



ENGLISH POLICY

September 2023



AIMS OF THE SCHOOL

1. All school staff, governors and parents work in partnership for the benefit of all pupils.
2. Teachers and support staff enable all pupils to achieve their full potential as independent life-long learners.
3. Our broad, balanced and enriched curriculum promotes challenge, enabling all pupils to make a positive contribution towards their own achievement.
4. We foster strong links with the community and encourage children to be responsible citizens, who are respectful and tolerant.
5. We encourage initiative within a happy, healthy and safe environment where all achievement is valued and celebrated.

The overarching aim for Communication, Language and Literacy in Early Years Foundation Stage (EYFS) and English in the National Curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for pleasure.

Our school recognizes the integrity of English as a subject as well as it being an essential component of all curriculum areas. Our pupils are supported to become highly proficient, competent and confident with the tools of English: to communicate effectively in speech and writing and to listen with understanding. Reading, in its many forms, is positively promoted through an extensive selection of books and other resource materials, in order to enable children to be enthusiastic, responsive and knowledgeable readers.

The aim of this policy is to set out our schools philosophy about the teaching and learning of English. It should be a guide to staff, parents and Governors about what is expected in order to achieve and maintain the highest standards in English teaching for all of our pupils.

ENGLISH TEACHING: AIMS AND INTENT

The aims and intent of our English teaching are aligned with the aims of the National Curriculum both in English and spelling lessons; as well as across the curriculum. Staff are encouraged to exploit any cross-curricular links and provide opportunities for children to demonstrate their mastery of concepts or skills in other subjects. We intend our English delivery to enable all pupils to appreciate our rich and varied literary heritage acquiring a wide vocabulary and an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.

There are aspects of English teaching which will be seen in every classroom at our school:

- a positive attitude toward and sense of excitement about all aspects of the English curriculum;
- children learning through exposure to high quality text, developing genre understanding, having regular opportunities to practise spoken, written and read language that follow a clear progression toward writing across all genres with confidence and independently;
- English skills being practised and applied across the curriculum;
- a language and text rich environment that supports learning;
- communication, using grammatical language, being supported;
- independence being encouraged, writer confidence grown and reader awareness within writing developed;
- lessons supported by examples of high quality texts;
- adults using skillful questioning to reveal, probe and address misconceptions whilst developing the children as highly efficient readers, writers, speakers and spellers;
- children who grasp concepts rapidly being challenged to develop their skills across English in more depth;
- scaffolding being provided for children when required; and
- skillful assessment being used to identify children who are struggling to grasp concepts leading to guided groups and catch up sessions with qualified teachers and teaching assistants.

INCLUSION

Our school aims to provide every child with an equality of opportunity to access a broad and balanced curriculum regardless of gender, ability, attainment, background and ethnicity, through:

- valuing the wide variety of experiences, the children bring to school;
- providing a challenging curriculum for all;
- providing intervention programs; and
- addressing the needs of children learning English as an additional language.

We ensure through planning and the taught curriculum that wherever possible the needs of all children are met in the teaching and learning of English. Where difficulties or issues arise, intervention is implemented as early as possible. All children are offered every opportunity to engage with the English curriculum. Lessons maintain high expectation of outcome for all and are suitably scaffolded to suit the needs of groups or individuals within a lesson.

TEACHING AND LEARNING

Teachers plan lessons that engage and challenge pupils, whilst developing their personal qualities, including:

- motivation and willingness to 'have a go' at new concepts;
- flexibility and creative thinking;
- perseverance, reliability and accuracy;
- willingness to proofread and edit their own work;
- independence of thought and action;
- prediction, evaluation and reflection;
- ability to co-operate within a group; and
- systematic work habits.

EYES

English activities are planned daily as part of the range of learning opportunities in all curriculum areas both in continuous provision and adult led sessions. Both Nursery and Reception participate in phonic lessons which become discrete daily phonics lessons from the Autumn term of Reception.

English Timetable

The time allocated to specific English activities is as follows:

- Daily ERIC time (from Year 2 onwards)
- Daily phonics teaching (from Nursery up to and including Year 1 together with further interventions in later years where AFL deems necessary)
- Spelling lessons, a minimum of three times a week (from Year 2 onwards)
- Daily English lessons (from Reception onwards)
- Daily Shared Reading (From Year 1 onwards)
- Daily Reading for Pleasure (all year groups)
- Weekly Library allocated time together with additional break time access in KS2.

ASSESSMENT AND MODERATION

Each class teacher has responsibility for assessing, recording and reporting pupils' progress and attainment in English.

EYF5

Children are assessed in an ongoing manner through observations, 1:1 interaction, groupwork and whole class teaching. Their attainment is tracked using the schools assessment tracking systems and internal moderation of this information takes place regularly. Additionally, external/moderations and judgements take place between local schools and through the local authority to ensure that the progress and attainment of the children is being measured accurately.

