



Whole School English Policy

Learning, Caring, Aiming High - Together

July 2020

Contents

Intent

- Reading
- Writing

Implementation

- Statutory Requirements
- Inclusion
- Phonics
- Reading
- Writing
- Speaking and Listening
- Working Walls
- Assessment
- Feedback
- Parental Involvement
- Celebration

Monitoring and Evaluation

Policy Review

English Subject Intent

Reading

It is our intent that children will read widely and often at home and school for pleasure, for information and to expand and enhance their knowledge and understanding across all subjects. They are immersed in a reading curriculum that is rich and varied. Teachers model expert reading and use quality texts for children to interrogate. Through captivating imaginations, it is our aim that our children are motivated to apply progressively advanced skills that are transferrable to the digital and global world. Our children not only learn to read, they read to learn: reading is at the heart of our curriculum.

Writing

It is our intent that children are inspired by high-quality literature and a range of stimuli, which makes readers engage with and enjoy writing. Writing for a variety of purposes and audiences, the children apply progressively more complex skills to communicate ideas fluently and with interesting detail in a range of genres. Vocabulary is also 'taught not caught' through demonstration writing and, therefore, the children will have a highly developed repertoire of words using meaning seeking strategies, which extend detail and description. Writing in our school is well-organised and structured, which includes a variety of sentence structures. The children's excellent transcription skills ensure that their writing is well-presented and punctuated and spelled correctly using their knowledge of spelling patterns and rules. Throughout the writing process, our children will edit and redraft their work, responding to feedback from teachers and peers.

Implementation

Statutory Requirements

Teaching in the Foundation Stage follows the Communication and Language strand and Literacy strand of the Early Years Foundation Stage (EYFS) Framework 2013.

Teaching from Year 1-6 follows the New National Curriculum for English (2014) This is divided into three key stages: Key Stage 1, Lower Key Stage 2 (Years 3 and 4) and Upper Key Stage 2 (Years 5 and 6) and follows four areas: Spoken language; Reading (word reading and Comprehension); Writing (transcription, spelling, composition, handwriting and presentation; Grammar and punctuation. By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Inclusion

At our school, we teach English to all children, whatever their ability and individual needs. Through our whole class English teaching, we provide learning opportunities that enable all pupils to make good progress. We strive to meet the needs of those pupils with special educational needs, those with disabilities, those that are gifted and talented, and those learning English as an additional language, and we take all reasonable steps to achieve this.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take additional or different action to enable the child to learn more effectively. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. This ensures that our teaching is matched to the child's needs.

All children have access to the full range of activities involved in learning English. Where children are to participate in activities outside the classroom (a theatre trip, for example) we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Assisting children with specific needs may involve the following:

- texts that children can more easily read and understand
- visual and written materials in different formats
- ICT or other technological aids
- alternative communication, such as signs and symbols
- differentiated work
- adult support
- learning support interventions

APDR

Assess, Plan, Do, and Review focuses on improving rates of progression, attainment and wider outcomes for SEND identified pupils. This involves:

- rigorous tracking of children's progress in English with intervention when pupils fall behind
- a termly structured conversation on educational outcomes between the teacher, parents and child
- addressing barriers to children's learning

Phonics

Phonics is an essential ingredient in learning to read. Children begin phonics lessons on entry to the Early Years Foundation Stage. At this point, all children begin work on phase two of the Letters and Sounds programme of study. We use the Phonics Bug teaching programme to support in the teaching of synthetic phonics. This is an interactive teaching tool utilised in each phonics session. In order to support the teaching of these, there are staff handbooks for both Reception and Key Stage One to use as a starting point for teacher plans and resources to set for independent application of the sounds. Each phase has its own practical kit to complement the teaching of the identified sounds.

Phonics Planning

Children receive discrete phonics teaching daily up to completion of the Letters and Sounds programme. Using the half termly Big Cat Collins assessment and Phonics Tracker, children are grouped according to their ability across their year group. To ensure that all children's needs are catered for, there can be up to 6 groupings in discrete phonics. Staff plan a structured sequence to their lessons using the model of *introduction, revisit and review, teach, practise, apply and assess*. **All planning and assessment outcomes are kept in the Lutley Reading folders.**

At the end of year one children in year one participate in phonics screening. This is a National assessment to check the child's ability to decode a range of real and nonsense words. Children who do not meet the national requirement in the screening sit the assessment again at the end of year two.

Phonics Assessment

At the end of each half term, phoneme assessments are carried out to ensure that children have the correctly banded book in line with Collins Big Cat, are on track and have met the required standard in that phase, as outlined in the letters and sounds document. These assessments are used to inform future planning and to track each child's progress; staff members store these in reading folders which are passed onto the next teacher at the end of the academic year.

