

English Policy



The Valley Community School

Reviewed: July 2024

Ratified Curriculum Committee

**Reviewed by: Linked Governor and
A M Owens/ N Topham/ J Disley**

The Valley Community School

OUR VISION

“A world class centre of outstanding learning”

OUR MISSION

“Together we’re better”

Founding principles that underpin our philosophy of
being truly inclusive

We aspire in all we do to ensure we create a culture of:

High Equity:

Narrowing the gaps between pupils in different socio-economic groups

High Achievement:

For all through rigorous challenge, adaptation and reflection

High Inclusion and Engagement:

Adapting and supporting narrowing and bridging gaps in achievement

High Expectations:

Of ourselves, our pupils and our families in effective partnerships

Our core values:

Acceptance

Fairness

Trust

Equality

Respect

Meeting requirements:

The school feels strongly that there is a need to develop both global citizenship and, where possible, teach the fundamental principles of British Citizenship. This encompasses:

- a sense of fair play
- tolerance
- duty and remembrance
- respect
- values
- ethics
- belonging
- contributing to and supporting all our local communities
- perseverance

In upper Keystage 2, a sense of “Britishness” is embodied in the strong links between the school and the Pre-Duke of Edinburgh-Adventure Service Challenge (ASC) projects, which help pupils, see their role in the community, where the curriculum overlaps in these areas opportunities are seized

Appendix

(A) Reading Routines and Assessment practices

(B) Vocabulary Routines

(C) Writing Routines and Assessment practices

(D) Independent writing

(E) Handwriting policy

(F) Speaking Listening Drama and Role Play

(G) Phonics Policy

(H) Classroom library

(I) Reasonable adjustments

(J) Reading Progression Document

(K) Writing Progression Document

This document should be read alongside:

Assessment Policy
Long Term: Literature Spine
Data book and Assessment

The Valley Community School English Policy

General statement of Intent:

- To provide a language rich environment that promotes a culture of reading and writing;
- To develop valuable first-hand experiential learning with a 'wow' factor to enhance and enrich speaking and listening and writing skills, and vocabulary development, whilst providing a memorable experience.
- To develop in pupils an interest in and a love of books and literature that will not only support their learning across the curriculum but also enrich their lives;
- To teach children the craft of writing in order to develop in children the confidence and skills to write well for a range of purposes and audience;
- To teach the basics – spelling, handwriting, grammar and punctuation – to liberate creativity;
- To foster in pupils the confidence, desire and ability to express their views and opinions both orally and in writing;
- To value and celebrate diversity in culture and language.

IMPLEMENTATION – Teaching and Learning Strategies

Knowledge, understanding and skills are taught daily within the English lesson and applied throughout the curriculum. Teachers plan using objectives taken from the National Curriculum 2014; Birth to Five Matters, our phonics scheme 'Supersonic Phonics Friends' and the school's own Literature Spine (see separate document).

Planning is also supported by year stage targets in reading and writing. Planning generally includes a writing outcome that is linked to reading and where appropriate to the wider curriculum and phonetic stage of the child. The length of a module will depend upon the overall aim. More complex teaching programmes may last for half a term; some may last for only one week, though in general a unit would be planned over two to three weeks.

Over this period, teachers will plan to cover a balance of reading and writing including sentence and word level objectives. Teaching and learning takes place within a whole class setting; this can be a shared or modelled reading and writing. Learning also takes place within groups e.g. Guided Reading, Reciprocal Reading and writing groups. Within guided groups, good practice is shared and modelled, and the children also work independently or with a partner on set tasks. Speaking and listening is developed through talk partners, planned discussion activities and drama conventions

Teachers use a variety of interactive teaching methods to engage learners and achieve set learning objectives. See Teaching and Learning Policy for more detail.

Inclusion:

We aim for all children to participate in mainstream, inclusive lessons. Work is adapted where necessary. Extra support, and reasonable adjustments, are made for pupils with an EHCP

(Education Health Care Plan). Pupils who have been identified as SEND or needing School Support are included in wave 2 and bespoke interventions. On occasions, where it is felt necessary, a pupil may be withdrawn from class for short-term additional support or to receive specialist help from outside agencies. We aim to provide a range of resources that reflect the diversity of culture and language within our school community and the wider school community.

Impact:

The impact of our English curriculum is significant; over time there have been strong results in both attainment and progress for reading and writing. Writing attainment has been significantly above the national average in the past 3 years at KS2. Reading was also above national average. In terms of progress, reading and writing were consistently above national for the last 3 years, putting us in the top quintile (top 20%) of schools nationally.

Our inclusive practices lead to high levels of progress for all groups.

See below for more detail about the impact for reading and writing exclusively.

Speaking, Listening, Drama and Role-play

ORACY

We aim for our pupils:

- To develop a rich and varied vocabulary that will support their learning across the curriculum;
- To have the confidence to take risks in using new vocabulary;
- To speak confidently, fluently and clearly and be able to adapt their speech for a range of purposes and audiences;
- To actively listen to others and to evaluate, discuss, question and respect their opinions and input;
- To know and apply the links between the spoken word and writing;
- To develop the language to talk and understand about language;
- To develop subject vocabulary associated with the wider curriculum e.g. Science so that children feel confident and at ease in both responding to specialist terms and in using them;
- To have opportunities to develop and use other languages e.g. French.

What does this look like at the Valley?

Speaking and listening underpins everything we do; it is at the heart of accessing and understanding the curriculum. The activities are not exhaustive, but include the following:

- **Re-telling, role-play, drama, productions, assemblies.** In addition, professional productions are sometimes invited into school to perform for the children and Years 1-6 take part in National Film week when they are invited to the local cinema to watch a quality film production.
- **Listening to and participating** in stories, poems, rhymes and songs.
- **Reciting and performing poetry**
- **Talking about a text** – teachers create many opportunities for children to talk about and discuss their reading and writing (see reading and writing).
Our curriculum gives children rich opportunities to talk and listen in a wide range of contexts. This contributes to developing their familiarity with books and stories and their knowledge of the meanings of words. There is a strong focus on developing the children's capacity to listen, concentrate and discriminate between sounds. The introduction to each new genre includes Phase 1, which is heavily focused on reading a text.
- **Debate and discussion** – within classrooms related to topical issues and or current class focus. School Council also provides a forum for debate both in and out of school.
- **Collaborative work** – organising and actively listening to one another to further the aims of the group.
- **Reporting back** following group work.
- **Presentations** – Planning and carrying out presentations in various groupings with various audiences.
- **Questioning** – Children are actively encouraged to raise and answer questions, use talk partners and to express their views and opinions.

The role of drama and role-play:

"Drama is not simply a subject, but also a method...a learning tool. Furthermore, it is one of the key ways in which children gain an understanding of themselves and others."

(J Needlands. 1992.3)

We, the staff at the Valley recognise the role of **drama** and **role-play** in enhancing a range of curricular experiences and developing **speaking and listening skills**. The use of Role play areas allows children to use and extend their knowledge, understanding and skills in many areas of their learning. Drama develops literacy skills.

Speaking and listening skills are enhanced through drama strategies, role-play and improvisation and by the exchange of opinions and negotiation that naturally occur in group

activities. It supports **speaking and listening**, extending vocabulary and encouraging pupils to understand and express different points of view.

Drama provides the context to improve writing skills, to develop realistic dialogue and to extend vocabulary. Dramatic activity motivates children to write for a range of purposes.

Improvisation and storytelling develop children's understanding of narrative structure with a consequent impact on **speaking** and writing skills.

Students who are challenged by reading and writing (including those with English as a second language) often respond more positively to the imaginative and multisensory learning offered by drama. This in turn helps them develop such skills as creativity, enquiry, **communication**, empathy, self-confidence, cooperation, leadership and negotiation. Most importantly, drama activities are fun – making learning both enjoyable and memorable.

Drama gives children opportunities to explore, discuss and deal with difficult issues and to express their emotions in a supportive environment. It enables them to explore their own **cultural values** and those of others, past and present. It encourages them to think and act creatively, thus developing critical thinking and problem-solving skills that can be applied in all areas of learning. Through drama, children are encouraged to take responsible roles and make choices – to participate in and guide their own learning. Teachers can take a more open-ended approach, concentrating on the process of learning at least as much as – if not more than – the product.

Aims and Objectives:

- Drama and role-play will engage feelings e.g. knowledge and experiences in a dramatic and enjoyable environment.
- Exploration of complex, sometimes difficult, attitudes, values and behaviour can occur in a safe and secure environment.
- Confidence and self-esteem will be enhanced.
- Creativity will be encouraged.
- Drama and role-play areas will provide opportunities for collaborative group work.
- Role-play areas encouraging pretend play will reinforce and extend learning.
- Drama will help develop speaking and listening skills, which will improve writing.
- Drama teaching will develop a knowledge of theatre and understanding of media.

Contexts for delivering drama and role-play:

Contexts can derive from various aspects of the curriculum that are relevant for the age and stage of the children taught. They may take shape from:

- Classroom topics
- The natural world
- The home and school environment
- Festivals i.e. Eid, Divali, Christmas, Easter
- Citizenship assemblies or yearly performances i.e. winter and yr 6 end of year show
- Poems and stories
- Imagination and fantasy
- Reality i.e. issues that arise

- Mixed media i.e. dance, music, art
- Mass Media i.e. television, radio, magazines, theatre

Learning and Teaching:

We appreciate that the teaching style adopted during drama, role-play and speaking and listening activities will vary according to the age, key stage and topic. Situations will be employed to encourage individual, paired, group or whole class teaching and learning.

Role play areas will be planned in accordance with the topic or around a theme, which will allow children to access and extend their learning through play. Teachers will plan scenarios that use and challenge the children's thinking. Through play the children will be using their knowledge and understanding to interact with given situations.

Ultimately drama should be about enjoyment, expression and achievement to foster pupil's ownership of their learning, develop their self-esteem and self-confidence.

Making drama work in the classroom.

Drama needs to be explicitly taught in its own right and can also be used as a tool for understanding in subjects across the curriculum.

Drama provides many opportunities for children to use heritage languages and knowledge of a range of cultures to experiment with styles of speaking, gesture and mime.

To develop their skills in drama, children need to learn to:

- improvise and work in role, creating and sustaining roles both individually and when working with others;
- script and perform plays and stories using language and actions to express and convey situations, characters and emotions;
- respond to their own and others' performances, commenting constructively on dramatic effects, characterisation and overall impact.

Management of Drama:

The drama co-ordinator is responsible for the management and organisation of policy and resources. Class teachers should take responsibility thereafter.

Equal Opportunities-Drama and Role Play:

The drama and role-play curriculum should reflect the diversity of Bolton and the community at large.

We at the Valley value the unique contribution of the individual. Teachers also encourage pupils to appreciate the work of others. Each pupil's work should be valued and the individual encouraged to progress at their own level.

Drama and role-play activities may be differentiated by task, outcome or support in order to facilitate each pupil's access to learning and role play areas should be accessible to all pupils within the class. A teacher's role is to foster a positive learning environment where all pupil's opinions, ideas and feelings are valued.

Assessment:

As assessment in drama and speaking and listening is primarily about noticing what children are doing and saying within an activity, it is a continuous process to ensure good progression.

Evidence may be found in the form of teacher's notes in lesson evaluations, observational, oral and self- assessment. These may be recorded, where appropriate by photographic, video or audio methods.

Monitoring and Evaluation:

The drama policy, planning and teaching will be monitored and evaluated by the English Team.

Reading:

Intent, Implementation and Impact

Intent:

We believe all learners have the capacity to read fluently at both the nationally expected level, beyond or at their maximum potential point if they have a diagnosed cognitive learning difficulty. (high expectations)

We believe reading matters emotionally, culturally and educationally because of the economic impact within society (the power of reading to transform lives).

We believe reading represents the keys to unlocking the wider curriculum. (reading as a skill in itself and a tool for wider curriculum access)

A single, clear and systematic approach to teaching phonics is essential. (a clear single approach to phonics)

Reading at The Valley is strongly linked to first-hand concrete experiences and the obvious growing vocabulary development of EAL learners. (experience and vocabulary)

Vocabulary development is supported by listening and speaking, whilst children are taught to decode through phonics. (oracy alongside phonics)

Environments that are "language rich" and include high quality reading materials promote learning. (importance of the environment)

Implementation:

Daily phonics lessons (in KS1) with clarity around expected points and high expectations.

There is no replacement for quality first teaching that follows the school's agreed theories of action and teaching toolkit.

A literacy spine that supports core skill development alongside tightly focussed assessment and conjoined approach to teaching reading and writing.

Tightly-taught none-negotiable routines in reading.

A high-taught focus on language and vocabulary development across all subjects.

Strong links with parents as partners including workshops and adult literacy.

Practices that support EAL, honed over many years including the use of visual prompts and graphic organisers.

A commitment to high levels of professional development for all staff.

Teaching that supports reading opportunities across the wider curriculum.

High quality books chosen to be displayed, read to pupils or self-selected, that represents cultural diversity.

High quality intervention runs in parallel to broad and balanced curriculum.

Highly skilled teachers and teaching assistants maximise all available opportunities to support reading.

Impact:

Pupil phonic check percentages exceed national averages; where there is variation action is taken, mapped checked and reviewed on a systematic basis.

Over time there have been increases in both reading attainment and progress. In the last 3 years we have been consistently above national at KS2 in terms of attainment. In terms of progress, KS2 has also been significantly above national, placing us in the top 20% of schools nationally.

Staff employ new training and use it maximum effect.

Catch up and recovery programmes are systematic and part of a parallel stream of support for pupils, with tried and tested programmes of reading and language support.

Pupils tell us they enjoy reading and attitudes to home study are strong.

Increasingly pupils apply reading to individual projects and personal study.

Inclusive practices lead to high levels of progress for all groups.

High quality environments support reading.

Pupils have a developing repertoire of vocabulary they can draw upon that is systematically sustained.

The school is outward looking and always considering practice as a continual improvement cycle. At the Valley Community Primary School we teach all to read, regardless of their educational needs or disabilities, their social and economic circumstances, their ethnicity or the language spoken at home. Reading is seen as essential “keys to the door” to unlocking the whole curriculum.

Our success is based on a determination that every child will learn to read, together with a very rigorous and sequential approach to developing speaking and listening and teaching reading, writing and spelling. This approach is applied with a high degree of consistency and sustained through guided and reciprocal reading, 1:1 reading, ‘Volunteer Readers’ including local ‘Sixth Form mentors’ and taught comprehension skills. The school has its own Literature Spine that ensures quality literature and progression. In addition, the school embraces reading for pleasure and provides quality fiction and non-fiction resources from well-stocked classroom libraries, the school library, topic related library loans (local authority lending) and a selection of (usually ten) quality books, carefully chosen by each cohort, that pupils are encouraged to read in that academic year.

Phonics:

Phonics is a way of teaching children to read and write by blending and segmenting individual sounds. Every letter and different combinations of letters make particular sounds. Children throughout Reception and Key stage 1 take part in daily phonics sessions. These sessions focus on key reading skills such as decoding to read words and segmenting the sounds in a given word to spell.

Key terms we use in our teaching:

Digraph – two letters make one sound (e.g. sh, ch, ai, ea, ou, ow).

Trigraph – three letters make one sound (e.g. igh, ear, air, ure).

Split digraph – two letters make one sound, but the letters have been split apart by another letter.

Phoneme – a single unit of sound

Grapheme – a written letter, or group of letter that represent a sound.

Consonants – b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z

Blend – to put or merge the sounds together to make a word (e.g. the sounds d-o-g are blended to the word 'dog'.)

Segment – to break down the word into its individual sounds to spell (e.g. cat can be split into the sounds c-a-t.).

The systematic, synthetic teaching of phonics is central to the success of the school so that pupils achieve high and improving reading standards in the EYFS, Key Stage 1 and standards above the national average by the of Key stage 2. This requires high-quality and expert teaching that follows a carefully planned and tightly structured approach to teaching phonemic knowledge and skills. Phonics teaching is monitored to ensure consistency and steps are taken if improvement is called for.

Our chosen method of teaching is 'Supersonic Phonic Friends', the overview of the Scheme of Work (SoW) is displayed on the school website.

Every pupil from Nursery to Year 2 has a dedicated, taught daily phonics lesson. This continues in Year 3, with small groups or 1:1 where consolidation is necessary.

