



## **Whole School English Policy**

*Learning, Caring, Aiming High - Together*

*Revised September 2024*

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## **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 study. 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 2021.

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.

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 adaptive teaching – 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 Little Wandle Letters and Sounds Revised programme of study. To support the teaching of systematic synthetic phonics, there is staff guidance for both Reception and Key Stage One; this includes corresponding planning and resources to ensure that there is a consistent approach across the school.

### Phonics Planning

Children receive discrete phonics teaching daily up to completion of the Little Wandle scheme. Using the half termly Little Wandle assessments and Online Phonics Tracker, children are grouped for reading practice sessions according to their ability within their class. Staff deliver 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 and Phonics folders.**

At the end of year one, children 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, in line with the teaching that has taken place, to ensure that children have the correctly banded book in line with the Little Wandle scheme, are on track and have met the required standard in that phase. 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.

Teachers will use continuous, on-going assessment for learning within lessons to identify children that need further support. These children will have daily keep-up sessions to ensure they are keeping up with the pace of learning. Children with large gaps in their phonics will also have catch-up sessions to close the gap.

### Little Wandle Online 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 Little Wandle and are completed at the same time with the child: the pupil looks at the screen and the adult will record the data on the teacher assessment sheet, which will later be uploaded onto the online tracker. Half termly screening checks are carried out to assess and generate homework for pupils. For pupils' that are new to the school, they will complete the Little Wandle Placement assessment to generate a report on their starting point and any gaps identified.

### Reporting

Individual teacher assessment sheets for each child are located in the class teacher's reading folder. Books are then assigned from Little Wandle, according to the phase children are being taught. Sounds to be taught next are taken from the Little Wandle assessment outcomes and progression document. Homework is implemented

by the class teacher in-line with the assessment outcomes. Half-termly, the overall percentage of 'not yet achieved' is generated by Little Wandle Online 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. Children will have three reading practice sessions each week which contain GPC's learnt. This will allow children to focus on comprehension and prosody as well as decoding. 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**

Little Wandle 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 phonetic 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.

### **Reading Practice Sessions**

#### **EYFS to Year Two Reading Practice Sessions**

Reading at Lutley encompasses reading practice sessions in which the responses are verbal. Collins Big Cat for Little Wandle Letters and Sounds Revised have devised fully decodable books matched to our programme progression to ensure every child has access to a book they can read. All children in EYFS and Year 1 participate in four reading practice sessions each week. Children focus on decoding, reading with prosody and comprehension. Children need to be given regular opportunities to apply the phonics they have learned, by reading fully decodable books. Reading sessions are well-planned and executed to enable children to become confident readers who read with understanding, accuracy and prosody.

Children read the same book aloud in each of the three sessions with growing automaticity and accuracy. The pre-read and independent reading parts of the sessions are essential in providing the repeated practice needed for children to build fluency.

### **Little Wandle Fluency**

We want all children to have the secure phonic knowledge needed to be able to read. But being a fluent reader is so much more. We need to make teaching reading our priority so that every child can unlock all aspects of reading. The fluency programme teaches all aspects of reading using vibrant, diverse and engaging chapter books created by contemporary authors and illustrators. Each book has been carefully devised to support children as they progress in reading fluency through Years 2, 3 and beyond; making sure every child can become a confident, fluent and motivated reader.

## Fluency progression within the National Curriculum

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fluency		<ul style="list-style-type: none"> <li>Accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.</li> <li>Reread texts to build up fluency and confidence in word reading.</li> </ul>	<ul style="list-style-type: none"> <li>Read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</li> <li>Reread these books to build up fluency and confidence in word reading.</li> <li>Read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.</li> </ul>	<ul style="list-style-type: none"> <li>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading will be supporting the development of vocabulary.</li> </ul>			

### Who is the fluency programme for?

The fluency programme is for children who have completed systematic synthetic phonics Little Wandle programme and are secure at reading the final level of books. It is not for children who still need phonics instruction. When children have graduated from Little Wandle, we use the fluency initial assessments to check if our children are reading at the right level of speed and accuracy to benefit from the programme.

### The power of prosody and repeated reading

We want children to become readers who can bring the text alive in their minds and voices. We teach prosody in every fluency reading lesson. We know teaching prosody helps children to understand the text at a deeper level and connect to language – it makes the meaning of the words come alive for them as readers. The supportive teaching notes for each lesson help staff to teach prosody with a clear focus, so they and the children gain a repertoire of prosody practice.

Each fluency lesson includes repeated reading, such as:

- echo reading
- rehearsed reading
- emotion reading
- marking up texts for reading with prosody.

### Comprehension

The fluency programme promotes comprehension through:

- the pre-read activities which support vocabulary
- the bonus materials throughout each book that give children more information about the world of the book to help them connect to it more
- teaching prosody so that way the text that is spoken creates meaning
- chatting about the book in a dialogic way that gives children time to think and connect to what they have read
- clarifying any misconceptions.

