

# English Policy

## St. Michael's Federation

Lydbury North CofE (A) Primary School &

Onny C.E. (A) Primary School and Little Pippins Nursery

November 2021

### English Policy

At St Michael's Federation, we are constantly seeking to raise standards in all aspects of learning and teaching. This document is a statement of the aims, principles and strategies for the teaching and learning of English at St Michael's Federation. This policy should be read in conjunction with the teaching & learning policy and handwriting and presentation policy.

#### Aims

Our overarching aim for English is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature.

Our priority is to create fluent readers and writers with all the skills and knowledge they need to be confidently literate in life. We want all children to leave our schools with a life-long reading habit and a love of books because reading will improve their vocabulary, inspire them creatively and improve their ability to write well. We encourage our pupils to think and write creatively, be adventurous with their use of language and write with clear purpose.

#### Intent - Objectives

To ensure that all pupils:

- speak confidently and communicate their thoughts, ideas and emotions effectively.
- possess and use a wide and rich vocabulary.
- exhibit a love of reading.
- be able to read easily, fluently and with a good understanding of a wide range of genres.
- write with confidence and creativity for a variety of purposes and audiences, in many contexts and across the curriculum.
- spell accurately, having built a secure understanding of phonics, word structure, word meanings and spelling rules.

- use punctuation correctly; understand and apply taught grammar.
- be able to self-edit, correct and improve.
- present work neatly and display fluent and legible handwriting.

## **Implementation**

In the National Curriculum 2014 for 5 - 11 year olds, English is developed through four key areas: Spoken Language, Reading – Word Reading & Comprehension, Writing – Transcription & Composition and Spelling, Vocabulary, Grammar & Punctuation. It is important to note that each is closely interrelated with the next, so it is important to consider each aspect in relation to the others.

## **Spoken Language**

We believe that speaking and listening form the foundations of all learning in English. The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. In formal and informal situations, we create and encourage opportunities for meaningful conversation, discussion and talk around learning. Questioning forms the basis of our teaching and we strongly encourage children to be inquisitive and to share their thoughts confidently in a supportive environment. It is important for pupils to actively listen and take note and respond appropriately. Through oracy, children learn how other people make sense of the world, how language is used to reason, how emotions and identities are expressed, and how to work together to solve problems.

### **Implementation.**

First and foremost, our pupils are given opportunities to explore and investigate the English language and its patterns through speaking and listening. Across the federation includes:

Listening to and participating in stories, poems, rhymes and songs.

Debating.

Use of sentence-stems to scaffold oral responses in class.

Questioning across the curriculum.

Reciting and reading aloud.

Drama activities to enliven and enrich children's learning.

Re-telling and role-play.

Opportunities for children to talk about and discuss their reading and writing.

Collaborative work and reporting back following group work.

Performing and presenting to an audience.

Teachers aim for the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils will develop the capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They are encouraged and supported to make thinking clear to themselves as well as to others. Teachers ensure that pupils build secure foundations by using discussion to probe and overcome misconceptions. Teachers ensure there are plentiful opportunities for pupils to reason and explain, which allows for thinking on a deeper level and for pupils to develop and use vocabulary and questioning to challenge others. Pupils are taught to understand and use the conventions for discussion and debate.

All pupils are encouraged to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. There are opportunities to adopt, create and sustain a range of roles, responding appropriately to others in role. Pupils' have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances. Pupils have the opportunity to visit the theatre at least once a year and pupils are able to participate in yearly performances in EYFS, KS1 and the end of KS2.

### **Language Acquisition & Vocabulary Development**

"You cannot write it if you cannot say it; you cannot say it if you haven't heard it." Pie Corbett.

Language and vocabulary are key to learning and understanding in English. We need an understanding of language and vocabulary to communicate, to follow instructions, to gain meaning from words and text and to write. At St Michael's Federation we endeavour to ensure we provide our pupils with a 'language rich' environment through activities such as; word of the day/week,

Vocabulary Ninja, teaching or tiered vocabulary, the use of knowledge organisers and exposure to a rich vocabulary through reading. We are aiming to close the word gap in the early years through extending pupils vocabulary and language and using resources such as Nuffield Early Language Intervention (NELI) and Bug Club Vocabulary Early Language Booster with pupils in need of targeted support.

### **Reading**

Our priority is to develop fluent, expressive readers that explore challenging texts with confidence and with ever-growing understanding. We strive to provide children with a wide range of texts that will engage, excite and motivate to instil a love of literature and a life-long reading habit. Our curriculum incorporates a wide range of reading materials that allow children to extend their vocabulary, develop their subject knowledge and commit to memory a wealth of stories and poems. Children have access to high quality texts that spark their interest and imagination and expose them to the very best texts from both modern day and classical authors.

Since reading underpins all aspects of learning, key reading skills are taught explicitly. We provide daily opportunities for children to blend, decode, comprehend and develop their reading fluency. Children are encouraged to read texts multiple times to decode, develop fluency and improve comprehension.