KS1 and KS2

Throughout the rest of the school, children are assessed by their teachers on a termly basis, with class teachers using both formative and summative assessments to inform their judgements. This enables them to monitor closely the progress that the children make and record this accurately using the schools assessment tracking systems.

Children are deemed as working at one of the below standards:

- **The Expected Standard:** In line with where they should be considering their age/group;
- **Greater Depth:** Demonstrating a reading, writing or SPaG ability which exceeds the standards required for their age group;
- **Working Towards:** Demonstrating a reading, writing or SPaG ability which does not fulfil all of the standards required for their age/group; or
- **Working Below:** Where pupils are unable to access the curriculum content for their age group and are therefore working from objectives covered at a younger age.

In Years 2 and 6, children are formally assessed by their class teachers and a judgement is made for an end of Key Stage result for each pupil. This data is then sent to the Local Authority and is recorded in the same way as SATs tests results.

In line with school policy for School Self Evaluation, the Senior Management Team and Subject Leaders monitor teaching and learning in this subject by book looks and work/scrutiny, observations of teaching and learning, pupil voice, staff meetings and training, learning walks and moderations, with particular reference to the subjects priorities for that year. Any amendments will be made or actions taken where necessary.

As part of this process, assessment is also carried out in a variety of other ways:

- *all lessons have Learning Objectives and Steps to Success shared with the children;*
- *work is marked in accordance with the Feedback on Learning Policy;*
- *teachers' daily AFL may influence future plans;*
- *in EYFS, teachers use Evidence Me to capture and record childrens achievements. Observations are linked to the framework objectives and assessment grids are produced to ensure progression and coverage;*
- *from Year 1, end of year or key stage expectations (see appendix) are used for children to self assess their work during writing units. Writing is assessed against end of key stage standards and year group expectations. For Years 2 and 6, additional evidence of writing across the curriculum is also used for their end of year assessments;*
- *all year groups from KS1 upwards complete at least one target write each half term that is assessed against end of key stage standards and year group expectations. Teachers advise targets for improvement from this assessed piece;*
- *each term, children carry out reading and SPaG assessments. The results of these tests are used to inform tracking and further monitor pupil progress. (Pupils who are not making the expected progress may be selected for an intervention focus group to address specific needs.);*
- *progress is reviewed with parents via Parents' Evenings or sooner where a teacher feels that it would benefit learning within the classroom;*
- *teachers ensure there is progression of units across the Key Stages, informed by guidance from the National Curriculum 2014;*
- *teachers within year groups hold regular moderation meetings to ensure the validity of their judgements within the year group;*
- *further moderations take place within phases to share experience and expertise and security of judgements;*
- *staff members also attend external moderations for their year group held by the RSSP collaborative to ensure the accuracy of their judgements and gain further expertise;*
- *subject leaders for English (Reading and Writing) monitor their subject rigorously and contribute to the SIP;*
- *staff meetings to discuss the teaching of English and meetings within year groups for planning and evaluation; and*

LEARNING ACROSS THE NATIONAL CURRICULUM

Aspects of English taught in English time are used in all other curriculum areas such as within our thematic based curriculum, Dorridge Primary Curriculum (DPC). There are many opportunities for children to use the skills of reading, writing, speaking and listening in a variety of creative ways.

WRITING

Writing is a complex and multi-layered process and we believe that the ability to write with confidence and accuracy is an essential life skill. Good writers are able to effectively communicate ideas, opinions and information and understand how specific characteristics of writing can be used across a wide range of contexts. Writing makes a significant contribution to the development of children as learners and as thinkers. We aim to equip all children in our school with the necessary skills to become accomplished writers. We believe in a consistent approach to ensure that continuity and progression are embedded within the schools provision and practice.

In the National Curriculum (2014), writing skills have been divided into two dimensions:

- Transcription (spelling and handwriting).
- Composition (articulating and communicating ideas, editing and redrafting processes).

Each of these skills are core to the successful teaching of writing across the curriculum. Across the school we are striving to embed and develop, through our teaching of writing, an attitude of confidence, imagination and perseverance.

Promoting Purposeful Writing Opportunities

Our school teaches and celebrates writing in many ways; it is taught daily throughout the school. It is essential that the children are taught to write for a reason and that they understand that their work is purposeful. We are continually looking to promote cross-curricular writing and writing for pleasure opportunities; giving the children an immersive experience that allows them to produce truly meaningful writing. We ensure that children are able to approach writing tasks with intrigue and interest by providing stimulating materials for them to base their work on. Furthermore, we are consistently promoting a sense of critical appraisal of our own writing and that of others to develop a thoughtful attitude to writing.