Reciprocal / Guided reading

Agreed non-negotiable protocols:

1. Reciprocal / Guided reading is a key component of our 'how we teach key reading skills.'
2. Our approach means that every pupil has a guided or reciprocal reading session, 20-30 minutes, usually led by a teacher or trained teaching assistant, at least weekly.
3. Reciprocal reading approach has a 4 pronged 'system' for tackling new texts: *question, predict, clarify and summarise* (continuous skills across the school). The session uses extracts from a book, article, class novel extract, poem or short story. Texts can also be linked to cross curricular work where appropriate.
4. The pupils that need support the most, Working Towards Standards (WTS), non EHCP and those that are Pupil Premium (PPG) pupils - should be prioritised for teacher input. More able PPG pupils must also be targeted.
5. Evaluations are saved in appropriate folders.
6. Professional dialogue should be had between group leaders and quality assessment fed back to teachers.

Assessment:

The assessment of the individual pupils' progress, phonic knowledge and skills is regularly monitored. Effective provision for them to keep up is put in place early via a waved intervention approach and there are high expectations of what all pupils should achieve. Children are involved in the assessment of their progress and receive regular supportive feedback on their work. The quality of formative assessment, and the interaction that stems from it, make an important contribution to learning.

We aspire to ensure that all children should be reading at age expected level and above. In the case of SEN pupils and INA pupils, we endeavour to achieve and maintain high levels of progress by providing tailored vocabulary support, and phonics teaching which is rigorous and comprehensive.

At The Valley we aim for our pupils:

- To value and use books as a basis for learning, pleasure, talk and play;
- To have access to a range of high quality reading material for example stories drawn from a variety of cultures, technical magazines, newspaper articles, sports reports, catalogues and electronic publications;
- To develop a range of independent strategies for tackling print, including contextual clues, grammatical cues, phonemic (sound) cues; graphical clues (what the word looks like, its shape) self-correction skills and a diverse sight vocabulary;
- To become fluent and questioning readers who are able and confident to access a wide range of texts that become increasingly challenging;
- To extend and develop understanding, as well as creativity and imagination, by exploring texts in a wide variety of ways and settings. For example through drama, art, discussion and play;
- To look beyond what is given and use inference skills to find clues and interpret their meaning.
- To become critical readers, who are able evaluate and discuss their options about texts, differentiate between fact and opinion and discuss bias;
- To know that texts can be presented through a variety of mediums including: websites, film and T.V. and be able to access and use them effectively;
- To be able to carry out research effectively using contents, index, glossary and internet search engines, to support work across the curriculum;
- To be able to scan and skim a page looking for key words to support research or to evidence a personal opinion.

What does this look like at the Valley?

- **Story-telling and sharing of good quality whole texts (fiction and non-fiction)** during English lessons, guided/reciprocal reading time, class novel and reading within topic lessons.
- Teachers aim to read a new **class novel** in KS2 every half term depending on content and level of complexity.
- **Lots of talk and discussion** about reading in a variety of contexts, both formal and informal, for example assemblies, book clubs, carpet sessions of just having a chat about a favourite author or book.
- **Word of the week**– words selected from Blooms Taxonomy of Learning.
- **Poem of the week** - selected from a variety of classic, international and modern works.
- **At least 10 minutes** of story-time (Love of Reading) every day, where children enjoy being read to by an adult. This might be a familiar or unfamiliar text (including picture books and fairy tales in KS1 and class novels in KS2 as well as a variety of poems).
- **Engaging children in the text type** e.g. poems, plays in order to support both their reading and their writing.
- All children in KS1 have the opportunity to share a book with an adult 1 to 1 each week.
- **Hot seating** - to enliven and enrich children's understanding of character and character relationships.
- **Re-enacting stories** through: role-play, use of puppets and productions.
- **Reading for enjoyment!**
- Our teachers model reading for information and enjoyment and when possible aim to be seen reading and often discuss books that they have enjoyed.
- **Reading for real purpose** eg to research information linked to our topic learning.
- **Reading across the curriculum** linked to well-planned stimulating class topics.
- **Fluency practice** activities that promote effective expression and prosody, using an appropriate speed and volume
- Time is set aside for **sharing books in different settings** depending on the needs of the child and the teaching and learning purpose. For example;
- *Paired / individual reading for personal interest or to carry out research
- *Group reading of a text led by a staff member or within a reciprocal group.
- Reading buddies e.g. Year 5 pupils support Year 1 readers

*Volunteer Reading Help – outside volunteers work with the individual children on a one to one basis in Years 1, 2 and 4. This extends to Time2Read – when 6th Form College students support readers in Year 6.

Sharing books in any context is special and we aim to create an environment and atmosphere that is conducive to the sharing of ideas, thoughts and enjoyment of books;

- **Regular modelling of good reading practice** through whole class shared and guided group sessions. Poem of the week includes a short film of the poet reading their work.
- **Regular and adaptive teacher led Reciprocal / Guided reading sessions** that focus upon explicit learning goals that are shared with the children;

- **Language rich environments** - well-presented displays and word displays and word banks in classrooms that reflect cultural diversity, bring language to life and record children's developing vocabulary for later use;
- **We expect and encourage children to read regularly at home.** Reading is seen as an integral part of pupil's homework. They are provided with a home/school reading record. In the early years (up to and including Year 2) parents are encouraged to write in the home school record and in doing so maintain a dialogue with the school, aimed at helping their child learn to read. Time is set-aside for children to have their books changed as and when this is needed. Support is given in choice of books for younger children or where it is needed.
- **Sharing favourite authors/books.** Once a year The Valley takes part in events such as World Book Day; at this time and other times throughout the year authors are invited into school to inform and inspire.

Please see the *Reading progression Document (Appendix J)* for more details about yearly expectations, as pupils continue their English journey.

Reading Progression

The teaching of early reading skills begins in the nursery. Children are taught during shared sessions using structure and repetitive 'Big Books'. Reception pupils take home decodable phonic books to practise taught GPCs. As they move into Year 1, Guided reading texts are drawn from a range of decodable phonics books including Rigby Star and Big Cat Phonics these are also sent home as a 'shared' reader. Books are organised across the schemes for continuity and progression and align closely with phonetic awareness, particularly at the early stages of reading in EYFS and KS1. Phonics teaching continues through the systematic, synthetic phonics programme 'Supersonic Phonic Friends' for identified pupils as they move to KS2.

In KS2, pupils take home books from The Oxford Reading Scheme and Project X, as well as books from their class library, the school library, as well as having access to First News – age appropriate newspapers which are available in KS2.

Writing

Intent, Implementation and Impact

At The Valley we strive to create an environment that will promote both reading and writing.

We want to inspire children into reading books so that they will be able to take what they learn from their reading into their writing. However, in order to ensure that all children learn to be confident writers, including those whose reading does not fully support their writing, we teach key writing skills explicitly and systematically.

Intent

We aim for our pupils to:

- Understand and articulate (say) what they want to write before they begin
- Build upon what they learn through talk and reading by teaching and consolidating writing skills explicitly, with focus on vocabulary, grammar, punctuation, and spelling
- Have a clear understanding of audience and purpose and to be able to adapt their writing accordingly
- Be able to draw upon their experiences as a basis for writing, so they draw upon ideas from the world around them. To this end we provide a wide range of extracurricular activities and trips that are linked to the wider curriculum
- Develop a wide range of vocabulary that enriches their writing and gives it impact.
- Be willing to take risks in their writing to make mistakes and learn from them
- Recognise the role of and be skilled in planning, drafting proof reading, editing and publishing
- Become increasingly independent when proof reading and editing their own work and to be able to work with a writing partner/group in a supportive and effective way to improve on the first drafts
- To distinguish between writing that is public and writing that is personal
- To be able to spell accurately and to have a range of strategies for tackling unknown spellings
- To write clearly and consistently and develop a legible joined handwriting style by the time they reach Year 3. This will further improve as they progress through Key Stage 2

Implementation

What does this look like at The Valley?

Writing takes place within English lessons and in other lessons linked to the wider curriculum. Teachers plan over a 2/3 week module towards a writing outcome which may be fiction or non-fiction and may be linked to the wider curriculum. Extended writing is encouraged and developed at all times to build stamina.

We teach writing as a sequential activity:

- **Reading** examples of text
- **Focused teaching** of particular aspects of skills, for example purposeful vocabulary
- **Demonstration** - pupils are **shown** expectations of writing. Teachers and teaching assistants are seen to model the actual process of thinking, then writing, then evaluating and finally editing writing. Teachers use a mixture of ICT and legible, age-related handwriting to model this writing
- **Shared composition** – pupils compose with the teacher as a scribe, focusing and challenging their suggestions.
- **Supported writing within guided groups**
- **Independent writing** – this is pupils trying it for themselves. (see Appendix: Independent writing).
- **Review and edit** – pupils often then proof read and revise their writing
- **We establish a real purpose for writing from the outset.** This could include reception children developing and record some questions for 'Barnaby Bear' to take on holiday to older children writing to the council to express their views.
- **Provide stimulating first-hand experiences** beyond the reading model. In addition to regular class visits linked to well-planned and stimulating topics, children are also given opportunities to write through:
 - Drama, art and role-play to generate ideas and character perspective;
 - Publication of work, including eye-catching displays.

Provide regular helpful feedback

- Teachers and children work together to review, revise and improve their writing. From Year One, pupils are introduced to the principle of 'editing' e.g. adding or omitting a word. This skill is then developed.
- By Year Six, children will be confident in reviewing and revising their work, as well as peer-marking other pupils' writing.

Our aim is to create a dialogue with the child that is pro-active and helpful in establishing next steps.

Impact:

Over time, there have been increases in both writing progress and attainment.

Writing attainment has been consistently in line with the national average in the past 3 years at KS1. Importantly, it has been significantly above national at KS2 for the last 3 years (showing sustained progress over time).

Writing progress has also been significantly above national at KS2 for the last three years.

Additionally, the Spelling, Punctuation and Grammar (SPAG) results were significantly above national for the last 3 years at KS2, putting it in the top 20% of all schools nationally.

Spelling:

Spellings are taken from our phonics scheme, the National Curriculum, National Spelling Support and supplementary materials.

Spelling is learnt as we use it. We aim for pupils to:

- Explore words through their reading and writing and develop an interesting wide vocabulary;
- In doing so they develop their ability to recognise common spelling patterns, roots, prefixes and suffixes and derivations;
- Develop a number of strategies in order to spell correctly;
- Use mistakes in their own writing to identify and practise common spelling errors;
- To be able to use 'look, say, cover, write, spell' – to learn and practise correct spellings.

What does this look like at The Valley?

- All classrooms have relevant **word banks** that are displayed in visually interesting ways
- Children learn to spell through **active investigation** of words and patterns, looking at common prefixes and suffixes.
- From year 1, children are actively encouraged and taught to **proof read their writing** for spelling errors
- Spellings/Word Investigations are routinely set as part of **homework** and from Year 1 onwards pupils have a weekly spelling test.
- We link handwriting to common spelling patterns.

Vocabulary Development

We aim for all our pupils to:

- Have a rich and varied vocabulary to use and draw upon, for application across the whole of the curriculum (not only English but all other subjects e.g. Art, Music and P.E).
- To understand the meaning of words, use them in context and know how words are related to other familiar and unfamiliar vocabulary.
- To be adventurous in their vocabulary choices, understanding how choices can change and enhance meaning, and have an impact upon the reader.

See appendix B

What does this look like at The Valley?

- Pupils use their reading skills and vocabulary to unpick and understand language in a variety of situations. This applies to reading comprehensions and assessments (tests), as well as mathematical word problems and science investigations for example.
- Children apply a wide range and adventurous vocabulary in their written work, and are supported and inspired through challenging WAGOLLS (What a Good One Looks Like), working walls and access to thesauruses, dictionaries and word walls.
- Children are given regular opportunities to learn new vocabulary and apply it in engaging activities, from 'matching games' to 'fill in the sentence gaps'.
- Pupils are exposed to a range of technical vocabulary linked to their current topic work, and opportunities are created to use and apply these new terms in context. Where some pupils might struggle with the meaning of these topic words, teaching staff support them *before* the topic starts; to help them access and better understand the topic they are studying.
- Pupils in KS2 are given frequent opportunities (at least once a fortnight) to apply a range of (progressive) vocabulary, through discrete sentence activities (where they may need to find the definition of a word, find the antonym/synonym, or apply a word in a sentence).

Please see the *Writing progression Document* (**Appendix K**) and Vocabulary document (**Appendix B**) for more details about yearly expectations, as pupils continue their English journey.

Handwriting:

We aim for all our pupils to:

- Have developed a legible, joined handwriting style by the end of their primary life;
- To know when it matters to use 'best handwriting';
- To have the confidence to experiment and develop their own individual style using what they have learnt about how to write clearly and well;

What does this look like at The Valley?

See Appendix E

Assessment and Record Keeping

Whole class objectives are set and shared at the beginning of a module and referred to during the course of the teaching.

Teachers informally assess pupils continually through differentiated oral questioning and class interaction.

Years 1 to 6 take termly writing assessments which are assessed via (AFL) National Assessment year stage guidelines for writing. Attainment is then analysed, leading to intervention programmes for any underachieving pupils. Those exceeding year stage expectation are awarded degrees of mastery, and provided with opportunities to apply their skills at a greater depth. (GDOs) Writing targets are set and the assessment results and individual targets are shared with the pupils. In addition to this, less formative assessment is ongoing throughout the year.

Each pupil has an individual Writing File, which houses the most recent (summative) assessments of each pupil's work.

This includes the PIRA reading assessment paper as well as the SPAG (Spelling, Punctuation and Grammar) assessments. These assessments (which occur from Year 1 onwards) are carried out each term.

Examples of independent writing are also filed in this personalised folder each term.

Celebration of pupil achievement

We celebrate pupil achievement in a variety of ways: by colourful displays, themed worships, Best Practice Book, school newspaper items etc.

Equal Opportunities and Inclusion statement

"The school is committed to ensuring every child irrespective of race, gender, ability and disability, culture and religion achieves the absolute maximum potential."

Community Cohesion

"The school sees community cohesion as being implicit in everything that the school does in developing well rounded and knowledgeable individuals who not only tolerate the views of others but value the importance of diversity."

The point at which a WTS Pupil (Working Towards Standards) is deemed to be SEND

Measurable progress must be made by all pupils receiving intervention within 2 timed programmes. If, at this point, the learning gap is not shown to be narrowing and there is no known temporary change in circumstances to explain a lack of progress, then staff will submit an Early Help Form (EHF).

Within focused intervention, pupils need to have made accelerated progress e.g. 6mths progress in a 3 months' period.

Appendix A: Practicalities and Requirements of Reading Delivery

School commitment

Reading routines quick reference guide

Zones across school	1:1 Readers	1:1 TAG readers	Reciprocal and guided reading	Class novel and/or shared book	Read at home and record signatures	Library visit and book	Book swapped or chance to swap
Blue Zone	Fortnightly	Twice weekly	Twice weekly	Daily	3-5 times a week (can be child's)	Weekly	Weekly
Red Zone	Fortnightly	Twice weekly	Twice weekly	Daily	3-5 times a week (can be child's)	Weekly	Weekly
Green Zone	Weekly	Three times a week	Weekly	Daily	3-5 times a week	Weekly	Weekly
Yellow Zone	Weekly	Three times a week	Weekly	Daily	3-5 times a week	Weekly	Weekly

Please note these are minimum expectations, where staffing allows these will be exceeded.

Comprehension

Pupils are expected to complete a weekly comprehension, normally within an English lesson. Comprehension texts may also be used within other subjects to deliver substantive knowledge and concepts.

Pupils should be encouraged throughout the school to respond verbally to comprehension questions in detail, providing justification for their choices.

Reading for pleasure

Pupils are given frequent opportunities across the week to read independently during DEAR time (Drop Everything and Read). Teaching staff also read to pupils every day through our Love of Reading offer, which can include be class novels in KS2 and 'story time' in KS1.