### **Word Reading**

As children begin to read, we focus on decoding, primarily through phonics in addition to other strategies, e.g. whole word recognition, rhyme and context. Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the quick recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics is so important in the early teaching of reading to beginners (i.e. unskilled readers) when they start school. At St Michael's Federation phonics is taught through the Read Write Inc programme which is described in detail in the Phonics and SPaG section of this policy. Word Attack posters which help children develop a range of appropriate skills for reading are displayed in classrooms, libraries and outdoor learning environments. (see appendix)

### **Comprehension**

As children build fluency, comprehension skills are further developed and questioning looks at skills such as re-telling, inference and prediction. Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction, non-fiction and poetry to develop their knowledge of themselves and the world in which they live and to gain knowledge across the curriculum.

### **Reading Culture and Promoting a love of Reading**

Reading is promoted through displays around each school including recommended reads and in the library area display for example, 'Who's got Caught Reading' and 'A Minions Reasons to Read'. Within each classroom there are inspiring reading corners and inviting areas to read, such as diving into a book in the ocean or a forest themed reading den. Each school benefits from its own library with comfy seating so pupils and staff can lose themselves in a book. Pupil librarians assist with the organisation of libraries and book loans. Pupils can visit the library during lunchtimes as well as timetabled sessions. Family sessions are open weekly after school to choose and loan books together.



Within school we take part in a range of exciting activities to promote a love of reading such as celebrating World Book Day annually and setting Reading Challenges and Extreme Reading tasks. Whole school events such as a Reading Days and a Reading Café with parents are held. Sponsored Reads and the Book Fair have been successful and enabled the purchase of additional resources to further enrich English at our federation. All staff read to the children, are seen reading and share recommendations with children.



**Implementation.** Reading across the federation could include:

**'3 o'clock read'**. Time when each class immerses themselves in a story, poem, rhyme or non-fiction text to promote a love of reading. These texts may be from our reading spine or class novels linked to the current Pathways to write text. Humour may be a focus such as the 'laugh out loud' Lollie recommended texts or a focus on well-being text.

**Class texts.** Emphasis has been placed on the use of quality texts which exposes the children to inference, high-level vocabulary and characterisation. Each text is purposefully selected in order to promote a love of reading, and engagement. These texts are may be chosen from the CLPE recommendations or our reading spine texts.

**Shared reading.** During English lessons, the children are given a variety of text types as a stimulus for writing. The teacher and children share the text, drawing out the key elements of the content. Texts may also have cross- curricular links.

**Guided Reading.** This may be whole class sessions or small group reading sessions supported by an adult. These sessions aim to develop a deeper understanding, through questioning and discussion and enable children to use and apply their higher order questioning skills. Groups may be differentiated so children can decode and access the text and be more focused on their specific needs therefore accelerating their progress.

**Reading buddies.** Older children listen to the younger children read their individual reading book, supporting the child to read and discussing the content together. The older children also read texts to the younger children and create texts for them.

**Research.** Within English and other subjects, children use texts and ICT to read and research. This is useful for developing pupils scanning and skimming techniques.

1:1 reading with an adult

**Audio books** and texts on screen.

**Volunteers** from our school community enjoy listening to readers and sharing books with our pupils.

**Independent reading** for pleasure using a wide range of resources such as book boxes, comics, topic books.

**E-readers and Fiction Express.** As part of a subscription to the library service at Onny, pupils are able to access a range of e-readers. Fiction Express is a platform that connects students with professional authors, encouraging reading for pleasure through fun co-creation of stories. Children are able to vote for what happens next and complete quizzes to assess comprehension.

**Comprehension Activities.** These may be related to class texts, group texts, curriculum topics or tasks to develop comprehension skills. We use various sources including Comprehension Ninja. These are a series of high-quality non-fiction texts and strong links to the National Curriculum to help embed reading skills in the primary classroom. Children reread texts to question sets that challenge pupils to effectively skim, scan and retrieve information and improve their subject knowledge, this practical guide features theory and teaching approaches that can be applied to any curriculum area. Strategies and question types such as true or false, labelling, matching, highlighting, filling in the gap, sequencing and multiple choice are included.

We also use The Totally Pawsome Reading Gang to support pupils with the different skills and questions involved in reading comprehension. The images and names of these clever canines each help with one of the reading content domains.



### Individual Readers

All children will have at least one individual reading book from the school's reading scheme until they become a "free reader" and choose a text from the class library or the main library. Children who are free readers may also bring a book of their own choice from home with the agreement of their teacher. Books are carefully chosen to ensure they have an element of challenge and children experience a wide range of genres. Throughout the federation, the collection of books are colour coded. (see appendix) The colours correspond with the nationally recognised Book Band system. These reading books are matched to individual children's reading abilities. We mainly use Read Write Inc for early reading but also have texts from Oxford Reading Tree, Big Cat, Rigby Star, Usbourne Early Readers and Project X. Children share these books with parents/carers at home and also teaching assistants and teachers in school. Any comments made during these sessions by either party can be recorded in children's reading diaries and therefore it is very much a two-way process. Children are also encouraged to use the school library and bring books in from home to recommend to others.