This is supported in the teaching notes and planning for each book. Fluency Lesson Template:

## Fluency 1–5

Preparation	Pre-read (5–8 mins)	Read the book (10 mins)	After reading (10–15 mins)	Books going home
<p><b>Word cards and teaching notes</b></p> <ul style="list-style-type: none"> <li>Download the word cards, tricky word cards, vocabulary word cards and teaching notes from the Fluency area of the Little Wandle website.</li> </ul> <p><b>Complete the code chart</b></p> <ul style="list-style-type: none"> <li>Display the large 'Complete the code' chart.</li> <li>Download the 'Complete the code mat' and print one for each child.</li> </ul> <p><b>Books</b></p> <ul style="list-style-type: none"> <li>Ensure you have enough books for each child to read independently.</li> </ul>	<p><b>Word reading</b></p> <p><b>GPCs</b></p> <ul style="list-style-type: none"> <li>Point to each focus GPC on the 'Complete the code' chart and say its sound.</li> <li>Ask the children to find each GPC on their 'Complete the code' mats and repeat the sound.</li> </ul> <p><b>Read the words</b></p> <ul style="list-style-type: none"> <li>Hold up each word, point to the focus grapheme in the word and say its sound.</li> <li>Ask the children to read the word fluently.</li> <li>Repeat if needed to establish fluent reading.</li> <li>For longer words, use the guidance in the teaching notes to chunk the words into syllables. Use the chunking method (if needed) to support the children as they read the word.</li> </ul> <p><b>Read the tricky words</b></p> <ul style="list-style-type: none"> <li>Show the tricky word cards.</li> <li>Ask the children to read the words.</li> <li>Reteach and practise as necessary.</li> </ul> <p><b>Vocabulary support</b></p> <ul style="list-style-type: none"> <li>Ask the children to read the vocabulary words.</li> <li>Use the definitions to quickly teach the meaning of these words in the context they will be used in the book.</li> </ul> <p><b>Quick summary/hook</b></p> <ul style="list-style-type: none"> <li>Use the teaching notes to give the children a hook that makes them think about what they are about to read, or a summary that ensures they have retained the most important information from previous chapters. This will provide a way to connect one chapter to another.</li> </ul>	<p><b>Reading aloud</b></p> <ul style="list-style-type: none"> <li>Children read aloud independently for 8–10 minutes. Ensure you hear each child read.</li> <li>Tap in to listen carefully to each child and ensure they are reading every word.</li> </ul> <p><b>Assessment for Learning</b></p> <ul style="list-style-type: none"> <li>When you tap in, check that any children who had difficulty with particular words in the pre-read session are now reading them correctly.</li> <li>Use your assessments from tapping in to teach any words that the children could not read, or read incorrectly, before starting the next part of the lesson.</li> </ul>	<p><b>Prosody</b></p> <ul style="list-style-type: none"> <li>Tell the children what aspect of prosody you are going to teach them.</li> <li>Use the teaching notes to model reading the sentence(s) with prosody.</li> <li>Share how you create expression, tone or pace by emphasising words, creating sound effects or changing how you speak.</li> <li>Ask the children to have a go at reading the sentences detailed in the teaching notes with prosody.</li> </ul> <p><b>Repeated reading</b></p> <ul style="list-style-type: none"> <li>Read the sentences as identified in the teaching notes with clarity and appropriate expression to make their meaning clear.</li> <li>Use the prompt cards as needed to see how to teach: <ul style="list-style-type: none"> <li>echo reading</li> <li>rehearsed reading</li> <li>emotion reading.</li> </ul> </li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Use the questions and support for the bonus material in the teaching notes to discuss the chapter. This session should follow an informal dialogic model that encourages children to share their thoughts and opinions.</li> </ul>	<ul style="list-style-type: none"> <li>The book chat questions and ideas at the back of the book can be used by the children at home, or when reading with a partner in class, to share their thoughts and connect to the book further.</li> </ul>

Each Fluency reading lesson focuses on one chapter of the book and should take 25–30 minutes. The structure of every lesson is the same:

Pre-read:

- GPCs (F1–5 only)
- Read the words
- Read the tricky words (F1–5 only)
- Vocabulary support
- Quick summary/hook

Read the book:

- Children read the book aloud for 10 minutes.
- Teacher 'taps in' to hear every child read.

After reading:

- Prosody
- Repeated reading
- Comprehension discussion

### The Fluency Canon

The fluency programme consists of 10 fluency levels with 4 texts per level. Each Fluency level is based around a reading speed and accuracy rate at that speed of at least 90%. Fluency level 5 is based on children reading at 90+ wpm. This is the expected reading speed at the end of Year 2. Once children are reading at this rate, they are more likely to be able to integrate comprehension as they read. The Fluency 1–5 books are fully decodable once children have been taught the new GPCs on the 'Complete the code' chart. They will learn these as part of the Fluency lessons. In each lesson children grow their knowledge of rarer yet very useful GPCs that are not included within Little Wandle. The books have been created by talented and diverse authors and so reflect their distinct voices and interests.

