



EDWARD THE ELDER
Primary School

ENGLISH POLICY

JULY 2024



The National Curriculum in English unites the vital skills of Reading, Writing, Speaking, Listening and Drama. Confidence and competence in language use, both spoken and written, are critical to school success, underpinning well-being and independence. At Edward the Elder school we aim ... *“to provide a happy, stimulating, disciplined and caring environment where pupils are confidently opening up the world of learning”*



English National Curriculum 2014

Purpose of study

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to write and speak fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Aims

The overarching aim for English in the national curriculum is to promote high standards of literacy by equipping pupils with a strong command of the written and spoken word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

(National Curriculum 2014)



EDWARD THE ELDER

EDWARD THE ELDER PRIMARY SCHOOL READING POLICY: OVERVIEW



<u>ASPECT OF READING</u>	<u>PURPOSE (INTENT)</u>	<u>IMPLEMENTATION (HOW)</u>	<u>IMPLEMENTATION – RESOURCES/ASSESSMENT</u>	<u>INTERVENTION</u>
<u>PHONICS</u>	TO LEARN THE ALPHABETIC CODE AND DECODE WORDS ACCURATELY.	DAILY FROM DAY 1 UNTIL FLUENT PROGRESSIVE AND CUMULATIVE SEQUENCE	FLOPPY'S PHONICS FP ASSESSMENTS TO IDENTIFY PHONEME GAPS SET OUT BY FP Y1 PSC/ Y2 RE-TAKE – TO BE CONTINUED INTO KS2 AS NEEDED	INTERVENTION AS SOON AS GAPS ARE NOTED SOME PUPILS MAY MISS OTHER SUBJECTS TO FOCUS PRIORITY ON PHONICS
<u>SPEED READING - FLUENCY</u>	TO READ 90+WORDS CORRECTLY PER MINUTE AT AGE-APPROPRIATE LEVEL. TO DEVELOP READING FLUENCY.	AT END OF EACH TERM UNTIL FLUENT	100 WCPM TESTS TWINKL SHORT READS	READING FLUENCY INTERVENTION SESSIONS BASED UPON READING SPEED. UNTIL SPEED IS 100+ WCPM.
<u>'AT A GLANCE READING' - FLUENCY</u>	TO READ MOST COMMONLY USED WORDS AUTOMATICALLY.	AT END OF EACH TERM UNTIL ALL WORDS READ AT A GLANCE –AUTOMATICITY	FRY'S 300+ COMMON WORD LISTS	READING FLUENCY INTERVENTION SESSIONS BASED UPON AUTOMATICITY AND AT A GLANCE READING. UNTIL ALL FRY'S WORDS AUTOMATIC.
<u>READING AGE</u>	TO READ TEXTS AT AN AGE-APPROPRIATE LEVEL.	AT END OF EACH TERM STARTING FROM RECEPTION WHEN READY UNTIL Y6	SALFORD READING AGE AND COMPREHENSION TESTS	DAILY READERS/SEND ISLPS FOR PUPILS BELOW CHROCOLIGICAL AGE. ALSO READING SPEED AND AUTOMATCIITY INTEREVNTION
<u>GUIDED READING</u>	TO LEARN HOW TO RESPOND TO WHOLE TEXTS AND DEVELOP SPECIFIC READING COMPREHENSION SKILLS.	AT LEAST ONE SESSION WITH AN ADULT PER TWO WEEKS FOR EACH ABILITY GROUP	GR TEXTS AT INSTRUCTIONAL LEVEL.	ADULT–LED SESSIONS FOR SUPPORT AND SCAFFOLDING.
<u>WCR</u>	TO LEARN HOW TO RESPOND TO TEXTS AND EXTRACTS AND DEVELOP SPECIFIC READING COMPREHENSION SKILLS.	Y2/KS2 – ONE HOUR WEEKLY FOR FLUENT READERS.	ASHLEY BOOTH RECOMMENDED TEXTS FOR EACH YEAR GROUP IN KS2. MIX OF CONTEMPORARY AND CLASSIC TEXTS FROM RANGE OF AUTHORS AND GENRES. TEXTS TO MATCH WIDER CURRICULUM WHERE POSSIBLE.	SOME PUPILS MAY HAVE TEXTS READ TO THEM TO ALLOW THEM ACCESS TO AGE-APPROPRIATE TEXTS OR HAVE TEXTS ADAPTED TO SUIT OR BASED UPON VISUAL STIMULI.
<u>READING FOR PLEASURE/ STORYTIME/ BOOK CLUB</u>	TO SHARE WHOLE TEXTS. TO DISCUSS WHOLE TEXTS. TO LIVE THE STORY. TO SEE ADULT AS A MODEL READER. TO DEVELOP ACTIVE READING SKILLS. TO DEVELOP PUPIL READING MILES/ READING HABIT/ READING.CULTURE IN SCHOOL	DAILY IN EYFS/KS1/KS2 AT LEAST 4X 20 MINUTE SESSIONS IN KS2 EACH WEEK. 1xBOOK CLUB WEEKLY TO SHARE AND RECOMMEND TEXTS.	TEXTS DECIDED BY CURRENTTEACHERS/ADULTS TO ALLOW TEACHERS TO BRING TEXTS TO LIFE RE-READING OF FAVOURITE TEXTS	BOOK CLUB FOR RELUCTANT READERS TO ALLOW THEM TO DEVELOP INTRINSIC MOTIVATION
<u>INDIVIDUAL READING</u>	TO DEVELOP READING FLUENCY AND ACCURACY AND PUPIL READING MILES.	AT LEAST ONE SESSION WITH AN ADULT PER FORTNIGHT	TEXTS AT EXACT MATCH TO PUPIL READING ABILITY. START WITH EXACT MATCH TO PUPIL PHONIC ABILITY, FULLY DECODABLE, HIGHLY DECODABLE, THEN AT AGE- APPROPRIATE ABILITY	DAILY READERS/SEND ISLPS FOR PUPILS BELOW CHROCOLIGICAL AGE. ALSO READING SPEED AND AUTOMATCIITY INTERVENTION
<u>READING WITHIN ENGLISH LESSONS</u>	TO SHARE WHOLE TEXTS. TO DISCUSS WHOLE TEXTS. TO LIVE THE STORY. TO SEE ADULT AS A MODEL READER. TO DEVELOP ACTIVE READING SKILLS. TO DEVELOP PUPIL READING MILES/ READING HABIT/ READING.CULTURE IN SCHOOL	DAILY	SET TEXTS AGREED FOR EACH YEAR GROUP WHICH MATCH/SUPPORT WIDER CURRICULUM CONTENT WHERE NECESSARY	ANY OF THE ABOVE
<u>READING ACROSS THE CURRICULUM</u>	TO DEVELOP A WIDER VOCABULARY AND STRONG BACKGROUND KNOWLEGDE TO SUPPORT COMPREHENSION.	VOCABULARY STARTERS IN ALL TOPIC SESSIONS AND IN BOOKS. TEXTS IN CLASS TO SUPPORT TOPIC SESSIONS AND AS PART OF LESSONS. ON-LINE TEXTS	VOCABULARY SHEETS TEXTS	ANY OF THE ABOVE

