



St Paul's C of E (c) Primary School

Compassion: Endurance: Friendship:

English Policy

Writing

Rationale:

At St Paul's C of E (c) Primary school we follow the 2014 National Curriculum and the curriculum guidelines for the foundation stage. It is the aim of the school to provide a wide and varied English curriculum, which takes account of the individual abilities and learning styles of all of our pupils. Through good quality teaching and learning, we aim to help all pupils become confident in speaking and listening and to acquire reading and writing skills which will move their learning forward in all areas of the curriculum.

Aims and purposes:

At St Paul's, we aim to foster a love and understanding of the spoken and written language. The purpose of English in our school is to equip each child with the following:

- ➔ the ability to speak with confidence in a variety of different situations and audiences and to reflect on the impact of what they are saying;
- ➔ to take part in group discussions and to listen to, value and build on the ideas and opinions of others;
- ➔ to explain, describe, clarify and explore ideas orally and improve their command of Standard English;
- ➔ to read fluently both for enjoyment and to take their own learning forward.
- ➔ to have a range of strategies for decoding and understanding unfamiliar words;
- ➔ to be familiar with the structure of fiction and non-fiction texts;
- ➔ to know how and when to use a dictionary or thesaurus to support their reading and writing;
- ➔ To be able to write in a range of styles and for different purposes;
- ➔ To have secure knowledge of appropriate sentence constructions and the correct use of punctuation and grammar.

Yearly programmes:

The English Long Term Planning for Key Stages 1 and 2, ensures that all pupils are exposed to a wide range of styles and genres; the topics are organised into half-termly blocks. The objectives are laid out in detail in the medium term planning for each year group and are divided into Spoken Language, Reading and Writing. In addition, the school has End of Year Expectations for these three areas plus spelling and grammar. The short-term, weekly planning proforma requires teachers to plan from these objectives and expectations, while making specific reference to the spelling teaching. The requirements of English planning for each week are attached in Appendix 1.

The programmes for foundation stage are based on the **Early Learning Goals** for 3-5 year olds.

Cross Curricular Links:

Spoken Language skills take high priority within the school and all units of work in the foundation subjects are required to include speaking and discussion activities. All staff understand the importance of allowing the children to develop their ideas orally before any writing process can take place. In all classrooms, there is a role play/thinking zone, where pupils can extend their speaking, listening and reasoning skills. Through a range of subjects across the curriculum, pupils will experience drama, play writing, re-enacting stories and role-playing situations from everyday life. They will also take part in cross-

curricular activities which will facilitate discussions, debates and the opportunities to express opinions and emotions.

In addition, subject leaders monitor foundation subject planning to ensure that opportunities to develop and rehearse reading and writing skills are built in to all units of work.

The Teaching of Reading

All children will be given the opportunity to read, and have read to them, a wide variety of texts both fiction and non-fiction. They will be encouraged to express their own ideas about characters, plots, themes, use of language and messages in texts. In order to foster a love of reading, the school has an extensive library and the children from key stage 2 are encouraged to borrow books of their own choice. The library regularly purchases books which appeal to a wide range of interests, abilities and cultures. In addition, all pupils take part in a group guided reading session with their class teacher once a week while ERIC (Everyone Reading In Class) takes place daily.

All children from nursery, reception and throughout key stage 1 are taught phonics using the current "Letters and Sounds" document. These lessons are taught either as whole class, small ability groups or individually, as suits the ability and learning style of the child. The children are closely monitored and progress is recorded on individual and group record sheets.

The school reading scheme contains graded books up to and exceeding the expected standard for Year 6 (Blue, Burgundy + Black Reading Levels). Most pupils will become free-readers during years 5 and 6, and therefore, select their books independently from the class library. However, for less confident readers, teachers may continue to use the higher level reading books to ensure the children read appropriately challenging books.

For more-able readers, the Accelerated Reader scheme is designed to challenge and assess these pupils and encourage them to read widely.

Class Stories

The children in all year groups have a story read to them as a class at various points over the week. At St Paul's, we believe that reading texts to children which would be beyond their ability to read independently, removes the barrier of having to decode difficult words and allows them to immerse themselves in the world of a book. It also exposes them to new vocabulary and allows them to see the development of themes and characters across a whole book. As a school, we have regular Big Book Days when teachers plan a variety of stimulative, literature-based activities focussed on a particular book.

In addition, wherever possible, foundation subject topics will incorporate relevant books in order to widen the pupils' experience of literature, their knowledge of other cultures and their understanding of the current topic.

