

Jennett's Park CE Primary

English Policy



| | |
|---------------------|-----------|
| Date reviewed | July 2023 |
| Date of Next review | July 2026 |
| Published | yes |
| Website Status | Yes |

1. Contents

| | |
|--|----|
| 1. Contents | 2 |
| 2. Aims..... | 4 |
| 3. Rationale | 4 |
| 4. Legislation and guidance | 4 |
| 5. Intent..... | 5 |
| 6. Our vision for English and literacy in our school..... | 5 |
| 7. Our guiding principles for the teaching of English and literacy | 5 |
| 8. THE TEACHING OF ENGLISH | 5 |
| 9. Roles and responsibilities..... | 6 |
| 10. Learning environment..... | 6 |
| 11. Assessment..... | 8 |
| 12. . Homework and the Role of Parents | 9 |
| 13. .English Approach:..... | 10 |
| 14. Reading:..... | 11 |
| 14.1 A range of high-quality texts across each year group..... | 11 |
| 14.2 Opportunities to read with an adult in school | 12 |
| 14.3 Reading Book Band progression | 12 |
| | 14 |
| 14.4 The 5-Finger Rule..... | 14 |
| 14.5 When to move a child up a book band | 14 |
| 14.6 Challenging library books | 16 |
| 14.7 A solid phonetic foundation: | 16 |
| 14.8 Strong links between reading and other subjects..... | 16 |
| 14.9 Opportunities to celebrate reading and encourage a love of reading: | 16 |
| 14.10 Structure of Guided reading..... | 17 |
| 15. Oracy (Speaking and listening):..... | 19 |
| Within the context of speaking and listening, Jennett’s Park aims to teach how our children how to: | 19 |
| We achieve this by: | 19 |
| Talk for Writing..... | 20 |
| Phases of Talk for Writing: | 20 |
| 16. Writing:..... | 21 |
| 16.2 Building on writing skills that the children have acquired with each year and their knowledge of print from their environment. | 21 |
| 16.3 Provide experiences where the children can acquire confidence and a positive attitude to writing. | 21 |
| 16.4 Develop and sustain writing skills by providing opportunities for children to write for a range of purposes and audiences. | 21 |
| 16.5 Use guided writing sessions to model writing skills, teaching children how to compose, amend and revise their writing. | 21 |

| | |
|--|----|
| 16.6 Teach grammar and punctuation in the context of children’s own writing, as well as occasionally through discrete lessons..... | 22 |
| 16.7 Teach children to develop their ability to organise and present imaginative and/or factual writing and poetry in different ways. | 22 |
| 16.8 Preparing the children to become critical readers of their own work and the work of others..... | 22 |
| 16.9 Expectations for Writing: | 22 |
| 16.10 Planning writing units:..... | 23 |
| 16.11 Writing objectives: | 24 |
| 16.12 Model texts: | 26 |
| 17. Spelling..... | 27 |
| 17.2 The opportunity to learn and explore spelling rules and meanings | 27 |
| 17.3 Spellings to practise at home | 27 |
| 18. Handwriting:..... | 28 |
| 19. Resources | 29 |
| 19.1 Books | 29 |
| 19.2 Book corners..... | 29 |
| 19.3 Rhymes and poems | 30 |
| 19.4 Dictionaries and thesauruses | 30 |
| 20 Suggestions from staff as to top for resources for writing | 31 |

2. Aims

The aims of our English curriculum here at Jennett's Park are to ensure we live out our vision:

Empowering our children to flourish and achieve under God's love

This policy is for the staff in our school. It aims to set out:

- Our approach to teaching, monitoring and assessing English and literacy knowledge and skills
- How we will make sure our provision for the teaching of English and literacy is of consistently high quality

3. Rationale

Our Rainbow Promise underpins everything we do at school. Just as the Rainbow was a sign of God's promise to Noah that from that moment God would enable Noah and the people of the earth to flourish and experience life in all its fullness. So as a school community we promise to do our best to enable all the pupils and adults of our school to flourish academically and professionally so that they might reach their potential.

The Rainbow is also a symbol of the diversity of our school community, but as a church school we recognise that we are all created and valued by God, and so as a school community we commit to care for and value each other.

The dove symbolises our need to persevere in some aspects of life as it is not always the first time we find success. It was not the first time that Noah had tried to find dry land and so we much seek strength within ourselves and from God to achieve.

All children and young people have a right to a primary education, which should be free. Our aim is that learning at Jennett's Park CE Primary School should empower children. It should celebrate success and progress for all, and be part of our role as heart of the local community.

The purpose of this English policy is to state clearly the factors that we feel are important in influencing the effective route to learning of the pupils in our care, to create a shared ethos among the staff and to give a consistency of approach across the school. It pervades every aspect of school life. We ask ourselves often 'What do our children need to do in order to be successful citizens and global contributors?'