<u>PURPOSE/INTENT</u>	<u>IMPLEMENTATION (HOW) ORGANISATION</u>	<u>IMPLEMENTATION: RESOURCES AND CLASSROOM ENVIRONMENT</u>	<u>ASSESSMENT</u>
<p>To develop high quality spoken language. To learn alphabetic code in systematic steps. To hear/identify sounds in words. To blend sounds in words. To represent sounds with graphemes. To use sounds to read fully decodable books. To blend for reading To segment for spelling To develop effective pencil hold (tripod grip) and optimal seating position and wrist/hand position. (Avoid arm/ hand ache to make sure they are ready to write with stamina) To explicitly teach and develop a comprehensive set of letter-sound relationships for reading and sound-letter relationships for spelling. To ensure systematic, explicit and direct teaching for all children from day 1 in Reception until they can decode. To continue with phonically based reading through accessing highly decodable reading books. To teach reading and spelling alongside each other but spelling will not hold back reading.</p>	<p><u>LESSON STRUCTURE</u></p> <ul style="list-style-type: none"> Revisit previously taught phonemes using friezes. Revisit: speedy sounds/fast frieze (previously taught) using Smart or flashcards and reading words Revisit: helpful words – flashcards Teach: new helpful words Teach: new focus phoneme with action Apply: new focus phoneme into words (blending): short, medium, and longer words Apply: reading: real and nonsense words Letter formation Apply new and previously taught phonemes – segment for spelling and revisit spelling rules. Apply: cumulative texts/dictation Apply: new focus phoneme – reading decodable books where appropriate. Practise phonics with decodable readers matched to pupil phonic knowledge to build pupil confidence. <p><u>TEACHING STRATEGIES</u></p> <ul style="list-style-type: none"> Bars and buttons Blending fingers ‘My turn, your turn’ Actions and ‘as in’ phrases Weekly spelling is based upon new focus phonemes and helpful words. Online resources for Floppy’s Phonics Classroom resources (display) Flashcards Activity sheets Cumulative texts Decodable books from scheme <p><u>TIMETABLING</u></p> <ul style="list-style-type: none"> Pre-phonics teaching in Nursery when children are ready. 7 aspects of learning through child initiated. EYFS: 2x daily sessions of 20 minutes plus 1x 10 minute catch-up session Y1and Y2: 2x daily sessions of 20 minutes plus daily letter formation sessions focusing on new focus phonemes taught to most children (exposure). Catch up groups where appropriate 	<ul style="list-style-type: none"> Use of accredited SSP (Floppy’s Phonics). phoneme friezes handwriting poster helpful word cards previously taught and new phonemes sound mats helpful word posters alphabet code posters https://cdn.oxfordowl.co.uk/2023/05/15/15/25/45/16980e9f-8ed8-41e0-abce-874b84fefe12/FP_Online%20Resource_s.pdf Reading progression document 	<ul style="list-style-type: none"> Ongoing, informal daily assessment throughout each lesson FP assessments at the end of each level Up to level 5 and Y1 PSC: 80% reading accuracy at reading short words. Revisit phonemes from spelling point of view and then assess spelling accuracy at short words. Extend assessments to medium and longer words where appropriate to assess level of automatic and fluent decoding. Letter/s-sound Correspondences Assessments Reading and Spelling Assessments Oral Segmenting Assessment Real and Nonsense words Phonics Screening checks: baseline in November, February and April, and actual one in June <p><u>END OF YEAR EXPECTATIONS</u></p> <ul style="list-style-type: none"> Y1: pass PSC Y1: complete level 5 for reading. Y2: complete level 5 for spelling <p><u>INTERVENTION</u></p> <ul style="list-style-type: none"> ‘Keep up’ approach. Teacher-led intervention group to ensure children keep up. Teacher-led intervention for individuals not passing PSC. Revisit PSC in Y2+ for individuals as appropriate

<u>PURPOSE/INTENT</u>	<u>IMPLEMENTATION (HOW) ORGANISATION</u>	<u>IMPLEMENTATION: RESOURCES AND CLASSROOM ENVIRONMENT</u>	<u>ASSESSMENT</u>
<p>To develop automatic and accurate application of phonic decoding skills. To read most commonly-used words automatically – ‘at a glance’. To read 90-100 words correctly per minute at age-appropriate level. To provide the opportunity for pupils to increase their ‘reading miles’ in school time and at home. To read texts at an age-appropriate level.</p>	<p><u>TEACHING STRATEGIES</u></p> <ul style="list-style-type: none"> Rich reading timetable provision across school: individual reading, guided reading, WCR (whole class reading), reading for pleasure (daily – see reading for pleasure policy page for details), reading within daily English lessons, reading within thematic lessons, reading intervention where appropriate. Daily sessions for Fry’s for targeted pupils (5 minutes daily to offer extensive practice when reading these words in a random order. Daily reading opportunities for lowest 20% with appropriate texts Ensure opportunities for first and subsequent reading of texts 	<ul style="list-style-type: none"> Fry’s 100–300-word lists Age -appropriate reading speed tests: https://www.twinkl.co.uk/resource/words-per-minute-reading-speed-test-pack-grade-2-10-za-hl-1635348161 Use of accredited SSP (Floppy’s Phonics). See phonics policy page for details. Floppy’s fully decodable books. ORT highly decodable books Project X highly decodable books in KS2. Selection of other reading books not directly linked to phonics Reading progression document 	<ul style="list-style-type: none"> Ongoing, informal daily assessment throughout each lesson to inform next steps for teaching. Salford Reading age tests completed termly to establish children with a reading age below their chronological age and thereby identify lowest 20% of readers and daily readers. Termly ‘in-house’ teacher assessments. Fry’s 100–300-word lists (listing the 300 words that will allow primary-aged children to read 70% of primary aged texts.) Completed with targeted groups of pupils in each class daily until fluent and accurate. Age-appropriate reading speed tests completed for targeted pupils at the end: https://www.twinkl.co.uk/resource/words-per-minute-reading-speed-test-pack-grade-2-10-za-hl-1635348161
	<p><u>TIMETABLING</u></p> <ul style="list-style-type: none"> Daily English lessons All pupils to read with an adult in school each week: GR x1 per fortnight, IR x1 per week, lowest 20% daily Weekly WCR session Y2-6 Reading fluency sessions as appropriate Daily reading for pleasure sessions 		<p><u>END OF YEAR EXPECTATIONS</u></p> <ul style="list-style-type: none"> Reduce the number of pupils whose reading age is below their chronological age each term. Increased number of pupils on track for reading. Number of pupils receiving Fry’s fluency intervention is minimal. Most pupils able to read an age-appropriate text at a speed of 90-100 words correct per minute.
			<p><u>INTERVENTION</u></p> <ul style="list-style-type: none"> ‘Project X highly decodable books in KS2 for daily readers and where appropriate. Fry’s Reading words where appropriate