Language-Rich Environment

The learning environment promotes reading, writing and speaking skills by displaying:

- ➔ An English Learning Wall, which includes current learning activities
- ➔ Labels on cupboards, containers and equipment
- ➔ Explanatory labels on exhibits and displays
- ➔ Directions, notices, charts and signs
- ➔ High frequency words for reading, writing and foundation topics
- ➔ Inviting school and class libraries

- ↳ Books as part of displays
- ↳ Writing areas in classrooms
- ↳ Checklists and information about how to improve own work
- ↳ Exemplar work displayed with labels
- ↳ Dictionaries, thesauruses and word lists easily accessible
- ↳ Role play areas/ conversation stations
- ↳ Spelling Display with National Curriculum words displayed and rotated each half-term.

The Teaching of Writing:

At St Paul's, we have expectations of the pupils' productivity in each year group, which are clearly defined in our End of Year Expectations for English (Appendix 2). The children are required to do a piece of writing as part of their daily English lessons every week and produce a piece of exciting writing on Fridays.

Exciting Writing is an opportunity for the pupils to write independently, applying the skills they have learned, without any scaffolding from teachers. Teachers may offer guidance in the form of planning, writing frames or opening sentences, but this support will be identified so the pupils' own writing can be assessed.

Writing has a high profile in school, as demonstrated through regular Big Writing Days, which are preceded and supported by Big Talking Days. This is a time when an exciting event or experience will be used to inspire children's writing across the school.

All classrooms have a writing area and writing is celebrated in displays, competitions and the school story-writing competition.

Handwriting is taught through the Penpals Handwriting Scheme.

Differentiation and Inclusion:

All learning opportunities will be differentiated according to abilities and learning styles, ensuring that suitable reading materials and writing tasks are provided for all children, from the lowest achievers to the more able pupils. Teaching assistants will be deployed to support pupils in accessing the curriculum. Children will be taught in focus groups outside the classroom when teacher assessment shows their needs will be met more fully by being taught a specially-planned series of intervention sessions, which will be re-evaluated at half-termly intervals. In addition, 1-2-1 writing tuition is targeted at under-performing pupils to accelerate their progress and bring their attainment in-line with national expectations.

Provision will be made for children who have physical, emotional or behavioural needs so that they can access the curriculum fully and reach their potential.

Recording and Assessments:

The assessment of pupils' progress is ongoing. Formative methods include:

- ↳ Post it notes/ annotation of planning
- ↳ Teacher Observations
- ↳ Marking of written work
- ↳ VCOPS annotations on pupils' written work

- ↳ Written comments on pupils' work (KS1)
- ↳ Highlighting of Lesson Objectives (KS1)
- ↳ Ladders to success (KS2)
- ↳ Oral feedback
- ↳ Pupil interviews
- ↳ Half-termly tracking of pupils' progress against end-of-year objectives for reading and writing.

Summative methods include:

- ↳ Weekly spelling tests
- ↳ Assessment of pupils' attainment against half-termly layered targets
- ↳ Half-termly grading of written work
- ↳ Half-termly Grammar, Punctuation and Spelling Test (KS2)
- ↳ Half-termly tracking of pupils APS points in reading and writing
- ↳ Annual Standardised Reading Tests (KS2)
- ↳ End of Key Stage SAT tests in reading, writing and grammar
- ↳ End of Key Stage Teacher Assessment in reading, writing and spoken language.

Role of the Subject Leader

The role of the co-ordinator is to

- ↳ To monitor the teaching of English throughout the school through lesson observations, monitoring of weekly/daily planning and work trawls.
- ↳ To ensure that opportunities to teach reading, writing and speaking & listening are planned for in the Foundation Subjects
- ↳ To submit a yearly action plan for the development of English
- ↳ Liaise with members of staff and provide support and training where necessary.
- ↳ To attend maintain an up to date knowledge of the developments in the subject
- ↳ To manage the subject budget and ensure appropriate resources are deployed
- ↳ To inform school governors of changes and developments in the school English curriculum and policy.

Reading

Rationale:

At St Paul's C of E (c) Primary school we believe reading should be a valuable and rewarding aspect of children's learning and should open their minds to a world of knowledge and pleasure. The teaching of reading is a whole school responsibility and the complex skills it requires are laid out clearly in this policy.

