




ST PAUL with ST LUKE
CHURCH OF ENGLAND PRIMARY SCHOOL
Leopold Street, Bow, London E3 4LA

Policy version Control

English Policy

2022

Version no	Amendments	Approval date
1	New policy amalgamating phonics, reading, writing, spelling, handwriting and oracy,	March 2022  BENJAMIN ROACH

VISION FOR ENGLISH

At St Paul with St Luke, we aim to prepare children for a rapidly-changing world and pave the road towards them becoming life-long learners. We are proud to deliver an English curriculum designed to progressively build on knowledge and skills which promote high standards of oracy and literacy. Children are able to transfer these skills across the wider curriculum. English lessons are planned to be engaging, thought-provoking and to deepen learning.

We believe that literature plays a key role in children's cultural, emotional, intellectual, social and spiritual development. Therefore, throughout their time at the school, children will be exposed to a range of high-quality texts. Our learning journeys are carefully planned to be engaging and to teach a wide range of knowledge and skills which lead to creative outcomes; our aim is to inspire children to become enthusiastic writers and authors by inviting them to be imaginative, innovative and develop a love of writing.

We endeavour to promote a love of reading which enables children to journey to unfamiliar places and other worlds – to extend their knowledge beyond their inner city lives. We understand the value of reading in developing a child's imagination and the ability to translate descriptions of places and people into pictures in their minds. We intend for our children to be both independent and reflective readers who can read fluently and for meaning.

At the heart of our teaching is the development of children as language learners and language users. Our ethos is to create learners who are confident at expressing themselves and able to articulate ideas and thoughts. The ability to speak and listen well is essential for children in order to express their feelings, opinions and ideas and learn to value the differing opinions of others.

When children leave our school, they will be equipped to transfer their skills in English to different contexts, increase their capacity to innovate and take with them rich, purposeful experiences.

READING

EYFS

We use CLPE 'the power of reading' to teach Literacy in EYFS. Children leave Early Years knowing a range of stories, non-fiction texts and poems. Through a range of teaching strategies, children will understand language, make predictions, empathise with characters, and use a range of role play techniques to delve into the texts. There is a big emphasis on oral telling and lots of hands on activities to support writing activities. The writing activities are meaningful and children enjoy writing for a purpose.

In Reception, phonics is taught using the Read Write Inc. programme. Read Write Inc. is a government backed phonics scheme designed by Ruth Miskin, which through systematic teaching and consistent routines, enables children to achieve high levels of reading success. At SPSL we believe that reading is the key to all learning and we are fully committed to making sure that every child is a reader by the end of KS1.

We use Pie Corbett's Reading Spine to ensure children have read a good variety of high quality texts by the time they leave Nursery and Reception. These books are pitched age appropriately and contain a mix of genres. We aim to add a non-fiction spine in 2022.

Children are expected to read every night at home, with reading diaries to keep a record of what they are reading. This is monitored systematically by staff who liaise directly with parents if it is not

happening.

There is a class library which is always accessible to the children as part of the continuous provision. In addition to the class library teaching staff will display relevant books alongside activities e.g. if the cars and roads are out then books on maps and vehicles will be displayed alongside.

Children access the school library weekly. This is an opportunity for them to independently explore books which interest them.

KS1

The Read Write Inc. Phonics programme continues into KS1.

There is an expectation that children will be off the programme by the end of Year 1, however we know that some children can take longer than this to acquire all the skills and knowledge they need.

Once off the programme children are taught to be Reading Explorers. Here they are introduced to the domains of reading in a more formal way. Children read short extracts or texts and develop their independent reading and comprehension of them.

There is an additional focused reading lesson each day where children have whole class reading. Here we also use Pie Corbett's Reading Spine to ensure children have read a good variety of high quality texts by the time they leave Year 1 and Year 2. These books are pitched age appropriately and contain a mix of genres. This is a 'story time' which develops listening skills, a love of story and reading for pleasure. This is teacher-led reading of a class book with children listening and responding to questions, predictions and vocabulary choices as appropriate to the level of the children. Children also participate in shared reading that immerses children in the pattern of story and features of text types. Pupils are encouraged to become confident, enthusiastic, reflective and independent readers.

An additional short 'story time' happens at the end of each day.

In all areas of reading, the reading domains VIPERS, (developing vocabulary, inferencing, predicting, explaining, retrieving or summarising) are embedded into learning.

Children are expected to read every night at home, with reading diaries to keep a record of what they are reading. This is monitored systematically by staff who liaise directly with parents if it is not happening.

KS2

The Reading Structure

Reading is timetabled for 30 minutes a day, five days a week. Three of these sessions are 'taught' reading where the teacher reads aloud and the children develop one (or more) of the VIPERS skills. One reading lesson is a free reading time where children read books of their own choice. The last reading lesson is one in which children visit the library, go onto Rug Club reading and change their library books.