The Structure of English Lessons

The diagram below outlines how writing sessions are structured from late KS1 onwards:



CLPE, 2018

Following an authentic and consistent writing process allows pupils to feel what it is like to be a writer and to develop as writers. It results in well-developed pieces of writing through a truly creative process that enables pupils to have the impetus to write for themselves. Pupils develop their own voice and the awareness and writing skills needed to enable them to write with freedom. The approach is based on a model developed by the Centre for Literacy in Primary Education (CLPE) which was developed in partnership with authors illustrators and poets to describe the steps a practicing writer goes through so that this process can then be used in the classroom. Each circle represents a different part of the writing process that is often worked through in sequence, but can be revisited as work is developed and the writing progresses from ideation to publication. Our classrooms are a community of writers exploring how and why we write and forming a place where the writer identity of all pupils is fostered, developed and celebrated.

Stages of The Writing Process

- Ideation

This is the creative process of generating, developing and communicating new ideas. Children are familiarized with a text type reading with a readers eye (Do I like it? How does it affect me?) and a writers eye (How has the writer done it? What techniques can I learn and apply?). Pupils have time, space and stimulus to begin to form and shape ideas for their writing for real life purposes and audiences.

- Creation

This is the act of writing down and shaping ideas with a purpose, audience and form in mind. Activities and teaching demonstrations focus on exploring different ways to capture, work up and develop ideas. Pupils are given time to try out and work up ideas and are given space and freedom to be tentative (to plan, draft and develop thinking): time to work and re-work as thought processes develop.

- Reflection

This is the act of giving attentive consideration to writing produced. Children are supported through teaching to explore and identify where ideas are working well for the purpose, audience and form of the writing and where challenges are arising. The focus at this stage is on the content and overall structure of the writing, with the perceived audience in mind, rather than technical handling of the writing system (spelling, punctuation etc). A culture of supportive response is evident in all classrooms to guide all within the writing classroom community in developing their work to be the best it can for themselves and their audience.

- Publication

During this stage, children present the writing in a way that is most appropriate for the purpose, audience and form. This may be spoken as well as written form and may also involve visual communication, if appropriate. Prior to publication, writers work with supportive partners to polish the work, proof-reading and checking for spelling and punctuation accuracy.

Developing the writer

Within our writing community classrooms, writing awareness and confidence is developed in a number of key ways:

- Modelling Writing

The teacher talks aloud the thought processes as a writer. The teacher models core strategies in front of the children, communicating these clearly to the class. Teachers will model all of the necessary skills as they are taught though not necessarily combined. These are likely to include spelling, punctuation, proof reading, editing, word selection, editing, sentence structuring and paragraphing among others.

- Shared Writing

A collaborative approach amongst the class and the teacher. Pupils will contribute their ideas and thought for the teacher to scribe and collate. The teacher then models the specific skills being taught. There is plenty of opportunity for discussion on how to select the most appropriate and effective ideas to create the best piece of writing possible.

- Independent Writing

Regular independent writing sessions are timetabled alongside daily English sessions. These allow the children to plan, practise new skills and to complete extended writing pieces independently to show how they are able to use and apply the skills they have been taught. The children are encouraged to plan, draft, write, edit and assess their work during these sessions.

Alan Peat

The school uses Alan Peat Exciting Sentences to support children in writing creatively. Awareness of these sentence types, supports the children in all areas of the English curriculum. Through a range of named sentences (as listed in the HSO), children are supported with clear and easily identifiable sentence

structures that support their own independent writing across a range of text types. The approach also supports the development of childrens' broad vocabulary and understanding of grammar.

EYFS

The teaching and learning of writing varies across the age range in school. KS1 and KS2 follow this policy more carefully whereas there are some key differences to the way in which writing is taught in Foundation Stage. Our provision ensures that emergent writing in EYFS is regularly encouraged through the use of different mark making materials such as felt tipped pens, crayons, chalk, sand, magnetic letters, paints, water and computers. Additionally, writing activities are timetabled each day from the Spring term of Reception. The role play area provides many opportunities for the development of writing and language such as talking postcards, menus, signs and labels. Activities are carefully planned to develop the childrens fine and gross motor skills, necessary for acquiring the skills needed to write legibly.

Handwriting

In EYFS, we use Dough Gym and Funky Fingers, a series of fun activities for children to build up their upper body strength (gross motor skills) and finger/hand strength and control (fine motor skills). These activities are designed to get the children ready to write and progress onto the handwriting scheme.

The school uses the Penpals Handwriting Scheme to introduce the children to forming their letters correctly. It is very important that children are using the correct formation of letters all the time as it can become very difficult for a child to change their formation once they have formed a style. Handwriting is taught as a weekly discrete lesson until the end of Year 3 (or later, where AFL deems necessary for the child or cohort). The scheme offers clear progression through five developmental stages:

- Physical preparation for handwriting (EYFS);
- Securing correct letter formation (Reception/KS1);
- Beginning to join along (Year 2/Year 3);
- Securing the joins (Year 3); and
- Practising speed, fluency and developing a personal style (Year 4 onwards).