<u>PURPOSE/INTENT</u>	<u>IMPLEMENTATION (HOW) ORGANISATION</u>		<u>IMPLEMENTATION: RESOURCES AND CLASSROOM ENVIRONMENT</u>	<u>ASSESSMENT</u>
<p>To share whole texts. To live the story. To see adults as model readers. To develop active reading strategies and the ability to self-regulate reading. To develop the 'reading miles'. To develop a reading culture within school.</p>	<p><u>TIMETABLING</u></p> <ul style="list-style-type: none"> Daily sessions of story time in EYFS and KS1 Daily 20-minute sessions in KS2: Book Club x 1; adult-led sessions x2; partner reading x 1, independent x1 Other incidental reading for pleasure opportunities built into timetable where appropriate and within and across the wider curriculum. 	<p><u>SUPPORTING CHILDREN'S THINKING</u></p> <p>Give time/delay. Focus attention. Repeat Simplify Use questions to clarify. Focus on the feature. Forced alternatives. Gesture Rephrase Sentence completion Demonstration Experience the concept. Relate to the unknown Model thinking and comprehension monitoring. Model how to create a mental model of a text to support understanding. Model how skilled readers make sense of a text or work out the meaning of unfamiliar words</p>	<ul style="list-style-type: none"> Range of fiction and non-fiction books Consistent display approach for reading areas in classrooms. Focus on the books and not on props or decoration. Talk for Stories programme in EYFS. Staff CPD to keep up to date with children's literature trends. Use of online texts and visual Literacy to support and adapt to suit pupil needs. Reading progression document 	<ul style="list-style-type: none"> Ongoing, informal daily assessment throughout each session
	<p><u>STRATEGIES</u></p> <ul style="list-style-type: none"> Adult chooses book to bring alive. Mental model. Anticipation Pace Voices Pauses Cliff-hangers Word meaning Asides Illustrations Memorable words/phrases Joining in with poetry and stories 'Stop and Rewind' strategy: how skilled readers check the gaps and fill in the gaps as they read Think about the film of the book – supports children to visualise key moments, characters or settings. Special days – Book Fairs at least x2 per year, World Book Day celebrations and Pre-Loved Book Sales Reading newsletters Author focus each month – assemblies. Whole school display of authors and books read Y6 Librarians Little Lending Library 			

EDWARD THE ELDER PRIMARY SCHOOL READING UNDERSTANDING AND RESPONSE POLICY

<u>PURPOSE/INTENT</u>	<u>IMPLEMENTATION (HOW) ORGANISATION</u>	<u>IMPLEMENTATION: RESOURCES AND CLASSROOM ENVIRONMENT</u>	<u>ASSESSMENT</u>
<p>To learn how to respond to whole texts. To develop specific reading comprehension skills. To develop reading fluency and ‘reading miles’. To provide pupils with extensive opportunities for building experience with increasingly complex texts, encountering new knowledge, gaining new language, including vocabulary, and developing their fluency. To appreciate our rich and varied literary heritage.</p> <p>To construct meaning by:</p> <ul style="list-style-type: none"> • creating a mental model, amending, and updating what they know with new information • drawing on experience and knowledge, to make inferences, automatically filling in the gaps at sentence level, across the text, and between the text and what they know already • considering the meaning, implication, and nuance of every word, drawing upon a wide and deep vocabulary and body of knowledge, much of which they have acquired from previous reading and experience • understanding when the precise meaning of a specific word is vital for understanding and when it can be skipped • drawing upon knowledge of sentence structure, including punctuation • constantly anticipate what might be coming next and consider how it aligns with what they already know • spot when understanding has broken down, and rewind to pick up past information • read silently, sometimes drawing on prosodic information to hear the voice of the narrator and characters. 	<p><u>TEACHING STRATEGIES</u></p> <ul style="list-style-type: none"> • Echo reading and re-reading to develop fluency. • Modelling of ‘Stop and Rewind’ strategy: how skilled readers check the gaps and fill in the gaps as they read. • Think about the film of the book – supports children to visualise key moments, characters or settings. • Questions will be pre-planned: to reflect a wide range of questions focus areas and reading skills and question types. • Some questions will allow the children to stay within the story whereas other will unpick the writers craft. <p><u>TIMETABLING</u></p> <ul style="list-style-type: none"> • Daily English lessons (start of English units may have a text focus – see writing flowchart) • WCR (Whole Class Reading session) x 1 weekly in Y2-6 • Reading across the wider curriculum (several sessions weekly) • GR sessions (at least 1x per fortnight with an adult) 	<ul style="list-style-type: none"> • Reading Detective reading assessment activities • Ashley Booth recommended text lists for WCR: https://theteachin Booth.wordpress.com/2020/06/28/a-ks2-reading-curriculum/ • Age-appropriate GR texts • Texts within English lessons to complement thematic learning where possible. • Reading progression document 	<ul style="list-style-type: none"> • Ongoing, informal daily assessment throughout each lesson/session • Salford Reading Age tests which also provide assessments on their literal, inferential and vocabulary. • Half termly comprehensions from age-appropriate Reading Detectives • Y6 practise tests <p><u>END OF YEAR EXPECTATIONS</u></p> <ul style="list-style-type: none"> • Reduce the number of pupils whose reading age is below their chronological age each term especially with a view to comprehension. • Increased number of pupils on track for reading <p><u>INTERVENTION</u></p> <ul style="list-style-type: none"> • Interventions and boosters will be arranged as a result of pupil progress meetings each term to enable pupils to keep up.