Book band levels and expectations

### Reading Book Band Chart

Year	Term	Book band
<b>Reception</b>	Autumn	Pink
	Spring	Red
	Summer	Yellow
<b>Year 1</b>	Autumn	Light Blue
	Autumn	Green
	Spring	Orange
	Summer	Turquoise
<b>Year 2</b>	Autumn	Purple
	Spring	Gold
	Summer	White
<b>Year 3</b>	Autumn	Lime
	Spring	Brown
	Summer	Grey
<b>Year 4 onwards</b>	Free Reader	

## Early Reading

### Nursery

The early reading skills pupils learn at this age are an important foundation for starting school. The focus during this stage is on sharing stories, songs, and rhymes together and building vocabulary and developing children's language and communication skills through the Early Years Foundation Stage curriculum. Early matching, categorising and sorting activities within the Nursery environment are used to develop the visual discrimination skills needed for early reading. Books, songs and rhymes are shared with the children daily to build a store or library in their heads and to start to understand simple structures. Children take home books home to share with their families. Reading and print are evident in the indoor and outdoor environments through book corners, labelling with sound buttons, story and rhyme sacks, phonics stations and reading dens.

### Reception

An interest in books is developed by sharing songs, stories and rhymes, fostering opportunities to talk and re-enact stories or follow children's interests through information books. Texts are shared with the children daily and children are motivated to look at and talk about story and information books in their child-initiated play by utilising books in all areas of the provision, such as the outdoor Reading Den. In the spring term, children usually begin guided reading sessions. During this time children are supported by a teacher in small groups to develop their speaking and reading skills. This is also an opportunity to promote positive reading and learning behaviours. Children's progress is recorded in a guided reading folder. Children take home a sounds, red words and a sharing book. When they are able to blend, they can borrow books from our reading scheme. We remind staff and parents that children should read texts multiple times. 1. To decode. 2. For fluency and word recognition. 3. For comprehension.



## Working in partnership with parents

The teaching of reading is greatly enhanced if there is strong communication and support from parents. Parents are encouraged to share texts with the children to encourage a love of reading and listen to them read five times a week. This may take the form of sound cards and word recognition as well as reading books. Parent workshops on Phonics are held at the start of the year. During Parents' Evenings targets are shared and a written report is completed annually.

## Reading Assessment and Progress

Children are assessed against the year group expectations every term. Children's individual progress is recorded regularly on individual records during guided reading sessions and when they are listened to individually. Book banding is also used to identify a child's reading level and this is entered into a tracking grid each term so check

progress and identify pupils who may need support. Phonic knowledge and progress are also regularly monitored through RWI assessments and Phonics Check materials. Coverage for each term is set out in the Phonics and Spelling Long Term Plan. Children's reading and comprehension are assessed termly using PIRA reading tests. Progress in reading is discussed at pupil progress meetings held termly. Specific intervention strategies are put into place to support children who have not made the expected progress, for example daily reading with an adult or catch-up phonics sessions.

## Phonics and SPaG

### Implementation

#### Nursery

The children in our nurseries develop the foundations of English and cover Phase One of Letters and Sounds and RWI Phonics for Nursery. Phase One Letters and Sounds concentrates on developing children's speaking and listening skills. The emphasis during this phase is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills. Phase One is divided into seven aspects. Each aspect contains three strands: Tuning in to sounds (auditory discrimination), Listening and remembering sounds (auditory memory and sequencing) and Talking about sounds (developing vocabulary and language comprehension). It is intended that each of the first six aspects should be dipped into, rather than going through them in any order, with a balance of activities. Aspect 7 will usually come later, when children have had plenty of opportunity to develop their sound discrimination skills.

Alongside these activities we incorporate RWI Phonics for Nursery. Phonics for Nursery is aimed at developing children's vocabulary through role-play, discussion, building sentences and using productive questioning. It places huge emphasis on developing children's love of reading through enticing story and poetry times. Usually during the final term of nursery, children are taught to say the sounds of letters with the help of mnemonics, to blend the sounds into words and read simple 'blending books'. This gives them a flying start before starting Reception and these foundations allow for the teaching of RWI to begin as soon as pupils commence reception year in September.

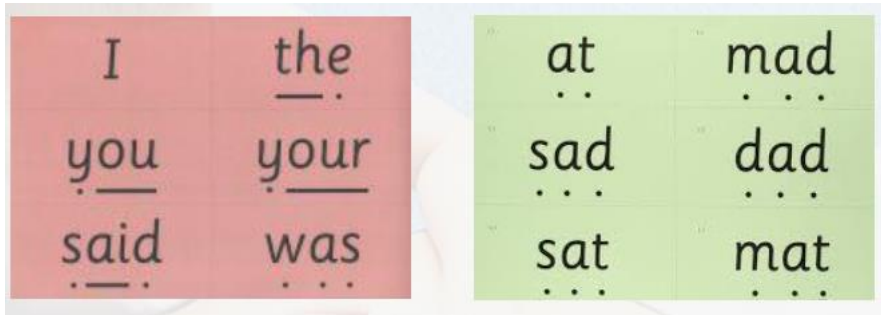
#### Reception and Year 1

In Reception and Year 1 and our pupils are taught using a systematic programme of phonics through Read Write Inc Phonics. Our phonics teaching makes strong links between blending for reading, segmenting for spelling and handwriting. We aim to keep sessions fast paced and multisensory. The use of partners is also encouraged so children can practise hearing and saying sounds.