These are our Promises to keep to our children to be able to serve the common good with our work as part of the Church of England. By following our Promises we know our curriculum suits local needs

| At Jennett's Park we are: | Our Promises: |
|---|---|
| Educating for Wisdom, Knowledge and Skills | To help grow resourceful, resilient and reflective children who are equipped with the skills, knowledge and tenacity empower themselves, their learning throughout their lives. |
| Educating for Hope and Aspiration | To inspire and enrich lives beyond current opportunities and experiences in order to open minds to the potential their future holds |
| Educating for Community and Living Well Together | To be a multi-cultural, inclusive community of individuals loved by God who feel valued and involved where we create qualities of character to enable people to flourish. |
| Educating for Dignity and Respect | That children might know how much that they are loved and valued by so that they might show dignity and respect for themselves and others by carefully and safely thinking through their actions. |

We have designed a fully comprehensive curriculum framework that meets the requirements of the latest National curriculum review. Our children's learning is both meaningful and benefits from a specific focus on the core requirements of the English curriculum.

4. Legislation and guidance

This policy reflects the requirements and expectations set out in:

- The [National Curriculum programmes of study for English](#)
- The [Special Educational Needs and Disability \(SEND\) Code of Practice 2014](#)
- The [Equality Act 2010](#)

5. Intent

Our English Curriculum ensures children communicate their ideas through: speaking and listening and writing and become confident in the principles of spelling. Children will develop a love for reading and, through imaginative and purposeful links, will become passionate about their English skills, showing creativity and flair.

6. Our vision for English and literacy in our school

Our school aims to develop pupils' skills in reading, writing, speaking and listening. By the time that pupils move on from our school, our aim is for them to:

- Be fluent readers and writers
- Have a positive attitude towards books and reading, reading widely for pleasure and information
- Enjoy writing in different contexts and for different purposes and audiences
- Write clearly, accurately and coherently, adapting language and style accordingly
- Be curious and creative when it comes to reading and writing, for example by being interested in learning the meaning of new words
- Have a wide vocabulary and understanding of grammar
- Feel confident speaking in class and be able to clearly explain their understanding and ideas
- Listen carefully and sensitively to adults and their peers

7. Our guiding principles for the teaching of English and literacy

We teach English and literacy best when:

- There's a joyful culture around reading in the school
- All staff feel they have the knowledge, skills, understanding and professional support they need to teach English and literacy effectively
- There's sufficiently detailed and frequent ongoing assessment of pupil progress
- We expose pupils to different types of reading material, such as through stimulating, high-quality and curiosity-inspiring classroom displays
- We involve families in supporting their child's reading and writing
- The English curriculum is coherently planned and sequenced
- We identify where pupils have learning gaps or aren't making the expected progress, and make sure interventions target these
- Teaching resources are available, up to date, varied and diverse, and match pupil and curriculum needs
- We engage pupils in high-quality back-and-forth interactions
- We model new language and accurate grammar to pupils
- We support pupils with speech, language and communication needs, for example by putting on extra small-group storytimes

8. THE TEACHING OF ENGLISH

The structure of English teaching is based upon the English National Curriculum guidelines and covers all of the recommended objectives to ensure that a broad and balanced English curriculum is taught to all pupils at Jennett's Park. To ensure that there is adequate time for developing their reading, writing and grammar, punctuation and spelling skills, each class in KS2 has a dedicated English lesson each day, with a duration of approximately 60 minutes and KS1 having four lessons a week with a duration of 45-60 minutes.

Opportunities for extra reading and extended writing are planned when appropriate. Phonics is taught throughout KS1. The English skills that the children develop are utilised and supported in every area of the curriculum and can

be directly linked with other subjects. For example, formal letter writing within English may be developed within a history topic and instructional writing could be linked to work completed in Science.

9. Roles and responsibilities

9.1 The headteacher

The headteacher is responsible for:

- Building a team of expert teachers who know and understand the processes that underpin learning to read and write
- Providing teachers with the appropriate training and resources so that they can competently deliver the English curriculum
- Creating a stimulating school environment where pupils are exposed to different types of reading material, such as through displays, books and other classroom resources

9.2 The leadership of English and Literacy : The Senior Team is

Our English and literacy subject lead is led in two layers by Phase leaders and then Subject teams. Phase leaders are responsible for providing leadership and management for English and literacy to secure:

- High-quality teaching and subject knowledge of staff
- A coherently planned and sequenced English curriculum
- Consistent assessment and accurate teacher judgements within English and literacy
- Effective use of resources
- Ordering scheme books

Subject teams ensure English is delivered in their subjects to a high quality. Recommending texts that could be sourced.