It is important that the children are taught and encouraged to write in a fluent, legible and quick way, with legibility being the first priority followed by speed. Additionally, as part of the new curriculum, there is a large focus on joining of writing. If children are to be judged as 'expected' or above in writing at the end of KS2, they must demonstrate a decision on choosing whether or not to join specific letters to enable them to write fluently and efficiently.

For most children, pencils are used as the main tool for recording their written work up to Year 4.

In Year 4, handwriting pens are introduced.

Spelling, Punctuation and Grammar (SPaG)

The pupils are prepared for statutory assessments on spelling and grammar and supported to develop the key skills needed as a competent and confident writer, through ongoing practice and development of skill acquisition.

SPaG is taught alongside the writing focuses in most lessons, however there are also opportunities for this aspect of the English curriculum to be taught discreetly. The school uses Alan Peat Sentences to further support the related teaching of grammar (as well as supporting the childrens development as writers). This ensures a consistent and progressive method of teaching across the school and embeds opportunities for the children to apply their skills in their English lessons and across the curriculum.

Essential Spelling

Our chosen spelling programme is Essential Spelling (ES). The scheme supports the childrens development of their spelling knowledge and linguistic confidence to enable the children to become spellers for life, rather than remember spellings for a week. Wherever possible, all children take part in these lessons regardless of prior spelling attainment. The premise is that unless children are supported towards age-related spellings, their learning gap will grow wider. Throughout each teaching sequence of a spelling rule, pupils are encouraged to articulate their learning. Explaining what they have learned about the patterns and processes of spelling, enables children to secure their understanding. Similarly, words, patterns and processes are revisited regularly. This spaced recall enables knowledge to move from short-term memory to long-term memory - and stick. Above all, ES is designed to put the joy of teaching and learning spelling back into the classroom.

READING

Reading is essential for all of our children to help them become independent life-long learners. As a school, we continue to develop a genuine, school wide reading culture. Reading is at the heart of our curriculum and all staff are encouraged to link all learning back to literature. At all times, children are exposed to a rich variety of texts and genres.

In the National Curriculum (2014), reading skills have been divided into two dimensions:

- Word recognition (reading fluency).
- Language Comprehension (the understanding of what has been read. A multi-dimensional process that is used to access the underlying meaning of spoken and written language).

Each of these skills are key to the successful teaching of reading across the curriculum. Across the school we are striving to embed and develop, through our teaching of reading and through reading for pleasure, an attitude of confidence and perseverance within increasingly fluent, language rich, well-read children. Reading remains central to our identity as a school: Reading for pleasure, not just for learning, is key to this.

Phonics

Essential Letters and Sounds (ELS) is our chosen Phonics programme. The aim of ELS is to get all children to read well, quickly. It teaches children to read by identifying the phonemes (the smallest unit of sound) and graphemes (the written version of the sound) within words and using these to read words. Essential Letters and Sounds is a systematic synthetic phonics programme and was validated by the Department for Education in June 2021.

All members of staff are trained to teach ELS to ensure that we have an expert team of reading teachers led by our Phonics Lead. As a staff team, we regularly meet to review our practice and to practise teaching together. This ensures that all children receive high-quality first teaching every day.

To ensure all children learn to read well, quickly, children learn Phonics from the very start of Reception. It is explicitly taught every day during a dedicated slot on the timetable. Throughout the day, children use their growing Phonic knowledge to support them in other areas of the curriculum and have many opportunities to practise reading decodable texts precisely matched to the phonic knowledge. This includes reading 1:1 with a member of staff, with a partner during paired reading and during whole class reading sessions.

ELS is a whole class teaching model. This means that every single pupil has the same opportunities when learning to read. Learning to read well, early, is a priority for every child. Children who may find it harder to learn how to read are given extra support from their teacher every day. Daily Phonics lessons continue in Year 1 and further through the school to ensure all children become confident, fluent readers.

We follow the ELS progression and sequence. This allows our children to practise their existing phonic knowledge whilst building their understanding of the 'code' of our language. As a result, children can tackle any unfamiliar words that they might discover. We teach children more rarely used GPCs through the ELS progression. This means that they can decode and read more words with increased fluency. ELS is designed on the principle that children should 'keep up' rather than 'catch up'. Interventions are delivered within the lesson by the teacher and any child who is struggling with the new knowledge can be immediately targeted with appropriate support. Where further support is required, 1:1 intervention is used where needed. These interventions are short, specific and effective and continue up through KS2 if needed. Children are assessed in week 5 of each half term to ensure that any specific gaps can be targeted

immediately.