The texts

We use Pie Corbett's Reading Spine but teachers can also suggest books of their own. These books are pitched age appropriately and contain a mix of genres. We aim to add a non-fiction spine in 2022.

Pie says:

Great books build the imagination. The more we read aloud expressively, and the more children are able to savour, discuss and reinterpret literature through the arts, the more memorable the characters, places and events become, building an inner world.

A child who is read to will have an inner kingdom of unicorns, talking spiders and a knife that cuts into other worlds. The mind is like a 'tardis'; it may seem small but inside there are many mansions. Each great book develops the imagination and equips the reader with language.

Spine Books by Pie Corbett

Books for Nursery

The Pie Corbett Reading Spine for Nursery includes: Where's Spot? Dear Zoo, You Choose, We're Going On a Bear Hunt, Brown Bear, Brown Bear, What Do You See?, Jasper's Beanstalk, The Very Hungry Caterpillar, Hairy Maclary from Donaldson's Dairy, Each Peach Pear Plum, The Train Ride and Come On Daisy.

Books for Reception

The Pie Corbett Reading Spine for Reception includes: Owl Babies, The Gruffalo, Handa's Surprise, Mr Gumpy's Outing, Rosie's Walk, Six Dinner Sid, Mrs Armitage, Whatever Next, On the Way Home, Farmer Duck, Goodnight Moon and Shhh!

Books for Year 1

Books in Year 1 inevitably lend themselves to the inclusion of toys, costumes, puppets and a selection of play opportunities. The children also need to be involved in the careful reading of the books, paying attention to detail and experiencing stories deeply by engaging their wildest imagination. The Pie Corbett Reading Spine for Year 1 includes: Peace at Last, Can't You Sleep Little Bear, Where the Wild Things Are, The Elephant and the Bad Baby, Avocado Baby, The Tiger Who Came to Tea, Lost and Found, Knuffle Bunny, Beegu, Dogger, Cops and Robbers and Elmer.

Books for Year 2

Year 2 is about moving from picture books to chapter books. They still demand imagination but won't be too much of a testing read for the class. The Year 2 Reading Spine includes: Traction Man, Meerkat Mail, Amazing Grace, Pumpkin Soup, Who's Afraid of the Big Bad Book?, Dr Xargle's Book of Earthlets, Not Now Bernard, Tuesday, The Flower, Gorilla, Emily Brown and The Thing, Frog and Toad Together, The Owl Who Was Afraid of the Dark, The Giraffe, the Pelly and Me, Fantastic Mr Fox, The Hodgeheg, Flat Stanley and Willa and old Miss Annie.

Books for Year 3

This is where great storylines begin to come into play, Year 3. Pie Corbett says that children should also start to get a deeper, richer experience from stories at this level. The Year 3 Pie Corbett Spine includes: The Iron Man, Cat Tales: Ice Cat, The Sheep-Pig, The Abominables, The Lion, the Witch and the Wardrobe, The Battle of Bubble and Squeak, and Hansel and Gretel.

Books for Year 4

More classic tales and modern favourites for use in this year, a focus on storylines and exploration of deeper meanings within texts that are important for the reading comprehension curriculum. This Year 4 Spine selection include: s Bill's New Frock, Charlotte's Web, Why the Whales Came, The Firework Maker's Daughter, The Snow Walker's Son, Perry Angel's Suitcase and The Voices in the Park.

Books for Year 5

Year 5. Emotionally driven with more complex and rounded characters is the key interest here. Pie has selected a group of reads that will entice your class into a new world of creative genius. Included in the Year 5 Reading Spine are The Wolves of Willoughby, Varjak Paw, Wolf Brother, Street Child, The Midnight Fox, Tom's Midnight Garden and Farther.

Books for Year 6

Setting the foundations and leading children into a future of powerful literature in Year 6. More intense and truly memorable reads that will pave the way for children to pursue their secondary English literature passions. Pie Corbett's Year 6 Spine contains Holes, Clockwork, The Hobbit, Skellig, Fireweed, River Boy and The Arrival.

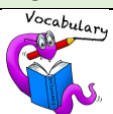

READING LESSONS




The large majority of the lesson is taken up with the teacher reading to the class in a whole class reading scenario. This, we feel, is teaching children to comprehend the text through the teacher modelling of prosody, syntax, and making sense of what s/he is reading through clarifying and unpicking vocabulary as well as connecting ideas. As we know from a wealth of research, reading a story aloud is one of the most important things, parent, carers and teachers can do with children. Stories stimulate a child's imagination and expand their understanding of the world. The shared reading experience provides a model of fluent and expressive reading, builds listening and discussion skills and exposes children to vocabulary in context. One lesson a week is devoted to the development of one of the VIPERS skills although most of the lesson should still be the teacher reading aloud. 'VIPERS' is a range of reading prompts, developed by The Literacy Shed, based on the reading content domains found in the National Curriculum.