9.3 Teachers

Teachers are responsible for:

- Planning effective English and literacy lessons
- Providing opportunities for pupils to apply their English and literacy skills in a variety of ways
- Completing the relevant marking and assessment
- Making sure that support staff have:
 - Access to planning materials and resources
 - The knowledge and skills they need to support and challenge pupils

10. Learning environment

Pupils will learn English and literacy in spaces that:

- Are well-organised
- Contain appropriate and good-quality resources for pupils to refer to (in a space where they can find or see them easily)
- Are quiet
- Have minimal distractions, for example not containing a distracting amount of decoration

- Display letter cards and posters showing grapheme-phoneme correspondences that match our school's phonics teaching programme

11. Assessment

We firmly believe in the power of immediate, personalised feedback, so much marking is done ‘pen-in-hand’ by teachers during lessons. Being next to a child and having a conversation in the moment about their work has far more impact than lengthy written feedback in many instances, so adults create classrooms where this dialogue is possible and powerful.

Regular written feedback is still given, following the JP Feedback Policy, after extended pieces of writing. See Assessment Policy for more information on whole school monitoring and evaluation, tracking and work sampling.

| Reading | |
|--|--|
| Formative Assessment | Summative Assessment |
| <ul style="list-style-type: none"> • In Nursery and Reception, children are assessed in their early literacy development against the ‘Development Matters’ goals. • From Year 1 onwards, teachers regularly set related reading objectives that are shared with children in guided reading sessions. Children are assessed against these by the teacher within lessons. • Starting at the end of the Reception year, the school uses the PM Benchmark books to carry out assessments of reading levels. • Appropriately levelled books are then provided until a child can make appropriate independent choices. | <ul style="list-style-type: none"> • At the end of Reception, children are assessed against the EYFS profile and results are shared with parents. • Year 1 take the end of year Phonics test in June. • Children in Year 2 (optional) and Year 6 take end of Key Stage national tests – Secret Agent Training that examines a range of reading comprehension skills. • NFER Reading tests are carried out from Y2 upwards in the school. Children are tested at the end of every term. Tests are diagnostic, providing children with a reading age which takes into account their actual age at the time of testing and a standardised score with ‘100 or above’ being our goal for every child, i.e. their reading is at or above an age appropriate level. Pupils giving cause for concern are tracked and interventions are put in when necessary. |

| Writing | |
|---|---|
| Formative Assessment | Summative Assessment |
| <ul style="list-style-type: none"> • In Nursery and Reception, children are assessed in their early literacy development against the ‘Development Matters’ goals. • First and foremost, pen-in-hand immediate marking takes place throughout lessons to move children’s learning on. • Children also decide or are given differentiated ‘Steps to Success’ that they can use to help them reflect on the structure and language features of their own writing. • At the end of a piece of extended writing, the teacher marks each child’s work according to the learning objective. The teacher highlights in yellow where the child has been successful. • The teacher then provides a next step for the child to work towards. This may identify where the child needs direction towards improvement using a known technique, within the piece they have just written, or for them to focus on in their next piece of writing. Children are given structured time to respond to their feedback and reflect on their learning. • Years 1-6 moderate between year groups and to other schools to ensure consistency within teacher assessment. | <ul style="list-style-type: none"> • At the end of Reception, children are assessed against the EYFS profile and results are shared with parents. • Teachers compile examples of independent writing at regular intervals across the school year. At least twice a half term, an extended piece is assessed against year group appropriate objectives. • Handwriting is a feature within the year group objectives, and will be assessed in extended pieces of writing. • Assessment of these writing samples may be used to provide over-arching targets for each child. • Writing at the end of KS1 and KS2 is teacher assessed. There is no external assessment of composition, however we routinely ask our Local Authority consultant to moderate our levels. • Weekly spelling tests are carried out across the whole school to monitor children’s spellings and the learning of these. Year group statutory spelling words are a feature within these tests. • Externally set and assessed Spelling, Punctuation and Grammar (‘SPAG’) tests takes place in Year 2 and 6. • Each year group sits the NFER grammar and punctuation test, at the end of every term from Y2 upwards. |

