk for Writing Non-Fiction Weekly Overview

Year:	Genre/focus:	Hook:	Cold Task:	Hot Task:
	Model text:			

Grammar progression for year group (Pie Corbett's grammar progression document/ genre toolkits):

START OF THE UNIT:

Title pages with genre/ focus/ cold task/hot task (location)	Cold task – begin creating a toolkit with the class and discuss ideas. Colour blue corner in English books. + targets set (maximum 3 targets per child) + complete creative 'hook'	Teacher to have a neat version of the story map + planned actions for the model text
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WEEK 1

Lesson	Starter	Main activity	Resources
Lesson 1: Imitation	<ul style="list-style-type: none"> Introduce the text and read them/ show actions for the story Begin learning the story with actions and symbols (whole class x 10 mins) 	<ul style="list-style-type: none"> 1 x short burst writing activity linked to targets from the toolkit 	<ul style="list-style-type: none"> Jumpstart grammar book Twinkl Classroom secrets grammar In context/ connected to the model text
Lesson 2: Imitation	<ul style="list-style-type: none"> Recap on learnt part of the text (drip feed) Try to learn more/ the rest (e.g. second paragraph) 	<ul style="list-style-type: none"> 1 x short burst activity linked to the targets from the toolkit 	<ul style="list-style-type: none"> Jumpstart grammar book Twinkl Classroom secrets grammar In context/ connected to the model text
Lesson 3: Imitation	<ul style="list-style-type: none"> Recap learnt model text with actions Small groups/pairs/ 	<u>Read as a reader</u> <ul style="list-style-type: none"> Likes/ dislikes/ puzzles/ connections Comprehension Embedding the text 	<ul style="list-style-type: none"> Drama/ role play Step into a character Play the expert Book talk KS2 – deeper discussion + evidence of comprehension
Lesson 4: Imitation	<ul style="list-style-type: none"> Recap learnt model text with actions Small groups/pairs/ Text should be fully learnt by now 	<u>Read as a writer – first time seeing written text</u> <ul style="list-style-type: none"> Toolkit Boxing up Identify features 	<ul style="list-style-type: none"> Teacher to make toolkit on flipchart and display Template for boxing up (KS2 more detailed) Stick written text in: colour code, highlight KS2 explain impact tools have on the reader

WEEK 2 Innovation

Lesson	Starter	Main activity	Resources
Lesson 1: Innovation Planning day + first paragraph	<ul style="list-style-type: none"> Recap the model text and practise – it is so important to have it embedded before innovation stage 	<ul style="list-style-type: none"> Template for planning innovation looking at boxing up Plan yours as they plan theirs Begin innovating first paragraph referring to the toolkit Teacher led modelling – complete as a whole class 	<ul style="list-style-type: none"> Boxing up template KS2 – can have model text, innovation and invention on one document Lots of oral practice of innovation and sharing ideas aloud KS2 – can draft their innovation ideas in their magic books
Lesson 2: Innovation Writing day	<ul style="list-style-type: none"> Recap the text and practise focusing on the part you are innovating today Quick read aloud of yesterday's innovation piece and discussion on why it is better 	<ul style="list-style-type: none"> Continue exploring innovation as a class and individually – refer to boxing up Consider toolkit and how to improve on model text Model proof-reading and editing Discussion over using the tools Discussion over word choice 	<ul style="list-style-type: none"> KS1 – post it notes on story map/ practise reading aloud new story/ add in words Lots of reading aloud, suggesting ideas KS2 – marking partners or themselves against the toolkit/ targets
Lesson 3: Innovation Writing day	<ul style="list-style-type: none"> Recap the text and practise focusing on the part you are innovating today Quick read aloud of yesterday's innovation piece and discussion on why it is better 	<ul style="list-style-type: none"> Continue innovating the model text as a whole class – refer to boxing up Model proof-reading and editing Discussion over using the tools Discussion over word choice 	<ul style="list-style-type: none"> Year 2 – can move to some written innovation ideas? Year 1 GDS – written ideas guided by TA? KS2 – drafting and then writing in English books Short date in margin Proof-reading red pencils
Lesson 4: Innovation Proof - read	<ul style="list-style-type: none"> Read aloud your model so far Discuss how you have moved away from the text Discuss 'hugging' the text Focus on the last part of your innovation 	<ul style="list-style-type: none"> Finalise innovation – use boxing up plan Proof-read and discussion Editing Children finalise and edit theirs Share work with class 	<ul style="list-style-type: none"> Children finalise and proof – read KS2 – can explore how theirs differs to the original text