Vipers heading	Content Domain reference	Content Domain Description
Vocabulary	2a	Give/explain the meaning of words in context
Infer	2d	Make inference from the text/ explain and justify using evidence from the text.
Predict	2e	Predict what might happen from the details stated and implied.
Explain	2f, 2g, 2h,	Identify/explain how information/narrative content is related and contributes to the meaning as a whole. Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within the text
Retrieve	2b	Retrieve and record key information/key details from fiction and non-fiction
Summarise	2c	Summarise main ideas from more than one paragraph

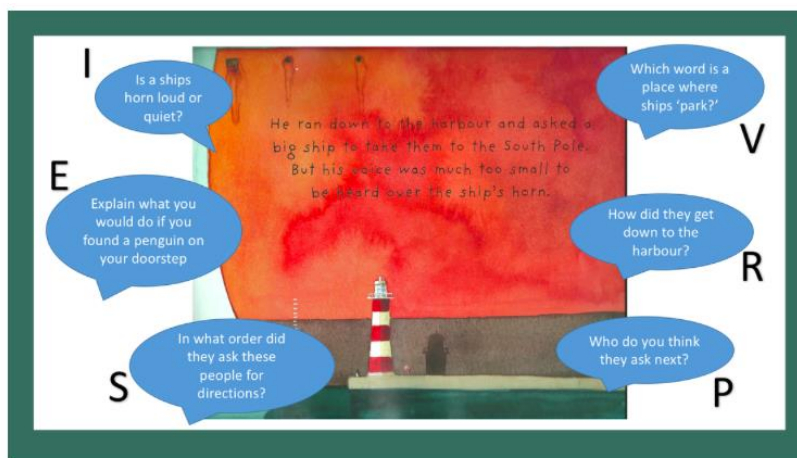



Teachers choose which book to read from the spine; it may be that a particular book links to the current, or prior, Geography or History unit of work. Once selected, teachers read the book and begin to plan their sessions around it. Some VIPER skills will lend themselves better to a particular chapter or section. It is up to the teacher to determine which VIPER to develop in any given week. Prediction and summarising can be developed in every session and it is advised to always recap the text so that children who were absent can be brought up to speed with what has happened – this means they can access the next part of the book alongside the other children. In general, it is always best to never assume the children remember what was read last week, or even yesterday!


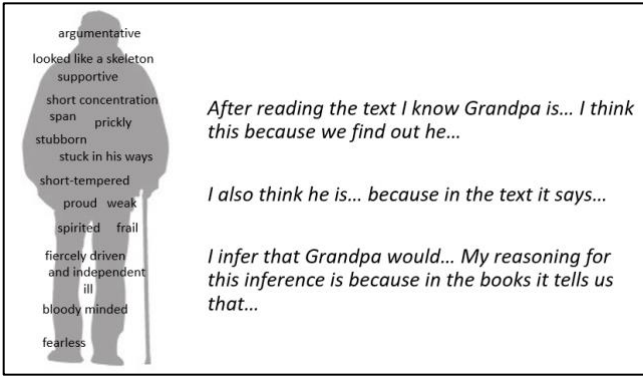

Skill	Purpose/Question stems
	<p>Purpose: To find and explain the meaning of words in context (mainly Tier 2 words (see Appendix))</p> <p>Example questions</p> <ul style="list-style-type: none"> • What do the words and suggest about the character, setting and mood? • Which word tells you that....? • Which keyword tells you about the character/setting/mood? • Find one word in the text which means..... • Find and highlight the word that is closest in meaning to..... • Find a word or phrase which shows/suggests that..... <p>Vocabulary will almost always feature at the beginning of teaching a new book as you will want to tell children what more difficult vocabulary means so that they can access what you are reading. As you read though you will also be giving children synonyms for words they may not know – for example when reading the word ‘garrulous’ you might say ‘...that means talkative’, then you will recap new words in other lessons to make sure the word is going into the children’s long term memory.</p>
	<p>Purpose: To make and justify inferences using evidence from the text.</p> <p>Example questions:</p> <ul style="list-style-type: none"> • Find and copy a group of words which show that...







	<ul style="list-style-type: none"> • How do these words make the reader feel? How does this paragraph suggest this? • How do the descriptions of ... show that they are ... • How can you tell that ... • What impression of do you get from these paragraphs? • What voice might these characters use? • What was ...thinking when...? • Who is telling the story?
	<p>Purpose: To predict what might happen from the details given and implied. Example questions</p> <ul style="list-style-type: none"> • From the cover what do you think this text is going to be about? • What is happening now? What happened before this? What will happen after? • What does this paragraph suggest will happen next? What makes you think this? • Do you think the choice of setting will influence how the plot develops? • Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text. <p>Predicting lessons will definitely feature at the very beginning of a new book. Then it should be woven into lessons as children predict what will happen in the next chapter, or at the end of the book.</p>
	<p>Purpose: To...</p> <ul style="list-style-type: none"> • Explain how content is related and contributes to the meaning as a whole. • Explain how meaning is enhanced through choice of language. • Explain the themes and patterns that develop across the text. • Explain how information contributes to the overall experience. <p>Example questions</p> <ul style="list-style-type: none"> • Why is the text arranged in this way? • What structures has the author used? • What is the purpose of this text feature? • Is the use of ... effective? • The mood of the character changes throughout the text. Find and copy the phrases which show this. • What is the author's point of view? • What affect does ... have on the audience? • How does the author engage the reader here? • Which words and phrases did ... effectively? • Which section was the most interesting/exciting part? • How are these sections linked?
	<p>Purpose: To retrieve and record information and identify key details from fiction and non-fiction. Example questions</p> <ul style="list-style-type: none"> • How would you describe this story/text? What genre is it? How do you know? • How did...? • How often...? • Who had...? Who is...? Who did....? • What happened to...? • What does.... do? • How ... is...? • What can you learn from from this section?