EDWARD THE ELDER

EDWARD THE ELDER PRIMARY SCHOOL WRITING POLICY: OVERVIEW



<u>ASPECT OF WRITING</u>	<u>PURPOSE (INTENT)</u>	<u>IMPLEMENTATION (HOW)</u>	<u>IMPLEMENTATION – RESOURCES/ASSESSMENT</u>	<u>INTERVENTION</u>
<u>PHONICS FOR ENCODING</u>	TO LEARN THE ALPHABETIC CODE AND ENCODE WORDS ACCURATELY.	DAILY FROM DAY 1 UNTIL FLUENT PROGRESSIVE AND CUMULATIVE SEQUENCE FOCUS ON READING INITIALLY IN YR AND Y1 FOCUS ON SPELLING IN Y2??	FLOPPY'S PHONICS FP ASSESSMENTS TO IDENTIFY PHONEME GAPS SET OUT BY FP SPELLING SHORT WORDS	INTERVENTION AS SOON AS GAPS ARE NOTED
<u>SPELLING</u>	TO APPLY SPELLING RULES TO SPELL WORDS	OAK ACADEMY SPELLING RULES AND INVESTIGATIONS	OAK ACADEMY	WRITING FLUENCY INTERVENTION WITH FOCUS ON HANDWRITING AND SPELLING
<u>HANDWRITING</u>	TO AUTOMATICALLY FORM LETTERS ACCURATELY AND CONSISTENTLY	DAILY SESSIONS AS PART OF DAILY PHONICS FP NELSON HANDWRITING SCHEME MORNING SESSIONS IN REGISTRATION TIME DAILY SESSIONS WHEN NEEDED TWICE WEEKLY SESSIONS IN KS2	FP NELSON	WRITING FLUENCY INTERVENTION WITH HANDWRITING FOCUS.
<u>WRITING</u>	TO WRITE FOR A RANGE OF PURPOSES, AUDIENCES AND GENRES, FORMS AND STRUCTURES.	DAILY SESSIONS LTP TO SPECIFY WHICH TEXT GENRES WILL BE TAUGHT WITHIN EACH YEAR WRITING FLOW CHART TO SUPPORT STP: WRITING PROCESS: PRE-WRITING ACTIVITIES: VERBAL STORYTELLING, VISUAL PLANNING (STORYBOARD) COLLABORATIVE PLANNING, STRUCTURED TALK TO PREPARE FOR WRITING, ORAL REHEARSAL OF WHOLE TEXT STRUCTURE, JOINT TEXT CONSTRUCTION OR SENTENCE CONSTRUCTION. PLAN: GENERATE IDEAS, SET GOALS, GATHER INFORMATION; DRAFT: WRITE KEY IDEAS, SET OUT STRUCTURE; REVISE: MAKE CHANGES BASED UPON FEEDBACK AND SELF EVALUATION; EDIT: MAKE CHANGES FOR ACCURACY AND COHERENCE, CHECK SPELLING AND GRAMMAR; PUBLISH: PRESENT WORK FOR TARGET AUDIENCE TO READ. LIVE MODELLING – DEMONSTRATION OF THE PROCESS OF WRITING GRAMMAR TAUGHT WITHIN THE CONTEXT OF WRITING: I DO, WE DO, YOU DO APPROACH.	ARE SHEETS TO SHOW FULL SET OF SKILLS TO BE TAUGHT WITHIN EACH YEAR GROUP (NOT JUST LIMITED TO SATS DOMAIN AREAS FOR EXTERNAL MODERATION) A NEEDS-BASED APPROACH (FORMAL ASSESSMENT; RESPONSIVE APPROACH (IN THE MOMENT ASSESSMENT; TIERED APPROACH: CLASSROOM INSTRUCTION, TARGETED PROVISION (GUIDED GROUP WORK), SPECIALIST SUPPORT (EG SALT) GRADUATED APPROACH: ASSESS, PLAN, DO, REVIEW CYCLE	WRITING FLUENCY INTERVENTION FOCUSING ON TRANSCRIPTIONAL SKILLS AND ENSURE THAT THESE ARE AUTOMATED SO THAT FOCUS CAN BE ON COMPOSITION.
<u>SPAG/ GRAMMAR</u>	TO DEVELOP CONTROL AND MANIPULATION OF SENTENCE STRUCTURE FOR IMPACT AND EFFECT	SENTENCE STRUCTURE WORK WITHIN ENGLISH TEACHING: MINOR; SIMPLE; COMPOUND; COMPLEX; COMPOUND COMPLEX; MULTICLAUSAL. BREAKING DOWN SENTENCE LEVEL KNOWLEDGE: SENTENCE FRAMING (CLOZE); SENTENCE EXPANDING; SENTENCE COMBINING; SENTENCE SHRINKING.	ARE SHEETS TO SHOW SKILLS TO BE TAUGHT WITHIN EACH YEAR GROUP	INTERVENTION AS SOON AS GAPS ARE NOTED
<u>VOCABULARY</u>	TO DEVELOP VOCABULARY BREADTH (HOW MANY WORDS ARE KNOWN) AND VOCABULARY DEPTH (HOW MUCH IS KNOWN ABOUT THESE WORDS)	INTRODUCE NEW VOCAB; PLAN OPPORTUNITIES FOR PUPILS TO UNDERSTAND THE MEANINGS OF NEW VOCAB; PLANNED OPPORTUNITIES FOR USE OF NEW VOCAB IN SPOKEN LANGUAGE, READING AND WRITING; EMBEDDED OPPORTUNITIES FOR VOCAB TEACHING ACROSS THE CURRICULUM AND TO ENSURE THEY ENCOUNTER NEW VOCABULARY IN A VARIETY OF CONTEXTS.	TIER 1 VOCAB: CEW AND EVERYDAY TALK TIER 2 VOCAB; ACADEMIC VOCABULARY (EVALUATE, PREDICT, CONCLUDE) TIER 3 VOCABULARY: SUBJECT SPECIFIC. VOCABULARY TEACHING SEQUENCE: PRE-TEACH; DEFINE; EXPLORE SPELLING AND MEANING AND ETYMOLOGY/ MORPHOLOGY, ANTONYMS AND SYNONYMS; MEANING: SEMANTICS	INTERVENTION AS SOON AS GAPS ARE NOTED

EDWARD THE ELDER PRIMARY SCHOOL SPELLING POLICY

<u>PURPOSE/INTENT</u>	<u>IMPLEMENTATION (HOW) ORGANISATION</u>		<u>IMPLEMENTATION: RESOURCES AND CLASSROOM ENVIRONMENT</u>	<u>ASSESSMENT</u>
<p>To use knowledge of phonemes to segment sounds for encoding and spelling.</p> <p>To hear and identify sounds in words and select the correct grapheme to represent these sounds.</p> <p>To apply known spelling rules.</p> <p>To understand and apply the rules for adding prefixes and suffixes to root words.</p> <p>To understand the importance of etymology (word origins and history) and morphology (the internal make-up of a word: prefixes, suffixes, inflections and word families).</p> <p>To develop strategies to learn and recall spellings and embed these into their long-</p>	<p><u>LESSON STRUCTURE (OAK ACADEMY) 1</u></p> <p>Share LO: <u>investigation focus. (rules on purple slides)</u></p> <p>Key vocabulary/starter quiz</p> <p>Investigation of new words and spelling rules (true or false, rules and exceptions)</p> <p>Definitions</p> <p>Matching or sorting activities</p> <p>Activities linked to grammar (word classes)</p> <p>Spelling words – highlighting tricky parts</p> <p>Practise spellings using a spelling strategy: pyramids, use of colours, three times, spot the syllable, make a wordsearch, dictations, chunking, mnemonics, words within words etc.</p> <p>Learn spellings and complete activity relating to strategies listed above.</p> <p>Home spellings relate to spelling lesson focus to ensure spelling learning is contextualised.</p>	<p><u>LESSON STRUCTURE (OAK ACADEMY) 2 (practise and apply on green slides)</u></p> <ul style="list-style-type: none"> • Share LO: practising and apply learning from last lesson. • Recap of learning and key teaching points • Recap of definitions • Recap spelling words and meanings • Words in context using sentences and dictation. • Test and dictation • Dictation to apply rules in context 	<p>KS1-2 English Curriculum Unit Sequence Oak National Academy (thenational.academy)</p> <p>Focus five spellings displayed in classrooms in KS2.</p> <p>Focus five can be: FP HELPFUL WORDS KS2 Y3/4 AND Y5/6 STATUTORY SPELLING WORDS FRY'S WORDS</p> <p>Writing progression document</p>	<ul style="list-style-type: none"> • Ongoing, informal daily assessment throughout each lesson • FP assessments at the end of each level • Up to level 5 and Y1 PSC: 80% reading accuracy at reading short words. • Revisit phonemes from spelling point of view and then assess spelling accuracy at short words. • Extend assessments to medium and longer words where appropriate to assess level of automatic and fluent decoding. • Letter/s-sound Correspondences Assessments • Reading and Spelling Assessments • Oral Segmenting Assessment • Little Alien Words • Phonics Screening checks: baseline each term and actual one in June
	<p><u>TEACHING STRATEGIES for phonics</u></p> <ul style="list-style-type: none"> • Use of accredited SSP (Floppy's Phonics). • phoneme friezes • helpful word cards • previously taught and new phonemes • sound mats • helpful word posters 			<p><u>END OF YEAR EXPECTATIONS</u></p> <ul style="list-style-type: none"> • Y1: pass PSC • Y1: work on phonics up to level 5 for reading • Y2: complete level 5 for spelling • Y2-6: complete age-appropriate learning from OA