WEEK THREE INVENTION = HOT TASK

	Main Ideas	KS1/ SEN	KS2/ GOS
*	<ul style="list-style-type: none"> Discuss ideas as a class – no modelling = independence Explore real life application Remind children of toolkit Children to plan on their boxing up template 	<ul style="list-style-type: none"> Can record ideas with TA support (must be THIRS) Can use symbol story map to plan Can 'hug' the text but must be encouraged to come away from it eventually 	<ul style="list-style-type: none"> Should not be hugging the text – targeted during innovation week Could explore rearranging the order of boxing up Should be identifying tools/ audience/ purpose

Assessment of Writing

Each half term, pupils in KS1 and KS2 complete a whole-school unaided writing task. This is an opportunity for pupils to independently apply the writing skills. These tasks are recorded in the pupils' writing folders which serve as a catalogue of their writing progression as they journey through the school. Teachers' assessment judgements are based on what the pupils produce in these writing tasks, alongside the 'hot task' / 'invention' texts pupils produce at the end of a unit.

6.4 Handwriting

The cursive handwriting style is taught from Year One, with pre-cursive from Yr R. The aim is to ensure all pupils are ready to join their letters by the end of Year Two. This is then consolidated throughout Key Stage 2. The school uses LetterJoin to support the teaching of handwriting.

6.5 Spelling

Each week, Pupils will be taught a spelling rule/pattern based on the curriculum explicitly as part of an English lesson and will . Pupils will then be expected to apply this rule in sentences based on the context of their learning.

Key Stage Two focuses on the consolidation of the spelling rules taught in Key Stage One and moves to the school's spelling scheme which embeds the statutory word list. The focus for these sessions is to review, teach, practise and apply taught spelling patterns in a fun and creative way to apply these in their writing.

The school also subscribes to Spelling Shed to support the learning and consolidation of spellings in an engaging way for pupils.

6.6 Dictation

Dictation should be completed weekly as part of the National Curriculum. These should test the spellings given out for that week and punctuation as well as punctuation rules for the year group. These could be in the form of sentences or a paragraph and the spellings and punctuation being tested should be the focus of the assessment.

6.7 Grammar and Punctuation

The National Curriculum 2014 outlines a clear developmental programme for the introduction and acquisition of knowledge about grammar and punctuation. Grammar and punctuation will be taught explicitly during English lessons. The teaching of grammar and punctuation is embedded in the teaching of reading and writing: this is so that pupils develop the necessary knowledge understanding to enable them to write as readers, drawing on their knowledge and understanding of what constitutes effective syntax and accurate punctuation. The teaching of language use and exploring language as a system, develops pupils' curiosity about language

6.8 The Teaching of Speaking and Listening – (Embedded with Talk for Writing)

Talk for Writing

It is our belief that if a pupil is unable to orally form a sentence, they will be unable to write that same sentence. Speaking and Listening forms a key element of the teaching sequence for writing and is incorporated throughout the teaching phases.

We teach speaking and listening explicitly as well as finding opportunities to reinforce and extend Pupils' developing skills. We embed this teaching in all subjects across the curriculum. This is particularly important as different subjects offer opportunities for different kinds of talk. This requires a discrete time allocation over the term. There should also be opportunities, both planned and incidental, for Pupils to revisit, apply and extend. Within a unit of work, speaking and listening is an intrinsic element which allows the Pupils to explore a text type, share ideas, learn texts, perform, debate and many other skills.