Phonemes are taught using mnemonics and images to develop immediate recall of phonemes and help distinguish between graphemes that make the same sound. Handwriting rhymes are used to develop the correct sequence of movements for letter formation.

**Red** words are words that are not easily decodable or not yet decodable with sounds covered.

**Green** words are linked to the sounds they have been learning and are easily decodable.



Dots and dashes represent the sound each letter makes.

During phonics sessions, children have opportunities to read and spell words and apply these skills into reading and writing sentences. Children have independent and guided reading texts matched to their phonics ability.

### Blending

The use of Fred Talk helps teach the skills of blending.



We use **pure sounds** ('m' not 'muh', 's' not 'suh', etc.) and a puppet called Fred who is an expert on sounding out words! we call it, 'Fred Talk'. E.g. m-o-p, c-a-t, m-a-n, sh-o-p, b-l-a-ck.

### Segmenting

Fred Fingers are used to help segment words.



Children will use first use 'Fred fingers' to first sound out a word before they write it down. This strategy allows children to use Fred fingers whenever they get stuck with spelling a word, using phonics as a prime strategy.

Hold a Sentence is an activity that encourages children to remember a whole sentence while focusing on spelling and punctuation.

**Build a Sentence** gives children the opportunity to create their own sentence that shows they understand the meaning of a word.

Edit a Sentence allows the children to correct a sentence using their knowledge of spelling, punctuation and grammar.

### Expectations and Assessment

By the end of Reception year, it is our expectation that the vast majority of our pupils will be secure at recognising Set 1 and 2 phonemes and will be confident at blending and segmenting CVC words with these sounds. (see sounds below) They will also be able to read and spell the following Red Words (common exception words). Pupils who are not secure are given additional sessions or support. Pupils are assessed using a RWI assessment on entry to Reception and then at least termly.

Set 1 and 2 sounds



Reception Red Words

I	the	to	no	go
do	my	of	he	me
we	be	she	was	said
you	they	are		

By the end of Year 1, it is our expectation that the majority of our pupils will be secure at reading and spelling Set 3 words.

Set 3 sounds



Pupils who are not secure by the end of Year 1 are given additional support and intervention. We also track pupil's progress each term to help us identify pupils who may need additional sessions or strategies to help them reach age related expectations.

Phonics Screening Check Year One

The Year 1 phonics screening check is a short assessment to confirm whether individual pupils have learnt phonic decoding to an appropriate standard. It identifies the children who may need extra support. Pupils retake the check and schools can track these pupils until they are able to decode correctly.

### Spelling Year 2 to Year 6

We want our pupils to be equipped with a range of strategies for learning spelling and to be able to apply their strategies when spelling words in their independent writing. We encourage pupils to enjoy exploring and investigating the patterns and contradictions of the English language and we encourage them to take delight in what they discover.

From Year 2 onwards, pupils are taught the age-related spelling content using the published scheme 'No Nonsense Spelling'. This scheme of work provides us with a manageable tool for meeting the requirements of the 2014 National Curriculum, has a clear progression through blocks of teaching units across the year and supports our teachers with the teaching of spelling.

Organisation of No-Nonsense Spelling:

- In Year 2, pupils participate in five spelling sessions per week
- In KS2, pupils participate in approximately five spellings sessions across two weeks. Our pupils are also given daily spelling practice opportunities during morning activities, through access to displays of weekly spellings, cross curricular word banks and discussions during guided reading and shared writing. A typical learning sequence is as follows:

#### Revise

Activate prior knowledge

Revisit previous linked learning

#### Teach

Introduce the new concept

Explain

Investigate

Model

#### Practise

Individual/group work

Extend/explore the concept independently

Investigate

Generalise

#### Apply/Assess

Assess through independent application

Explain and demonstrate understanding

Within the lessons, the particular focus is identified and followed by suggested teaching strategies. By integrating activities for handwriting, the benefit of making a spelling activity kinaesthetic is secured. The pupil acquires the physical memory of the spelling pattern as well as the visual. Integral to the process is the scope to encourage pupils to learn spellings. Modelling clearly and the use of spelling partners would also be seen in lessons.

### Strategies for Learning Spellings

The following strategies are introduced incrementally through the 'No Nonsense Spelling' programme and can be used to support pupils' spelling across school and at home.

Look, say, cover, write, check; trace, copy and replicate (then check); segmentation strategy; quick write, drawing around the word to show the shape; drawing an image around the word; words without vowels, pyramid words; rainbow writing; memorable 'silly sentences' and clapping and counting syllables.

A more detailed description of each strategy can be found in the 'No Nonsense Spelling' teachers handbooks and in the appendix.

### Assessment

Pupils' learning is assessed throughout the programme. The 'Apply' part of the sequence regularly includes assessment activities to identify if pupils have learnt the key concept taught. These activities might include:

Testing – by teacher and peers; dictation; explaining; independent application in writing and frequent learning and testing of statutory and personal words. Pupils from Y1-Y6 take a GAPS assessment each term.

### Application Stations

In EYFS and KS1 all children also have a 'Phonic Workstation' in their classroom which they use independently to help deepen their understanding of the phonics that they have been taught. In KS2 the children have a 'Spelling Station' to aid consolidation, revisit and assess understanding and application. EYFS environments and resources are clearly and consistently labelled with the use of sound buttons and dashes to provide opportunities for pupils to use their phonics and to develop independence.