Changing reading books:

	EYFS	KS1	KS2
Routines	A weekly timetabled day of book changing	A weekly timetabled day of book changing	A weekly timetabled day of book changing
Library	One book taken Weekly	One book taken Weekly	One book taken at least half-termly. Further reading from class library, Library Loans (topic boxes) and '10 books to read before end of the year'.
Reading Books in Bags	Nursery: library book Reception: two books linked to prior phonics learning which can be read independently.	One book taken from Guided Read (a book to share linked to new phonics learning). One books linked to prior phonics learning which can be read independently (Books I can read)	One book taken (with additional books taken from the class/school library, see above)

Notes- on books- reading guidance:

****It is really IMPORTANT** that on given book change days pupils bring in their books-in the event of two consecutive occasions of forgetting reading books, parents will be contacted to support and remind pupils.

****As pupils get older their speed and reading fluency improves, this means that additional books will be finished in between reading book change days; pupils are encouraged to "self-select" an additional book.**

Additional work in phonics and keywords:

	EYFS	KS1	KS2
Phonics	Children have daily phonics lessons. Little Learners: Children learn nursery rhymes and how to tune into sounds. Nursery: Children build on their skills from Little Learners, experience language through listening and begin Basics One phonics. Reception: Children continue to work through the Super Sonic Phonic Friends scheme.	Children have daily phonics lessons and this will include the keywords to learn for their year group as part of their spelling tests.	Children missing the screening retest in Y2 will be supported with daily phonic practice and daily 5-10min support
spellings		Weekly	Weekly

All spellings given will relate directly to the National Curriculum, this provides a very detailed and specific program of learning key words and spellings.

Progress attainment and expectations guide for parents:

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Expected progress	Age in months progress	3pts by exit	3pts by exit	3 pts by exit	3 pts by exit	3 pts by exit	3 pts by exit

*1Point Pts is equivalent to one term's progress

Assessment in reading - How we assess

Whilst it is clear a judgment in reading is often difficult, due to the many facets of reading, the school follows a precise sequential process for judging reading levels.

Keywords	Phonics	Comprehension	Fluency
Pupils ability to read and spell high and medium frequency words most commonly used	Ability to effectively decode new words and break down words into component phonic parts and then blend back-while applying	Ability to effectively interpret text and answer subsequent comprehension based questions against the key assessment strands.	Ability to decode and read with fluency and expression.
Summative Assessment			
Keyword check 1:1	Phonic check 1:1	Test based comprehension using PIRA (rising stars summative assessment) and optional tests.	For targeted small groups, fluency rubric by Zutell & Rasinski.
Formative assessment			
Ongoing check on keywords, spelling in books, application and check-ups, words sent home	Performance 1:1, groups and whole class. Application in writing, reading and speaking and listening	Performance 1:1, groups and whole class.	Performance 1:1, groups and whole class.
Evidence Base			
Observations Formal/Drop in Pupil Discussions Running records Reading records Learning journeys Spelling Books- Quality of environments	Observations Formal/Drop in Pupil Discussions Running records Reading records Learning journeys Quality of environments	Observations Formal/Drop in Pupil Discussions Cloze-exceptional Reading records Pupils literacy Books Learning journeys promotion of reading	Observations Formal/Drop in Pupil Discussions Running records Reading records Pupils literacy Books Learning journey- promotion of reading

Books with characters and authors of colour

Literature is a powerful medium through which children have a chance to inhabit the lives of those who are like them. All children need to imagine themselves as the main protagonist in a story.

Children also need to learn about the lives of those whose experiences and perspectives differ from their own.

Research has shown that the percentage of books that reflect characters of BAME (black and ethnic minorities) do not represent the percentage of BAME children in a typical classroom. As a school, we think it is important to have texts that our pupils can identify with, whether that is a main character of colour, or an author or poet of colour. Every class library, therefore, has books which children can hopefully connect with and reflect themselves in some way.

Resources/classroom

Minimum expectations per class

- A bookshelf containing clean, tidy, colourful books
- A collection of fiction and non-fiction books
- '10 Books to Read' – 10 quality books recommended to read before leaving the year group.
- A collection of books pupils can 'choose' from to read in class and/or take home
- Enough dictionaries, atlases and thesaurus for one between two
- A collection of poetry and poems anthologies
- A chart or display showing reading routines
- Book reviews available
- Child focused newspapers – First News (KS2)
- Access to books with BAME authors/characters

Records

The teacher should have a record of who has read, their frequency of reading and number of books read.

Parent/Guardian commitment:

All pupils should read frequently at home with an adult, older sibling or family member who can support the pupil understand new words. Parents should sign that their child has read at least 3 times per week. Pupils in KS2 can self-monitor/sign as they get older and more independent.

Appendix B

The Vocabulary Teaching Sequence.

Vocabulary Lists and sources.				
Nursery	Oxford Communicative Development Inventory	Tailored vocabulary lists linked to topic	English subject vocabulary linked to grammar or text genre features eg apostrophe – grammar alliteration – poetic feature see individual long/med/short term plans	
Reception		Tailored vocabulary lists linked to topic		Whole School Word of the week from higher order thinking taxonomies. (adapted) GREEN
KS1	National Curriculum lists Year 1 Year 2 Years 3 & 4 Years 5 & 6 English Appendix 1 - word lists.pdf	Tailored vocabulary lists linked to topic		Whole School Word of the week from higher order thinking taxonomies. GREEN
KS2	Can be found in rear of pupils' reading records	Tailored vocabulary lists linked to topic		Whole School Word of the week from higher order thinking taxonomies. LKS2 RED UKS2 BLUE
Language associated with reading: PREDICT CLARIFY QUESTION SUMMARISE				

Our commitment to vocabulary learning

We use	Planned vocabulary (direct/explicit)	Opportune vocabulary (indirect)
We use explicit (direct) instruction and opportune (indirect) instruction to discuss and explore tier 1,2 and 3 words. Tier 1 – high frequency words (including weekly spellings and phonics) Tier 2 – words with multiple meanings Tier 3- subject-specific words We look closely at the root word – make links from previous learning/books/films/etc We discuss meaning We ask can we: add a suffix –is there a meaning to this? add a prefix? -What does this mean/do? categorise the words made ie verb/noun/adjective/adverb Are any words in more than one category eg produce (v + n) We teach new vocabulary little and often –drip drip feed. We teach familiarity with idioms and figurative phrases eg ‘cut to the chase’ or metaphorical phrases eg ‘raining cats and dogs’. We teach appropriateness as well as knowledge of meanings. We teach the skills that our pupils need to make sensible inferences about the meaning of unfamiliar vocabulary:	We: Revise Teach Practise apply How: Weekly word lists – meanings taught in a variety of contexts. Practised through: Talking partners Word games Handwriting practise Cloze procedures Words and pictures Used in own sentences Non-fiction and creative writing Class/ group/ individual exploration using differentiated formats based on New words taught at start of topics (subject specific) New words taught at start of lessons e.g. grammar/text feature language or mathematical language.	We encourage our pupils to identify and question any vocabulary that is unfamiliar to them. The terms to clarify and to question are key to the reading of all texts across all subjects. We understand that unfamiliar vocabulary may present itself during independent reading, 1:1 reading with a teacher/mentor, guided/reciprocal group reading, class novel, comprehension tasks, or as part of an English or other subject specific input or teaching sequence. We teach our pupils not to learn words in isolation but to be inquisitive about related words using the format

Make a 'best guess' about possible meanings by: Re-reading the text, reading on, looking for known words within unfamiliar words, using their knowledge of prefixes/suffixes, checking other sources such as glossaries and dictionaries. We teach our pupils to check that their inference makes sense in the context of the text/passage. When teaching vocabulary we: Allow talking partner time – speak in full sentences/ aim to use correct terms. Make up an interesting sentence each using the word. Say it clearly/ say it in the queen's voice/ say it in a villain's voice/ say it in a ghost's voice etc.	Planned for vocabulary with explanatory visual images e.g. English text, Class novel, Guided/reciprocal text.	 Which explores: Meaning Words with related meanings Synonyms Antonyms Example – application in a sentence. Other differentiated formats of this task are used in KS1 & Reception.
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How we teach our pupils to acquire and use a wider range of vocabulary:

Year	Vocabulary progression across year groups.		
	A wide vocabulary	Use strategies to infer the meaning of unfamiliar words.	Use a dictionary efficiently.
1	Discuss the meaning of words met in reading and work across the curriculum.	Identify words in their reading that are new or unfamiliar and speculate about their possible meanings.	Be guided to use simple dictionaries.
2	As in year one and develop an understanding of words met in reading and in topic work. Discuss synonyms of familiar words.	As in year 1 and Discuss the possible meanings of unfamiliar words met in text. Visualise the scene or event to help suggest plausible meaning for unfamiliar words.	As in year 1 and Locate words in the dictionary by their initial letter.
3	As in year 2 and discuss synonyms of high frequency words and homonyms.	As in year 2 and Infer the meaning of unknown words from the context. Re-read a sentence and read on in order to make sense of unfamiliar words.	As in year 2 and Use a dictionary glossary and or thesaurus to check the meaning and definition of words. Locate words in the dictionary by their first two letters.

4	As in year 3 and define unfamiliar vocabulary in their own words before checking meaning in a dictionary. Discuss how nose can be made into verbs and adverbs and nouns into adjectives.	As in year 3 and Discuss alternative word meanings definitions given in a dictionary and decide which is the most plausible meaning for the context.	As in year 3 and Locate words using the quartiles of a dictionary. Locate words by their third and fourth placed letters.
5	As in year 4 and Distinguish between shades of meaning of words which are near synonyms. Discuss the meaning of metaphorical and idiomatic phrases. Distinguish between everyday use of words and their subject specific use.	As in year 4 and Infer meanings of unfamiliar vocabulary by identifying root words and word parts that derive from other words for example warrior links to war. Annotate text to identify and return to unfamiliar vocabulary. Check the inferred meaning of words with the sense of the passage.	As in year 4 and Locate word meanings and other information about words using a range of alphabetically organised texts.
6	As in year 5 and understand how some words have changed their meaning and how new words have entered the language. explore how word meanings can change when words are used in different contexts.	As in year 5 and Apply appropriate strategies (re-reading, reading on, visualising, word knowledge syntax) to infer meaning of unfamiliar vocabulary in independent reading. Develop strategies for identifying and coping with unfamiliar vocabulary in independent reading. Check the plausibility of their inferences.	As in year 5 and Use with confidence dictionaries, glossaries and other alphabetically ordered text to locate information about words met in their reading.

Progression of vocabulary

In EYFS, teachers map out vocabulary weekly from vocabulary maps and curriculum documents. This is evidenced in planning and staff have provision vocabulary lanyards.

In all year groups from Year 1 upwards, teachers map out a weekly, progressive, vocabulary list - which documents the key words being taught or embedded across a range of subjects (which in turn have been drawn from subject-specific progression documents).

The vocabulary is chosen judiciously, to support and embed children's core substantive knowledge, but similarly avoid cognitive overload.

In Key Stage 2 there are weekly or fortnightly opportunities for pupils to evidence their understanding of these tier 1, 2 and 3 words in their English book.

In Key Stage 1 these are discussed and shared less formally.

Appendix C

Writing Guidance -Supporting pupils to write.

Practicalities and Requirements of Delivery

Reading and writing go hand-in-glove; it is often the case that a competent reader is more likely to have the skills, tools and vocabulary to be a competent writer. The more that a child is exposed to different styles and genres of fiction and non-fiction texts, the more they are exposed to different ways of writing, and different ways to communicate with an audience and readership. This gives our children a better understanding of the **purpose** of writing, and the enjoyment and power of a pencil, pen or keyboard. It is really important that pupils build on their reading and writing skills throughout their school life, and understand how the two are linked.

Parent/Guardian commitment:

It is hoped that parents and guardians support their child as much as they can with their homework, which might be handwriting practice, learning tricky words, SPAG (Spellings, Punctuation and Grammar), or a specific written task (such as a thank you letter).

School commitment:

	EYFS	KS1	KS2
Handwriting	There's an initial focus on fine and gross motor skills and mark making. Graphemes (letters linked to sounds) are modelled and taught by teaching staff. Letters as print (b c)	Graphemes (letters linked to sounds) are modelled and taught by teaching staff. Letters as print (b c) Pupils who are ready are taught cursive letters in the summer term (b c).	Cursive and joined handwriting is modelled and taught by teaching staff

Handwriting practice	Not discrete lessons but mark-making and early letter formation is woven into every day phonics lessons and relevant opportunities in the continuous provision	Timetabled weekly Extra Wave 2 (group) intervention where needed	Timetabled weekly (Year 3) Timetabled fortnightly (Year 4) Extra Wave 2 (group) intervention where needed (Years 3,4,5,6)
Writing skills taught	Daily in reception. Modelled as part of the Communication and Literacy input.	Rolling programme linked to year group genres and topic units. Normally half of all literacy lessons	Rolling programme linked to year group genres and topic units. normally half of all literacy lessons
Guided writing groups with an adult	Weekly in reception. Purposeful. In the provision.	At least once a week. Focus on TAG but teaching staff rotate support to groups.	At least once a week. Focus on TAG but teaching staff rotate to support groups.
Discrete SPAG lessons	Past tense phonics song daily in reception.	At least once a fortnight	At least once a fortnight
SPAG 'low-risk' assessments (eg Grammar Hammer, Twinkl, Testbase,)		At least once a fortnight	At least once a fortnight
Phonics teaching	Daily	Daily	Group and 1:1 where needed
Spelling tests		Weekly	Weekly
Additional support (Group and 1:1)	Targeted and as required	Targeted and as required	Targeted and as required
Environment	Stimulating environment (including vocabulary-rich displays, alphabet and examples of writing and symbols). Access to sound mats.	Stimulating environment (including vocabulary-rich displays, handwriting, working wall and examples of writing) Access to relevant resources for children to freely use including dictionaries. Editing Stations.	Stimulating environment (including vocabulary-rich displays, cursive handwriting, working wall and examples of writing) Access to relevant resources for children to freely use including dictionaries. Editing Stations.
WAGOLL (What A Good One Looks Like)	Photos of children with their words scribed by an adult (linked to talk for writing activities)	A new WAGOLL is displayed every half term in class A new cohort WAGOLL is displayed every term in the entrance hall	A new WAGOLL is displayed every half term in class A new cohort WAGOLL is displayed every term in the entrance hall
Writing on display	Each pupil will have a piece of written	Each pupil will have a piece of written	Each pupil will have a piece of written

	work on classroom display at any one time	work on classroom display at any one time	work on classroom display at any one time
Basic skills	Focus on language acquisition and application (linked to weather, number etc...) 'Knees to knees' paired talk time.	Children to complete daily LSCWC spellings during basic skills time every week with an opportunity to record the spelling in a sentence.	Children to complete at least 1 writing-focused challenge during basic skills time every week (eg describe a picture/setting)
Editing and improving	Emergent writers use "High Five" checks on key areas.	Children encouraged to self and peer assess their extended, independent writing.	Children encouraged to self and peer assess their extended, independent writing.