<p>term memory for automatic recall.</p> <p>To develop automatic recall and spelling of CEW and the Y3/4 and Y5/6 statutory spelling words.</p> <p>Homophones.</p>	<ul style="list-style-type: none"> • alphabet code posters <p>SEE PHONICS PAGE WITHIN POLICY FOR LESSON STRUCTURE DETAILS</p> <p>TIMETABLING</p> <ul style="list-style-type: none"> • See phonics page for phonics timetabling. • 2x weekly sessions for Oak Academy spelling – 30 minutes each session. All children access age-appropriate OA spelling sessions – with some adaptations for specific pupil needs. • Focus 5 spellings as part of x1 English lesson OMS per week, x1 morning activity per week and where appropriate • Writing fluency intervention in Y2-6 as required • Phonics intervention for any children who have not passed Y1 PSC daily sessions until passed. 		<p>INTERVENTION</p> <ul style="list-style-type: none"> • ‘Keep up’ approach. • Teacher-led OA groups to ensure children keep up. • All children from Y2 to access age-appropriate OA spelling sessions • Focus adult-led intervention for individuals not passing PSC. • Revisit PSC in Y2+ for individuals as appropriate until passed. • Writing intervention Y2+ for transcriptional fluency
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<u>ASPECT OF SPELLING</u>	<u>PURPOSE (INTENT)</u>	<u>IMPLEMENTATION (HOW)</u>	<u>IMPLEMENTATION – RESOURCES/ASSESSMENT</u>	<u>INTERVENTION</u>
<u>PHONICS FOR ENCODING</u>	TO LEARN THE ALPHABETIC CODE AND ENCODE WORDS ACCURATELY.	DAILY FROM DAY 1 UNTIL FLUENT AND AUTOMATIC PROGRESSIVE AND CUMULATIVE SEQUENCE FOCUS ON PHONICS FOR DECODING AND SPELLING FROM DAY 1	FLOPPY'S PHONICS' RESOURCES FP ASSESSMENTS TO IDENTIFY PHONEME GAPS SET OUT BY FP SPELLING SHORT WORDS CUMULATIVE TEXTS FROM FP <ul style="list-style-type: none"> Use of accredited SSP (Floppy's Phonics). 	INTERVENTION AS SOON AS GAPS ARE NOTED SPELLING FLUENCY INTERVENTIONS
<u>OAK ACADEMY SPELLING Y2 AND KS2</u>	TO INVESTIGATE SPELLING PATTERNS TO APPLY SPELLING RULES TO SPELL WORDS	OAK ACADEMY SPELLING RULES PROGRESSIVE SEQUENCE OF LESSONS FOCUSING ON ALL Y2 AND KS2 SPELLING PATTERNS DICTATION: Two-week cycle of investigate and learn; practise and apply TWO SESSIONS PER WEEK IN Y2/KS2 - 30 MINUTE EACH SESSION SOME PUPILS WILL CONTINUE TO WITH DAILY PHONICS AS NEEDED UNTIL PASS Y1 PSC.	OAK ACADEMY Subject: English Spelling Teacher Hub Oak National Academy (thenational.academy)	INTERVENTION AS SOON AS GAPS ARE NOTED SPELLING FLUENCY INTERVENTIONS
<u>HOME SPELLINGS KS1 AND KS2</u>	TO LEARN SPELLINGS RELATED TO NC EXPECTATIONS	SPELLINGS TO BE LEARNED FOR WEEKLY TESTS WITHIN OAK ACADEMY SESSIONS. SPELLING WORDS AND PATTERNS TO MATCH STATUTORY SPELLING PATTERNS WITHIN NC AND RELATE TO SPELLING LESSONS TO CONTEXTUALISE LEARNING. USE AGE-APPROPRIATE WORDS FOR BULK OF YEAR GROUP SOME PUPILS MAY CONTINUE TO LEARN FP HELPFUL WORDS OR KS1 CEW AS NECESSARY AND DICTATED BY ASSESSMENT OUTCOMES. MORNING ACTIVITY PRACTICE DURING REGISTRATION AS WELL AS HOMEWORK	OAK ACADEMY Subject: English Spelling Teacher Hub Oak National Academy (thenational.academy) FP HELPFUL WORDS OR WORDS USING PHONICS LEARNED IN FP SESSIONS	INTERVENTION AS SOON AS GAPS ARE NOTED SPELLING FLUENCY INTERVENTIONS
<u>HELPFUL WORDS</u>	TO AUTOMATICALLY SPELL THE HELPFUL WORDS LISTED WITHIN FP	DAILY WITHIN EYFS AND KS1 AND CONTINUING INTO KS2 UNTIL AUTOMATIC PART OF THE PHONIC SESSIONS SPELLINGS SENT HOME	FLOPPY'S PHONICS FP ASSESSMENTS TO IDENTIFY PHONEME GAPS SET OUT BY FP SPELLING SHORT WORDS	INTERVENTION AS SOON AS GAPS ARE NOTED SPELLING FLUENCY INTERVENTIONS
<u>CEW</u>	TO AUTOMATICALLY SPELL THE COMMON EXCEPTION WORDS LISTED WITHIN NC	FOCUS FIVE SPELLINGS DISPLAYED IN CLASS AND CHANGED EVERY 2 WEEKS. AGE-APPROPRIATE FOR MOST PUPILS SPELLINGS SENT HOME	FP HELPFUL WORDS KS1 NC CEW	INTERVENTION AS SOON AS GAPS ARE NOTED SPELLING FLUENCY INTERVENTIONS
<u>Y3/4 STATUTORY SPELLINGS</u>	TO AUTOMATICALLY SPELL THE Y3/4 STATUTORY WORDS LISTED WITHIN NC	FOCUS FIVE SPELLINGS DISPLAYED IN CLASS AND CHANGED EVERY 2 WEEKS. AGE-APPROPRIATE FOR MOST PUPILS SOME PUPILS MAY CONTINUE TO LEARN FP HELPFUL WORDS OR KS1 CEW AS NECESSARY AND DICTATED BY ASSESSMENT OUTCOMES. MORNING ACTIVITY PRACTICE DURING REGISTRATION AND X1 ENGLISH OMS WEEKLY CHILDREN'S OWN COPIES TO EXPECT/ENCOURAGE USE WITHIN INDEPENDENT WRITING	Y3/4 STATUTORY WORDS INDEPENDENT USE OF DICTIONARIES AND THESAURUSES WHEN PROOFREADING	INTERVENTION AS SOON AS GAPS ARE NOTED SPELLING FLUENCY INTERVENTIONS
<u>Y5/6 STATUTORY SPELLINGS</u>	TO AUTOMATICALLY SPELL THE Y5/6 STATUTORY WORDS LISTED WITHIN NC	FOCUS FIVE SPELLINGS DISPLAYED IN CLASS AND CHANGED EVERY 2 WEEKS. AGE-APPROPRIATE FOR MOST PUPILS SOME PUPILS MAY CONTINUE TO LEARN FP HELPFUL WORDS OR KS1 CEW AS NECESSARY AND DICTATED BY ASSESSMENT OUTCOMES. MORNING ACTIVITY PRACTICE DURING REGISTRATION AND X1 ENGLISH OMS WEEKLY CHILDREN'S OWN COPIES TO EXPECT/ENCOURAGE USE WITHIN INDEPENDENT WRITING	Y5/6 STATUTORY WORDS INDEPENDENT USE OF DICTIONARIES AND THESAURUSES WHEN PROOFREADING	INTERVENTION AS SOON AS GAPS ARE NOTED SPELLING FLUENCY INTERVENTIONS