## Grammar and Punctuation

Grammar is all about the patterns and rules in a language: how we put words, phrases and clauses together to make structures that communicate information clearly. Learning about grammar is learning about language, and about how meaning is created through the choices we make. We believe grammar teaching should be a creative, enjoyable element of learning, generating curiosity about our language and encouraging a playful approach to language. It should give young learners the opportunities to experience rich and diverse texts, exploring the choices that writers

make in creating their texts. At our federation we use 'No Nonsense Grammar' and 'Pathways to Write' to help children learn, understand and apply grammar and punctuation.

No Nonsense Grammar is split into the following strands:

Strand 1: Different ways to construct sentences which covers strand 1a: Simple sentences, strand 1b: Co-ordination and subordination and strand 1c: Sentence types

Strand 2: Nouns and noun phrases

Strand 3: Adverbials

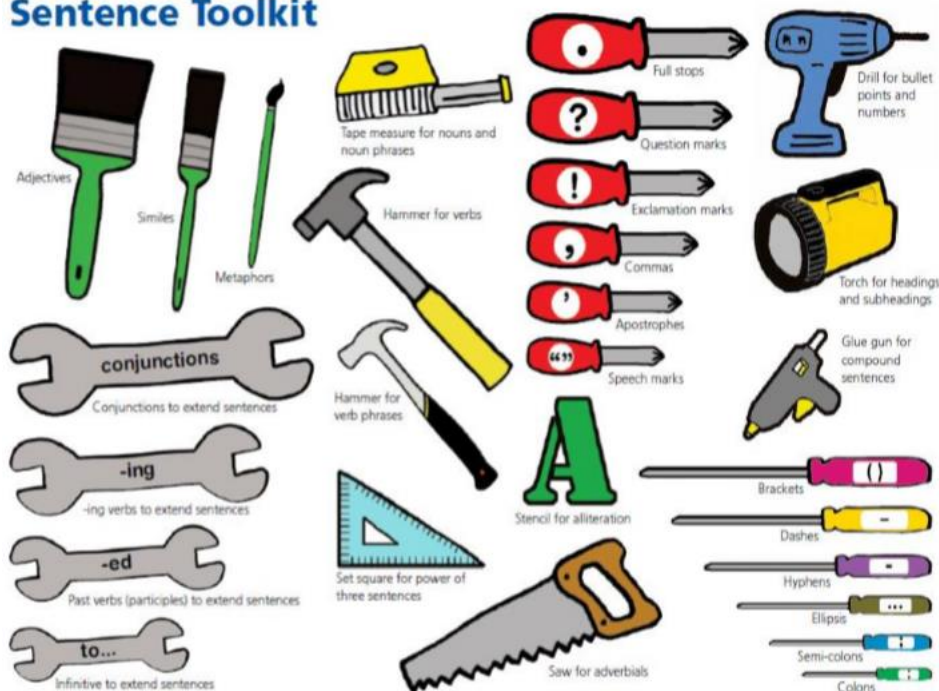
Strand 4: Verbs

Strand 5: Cohesion

Strand 6: Punctuation

Children are taught with visual, auditory and kinaesthetic methods of teaching, such as physical activities. The visual toolkit is used in all classrooms – Children are taught with visual, auditory and kinaesthetic methods of teaching, such as physical activities. The visual toolkit is used in all classrooms –

## Sentence Toolkit



We aim to teach grammar in context with texts studied in English lessons. Depending on the age of the pupils and the content to be covered, grammar concepts may also be taught in isolation with opportunities for application, across a wide genre or texts. Opportunities are also provided for revisiting and consolidating.

## Writing

We firmly believe that at St Michael's Federation, if we support pupils in establishing a love for reading and expose them to high quality vocabulary, there will be significant impact on pupils ability to become authors and developing their own, individualised style of writing. Through our book-led curriculum, we foster pupils' interest in writing and offer a reason and context for writing which enables the children to write for purpose and audience. It is our intention to broaden our pupils' exposure to high level vocabulary to allow pupils to apply their understanding of vocabulary and grammatical features within English and across the whole curriculum. Pupils will demonstrate they can apply phonics and spelling strategies. It is our intention that pupils develop the skills to self-edit and improve their writing.

### Implementation of writing

We have implemented Pathways to Write. Pathways to Write is a proven methodology designed to equip pupils with key skills to move them through the writing process. High-quality texts are used to ensure engagement and pupils develop vocabulary, reading and writing skills through the mastery approach. Key skills are taught and repeated and there are multiple opportunities to use and apply the skills until they can be mastered fully. By limiting the number of skills the each unit contains, children can really hone their writing techniques, providing excellent, focussed assessment opportunities for teachers. Effective teaching strategies are included to challenge greater depth writers. Pupils are also provided with frequent opportunities to discover the links between the skills of writing, reading, speaking and listening, drama and role play.

The Pathways to Write process follows three stages:

### The Keys: Gateway, Mastery and Feature

The keys are listed at the start of each unit.