### Ongoing termly assessments

After the initial assessment, staff assess children's reading fluency rates every half term in line with Little Wandle and Star Reader Assessments. There is a fluency assessment for each fluency level. Staff select the assessment for the level of book that they are reading and complete the simple one-minute assessment for each child. The assessment will give you a reading speed and accuracy percentage.

## Assessing prosody

Children can begin to read with prosody when they can think about what they are reading as they read. This happens at different times for children and can also be dependent on the text they are reading and the child's familiarity with its content. Prosody is assessed when we carry out the fluency assessments. For some children, this is not the right time to assess their growing prosody, which is why the fluency programme provides a prosody assessment, which can be used flexibly.

Staff use the prosody assessment within lessons when they 'tap in' to listen to the children read, or more formally as an additional assessment using an extract the child has read before.

### Example of marking up the text with prosody:

**Hadad battles Lotan**  
From Chapter 2, *Stories of the Seas* by Jonny Walker

Hadad underestimated the gods' fear. However unhappy they were, the idea of taking on Yamm still filled the Council of Gods with horror. They spoke in nervous whispers, trying to hide their distress.

During one meeting, Hadad stood up from his throne to confront his fellow gods. "Who will join me? Yamm humiliates us. He does not deserve his power. We can fight him together. Join me!"

There was an awkward silence. The gods and goddesses avoided his gaze. But Hadad could not defeat Yamm all alone. He was counting on their help. He sighed.

Teacher's note: This document is intended as an example only. Prosody is subjective so you may choose to mark up the passage in a different way. The aim of the mark-up activity is to provide children with a good model for reading with prosody and to learn how to read with expression.

| = voice up  
↓ = voice down  
→ = go faster  
← = slow down  
— = speech  
~ = excitement/other emotion  
[ ] = whisper  
/ = pause  
// = longer pause

## Assessing comprehension

Each fluency assessment includes three simple comprehension questions so teachers can easily gauge what children understand as they read. In addition to this, children's comprehension is assessed within the dialogic model used in the teaching notes. This method encourages children to talk about the book in a wide and open way so that you can work together to understand the book, building on each other's ideas. Teachers use their observations of these discussions to note which children:

- can make connections to the book and its themes
- can empathise with characters or situations.
- give opinions and can expand on other children's ideas.
- have misconceptions due to: vocabulary/language, background knowledge, not making connections within the text

Teachers use these observations to direct the support they give to children in the reading lessons.

Children may need more support with vocabulary or background knowledge. This may be through supporting to read a tricky paragraph aloud so children can follow as they read and spend their energy thinking about what the text means. Supporting comprehension will help children to become confident readers. The more children read the more experience they have of creating meaning and the better their comprehension will become (Clark and Rumbold, 2006) (Clark and Douglas, 2011).

## Whole class reading

### Year Three (summer term) to Six

Children in Year 3 (summer term onwards) up to Year 6, who are fluent readers, access whole class reading. Staff plan for daily 30-45-minute, whole class reading sessions to provide opportunities for objectives and content



domains to be met. Children explore reading skills and fluency through a range of stimuli, including high quality texts taken from our whole school progression map of texts, including fiction, non-fiction and poetry.

### **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.

### **Reading for Pleasure**

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 and book brags where the children may share stories that they have enjoyed reading at home. This is to encourage a love of reading in our children.

### **Library Visits**

Children in all year groups visit our school libraries once a week. During this time, they will explore a range of authors, with staff encouraging the children to develop a wide repertoire of known authors and texts. In addition to their home reading book taken Little Wandle letters and Sounds revised in EYFS and Year 1 and Accelerated Reader from Year 2 upwards, children can select an appropriately pitched library book to read for pleasure.