12. . Homework and the Role of Parents

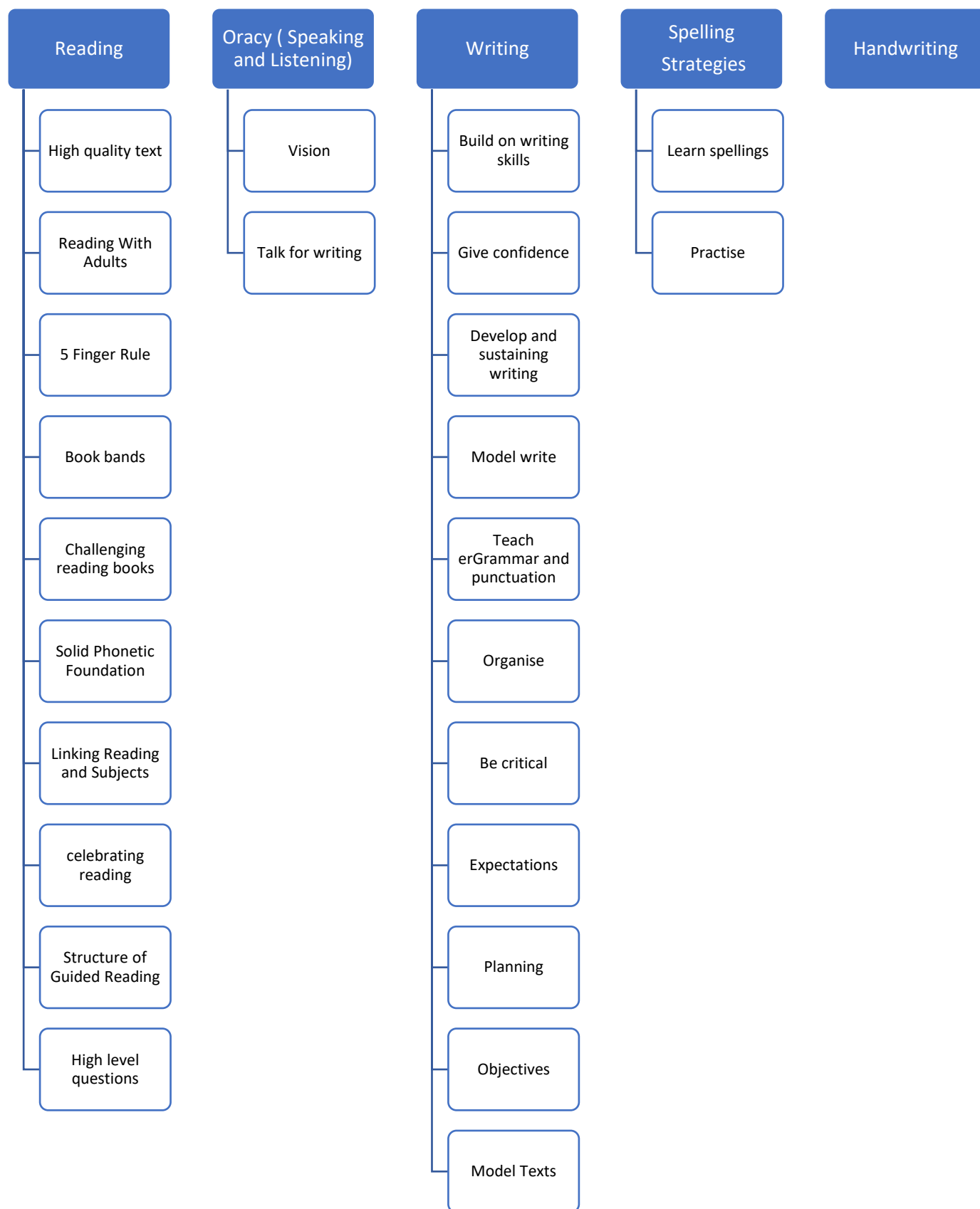
We see parents as important partners in the process of developing children's literacy skills:

- They have an important influence on children's language before they come to school.
- They provide valuable support at home in helping children to become readers and writers.
- They offer a useful audience for children in their development as speakers and listeners, readers and writers as the children move through the school (e.g. phonics, reading, SAT's revision).
- Involving parents in the school's reading programme from the moment their child starts school.
- Updating the guidance for parents as their children move through school so that they can continue to offer appropriate support.
- Give parents termly outlines of the curriculum areas in English that each year group will be studying.
- Welcoming offers of help from parents to assist in school by listening to children read.

We therefore encourage parents to play their full part in their children's education by:

13. English Approach:

The English approach is broken down into several different components:



14. Reading:

Within the context of reading, Jennett's Park aims to meet the National curriculum objectives of:

- Enabling children to become confident, speedy, fluent and accurate readers
- Creating a love of reading amongst children
- Developing the habit of reading widely and often, for both pleasure and information
- Providing children with the ability of skilled word reading, involving both the speedy working out of the pronunciation of unfamiliar printed words (decoding)
- Promoting a deeper level of thinking regarding a text, by encouraging reading as a writer, as well as a reader
- Encouraging book talk, where children are keen to discuss chosen texts, and can predict, infer and explain what has been read
- Acquiring a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading
- Appreciating our rich and varied literary heritage, and providing children with a range of texts, such as poetry, stories and non-fiction
- Linking what they are reading to their own experiences, and drawing on these experiences when comprehending a text.

Additionally, we aim to:

- Provide children with a range of reading strategies beyond phonics
- Allow children to develop an idea of key texts/ genres that they enjoy
- Emphasise the power of reading to children and adults
- Teach children how to seek information and learn from the written word.
- Encourage children, and their adults to read together at home
- Increase the children's cultural capital through their reading of the texts

We will achieve this by providing:

14.1 A range of high-quality texts across each year group

Children will enhance their understanding of a variety of text types including non-fiction, fiction and poetry. Each class will study one classic text a year (or an adapted version of this), in a way that is suitable for their cohort, alongside a variety of other texts of interest, in order to appreciate our literary heritage. Additionally, our school and class libraries are stocked with a range of texts for the children to read in school, and to take home to further encourage reading for pleasure.