	<ul style="list-style-type: none"> • Give one example of..... • The story is told from whose perspective?
	<p>Purpose: To summarise the main ideas from more than one paragraph</p> <p>Example questions</p> <ul style="list-style-type: none"> • Can you number these events 1-5 in the order that they happened? • What happened after...? • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/middle/end of the story? • In what order do these chapter headings come in the story? <p>Summarising should also be happening on an ongoing basis.</p>



Skill	Possible Activities
 <p>Vocabulary</p>	<ul style="list-style-type: none"> • Match words to definitions after reading, or throughout reading. • Match words to synonyms and then antonyms. • Match words to pictures (especially nouns). • Build a sentence using the new vocabulary. • Replace word with a synonym. • Use new vocabulary to create a poem. • Complete a 'Frayer model' style activity: identify definition, examples, non-examples, prefixes, suffixes

	<p style="text-align: right;">PARTNER TASK 1</p> <p>Recall – vocabulary Match these synonyms – then add one of your own</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">garrulous</td> <td style="width: 20%;"></td> <td style="width: 30%; padding: 5px;">friend</td> </tr> <tr> <td style="padding: 5px;">nettled</td> <td></td> <td style="padding: 5px;">worries</td> </tr> <tr> <td style="padding: 5px;">seclusion</td> <td></td> <td style="padding: 5px;">privacy</td> </tr> <tr> <td style="padding: 5px;">anxieties</td> <td></td> <td style="padding: 5px;">strange</td> </tr> <tr> <td style="padding: 5px;">acquaintance</td> <td></td> <td style="padding: 5px;">annoyed</td> </tr> <tr> <td style="padding: 5px;">eccentric</td> <td></td> <td style="padding: 5px;">talkative</td> </tr> </table> <p style="text-align: center; font-size: small;">Ext: Can you think of any antonyms for these words (words that mean the opposite)?</p> <div style="text-align: center; margin-top: 20px;"> </div> <p style="text-align: center;">Frayer model</p>	garrulous		friend	nettled		worries	seclusion		privacy	anxieties		strange	acquaintance		annoyed	eccentric		talkative
garrulous		friend																	
nettled		worries																	
seclusion		privacy																	
anxieties		strange																	
acquaintance		annoyed																	
eccentric		talkative																	
 <p style="text-align: center;">INFER</p>	<ul style="list-style-type: none"> • Draw a setting/ characters based on things inferred in the text. • Answer questions by finding the clues in the text (why). • Dramatise a scene from the book, acting out characters actions. • Hotseat characters and ask them why questions. <div style="text-align: center; margin-top: 20px;">  </div>																		
 <p style="text-align: center;">PREDICT</p>	<ul style="list-style-type: none"> • Predict setting/plot/characters based on the front cover/s. • Predict setting/plot/characters based on the blurb. • I wonder... I infer... I retrieve... based on the front cover. • Give children props/ images based on the story – can they make a prediction based on these items? • Devise questions you want to ask about the book based on the 5 Ws (what, where, when, why, who) and how. 																		

	 <h2 style="text-align: center;">Prediction</h2> <div style="display: flex; justify-content: space-around;">  <div style="border: 1px solid black; padding: 5px; font-size: small;"> <p><i>I can see... this makes me think...</i></p> <p><i>I predict... my reasons for predicting this are...</i></p> <p><i>I infer... because</i></p> <p><i>I wonder if...</i></p> <p><i>The title 'River Boy' makes me think...</i></p> <p><i>The images of... on the cover make me think...</i></p> </div> </div>
 <p style="text-align: center;">EXPLAIN</p>	<ul style="list-style-type: none"> • Answer questions such as the ones outlined in the purpose/questions section • Be the author – tell us why you used that vocabulary, or told us that... <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p style="text-align: center;">Pages 28-29</p> <ul style="list-style-type: none"> • Using evidence from the text explain how you know that Jess is feeling positive about her experiences at the cottage so far (refer to particular words or phrases as evidence) • <i>I know Jess is feeling positive about her experiences of the cottage so far because the author uses words such as..... these words are all positive words therefore we get the impression that Jess herself is feeling positive.</i> • <i>Words such as:..... illustrate that Jess feels positive about her experience so far.</i> • <i>The author uses words such as.... to give us the impression that Jess is feeling positive about her experiences so far.</i> </div>
 <p style="text-align: center;">RETRIEVE</p>	<ul style="list-style-type: none"> • Draw a setting/ characters based on what is said in the text. • Answer questions by finding the answer in the text (what, where, when, who, how). • Give children answers and they have to devise a question to match based on the text. • Retrieve specific information and turn into a poem/ short paragraph. <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p style="text-align: center;">Let's read Chapter 3. Record words and phrases about the landscape and river</p>  </div>
 <p style="text-align: center;">SUMMARISE</p> <p style="text-align: center;">KS1 - SEQUENCE</p>	<ul style="list-style-type: none"> • Sequence a series of events in chronological order. • Place pictures representing the events in order (flat icons). • Write a summary of no more than ... words. • Draw a summary (in Talk for Writing style).