Phonics Tracker

Phonics Tracker is an instant assessment and tracking program for phonics, high frequency words and the phonics screening check. It allows teachers to assess each pupil's phonics ability by instantly recording whether a child can successfully pronounce the phoneme or word. Results for each assessment are recorded in phonic groups, which, in turn, tracks pupils' phonics ability over time to allow teachers to monitor and implement targeted intervention to aid phonic progression.

Half termly phoneme assessments in phases links to Collins BIG CAT and are completed at the same time with the child: the pupil looks at the screen and the adult clicks correct, and highlights the Collins BIG CAT teacher assessment sheet. Half termly screening checks are carried out via phonics tracker to assess and generate homework for pupils. Segmenting and blending assessments are only carried out using Collins BIG CAT, after the testing of phonemes.

Reporting

Individual teacher assessment sheets for each child are located in the class teacher's reading folder. Books are then assigned from Collins BIG CAT, according to the teacher assessment sheet. Sounds to be taught next are taken from the Collins BIG CAT grouping grid. Homework is generated by Phonics Tracker for phonemes and screening checks. Half-termly, the overall percentage of 'not yet achieved' graphs are generated by Phonics Tracker for use in SLT reporting, evaluation and action planning.

Reading

Early Reading

We prioritise the development of early reading by putting reading at the heart of our curriculum. Using robust and systematic teaching of phonics, we provide an effective transition into independent reading, which subsequently encourages our older pupils to read widely and often. Phonics is an essential tool, but we are aware that, whilst phonic knowledge enables pupils to decode words, it does not teach them to understand meaning. We achieve this by providing opportunities for our pupils to sing, hear and engage with stories and rhymes, to gain an understanding of what words mean through early, verbal comprehension. These solid and secure foundations are then built upon to enable the children of Lutley to be fluent, confident readers, fostering a love for reading.

Reading Book Scheme

Collins Big Cat resources are used in EYFS and KS1, in order to support every child on their reading journey to develop a strong phonic knowledge and a love of reading. As they progress through each phonic phase, children will become fluent readers through high-quality fiction and non-fiction banded books. Each fully decodable book is expertly aligned to each child's Letters and Sounds journey to ensure all pupils in EYFS and KS1 move from decoding words to reading fluently and for pleasure. Each pupil's reading journey is tracked to ensure systematic progression for each pupil by their class teacher.

Guided Reading

EYFS to Year Two

Reading at Lutley encompasses both the teaching of guided group reading in which the responses are verbal, in addition to the whole class teaching of reading in which the children record their responses in reading journals. All children in EYFS and KS1 participate in a guided reading session at least once a week. According to their reading age, the pupils are set into groups of up to six children within their class. The guided reading

sessions can be led as part of the build-up in their weekly English sessions or in addition to these sessions as the teachers see appropriate. High-quality texts used from our reading book scheme are taken from the reading age of the child to ensure that the pitch is appropriate.

Whole class reading

Years Three to Six

Staff plan for daily 30-minute, whole class reading sessions to provide opportunities for objectives and content domains to be met. The children's learning in a session focuses on one skill from VIPERS. In addition to this, fluency is practised and developed through daily teacher guided groups. Children explore reading skills and fluency through a range of stimuli, including high quality texts taken from the 'Pie Corbett Reading Spine', alongside targeted questions linked to VIPERS in their reading journal. They have target sheets at the front of their reading journals which they use frequently to assess their own learning. These targets contain KPIs (key performance indicators) based on the curriculum 2014-year group objectives.

Accelerated Reader

Moving from phonics to fluency, Accelerated Reader continues to support each child's love of reading, as well as continue to develop their fluency through their primary education. Accelerated Reader is a programme we use to ensure that each child in KS2 has a reading book that will comfortably challenge pupils of all ages and abilities, while continuing to support their vocabulary acquisition and fluency of reading. Each half term, pupils undertake a short assessment called a 'Star Test' on a computer, in order to inform their class teacher of their level of comprehension, which in turn allows their teacher to help each child set goals and direct ongoing reading practice. Half termly, each child will be given a new ZPD (Zone of Proximal Development) range from which they can select their daily class reading books within. After each book they read within their ZPD range, they will complete an online quiz and receive immediate feedback on their comprehension of the book, which motivates them to make progress with their reading skills. Their first book will be at the lower end of their ZPD range and as they achieve and succeed with each book they will move towards the higher end of their range.