Each class text chosen, uses a range of Tier 2 (high vocabulary), and a small selection of Tier 3 (more specific scientific/ subject knowledge specific vocabulary) relevant to the writing objective/ topics being taught. This allows the children to challenge themselves, and be subjected to a wide range of vocabulary and formalities. This promotes greater recognition of the written word and increases comprehension to the extension in vocabulary, as stated in the National Curriculum: 'Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech'. Within KS2, a class text is read every half term, so over the course of the academic year, at least 6 class texts will have been read. In KS1, due to the texts being smaller, there will be more class texts covered.

In conjunction with this, pupils have opportunities to undertake guided, shared and independent reading throughout the school. We do not use any one published scheme to teach reading, instead we believe that it is important to provide pupils with a

selection of reading books and experiences from different genres and subject matter, therefore we operate using 'book bands' in line with Oxford reading tree.

14.2 Opportunities to read with an adult in school

Teachers in EYFS and Year 1 should hear each child every week.

Teachers in Year 2 and above should be hear each child read, fortnightly. Support staff should be used for daily readers.

The adult will fill out the reading record and move the children through the reading scheme as they see fit. This allows for practise of the key reading skills, so that children can one day become independent, accurate and fluent readers.

In addition, all year groups will read with an adult, in the form of whole class guided reading sessions. These will feature in every year group, from nursery upwards, and will be taught five time a week. For Year 1 upwards, the length of these sessions will be 30 minutes. Within KS2, guided reading sessions may be longer.

These sessions provide the teaching and revision of key reading skills, such as summarising, predicting, retrieval and inferring, in order to increase the children's confidence, and deepen their comprehension. These also provide the opportunity to teach a range of reading strategies in order to help decode vocabulary.

Lastly, guided reading lessons also allow the children to explore different genres and texts, via extracts, in addition to the class text being studied. In conjunction to this, at least twice a week these sessions revise or teach key vocabulary, in order to widen the children's word base, and deepen their comprehension.

14.3 Reading Book Band progression

We have both RWInc Storybooks and RWInc Book Bag books at Jennett's Park. Children should be taking home a storybook alongside a book bag book each week. There are 2 sets (Books 1-10) of RWInc blending books for children to start with before they are ready for red ditty books.

Children shouldn't be moved on to the next colour until they have read the majority of the books in each colour (as these progressively get harder and cover a separate sound in each book). We also have RWInc non fiction storybooks for each colour and children should read these as well as the fiction texts we have to broaden their reading experience. Children should be able to read books fluently and answer comprehension questions on the text they have read before being considered for moving up a colour.

RECEPTION

| <i>Expected Progress</i> | <i>Focus Sounds</i> | <i>Reading Stage</i> |
|---------------------------|---|----------------------------|
| End of Autumn Term | | |
| <i>Expected</i> | Read all of Set 1 sounds, blend orally Word time 1 2 3 4 5 | Blending books |
| <i>Above expected</i> | Read all of Set 1 sounds, blend orally Word time 6 7 | Red Ditties/Green books |
| End of Spring Term | | |
| <i>Expected</i> | Read all of Set 1 sounds, blend orally Word time 6 7 | Blending books/Red Ditties |
| <i>Above expected</i> | Reviewing Set 1 sounds Read Set 2 sounds | Green/Purple books |
| End of Summer Term | | |
| <i>Expected</i> | Reviewing Set 1 sounds Read all Set 2 sounds | Green/Purple books |
| <i>Above expected</i> | Reviewing Set 2 sounds | Pink/Orange books |

| | | |
|--|---|--|
| | Read some Set 3 sounds (at least a-e, ea, i-e, o-e, u-e speedily) | |
|--|---|--|

Yellow books should not be given until children have learnt the majority of Set 3 sounds and can read orange books fluently and answer comprehension questions on the text.

YEAR 1

| <i>Expected Progress</i> | <i>Focus Sounds</i> | <i>Reading Stage</i> |
|---------------------------------|---|---|
| End of Autumn Term | | |
| <i>Expected</i> | Read all Set 2 sounds Read some Set 3 sounds | Pink/Orange |
| <i>Above expected</i> | Read all Set 2 sounds Read most Set 3 sounds | Yellow |
| End of Spring Term | | |
| <i>Expected</i> | Read all Set 2 sounds Read most Set 3 sounds | Orange/Yellow |
| <i>Above expected</i> | Read all Set 2 and Set 3 sounds Spell some Set 3 words | Blue |
| End of Summer Term | | |
| <i>Expected</i> | Read all Set 2 and Set 3 sounds Spell some Set 3 words | Yellow– read with fluency and comprehension /Blue |
| <i>Above expected</i> | Read all Set 2 and Set 3 sounds Spell all Set 3 words | Grey |

Children in Year 1 should not be moved off RWInc books until they can fluently read grey books and answer comprehension questions on the text.