Aims

Pupils need to be able to:

- Communicate effectively, speaking with increasing confidence, clarity and fluency
- Participate in discussions and debate in a variety of contexts
- Listen to the views, opinions and ideas of others with increased interest
- Articulate ideas and thoughts clearly with appropriate tone and vocabulary recognising audience
- Respond to questions and opinions appropriately
- Retell stories and poems which are known by heart
- Ask questions with increasing relevance and insight

Curriculum

Pupils have access to a wide range of speaking and listening opportunities that include:

- Talking about their own experiences, recounting events
- Participating in discussion and debate
- Talk for writing
- Retelling and reciting stories and poems
- Expressing opinions and justifying ideas
- Listening to stories read aloud
- Presenting ideas to different audiences
- Taking part in school performances
- Responding to different kinds of texts
- Talking to visitors in school
- Listening to ideas and opinions of adults and peers
- Role-play and other drama activities across the curriculum.
- Use dramatic techniques, including work in role to explore ideas and texts
- Create, share and evaluate ideas and understanding through drama

6.9 Cross-curricular links

We will facilitate cross-curricular learning of English and literacy skills, making sure that the links with other curriculums are natural and, where appropriate, are linked with the school's values and curriculum threads. It is important that all Pupils have the opportunity to apply their reading and writing knowledge across the curriculum, in both science and the foundation subjects. On occasions, content from another subject will be used within the English lesson as the context for writing. Within history, geography, science and RE, Pupils will also apply their literacy skills through written response, explanation and writing in any genre pertinent to the context.

This will be achieved through activities in other subjects such as:

- Annotating sources
- Group discussions
- Comprehension
- Topic research

7 Equal Opportunities and Inclusion

All pupils receive expert teaching as part of their daily provision. Where pupils are requiring a higher level of support, or where they have an identified need, intervention programmes will be implemented. Teachers and teaching assistants plan programmes together and monitor progress of these pupils.

In class support can be in the form of assistive technology, for example Clicker, the use of voice recording software, word banks, scaffolds or direct teacher or teaching assistant support.

- There will be a third wave of support for pupils who may have specific learning needs, that will be additional and different. This is planned through Individual Support Plans, and these will include advice from other agencies including SALT and CISS
- Pupils that are more able are planned for through our first quality teaching
- The needs of Pupils with English as an additional language will be met through planning and support from the local authority.

8. Marking and feedback

The purpose of feedback is to clearly explain to pupils what they're doing well, and what they need to do next to continue to improve their work: teachers are expected to use their professional judgement on how to achieve this so long as it fits the purpose. A range of individual, self-assessment and whole-class feedback is a way in which staff can achieve the balance of effective feedback and manageable work-life balance, particularly where older pupils write at length.

9. Monitoring, assessment and moderation

9.1 Monitoring

We will monitor teaching and learning of English and literacy in our school to make sure that all of our pupils make the best possible progress from their starting points.

School leaders will monitor and evaluate the impact of teaching on pupils' learning through:

- Conducting learning walks
- Reviewing marking and feedback
- Book looks
- Pupil perception

9.2 Assessment

We will track pupils' progress using a combination of formative and summative assessment. Formative assessment is used to inform teachers' daily planning. In-school summative assessment of reading and writing is conducted termly for reading and half-termly for writing (using a combination of in-class performance and whole-school writing task

Our pupils will sit the following formal assessments:

- The phonics screening check at the end of year 1
- National Curriculum tests in the summer terms at the end of KS1 and 2

We will provide regular targets for pupils, and provide termly interim against these at parents' evenings. Pupils will receive a full written report annually.

9.3 Moderation

We will standardise writing samples to:

- Demonstrate how pupils' work meets National Curriculum attainment targets for KS1 and KS2, to help with assessment
- Make sure staff have a consistent approach to marking pupils' work

We will refer to the Standards and Testing Agency (STA)'s exemplification materials for [KS1](#) and [KS2](#) to support with this.