### **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.

Below is the genre overview for 2024-2025:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Year 1</b></p> <p>(explicit teaching of a range of poetry types and its conventions, needs to also planned and taught through the reading curriculum)</p> <p>Any additional days for writing - additional unit to be planned by year group: Write about real events; Write simple, coherent narratives about personal experiences Genre: (NF)</p>	<p>Text: Little Red Riding Hood Genre: (F) Length of unit: (13) Text type: narrative story</p> <p>Text: The Train Ride Genre: (F) Length of unit: (18) Text type: narrative story</p>	<p>Text: The Way Back Home Genre: (F) Length of unit: (19) Text type: science fiction</p> <p>Text: The Queen's Hat Genre: (F) Length of unit: (18) Text type: narrative adventure</p>	<p>Text: Our Trip to the Woods Genre: (NF) Length of unit: (18) Text type: recount</p> <p>Text: Storm Whale Genre: (F) Length of unit: (15) 7 days Text type: narrative story</p>	<p>Text: Storm Whale (continued) Genre: (F) Length of unit: (15) cont...8 days Text type: narrative story</p> <p>Text: The Bear and The Piano Genre: (F) Length of unit: (16) Text type: narrative story</p>	<p>Text: On Safari Genre: (NF) Length of unit: (15) Text type: travel journal</p> <p>Text: Last Stop on Market Place Genre: (F) Length of unit: (17) Text type: narrative story</p>	<p>Text: Toys in the Past Genre: (NF) Length of unit: (18) Text type: report</p> <p>Text: Seasons Genre: (NF) Length of unit: (17) Text type: report</p>
<p><b>Year 2</b></p> <p>(explicit teaching of a range of poetry types and its conventions, needs to also planned and taught through the reading curriculum)</p> <p>Any additional days for writing - additional unit to be planned by year group: Write about real events; Write simple, coherent narratives about personal experiences Genre: (NF)</p>	<p>Text: The Bird Feeder Genre: (NF) Length of unit: (16) Text type: instruction</p> <p>Text: Little Red Reading Hood Genre: (F) Length of unit: (17) Text type: traditional tale with a twist</p> <p>Additional unit to be planned by year group: Write about real events; Write simple, coherent narratives about personal experiences Genre: (NF) Length of unit: (4)</p>	<p>Text: If I were in Charge Genre: (P) Length of unit: (14) Text type: poetry free verse</p> <p>Text: My Christmas Star Genre: (F) Length of unit: (18) Text type: narrative story</p> <p>Additional unit to be planned by year group: Write about real events; Write simple, coherent narratives about personal experiences Genre: (NF) Length of unit: (2)</p>	<p>Text: The Owl who is Afraid of the Dark Genre: (F) Length of unit: (16) Text type: narrative adventure</p> <p>Text: The Lighthouse Keepers Lunch Genre: (F) Length of unit: (15) Text type: narrative</p>	<p>Text: Building Boy Genre: (F) Length of unit: (18) Text type: narrative adventure</p> <p>Text: The Day the Crayons Quit Genre: (NF) Length of unit: (17) Text type: Persuasive Letter</p>	<p>Text: The Great Fire of London Genre: (NF) Length of unit: (16) Text type: Diary</p> <p>Text: Big Cats Genre: (NF) Length of unit: (18) Text type: Non-Chronological Report</p> <p>Additional unit to be planned by year group: Write about real events; Write simple, coherent narratives about personal experiences Genre: (NF) Length of unit: (2)</p>	<p>Text: Stardust Genre: (F) Length of unit: (17) Text type: narrative story</p> <p>Additional unit to be planned by year group: Write about real events; Write simple, coherent narratives about personal experiences Genre: (NF) Length of unit: (15)</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Year 3</b></p> <p>(explicit teaching of a range of poetry types and its conventions, needs to also planned and taught through the reading curriculum)</p>	<p>Text: The True Story of Three Little Pigs Genre: (F) Length of unit: (18) Text type: Story</p> <p>Text: The Colour Collector Genre: (P) Length of unit: (16) Text type: poetry</p> <p>Text: The Secret of Black Rock Genre: (N) Length of unit: (17) * 4 days Text type: Story</p>	<p>Text: The Secret of Black Rock Genre: (N) Length of unit: (17) cont... 13 days* Text type: Story *Condense by 2 days</p> <p>Text: The Journal of <u>Journal</u>, A Young Slave Genre: (NF) Length of unit: (16) Text type: Diary</p> <p>Text: Christmas Dessert Genre: (F) Length of unit: (11) Text type: Persuasive Post</p>	<p>Text: The Blue Umbrella Genre: (F) Length of unit: (17) Text type: Animation</p> <p>Text: The Gardener Genre: (NF) Length of unit: (13) 8 days Text type: Letter</p>	<p>Text: The Gardener Genre: (NF) Length of unit: (13) cont...5 days Text type: Letter</p> <p>Text: Autumn is Here Genre: (P) Length of unit: (18) Text type: Season Poem</p> <p>Additional unit to be planned by year group: Write about real events; Write simple, coherent narratives about personal experiences Genre: (NF) Length of unit: (2)</p>	<p>Text: Stone Age Boy Genre: (F) Length of unit: (15) Text type: Story</p> <p>Text: How A Robot Dog Works Genre: (NF) Length of unit: (17) Text type: Explanation</p> <p>Additional unit to be planned by year group: Write about real events; Write simple, coherent narratives about personal experiences Genre: (NF) Length of unit: (3)</p>	<p>Text: Flood Genre: (F) Length of unit: (18) Text type: Story</p> <p>Text: The Wolves in the Wall Genre: (F) Length of unit: (18) Text type: Story</p>
<p><b>Year 4</b></p> <p>(explicit teaching of a range of poetry types and its conventions, needs to also planned and taught through the reading curriculum)</p>	<p>Text: Float Genre: (F) Length of unit: (18) Text type: narrative story</p> <p>Text: Should we feed the animals at national parks? Genre: (NF) Length of unit: (16) Text type: balanced argument</p> <p>Additional unit to be planned by year group: Using TWS approach to teaching, learning chunks will be chosen from the outcomes of assessments and feedback in books. What do they children need to master and be over taught to secure? Genre: (NF) Length of unit: (4)</p>	<p>Text: Inviting an Author Genre: (NF) Length of unit: (16) Text type: Persuasive writing</p> <p>Text: Feast Genre: (F) Length of unit: (18) Text type: story</p>	<p>Text: The Creature Genre: (NF) Length of unit: (19) Text type: newspaper (journalistic)</p> <p>Text: Farther Genre: (F) Length of unit: (12) 6 days Text type: legacy story</p>	<p>Text: Farther (continued) Genre: (F) Length of unit: (12) cont...6 days Text type: legacy story</p> <p>Text: Stroodles: An Alternative to Plastic Straws Genre: (NF) Length of unit: (15) Text type: persuasive advert</p> <p>Additional unit to be planned by year group: Using TWS approach to teaching, learning chunks will be chosen from the outcomes of assessments and feedback in books. What do they children need to master and be over taught to secure? Genre: (TBC) Length of unit: (4)</p>	<p>Text: The Iron Man Genre: (F) Length of unit: (17) Text type: story</p> <p>Text: Nikola Tesla Genre: (NF) Length of unit: (16)* Text type: biography</p> <p>*additional days used to generate writing material for a different significant person</p>	<p>Text: The River Genre: (P) Length of unit: (15) Text type: poetry</p> <p>Text: Adventure - Charlie and The Chocolate Factory Genre: (F) Length of unit: (15) Text type: narrative</p> <p>Additional unit to be planned by year group: Using TWS approach to teaching, learning chunks will be chosen from the outcomes of assessments and feedback in books. What do they children need to master and be over taught to secure? Genre: (TBC) Length of unit: (5)</p>