		<p>Put the events in order to summarise this chapter:</p> <table border="1" style="width: 100%;"> <tr><td style="width: 5%;">3</td><td>Stanley dressed in the orange jumpsuit.</td></tr> <tr><td>5</td><td>Stanley went outside into the blazing heat.</td></tr> <tr><td>1</td><td>Stanley got off the bus.</td></tr> <tr><td>4</td><td>Stanley was given his instructions.</td></tr> <tr><td>2</td><td>Stanley met Mr Sir.</td></tr> </table>	3	Stanley dressed in the orange jumpsuit.	5	Stanley went outside into the blazing heat.	1	Stanley got off the bus.	4	Stanley was given his instructions.	2	Stanley met Mr Sir.	
3	Stanley dressed in the orange jumpsuit.												
5	Stanley went outside into the blazing heat.												
1	Stanley got off the bus.												
4	Stanley was given his instructions.												
2	Stanley met Mr Sir.												

Assessment

Teachers assess children’s responses in every lesson either through their oracy/ discussion or when looking at their work in their Reading Journals. In Years 1-6, children complete a NFER test each term and their results are analysed, gaps identified and interventions planned.

Interventions

At Pupil Achievement Meetings we identify those children who need some extra reading in order to reach age related expectations by the end of the academic year. These interventions are planned for by the class teacher and then taught by either the class teacher or teaching assistant/ HLTA during the school day or after school.

Reading Scheme/ Bug Club

We have the Bug Club reading scheme in school as hard copy books and access to the books online. Each child from nursery-Year 6 takes home hard copy books and can access the online books too. Children move through the different colour levels.

Book Band Colour	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Lilac	Phase 1						
Pink	Phase 2						
Red	Phase 3						
Yellow	Phase 4						
Blue		Phase 5					
Green		Phase 5					
Orange		Phase 5					
Turquoise			Phase 6				
Purple			Phase 6				
Gold			Phase 6				
White							
Lime							
Brown							
Grey							
Dark Blue							
Dark Red							

Children read their Bug Club books/ access their books online once a week during one of the Reading lesson slots.

Year 6 children also have access to Read Theory – a free online reading comprehension programme. Here children earn knowledge points for getting questions correct but it also tracks what levels they are reading at in terms of the texts' 'lexile' levels.

WRITING

EYFS

We use CLPE 'the power of reading' to teach Literacy in EYFS at St Paul with St Luke. Children leave Early Years knowing a range of stories, non-fiction texts and poems. Through a range of teaching strategies, children will understand language, make predictions, empathise with characters, and use a range of role play techniques to delve into the texts. There is a big emphasis on oral telling and lots of hands on activities to support writing activities. The writing activities are meaningful and children enjoy writing with a purpose.