The Reading Scheme

ELS is supported by a wide range of completely decodable Oxford Reading Tree texts (*'Decodeable Books'*) that cover both fiction and non-fiction. We match the home reading texts to each child's current phonic knowledge to ensure that they consolidate their most recent teaching and learning at home. Once fluency is secure, the reading scheme books in school are carefully designed to ensure structure and progression to children's reading. All children have a staged book from the Oxford Reading Tree, TreeTops and Big Cat Collins scheme (*'the Reading Scheme'*). In the early years, these books are a 'sharing' text as they are not fully decodable at this stage, but are used to build a richer vocabulary and encourage comprehension skills. Children read the books in school and at home with parents, recording their reading in their Home School Organiser (*'HSO'*). Class teachers will assess when children are ready to move onto the next stage of the Reading Scheme. This will be evaluated with consideration of the child's fluency, accuracy and comprehension skills, as well as the range of books that have been read.

HSO Reading Record

Within the HSO:

- books read from the Reading Scheme by Reception children up to the end of Year 3, are recorded in their weekly reading record; and
- from Year 4, children record their reading from the Reading Scheme in their half-termly reading challenge pages.

From KS1, children are also encouraged to record a range of additional free-choice reading in their half-termly reading for pleasure pages of the HSO including library or other books (covering fiction, non-fiction and poetry with the addition of newspapers). The reading challenge is to encourage children to develop depth and breadth as a reader by reading a wide variety of books (including from our excellent and well-stocked library). Our parent and Year 6 librarians are always happy to recommend new authors to children if they need a change or a challenge!

Reading Progression

- Nursery:

In the Summer Term of Nursery, wordless books from the Reading Scheme are sent home weekly. This introduces the children to the characters alongside studying story structure, prediction and retelling stories.

- Reception and Year 1:

In Reception and Year 1, the children continue with Decodeable Books that are matched to their phonics learning plus a second book from the Reading Scheme as a 'sharing' text. In the early years, these books are a 'sharing' text as they are not fully decodable at this stage, but are used to build a richer

vocabulary and encourage comprehension skills. Children change their book once a week. All children read on a one to one basis at least twice a week to their class teacher or TLSA in Reception and once a week in year 1.

- Year 2:

In Year 2, once fluency is secure, the children progress solely onto to the Reading Scheme. Children change their book twice a week. All children read on a one to one basis at least once a week to their class teacher or TLSA. In addition to this, the children take home a reading for pleasure book to share at home on a weekly basis.

- KS2 (or as soon as reading fluency is secure):

In KS2, children remain on the Reading Scheme and the focus moves largely over to comprehension - reading for meaning (not just decoding the text). Parental discussion is essential to deepen the understanding of the texts. As children enter Year 3, they will continue with their reading record from Key Stage 1. Each child has an individual record for each stage of the Reading Scheme. Children read on a one to one basis at least once a half term. They are expected to be more independent in changing their books when completed, but are encouraged to do so twice a week. In addition, all children enjoy weekly access to the library to choose up to 3 reading for pleasure books from our well-resourced library.

Reading at Home: School/Home Agreement

All children are expected to read the Reading Scheme book at home at least 3 times each week (as a minimum). If this is not being done, the teacher will address the shortfall with the parent or carer. When an adult listens to a child read at home, they sign (and where they wish to, also comment) the child's HSO to record this. At KS2, children are encouraged during the rest of the week, to read a library book or a book of their choosing for pleasure. As a school, we aim to exceed the minimum expectation and encourage all children to read at home at least 5 times each week.

Teaching and Learning

We teach and celebrate reading through various methods; it is taught daily throughout the school in a range of ways. Some of these are generic across the whole school, whilst others are specific to key stages. These may be implemented by the class teacher or by the LSATA, or voluntary readers:

- Shared Reading taught as a whole class on a daily basis. It is text based and is largely taught through reading and discussion with one recorded task each week;
- Daily and frequent readers on a 1:1 basis for those children who don't have the opportunity to read as regularly at home or who are further behind their peers;
- Daily phonics lessons, using the Essential Letters and Sounds lesson planning alongside the National Curriculum/EYFS framework for younger years or where further intervention and support is assessed as necessary;

- Phonics intervention groups where needed;
- Reading of texts linked to topic work;
- Reading for Pleasure story time in which the class teacher reads to the class;
- Library visits;
- World Book Day;
- Special events such as author visits, book fairs, national book awards and a range of book related activities;
- Termly Reading Newsletter;
- Special reading assemblies celebrating reading across the school;
- ERIC; and
- Summer Reading Challenges.

ERIC

From Year 2, every child completes 10 minutes of independent reading each day in class ('ERIC). On 3 days of the week, the children read their book from the Reading Scheme and on the remaining 2 days, they can read a book chosen as part of their reading for pleasure.