- **Gateway keys** are the skills that should have been previously taught.
- **Mastery keys** are the main skills that will be focused on throughout the unit. The ⇨ symbol is used each time there is a focus on a mastery skill.
- **Feature keys** are the features of the writing genre that is the outcome for each unit. Each set of Feature keys has the same structure – vocabulary of the genre, how sentences and tenses are used and the overall structure of each one.

⇨ Pathways to Write keys		
Gateway keys (non-negotiables/basic skills)	⇨ Mastery keys (year group national curriculum expectations)	Feature keys (vocabulary, manipulating sentences and tense, structure)
<ul style="list-style-type: none"> <li>• Use punctuation at Y2 standard correctly (full stops, capital letters - including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession)</li> <li>• Use conjunctions and prepositions to express time, place and cause</li> <li>• Use adverbs to express time</li> <li>• Group related ideas into paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>• Use adverbs to express time, place and cause</li> <li>• Build an increasing range of sentence structures</li> <li>• Use headings and sub-headings to aid presentation</li> <li>• Assess the effectiveness of own and others' writing</li> </ul>	<ul style="list-style-type: none"> <li>• Use persuasive language e.g. alliteration, repetition</li> <li>• Write in logical order</li> <li>• Use 2nd person or 3rd person to talk directly to the reader</li> <li>• Select organisational features e.g. opening statement, sub-headings, closing statement</li> </ul>

Working Wall. The working wall includes the mastery and feature keys as well as vocabulary from the text. It is built on as the unit progresses and can be referred to as a reminder and support for leaning.



**Cross Curricular Writing.** Cross-curricula opportunities for writing are thoughtfully planned, allowing the children to apply their writing skills across the curriculum and in context. Writing for an audience, such as parents with the Rock Museum, gives children a purpose for their writing and also provides evidence of the application of knowledge and skills from other subjects. Pupils can apply their learning with independence and fluency, showing they have mastered their learning.



**Writing Journey.** The methods of drafting, revising, editing and improving are recognised as important aspects of the writing journey. We encourage pupils to value the writing process as a journey, not just a final destination. Mistakes are valued as part of learning and the writing process.

### Assessment in writing

Assessment of writing takes place in many different forms. Pupils' learning is assessed daily through frequent feedback in the form of teacher observations and conversations with pupils. Pupils also assess their own and others learning using small steps success criteria and checklists. Teachers use in lesson assessment to inform the planning of the following lessons, to ensure that all pupils are supported and challenged in their learning and any misconceptions are addressed. Big writes and pieces of extended writing are assessed against year group expectations using the Pathways to Write assessments. This enables us to ensure that pupils are making good progress, identify the next steps and areas of need for individual pupils and address this through our future planning and interventions that are discussed at termly pupil progress meetings. We moderate writing across the federation each term and across schools for Year 2 and 6. A Writing Standards file has been created to support assessment and ensure expectations are high.

## Monitoring



Growing to be the best that we can be for God, Ourselves and Each Other  
Thessalonians 5:11: Therefore encourage one another and build one another up, just as you are doing.

The monitoring of English teaching and pupil progress is the shared responsibility of teachers, the subject leader and the senior leadership team as well as the governing body. The work of the subject leader includes supporting colleagues in the teaching of English, keeping up to date with current developments as well as providing a strategic lead and direction for the subject. Policy and practice is monitored and evaluated on a regular basis. Monitoring may take the form of lesson observations, planning and book scrutiny, questionnaires, discussions with children or learning walks. Feedback will be given to all staff along with recommendations to inform future policy and planning.





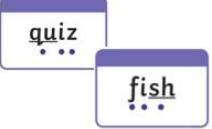

## **Inclusion**

All children have equal access to the curriculum as expressed in our Equal Opportunities Policy. We will ensure that English is accessible to pupils by setting suitable learning objectives, responding to the variety of learning styles and overcoming potential barriers of individuals and groups. This is monitored by analysing pupil performance throughout the school to ensure that there is no disparity between groups.

## Appendix

### Word attack

## Word Attack

 <p>blend the sounds to read the word</p>	 <p>point to the sounds</p>
 <p>word recognition</p>	 <p>say the sounds left to right</p>
 <p>use your phonics</p>	 <p>picture clues</p>

### Knowledge organiser

Beech Class

*The Great Fire of London*

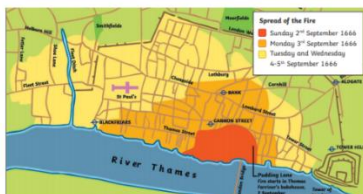
Knowledge Organiser

Timeline				
<b>Sunday 2<sup>nd</sup> September 1666</b> A fire starts in Thomas Farnier's bakery on Pudding Lane. As news of the fire spreads, people run to escape its path.	<b>Monday 3<sup>rd</sup> September 1666</b> Fire fighters try to tackle the fire but it spreads quickly. People carry their possessions to safety using a horse and cart or boats on the River Thames.	<b>Tuesday 4<sup>th</sup> September 1666</b> Houses are pulled down in an attempt to stop the fire spreading. St. Paul's Cathedral is destroyed.	<b>Wednesday 6<sup>th</sup> September 1666</b> The fire starts to burn more slowly as the wind dies down.	<b>Thursday 6<sup>th</sup> September 1666</b> The fire is finally under control and put out. People are left homeless.