Progress attainment and expectations guide for parents:

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Expected progress	Age in months progress	3pts by exit	3pts by exit	3 pts by exit	3 pts by exit	3 pts by exit	3 pts by exit

*1Point Pts is equivalent to one term's progress

Section 3: Guidance for Staff and Parents on how we assess:

Assessment in writing - how we assess

Whilst it is clear a judgment in reading is often difficult, due to the many styles and features of writing, the school follows a precise sequential process for judging reading levels

EYFS	KS1	KS2
Summative Assessments		
Continual assessment against the Early Learning Goals and phonics phases	A termly written task to assess application of skills, and understanding of purpose of task A termly SPAG test to assess knowledge and understanding of skills	A termly written task to assess application of skills, and understanding of purpose of task A termly SPAG test to assess knowledge and understanding of skills
Formative (ongoing) Assessments		
On-going check of keywords, spelling in books, application and check-ups, tricky words sent home.	Performance 1:1, groups and whole class. At least 2 independent written tasks are undertaken every half term (including genres linked to RE and topic)	Performance 1:1, groups and whole class. At least 2 independent written tasks are undertaken every half term (including genres linked to RE and topic)

Evidence base		
Observations Formal/Drop in Pupil Discussions Learning journals Guided Write books Quality of environments	Observations Formal/Drop in Pupil Discussions English/Topic/RE books Quality of environments	Observations Formal/Drop in Pupil Discussions English/Topic/RE books Quality of environments

Resources/classroom

Minimum expectations per class in EYFS

- Visual reinforcement of the graphemes which represent the phonemes (as per school policy)
- Plenty of phonics mats and word banks
- Plenty of opportunities and resources for 'mark making' indoors and outdoors (such as sand, up-right easels and a variety of tools such as triangular pencil-grip pencils, chalk or sticks...)
- Plenty of tools to support their fine and gross motor skills indoors and outdoors (such as playdough for daily dough disco, foam noodles for hitting balloons etc...)
- Emergent writers are proud to have their writing on display
- Access to a variety of appropriate, themed, vocabulary on display
- Word of the Week on display

Resources/classroom

Minimum expectations per class in KS1 and KS2

- An English working wall with links to the genre currently being taught (eg features of an explanation text)
- Visual reinforcement of appropriate grammar terminology
- Visual reinforcement of the school handwriting scheme
- Enough dictionaries and thesaurus for one between two (in KS2)
- Enough phonics mats and spelling lists for one between two (KS1)

- Access to 'up-levelling' resources (such as synonym sheets or punctuation reminders)
- Access to Editing Station resources (for editing and improving tasks)
- Access to a variety of appropriate vocabulary (eg history, science or geography words expected to be understood and used in a given topic)
- A WAGOLL (What A Good One Looks Like) which is pitched slightly higher than EXS (Expected Standard), depending on the time of the academic year.
- Word of the Week on display

Appendix D

Independent Writing: What it looks like at The Valley

Children always learn best through modelled writing; this should be a 'show me, not tell me' approach, with plenty of guided and shared writing activities and the teacher adopting a 'thinking aloud' approach to drafting and editing. Pupils need to be *taught* to write like 'real writers' and will need to be immersed in the genre and topic matter before they can write about it, certainly if they are to produce their best work. They will also need to use and apply a range of resources to get them from A to B, including working walls, thesauruses, success criteria and scaffolds.

However, there comes a time when all children need to try it for themselves, apply the skills they have learned and write as independently as possible. This will vary from year group to year group, in terms of quantity and quality. But a range of evidence must be accumulated in order to give a true assessment of ability.

These are examples of when, where and how this evidence can be collated. The key is the *range* of writing opportunities (not relying on just a few):

- Every year group must complete a termly writing activity, as part of the whole school assessment period, which is moderated and filed in the Assertive Mentoring Files. Input for this assessment will vary, depending on pupils' ages.
- Teachers must provide a range of cold and hot writing opportunities.
- Hot writing opportunities are when teachers deliver the skills and build up to a piece of writing, often at the end of the a genre or after teaching very specific, age-related objectives.
- Writing that 'hugs the learning' is when there is a heavy input from the teacher or a child is immersed in a topic, new vocabulary or learning.
- Cold writing opportunities could be used as a pre-assessment, at the beginning of a new genre.
- They could also be a revisit of skills learned with a quick reminder of features and success criteria. They could also be a revisit of a learned text type (genre) at a much later date, without any reminders.

- This 'distance from the learning' is really important, to give teachers a true assessment of independent writing skills and how much is embedded and comes naturally to the pupil.
- Independent writing must be regular and systematic (every 2-3 weeks whole class), and feel a part of the classroom norm for children. Good, independent work should be celebrated and praised and shared.
- Sustained writing pieces should be evidenced in English books, as well as cross-curricular work (including topic and RE books). These opportunities can be created within the English lesson or topic, using teacher discretion.
- Truly independent work should have a red dot in the corner of the page, at least 2 per half term.
- All other work should clearly specify whether pupils had the support of an adult or peer (be it guided, shared or 1:1).
- Targets in the back of the English book should guide and remind pupils and teachers of the writing objectives. They are also a reference tool for the assessment codes linked to medium and long term plans.
- There should also be references in the back of books to expected writing standards, including handwriting.

Appendix E:

Handwriting Policy

The Handwriting Policy

Handwriting forms an important part of the National Curriculum, which states that writing depends on "Fluent, legible and, eventually, speedy handwriting". At The Valley we aim for steady but continuous progression towards well-presented, joined handwriting by upper key-stage 2. Time must be invested in this basic skill if we expect our pupils to meet this target and feel confident and proud of their presentation of work.

Aims

We aim for all our pupils to:

- Be developing a legible, presentable handwriting style by the end of Year 1;
- Be developing a legible, joined handwriting style during Year 3 (earlier where possible);
- To understand that presentable handwriting isn't exclusive to English lessons, but all lessons, including maths;
- To know when it matters to use 'best handwriting';
- To have the confidence to experiment and develop their own individual style, using what they have learnt to write clearly and well.

What does this look like at The Valley?

EYFS

In the Early Years there is a big emphasis upon gross and fine motor skills and balancing skills, including fun activities in nursery (such as 'daily dough disco'). This extends to lots of opportunities to 'mark making' and encouraging children to express ideas in the written form.

Children in Early Years quickly progress to forming letters (graphemes) to represent sounds (phonemes) and teaching staff carefully and rigorously model these to the pupils, on a daily basis. Phonics is driven through the Supersonic Phonic Friends' scheme which is a fully systematic, synthetic phonic approach ranging from the simple to the complex spellings of the alphabetic code. Supported by their Supersonic Phonic friends, this approach will ensure children develop confidence and apply each skill to their own reading and writing. Letter formation is taught through the early association of grapheme and phoneme correspondence (GPC)

Children in EYFS are exposed to memorable 'sayings and phrases' when being taught different letter formations. This is modelled progressively, using their phonic development and through relevant letter families. The resources, called 'Curly Cal and his Handwriting Pals', are from the Supersonic Phonics scheme. They also in line with the school handwriting policy and include for example a slightly curled k and f.

Parents are also encouraged to model lower case letters with the correct formation, for both ascenders and descenders.

In Reception, children practise letter formation and pencil control. Children with poor/developing pencil hold or control undertake daily 'funky fingers' intervention to strengthen fine motor control and develop the tripod grip.

Pupils are taught good habits in pencil hold and control, with resources (for example, triangular pencils) and intervention for those who need it.

Key Stage 1

We take the view that handwriting should be **taught little and often** – at regular times in KS1 and KS2.

Children should ideally leave Year 1 forming letters (and digits) of the correct size and orientation, which is further practised in Year 2.

Teaching staff enable children to physically practice the letters, using handwriting sheets for example, as well as providing high-visual reminders and scaffolding, using online resources including Writing Repeater and 2Simple/Handwriting.

During Year 2, pupils who are ready are introduced to cursive handwriting (see below to see our school's cursive handwriting scheme). This is only at a time that is right for the individual child and their dexterous capabilities.

Key Stage 2

As pupils exit Year 2 and transition into KS2, teaching staff model writing as per the agreed cursive style, which is practiced and consolidated in Years 3 and above.

In Year 3, pupils begin to use handwriting pens alongside the school's 'Join it' cursive scheme. By Year 4 we expect that all pupils will be writing in pen.

Handwriting is taught in sequence, and is linked to common spelling patterns and families of letters (see appendix).

Teaching staff model the expectation, both on the board and in teacher feedback in books.

Pupils who continue to have difficulty with letter formation are given additional teaching or peer mentor support, with discrete intervention where needed.

Children are expected to use what they learn, particularly when redrafting to a final, polished copy.

Children are encouraged and praised for their efforts, including the Good Practice File, handwriting certificates and pink highlighting in their book.

Reception expectations

- I can draw lines and circles in the air, on the floor or on large sheets of paper using whole arm and body, balancing well.
- I can use tools for mark making with control.
- I can grip using five fingers (palmar) or preferably two fingers and thumb for control
- I can use pincers, tweezers, threading equipment with increasing control and confidence
- I can copy shapes, letter and pictures
- I can sit on a chair with a straight back and feet on the floor
- I can control finer tools when playing with dough
- I can form recognisable letters, some of them correctly
- I can use a tripod grasp

EYS and National Curriculum expectations

Handwriting and presentation	Statutory Requirements:	Guidance and Notes
EYS	Writing Children at the expected level of development will: • Write recognisable letters, most of which are correctly formed; • Spell words by identifying sounds in them and representing the sounds with a letter or letters; • Write simple phrases and sentences that can be read by others." ELG- Physical Development Fine Motor Skills Children at the expected level of development will:	Systematic synthetic phonics programmes should 'provide resources that support the teaching of lower-case and capital letters correctly, with clear start and finish points' Note 3 At first, children should not be taught to join letters [footnote 3] or to start every letter 'on the line' with a 'lead-in', because these practices cause unnecessary difficulty for beginners. Children may be taught to join the letters in digraphs, but this is optional. (All resources designed for

	• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; • Use a range of small tools, including scissors, paint brushes and cutlery; • Begin to show accuracy and care when drawing.	children to read should be in print) <i>*Guidance Validation of systematic synthetic phonics programmes: supporting documentation Updated 17 June 2022</i>
Year 1 <i>Pupils need to develop the physical skill needed for handwriting</i>	Pupils should be taught to: • sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • form digits 0-9 • understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these.	Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil's hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided. Left-handed pupils should receive specific teaching to meet their needs.
Year 2 <i>Pupils should revise and practise be able to form individual letters correctly, so establishing good handwriting habits from the beginning.</i>	Pupils should be taught to: • 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. • use spacing between words that reflects the size of the letters.	Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.
Years 3-4	Pupils should be taught to:	Pupils should be using joined handwriting throughout their independent writing.

<i>Joined handwriting should be the norm; pupils should be able to use it fast enough to keep pace with what they want to say.</i>	• use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. • Increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.	Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.
Years 5-6 <i>Pupils should be able to write down their ideas quickly.</i>	Pupils should be taught to: • Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters choosing the writing implement that is best suited for a task (e.g. quick notes, letters).	Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task (e.g. quick notes or a final handwritten version). They should also be taught to use an unjoined style (e.g. for labelling a diagram or data, writing an email address, or for algebra) and capital letters (e.g. for filling in a form).

Important note

To **meet the expected standard at KS1** (Year 2), pupils must “form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters....use spacing between words that reflect the size of the letters.”

Children **working at greater depth** must “use the diagonal and horizontal strokes needed to join *some* letters”.

To **meet the expected standard at KS2** (Year 6), pupils must “maintain legibility, in joined handwriting when writing at speed.”

Pupils **working towards the expected standard** must “write legibly”. However, there are no additional requirements for pupils **working at greater depth**.

**Teacher assessment frameworks issued in 2017-18*

HANDWRITING SCHEME

This is the school's cursive handwriting scheme. It should be used from Year 2 (as applicable).

We have chosen this scheme due to simplicity. There are no break letters, as such, children should be able to see letters strings and spelling patterns as blocks and this will aid in their spelling.

All the letters start in the same place, actually on the line with an upward stroke.

****Use cursive solid lines to make sheets**

****Use cursive writing on interactive whiteboards**

****Use cursive outline for display**

Teaching sequence

1-Begin with individual letter formation. All handwriting, as taught sessions, should have a modelling element

2-Encourage children, once this is mastered, to practise a waved pattern of writing.

3-Once individual letters are mastered, begin with basic letter joins focus on this sequence:

Family 1

a c d o g p

note g back loop and q back flick

be careful with o as it has a cross join on exit

all these letters have the same arched/curled stroke

Family 2

b h k l t

all these letters begin with an ascender

Family 3

n m i j r

all these letters begin with a straight half ascender

-be careful with r as it has a cross join on exit

u y have a very similar formation

v w all have cross joins on exit and children will need a lot of practice making these (be careful with r and v!! confusion if the down stroke on the r is not formed correctly)

e is formed with a forward loop

f is unusual-it drops one third below the line and is formed with a forward loop similar to an e but more narrow and a straight descender

s is unusual but exits from the bottom

x is unusual and is the only letter that cannot form without taking your pen off the paper, you can also join out with cross join see handwriting example

z is unusual but exits like a b from the bottom be careful with r and z if using a cross join

Important encourage children to dot i and cross the t once the word is written

a b c d e f g h j k l m n o p q r s t u v w x y z

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

CAPITAL LETTERS DO NOT JOIN!

Next steps and teaching sequence

Each classroom should have the alphabet displayed

Supersonic Phonic Friends letter strings should be displayed

e.g. oa

Important: Once mastered, children should be allowed to join together naturally without removing the pen until the end of each word.

Sequence:

Waved patterns

Such as - uuuuuu wwwwww ccccc

Alphabet sequences from above

Taught in letter families

Then teach double letter formation

Then teach same letter followed by partner

e.g.

oooooooo oo oa ob oc oe

then spellings doe foe

Spelling strings/blends from “Supersonic Phonic Friends”

High and medium frequency words

New vocabulary, openers and connectives

Spellings

Please see below for required pen grip

Examples

Seating positions for right and left-handers

Additional notes

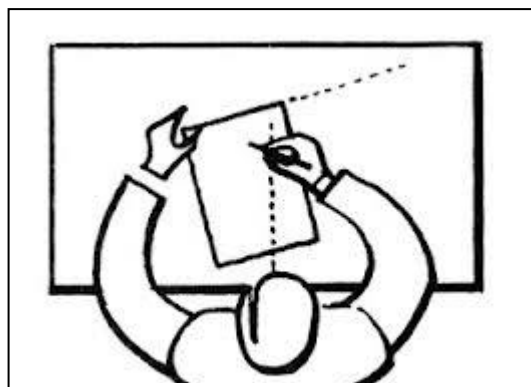


Correct

right hander



correct left hander



Right hander

Left hander

Note children may alter their chair position **or** their paper position to get comfortable

Handwriting is individual

Children may need to be supported in changing bad habits formed but if they can write legibly, fluently and at speed, without strain on the body then certain exceptions, especially with left handers, are acceptable.

When to be used:

Teachers and teaching staff are expected to use this handwriting style, both in marking and feedback, and when modelling on the boards.

Where to find the software:

Teachers will find it in their fonts section under cursive, to help them design handwriting sheets and for display purposes. The children can also use it in relevant computing lessons or for typed work.

Appendix (F)

Speaking and listening, drama and role-play

Meeting National Curriculum requirements:

There are statutory requirements for **speaking and listening** and **drama and role-play** within the National Curriculum.

Role-play and other **drama** techniques can help pupils to identify with and explore characters. In these ways, they extend their understanding of what they read and have opportunities to try out the language they have listened to.

All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of **drama**. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills.

Drama is not a discrete curriculum area, although from Key Stage 1 through to Key Stage 4 drama is taught within the English curriculum as part of the **Speaking and Listening element (en1)**.

Spoken language – years 1 to 6

Pupils should be taught to:

- listen and respond appropriately to adults and peers
- participate in discussions, presentations, **performances, role-play**,
- **improvise** and debate

Y1 Programme of study

Pupils should be taught to:

Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics

Learn to appreciate rhymes and poems, and to recite some by heart

Y2 Programme of study

Pupils should be taught to:

Retell some familiar stories that have been read to and discussed with them or that they have acted out during year 1

Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales

Continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear.

Non- statutory

Drama and role-play can contribute to the quality of pupils' writing by providing opportunities for pupils to develop and order their ideas through playing roles and improvising scenes in various settings.

Role-play and other drama techniques can help pupils to identify with and explore characters. In these ways, they extend their understanding of what they read and have opportunities to try out the language they have listened to.

Y3 and 4 Programme of study

In years 3 and 4, pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through **drama**, formal presentations and debate.

Pupils should be taught to:

Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally

Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action

Non- Statutory

Reading, re-reading, and rehearsing poems and plays for presentation and performance give pupils opportunities to discuss language, including vocabulary, and extend their interest in the meaning and origin of words. Pupils should be encouraged to use drama approaches to understand how to perform plays and poems to support their understanding of the meaning. These activities also provide them with an incentive to find out what expression is required, so feeding into comprehension.

Y5 and 6 Programme of study

In years 5 and 6, pupils' confidence, enjoyment and mastery of language should be extended through public speaking, **performance** and debate.

Pupils should be taught to:

Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.