Library

Both libraries enable pupils to read a range of modern fiction by significant childrens authors; long established childrens fiction; a range of modern poetry; classic poetry; texts drawn from a variety of cultures and traditions; myths, legends and traditional stories; play scripts; non-fiction texts e.g. diaries, autobiographies, biographies, letters, ICT based reference and information materials, newspapers, magazines, articles, leaflets, brochures, advertisements. Both Key Stages are committed to developing childrens library skills and reading for pleasure.

Shared Reading

- EYES

Emergent and early readers are taught how to read during timetabled phonics and one-to-one reading sessions. Decoding, comprehension skills, stamina and fluency are an important part of early reading and are also taught during their daily literacy session. From the Spring term of Reception, children participate in paired peer reading each week.

- Year 1

By the Spring Term of Year 1, whole class Shared Reading will be introduced. Shared Reading tasks will be recorded in the child's HSO as documented below.

- Year 2 and KS2

Progressive reading comprehension skills as well as a developing awareness and understanding of high

quality writing skills within chosen texts, are taught during Shared Reading sessions from Year 2 onwards. This is a minimum of 20 minutes each day. The text used in Shared Reading sessions is different to those used in English lessons. Shared Reading lessons are largely discussion based, but at least once a week work should be recorded in the child's reading journal. A variety of tasks looking at all the different domains of reading comprehension are used. Each week a sticker is placed in each child's HSO explaining Shared Reading that has taken place that week. This sticker supports further home discussions by raising points to ponder or new vocabulary that have arisen from the week's learning.

Reading for Pleasure – Class book

Every class has a reading for pleasure book which is shared with the children. This may be a book that the teacher loves, a recommendation from a child, a particular author the class enjoy or a new release. Reading for pleasure is a time where the children relax and simply enjoy the story (without questions and discussion). All classes from KS1 upwards, have a picture of their class book displayed on their door (or on the white board in open classes in Year 1), so that the school community and visitors walking around school can see what each class is reading.

SPEAKING AND LISTENING

Pupils reading aloud; presenting to different audiences; listening to live talks, readings, presentations and recordings; group discussion and interaction; drama activities such as improvisation, working in role, scripting and performing plays and responding to and evaluating performances. Many of these activities are cross curricular in their nature. Speaking and listening objectives are identified in all curriculum subject planning where appropriate.

Our pupils will:

- Become competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate; and
- use discussion in order to learn; to elaborate and explain clearly their understanding and ideas.

Local Authority Teacher Moderation Framework at the end of Year 1 - Writing

Working towards the expected national standard The pupil can, after discussion with the teacher:	SAMPLES					
	1	2	3	4	5	6
• Give meaning to marks they make as they write.						
• Write phrases and sentences following oral rehearsal.						
• Segment sounds in words and blend them together when writing phrases and sentences.						
• Link sounds to letter, sounding and naming the letters of the alphabet.						
• Write own name and other things such as labels and captions. Orally rehearse sentences before attempting to write.						
• Begin to read back checking for sense.						
• Spell some common exception words from the year 1 list.						
• Form clearly identifiable letters and write from left to right.						
Working at the expected national standard The pupil can, after discussion with the teacher:						
• Write phrases and sentences that make sense to the reader.						
• Show awareness of the use of capital letters and full stops for punctuation.						
• Segment sounds in words, including long vowels, and blend together when writing.						
• Make phonically-plausible attempts when spelling new words.						
• Reads back to check for sense.						
• Spell many common exception words from the year 1 list.						
• Form letters mostly in the correct direction, starting and finishing in the right place.						
• Use finger spaces to separate words.						
• Use coordination to extend a sentence using 'and', for example.						
Working at greater depth within the national standard The pupil can, after discussion with the teacher:						
• Write sentences that are sequenced to form a short narrative (real or fictional).						
• Extends sentences with the use of and or then, for example.						
• Demarcate some sentences with capital letters, full stops and question marks.						
• Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others.						
• Spell most common exception words from the year 1 list.						
• Reads back checking for sense and begins to make changes.						
• Form letters in the correct direction, starting and finishing in the right place.						
• Form lower-case letters of the correct size relative to one another in some of their writing.						
• Use spacing between words consistently.						