YEAR 2

| <i>Expected Progress</i> | <i>Focus Sounds</i> | <i>Reading Stage</i> |
|---------------------------------|---|--|
| End of Autumn Term | | |
| <i>Expected</i> | Read all Set 2 and Set 3 sounds Spell most Set 3 words | Blue – read with fluency and comprehension |
| <i>Above expected</i> | Read all Set 2 and Set 3 sounds Spell all Set 3 words | Grey – read with fluency and comprehension |
| End of Spring Term | | |
| <i>Expected</i> | Read all Set 2 and Set 3 sounds Spell all Set 3 words | Grey – read with fluency and comprehension |
| <i>Above expected</i> | | Off of RWInc programme – moved onto Book Band 10 White |
| End of Summer Term | | |
| <i>Expected</i> | | Off of RWInc programme – moved onto Book Band 10 White |
| <i>Above expected</i> | | |

14.4 The 5-Finger Rule

When children have graduated from the book bands, they become a free reader. To encourage children to continue to select challenging texts, we have implemented the 5-finger rule to help with selecting challenging books.

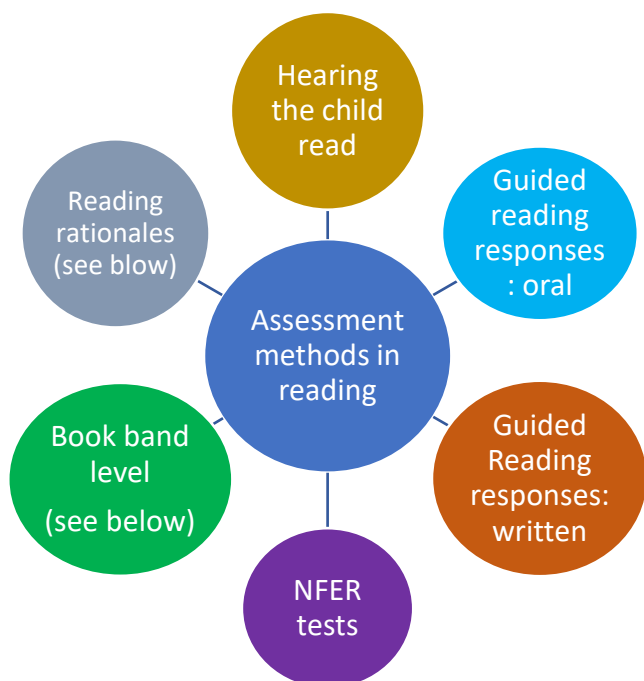
To correctly use the 5-finger rule, children should turn to any part of their chosen book and complete this method over a few pages. The child holds up a finger for every word that they do not know on each page. A challenging but suitable book would be one where the child makes on average two- three mistakes per page.

This is easier to gauge when the child reads the pages aloud. A rough guide as to what has been found to be the correct 'error rate': if you were listening to the child reading, you might expect to hear an error about every minute.



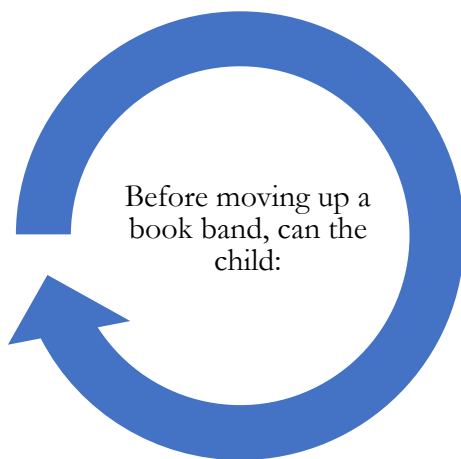
When assessing a child in reading, teaching staff must use a variety of assessment methods to gauge their teacher assessment. As you can see from the image below, all these methods are vital, and they should **all** play a part when assessing reading: it should not be based on test results alone.

More guidance below is given on supporting with book band levels, and how to use the reading rationales correctly.



14.5 When to move a child up a book band

To decide if a child needs to progress up a book band, **teachers must listen to the child read and ask them questions about the text.** Being able to read the text accurately, and at a sufficient speed, is not enough. **It is not for HLTAs or LSAs to decide if a child moves up a book band- that is the teacher's role.** The LSA's and HLTA's can be used to listen to children read, and of course can recommend but teachers should oversee each choice.