'50 Year Group Reads' Challenge

Becoming a lifetime reader is based on developing a deep love of books. At Lutley Primary School, our children read widely and often. Across the whole school, children engage with our bespoke, personalised reading challenge: '50 Year Group Reads' Challenge. Each year group has a list of 50 high-quality texts to promote reading for pleasure. With a range of fiction, non-fiction and poetry books to choose from, pupils are encouraged to read and complete their reading challenge book review journal both in school and outside of school. Pupils who read 25 of the recommended books for their year group, along with their completed reviews, will receive a certificate. Pupils who read all of the 50 books on their year group's list will receive a badge. New releases and trending books within our reading challenge are showcased on Bookflix displays across the school. Children celebrate their success and make recommendations by adding their names and reviews to book covers on the Bookflix displays.

End of Day Reading Experience

We acknowledge the importance of sharing stories with children at all ages. At the end of each day, class teachers create an 'End of day Reading Experience' for children. This may consist of the teacher reading the class reader, the bookworm reading the class reader, shared reading in groups or independent reading. This is to encourage a love of reading in our children. Stories are shared through the progression of excellent texts using the 'Pie Corbett Reading Spine'.

Reading Robin

Once each half term, class teachers move around the school to read to a different class. Often, class teachers may read a text of choice, however there may also be a focus text for teachers to read to a particular year group. This further enhances children's excitement of books and love of reading.

Library Visits

Children in all year groups visit our school library once a week. During this time, they will explore a range of authors using the 'Who Next?' folder, which encourages the children to develop a wide repertoire of known authors and texts. In addition to their home reading book taken from Collins Big Cat in KS1 and Accelerated Reader in KS2, children can select an appropriately pitched library book to read also.

Whole School Book Focus

Once each term, learning at Lutley is centred on a whole school book focus, which spans across the curriculum. This experience begins through the children participating as an audience by viewing a high-quality theatre production of the focus text. Making links with SMSC, children then explore a question posed as a 'thunk' or dilemma in conjunction with key themes and characters in the text. For two weeks, children are immersed in the world of that text, analysing authorial intent, making connections across the curriculum and responding innovatively.

Bookworms

Each class elects a bookworm at the start of an academic year. This is a pupil who demonstrates a great love of reading and acts as an advocate in our school. These children carry out many important responsibilities, from organising Book Fairs to leading assemblies, recommending new texts and developing the reading repertoire of pupils across the school.

Writing

At Lutley Primary School, we have adopted 'The Write Stuff' approach to our teaching and learning of English to ensure clarity to the mechanics of writing. Following a method called 'Sentence Stacking', the approach places emphasis on sentences being 'stacked together' chronologically and organised to engage children with short, intensive moments of learning that they can then immediately apply to their own writing. Within each genre studied by the children, they will learn to sentence stack, focusing on the style of the author and impact of words and sentences most appropriate for that particular genre. All genres covered within writing sessions are those as taken from the Genre Overview on our Writing Progression Document.

Within each writing lesson, pupils learning is 'chunked' into three distinct parts for a writing lesson; initiate, model, enable. The initiate stage is a time to inspire: through the use of a stimulus, pupils are immersed in a rich language discussion and activities to provide a wealth of vocabulary to aid their writing. The model stage is the chunk whereby the teacher demonstrates the thoughts and processes of a writer and articulates writing choices. The enable stage is the opportunity for pupils to showcase what they can do within particular writing parameters known as The Three Zones of Writing: FANTASTICs, GRAMMARISTICs and the BOOMTASTICs.

The Three Zones of Writing are essential components to support pupils in becoming great writers. Through the nine idea lenses known as the FANTASTICs, pupils focus on intended purpose of a sentence. The GRAMMARISTICs allow pupils to focus on the grammar element of writing which focuses on sentence structure, grammar rules and punctuation. The BOOMTASTICs allow pupils to capture and create a vivid visual for the reader through the use of poetic devices. Throughout the writing process, children edit and redraft their work in response to feedback from their teacher and peers.

All My Own Work

The children complete an extended piece of writing titled 'All My Own Work'. This is completed at the end of each half term into the children's personal AMOW books. Below is the allocated genre list that must be completed by the end of the academic year. The genres listed must be completed in chronological order for the relevant half termly AMOW assessment points only. In addition to this, staff assess one additional piece of extended writing each half term, these are completed in the pupil's English book and learning journey.

	EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
1	Writing to entertain: Story	Writing to entertain: Story	Writing to entertain: Story	Writing to entertain: Story	Writing to entertain: Story	Writing to entertain: Story	Writing to entertain: Story
2	Writing to inform: Recount of experience	Writing to inform: Informal letter	Writing to inform: Informal letter	Writing to inform: Information text	Writing to inform: Explanation text	Writing to inform: Newspaper report	Writing to inform: Newspaper report
3	Writing to entertain: Story	Writing to entertain: Creative viewpoint from a traditional tale	Writing to entertain: Creative viewpoint from a traditional tale	Writing to persuade: Formal letter	Writing to persuade: Formal letter	Writing to entertain: Creative viewpoint from a story	Writing to entertain: Creative viewpoint from a story
4	Writing to inform: Instruction	Writing to inform: Recount of experience from creative viewpoint	Writing to inform: Recount - diary	Writing to entertain: Creative viewpoint from a Traditional Tale	Writing to entertain: Creative viewpoint from a story	Writing to discuss: Diary entry	Writing to discuss: Journal entry
5	Writing to entertain: Story	Writing to entertain: Description	Writing to entertain: Creative viewpoint from a story	Writing to inform: Explanation text	Writing to inform: Newspaper Report	Writing to entertain: Story- Picture or film	Writing to entertain: Story- Picture or film
6	Writing to inform: Letter	Writing to inform: Formal letter	Writing to inform: Explanation text	Writing to persuade: Holiday brochure	Writing to persuade: Holiday brochure	Writing to persuade: Formal letter to persuade	Writing to persuade: Formal letter to persuade

Targets

Each child has year group specific targets for reading and writing. These are kept in their individual home/school planners. Both staff and pupils are able to indicate areas achieved by the child and next step targets towards each target. Staff use these in lessons as a measurement of achievement.

Spelling

Spelling sessions are taught daily in each year group. As a natural progression from phonics, The No Nonsense Spelling Programme is used in Years Two to Six and is a comprehensive yet accessible progression in the teaching of spelling. Guidance, rather than prescription, is provided on how to teach the strategies, knowledge and skills pupils need to learn. The focus of the programme is on the *teaching* of spelling, which embraces knowledge of spelling conventions – patterns and rules; but, integral to the teaching is the opportunity to promote the *learning* of spellings, including statutory words, common exceptions and personal spellings. Exploration of spellings and word play are recorded in spelling journals. Learning in spelling is carried out using the following sequence: *Learn – Practise – Apply – Assess*.

Spelling Home Learning and Assessment

Children from years two to six are tested weekly on their spelling rule or words from their common exception/non-negotiable spelling list. For home learning, children are provided with the spelling rule for the week, which will be taught and explored in class. This home learning is stuck in the child's homework book and also recorded in their home/school planner. The knowledge of this rule will then be tested the following week. The children will be tested weekly on the following:

- Year 2: six words linked to the spelling rule and two words from the year 1/ 2 common exception list.
- Year 3 and 4: six words linked to the spelling rule, two words from the year 1/ 2 common exception list and two words from the year 3/ 4 non-negotiable list.
- Year 5 and 6: six words linked to the spelling rule, two words from the year 3/ 4 non-negotiable list and two words from the year 5/ 6 non-negotiable list.

Please see the below the model for spelling home learning, which is used in years two - six:

Year 6 Spelling Home Support

Set 13th March

Our spelling rule:

The suffix 'ous'

Think about/ Explore → Is there an obvious root word?

How might the suffix alter the original root word's meaning?

Are any letters added/removed from the root word?

Learn → Can you find at least 6 examples where this suffix is used?

Some examples: **tremendous** **vigorous**
 courageous **curious**

Our test will assess 6 examples of the above rule on 20th March

Remember: we will also give you two spellings from the year 3/ 4 spelling non-negotiable spelling list and two spellings from the year 5/ 6 spelling non-negotiable list.

You will have a total of 10 spellings.

These scores are then added to the teacher's mark book in their planner. Children will write their score in their planner, in addition to any spellings they have got wrong, so that this is communicated with parents and those words can be further practised. Where a child has scored highly, this is rewarded using a sticker as appropriate. If a child is absent for a session, it is important that they still receive the spellings or alternative arrangements are made for them to complete the test.

Successful learning of spelling happens both at school and at home. In order to support each child further with their spelling, half-termly spelling parent guides are available on the website, in order to help parents to support their child's use of the strategies, knowledge and skills pupils need to learn new spellings. Each guide will contain the spelling rules being taught that half-term by each child's class teacher, as well as previous rules to recap with children. To support with the learning of the spellings, a range of learning strategies are also provided, which have been taught in school for children to practise in their homework books to support their learning of spellings.