Key Places and Vocabulary	
<b>bakery</b>	A place where bread or cakes are made and sold
<b>London</b>	The capital city of England and the United Kingdom
<b>River Thames</b>	Many people got a boat on the River Thames to escape the fire
<b>diary</b>	A personal record of life's events
<b>eye-witness</b>	A person who has seen something and can give a description of it
<b>embers</b>	Small pieces of glowing coal or wood in a dying fire
<b>fire-hooks</b>	Giant hooks used to pull down houses
<b>fire-break</b>	When buildings are destroyed to make a gap so the fire can't spread
<b>flammable</b>	When something burns easily
<b>St Paul's Cathedral</b>	A Christian building razed to the ground in the fire and rebuilt using designs by Sir Christopher Wren

Key People	
<b>Thomas Farnier</b>	An ember from one of Thomas' bakery ovens ignited some nearby firewood. The fire quickly spread around the room and to nearby buildings.
<b>Samuel Pepys</b>	One of the ways we know about the fire is because people wrote about it in their own personal diary.
<b>King Charles II</b>	Charles II was the King of England in 1666. After the fire, he made a decree that houses must be built further apart and built from stone not timber.

Great Fire of London Facts	
<b>When and where did the fire start?</b>	The fire of London started in a bakery in Pudding Lane on 2 <sup>nd</sup> September 1666.
<b>Why did the fire spread?</b>	It hadn't rained for months so the city was very dry. In 1666, lots of people had houses made from wood which burns easily. Houses were built too close together and there was no organised fire brigade.
<b>How did they fight the fire?</b>	They used leather buckets and squirts filled with water, axes, fire hooks and gun powder to make fire breaks.
<b>How did the fire stop?</b>	The fire burned for 4 days. As the wind died down and changed direction the fire became under control and was finally put out.



Phase One. Letters and Sounds

### **Aspect 1 - General sound discrimination - environmental**

The aim of this aspect is to raise children's awareness of the sounds around them and to develop their listening skills. Activities suggested in the guidance include going on a listening walk, drumming on different items outside and comparing the sounds, playing a sounds lotto game and making shakers.

### **Aspect 2 - General sound discrimination - instrumental sounds**

This aspect aims to develop children's awareness of sounds made by various instruments and noise makers. Activities include comparing and matching sound makers, playing instruments alongside a story and making loud and quiet sounds.

### **Aspect 3 - General sound discrimination - body percussion**

The aim of this aspect is to develop children's awareness of sounds and rhythms. Activities include singing songs and action rhymes, listening to music and developing a sounds vocabulary.

### **Aspect 4 - Rhythm and rhyme**

This aspect aims to develop children's appreciation and experiences of rhythm and rhyme in speech. Activities include rhyming stories, rhyming bingo, clapping out the syllables in words and odd one out.

### **Aspect 5 - Alliteration**

The focus is on initial sounds of words, with activities including I-Spy type games and matching objects which begin with the same sound.

### **Aspect 6 - Voice sounds**

The aim is to distinguish between different vocal sounds and to begin oral blending and segmenting. Activities include Metal Mike, where children feed pictures of objects into a toy robot's mouth and the teacher sounds out the name of the object in a robot voice - /c/-/u/-/p/ cup, with the children joining in.

### **Aspect 7 - Oral blending and segmenting**

In this aspect, the main aim is to develop oral blending and segmenting skills.

To practise oral blending, the teacher could say some sounds, such as /c/-/u/-/p/ and see whether the children can pick out a cup from a group of objects. For segmenting practise, the teacher could hold up an object such as a sock and ask the children which sounds they can hear in the word sock.