Aims and Purposes

- ↳ to develop an interest in and a love of books;
- ↳ to build on children's prior knowledge and early literacy experience;
- ↳ to empower children to read fluently both for enjoyment and to take their own learning forward;
- ↳ to encourage and support pupils to become confident, independent, reflective readers;
- ↳ to have a range of strategies for decoding and understanding unfamiliar words;
- ↳ to be familiar with the structure of fiction and non-fiction texts;
- ↳ to deliver a structured and progressive whole school approach to the teaching of reading;
- ↳ to select and use appropriate resources to motivate, challenge and extend pupils' knowledge and skills effectively;
- ↳ to monitor reading progress using the school tracking systems;
- ↳ to identify pupils who require additional support and intervention at an early stage;
- ↳ to promote an ethos of achievement by the setting of high expectations and challenging targets;
- ↳ to create a reading culture by providing a rich language environment within the classroom and throughout the school;

Yearly programmes of study:

To ensure consistency, continuity and pace, the following guidelines are followed in the teaching of reading:

Foundation Stage:

On entry to Nursery, pupils are taught phase 1 from the 'Letters and Sounds' programme in the first instance, with phase 2 running alongside where appropriate for identified groups of pupils. Intervention for pupils requiring extra support with acquisition of initial sounds is provided immediately. It is expected that pupils will be secure at phase 2 and working well within phase 3 at the end of nursery.

In the autumn term, nursery pupils will be given a shared reading book and a reading diary to take home. They will progress to Pink level books as they reach the appropriate level.

In reception, pupils will be taught phonics through the 'Letters and Sounds' programme from their starting points. Focussed intervention is delivered for pupils not secure at phase 2. Pupils are taught in ability groups and teaching is tailored to the specific needs of pupils. The expectation is that pupils are secure at phase 5 by the end of reception.

Key Stage 1:

All pupils will be read with individually on a weekly basis. Vulnerable groups, requiring additional support, will receive additional one-to-one reading sessions. Phonics is taught in ability groups across the key stage and the pupils are regularly assessed to ensure they are receiving input at the correct phase.

Guided reading takes place in the afternoon session with pupils who have achieved White level. Individual reading books will set at the child's reading level, but guided reading books will be aimed at a sub-level higher.

It is expected that pupils achieve Turquoise level (12 APS points) at the end of Year One and White level (16 APS points) at the end of Year two and that phase 6 is completed by the end of Key Stage 1.

Lower Key Stage 2 (Year 3 + Year 4):

Children from year 3 onwards whose knowledge of phonics has not reached the required level will be taught in small groups working on specific targets in the afternoons.

Guided reading will take place in the afternoons every other week, with individual reading occupying that teaching time in the alternate week. In addition, all pupils will read individually with a TA at least once weekly and underperforming pupils and SEND pupils will have an extra independent reading session every week with a TA.

Pupils who lack the maturity or ability to select a book from the class library which is appropriate to their reading level will continue with the extension reading scheme books, which extend up to Black level (beyond Y6 expected).

Pupils are given a weekly reading comprehension task within English lessons and teachers plan frequent whole-class shared text activities in daily English lessons and in foundation subjects.

It is expected that pupils achieve olive level (18 APS points) by the end of Year three and bronze level (21 APS points) by the end of Year four.

Upper Key Stage 2 (Year 5 + Year 6):

Guided reading takes place in the afternoons, with each child having the opportunity to read with the teacher once each week. In addition, underperforming pupils will read independently with a book buddy every week and pupils with a statement will read with a TA.

Pupils who have reached blue level may become free readers if the teacher feel they have the ability to choose appropriately challenging books. Alternatively, pupils may be directed to read graded reading books which extend beyond the reading scheme (up to Black level- 29 APS points)

Pupils who have finished the school reading scheme and no longer need the support of graded reading books are free readers and may choose their own books from their class library. In addition, the accelerated reader scheme is designed to challenge and monitor the more able readers.

Pupils are given a weekly reading comprehension task within English lessons and teachers plan frequent whole-class shared text activities in daily English lessons and in foundation subjects.

It is expected that pupils achieve Silver level (24 APS points) by the end of Year five and Navy level (27 APS points) by the end of Year six.

Recording and Assessments:

Class Reading Record Files consist of information about each child's current attainment in reading, their reading age and individual reading record sheets for each child who is read with by a teacher, TA or book buddy, detailing the date and amount read and commenting on fluency, expression, understanding, phonics and progression. Guided reading groups and targets will also be included. Reading records are monitored by SLT.