KS1 and KS2

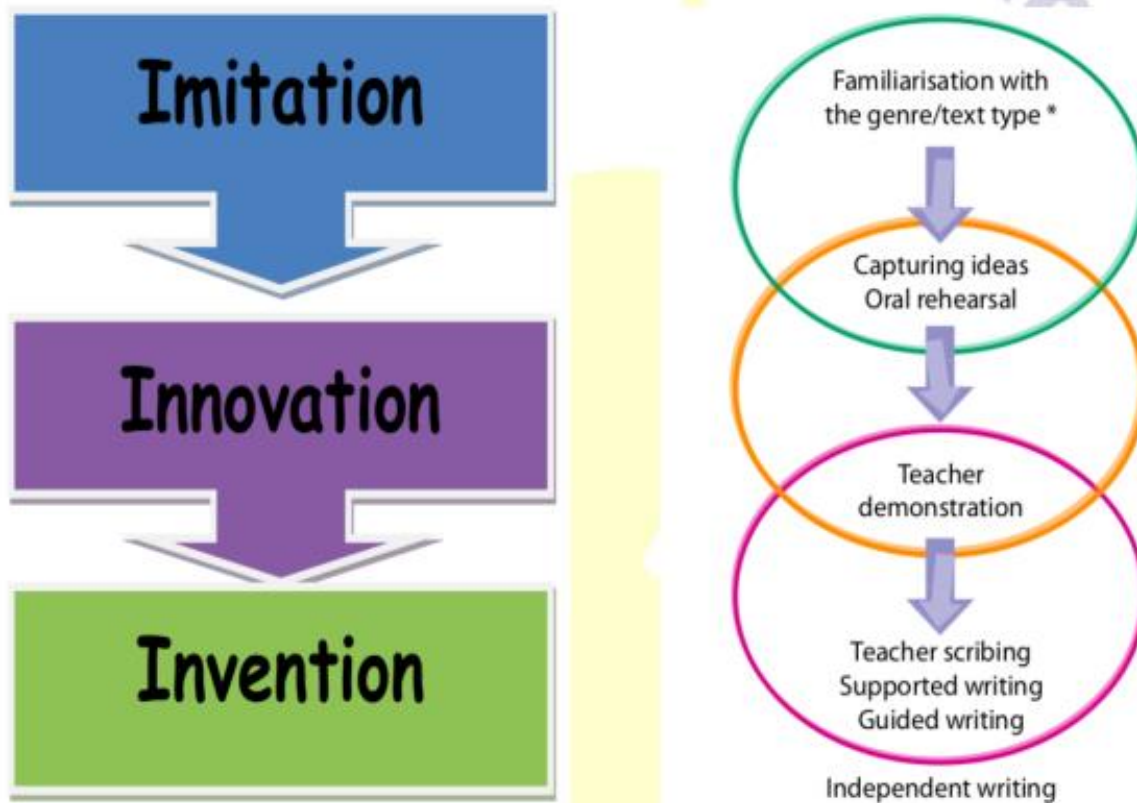
Talk for Writing was developed by the author Pie Corbett and is a fun, creative yet also rigorous approach to develop writers. At SPSL, we use Talk for Writing to support our text based approach to the English curriculum.

Through using this approach we enable our children to:

- Enjoy quality experiences that will enhance their knowledge, skills and understanding
- Be enthusiastic and critical readers of stories, poetry and drama as well as non-fiction
- Become lifelong learners as readers and writers through Talk for Writing.
- Explore global issues through writing (for example, persuasive writing and spoken language)
- Write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct
- Write a range of text types (fiction and non-fiction) and in a range of genres and be able to write in a variety of styles and form appropriate to the situation
- Increase their ability to use planning and drafting to improve their work
- Use a variety of mediums to express their written ideas, e.g. ICT and Drama

Implementation

Talk for Writing starts with enjoying and sharing stories. Children learn to tell a story off by heart. They tell the story with expression and actions. Once a story is learnt, the children are encouraged to adapt it to make it their own, for example by changing the characters or the setting.



Imitation- telling a story

A text is introduced and read to the children; together the class learn to tell the story. To help the children remember the text a multi-sensory approach is used:

- A visual story map
- Actions
- A focus on lively, animated expression

As children learn the stories word for word, they develop the use of specific sentence structures, which they can then use in their own writing. The principle is that if a child can tell a story, they will be able to write a story. Grammar teaching is woven throughout this stage and children develop and work on their skills through short bursts of writing related to the model text.

Innovation – changing a story

In this stage the original text is adapted by the children. This could start with a simple change of character or for the older children it may involve telling the story from a different view point. Children will make changes to their story map and rehearse retelling their innovated story orally. Children then write out the innovated story in manageable sections. Pupils receive whole class feedback at this stage which indicates successes and areas to develop/work on/edit. There is an opportunity to respond to this feedback before moving onto the next stage in the lesson. It is a very supportive and structured approach, so children gain confidence and know what they need to do in order to get better.

Invention - writing my own story

The final stage is the invention stage where the children use all the skills, they have learnt over the last 3 weeks to write an independent piece. There is the freedom to draw upon their own ideas and experiences, or they can 'hug closely' to the shared text should they need to.

Timings

Each fiction or non-fiction unit is taught daily for three weeks. This is set out in the English Intent document and ensures a progression of skills throughout each academic year and also between different year groups. Children must be immersed in the text in order that they internalise its structure and they should then be given opportunities to respond to the text as a reader before responding to it as a writer.