Punctuation and Grammar

Teachers follow the National Curriculum for the teaching of punctuation and grammar. Using the Lutley Grammar non-negotiables from the Lutley Writing Progression Document, the skills are broken down for each year covering:

- Word level
- Sentence level
- Text level
- Terminology

This provides the structure for planning individual lessons and a clear progression of skills from year one through to year six. All of these areas are integrated into the teaching sequence. Staff in Years Two and Six also utilise the CGP revision books for additional tasks to support this learning.

Handwriting

We use the Kinetic Letters scheme of work to ensure the outcomes our pupils achieve are the following:

- Having fluent, legible and speedy handwriting that can be performed automatically, so that the attention of the brain is on the content of the writing.
- Having the stamina and skills to write at length, with accurate spelling and punctuation.
- Having competence in transcription (spelling and handwriting) and composition.
- Writing clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- Having a comfortable and efficient pencil hold and working position.

Our aim is to make handwriting automatic, so that all the attention of the brain can be on the content of work.

Pupils in EYFS and Year One will spend at least 20 minutes at the beginning of each school day on activities that are part of the Kinetic Letters programme. Handwriting is taught in discrete sessions, separate from Phonics. Thereafter, time allocation to maintain handwriting development and increase speed and flow, will be regular but at the discretion of the class teacher so long as appropriate progression continues to be made. Handwriting practice takes place on the 6-lined (or 3-lined if appropriate) Kinetic Letters white boards, with a transition to books via the 'practice patch'. In KS2, the teaching of handwriting takes place at the start of each English lesson. Much of the time, sessions are taught to the whole class with differentiated targets; reinforcement may take place in small groups and/or individually.

Handwriting Assessment

The assessment framework in the national curriculum will apply to each pupil when their progress is being assessed at the end of KS1 and KS2. Prior to these two measurement points, teachers will use the Kinetic Letters assessment guides on a daily basis. Marking of work by teachers will be carried out in relation to the Feedback and Presentation Policy 2020 and self-correction by pupils will be encouraged.

Handwriting Parental Involvement

It is important that parents/guardians/carers are involved in supporting the learning of handwriting. Parents will be given details of the handwriting programme and encouraged to purchase Kinetic Letters resources that are used by the school. Guidance on kinetic letters is provided in pupil planners.

Presentation

We use the Kinetic Letters font for all class and display work produced at Lutley, ensuring consistent presentation that reinforces handwriting teaching.

Handwriting Requirements – National Framework

Statutory requirements	Non-statutory requirements
Early Years Foundation Stage	
Literacy development involves encouraging children to begin to read and write. Moving and handling: Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. Writing: Children write simple sentences.	Expected descriptors: Shows preference for a dominant hand. Use a pencil effectively to form recognisable letters, most of which are correctly formed. Exceeding descriptors: They hold paper in position and use their preferred hand for writing, using a correct pencil grip. They are beginning to write on lines and control letter size.
Key stage 1 Year 1	
Pupils' writing during Year 1 will generally develop at a slower pace than their reading. This is because they need to encode the sounds they hear in words (spelling skills), develop the physical skill needed for handwriting, and learn how to organise their ideas in writing.	
Pupils should be taught to: <ul style="list-style-type: none">• 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' (i.e. letters that are formed in similar ways) and to practise these;• write from memory simple sentences dictated by the teacher	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	
In writing, pupils at the beginning of year 2 should be able to compose individual sentences orally and then write them down, and to form individual letters correctly, so establishing good handwriting habits from the beginning.	

<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 un-joined; • 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. 	<p>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.</p>
<p>Lower key stage 2 Years 3-4</p> <p>Joined handwriting should be the norm; pupils should be able to use it fast enough to keep pace with what they want to say.</p>	
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined; • increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that the down-strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. 	<p>Pupils should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation.</p> <p>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.</p>
<p>Upper key stage 2 Years 5-6</p> <p>Children should be able to write down their ideas quickly. By the end of Year 6, pupils' writing should be sufficiently fluent and effortless to manage the general demands of the curriculum in Year 7.</p>	
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> ○ 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. 	<p>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 (e.g. quick notes or a final handwritten version). They should also be taught to use an un-joined style (e.g. for labelling a diagram or data, writing an email address, or for algebra) and capital letters (e.g. for filling in a form).</p>

Speaking and Listening

All staff model Standard English in the classroom. Staff promote and build in opportunities for active speaking and listening in the classroom and English curriculum. Speaking and listening form the foundations of literacy development and plays an essential role in enabling children to become effective writers.