Appendix (G)

Phonics Policy

At The Valley Community Primary School our aims are:

- To establish consistent practice, progression and continuity in the teaching and learning of phonics throughout the school with a focus on quality first teaching
- To ensure that systematic synthetic phonics (following the Supersonic Phonic Friends Programme) is the first approach pupils use to help with their reading and spelling
- To have robust assessment procedures to check progress and identify pupils in need of intervention
- For pupils to apply their phonic knowledge in their reading and writing across the whole curriculum

These aims will be delivered by:

- Consistently following the principles and practice as set out in 'Supersonic Phonic Friends' which is a systematic, synthetic phonics programme
- Daily 20 – 30 minute phonic sessions in Nursery (language through listening pre-phase 1), Reception/KS1 and regular intervention in KS2. Wave 2 or 3.
- Through well planned discrete phonics sessions taught using the 'sequence of teaching' structure as set out in the 'Supersonic Phonic Friends' document (see appendix G)
- Regular assessment and monitoring of children's phonic abilities
- Following the school's overview of when to teach each phase from Supersonic Phonic Friends (see appendix G)

What is phonics?

- This is the knowledge of how alphabetic sounds work and how these sounds are combined to correspond to the spoken word.
- It includes the skills of **blending** for reading and **segmentation** for spelling. Blending is the skill of building words by merging phonemes together – this is used when reading words. Segmentation is breaking down a word into its component phonemes –this is used when spelling words
- A **phoneme** is the smallest unit of sound in a word. It is generally accepted that there are 44 different phonemes in the English language. In phonics the children are taught each of these phonemes and the alternative graphemes (different ways of writing) these phonemes.
- A **grapheme** is the written symbol of a phoneme
- Some phonemes are written with two letters – these are called **digraphs**. Some phonemes are written with three letters – these are called **trigraphs**.
- **Split digraphs** are two letters that make one sound, but the letters are not adjacent in a word (they are split by another letter).
- **High frequency words** are those words which occur most frequently in written material.
- **Common exception words** (Tricky words) are words where the usual spelling rule does not apply; words which children are unable to spell using their phonic knowledge. These are taught as a whole word.

Phonics in EYFS and KS1

Daily discrete phonics sessions start in Nursery and continue until the end of Year 2 when the great majority of children should be confident readers and have completed the phonics programme as set out in Supersonic Phonic Friends (achieving The Higher Levels of phonics 5c/5b and spelling rules and appendices Year 2)

- All phonics in the EYFS and KS1 is taught following the Supersonic Phonic Friends documents alongside the resources and supporting materials.

Phonemes are taught in a specific order following the Supersonic Phonic Friends progression document.

Children are introduced to the key phonics terminology (as set out above) including phoneme, digraph and split digraph.

Daily discrete sessions in EYFS and KS1 follow the 'sequence of teaching' set out in Supersonic Phonic Friends; Revisit/Revise, Teach, Practise, Apply, listen, see, segment and blend, read, write and Assess learning against criteria (see appendix A for model).

High frequency words are those words that occur most frequently in written material.

Common exception words (Tricky words) are words where the usual spelling rule does not apply; words which children are unable to spell using their phonic knowledge. These are taught as a whole word.

Sounds taught are 'pure' ie b not 'buh' as this is central to phonics teaching and ability to recognise sounds in words. During teaching pupils are seated where they can clearly see the adult's mouth in order to learn the correct pronunciation of sounds.

Children are taught that the number of graphemes in a word; corresponds to the number of phonemes, this greatly aids spelling. Phoneme buttons are used in phonics teaching to illustrate this.

Phonics/Keywords

The expectation is that 90% + of pupils will complete their phonic screening at the right level by the time pupils leave Y2. Phonic teaching using spelling rules and appendices will continue throughout Year 3.

Specific wave 2 intervention begins in the EYFS and targeted 1:1 continues thereafter. Pupils are screened termly until they have met the required phonic level and daily support (5 min.) should be in place for all pupils not attaining the correct level. Pupils are checked on keywords regularly within assertive mentoring and they should be continually tested and used until 95% of keywords are known and can be spelt correctly.

Supersonic Phonic Friends

Firm Foundations in Phonics 1		
General Sound Discrimination		The Strands • Tuning into sounds (auditory discrimination) • Listening and remembering sounds (auditory memory and sequencing) • Talking about sounds (developing vocabulary and language comprehension)
Aspect 1	Environment Sounds	
Aspect 2	Instrumental Sounds	
Aspect 3	Body Percussion	
Phonological Awareness		
Aspect 4	Rhythm and Rhyme	
Aspect 5	Alliteration	
Aspect 6	Voice Sounds	
Aspect 7	Oral Blending & Segmenting	
Basics 2	<u>Listen, Recognise, Build, Read and Write</u>	
Minimum 6 weeks	The Basics 2 teaches children at least one spelling for 18 of the 44 sounds of the English language. Children will use their auditory processing and memory skills from Firm Foundations in Phonics 1 to start to recognise the spellings for the sound with Sam, segment and build with Seb and Bill, read and blend with Rex and Ben and write with Ron. They will learn the early concepts	• At the end of this phase, children will be able to hear up to 3 sounds in words, recognise spellings and read and write simple CVC words with the 18 spellings for sounds. • They will be able to read decodable texts with The Basics 2 spellings and make phonetically plausible attempts

	of Choose to Use with Suze for a handful of multiple spellings for sounds.	in their emerging stages of spelling in their writing journey.
Basics 3 Minimum 5 weeks Basics 3 plus Minimum 2 weeks	<u>Recognise, Build, Read and Write</u> The Basics 3 teaches children the spellings for the further 26 of the 44 sounds of the English language. Children will use their auditory processing and memory skills from Firm Foundations in Phonics 1 to start to recognise the spellings for the sound with Sam, segment and build with Seb and Bill, read and blend with Rex and Ben and write with Ron. They will continue to learn the early concepts of Choose to Use with Suze for some further multiple spellings for sounds and an introduction to Switch it with Mitch for alternative pronunciations of spellings for sounds. Children will learn their tricky words with Tess and read nonsense words with Nan.	- At the end of this phase children will be able to hear up to 3 sounds in words, recognise spellings and read and write simple and complex CVC with the 44 spellings for sounds. - They will be able to read decodable texts with The Basics 2 and 3 spellings and make phonetically plausible attempts in their early stages of spelling in their writing journey.
Basics 4 Minimum 5 weeks	<u>Recognise, Build, Read and Write</u> Moving from 3sounds (CVC) to four plus (CVCC,CCVC,CCVCC,CCCVCC) The Basics 4 teach children to be able to hear more than 3 sounds in a word. They will continue to embed their mastery of The Basics 2 and 3 spellings for sounds in words and progress to 4, 5 and 6 sounds in a word. The children will be supported by Magic Mack and Jazzy Jack; who will help them hear the tricky, adjacent consonants that are challenging to hear in words of more than 3 sounds. Children will learn their tricky words with Tess and read nonsense words with Nan.	At the end of this phase, children will be able to hear more than 3 sounds in a word, recognise spellings and read and write CVC, CVCC, CCVC, CCVCC,CCCVCC words with the 44 spellings for sounds of the English language. They will be able to read decodable texts with The Basics 2 and 3 spellings and adjacent consonants and make phonetically plausible attempts in their evolving stages of spelling in their writing journey.
The Higher Levels Choose To Use 5c Minimum 5 weeks	<u>Spelling Rules & Appendices Read and Write</u> Suze's Spelling Rules and Patterns will teach children very specific spelling rules, adding prefixes and suffixes, adding ending to words such as plurals and ing, ed, er, est and compound words. They will also learn some further rarer 'Choose to Use' spellings for the 44 sounds in the English language. Children will learn their tricky words with Tess.	- At the end of this phase children will be able to choose to use the spellings of the 44 sounds of the English language. - They will also be able to switch spellings and sounds for alternative pronunciations. - They will be able to read texts with The Basics to The Higher Level spellings, spelling patterns and rules including adjacent consonants and make accurate attempts in their further stages of spelling in their writing journey.

The Valley Community Primary School PHONICS PROGRESSION AND ASSESSMENT						
EYFS			KS1			
Nursery	Reception		Year 1			Year 2
Firm Foundations in Phonics 1 – Wrap them in Rhyme and Oral Blending and Segmenting						
Firm Foundations in Phonics 1 Wrap them in rhyme	The Basics 2	The Basics 3 The Basics 3 plus	The Basics 4 Adjacent consonants & Polysyllabic	The Higher Levels of Phonics 5c Choose to use	The Higher Levels of Phonics 5b Switch it Spell Sounds	Statutory Spelling Appendices Spelling Patterns & Rules 6
Mastery of phonological awareness (Rhythm and Rhyme, Alliteration and oral blending and segmenting)	Mastery the basics 2 and the Basics 3 plus at least one spelling for the 44 sounds of the English language. CVC only		Mastery of The Basics 4 – an introduction to adjacent consonants Mastery Choose to Use 5c – an introduction to ‘choose to use spellings’ Mastery Switch it Spell Sounds 5b – an introduction to ‘switch it sound spellings’			Mastery of the year 1 and 2 statutory spelling appendices See adapted appendices for year and Year 2

Phonics teaching is multi-sensory, encompassing simultaneous visual, auditory and kinaesthetic activities to enliven core learning

- Phonics is taught in short, briskly paced sessions and then applied to reading and writing in meaningful contexts
- All activities are well matched to the children’s abilities and interests, and all classroom environments have an age appropriate display concentrating on both sounds and key words
- All phonics sessions are taught as a whole class (where feasible) and activities differentiated to match the various abilities within the class, including challenges for the more able pupils.
- Teaching assistants are used within the daily phonics sessions to support pupils in their phonics activities and in helping the teacher to assess the pupil’s phonic abilities.
- Children in need of intervention will be identified and extra sessions will be provided for them outside the daily timetabled phonics session.

Phonics in Key Stage 2

The children in KS2 have phonics sessions as an intervention delivered by teaching assistants and tracked by the class teacher. Pupils will be identified as needing phonics intervention through assessment of their reading, writing and spelling. Phonics sessions in KS2 will follow all the principles and practices as set out above and in the Supersonic Phonic Friends document.

Classroom Environment

In the EYFS and KS1 teachers will develop phonics displays within their classroom which focus on the phonemes and key words they have been concentrating on in their phonics sessions. There will be regular opportunities for pupil's to engage with these phonics displays and activities in order for them to reinforce their learning from the daily session and for 'over learning' to happen.

Assessment and application across the curriculum

Children's progress in developing and applying their phonics knowledge is carefully assessed and monitored. Children are tracked using phase assessment sheets. Teachers use daily phonics sessions to monitor children's progress and assess children through their writing and reading. The assessment sheets are updated regularly and data from these sheets is analysed and used to identify gaps in pupils learning. The Phonics Lead will collect in data from these tracker sheets each term to identify the progress children are making throughout the school.

In addition, Year 1 children will take a phonics screening check. This assessment will confirm whether individual pupils have learnt phonic decoding to an appropriate standard. If a child does not reach the appropriate standard then an additional support will be put in place in order for the child to make accelerated progress with their reading and writing.

Children will be given regular opportunities to practice and 'bump into' phonics in other areas of the curriculum and classroom environment. Children will have opportunities to use and apply their phonic knowledge in guided reading and writing sessions and in reading and writing activities across the curriculum.

"How we make suitable adaptations to support the learning of Disadvantaged and Special Needs Pupils"

At The Valley School we adapt the curriculum to make it accessible to all pupils. This involves adapting the curriculum content, methods by which it is taught, teaching sequence or resources. Our highly trained and dedicated staff know that true inclusion does not just happen in core subjects, but throughout the whole curriculum.

Our Inclusion practices include:

- Schemes of work in the short, mid and long-term, with clearly defined milestones and practical objectives exemplified clearly
- Pre-teaching key concepts and language
- Post-teaching to consolidate
- Supporting accessibility by understanding by focussing on key vocabulary
- Using hands on drama, making and the arts, rather than defaulting to reading/written content only
- Using ICT technology, apps, video and computer based technologies where appropriate
- Waves of intervention that focus on Basic Skills and language proficiency that supports wider curriculum accessibility"

Appendix H

Reading in the classroom, scheme and library books –a quick overview

Books should be classed on shelves as

- -emergent readers
- -developing reading readers
- -mastery and reading for stamina

*Pupils can choose books from other bands but it is useful to monitor book selection to ensure texts are not too difficult.

They should also be banded with these colours –label on the spine

RED (emergent)

Green (developing)

Blue (mastery/stamina)

Across year groups there is:

- a poetry collection in a basket/shelf ideally using poets the pupils know.
- a collection of non-fiction -topic texts around the theme being studied readily available and this may include prior topics.
- a collection of '10 Books to Read' selected by pupils and teachers from recommended lists from The National Literacy Trust to ensure full genre coverage and a wide variety of texts. Multiple copies should be available to share.
- Dictionaries and Thesaurus
- a collection of stories from other cultures

Appendix (i)

Please refer to the whole school vocabulary policies and curriculum overviews.

Adaptations to support pupils below expectations or with fragility		
Systemic	When	By Whom
We use a range of tried and tested and often research informed intervention strategies Interventions are either “prescriptive” and developed in house or “programmed” off the shelf and sequential	Often these take place outside of the normal class time but at times to ensure that no one subject is affected	Where possible our philosophy is to use teachers for intervention, where this is not possible highly trained and quality assured teaching assistants are used.
Same day Intervention, at the point of error, is always our preferred way of addressing misconceptions	In class during or immediately after the lesson	Teachers and trained adults
Pre teach and post teach Prior to a sequence of lessons we will often pre-assess pupils and begin earlier supportive work, especially around language acquisition	Pre-teach before sequence starts Post teach within sequence or in following weeks	Teachers and trained adults
Systemic tracking of small step improvement and question level analysis with a strong focus on milestone assessment, strong link of data to feedback	Post teach and within each half termly assessment block	Teachers and SLT
Home project based guidance-we will often encourage research at home with pupils prior to a new unit of work	Weekends and holiday periods	Parents
Paired pupils of mixed ability and groups with a variety of pupils	Intra-lesson	Pupils as peer support
Knowledge organisers and prompts – to support metacognition and long term memory	Before and during taught sequences	Pupil led
Concrete and hands on learning	Intra-lesson	Teachers and trained adults
Visible prompts to reinforce learning	Intra-lesson	Teachers and trained adults
Sequenced default “mastery” focussed lessons that allow time to synthesise information	Intra-lesson	Teachers and trained adults
Metacognitive practices use of Rosenshine’s principles –staff coaching and mentoring	Intra-lesson	Teachers and trained adults
Blue files of school support pupils and individualised small step learning plans	Intra-lesson and pre sequence reference	Teachers and trained adults
Parental engagement and additional support —additional assertive mentoring 6 weekly	Intra-lesson and pre sequence reference	Teachers and Parents

Non-negotiable practices for supporting the children most vulnerable to not making age related expectations:

- *Pre-teaching of vocabulary where needed

- *Shared and guided reading/writing that removes the burden of the physical transcription and focuses more on talk, vocab development, composition etc...

- *Adaptive practices using scaffolds such as sentence strings, cloze activities, word/mind-maps and visual resources such as Widgit.