<p><b>Year 5</b> (explicit teaching of a range of poetry types and its conventions, needs to also planned and taught through the reading curriculum)</p>	<p>Text: Emperor Penguins Genre: (NF) Length of unit: (19) Text type: Non-chronological report</p> <p>Text: The Explorer Genre: (F) Length of unit: (19) Text type: adventure narrative</p>	<p>Text: Malfiance Genre: (P) Length of unit: (19) Text type: poetry</p> <p>Text: The Snowman Genre: (F) Length of unit: (12) Text type: Narrative story</p> <p>Additional unit to be planned by year group: Using TWS approach to teaching, learning chunks will be chosen from the outcomes of assessments and feedback in books. What do they children need to master and be over taught to secure? Length of unit: (3)</p>	<p>Text: One Small Step Genre: (F) Length of unit: (17) Text type: Adventure narrative</p> <p>Text: Hatshepsut Genre: (NF) Length of unit: (19) 8 days Text type: Biography</p>	<p>Text: Hatshepsut (continued) Genre: (NF) Length of unit: (19) cont..11 days Text type: Biography</p> <p>Text: Cosmic Genre: (F) Length of unit: (12) Text type: Science Fiction</p> <p>Additional unit to be planned by year group: Using TWS approach to teaching, learning chunks will be chosen from the outcomes of assessments and feedback in books. What do they children need to master and be over taught to secure? Genre: (TBC) Length of unit: (2)</p>	<p>Text: Screen Use Genre: (NF) Length of unit: (18) Text type: Balanced argument</p> <p>Text: The Nowhere Emporium Genre: (F) Length of unit: (18) Text type: Narrative adventure</p>	<p>Text: Kick Genre: (NF) Length of unit: (19) Text type: Persuasive letter</p> <p>Additional unit to be planned by year group: Text: To be determined by current events/experiences Genre: (P) Length of unit: (10) Text type: Narrative poem</p> <p>Additional unit to be planned by year group: Using TWS approach to teaching, learning chunks will be chosen from the outcomes of assessments and feedback in books. What do they children need to master and be over taught to secure? Genre: (TBC) Length of unit: (6)</p>
<p><b>Year 6</b> (explicit teaching of a range of poetry types and its conventions, needs to also planned and taught through the reading curriculum)</p>	<p>Text: Postcards from Prison Genre: (NF) Length of unit: (9) Text type: postcard</p> <p>Text: The Journey Genre: (F) Length of unit: (18) Text type: Story narrative</p> <p>Text: goldilocks Genre: (NF) Length of unit: (14) Text type: Newspaper report (journalistic)</p>	<p>Text: Hansel and Gretel Genre: (F) Length of unit: (10) Text type: Traditional tale- story</p> <p>Text: Firework Maker's Daughter Genre: (F) Length of unit: (19) Text type: Narrative</p> <p>Additional unit to be planned by year group: Using TWS approach to teaching, learning chunks will be chosen from the outcomes of assessments and feedback in books. What do they children need to master and be over taught to secure? Length of unit: (5)</p>	<p>Text: Everest Genre: (NF) Length of unit: (16) Text type: non-chronological report</p> <p>Text: A Monster Calls Genre: (F) Length of unit: (15) 9 days Text type: adventure narrative</p>	<p>Text: A Monster Calls (continued) Genre: (F) Length of unit: (15) cont...6 days Text type: adventure narrative</p> <p>Text: The Graveyard Book Genre: (F) Length of unit: (19) Text type: Mystery narrative</p>	<p>Text: Kensuke's Kingdom Genre: (F) Length of unit: (15) Text type: adventure narrative</p> <p>Text: Greta Thunberg- 'No one is too small to make a difference' Genre: (NF) Length of unit: (18) Text type: Persuasive/ Informative Speech</p>	<p>Text: Letters from the Lighthouse Genre: (NF) Length of unit: (18) Text type: Recount</p> <p>Additional unit to be planned by year group: Using TWS approach to teaching, learning chunks will be chosen from the outcomes of assessments and feedback in books. What do they children need to master and be over taught to secure? Length of unit: (5)</p>