Local Authority Teacher Moderation Framework at the end of Year 2 - Writing

Working towards the expected national standard The pupil can, after discussion with the teacher:	SAMPLES					
	1	2	3	4	5	6
• Write sentences that are sequenced to form a short narrative (real or fictional).						
• Demarcate some sentences with capital letters and full stops.						
• Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others.						
• Spell some common exception words.*						
• Form lower-case letters in the correct direction, starting and finishing in the right place.						
• Form lower-case letters of the correct size relative to one another in some of their writing.						
• Use spacing between words.						
Working at the expected national standard The pupil can, after discussion with the teacher:						
• Write simple, coherent narratives about personal experiences and those of others (real or fictional).						
• Write about real events, recording these simply and clearly.						
• Demarcate most sentences in their writing with capital letters and full stops and use question marks correctly when required.						
• Use present and past tense mostly correctly and consistently.						
• Use coordination (eg or/and/but) and some subordination (eg when/if/that/because) to join clauses.						
• Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.						
• Spell many common exception words.*						
• 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 reflects the size of the letters.						
Working at greater depth within the national standard The pupil can, after discussion with the teacher:						
• Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing.						
• Make simple additions, revisions and proof-reading corrections to their own writing.						
• Use the punctuation taught at key stage 1 mostly correctly.^						
• Spell most common exception words.*						
• Add suffixes to spell most words correctly in their writing (eg -ment, -ness, -ful, -less, -ly).*						
• Use the diagonal and horizontal strokes needed to join some letters.						

* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

^ This relates to punctuation taught in the national curriculum, which is detailed within the grammar and punctuation appendix to the national curriculum (English Appendix 2).

Local Authority Teacher Moderation Framework at the end of Year 3 - Writing

Working towards the expected national standard The pupil can:	SAMPLES					
	1	2	3	4	5	6
• Write simple, coherent narratives about personal experiences and those of others (real or fictional).						
• Write about real events, recording these simply and clearly.						
• Demarcate most sentences in their writing with capital letters and full stops and use exclamation marks and question marks correctly when required.						
• Use present and past tense mostly correctly and consistently.						
• Use co-ordination (eg or/and/but) and some subordination (eg when/if/that/because) to join clauses.						
• Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.						
• Spell many common exception words from the Year 2 list correctly.						
• Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.						
Working at the expected national standard The pupil can:						
• Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing.						
• Make use of paragraphing and organisational devices to structure writing.						
• Use co-ordination and subordination to extend sentences (eg when, if, because, although).						
• Make simple additions, revisions and proof-reading corrections to their own writing.						
• Use the punctuation taught at key stage 1 correctly.						
• Spell most common exception words from the Year 2 list and some from the Year 3/4 list.						
• Spell contracted words correctly.						
• Add suffixes to spell most words correctly in their writing (eg -ment, -ness, -ful, -less, -ly).						
• Use the diagonal and horizontal strokes needed to join letters.						
Working at greater depth within the national standard The pupil can:						
• Write narratives with some description to setting and character.						
• Signpost the reader through non-fiction by using organisational devices for clarity.						
• Use of paragraphs is more consistent across the range.						
• More varied tenses used eg perfect form.						
• Some use of punctuation for direct speech.						
• Extend range of sentences using a range of conjunctions appropriate to the genre.						

Local Authority Teacher Moderation Framework at the end of Year 4 - Writing

Working towards the expected standard The pupil can:	SAMPLES					
	1	2	3	4	5	6
<ul style="list-style-type: none"> Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing. 						
<ul style="list-style-type: none"> Use of paragraphing and organisational devices to structure writing for the reader. 						
<ul style="list-style-type: none"> Use co-ordination and subordination to extend sentences. 						
<ul style="list-style-type: none"> Make additions, revisions and proof-reading corrections to their own writing. 						
<ul style="list-style-type: none"> Use the comma for lists correctly. 						
<ul style="list-style-type: none"> Spell many common exception words from the Years 3/4 list. 						
<ul style="list-style-type: none"> Spell contracted words for possession correctly. 						
<ul style="list-style-type: none"> Add suffixes to spell most words correctly in their writing. 						
<ul style="list-style-type: none"> Use the diagonal and horizontal strokes to join letters. 						
Working at the expected standard						
The pupil can:						
<ul style="list-style-type: none"> Write narratives with detail provided for setting and character, including some use of figurative language. 						
<ul style="list-style-type: none"> Signpost the reader through non-fiction by using a variety of organisational devices for clarity. 						
<ul style="list-style-type: none"> Use of paragraphs is consistent across the range. 						
<ul style="list-style-type: none"> More varied tenses used eg perfect form. 						
<ul style="list-style-type: none"> Use of punctuation for direct speech mostly correctly. 						
<ul style="list-style-type: none"> Use of comma to mark clauses sometimes. 						
<ul style="list-style-type: none"> Extend sentences using a range of conjunctions appropriate to the genre. 						
<ul style="list-style-type: none"> Edit work on the run and make additions, corrections to their own writing. 						
<ul style="list-style-type: none"> Spell most words from the Years 3/4 list correctly. 						
<ul style="list-style-type: none"> Writing is joined and legible. 						
<ul style="list-style-type: none"> Some use of fronted adverbials to add interest, followed by a comma. 						
<ul style="list-style-type: none"> Use of punctuation for direct speech is accurate, including commas. 						
Working at greater depth within the expected standard						
The pupil can:						
<ul style="list-style-type: none"> Write narratives with a well structured plot to engage the reader. 						
<ul style="list-style-type: none"> Make use of figurative language for effect. 						
<ul style="list-style-type: none"> Explore different formats to present non-fiction for reader appeal. 						
<ul style="list-style-type: none"> Select vocabulary more precisely, especially more sophisticated synonyms. 						
<ul style="list-style-type: none"> Varies sentence starters considering the placement of subordinating clauses. 						