We will moderate teacher assessments of writing termly.

10. Resources

10.1 Books

We will select and use books that:

- Engage pupils emotionally
- Cover a wide range of subjects
- Elicit a strong response, such as curiosity, anger, excitement, laughter or empathy
- Have a strong narrative that will sustain multiple readings
- Extend pupils' vocabulary
- Have illustrations that are engaging and reflect Pupils from all backgrounds and cultures
- Help pupils connect with who they are
- Help pupils to understand the lives of people whose experiences and perspectives may be different from their own
- Include stories set in both the UK and around the world
- Include both modern and traditional stories
- Include fiction and non-fiction

It's unlikely that just 1 book will meet all of these criteria, but our full selection as a whole will.

Once we've chosen our books, we will:

- Identify a core set of stories for each year group
- Refresh the list regularly (at least once a year), as new books are published and as our school welcomes new teachers
- Encourage teachers to familiarise themselves with the stories their pupils will know from previous years
- Get teachers to choose their own books to read aloud alongside the core set of stories
- Share the list with parents, and explain its purpose, so they can buy or borrow the books

10.2 The School and Class Libraries

When visiting their class library, pupils will be able to:

- Browse the books
- Revisit the ones the teacher has read to them
- Borrow books to read or re-tell at home
- Spend time there
- Involve pupils in this process by getting them to help return books to the school library
- Keep any books that have been previously read in extra boxes for pupils to read and retell again, at school and at home

10.3 Rhymes and poems

We will choose rhymes and poems that will develop pupils' language skills. The English lead will identify a core set of poems for each year group, including:

- Rhyming poems
- Poems where alliteration is a strong feature
- Word games
- Traditional songs and rhymes

➤ Nonsense rhymes

➤ Poems that:

- Are particularly rhythmical
- Can withstand a lot of repetition
- Elicit a strong emotional response
- Extend pupils' vocabulary in different areas of learning

10.4 Dictionaries and thesauruses

To support with writing and spelling, we will make sure that pupils have access to dictionaries and thesauruses by

- Having at least a range of dictionaries and thesaurus available in each classroom
- Allowing pupils to access approved dictionaries and thesaurus online (using an iPad)

	Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Some of the key texts to be shared with pupils (subject to change)	Kipper series Percy the Park Keeper series Hairy Macclary series <i>Miss Polly had a Dolly</i> <i>Ring a ring a roses</i>	Vlad and the Great Fire of London The Tiger Who Came to Tea Lost and Found Famous Lives- Florence Nightingale Dogger The Very Hungry Caterpillar	Meerkat Mail Mr Fawkes, the King and the Gunpowder Plot Trust Me, Jack's Beanstalk Stinks! (The Other Side of the Story) The Hodgeheg Amazing Grace Gracie and the Lighthouse Cat	Charlotte's Web Stig of the Dump Fair Trade (nf) Lost words (nf) VarjakePaw Stone Age Boy The Secret Garden Boudicca's Army (n-f)	Beowolf You Wouldn't Want to Be An She Wolf Alfred the Great & the Anglo Saxons Firework Maker's Daughter The Earth's Shattering Events Why the Whales Came The Highland Falcon's Thice The Titanic Detective Mystery Podkin One Ear	George's Secret Key to the Universe Oliver Twist Songs of the Dolphin Boy The Boy at the Back of the Class Street Child Secrets of the Sun King	Private Peaceful Letters from the Lighthouse Oranges in No Man's Land Skellig Chinese Cinderella There's a Boy in the Girls' Bathroom

11. Review

This policy will be reviewed every three years by the English subject lead. At every review, the policy will be shared with the full governing board.

12. Links with other policies

This policy links with the following policies and procedures:

- Curriculum policy
- SEN/SEND policy and information report
- Marking and feedback policy
- Assessment policy
- Assessment policy
- Equality and diversity
- Behaviour policy
- Early Years Foundation Stage (EYFS) policy