## Independent writing

The children complete an extended piece of writing at the end of each Jane Considine unit as listed above. The children will independently produce a piece of writing linked to the same genre of the unit covered within English lessons, however with a different stimulus/context.

## Spelling

Spelling sessions are taught 3-4 times weekly 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 task is shared with the children and is either stuck in their planners or posted on Google Classroom. 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 13<sup>th</sup> 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 20<sup>th</sup> 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. 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 take part in activities that are part of the Kinetic Letters programme in order to develop their fine-motor skills and to begin to teach them the correct pencil hold. Handwriting in KS1 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. 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 on the practise patch in their books.

## Handwriting Parental Involvement

It is important that parents/guardians/carers are involved in supporting the learning of handwriting. Guidance on kinetic letters is provided in pupil planners, including strategies for parents to support their children at home.

## 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
<b>Early Years Foundation Stage</b>	
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.

<b>Key stage 1                      Year 1</b>	
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"> <li>• sit correctly at a table, holding a pencil comfortably and correctly;</li> <li>• begin to form lower-case letters in the correct direction, starting and finishing in the right place;</li> <li>• form capital letters;</li> <li>• form digits 0-9;</li> <li>• understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these;</li> <li>• write from memory simple sentences dictated by the teacher</li> </ul>	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
<b>Year 2</b>	
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.	
Pupils should be taught to: <ul style="list-style-type: none"> <li>• form lower-case letters of the correct size relative to one another;</li> <li>• 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;</li> <li>• write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters;</li> <li>• use spacing between words that reflects the size of the letters.</li> </ul>	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.
<b>Lower key stage 2                      Years 3-4</b>	
Joined handwriting should be the norm; pupils should be able to use it fast enough to keep pace with what they want to say.	
Pupils should be taught to: <ul style="list-style-type: none"> <li>• 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;</li> <li>• 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.</li> </ul>	Pupils should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation.  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.
<b>Upper key stage 2                      Years 5-6</b>	
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.	

Pupils should be taught to:

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

Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task (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).

## Oracy

Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language. Opportunities to develop oracy are deliberately planned throughout the writing unit plans and reading lessons. The Oracy progression document below identifies the four strands of Oracy: Physical, Linguistic, Cognitive and Social and Emotional. This will support children to become strong and effective communicators.