Each child's progress is tracked by highlighting achieved end-of-year objectives on the school on-line tracking system (SPTO). Teacher Assessments (point scores) are recorded half-termly and the on-line data is collated and analysed by phase leaders. In addition, a half-termly review-meeting will take place to evaluate the progress of underperforming pupils and the impact of on-going interventions.

Teachers in Key Stage one administer phonics-phase testing termly, or sooner if required for some pupils. Teachers in Key Stage 2 will conduct a summative assessment of pupils' reading every half term, using a Grammar, Punctuation and Spelling Comprehension test. In the summer term, Year groups 2-6 will carry

out formal reading tests to determine a standardised reading score for each pupil, which will be passed to the receiving teacher during transition meetings.

Reading at Home

Children who are progressing through the graded reading scheme will take their reading book home and will be supplied with a home-school reading diary so that both parents and teachers can make comments about children's progress. The Homework Policy stipulates that children should read at home at least four times per week. The whole-school reading initiative offers graded rewards to pupils who have completed a certain number of home-reads (in multiples of thirty) and provides a lunch-time reading club on Fridays for pupils who have not read at home.

Appendix 1: English Requirements:

- 5 hours of English per week
- Plus guided reading/individual reading and ERIC in the afternoons
- Plus story time
- English lessons include:
 - Sharing/ analysing a **text** or piece of shared writing
 - Word/sentence/**grammar** teaching
 - Modelling** by teacher of the skills taught
 - Independent or paired/group work
- At least one writing task each week in English lessons PLUS a weekly exciting writing task.
- Weekly comprehension questions about a text, either written or oral, completed independently, in pairs or as a group.
- All English Work to be put into English book, including work completed on writing frames or computers.
- Guided or supported groups must have a symbol or an indication on the page that the writing task was not independent.
- In addition, on Fridays all KS2 classes will do a 30-minute, completely unsupported writing task to evaluate their independent writing. The children should not be provided with writing frames, word lists or exemplary sentences. This will be completed in the Exciting Writing Books and should ask the children to write in a style/genre that has been recently taught in lessons. By the end of the year, there should be a range of fiction + non-fiction styles evident in the Exciting Writing Books that will be a true reflection of the pupils' attainment. On Friday afternoons, one pupil, who has produced a commendable piece of Exciting Writing, will be selected from each class to join Mrs Finney in her office for tea and biscuits.

Appendix 2: English End of Year Writing Expectations

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- Recognise grapheme/phoneme correspondence, including all phase 3 diagraphs.
- Decode phase 3 + 4 words.
- Demonstrate writing for different purposes
- Apply key words in writing
- To be able to write a sentence which can be read by themselves and others, differentiated by support.
- Read the 1st 50 quick words.
- To be able to demonstrate understanding of what they have read.
- Listen attentively in a range of situations.
- To speak using grammatically correct sentences.

Y1

- Achieve Level 1a
- Secure at phase 5 phonics, using correct long vowel phonemes.
- To write a sequence of grammatically correct sentences in a short narrative.
- Use time connectives to structure writing: first, next, then, finally, after that
- Name the letters of the alphabet in order
- Use basic punctuation: capital letters and full stops
- Use capital letters for 'I', people, places and days of the week
- Use 'and' to join words and clauses
- Use question words in writing
- Spell phase 5 quick words
- Read the 1st 100 high frequency words.
- Read the quick words for phase 5.
- Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
- Use the prefix un–
- Use –ing, –ed, –er and –est where no change is needed in the spelling of root words

- Read words with contractions and understand apostrophes used for omission [for example, I'll, we'll, I'm]
- To express opinions and provide detail verbally in grammatically correct sentences.
- sit correctly at a table, holding a pencil comfortably and correctly
- form capital letters
- form digits 0-9

Y2

- Achieve Level 2b
- Secure knowledge of spelling rules at phase 6 phonics
- Use the correct alternative long vowel phonemes in spelling from phase 5
- Capital letters, full stops, question marks
- Begin to use exclamation marks, speech marks and commas in a list
- Use a range of connectives: when if, that, or, because
- Use verb tenses correctly in own writing.
- Use adjectives effectively in sentences to create noun phrases
- Produce a sequence of at least 6 sentences
- Read the 1st 200 words
- learning the possessive apostrophe (singular) [for example, the girl's book]
- distinguishing between homophones and near-homophones
- add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
- To express opinions and reasons for them in grammatically correct sentences
- Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.
- Form lower-case letters of the correct size relative to one another
- Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters

Y3

- Achieve Level 3c
- Basic punctuation- inverted commas, commas, exclamation + question marks

- Write more than one paragraph
- Wide range of connectives and time words
- Know definitions of nouns, verbs, adjectives and use effectively
- Know definitions of pronouns and proper nouns and use effectively
- Use conjunctions in writing: because, if, when, although
- Use past tense consistently when writing
- Use a dictionary to check the meaning of words
- Produce 8 sentences in 30 minutes, including extended sentences.
- Write simple dictated sentences with the correct punctuation
- Secure knowledge of apostrophes for contraction
- Know the spelling rule for turning 'le' words to 'ly' and 'ing'
- Use common prefixes (un, de, dis, re, pre)
- Read the 1st 300 words.
- Identify consonants and vowels
- Join ascenders and descenders, making sure they do not touch the line above or below.

Y4

- Achieve Level 3b/a
- Use commas in lists
- Punctuate speech by putting a new speaker on a new line, using inverted commas
- Begin to use apostrophes for possession
- Write in paragraphs
- Understand adverbs and use effectively
- Use prepositions to express time and cause
- Use past, present and future tense confidently
- Secure knowledge of pronouns to avoid repetition
- Use connectives to extend sentences and explain main point: when, although
- Use the first three letters of a word to check its spelling in a dictionary
- Use apostrophes for possession in regular plurals
- Produce 2 paragraphs in 30 minutes
- Write simple dictated sentences from memory with the correct punctuation

- Know when to add 's' or 'es' to make plurals
- Use correct homophones ('to', 'too', 'two' etc)
- Spell word endings such as: 'ight', 'tion', 'ious', 'ial' and 'ough' ough, ould
- Spell suffixes such as: ful, ly, ive, tion, ic, ist, ible, able, ive, sion
- Be able to read words which are exceptions to spelling/sound correspondence rules
- Identify abstract and collective nouns
- Join handwriting using correct horizontal and diagonal joins
- Use an effectively adverb to start a sentence (and put a comma after it)

Y5

- Achieve Level 3a/4c
- Understand the difference between direct and reported speech,
- Punctuate speech by putting a new speaker on a new line, using inverted commas + commas before speech marks
- Secure knowledge of apostrophes
- Write complex sentences with connectives
- Use colons to introduce a list
- Punctuate bullet points consistently
- Write in paragraphs
- Use 1st or 3rd person confidently
- Use the first four letters of a word to check its spelling + meaning in a dictionary
- Use a thesaurus
- Produce 3/4 of a side of A4 in 30 minutes
- Use possessive pronouns correctly ('theirs' etc)
- Know the rule for changing 'y' to 'ies' when pluralising
- Know the 'l before e' rule and exceptions
- Know when to change word endings from 'f' to 'ves' to make plurals
- Spell words with silent letters e.g knight, psalm, solemn
- Confidently change verb tenses
- Use expanded noun phrases in sentences to give extra detail
- Use clauses beginning with who, which, where, when, whose, that
- Use legible joined handwriting

Y6

- Achieve Level 4b/4a
- Know how to plan independently
- The tense is consistent and 1st or 3rd person is used consistently
- Understand the use of passive verbs to present information
- Use verbs to start sentences, showing time and cause
- Use modal verbs and adverbs to convey degrees of possibility
- Paragraphs are used, with sub-titles for non-fiction
- Confidently use clauses and connectives
- Be able to identify the main and subordinate clauses
- Use hyphens to avoid ambiguity
- Use brackets, dashes or commas to indicate parenthesis
- Use semi-colons, colons or dashes to mark boundaries between independent clauses
- Know the difference between a phrase and a clause
- Use a wide vocabulary, including figurative language
- Understand the difference between formal and informal writing
- Use a dictionary + thesaurus competently
- Produce 1side of A4 in 30 minutes
- Know the spellings of complex connectives
- Add prefixes and suffixes correctly to root words for negation, to change verbs to nouns, make comparatives + change tense
- Know when words ending in 'us' use 'i' to make plurals
- Understand the terms: synonym and antonym
- Use neat joined handwriting
- Know when it is best to use a certain kind of pen or pencil for writing

REVISION/REVIEW HISTORY

Signed (Chair of Governors) _____

Signed (Head Teacher) _____

<u>Date</u>	<u>Comments</u>	<u>Review Date</u>
28/09/17	Policy updated to incorporate reading	September 2018