Appendix I: A guide to reading development

Reading	Y6	Y5	Y4	Y3	Y2	Y1
Word reading /decoding/phonics Assess**1/1-RR-Guided-L/S	(C44)	(C44)	(C33/C34)	(C33/C34)	(PH1-7/C16-20)	(PH1/2-C1-5)
Listening to and discussing books read building genre familiarity (genre based)	Continuous thereafter Key responses in whole class novel work	Continuous thereafter Key responses in whole class novel work	T/P2) Key responses in whole class novel work	(T/P2) Key responses in whole class novel work	(T/P4) Strong focus on listening	(T/P1-2) Strong focus on listening
Linking reading to personal experiences	Continuous thereafter	Continuous thereafter	Continuous thereafter	Continuous thereafter	Continuous thereafter	(C6)
Sequence of texts and stories (genre based)	Continuous thereafter	Continuous thereafter	Continuous thereafter	Continuous thereafter	(T/P4)	No reference but needs to be taught
Personal reading and attitude to reading	2	2	X	X		No reference but needs to be taught
Reading across a range of texts (genre based)	(T/P7-9)	(T/P7-9)	(T/P3)	(T/P3)	*(T/P4)	(T/P2)
Using a dictionary	Continuous thereafter	Continuous thereafter	5(C35)	(C35)	X	X
Familiarity with genre(genre based)	(T/P9)revision of genre	(T/P9)	(T/P3)	(T/P3)	-focuss on retelling(T/P4)	(T/P2)
Joining in with predictable phrases	Continuous thereafter	Continuous thereafter	Continuous thereafter	Continuous thereafter	Continuous thereafter	(C7)
Introduction to non-fiction	X	X	X	X	(T/P6)	No reference but needs to be taught
Recurring language of stories and poems (fig language)	X	X	X	X	(T/P7)	No reference but needs to be taught
Clarifying meaning of new words (word based)	X	X	X	X	(C24)	No reference but needs to be taught
Identifying themes and conventions (Lang/Layout)	Continuous thereafter	Continuous thereafter	(C42)	(C42)	*(C32)	(T/P1)
Making recommendations (personal preferences)	(C45)	(C45)	X	X	X	X
Discussing themes /word choices orally	(C57)	(C57)	X	X	(C32)	(T/P1)
Making comparisons	(C47)	(C47)	X	X	X	X
Learning poetry by heart	(T/P10)	(T/P10)	(T/P4)	(T/P4)	(T/P7)	-Rhyme(T/P3)
Preparing poems to be read aloud showing expression	(T/P10)	(T/P10)	(T/P4)	(T/P4)	(T/P7)	(T/P3)
Words and phrases that catch the reader's attention	Continuous thereafter	Continuous thereafter	(C36)	(C36)	No reference but needs to be taught	No reference but needs to be taught
Different forms of poetry	Continuous thereafter	Continuous thereafter	10(T/P4)	(T/P4)	(T/P7)	(T/P3)
Checking reasoning and making sense	(C48)	10(C48)	11(C37)	(C37)	(C24)	(C10)
Asking questions to key ideas and themes	(C49)	(C49)	(C38)	(C38)	(C29)	X
Drawing inferences, inferring character motives for action	(C50)	(C50)	(C39)	(C39)	(C28)	(C12)
Making predictions about what will happen	(C51)	(C51)	(C40)	(C40)	(C30)	(C13)
Summarising the main ideas from texts, paragraphs, sections	(C52)	(C52)	(C41)	(C41)	X	X
Understanding how language and structure contribute to meaning	(C53)	(C53)	(C42)	(C42)	X	X
Discussing the use and purpose of author's language	(C54)	(C54)	X	X	(C25)	(C11)
Discussing significance of the title/events	ongoing	ongoing	ongoing	ongoing	ongoing	(C11)
Distinguishing fact and opinion	(C55)	(C55)	X	X	X	X
Retrieve record and present information from non-fiction	(C56)	(C56)	(T/P6)	(T/P6)	No reference but needs to be taught	No reference but needs to be taught
Participate in Txt discussions (personal preferences)	(C57)	(C57)	(C43)	(C43)	(C31)	(C14)
Formal presentations of ideas from read books	(C58)	(C58)	X	X	X	X
Providing justification for views /explain and discuss views	(C59)	(C59)	No reference but needs to be taught	No reference but needs to be taught	(C32)	No reference but needs to be taught

Appendix J: Reading Progression Document

Reading Progression – Retrieval
(Bold objectives/grey boxes = key indicators for National Curriculum for year group)

Skills for Retrieval	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National curriculum statements	Children read & understand simple sentences. They use phonic knowledge to decode regular words & read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.	Becoming very familiar with key stories and retelling them explain clearly their understanding of what is read to them	Becoming increasingly familiar with and retelling a wider range stories answering and asking questions Discussing the sequence of events in books and how items of information are related	Increasing their familiarity with a wide range of books and retelling some of these orally Asking questions to improve their understanding of a text Identifying main ideas drawn from more than one paragraph and summarising these Retrieve and record information from non-fiction		Asking questions to improve their understanding Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas. Retrieve, record and present information from non-fiction	
Range of texts/genres	<i>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books.</i>	<i>Age appropriate texts: Reading for themselves key stories, fairy stories and traditional tales Listening to a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</i>	<i>Age appropriate texts: Reading for themselves a wider range of stories, fairy stories and traditional tales Listening to a wide range of contemporary and classic poetry stories and non-fiction at a level beyond that at which they can read independently</i>	<i>Age appropriate texts: Reading for themselves a wide range of books, including fairy stories, myths and legends listening to a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes</i>		<i>Age appropriate texts: Reading for themselves an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or text books Reading books that are structured in different ways and reading for a range of purposes A wide range of books, including myths, legends, and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</i>	
Retelling	- Retell a story with actions and / or picture prompts as part of a group Use story language when acting out a narrative	Retell story read or heard, parts of a story using props e.g. puppets/ small world/ series of pictures	Orally retelling a wider range of stories using actions and visual cues from the story	Retell a wide range of stories orally using actions and visual cues	Retell a wide range of texts orally which is balanced and clear	See summarising and sequencing boxes	
Sequencing	Can sequence pictures from a story or with familiar events	Sequence pictures for the beginning, middle and end of a story read	Sequence events from a story, explaining reasons for choices	Sequence pictures or texts from a story or non-fiction text read justifying reasons for choices	Show understanding of the text by sequencing a selection of unknown text so that they	Sequence sections/ outlines of unknown texts based upon knowledge of genre features	Manipulate sections of stories to create and explore more complex narratives e.g. dual narration, flash back

					make sense as a whole,		
Answering find it questions	- They answer 'how' and 'why' questions about their experiences & in response to stories or events. - <i>Follow text to play 'jump in' in phonics</i> - <i>'Fastest finger' to answer questions in phonics.</i>	Answer simple questions about characters, setting and key events in a story	Answer questions about characters, setting/s and key events Answer find it questions about key information in a non-fiction text	Find and select the word/s in a section of a text to answer find it questions	Find and select words and phrases to answer find it questions from different sections of unknown texts	Find and select words and phrases from across a whole text to answer find it questions	Find, select and combine relevant words and phrases from more than one text/source to support answers to find it questions
Summarising and note making	<i>Can explain the main events of a story</i> - <i>Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions.</i>	Identify and discuss the setting and names of the characters in a story	Explain and discuss the key information from what is seen or read (link to sequencing).	Summarise orally and in writing the main points from a paragraph using a wider range of prompts	Summarise orally and in writing the main points from several paragraphs or sections of a text	Identify the main ideas from several paragraphs and provide key additional information from a section of the text to support this	Identify the main idea from across several paragraphs or sections of the text and provide key additional information from the text to support this Summarise the themes or viewpoints for different texts
Recasting	- <i>Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions.</i>			Produce an annotated story/visual map to represent a text that has been read	Produce an annotated drawing/diagram to represent/summarise a section of a text (non-fiction) Complete diagrams, tables and charts to summarise information	Summarise in different ways including key information e.g. written summary, key words, pictures/ diagrams, charts and making notes for presentations	Summarise in different ways for different audiences and purposes
Skimming and scanning	- <i>'Fastest finger' to answer questions in phonics.</i>		Scan text to find given words and phrases	Skim and scan to identify and use headings and sections in books (glossaries, indexes, contents) to retrieve information	Scan different sections of unknown texts (fiction and non-fiction) to find missing information	Scan different texts to find evidence to support answers to questions	Appropriately select and apply skimming and scanning skills to a range of other texts across the curriculum e.g.

						Speed read or skim the text to gain the gist or main idea	history and geography
Asking find it questions	They listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions.		Ask relevant questions about a story or on-fiction text	Generate find it questions for a section of fiction and non-fiction texts (which are relevant)	Generate relevant find it questions from different sections of fiction and non-fiction texts	Ask relevant find it questions which explore the detail of a text or which require comparison across fiction and non-fiction	Generate find it questions relevant to different sections of a non-fiction text Ask relevant find it questions about different sections of a story read
Note making skills	Give meaning to the marks they make.					Retrieve and record information, producing a set of notes to support a presentation	Make notes for presentations to different audiences
Determining validity and importance						Prior to reading, select from a range of texts/ sources of information with a key question or heading in mind.	Appraise a text quickly, deciding on its value, quality or usefulness

Reading Progression – Inference

(Bold objectives/grey boxes = key indicators for National Curriculum for year group)

Skills for Inference	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National curriculum statements	Children read & understand simple sentences. They use phonic knowledge to decode regular words & read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.	Explain clearly their understanding of what is read to them Predicting what might happen on the basis of what has been read so far Discussing the significance of the title and events, making inferences on the basis of what is being said and done	Making inferences on the basis of what is being said and done Answering and asking questions Predicting what might happen on the basis of what has been read so far	Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context Predicting what might happen from details stated and implied Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Asking questions to improve their understanding of a text		Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Predicting what might happen from details stated and implied	

						Distinguish between statements of fact and opinion Provide reasoned justifications for their views	
Range of texts/genres	<i>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books.</i>	<i>Age appropriate texts: Reading for themselves key stories, fairy stories and traditional tales Listening to a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</i>	<i>Age appropriate texts: Reading for themselves a wider range of stories, fairy stories and traditional tales Listening to a wide range of contemporary and classic poetry stories and non-fiction at a level beyond that at which they can read independently</i>	<i>Age appropriate texts: Reading for themselves a wide range of books, including fairy stories, myths and legends listening to a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes</i>		<i>Age appropriate texts: Reading for themselves an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</i>	
Predicting	Make predictions They listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions.	Predict whether a book will be story or non-fiction based upon the cover and title Predict what might happen based on what has been read so far	Make predictions prior to reading based upon the title, cover and skim reading of illustrations Make predictions based upon events in the text so far Make predictions using experience of reading books based on other familiar texts	Make predictions prior to reading based upon the title, cover and skim reading of illustrations, contents page and headings Make predictions based upon events and actions of characters so far in a story Make predictions drawing	Make predictions prior to reading about the likely type of characters or events in a story based upon the front cover, title, knowledge of the author and different genres of writing Make plausible predictions based upon events and actions of	Make predictions about characters based upon reading so far – identifying a range of evidence within and beyond the text to support opinion Categorise predictions as likely/unlikely based upon what has been read so far	Make predictions about characters, plots and themes of stories based upon knowledge of fiction genres and other books by the same author Make predictions using evidence stated and implied

				upon knowledge from other texts Make predictions based upon background	characters so far in a story – identifying evidence in the text Make predictions drawing upon knowledge from other texts		
Cause and effect	Talk about what happens and why these things occur.		Begin to describe (in book talk) cause and effect e.g. the effect a character's actions have on other characters.	Identify the cause of an event Infer an effect of a specific event or action	Identify the multiple causes of an event Infer and comment on a range of possible effects of a specific event or action	Infer and comment on the possible causes of events and actions Identify which causes are most/least likely based upon evidence in the text and beyond	Infer, comment on and make links between the cause and effects of events and actions Evaluate the impact of different causes and effects on people and places
Identifying evidence to support and justify opinion	They develop their own narratives and explanations by connecting ideas or events.	Make links to personal experiences Make inferences about character types based on actions E.g. infer stock character types (good/bad/evil /hero etc.) based upon their actions	Draw upon personal experiences when commenting on a text Draw upon knowledge of the topic outside of the book including other similar books Make simple inferences about character feelings	Justify inferences with evidence Infer characters' feelings, thoughts and motives	Justify inferences with evidence from within the text and experiences and/or reading beyond the text Infer characters' feelings, thoughts and motives from their actions at different points in a story	Justify inferences backed by one type of textual evidence from across the text Infer and explain how a character's thoughts, feelings or motives have changed over the	Justify inferences backed by a range of types of evidence from across the text Infer and compare different characters' thoughts, feelings and motives at the same points in a story

		Explain clearly what is read to them	based upon their actions and speech			course of the text Identify statements of fact and opinion.	Distinguish between statements of fact and opinion using evidence to justify.
Drama/ writing in role	- They represent their own ideas, thoughts & feelings through role play & stories - Plays cooperatively as part of a group to develop & act out a narrative.	Explore characters through roleplay and drama	Take on the role of a character e.g. speech bubbles, notes from one character to another or other drama techniques	Explore characters' actions and feelings through role play such as hot seating Create short improvisations in role	Explore characters' actions, feelings and <u>motives</u> through role play such as hot seating Demonstrate appropriate empathy through expression	Explore contrasting characters' feelings, <u>thoughts</u> , actions and motives through role play such as hot seating Create improvisations in role e.g. creating a new or alternative scenes	Create improvisations in role e.g. for a different point in time to that in the text Present ideas in role as an expert authority e.g. debate
Asking and answering inference questions	- They listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions.		Ask and answer simple relevant inference/ detective questions about a story or simple non-fiction text (no evidence needed)	Ask and answer inference/ detective relevant questions about a story or non-fiction text which begins to develop character's feelings and actions	Ask and answer inference/ detective relevant questions about a story or non-fiction text which begins to develop character's feelings, actions and motives	Ask and answer relevant inference/ detective questions for a range of fiction and non-fiction texts In discussion and <u>role</u> ask/answer relevant inferences/ detective questions about characters' feelings, actions, <u>thoughts</u> and motives	Ask find it inference/ detective questions which explore the detail of a text or which require comparison across the text

Reading Progression – Text Structure
(Bold objectives/grey boxes = key indicators for National Curriculum for year group)

Skills for Text structure	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National curriculum statements	Children read & understand simple sentences. They use phonic knowledge to decode regular words & read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.	Becoming very familiar with key stories, fairy stories and traditional tales and considering their particular characteristics	Being introduced to non-fiction books that are structured in different ways	Recognising some different forms of poetry Retrieve and record information from non-fiction Identifying how structure, and presentation contribute to meaning Reading books that are structured in different ways and reading for a range of purposes		Reading books that are structured in different ways and reading for a range of purposes Identifying and discussing conventions in and across a wide range of writing Identifying how structure and presentation contribute to meaning	
Range of texts/genres	<i>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books.</i>	<i>Age appropriate texts: Reading for themselves key stories, fairy stories and traditional tales Listening to a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</i>	<i>Age appropriate texts: Reading for themselves a wider range of stories, fairy stories and traditional tales Listening to a wide range of contemporary and classic poetry stories and non-fiction at a level beyond that at which they can read independently</i>	<i>Age appropriate texts: Reading for themselves a wide range of books, including fairy stories, myths and legends listening to a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes</i>		<i>Age appropriate texts: Reading for themselves an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</i>	
Use and function of structural organisers		Understand and use correctly, terms referring to conventions of print: book, cover, beginning, end, page, word, letter, line Identify the title, blurb and author of a story or non-fiction book Discuss the significance of the title	Read non-fiction texts that are structured in different ways Begin to identify and name a range of common organisers in non-fiction texts e.g. contents, headings, index, glossary	Read fiction and non-fiction texts that are structured in different ways Name and describe the function of a range of common organisers in non-fiction texts (Y2: contents, headings, index,	Read fiction and non-fiction texts that are structured in different ways Name, use and describe the function of a wider range of common organisers in non-fiction texts (Y2/3: contents, headings, index, glossary, sub-headings, diagrams +	Read fiction and non-fiction texts that are structured in different ways Identify structural organisers and make comparisons within and across books Explain why the author has chosen to structure/present	Read fiction and non-fiction texts that are structured in different ways Identify structural organisers and make comparisons within and across books Discuss the

				glossary + Y3: sub-headings, diagrams) Use a range of structural organisers (see previous bullet point) to retrieve information from non-fiction texts	Y4: captions and labels, bibliography) Use a range of structural organisers (see previous bullet point) to retrieve information from non-fiction texts Identifying how structure and presentation contribute to meaning (e.g. more independently and on Y4 texts)	the text in particular way or use a particular structural organiser	effectiveness of different structures/ presentations of fiction and non- fiction
Features of different text types	<i>-Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story.</i> <i>- Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.</i>	Recognise some typical characters and settings of fairy stories and traditional tales (book work) Understand the difference between fiction and non- fiction Begin to describe the overall structure of a story e.g. being about to answer: "What is the problem in the story?"	Recognise and describe some typical features, similarities and differences between fiction and non- fiction texts Describe the overall structure of a story, e.g. including how the beginning introduces story and the ending concludes the action	Recognise and name some different forms of poetry Compare and contrast features of stories read e.g. characters, settings, themes	Recognise and describe the typical features of a wider range of forms of poetry Recognise and describe some features of fiction genres Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza	Identify, compare and contrast the features of a range of poetry, non-fiction and fiction genres	Identify, compare and contrast the features of a range of fiction genres Explain major differences between text types
Audience and purpose				Begin to read for a range of purposes e.g. research, pleasure, locate	Read for a range of purposes e.g. research, pleasure, locate specific information	Read for a range of purposes e.g. research, pleasure, locate specific	Read for a range of purposes e.g. research, pleasure, locate specific

				specific information Recognise the intended audience and purpose of some non-fiction genres		information, gain an overview	information, gain an overview, compare and contrast
Supporting meaning				Recognise that pictures/ photographs can give as much information as the text Describe how each successive parts of a text builds on the meaning of earlier sections	Recognise and explain how presentational devices impact on reading and support meaning e.g. italics, bold, diagrams, bullet points Explain how topic sentences (first sentence of section help cue the reader into the content of paragraphs	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama or poem	Use text structure to help summarise the text (linked to AF2) Analyse how a particular sentence, chapter, scene or stanza fits into the overall structure of text and contributes to the development of theme, setting or plot