	Physical Aspects	Cognitive Aspects	Linguistic Aspects	Social & Emotional Aspects		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Speak audibly so they can be heard and understood by a talk partner. Express needs clearly to a familiar adult or peer	To maintain eye contact with a partner or familiar adult. Describe an experienced event to a partner including 'and' to elaborate. Know the names of the four strands of the framework	Speak audibly so they can be heard and understood in a trio. State their point of view simply to a larger group (up to 5) Look at/towards the speaker, showing active listening	Use gestures to support meaning eg: in a recital. Ask a relevant question about a story. Use the key vocabulary accurately in conversation. Take turns in games and speaking.	Speak audibly so they can be heard and understood by the class. Eg: in a plan, do, review session. Use 'because' 'then' 'but' when explaining their plans and outcomes	To explain how or why something happened using 'because' or 'so'. To use 'if' and 'might' to explain how they could improve their work next time.
Year 1	Speak clearly and confidently in a small group of known peers. Sequence events using the language of time or number. Begin to use sentence stems with some prompting.	Use non-verbal signals to indicate agreement or disagreement. Include 'because' in their contribution to justify ideas.	Speak clearly when presenting learning to the class E.g.: recording a presentation. Use sentence stems independently even if not always appropriate	Retell a story to a small group. Recognising when events are out of sequence and self-correcting. Be able to independently take turns and ensure all members contribute	Speak clearly and confidently when explaining displayed learning to an adult. Recognise when the wrong stem has been used and choose a more appropriate one.	Speak clearly and confidently using a script eg: live presentation. Request a book from the librarian. Explaining the title or topic and maintaining eye contact.
Year 2	Using non-verbal signals confidently to indicate the contribution they wish to make. Agree, disagree or build. Choose the most appropriate stem independently.	Speak clearly and confidently when explaining displayed learning to their peers. Justify their agree/disagree choice with relevant explanations. Use technical, subject-specific vocabulary when explaining opinions.	Begin to understand the importance of posture when speaking. Use taught vocabulary independently, even if not always accurately	Moderate tone and volume to match the audience. Retell an event calmly in logical order	Maintain a suitable posture throughout a spoken contribution. With support, identify a suitable question in response to a stimulus. Be able to change their mind in response to another person's argument e.g., the opinion continuum.	Be aware of where to look or stand to ensure the audience can hear clearly. Take on instigator role in a trio discussion. Include taught vocabulary appropriately and independently in discussions.
Year 3	Vary tone of voice for humorous or sad parts of a story telling. Notice when someone has not contributed and invite them to speak.	Be confident when speaking in a talk role in a small group. Take on the challenger role in a small discussion. Be able to confidently change their mind e.g. opinion continuum.	Use awareness of audience to support choice of formal/informal language. Explain the purpose of their talk e.g. to discuss, entertain, inform, instruct or persuade.	Take part in a consensus circle and reach a shared conclusion. Deliver a short presentation (with notes) to an unfamiliar audience.	Explain reasoning in maths to the class in a logical way. Adapt explanation to suit audience reaction. Be able to explain why they have changed their mind e.g., opinion continuum	As Summariser - begin to summarise the opinion of one contributor. Know which strand they are practising and explain why that is important to effective talk.
Year 4	As Summariser - confidently summarise the contribution of one participant in a logical order.	Pause at appropriate points to allow for an audience's reaction.	Take on the summariser role confidently in a trio discussion. Show awareness of taught collocations and recognise when something 'just doesn't sound right'	Project voice to the back of the hall and maintaining that without shouting.	Cite evidence from the text or linked wider experiences when participating in discussions. Deliver a short teaching session to a small group of younger children	Write own short contribution to be presented to the class.
Year 5	Use gestures effectively to engage and persuade the audience. Self-assess own delivery of a short-recorded presentation. Set personal targets to work on this year.	Write a coherent discussion text in response to a whole class stimulus. Deliver that argument to a larger audience of their peers (Year group).	Use effective exploratory and evaluative language to clarify thinking during a discussion.	Confidently begin to project voice. Present learning to peers or adults. Use evaluative stems to support the discussion of successes and next steps.	Independently discuss a question in a small group, maintaining focus on the question and talk roles.	Chair discussion group of up to 6 children. Maintain focus and use of appropriate sentence stems. Present the outcome of the discussion to the class.
Year 6	Use humour appropriately and effectively to engage an audience.	To project voice to the back of the large hall and maintain volume and pitch through several short-spoken contributions.	Use wider world knowledge to support views when participating in debates. Deliver a short teaching session to a younger year group, noticing when the audience needs to be refocused or explanations need to be rewarded.	Choose appropriately formal language when participating in debates and formal discussions. Structure a persuasive speech effectively using taught language techniques.	To use posture, gestures and tone of voice effectively to persuade the audience. Be able to reply to questions from the audience	Speak confidently and naturally to an audience of known and unknown adults during the end of year production.

## Skills Builder- Speaking and Listening

Following the Skills Builder program, English enhances the ability of children to listen and respond appropriately. Children can enhance their speaking and listening skills through all areas of English curriculum and these opportunities are explicitly built into the units of work taught.