Inclusion

Talk for Writing (T4W) has a strong contribution to make to the learning and writing development of all children, including those identified as having special educational needs, children from diverse cultural backgrounds, those for whom English is an additional language and children who are particularly able. Children in any of these groups benefit considerably from the strategies and approaches used in Talk for Writing. Teachers should ensure that:

- Wherever possible, all children are included, whatever their needs, in Talk for Writing sessions and learning sequences.
- Appropriate adjustments are made for pupils identified with speech, language and communication needs (SLCN) or dyslexia, remembering that around 50 per cent have transitory difficulties, which can be resolved with the right kind of support.
- Scaffolds are used to support pupils towards the learning objective through the use of resources e.g. word mats, sequencing cards, pictorial representations and other tailored help sheets, pre-teaching of key vocabulary, working in mixed ability pairs and targeted intervention sessions.
- While retaining high expectations, teachers should remember that for some children, we may need to broaden the concept of writing to include mark-making in its widest sense and also accept that some children may never write totally independently.
- Where needed, provide ICT and other technological aids for children with learning and/or physical needs.
- Where needed, provide additional support such as a teaching assistant or peer response partner, intermediary or scribe. The nature of this support should always be underpinned by the drive to encourage independence.
- Take care to ensure that a ceiling of expectation is not set and therefore in line with the mastery approach.

Assessment and Recording

Writing is assessed throughout each Talk for Writing cycle. The hot write, at the end of each cycle, is used to complete formative assessments.

We also use comparative judgement to compare each year group's writing to that of other children around the country. This assessment enables us to hone in on the attainment of different groups: boys, girls, PP, and non-pp as well as enable us to compare our results to other schools across the country who have used the same assessment stimuli.

Assessments are monitored and evaluated by class teachers and SLT to ensure coverage and to ensure that children are making good or better progress throughout the writing SOW from the individual child's starting point.

Impact

Evidence of impact on the children include:

- Children enjoy writing and find the process creative, enriching and fulfilling;
- Children are exposed to a wide variety of texts and are able to recognise good writing, and understand what makes it good;
- Children are aware of the key features of different genres and text types;
- Children learn about the skills of writing from their reading and draw (consciously or unconsciously) upon its models in their own work;
- Children have 'something to say' (a purpose and audience);
- Children know how to develop their ideas;
- Children know how to plan and prepare for writing;
- Children make informed choices about what they are writing, as they write (for example, about vocabulary, grammar, text structure, etc.);
- Children understand how to reflect upon, refine and improve their own work;
- Children can respond to the constructive criticism of others.
- Teachers are confident in their teaching and assessment of writing skills.

HANDWRITING

At SPSS we use The Best Start Federation Handwriting programme. Here we teach children that there are three letter heights:

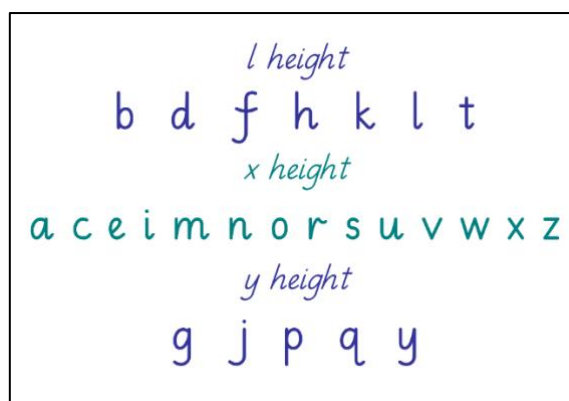
Each letter has been placed into a set, or two sets, of letters based on how they are formed:

Set 1: a c d e h i k l m n s t u

Set 2: a c d e g i j m n o p q r s u v w x y

Set 3: b f h k l t

Set 4: f o r v w



Handwriting lessons

Handwriting lessons are taught two-three times a week for 15 minutes. The lesson is split into three phases: patterns, main focus and apply. Each join can take roughly a half term to teach. The programme is used from Year 2 upwards. At the beginning of the academic year, we teach from join one again. Once a child has mastered the joins, they are given poems to transcribe linked to their oracy/reading/ talk for writing units of work.

Handwriting lesson plan: The second join				
<p>In this lesson/s you are teaching children to join from set one letters to set three letters.</p> <p>Set 1: a c d e h i k l m n s t u</p> <p>Set 3: b f h k l t</p> <p>Four basic lessons are suggested here. They are not intended to be taught one after another, although two lessons may well be taught consecutively for consolidation.</p>				
<p>Patterns</p>	<p>The first pattern focuses children on the pattern that will lead to joining a to b etc. It is about joining letters that finish on the line to 'y' height letters that start at the top of the ascender.</p>			
<p>Two-colour patterns (if appropriate)</p>	<p>This section requires the children to repeat the core pattern with an embellishment.</p>			
<p>Main focus: Joins</p> <p>Teacher models and children practise the letter joins. You should expect the children to do each join three times as a minimum.</p>	<p>Lesson 1</p> <ol style="list-style-type: none"> nk; nknk ab at; atat ck; ckck af; afaf 	<p>Lesson 2</p> <ol style="list-style-type: none"> ak; akak it; itit ti; titi th; thth nl; nlnk st; stst al; allall sl; slsl; id; idid 	<p>Lesson 3</p> <ol style="list-style-type: none"> ck; nt ck; id <p>Revise break letters:</p> <ol style="list-style-type: none"> ba; bad gi; gill qu; quill pa; pail 	<p>Lesson 4</p> <ol style="list-style-type: none"> ab; abb ga; gal th; tht ght att; mpt if; iff; iffi
	<p>AFL Word/sentence to write with regard to focus.</p> <p>Children write each word three times.</p>	<p>In lesson 1 the second join is used between the last two letters of the word. There are no break letters.</p> <p>ink cab cat sack deaf</p>	<p>In lesson 2 the second join is used at varying points in the words. There are no break letters.</p> <p>cake little think stall slid</p>	<p>In lesson 3 the first letter is a break letter and the second join is used between the last two letters of the word.</p> <p>back giant quack quick paid</p>

Example lesson plan

The first join we teach is to join from set one letters to set two letters.