Reading Progression – Vocabulary

(Bold objectives/grey boxes = key indicators for National Curriculum for year group)

Skills for Vocabulary	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National curriculum statements	Children read & understand simple sentences. They use phonic knowledge to decode regular words & read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking	Recognising and joining in with predictable phrases Discussing word meanings, linking new meanings to those already known	Discussing and clarifying the meanings of words, linking new meanings to known vocabulary Discussing their favourite words and phrases Recognising simple recurring	Apply their growing knowledge of root words, prefixes and suffixes to understand the meaning of new words they meet Using dictionaries to check the meaning of words that they have read Explaining the meaning of words in context Discussing words and phrases that capture the reader's interest and imagination Identifying how language contributes to		Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), too understand the meaning of new words that they meet Identifying how language contributes to meaning Asking questions to improve their understanding Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	

	with others about what they have read.		literary language in stories and poetry	meaning Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context		Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context	
<i>Range of texts/genres</i>	<i>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books.</i>	<i>Age appropriate texts: Reading for themselves key stories, fairy stories and traditional tales Listening to a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</i>	<i>Age appropriate texts: Reading for themselves a wider range of stories, fairy stories and traditional tales Listening to a wide range of contemporary and classic poetry stories and non-fiction at a level beyond that at which they can read independently</i>	<i>Age appropriate texts: Reading for themselves a wide range of books, including fairy stories, myths and legends listening to a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes</i>		Age appropriate: Reading for themselves an incredibly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literacy heritage, and books from other cultures and traditions	
Identify vocabulary	Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. - Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words	Recognise vocabulary associated with different genres provided by the teacher	Recognise simple recurring literary language in stories and poems e.g. repetition	Identify patterns in language e.g. repetition, rhyme, alliteration Identify and generate words with similar meanings or linked to a specific focus	Identify and generate words with similar and opposite meanings	Identify figurative language devices	Identify words and phrases that create a particular mood, feeling or attitude including figurative language
Explain the meanings of words	Uses talk to organise, sequence & clarify thinking, ideas, feelings & events.	Discuss word meanings, linking new meanings to those already known	Discuss and clarify the meanings of new words, linking new meanings to known vocabulary Begin to use a range of skills (such as morphology and word classes) to identify the meaning of unknown words to help place them into context	Apply their growing knowledge of root words, prefixes and suffixes to understand the meaning of new words they meet Explain the meaning of words in given contexts Begin to discuss language to extend their interest in the meaning and origin of words Begin to use dictionaries to check	Apply their growing knowledge of root words, prefixes and suffixes to understand the meaning of new words they meet Explain the meaning of words in given contexts Discuss language to extend their interest in the meaning and origin of words Use dictionaries to check the meaning of words that they have read	Apply their growing knowledge of grammar, morphology and etymology to understand the meaning of new words that they meet in context Ask questions about vocabulary to improve their understanding	Apply their growing knowledge of grammar, morphology and etymology to understand the meaning of new words that they meet in context Ask questions to help clarify their understanding of vocabulary

				the meaning of words that they have read			
Explain the intended impact of words and phrases on the reader		Recognise and join in with predictable phrases	Discuss their favourite words and phrases from the text	Discuss words and phrases that capture the reader's interest and imagination	Discuss words and phrases that capture the reader's interest and imagination giving reasons for their choices Explain why the author has used a particular word or phrase	Discuss how language contributes to the overall meaning Discuss how authors use figurative language and the impact of these on the reader Compare the impact of different language devices within a text	Explain how words and phrases create a particular mood, feeling or attitude Consider the impact on the reader of a range of vocabulary and language devices Compare the impact of language devices across texts
Recognise and explain how language is linked to audience and purpose	-Shows awareness of audience in way the speak (change intonation for younger children etc).	Capture and apply new vocabulary in writing	Collect and apply new vocabulary in writing	Begin to recognise key vocabulary and language features from different genres and apply to writing.	Recognise key vocabulary and language features from different genres and apply to writing.	Recognise language and vocabulary used by an author for a specific genre and compare to another author, considering impact on reader.	Recognise and compare language and vocabulary features across different text types and between authors and consider impact on reader. Suggest how language would need to change for different audiences

Reading Progression – Compare and Contrast
(Bold objectives/grey boxes = key indicators for National Curriculum for year group)

Skills for Compare and Contrast	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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National curriculum statements	Children read & understand simple sentences. They use phonic knowledge to decode regular words & read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.	Being encouraged to link what they read or hear read to their own experiences	Discussing the sequence of events in books and how items of information are related Being introduced to non- fiction books that are structured in different ways	Identifying themes and conventions in a wide range of books Reading books that are structured in different ways and reading for a range of purposes		Making comparisons within and across books Reading books that are structured in different ways and reading for a range of purposes Identifying and discussing themes and conventions in and across a wide range of writing (text types) Non statutory – Pupils should be shown how to compare characters, settings themes and other aspects of what they read	
Range of texts/genre	Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books.	Age appropriate texts: Reading for themselves key stories, fairy stories and traditional tales Listening to a wide range of poems, stories and non- fiction at a level beyond that at which they can read independently	Age appropriate texts: Reading for themselves a wider range of stories, fairy stories and traditional tales Listening to a wide range of contemporary and classic poetry stories and non-fiction at a level beyond that at which they can read independently	Age appropriate texts: Reading for themselves a wide range of books, including fairy stories, myths and legends listening to a wide range of fiction, poetry, plays, non- fiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes		Age appropriate: Reading for themselves an incredibly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literacy heritage, and books from other cultures and traditions	
Identify, discuss and record similarities and differences	Looks closely at similarities, differences, patterns & change.	Understand the difference between fiction and non-fiction	Read non-fiction books which are structured in different ways Identify and describe some differences between fiction and non-fiction books Compare and contrast two or more versions of the same story e.g. two versions of the same story	Compare and contrast features of stories read e.g. characters, settings, openings, endings Compare and contrast two or more versions of the same story e.g. comparing a play script of a story to the narrative	Compare and contrast character development in a play to characterisation in stories or narrative poetry Compare and contrast information from different sources about the same topic, Identifying similarities in content and structure Compare and contrast the themes, settings and plots of stories	Identify, compare and contrast the features of a range of different forms Poetry Non-fiction fiction Compare and contrast purpose and viewpoint and evaluate the usefulness of each source Begin to compare and contrast authors’ styles	Identify, compare and contrast the features of a range of fiction genres (e.g. contemporary v traditional) including poetry Compare information, ideas, values and attitudes represented within and across texts Analyse how an author develops and contrasts the points of view of different characters or narrators in a text Compare and contrast authors’

							style, purpose and viewpoint.
Identify, compare and contrast vocabulary	Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.	Begin to identify similar and repeated language which occurs in more than one story e.g once upon a time	Compare and contrast language within a type of story read e.g. traditional tales – one early morning/ once upon a time	Compare and contrast language within a type of story read e.g. fairy tales and plays	Compare and contrast language across different types of stories read e.g. fairy tales, myths and legends and science fiction	Compare the language of poetry, prose and non-fiction for the same theme or information	Compare and contrast different language within and across books
Making links	They develop their own narratives and explanations by connecting ideas or events.	Link reading to personal experiences	Discuss the sequence of events in stories Discuss how items of information are related in a book Make links between current and prior reading	Identify and compare themes of fictional stories	Identify and compare themes in a wider range of fiction and non-fiction	Compare how a common theme is presented in a range of texts	Compare and contrast themes and topics in stories of the same genre e.g. mysteries and adventure stories Explain the relationship between characters, plot, setting, point of view and theme

Reading Progression – Reviewing and performing
(Bold objectives/grey boxes = key indicators for National Curriculum for year group)

Skills for Reviewing and Performing	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National curriculum statements	Children read & understand simple sentences. They use phonic knowledge to decode regular words & read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.	Participate in discussion about what is read to them, taking turns and listening to what others say Learning to appreciate rhymes and poems, and to recite some by heart Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently	Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently Answering and asking questions Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear Participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say Asking questions to improve their understanding of a text		Learning a wider range of poetry by heart Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience Asking questions to improve their understanding Recommending books that they have read to their peers, giving reasons for their choices Participate in discussions about books, building on their own and others' ideas and challenging views courteously Explain and discuss their understanding of what they have read, including through formal presentations and debates,	
National Curriculum Statements - spoken language	<i>ELG: Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in</i>	Ask relevant questions to extend their understanding and knowledge Articulate and justify answers, arguments and opinions Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas Participate in discussions, presentations, performances, role play/improvisations and debates Consider and evaluate different viewpoints, attending to and building on the contributions of others					

(linked to reading)	<i>the future. They develop their own narratives and explanations by connecting ideas or events.</i>						
<i>Range of texts/genres</i>	<i>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books.</i>	<i>Age appropriate texts: Reading for themselves key stories, fairy stories and traditional tales Listening to a wide range of poems, stories and non- fiction at a level beyond that at which they can read independently</i>	<i>Age appropriate texts: Reading for themselves a wider range of stories, fairy stories and traditional tales Listening to a wide range of contemporary and classic poetry stories and non-fiction at a level beyond that at which they can read independently</i>	<i>Age appropriate texts: Reading for themselves a wide range of books, including fairy stories, myths and legends listening to a wide range of fiction, poetry, plays, non- fiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes</i>	<i>Age appropriate texts: Reading for them an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes A wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and tradition</i>		
Discussing and debate	To look at someone who is speaking to them -To take turns to speak when working in a group	Participate in discussion about what is read to them (stories, poems and non- fiction at a level beyond which they can read independently), Take turns and listen to what others say	Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non- fiction at a level beyond that at which they can read independently Participate in discussion about books, poems & other works that they can read for themselves, Take turns and listen to what others say Explain their understanding of books poems and other materials that they have read and which have been read to them	Discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks that they have read themselves and which have been read to them Take turns, listen to what others say Discuss specific events, characters or sections of a text Discuss words and phrases which captures the readers interest and imagination	Discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks that they have read themselves and which have been read to them Take turns, listen to what others say and ask follow up questions to contributions made by others Identify and discuss the purpose of a text and the intended impact on the reader Identify and discuss the difference between fact and opinion Discuss the impact words and phrases which capture the readers interest and imagination	Participate in discussions about books, building on their own and others' ideas Ask questions to clarify others' opinions Explain and discuss their understanding of what they have read Provide reasoned justifications for their views Identify and discuss themes and points of view within and across texts	Participate in discussions about books, building on their own and others' ideas Challenge views courteously Explain and discuss their understanding of what they have read through formal debates Provide reasoned justifications and a wider range of evidence to support their views Comment on the overall impact of a text on the reader

Evaluating and Reviewing	To use 'because' to develop their ideas when explaining their likes and dislikes	State whether they like a story or poem	State whether they like a story and characters within the story State which text they prefer and give a reason to support their opinion	Write structured reviews of a text, stating which were their favourite parts and why	Write structured reviews of a text, evaluating the overall text as well as reviewing specific elements	Recommend to their peers orally and in writing books that they have read Give reasons for recommendations Write independent reviews of a text	Recommend books that they have read to wider audiences e.g. on-line, local library Write independent reviews and give reasons for specific recommendations
Presenting and performing	-Recognise and join in with predictable phrases Recite some poems and rhymes by heart Retell key fairy stories and traditional tales verbally.	Recognise and join in with predictable phrases Recite some poems and rhymes by heart Retell key fairy stories and traditional tales verbally.	Continue to build up a repertoire of poems learnt by heart, reciting some, with appropriate intonation to make the meaning clear Retell a wider range of fairy stories and traditional tales verbally	Prepare poems and play scripts to read aloud and to perform, showing understanding through volume and action	Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action	Learn a range of poetry by heart Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience Explain their understanding by presenting some of their ideas to others	Learn a wider range of poetry by heart Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience Explain and discuss their understanding of what they have read through formal presentations

DRAMA	Drama is a statutory part of English in the National Curriculum for England. Role-play and other drama techniques and conventions can help pupils to identify with and explore characters. In these ways, they extend their understanding of what they read and have opportunities to try out the language they have listened to. All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Drama is not a discrete curriculum area, although from Key Stage 1 through to Key Stage 4 drama is taught within the English curriculum as part of the Speaking and Listening element (en1). Statutory requirements for Speaking and listening and drama and role play within the National Curriculum. Spoken language – years 1 to 6 Pupils should be taught to: • listen and respond appropriately to adults and peers • participate in discussions, presentations, performances, role play, improvisations and debates
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Assessment, recording and reporting procedures

The EYFS:

All our subjects begin life the EYFS, where pupils work towards understanding the foundational aspects of the national curriculum subjects. Whilst subjects may not be studied as discreet subjects, key elements and the foundations for subject learning are taught to secure effective transition to Year 1

Reporting to Parents

Completed via Parents' Evenings, termly reporting procedures and ongoing discussions where necessary to support home learning and maximise impact,

Adaptations and reasonable adjustments:

How we make suitable adaptations to support the learning of pupils with special educational needs

- Pupils identified as having Special Educational Needs generally study the same curriculum “scope” as their peers unless there is specific cognitive reason that makes this impossible, or pupils are working at a level significantly below their peers with large gaps in learning.
- Our teachers have the same level of ambition for all pupils. They use specialist advice to adapt their teaching approaches where necessary.
- Our staff are well briefed in the subject knowledge aspects to be studied and learnt and the approaches taken.
- Teachers and specialists, including the SENCO, support pupils in their role.
- Classroom resources and learning outside the classroom are adjusted, and where necessary risk assessed, as required, to ensure that all pupils are active learners.
- Adaptive practices within the lesson itself are used ensure exceptional progress

Our Inclusion practices may also include:

- Schemes of work in the short, mid and long-term, with clearly defined milestones and practical objectives exemplified clearly
- Larger elements broken down into smaller components
- Cross curricular consolidation

- Pre-teaching key concepts and language
- Post-teaching to consolidate
- Supporting accessibility by understanding by focussing on key vocabulary
- Using hands on activities, rather than defaulting to reading/written content only
- Using Visual prompts and stimuli, ICT technology, apps, video and computer based technologies where appropriate
- Waves of intervention that focus on Basic Skills and language proficiency that supports wider curriculum accessibility
- Overlearning key concepts that build towards longer term aims and ambition

Assessment adaptations-examples

- These may include a focus on discussion and observation
- Small incremental assessments
- Increased time for pupils to process information, respond and recall information
- The need for some pupils to reactivate knowledge with visual prompts

Assessment in general

Staff will need to ensure that during lessons they observe children as they are working with them. This is in order to make assessments that support the next step in learning and so that progress is monitored. Components of objectives achieved build towards specific elements/blocks recorded on Educater, the schools' tracking system.

This is completed at least once per term but ongoing formative assessment takes place all the time.

Progress is judged “within the curriculum” as pupils build their cumulative knowledge towards longer term larger curriculum aims:

-In the lesson

-Across a range of lessons

-Across the Year (SCIENCE/ENGLISH/MATHEMATICS)

-Across the phase EYFS KS1 LKS2 UKS2

Metacognition and harnessing the learning narrative:

To support learning, vocabulary will always be examined and discussed by pupils in each new lesson.

This approach reduces cognitive load (CLT) and allows pupils to easily reactivate prior learning. Strong links will be made with previous and future learning and pupils will explicitly see themselves on a “Learning Pathway” or journey.

Previous learning will be reactivated via discussion and books and sketch books will support a sense of a visible learning pathway.