<u>PURPOSE/INTENT</u>	<u>IMPLEMENTATION (HOW) ORGANISATION</u>	<u>IMPLEMENTATION: RESOURCES AND CLASSROOM ENVIRONMENT</u>	<u>ASSESSMENT</u>
<p>To develop effective and comfortable pencil hold (tripod grip) and optimal seating position and wrist/hand position. (Avoid arm/ hand ache to make sure they are ready to write with stamina)</p> <p>To develop gross and fine motor skills.</p> <p>To form lower case and upper-case letters with correct orientation and formation.</p> <p>To form digits 0-9 correctly</p> <p>To understand which letters belong to which handwriting 'families' (i.e., that are formed in similar ways).</p> <p>To develop a fluent, automatic, consistent, and joined handwriting style.</p> <p>To know which letters are break letters.</p> <p>To use the diagonal and horizontal strokes that are needed to join letters.</p> <p>To use spacing between words that reflects the size of the letters.</p> <p>To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>To provide daily opportunities for extensive handwriting practice to lead to fluency and automaticity.</p>	<p><u>LESSON STRUCTURE/STRATEGIES</u></p> <ul style="list-style-type: none"> • Ensure pupils have correct tools for the lesson. • Warm-up with wrist shaking exercises, scribbling, practising with patterns to loosen up muscles ready to write. Use online videos to support. https://www.oxfordowl.co.uk/for-school/nelson-handwriting--3?sort_field=order&sort_dir=asc&toggle=header-block-information-closed&query=&year_group=&unit=&resource_type=video# • Ensure correct seating position: sit up straight, clutter-free tables, feet flat on floor, paper at correct angle. • Each session to have a clear learning focus. • Adult and online modelling of correct direction and formation. Adult modelling essential. • Extensive practice • Write for a purpose: reinforcing spelling, grammar, vocabulary, and punctuation. • 'live' marking where possible to instantly provide feedback and address misconceptions. • Celebrate good practice and progress. • 1x 15 minute session in KS1/KS2 daily • Getting ready to write SMART shared at the start of each lesson <p><u>TIMETABLING</u></p> <ul style="list-style-type: none"> • Nursery: daily fine and gross motor activities • EYFS: letter formation as part of daily phonics teaching • Y1 and Y2: 2x daily sessions of phonics (containing letter formation teaching) 20 minutes plus daily letter formation sessions focusing on new focus phonemes taught to most children (exposure) • X15 daily teaching of handwriting Y1-6 until fluent and joining. 	<ul style="list-style-type: none"> • Use of accredited SSP (Floppy's Phonics). • https://www.oxfordowl.co.uk/for-school/nelson-handwriting--3 • phoneme friezes • handwriting poster • https://cdn.oxfordowl.co.uk/2023/05/15/15/25/45/16980e9f-8ed8-41e0-abce-874b84fefe12/F_P_Online%20Resources.pdf • Online resources from Nelson Handwriting scheme. (lower and upper case letters with start dots and directional arrows. Break letters and joins and letter families) • Photocopy masters. • Writing progression document 	<ul style="list-style-type: none"> • Ongoing, informal daily assessment throughout each lesson • Whole school, class and individual assessments from the Nelson Scheme. <p>INDIVIDUAL ASSESSMENT:</p> <ul style="list-style-type: none"> • Does the child adopt the correct posture? • Does the child hold the pen/pencil correctly? • Does the child use the correct movement when forming and/or joining letters? • Does the child reverse or invert any letters? • Does the child write fluently and rhythmically? <p><u>END OF YEAR EXPECTATIONS</u></p> <p>https://cdn.oxfordowl.co.uk/2016/02/24/17/27/07/442/NH_RB_curricguide_FM.pdf</p> <p>High expectations of all children across all abilities.</p> <p>Reception children should be able to write three or more simple statements on a given subject that can be read without the child's help and that make sense, although letter shapes and spelling may not be fully accurate. No joins.</p> <p>Use of capitals and lower-case letters may not be fully established.</p> <p>Year 1: Produce a paragraph or more of developed ideas independently that can be read without help from the child. Produce letter shapes which are mainly accurate, with clear spaces between most words. No joins.</p> <p>Year 2: Produce close to a side (or more) of A4 writing that is clear and coherent. Produce handwriting which is controlled, mainly regular in size and becoming neat. There may be evidence of joining.</p> <p>Year 3: Produce close to a side (or more) of A4 writing that is clear and coherent. Produce handwriting that is neat and mainly joined.</p> <p>Year 4: Produce more than a side of A4 writing that is clear and coherent. Produce handwriting that is neat and joined.</p> <p>Year 5: Produce handwriting that is fluent, neat and joined.</p> <p>Year 6: Produce handwriting that is fluent, neat and joined. Children may also be able to vary font for effect or emphasis where appropriate (e.g., print, italics, capitalization).</p> <p>BASED UPON ROS WILSON'S WRITING CRITERION SCALE WHICH SUPPORTS THE NELSON HANDWRITING SCHEME.</p> <p><u>INTERVENTION</u></p> <ul style="list-style-type: none"> • 'live' marking where possible to provide immediate feedback and address any misconceptions. • Writing fluency interventions for targeted pupils to focus on development of automatic and fluent transcriptional skills.

EDWARD THE ELDER PRIMARY SCHOOL WRITING COMPOSITION POLICY

<u>PURPOSE/INTENT</u>	<u>IMPLEMENTATION (HOW) ORGANISATION</u>	<u>IMPLEMENTATION: RESOURCES AND CLASSROOM ENVIRONMENT</u>	<u>ASSESSMENT</u>
<p>To develop the stamina and skills to write at length, with accurate spelling and punctuation.</p> <p>To develop the correct use of grammar.</p> <p>To write for a range of purposes, audiences, and contexts. Real and fictional.</p> <p>To plan and research my writing.</p> <p>To proofread and edit writing to evaluate, correct and improve.</p>	<p><u>UNIT STRUCTURE</u> Follow writing flowchart:</p> <ul style="list-style-type: none"> • Introduce purpose, context and audience for writing and map out the writing journey planned within this unit. Provide read audiences where possible. • use texts and other stimuli for writing. • plan, articulate, discuss and collect ideas for writing. Use reading as a model for writing. • Revisit/teach genre features. • Teach new writing skills (use writing progression ladders for each genre and knowledge organisers) • observe the teacher modelling writing and complete shared, then guided, leading to independent writing when ready. I do, we do, you do approach. • Scaffolded practice writing of each new skill within context of genre. • Evaluate writing by proofreading to check spelling, grammar and punctuation. Green editing pen. • Re-read own writing to check for sense and consistent use of verb tense and form. Edit and improve. Green editing pen. • Assess using Golden writing checklists. <p><u>TEACHING STRATEGIES</u></p> <ul style="list-style-type: none"> • verbally rehearse writing. • I do, we do, you do approach. • Teacher modelling of process and thought process of a writer though the various stages of writing <p><u>TIMETABLING</u></p> <ul style="list-style-type: none"> • Daily writing sessions in every year group • Writing across the curriculum to apply skills in wider contexts • Regular opportunities to apply writing across the wider curriculum. 	<ul style="list-style-type: none"> • Writing LTPs • Writing flowchart • Writing progression ladders for each genre • Golden writing checklists. • Help booklets on tables. • Writing progression document 	<ul style="list-style-type: none"> • Ongoing, informal daily assessment throughout each lesson • Golden writing checklists • Writing ARE sheets. • School and Trust moderation meetings. <p><u>END OF YEAR EXPECTATIONS</u></p> <ul style="list-style-type: none"> • each child to have a selection of independent writing in their Golden book each term with a range of genres to provide sufficient evidence for school and Trust writing moderation. <p><u>INTERVENTION</u></p> <ul style="list-style-type: none"> • Writing fluency interventions for targeted pupils to focus on development of automatic and fluent transcriptional skills. • Extensive practice to ensure fluency, flexibility and transfer of skills