- Read aloud accurately and at a sufficient speed
- Correctly answer questions from the year group reading prompts (**see attached**) making reference to the book that they are reading?
- Tell you about what they have read, including the plot and characters in their book
- Independently read most unfamiliar words in their book, using knowledge of phonics and exception words
- **Note: The National Curriculum does not directly specify that the child needs to read with a high level of intonation when reading a book banded book: this is only required for prepared readings**

Within KS1, children take home a phonics book and a banded reading book, as well as a library book. This happens from the end of reception onwards, to allow an easy transition from phonics books to reading books. Prior to this, children take home a phonics book and a library book. These books are changed once a week: at this age, children should be re-reading the text, to enable them to become familiar with the language, fluency, story pattern and phonetic decoding, as stated in the National Curriculum: 're-read these books to build up their fluency and confidence in word reading.'

In KS2, children take home a reading book, of a suitable level for them and a library book. These can be changed more regularly, but we encourage children not to change books too frequently in the week, as this indicates that they may not be reading them thoroughly, and we do encourage the children to finish each book before changing.

Additionally, each class visits the library time once a week, where the children can change their library books, explore texts of their choice, and discuss books, to further encourage their love for reading, and the discussion of texts and genres.

14.6 Challenging library books

Children, on their trips to the library, may have noticed that there are shelves of fiction books specially selected for years 4,5 and 6. These are full of challenging texts chosen for each group. **This does not mean that other year groups cannot read them.** There are to support pupil and teacher selection of texts for free readers, and AE readers within each year group, to ensure that they continue to develop their comprehension and extend their reading skills with challenging texts. Consequently, those books selected are higher level texts for each year group and are a guide. Other year groups can read these, but please do bear in mind that some of these texts have been suggested due to their mature themes- look at the book first, before letting a child take it home!

14.7 A solid phonetic foundation:

Throughout the Foundation Stage, early phonetic awareness is promoted and developed through everyday activities and routines such as listening games, shared reading, singing and interactive planning sessions. Children are encouraged to identify familiar letters in their name; to hear the sounds they are making; identify familiar words; listen for sounds and to remember sounds.

In Reception and Key Stage 1 phonics is timetabled to be taught daily in planned sessions based on the Ruth Miskin 'Read, Write Inc.' programme. Here, children are taught to segment and blend words and apply their learning for reading decodable and tricky words. Children are ability-grouped within their year group, in order to maximise individual learning.

Throughout school, children are assessed at the end of each phonic phase and either move on to the next stage or repeat the same phase according to the level they have achieved.

Towards the end of Year 1, all children will take part in the national phonics screening test. They will achieve either a pass or fail. If a child does not pass the screening test, they will retake it in Year 2.

In Year 3 those that need additional support are moved onto the Nesy SEND programme to aid learning.

14.8 Strong links between reading and other subjects.

Most of the class texts will help to direct the learning in writing, and where possible, these will link to foundation subjects. As explained previously, these texts will allow for a greater exploration of a range of similar and contrasting pieces deepen the children's understanding of topics being taught, and enable the children to further strengthen the relationship between texts and expand the children's repertoire of genres.

For example, when studying the Tudors, a key text could be the Executioner's daughter. Guided reading sessions could discuss this text, but could allow further historical explanation, such as a non-chronological report/ biography of Henry VIII, a Tudor poem, and an extract of a child's novel written in the Tudor period. The end writing objective could be: to write a biography of a wife of Henry VIII. These texts will help the child to put the era in perspective, strengthen their historical knowledge, and provide further examples of high-quality writing to the child.