Set 1: a c d e h i k l m n s t u

Set 2 : a c d e g i j m n o p q r s u v w x y

The second join we teach is from Set 1 to Set 3 letters

Set 1: a c d e h i k l m n s t u

Set 3: b f h k l t

The third join we teach is joining from Set 4 to Set 2 letters:

Set 4: f o r v w

Set 2: a c d e g i j m n o p q r s u v w x y

The fourth join we teach is joining Set 4 to Set 3 letters

Set 4: f o r v w

Set 3: b f h k l t

SPELLING

EYFS/KS1

Read Write Inc. Phonics provides children in Reception and KS1 with the skills and knowledge that enable them to write phonetically plausible attempts at anything they can verbalise. This gives the children the confidence to apply their Talk for writing in the creation of simple captions and sentences, either by writing or manipulating. Within the RWI programme there are 9 writing activities for each of the books making spelling a fundamental part of the programme.

1. Play 'Fred Rhythms' to learn to spell the words – encoding.
2. Play 'Fred Fingers' to memorise the spelling – encoding.
3. Carry out a spelling check – encoding.
4. Take a spelling test – encoding.
5. Hold a sentence – encoding.

KS2

We use the Read Write Inc Spelling programme across KS2. Although the teaching of phoneme-grapheme correspondence underpins this programme, it also develops children's knowledge of word families, how suffixes impact upon root words, and provides mnemonics to remember the trickiest spellings.

The teaching revolves around instruction (with the help of online alien characters), partner and group practice, and competitive group challenges that help children commit new words to memory.

Spelling is taught two-three times a week in a 15 minute slot.

SPEAKING AND LISTENING

At SPSSL, we acknowledge that the ability to speak and listen is fundamental to pupils' language and social development. It is an essential tool for all areas of the curriculum, as talk underpins learning and thinking. Pupils need to be provided with many and varied contexts for talk, but they also need direct teaching in the skills of speaking and listening.

Pupils have a variety of opportunities to use talk for learning. Children will work with a 'talk partner' during all lessons to ensure that they always have someone to talk to. When teachers ask questions they expect everybody to discuss it with their talk partner. In order to develop high quality speaking and listening, teachers will: model dialogue, e.g. turn taking, offering opinions and inviting response; model listening, e.g. the use of non-verbal communication, respecting, even if disagreeing with, the views of others; model participation, e.g. recognising the value of being seen as a learner alongside the pupils; provide a wide range of contexts for speaking and listening; support pupils by providing clear structures for tasks which require the pupils to learn through talk – these will often be displayed in the classrooms on the working walls; share roles with the pupils, e.g. as questioner, the 'expert' on a particular topic.

Children have a variety of opportunities to use talk for to support their learning. These are: playing an active role in directing their own learning, e.g. making decisions about how to approach a task, selecting appropriate resources; engaging in speaking and listening in a variety of groupings and settings, e.g. reading out loud as an individual and a larger group during shared reading or working collaboratively on an investigation during group work, using language creatively and imaginatively, e.g. through role-play, hot-seating, storytelling; demonstrating what they know and evaluating their understanding, e.g. involvement in plenary sessions, use of response partners.

Optimal Oracy

Each half term/term we set an Optimal Oracy competition for homework. Here children create their own presentation based on a brief. They then present orally to their class and children are selected to go through to the finals. The finalists, made of one child per class (and sometimes a wild card) go into the grand final. We feel this gives Optimal Oracy a high status in the school, with children learning to develop their fluency, volume, clarity and confidence to communicate.

Collective Worship Poetry Slam

Each class does a collective worship for their parents and carers, a show and tell kind of assembly. Here all classes have set poems to learn off by hard to recite at their show (see Reading Intent document for the list). Once again, oracy is given a high priority.

Monitor and Review

The Literacy Lead:

- Monitors and evaluates the standards of attainment and progress through termly book looks and evaluates the formative and summative data on Scholarpack.
- Supports teachers with planning, often through coaching, on the correct Talk for Writing texts, planning and implementation of the programme.
- Attends up-date meetings when they occur and report back to the teaching staff.
- Speaks to the head teacher and SENCO regarding grouping and identifies children at risk of not reaching year group expectations.
- Is responsible for reporting to the governors about the quality of the implementation of Talk For Writing and the impact on standards.