The strands of speaking and listening are as follows:

- **Talking to others** - Talk in purposeful and imaginative ways to explore ideas and feelings, adapting and varying structure and vocabulary according to purpose, listeners and content
- **Talking with others**- Listen and respond to others, including in pairs and groups, shaping meanings through suggestions, comments and questions
- **Talking within role-play and drama**- Create and sustain different roles and scenarios, adapting techniques in a range of dramatic activities to explore texts, ideas and issues
- **Talking about talk**- Understand the range and uses of spoken language, commenting on meaning and impact and draw on this when talking to others

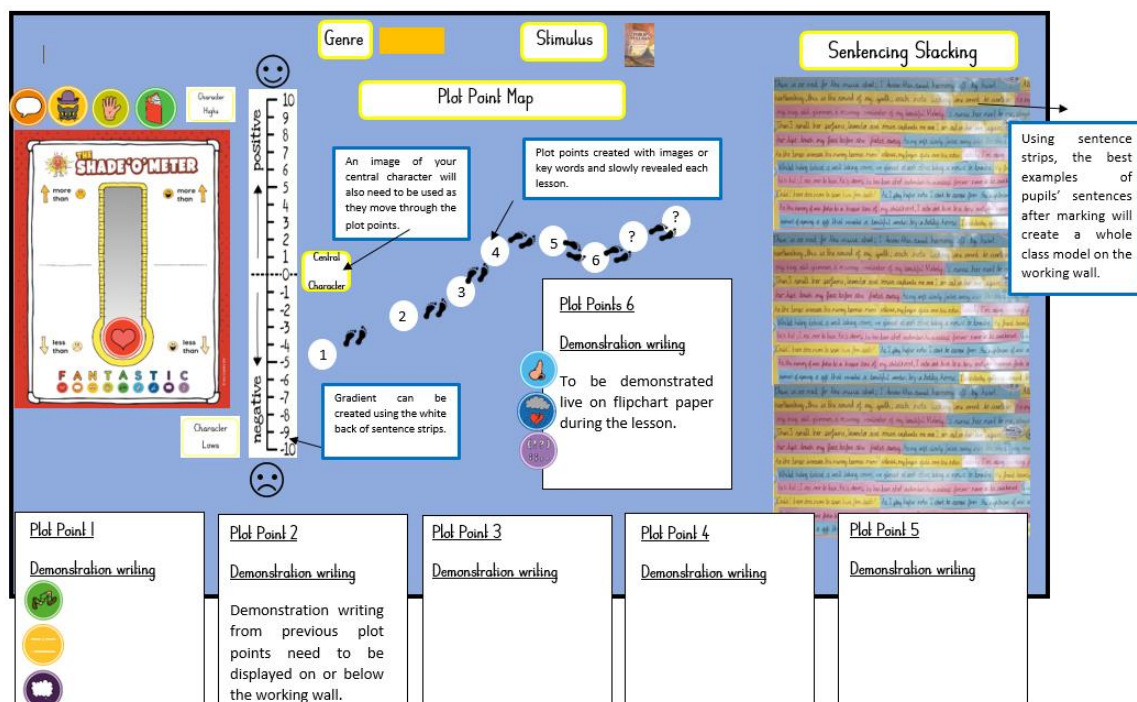
Each of these areas are planned for in the weekly teaching sequence. Staff utilise these skills and select as appropriate activities that meet the overall learning objective. Children have the opportunity to develop their speaking and listening skills through a range of strategies and a rich speaking and listening environment.

Working walls

Working walls are used an integral part of English teaching. Each classroom has a working wall allocated for English and this is a used a tool to assist in the teaching of each genre covered. Working walls illustrate the learning journey taken in the build-up to an extended piece of writing. Each staff member is given a toolkit at the beginning of each academic year to assist in the development of their working walls which includes the following materials:

- Flip chart paper for scribing ideas, building success criteria and modelled writing
- Sentence strips
- Post-it notes to generate vocabulary and key words
- Marker pens
- Drawing pins / blue-tac
- Headings for working wall

On each working wall, teachers and children build up to the final piece of writing following the below guide:



Assessment

Progress is tracked half termly using a range of evidence, including the following:

- teacher observations
- evidence in writing books, reading, phonics and spelling journals
- Big Cat Collins phonics assessment
- phonics tracker online assessment tool
- accelerated reader star tests
- statutory tests (SATs) in Year 2 and Year 6

Teachers and children assess in each lesson against a learning objective and the learning is broken down into smaller steps of success, so that each child can understand their successes and next steps. Children receive support and extra challenge through the use of tutorial time at the start of each day. Children receive feedback on their work and respond to gap tasks to scaffold learning further or further deepen their understanding.

Children and teachers reflect on successes and next steps in reading and writing through a half termly learning review meeting. This is recorded in the children's planners and shared with parents.