<u>PURPOSE/INTENT</u>	<u>IMPLEMENTATION (HOW) ORGANISATION</u>		<u>IMPLEMENTATION: RESOURCES AND CLASSROOM ENVIRONMENT</u>	<u>ASSESSMENT</u>	
<p>To accurately use a wide range of punctuation for impact and effect. To use a wide range of coordinating and subordinating conjunctions. To use a variety of sentence types and openers for precision and impact. To use correct, consistent and varied verb forms.</p>	<p><u>PROGRESS/ON OF SKILLS</u></p>	<p><u>PUNCTUATION:</u> Y1: CL for names of people, places, weekdays, personal pronoun I. FS, question marks, exclamation marks Y2: FS, CL, ! ? commas for lists, apostrophes for contraction and singular possession Y3/4: commas after fronted adverbials, possessive apostrophe for singular and plural, direct speech punctuation, commas to mark clauses. Y5/6: commas to clarify and avoid ambiguity, hyphens, brackets, dashes, commas for parenthesis, semi-colons and colons or dashes to mark boundaries between independent clauses, colons to introduce a list, consistent bullet points.</p>	<p><u>SENTENCE CONSTRUCTION:</u> Y1: use of 'and' Y2: statements, questions, exclamations and commands, expanded noun phrases, subordination using 'when', 'if', 'that', 'because' Coordination using 'or', 'but'. Past and present tense Y3/4: wider range of conjunctions, multi clausal sentences, variety of verb forms. Conjunctions, adverbs and prepositions to express time and cause, fronted adverbials. Y5/6: passive verb forms, modal verbs, relative clauses</p>	<ul style="list-style-type: none"> • FANBOYS display of coordinating conjunctions. • ISAWAWABUB display of subordinating conjunctions. • ISPACED display for sentence openers. • Tabletop support sheets • Punctuation display • Writing progression document 	<ul style="list-style-type: none"> • Ongoing, informal daily assessment throughout each lesson • Golden writing checklists used at the end of each unit. • Y6 practise SPAG tests
	<p><u>TEACHING STRATEGIES</u></p> <ul style="list-style-type: none"> • I do, we do, you do approach. • Teacher modelling of process and thought process of a writer through the various stages of writing 			<p><u>INTERVENTION</u></p> <p>Writing fluency interventions for targeted pupils to focus on development of automatic and fluent transcriptional skills.</p>	
	<p><u>TIMETABLING</u></p> <ul style="list-style-type: none"> • Taught as part of a writing unit. Daily sessions. • Also, expectation of application of skills across the wider curriculum. 				

<u>PURPOSE/INTENT</u>	<u>IMPLEMENTATION (HOW) ORGANISATION</u>	<u>IMPLEMENTATION: RESOURCES AND CLASSROOM ENVIRONMENT</u>	<u>ASSESSMENT</u>
<p>To ensure that all children are exposed to a rich and varied vocabulary. To provide opportunities to learn vocabulary through repeated encounters with direct and explicit teaching and also incidental teaching. To narrow the vocabulary gap by ensuring all children have the same opportunities across the whole curriculum. To develop a secure understanding and fluent use of Tier One Words. To ensure Tier 2 and 3 words are an integral part of the curriculum to enable pupils to understand test words and words across the curriculum.</p>	<p><u>TEACHING STRATEGIES</u></p> <ul style="list-style-type: none"> Teach relationship between word structure and meaning. Teach pupils how new words function in different contexts – not just learning definitions but the function of each word (changes in word class) Word webs to show links between a root word and its many inflections (e.g., help: helped, helping, helpful, unhelpful, helpless, helper) Links to spelling: etymology and morphology. (See Oak Academy spelling sessions) Consider these three questions when introducing new vocabulary: <ol style="list-style-type: none"> What distinct meaning does a word have? What are the shades of meaning they can convey? How might the meaning change depending on context? Plan for high quality talk opportunities, incidental encounters, and use high quality resources. Plan to include a range of activities to develop and enhance vocabulary: matching, linking, classifying, defining, comparing, discussing, reading, writing, talking. Spaced practice: plan to retrieve vocabulary over time as part of the curriculum. Retrieval practice: plan activities that encourage children to retrieve prior knowledge of vocabulary. Activating prior knowledge: plan opportunities reactivate prior knowledge in lessons where it would be beneficial. <p>Develop vocabulary breadth: how many words a reader knows. Vocabulary depth: what a reader knows about these words</p> <p>Planned opportunities to use and apply Tier 1,2,3 words.</p>	<ul style="list-style-type: none"> Title pages in all topic books with key Tier 3 subject words – this will continually revisit these words and also form part of ‘sticky knowledge starters’ in lessons and thereby commit to long term memory and fluent use. Key vocabulary on topic displays and in core subject displays. Knowledge webs in books to include key vocabulary. Vocabulary rich environment Writing progression document Tier 1 vocabulary/HF/CEW words and words of everyday speech Tier 2 vocabulary: language of learning Tier 3 vocabulary: subject-specific vocabulary 	<ul style="list-style-type: none"> Ongoing, informal daily assessment throughout each lesson Application of subject-specific vocabulary within wider curriculum learning both verbally and in writing

<u>PURPOSE/INTENT</u>	<u>IMPLEMENTATION (HOW) ORGANISATION</u>	<u>IMPLEMENTATION: RESOURCES AND CLASSROOM ENVIRONMENT</u>	<u>ASSESSMENT</u>
<p>To develop competence in spoken language and listening to enhance the effectiveness of communication across a range of contexts and to a range of audience.</p> <p>To use discussion in order to learn.</p> <p>To listen and respond to adults and peers.</p> <p>To elaborate and explain clearly their understanding and ideas.</p> <p>To become competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.</p> <p>To ask relevant questions to extend their understanding and knowledge.</p> <p>To use relevant strategies to build their vocabulary.</p> <p>To articulate and justify answers, arguments and opinions.</p> <p>To give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p>To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>To speak audibly and fluently with an increasing command of Standard English.</p> <p>To participate in discussions, presentations, performances, role play, improvisations and debates.</p> <p>To gain, maintain and monitor the interest of the listener(s).</p> <p>To consider and evaluate different viewpoints, attending to and building on the contributions of others To select and use appropriate registers for effective communication.</p> <p>To increase pupils' vocabulary, ranging from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and enhancing their knowledge about language as a whole.</p> <p>To ensuring that pupils can select and use appropriate grammar and register for audience and purpose, including Standard English where necessary.</p>	<p><u>TEACHING STRATEGIES AND TIMETABLING</u></p> <ul style="list-style-type: none"> • Speaking and listening will be an integral part of all learning across school. • Discussion and partner work at the start of lessons • Paired, group and whole class discussions. • Opportunities to speak in front of an audience: class and group presentations, role-play and drama activities. • Public performances for families example: Christmas, Harvest, Easter, End of year performances. <ol style="list-style-type: none"> 1. Plan the purpose of talk 2. Knowledge first 3. Break it down 4. Clear expectations 5. Model 6. Scaffold 7. Practise 8. Aim for independence <p>Pupils need to make progress in interrelated aspects of language: physical (vocal control and body language, such as making eye contact and speaking loudly and clearly)</p> <p>linguistic (knowledge of vocabulary and grammatical constructions, and use of rhetorical devices)</p> <p>cognitive (knowledge of content, organisation of ideas, and tailoring talk to a specific purpose, such as to persuade or inform). This will include pupils learning about 'exploratory talk' (to explore new ideas and come to new understandings) and 'presentational talk' (to share their thinking with others). Pupils should learn how to pose questions, and use talk to narrate, explain, speculate, imagine, hypothesise, explore, include, discuss, argue, reason and justify social and emotional (considering the needs of different listeners, responding appropriately to others and developing the confidence to share ideas with different audiences)</p> <p>Teachers model spoken language for pupils. This includes language that pupils might not encounter away from school.</p> <p>The curriculum provides frequent opportunities for pupils to practise, refine and apply their spoken language knowledge and skills.</p>	<ul style="list-style-type: none"> • Spoken language progression document. • Writing flow chart • Dimensions lessons across the curriculum 	<ul style="list-style-type: none"> • Ongoing, informal daily assessment throughout each lesson • Pupils should receive constructive feedback on their spoken language and listening, not only to improve their knowledge and skills but also to establish secure foundations for effective spoken language in their studies at primary school, helping them to achieve in secondary education and beyond. <p><u>INTERVENTION</u></p> <ul style="list-style-type: none"> • SALT support where appropriate • Adapted teaching to suit pupil needs • Adults reframe pupils' spoken language where necessary and ask children to repeat back the reframing.