This will be achieved using photographs and strong visual and language reminders for pupils of previous learning. This approach is most important for our lowest achieving 20% of pupils who often have communication, language delay, this can be most complicated by pupils presenting as being on the Autistic Spectrum Conditions (ASC).

Whilst the curriculum remains constant the pedagogy used to access the curriculum will differ, some pupils will need additional processing time to “over learn” concepts and consolidate learning. Other pupils may need a variety of taught and sequenced strategies to support longer term progress in the curriculum.

Long and short term planning and sequencing

Long, medium and short term planning is the responsibility of individual teachers who take account of the needs of the children in a particular class; the topic area they are covering and the progression guidance then plan accordingly, building components towards long, medium and short term aims of the curriculum.

Related policies

- Assessment Policy
- Teaching and Learning Policy
- Curriculum Policy

Systemic documents

Key documents held in house and maintained by subject leaders that promote, monitor and support this subject development.

- Position statement
- Action and/or development plan
- External and/or Internal Data Profiles
- Impact statement
- Monitoring plan
- Documents that support exemplification of standards

Equal Duties/ Opportunities and Inclusion statement

The school is committed to ensuring every child irrespective of race, gender, ability and disability, culture and religion achieves their absolute maximum potential.(please refer to the 9 protected characteristics)

Community Cohesion

The school sees community cohesion as being implicit in everything that the school does in developing well rounded and knowledgeable individuals who not only tolerate the views of others but value the importance of diversity.

Role of Subject leader

- To lead development of subject in school ,
- provide guidance to individual staff members and professional development
- regularly update staff
- review and monitor the success of the planned units of work, components and learning sequencing
- be responsible for the organisation and maintenance of resourcing
- Support staff in appropriate and manageable assessment
- Support staff, alongside the SENCO in making reasonable adjustments and adaptations
- Monitor impact, plan and review

Keep up to date knowledge of all association and “body” recommendations including research information

Appendix K: Writing Progression Document

The Valley Community School: Writing Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
TRANSCRIPTION SPELLINGS (See National Curriculum appendices and long term writing plans)	Secure with phonics sounds up to phase 4 Recognise some common irregular words Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Spell words by identifying the sounds and then writing the sound with the letter/s.	Secure with phonics up to Phase 5 Spell common exception words & the days of the week Name the letters of the alphabet in order Use regular plural noun suffixes -s or -es Use suffixes that can be added to verbs where no change is needed in the spelling of root words e.g. helping, helped, helper. Understand how the prefix un- changes the meaning of verbs and adjectives Write from memory simple sentences dictated by the teacher	Secure with phonics up to Phase 6 Form nouns and adjectives using suffixes e.g. -ness, er Form compound words Know some common homophones and begin to distinguish between homophones and near homophones Use suffixes to change adjectives into adverbs e.g. -ment, -less, -ness, -ful, -ly, Use the suffixes -er and -est to create adjectives Write from memory simple sentences dictated by the teacher including correct punctuation.	Prefixes un-, dis-, mis-, re-, pre and super, anti and auto Word families based on common words, showing how words are related in meaning e.g. solve, solution, solver etc Suffixes beginning with vowel letters Suffix -ly Spell words with –zh sound Spell words with –zhun sound at the end Spell some homophones Spell commonly misspelt words Spell words where –i is replaced by y Spell words wher –u sound is replaced by –ou Spell words where –k sound is replaced with ch Spell words where –sh sound is replaced by –ch Spell words where –ay sound is replaced by –ei, eigh, -ey, Use a dictionary to check a word using the frist 3 letters of a word Write from memory simple sentences dictated by the teacher including correct punctuation.	Use the prefixes in-, im-, il-, ir-, sub-, inter-, super-, anti-, auto- Understand and add the suffixes -ation, -ous Add endings that sound like –shun Spell words where –g sound is replaced by –gue Spell words where –k sound is replaced by –que Spell some homophones Spell more complex misspelt words Spell words where –s sound is replaced by –sc Use a dictionary to check a word using the frist 3 letters of a word Write from memory simple sentences dictated by the teacher including correct punctuation.	Convert nouns and adjectives into verbs using suffixes e.g. –ate, ise, -ify Verb prefixes e.g. dis, de, mis, over, re Spell words where –shus sound is replaced by –cious or –tious Spell words where the –shul sound is replaced by –cial or –tial Spell words ending in ant, -ance/-ancy, -ent, ence/-ency Spell words ending in –able, -ible, -ably and –ibly Spell words containing the letter-string –ough Spell words with silent letters Use knowledge of morphology and etymology in spelling Spell words that do not follow any pattern and just need to be learnt Use dictionaries to check the spelling and meaning of words Use a thesaurus	Add suffixes beginning with vowel letters to words ending in –fer Use prefixes involving the use of a hyphen Distinguish between homophones and other words which are often confused Use dictionaries to check the spelling and meaning of words Use a thesaurus

HANDWRITING	- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. - Write recognisable letters, most of which are correctly formed	- To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency. - To sit correctly at a table, holding a pencil comfortably and correctly. - To form digits 0-9. - To understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.	- To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. - To form lower case letters of the correct size, relative to one another. - To use spacing between words that reflects the size of the letters.	- To use a neat, joined handwriting style with increasing accuracy and speed. - To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.	- To increase the legibility, consistency and quality of their handwriting [e.g by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. - To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.	- To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say. - To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version. - To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.	- To write legibly, fluently and with increasing speed by: -choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters; - choosing the writing implement that is best suited for a task. - To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.
<u>VOCAB,</u> <u>GRAMMAR &</u> <u>PUNCTUATION</u> GRAMMAR	- Identify the start and end of a sentence. - Identify rhymes and alliteration - Joining in with rhyming patterns - Express ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	- Compose a sentence that is grammatically correct. - Use ‘and’ to join ideas. Use - standard verb forms e.g. go/went	- Subordination- when, if that, because - Co-ordination- or, and, but - Expanded noun phrases to describe and specify e.g. the blue butterfly - Understand: statement, question, exclamation and command. - Present and past tense correctly and consistently used - Progressive form of verbs in present and past - Writing under headings (as an introduction to paragraphs)	- Form nouns using prefixes - Extending the range of sentences with more than one clause using a wider range of conjunctions e.g. When, if, because, although - Know when to use a or an as a determiner - Identify word families from root words Use - conjunctions to express time, place and cause (e.g. when, before, after, while, so, because) Use - adverbs (e.g. then, next, soon, therefore) Use - prepositions (e.g. before, after, during, in, because of)	- Understand grammatical difference between plural and the possessive -s. Use standard English forms of verb inflections - Use expanded noun phrases by the addition of modifying adjectives, nouns and preposition phrases - Fronted adverbials (Vary sentence structure to include different openers) - Use paragraphs - Make correct choice of pronoun or noun	- Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. - Indicate degrees of possibility using adverbs or modal verbs - Use devices to build cohesion between paragraphs e.g. then, after that, this, firstly - Link ideas across paragraphs using adverbials of time (e.g. later) place (e.g. nearby) and number (e.g. secondly) - Ensure consistent and	- Understand the difference between formal and informal speech (such as the use of questions e.g. He’s is your friend, isn’t he?) - Understand how words are related by meaning as synonyms and antonyms Use the passive to affect the presentation of information in a sentence Use expanded noun phrases to convey complicated information concisely - Understand how to use the subjunctive form (e.g. if I were... or Were they)

The Valley Community School: Writing Progression

				□ Use paragraphs to group related material □ Use headings and subheadings □ Use present perfect form of verbs (e.g. He has gone out to play instead of he went out to play)		correct use of tense across a text	□ Understand the structures of typical informal speech Link ideas across paragraphs using a wider range of cohesive devices Use layout devices e.g. headings, subheading, columns, tables etc to structure a text
PUNCTUATION	□ Finger spaces, Capital Letters, full stops	□ Use a capital letter for names of people, places, the days of the week, and the personal pronoun I. □ Use of finger spaces □ Begin to punctuate sentences using: Capital letters, Full stops, Question marks, Exclamation marks	• Use capital letters, full stops, question marks and exclamation marks to demarcate sentences consistently. • Use commas in lists • Use apostrophes for omission	□ Inverted commas to denote speech	□ Possessive apostrophe for regular and irregular plurals □ Use inverted commas and other punctuation correctly in direct speech □ Use commas after fronted adverbials	□ Use brackets, dashes or commas to indicate parenthesis □ Use of commas to clarify meaning or avoid ambiguity	□ Use the semi-colon, colon and dash to mark the boundary between main clauses □ Use the colon to introduce a list □ Use bullet points to list information □ Understand how hyphens can be used to avoid ambiguity □ Understand when to use an ellipsis
TERMINOLOGY (CHILDREN MUST KNOW THE MEANING OF THESE TERMS)	□ Rhyme □ Sentence □ Capital letters □ Full stops □ Phonics specific vocabulary – grapheme, phoneme, special friends, Fred Talk	□ Letter □ Capital letter □ Word □ Singular □ Plural □ Sentence □ Punctuation □ Full stop □ Question mark □ Exclamation mark. □ Verb □ Noun □ Adjective	• Noun • Noun phrase, • Conjunction • Statement • Question • Exclamation • Command • Compound, • Suffix • Adjective • Adverb • Verb • Tense (past, present) • Apostrophe • Comma	□ Preposition □ Conjunction □ Word family □ Prefix □ Clause □ Subordinate clause, □ Direct speech □ Consonant □ Vowel □ Inverted commas	□ Determiner □ Pronoun □ Possessive pronoun □ Adverbial □ Expanded noun phrase	□ Modal verb □ Relative pronoun □ Relative clause □ Parenthesis □ Bracket □ Dash □ Cohesion, □ Ambiguity.	□ Subject □ Object □ Active, □ Passive □ Synonym □ Antonym □ Ellipsis □ Hyphen □ Colon □ Semicolon □ Bullet points

COMPOSITION							
PLANNING, WRITING AND EDITING	To say out loud what they are going to write about. To compose a sentence orally before writing it Write simple phrases and sentences that can be read by others. Invent, adapt and recount narratives and stories with peers and teachers. Re-read what they have written to check it makes sense	□ To say out loud what they are going to write about. □ To compose a sentence orally before writing it. □ To sequence sentences to form short narratives. □ To discuss what they have written with the teacher or other pupils. □ To reread their writing to check that it makes sense and to independently begin to make changes. □ To read their writing aloud clearly enough to be heard by their peers and the teacher. To use adjectives to describe.	To write narratives about personal experiences and those of others (real and fictional). To write about real events. To write simple poetry. To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary To encapsulate what they want to say, sentence by sentence. To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils. To reread to check that their writing makes sense and that the correct tense is used throughout. To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).	To begin to use ideas from their own reading and modelled examples to plan their writing. To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements. To begin to organise their writing into paragraphs around a theme. To compose and rehearse sentences orally (including dialogue).	To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader. To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/pronouns for cohesion.	To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed. To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details. To consistently link ideas across paragraphs. To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.	To note down and develop initial ideas, drawing on reading and research where necessary. To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). To use a wide range of devices to build cohesion within and across paragraphs. To habitually proofread for spelling and punctuation errors. To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.
Awareness of Audience, Purpose and Structure	Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary. Offer explanations of why things might happen Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher	▪ To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices. ▪ To start to engage readers by using adjectives to describe.	▪ To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures. ▪ To use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences. ▪ To read aloud what they have written with appropriate intonation to make the meaning clear.	▪ To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. ▪ To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction). ▪ To make deliberate ambitious word choices to add detail. ▪ To begin to create settings, characters and plot in narratives.	▪ To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices). ▪ To write a range of narratives that are well-structured and well-paced. ▪ To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere. ▪ To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.	▪ To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes. ▪ To describe settings, characters and atmosphere with carefully-chosen vocabulary to enhance mood, clarify meaning and create pace. ▪ To regularly use dialogue to convey a character and to advance the action. ▪ To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.	▪ To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.). ▪ To distinguish between the language of speech and writing and to choose the appropriate level of formality. ▪ To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).

GENRES/ WRITING	Invent, adapt and recount narratives and stories with peers and teachers.	<u>Narrative:</u> *Stories set in places children have been *Stories and plays that use the language of fairy tales *Stories with imaginary settings <u>Non fiction:</u> *Labels *Lists *Captions *Simple instructions *Simple recounts *Simple glossaries *Presenting information <u>Poetry:</u> Poems that use pattern, rhyme and description. Start to learn some poems by heart	<u>Narrative:</u> *Stories that mimic significant authors <u>Non fiction:</u> *Instructions *Recounts *Glossaries *Non-chronological reports <u>Poetry:</u> *Contemporary and classic poetry (including learning some by heart) *Nonsense poems and humorous poems <u>EMBED/CONTINUOUS SKILLS</u> <u>Narrative:</u> *<i>Stories set in places children have been</i> *<i>Stories and plays that use the language of fairy tales and traditional tales</i> <u>Non-fiction:</u> *Labels information *Presenting *Lists *Captions <u>Poetry:</u> *Poems that use pattern, rhyme and description.	<u>Narrative:</u> *Stories and plays set in real and imaginary places (fantasy stories) *Stories that contain mythical or legendary characters *Stories that children might not choose themselves, (including fables and folk tales) <u>Non fiction:</u> *Glossaries/dictionaries *Discussion/debate (simple balanced arguments) *Informal first person writing (letters/diaries) <u>Poetry:</u> *Contemporary and classic poetry (including learning some by heart) *Shape poems and Calligrams <u>EMBED/CONTINUOUS SKILLS</u> <u>Narrative:</u> *Stories that mimic significant authors <u>Non fiction:</u> *Instructions *Recounts *Glossaries *Non-chronological reports <u>Poetry:</u> *Contemporary and classic poetry (including learning some by heart) *Nonsense poems and humorous poems	<u>Narrative</u> *Stories with mythical or legendary characters *Stories that children might not choose themselves, (mystery and suspense) *Stories with issues and dilemmas <u>Non fiction:</u> *Explanations (linked to lifecycles) *Persuasion (through adverts or brochures) *Recounts (newspaper reports) *Balanced arguments (discussion and debate) <u>Poetry:</u> *Poems that convey imagery (similes and metaphors) <u>EMBED/CONTINUOUS SKILLS</u> <u>Narrative</u> *Stories and plays set in real and imaginary places *Stories that contain mythical or legendary characters <u>Non fiction:</u> *Informal first person writing (letters/diaries) *Glossaries/dictionaries/ *Instructions *Presenting information *Non-chronological reports <u>Poetry:</u> *Contemporary and classic poetry (including performing a significant poem by heart) *Shape poems and Calligrams	<u>Narrative:</u> *Stories that develop characters, settings and plot (warning stories and story starters) *Fiction from our literacy heritage (extracts from classics) *Plays and stories that identify issues/dilemmas *Plays and stories that persuade *Diaries (first person writing) <u>Non fiction:</u> *Biographies *Formal/impersonal writing, including letters <u>Poetry:</u> *Learning by heart and performing a significant poem (including war poetry) <u>EMBED/CONTINUOUS SKILLS</u> <u>Narrative:</u> *Stories that contain mythical or legendary characters <u>Non fiction:</u> *Recounts *Newspaper reports *Persuasion *Explanations *Non-chronological reports *Discussion/debate <u>Poetry:</u> *Contemporary and classic poetry *Shape poems and Calligrams *Poems that convey an image (simile, word play, rhyme and metaphor)	<u>Narrative :</u> *Stories (and films) that develop characters, settings plot and flashbacks <u>Non fiction:</u> *Journalistic writing (word play and formal/informal register) *Balanced arguments (linked to formal writing) <u>Poetry:</u> *Learning by heart and performing a significant poem <u>EMBED/CONTINUOUS SKILLS</u> <u>Narrative:</u> *<i>Fiction from our literacy heritage</i> *<i>Stories and plays that identify issues/dilemmas</i> *<i>Stories and plays that persuade</i> *<i>Diaries and letters (first person writing)</i> <u>Non fiction:</u> *Recounts *Persuasion *Non-chronological reports *Biographies/Autobiographies *Formal/impersonal writing <u>Poetry:</u> *Contemporary and classic poetry *Poems that convey an image (simile, word play, rhyme and metaphor) *Learning by heart and performing a significant poem Précising longer passages