Moderation

The moderation of written work forms part of the cycle of assessing English. Meetings are held within teams, across whole school, the federation and the Halves Valley Trust to ensure that data is accurate and in line with National standards. All moderated pieces of writing are scanned and added to the writing moderation folder, which is now electronic on the **t:drive – teaching and learning – English – writing moderations**.

Testing Arrangements

KS1 national curriculum test outcomes are reported using [scaled scores](#). The tests consist of the following:

- English reading Paper 1: combined reading prompt and answer booklet
- English reading Paper 2: reading booklet and reading answer booklet
- English grammar, punctuation and spelling Paper 1: spelling
- English grammar, punctuation and spelling Paper 2: questions
- mathematics Paper 1: arithmetic
- mathematics Paper 2: reasoning

KS2 national curriculum test outcomes are also reported using [scaled scores](#). The KS2 tests consist of the following:

- English reading: reading booklet and associated answer booklet
- English grammar, punctuation and spelling Paper 1: short answer questions
- English grammar, punctuation and spelling Paper 2: spelling
- mathematics Paper 1: arithmetic
- mathematics Paper 2: reasoning
- mathematics Paper 3: reasoning

Feedback

In English, feedback may be in the form of a verbal or written response provided by teachers. Feedback must be responsive and maximise impact to move learning forward.

The guidance in this policy on feedback in English is supported by Jane Considine's 'The Write Stuff' approach. *'It is important that pupils get a sense of quality and learn which constructions are working and why. In the moment, it is important that teachers reject pupils' ideas that hold the incorrect intent for writing and provide them with clear feedback to ensure their writing is appropriate for the purpose and audience.'*

The Write Stuff, Jane Considine 2016.

When providing feedback in books, attention to detail must be given, addressing misconceptions on any of the following areas:

- year group grammar expectations (see writing progression document)
- year group common exception and high frequency words, including those taught in previous year groups
- handwriting on the practice patch and in work that does not meet year group expectations in line with the year group writing assessment grid

Opportunities for the above must be facilitated by the teacher and can be done in the following ways:

- verbal feedback
- polishing
- gap tasks
- editing

Sentence Stacking

In years 1-6, feedback in sentence stacking lessons is both verbal and written. Every child works in a guided group with the class teacher once a week, receiving a VF code in their book. Teachers mark efficiently against the steps of success using the language of WWW (What Went Well), NS (Next Step in learning), GT (Gap Task). Every child will receive developmental marking in the form of a gap task once a week with reference to the sentence drivers in the steps of success.

Extended independent writing

In years 1 – 6, every child receives feedback based on the sentence drivers in the steps of success. Teachers mark efficiently against the steps using the language of WWW (What Went Well). Feedback is then in the form of editing challenges. This is detailed in the table below and differs based on the age and ability of the children. *See expectation of progression in phases.* The writing sequence means that children will write an extended independent piece of writing at least independently every 2 – 3 weeks. Every child will receive feedback linked to three distinct areas of editing.

Teachers must model how to edit a piece of writing in each area at the start of an editing lesson.

Edit 1 Revise	Edit 2 Rewrite	Edit 3 Reimagined
KS1		
LKS2	LKS2	LKS2
UKS2	UKS2	UKS2
Little – Word Level	Big – Sentence Level	More – Paragraph Level
Children polish using a polishing pen.	Children rewrite a sentence underneath their work.	Children add detail over their writing using a flap.
<p>This area of editing links to the following:</p> <ul style="list-style-type: none"> spelling punctuation grammar <p>The teacher indicates, in line with the code E1, the focus of the revising. Teachers could write <i>one</i> of the following underneath the independent writing (these are examples and what could be written is not limited to these):</p> <ul style="list-style-type: none"> <i>E1 high frequency words were was are = 3</i> (The child knows that three high frequency words are misspelt) <i>E1 capital letters = 5</i> (The child knows that there are 5 inaccurate or missing capital letters) <i>E1 verb tense = 4</i> (The child knows that 4 verb tenses are inaccurate) <p>The children then go through their writing and identify and correct these errors on their writing. Spelling errors must be polished in the margin. Where spelling errors reoccur, children are asked to use a No Nonsense Spelling strategy underneath their writing, in order to practise the spelling.</p>	<p>This area of editing links to the following:</p> <ul style="list-style-type: none"> coherency – sentences that do not make sense <p>The teacher indicates, in line with the code E2, the focus of the rewriting. Teachers could write <i>one</i> of the following underneath the independent writing (these are examples and what could be written is not limited to these):</p> <ul style="list-style-type: none"> <i>E2 missing words = 3</i> (The child knows that there are 3 missing words in the sentence) <i>E2 inaccurate conjunctions = 1</i> (The child knows that 1 conjunction in the sentence is inaccurate) <i>E2 missing clause = 1</i> (The child knows that there is 1 missing clause in the sentence) <p>Teachers put a * at the beginning and end of the sentence that they want the child to rewrite. The child rewrites their sentence underneath their writing.</p>	<p>This area of editing links to the following:</p> <ul style="list-style-type: none"> paragraphs requiring more detail <p>The teacher indicates, in line with the code E3, the focus of the reimagining linked to the writing lenses. Teachers could write <i>one</i> of the following underneath independent writing (these are examples and what could be written is not limited to these):</p> <ul style="list-style-type: none"> <i>E3 sight sentence= 2</i> (The child knows that they need to reimagine to insert 2 more sight sentences) <i>E3 complex sentence = 3</i> (The child knows that they need to reimagine to insert 3 more complex sentences) <i>E3 personification = 2</i> (The child knows that they need to reimagine to insert 2 personification sentences) <p>Teachers put a ^ at the end of the paragraph they want the child to add more detail to. The child will then use a flap stuck over that paragraph to add more detail to that paragraph.</p>