<u>PURPOSE/INTENT</u>	<u>IMPLEMENTATION (HOW) ORGANISATION</u>	<u>IMPLEMENTATION: RESOURCES AND CLASSROOM ENVIRONMENT</u>	<u>EXPECTIONS</u>
<p>To check work for errors in punctuation, spelling or grammar. PROOFREAD</p> <p>To revise or redraft it, in order to make changes, correct mistakes and improve its overall quality. EDIT</p> <p>To revise (spelling, missing words, punctuation) To rewrite – sense and structure To reimagine – develop ideas further, editing flaps, vocabulary</p> <p>MARKING OF WRITING To identify when a child has achieved the LO. Marking should be manageable, meaningful and motivating.</p> <p>To provide verbal and written feedback for children and support their editing to improve.</p>	<p>Ways to teach editing Share a paragraph on the whiteboard that has been pre-written. Devise a checklist as a class for what they think would improve it. Edit the paragraph as a class. Share a printed paragraph with each of the children and display on the board. Give children instructions for what to add or remove. Share a paragraph either printed or displayed on the board that is an example of a ‘good one’ or ‘bad one’. Children to identify why it is good or what needs to be improved. Share a paragraph that is a ‘good one’. They need to answer questions about why it was good or bad e.g. What helped you understand what the character’s personality was like? Give each group a paragraph and edit it together using techniques they will use independently when completing editing stations.</p> <p>Adult modelling using anonymous texts (I do); peer edit anonymous text (we do); independent edit (you do) WAGOLL (what a good one looks like), WABOLL (what a basic one looks like), WAJOLL (what a jumbled one looks like)</p> <ul style="list-style-type: none"> • Dictionary skills/Thesaurus skills- taught as part of Oak Academy Spelling sessions, SPAG sessions, reading sessions or English sessions <p>TEACHING STRATEGIES</p> <ul style="list-style-type: none"> • Editing stations (some independent and some adult-led) • Teach and model each of the three types of editing within the teaching sequence of a writing unit when teaching skills • Peer editing • Editing of an unseen text to practise editing skills as part of the teaching and learning cycle. This will also ensure that editing is progressive as it will be built up progressively to match the sequence of writing skills taught each term/year. See Writing AREs, genre progression documents and LTPs • DOUBLE TICK FOR EFFECTIVE DEMO OF WRITING SKILLS LINKED TO LO <p>TIMETABLING (SEE WRITING FLOWCHART)</p> <ul style="list-style-type: none"> • Edit and proofreading is an essential part of our teaching and learning cycle for writing • After teaching and learning of a specific writing skill, adults to model how to edit that specific skill. • For Golden Writing sessions, pupils independently edit the whole piece of writing, proofreading and editing all writing skills. LINK TO SKILLS ON GW CHECKLISTS 	<ul style="list-style-type: none"> • Green editing pens • Spelling word banks • Dictionaries and thesauruses • FP helpful words • FP Sound Mats • KS1 CEW • Y3/4 STAUTATORY SPELLING WORDS • Y5/6 STAUTATORY SPELLING WORDS 	<p>MARKING OF SPELLING ONLY DOT FOR CORRECTION THE WORDS WHICH SHOULD BE CORRECT (I.E SPELLING USING PHONICS TAUGHT SO FAR, HELPFUL WORDS TAUGHT SO FAR, CEW OR STATUTORY SPELLING WORDS FOR AGE GROUP) NB: FOR WEAKER SPELLERS, PRIORITISE A FEW KEY SPELLING WORDS PER PIECE OF WRITING (MAX 5 PER WRITTEN PIECE FOR EDITING AND CORRECTING). WEAKERS SPELLERS WILL RECEIVE IAPPROPRIATE SPELLING INTERVENTIONS) AUTUMN TERM: PUT A DOT UNDER THE MISPELT WORDS TO EDIT SPRING TERM: DOT IN THE MARGIN SUMMER: DOT AT END OF WORK (TO INCREASE INDEPENDENCE WHEN EDITING ACROSS THE YEAR. KS1: ALWAYS USE DOT UNDER WORD APPROACH.</p> <p>PROOFREADING AND EDITING</p> <p>1. REVISING SPELLING EDITS TO BE WRITTEN ABOVE THE WORD IN THE ORIGINAL TEXT IN GREEN Y3/4 CHILDREN TO UNDERLINE Y3/4 STATUTORY SPELLING WORDS Y5/6 CHILDREN TO UNDERLINE Y5/6 STATUTORY SPELLING WORDS FOR HANDWRITING, WRITE A SENTENCE AT THE END OF WRITING IN THE NEATEST HANDWRITING.</p> <p>Handwriting (Y6 preparation– copy one sentence as neatly as possible at the end of work as proof that they can write legibly, joined, consistent shape and size etc) LIVE MARKING WHERE POSSIBLE DURING HANDWRITING SESSIONS TO ADDRESS MISCONCEPTIONS IMMEDIATELY BEFORE BAD HABITS BECOME EMBEDDED. TEACHER TO FOCUS ON ONE GROUP PER DAY IN DAILY HANDWRITING SESSIONS.</p> <p>TO EDIT AND IMPROVE HANDWRITING HW AT END OF WORK OR IN MARGIN TO DIRECT CHILDREN TO REWRITE A SENTENCE FROM THEIR WRITING IN THE NEATEST HANDWRITING THEY CAN</p> <p>2.3 REWRITING/REIMAGINING FOOTNOTE EDITS : FOR REWRITINGS OF WHOLE SENTENCES AND PARAGRAPHS, USE *1 *2 *3 etc TO MARK ORIGINAL TEXT AND WRITE CHANGED SENTENCE OR PARAGRAPH AT END OF WORK.</p> <ul style="list-style-type: none"> • Use of A to add in missing words