Local Authority Teacher Moderation Framework at the end of Year 5 - Writing

Working towards the expected standard The pupil can:	SAMPLES					
	1	2	3	4	5	6
• Write narratives with details provided for setting and character, including some use of figurative language.						
• Signpost the reader through non-fiction by using a variety of organisational devices for clarity.						
• Use of paragraphs is consistent across the range.						
• More varied tenses used eg perfect form, modal, progressive.						
• Use of punctuation for direct speech mostly correctly.						
• Use of comma to mark clauses sometimes.						
• Extends sentences using a range of conjunctions appropriate to the genre.						
• Edit work on the run.						
• Spell some words from the Year 5/6 list correctly.						
• Writing is joined and legible.						
Working at the expected standard The pupil can:						
• Write narratives with a well structured plot to engage the reader.						
• Make use of figurative language for effect.						
• Explore different formats to present non-fiction for reader appeal.						
• Select vocabulary more precisely, especially more sophisticated synonyms.						
• Some use of fronted adverbials to add interest, followed by a comma.						
• Use of punctuation for direct speech is accurate, including commas.						
• Vary sentence starters considering the placement of subordinating clauses.						
• Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (eg first person in a diary, direct address in instructions or persuasion).						
• Some correct use of commas for clauses and for some parenthesis, including commas, brackets and dashes.						
• Use a range of devices to build cohesion (eg conjunctions, adverbials, pronouns, synonyms) within and across paragraphs.						
• Use verb tenses consistently and correctly throughout their writing.						
Working at greater depth within the expected standard The pupil can:						
• In narratives, describe settings, characters and atmosphere.						
• Integrate dialogue in narratives to convey character and advance action.						
• Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (eg using contracted forms in dialogue, passive use of verbs, using modal verbs to suggest degrees of possibility).						
• Use the range of punctuation taught at key stage 2 mostly correctly (eg inverted commas and other punctuation to indicate direct speech).						
• Spell correctly most words from the Year 5/6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.						
• Maintain legibility in joined handwriting when writing at speed.						

Local Authority Teacher Moderation Framework at the end of Year 6 - Writing

Working towards the expected standard The pupil can:	SAMPLES					
	1	2	3	4	5	6
<ul style="list-style-type: none"> Write for a range of purposes. 						
<ul style="list-style-type: none"> Use paragraphs to organise ideas. 						
<ul style="list-style-type: none"> In narratives, describe settings and characters. 						
<ul style="list-style-type: none"> In non-fiction, use simple devices to structure writing and support the reader (eg headings, sub-headings, bullet points). 						
<ul style="list-style-type: none"> Use capital letters, full stops, commas for lists, question mark and apostrophe mostly correctly. 						
<ul style="list-style-type: none"> Spell most words from the Year 3/4 list and some from the Year 5/6 list. 						
<ul style="list-style-type: none"> Write legibly. 						
Working at the expected standard						
The pupil can:						
<ul style="list-style-type: none"> Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (eg first person in a diary, direct address in instructions or persuasion). 						
<ul style="list-style-type: none"> In narratives, describe settings, characters and atmosphere. 						
<ul style="list-style-type: none"> Integrate dialogue in narratives to convey character and advance action. 						
<ul style="list-style-type: none"> Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (eg using contracted forms in dialogue, passive use of verbs, using modal verbs to suggest degrees of possibility). 						
<ul style="list-style-type: none"> Use a range of devices to build cohesion (eg conjunctions, adverbials, pronouns, synonyms) within and across paragraphs. 						
<ul style="list-style-type: none"> Use verb tenses consistently and correctly throughout their writing. 						
<ul style="list-style-type: none"> Use the range of punctuation taught at key stage 2 mostly correctly (eg inverted commas and other punctuation to indicate direct speech). 						
<ul style="list-style-type: none"> Spell correctly most words from the Year 5/6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary. 						
<ul style="list-style-type: none"> Maintain legibility in joined handwriting when writing at speed. 						
Working at greater depth within the expected standard						
The pupil can:						
<ul style="list-style-type: none"> 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 (eg literary language, characterisation, structure). 						
<ul style="list-style-type: none"> Distinguish between the language of speech and writing and choose the appropriate register. 						
<ul style="list-style-type: none"> Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this. 						
<ul style="list-style-type: none"> Use the range of punctuation taught at key stage 2 correctly (eg semi-colons, dashes, colons, hyphens) and when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity. 						
<ul style="list-style-type: none"> There are no additional statements for spelling and handwriting. 						