As the year progresses and only when the teacher feels that the child is ready, the teacher may begin to withdraw elements of the detail of the focus for the area of editing and just put the code and amount. *See appendix 3 for examples of marked independent pieces of writing.* In addition to this, in Key Stage One, teachers may feel that a child is ready for E2 (Edit 2 Rewrite) to be introduced to them.

Reading

Feedback in reading lessons is both verbal and written. In KS1 following a guided reading session in the week 2 part of the cycle, reading journals will include feedback stickers, which detail evidence of responses to VIPERS questions. They also detail evidence of word reading, accuracy and common exception words.

In KS2, every child works in a guided group with the class teacher, receiving immediate verbal feedback every week and a VF code will be given in their reading journals. Teachers will indicate on all children's work whether they have achieved or are working towards the learning objective. Feedback in the 'The Big Read' takes place during the lesson: children edit and redraft their reading responses.

A gap task may be set for a child if there is an error based on the specific skill detailed in the learning objective with a gap task related to the reading skill and content domain (VIPERS).

Spelling

Feedback in spelling is verbal and completed within the lesson, so that pupils can see the corrections they need to make immediately. Pupils respond to this verbal feedback, within the lesson, by using a polishing pen to correct errors and a No Nonsense Spelling strategy. Teachers will acknowledge in the child's spelling journal whether they have been successful or are working towards the stage they are working at within the 'Non-Nonsense Spelling' scheme: Revise/Teach/Learn/Practise/Apply/Assess.

Parental Involvement

Reading Online Tutorial

To support parents with ways in which they can help their child to access Accelerated Reader, an online tutorial has been created, which details information about the range of books available, ZPD ranges and incentives to read widely and often.

Phonics Workshops

Parents of children in KS1 are invited to look at the teaching of synthetic phonics and how this can be supported at home. Prior to the statutory assessment parents are informed of the process of the assessments and why these take place.

Parent Helpers

We promote the involvement of parent helpers to act as reading buddies when children read aloud. Parents are invited to hear children read and this invite is shared at the beginning of each academic year, those that wish to be involved meet with the English leader to look at questioning stems to use when hearing the children read. Once they have received their DBS clearance, they attend school weekly and are given a toolkit to reward the children in their home/school planner. If year groups identify that they wish to have further support letters are sent asking for volunteers at different points in the year.

Meetings

At the beginning of the academic year, year six teachers hold a SATs meeting with parents. They share the testing arrangements for the children and give guidance on how the parents can support their child at home.

Celebration of Work

Each week, children are acknowledged for their reading and writing in their class achievers' celebration. A writer and reader of the week receive a certificate for their work and this is then posted onto the weekly school newsletter.

Monitoring and Evaluation

English is a key area on the School Improvement Plan. The coordination of English is the responsibility of the Strategic Leader for English and English coordinator, who also:

- support colleagues in their teaching, by keeping informed about current developments in English and by providing a strategic lead and direction for this subject;
- use allocated, regular leadership time to monitor evidence of the children's work, and to observe English lessons across the school;

- monitor planning from which outcomes are shared with SLT and issues are fed into the School Improvement Plan.

A named member of the federation' governing body is briefed to oversee the teaching of English. The English governor meets with the English leader to evaluate progress.

Policy Review

Date policy written: Summer 2020

Date policy will be reviewed: Summer 2021

Approved by Governing body:

Date of implementation: Ongoing

Signed by:

Strategic Leader for English _____

Head Teacher _____

Governor for English _____