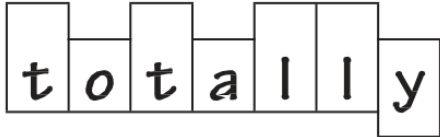
RWI Rhymes and Handwriting Phrases


**Read Write Inc Phonics**

SET 1		SET 2		SET 3	
Sound	Rhyme	Sound	Rhyme	Sound	Rhyme
<b>m</b>	Down Maisie then over the two mountains. Maisie, mountain, mountain.	<b>ay</b>	May I Play?	<b>ea</b>	Cup of tea
<b>a</b>	Round the apple, down the leaf.	<b>ee</b>	What can you see?	<b>oi</b>	Spoil the boy
<b>s</b>	Slide around the snake	<b>igh</b>	Fly high	<b>a-e</b>	Make a cake
<b>d</b>	Round the dinosaur's back, up his neck and down to his feet.	<b>ow</b>	Blow the snow	<b>i-e</b>	Nice smile
<b>t</b>	Down the tower, across the tower.	<b>oo</b>	Poo at the zoo	<b>o-e</b>	Phone home
<b>i</b>	Down the insects body, dot for the head.	<b>oo</b>	Look at a book	<b>u-e</b>	Huge brute
<b>n</b>	Down Nobby and over the net.	<b>ar</b>	Start the car	<b>aw</b>	Yawn at dawn
<b>p</b>	Down the plait, up and over the pirates face.	<b>or</b>	Shut the door	<b>are</b>	Care and share
<b>g</b>	Round the girls face, down her hair and give her a curl.	<b>air</b>	That's not fair	<b>ur</b>	Nurse with a purse
<b>o</b>	All around the orange.	<b>ir</b>	Whirl and twirl	<b>er</b>	A better letter
<b>c</b>	Curl around the caterpillar.	<b>ou</b>	Shout it out	<b>ow</b>	Brown cow
<b>k</b>	Down the kangaroo's body, tail and leg.	<b>oy</b>	Toy for a boy	<b>ai</b>	Snail in the rain
<b>u</b>	Down and under the umbrella, up to the top and down to the puddle.			<b>oa</b>	Goat in a boat
<b>b</b>	Down the laces, over the toe and touch the heel.			<b>ew</b>	Chew and stew
<b>f</b>	Down the stem and draw the leaves.			<b>ire</b>	Fire fire
<b>e</b>	Slice into the egg, go over the top, then under the egg.			<b>ear</b>	Hear with your ear
<b>l</b>	Down the long leg.			<b>ure</b>	Sure it's pure
<b>h</b>	Down the horse's head to the hooves and over his back.				
<b>sh</b>	Slither down the snake, then down the horse's head to the hooves and over his back.				
<b>r</b>	Down the robot's back, then up and curl.				
<b>j</b>	Down his body, curl and dot.				
<b>v</b>	Down a wing, up a wing.				
<b>y</b>	Down a horn, up a horn and under the yak's head.				
<b>w</b>	Down, up, down, up the worm.				
<b>th</b>	Down the tower, across the tower, then down the horse's head to the hooves and over his back				
<b>z</b>	Zig-zag-zig, down the zip.				
<b>ch</b>	Curl around the caterpillar, then down the horse's head to the hooves and over his back.				
<b>qu</b>	Round the queen's head, up to her crown, down her hair and curl.				
<b>x</b>	Cross down the arm and leg and cross the other way.				
<b>ng</b>	A thing on a string.				
<b>nk</b>	I think I stink.				

No Nonsense Spelling Strategies

<p><b>Look, say, cover, write, check</b></p>	<p>This is probably the most common strategy used to learn spellings.  <b>Look:</b> first look at the whole word carefully and if there is one part of the word that is difficult, look at that part in more detail.  <b>Say:</b> say the word as you look at it, using different ways of pronouncing it if that will make it more memorable.  <b>Cover:</b> cover the word.  <b>Write:</b> write the word from memory, saying the word as you do so.  <b>Check:</b> Have you got it right? If yes, try writing it again and again! If not, start again – look, say, cover, write, check.</p>
<p><b>Trace, copy and replicate (and then check)</b></p>	<p>This is a similar learning process to 'look, say, cover, write, check' but is about developing automaticity and muscle memory.  Write the word out on a sheet of paper ensuring that it is spelt correctly and it is large enough to trace over. Trace over the word and say it at the same time. Move next to the word you have just written and write it out as you say it. Turn the page over and write the word as you say it, and then check that you have spelt it correctly.  If this is easy, do the same process for two different words at the same time. Once you have written all your words this way and feel confident, miss out the tracing and copying or the tracing alone and just write the words.</p>
<p><b>Segmentation strategy</b></p>	<p>The splitting of a word into its constituent phonemes in the correct order to support spelling.</p>

<p><b>Quickwrite</b></p>	<p>Writing the words linked to the teaching focus with speed and fluency. The aim is to write as many words as possible within a time constraint.  Pupils can write words provided by the teacher or generate their own examples. For example, in two minutes write as many words as possible with the /i:/ phoneme.  This can be turned into a variety of competitive games including working in teams and developing relay race approaches.</p>
<p><b>Drawing around the word to show the shape</b></p>	<p>Draw around the words making a clear distinction in size where there are ascenders and descenders. Look carefully at the shape of the word and the letters in each box. Now try to write the word making sure that you get the same shape.</p> 

<p><b>Drawing an image around the word</b></p>	<p>This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable.</p>  <p>You can't use this method as your main method of learning spellings, but it might work on those that are just a little more difficult to remember.</p>
<p><b>Words without vowels</b></p>	<p>This strategy is useful where the vowel choices are the challenge in the words. Write the words without the vowels and pupils have to choose the correct grapheme to put in the space. For example, for the word <i>field</i>:</p> <p style="text-align: center;">f _ _ _ ld</p>

<p><b>Pyramid words</b></p>	<p>This method of learning words forces you to think of each letter separately.</p> <p style="text-align: center;">p py pyr pyra pyram pyrami pyramid</p> <p>You can then reverse the process so that you end up with a diamond.</p>
<p><b>Other strategies</b></p>	<p>Other methods can include:</p> <ul style="list-style-type: none"> <li>• Rainbow writing. Using coloured pencils in different ways can help to make parts of words memorable. You could highlight the tricky parts of the word or write the tricky parts in a different colour. You could also write each letter in a different colour, or write the word in red, then overlay in orange, yellow and so on.</li> <li>• Making up memorable 'silly sentences' containing the word</li> <li>• Saying the word in a funny way – for example, pronouncing the 'silent' letters in a word</li> <li>• Clapping and counting to identify the syllables in a word.</li> </ul>