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

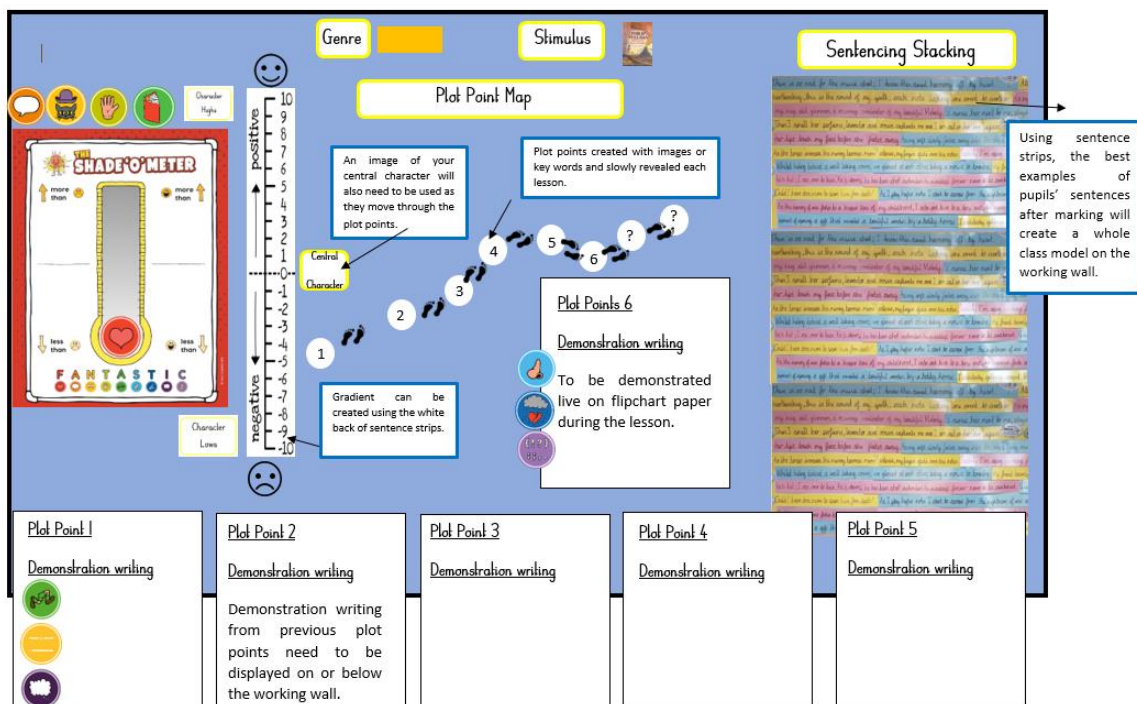
Each of these areas are planned for in the weekly teaching sequence. Staff utilise these skills and select as appropriate activities that meet the overall learning objective. Children have the opportunity to develop their speaking and listening skills through a range of strategies and a rich speaking 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
- Little Wandle 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. A child may receive support and extra challenge verbally or through a task that is completed either on that day or the following day. Children receive feedback on their work and respond to gap tasks to scaffold learning further or further deepen their understanding.

## 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.

## 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. 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 3-4 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
<i>KS1</i>		
<i>LKS2</i>	<i>LKS2</i>	<i>LKS2</i>
<i>UKS2</i>	<i>UKS2</i>	<i>UKS2</i>
<b>Little – Word Level</b>	<b>Big – Sentence Level</b>	<b>More – Paragraph Level</b>
Children polish using a polishing pen.	Children rewrite a sentence underneath their work.	Children add detail over their writing using a flap.
This area of editing links to the following: <ul style="list-style-type: none"> <li>• spelling</li> </ul>	This area of editing links to the following:	This area of editing links to the following: <ul style="list-style-type: none"> <li>• paragraphs requiring more detail</li> </ul>

<ul style="list-style-type: none"> <li>punctuation</li> <li>grammar</li> </ul> <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"> <li><i>E1 high frequency words were was are = 3</i> (The child knows that three high frequency words are misspelt)</li> <li><i>E1 capital letters = 5</i> (The child knows that there are 5 inaccurate or missing capital letters)</li> <li><i>E1 verb tense = 4</i> (The child knows that 4 verb tenses are inaccurate)</li> </ul> <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>	<ul style="list-style-type: none"> <li>coherency – sentences that do not make sense</li> </ul> <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"> <li><i>E2 missing words = 3</i> (The child knows that there are 3 missing words in the sentence)</li> <li><i>E2 inaccurate conjunctions = 1</i> (The child knows that 1 conjunction in the sentence is inaccurate)</li> <li><i>E2 missing clause = 1</i> (The child knows that there is 1 missing clause in the sentence)</li> </ul> <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>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"> <li><i>E3 sight sentence= 2</i> (The child knows that they need to reimagine to insert 2 more sight sentences)</li> <li><i>E3 complex sentence = 3</i> (The child knows that they need to reimagine to insert 3 more complex sentences)</li> <li><i>E3 personification = 2</i> (The child knows that they need to reimagine to insert 2 personification sentences)</li> </ul> <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>
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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, feedback is through the use of Little Wandle record sheets for teachers to note down misconceptions. Targeted GPC practice in the next session will then link to those misconceptions from the previous lesson.

In KS2, every child works in a guided group with the class teacher at least once per week, receiving immediate verbal feedback every week. The code VF (verbal feedback) may be used to signal this. Teachers will indicate on all children's work whether they have achieved or are working towards the learning objective. 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.

## 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

### Accelerated Reader

During 'Meet the Teacher' meetings during the summer term, parents are provided with information and support with ways in which they can help their child to access Accelerated Reader. Guidance on how to log into Renaissance is shared during this meeting.

### 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

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 may be acknowledged for their reading and writing in their class achievers' celebration. A worker of the week certificate can be given for excellent reading or writing in class 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 English leaders, 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.

## Policy Review

**Date policy written:** Summer 2020. Revised September 2024.

**Date policy will be reviewed:** May 2025

**Approved by Governing body:**

**Date of implementation:** Ongoing

**Signed by:**

English Lead \_\_\_B.Round\_\_\_

Head of School \_\_\_K.Daley\_\_\_