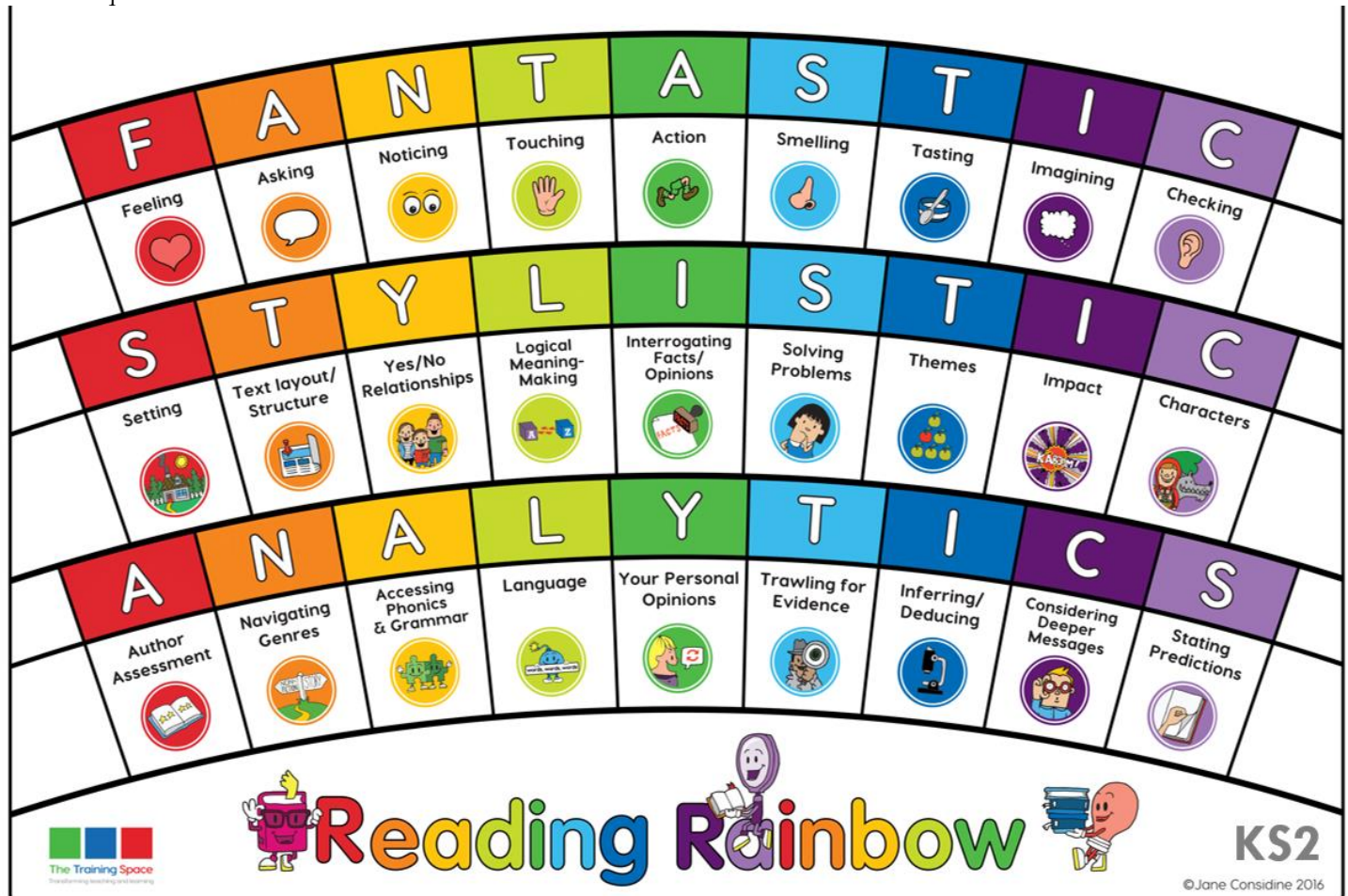
14.9 Opportunities to celebrate reading and encourage a love of reading:

Reading challenges are regularly offered within school and pupils are encouraged to undertake the annual county library reading challenge. In addition, we celebrate National Poetry Day, World Book Day, and hold a book fair twice a year to further promote and encourage the enjoyment of reading. Additionally, we also have visits from a variety of authors, to inspire and encourage children to read.

Opportunities for reading are also provided across the curriculum: topic books, news articles, blogs, class magazines etc., to encourage the children to provide a variety of genres and formalities. Additionally, we have a dedicated book corner area in each classroom and all class teachers read a class novel to the children every day. Much thought goes into the selection of texts to ensure exposure to high level vocabulary and exciting plotlines.

14.10 Structure of Guided reading

- Guided reading lessons are taught across Year 2-6: 3 x week, with an additional lesson for reading for pleasure (where the children can read a book of their choice- it does not have to be a reading book, or a challenging book) The final session focusses on bespoke 1:1 reading.
- Reading rainbows - Staff will use the Reading Rainbow sentence stems, but need to come up with the relevant question.



- Retrieval questions (linked to echo read) are taught 2 x a week
- Year 1 organise phonics, and progress in their own version of guided reading, which follows the RWI format, around a high-quality text
- Guided reading in Years 2-6 is based around the class text, and topic. The guided reading helps the children to understand the topic being discussed, and to study in depth some of the more intricate/ challenging parts of the class text.
- These key skills are utilised as a key title: e.g. summarise, predict, infer and explain, questioning etc.
- Echo reading can happen within Guided reading and the retrieval questions are linked to this- these are one-word answers/ a phrase where the children pull out they information from the echo reading text. At the end of an echo read, there is the opportunity to clarify the words that the children do not understand. This is the clarifying skill. Words should not be clarified throughout the echo read, but should happen at the end of the echo read session.

Key strategies:



Reading strategies



Duke and Pearson (2002) in Tennent et. al, Guided reading-Layers of meaning

Key Skills

| Content domain reference | |
|--------------------------|---|
| 2a | give / explain the meaning of words in context |
| 2b | retrieve and record information / identify key details from fiction and non-fiction |
| 2c | summarise main ideas from more than one paragraph |
| 2d | make inferences from the text / explain and justify inferences with evidence from the text |
| 2e | predict what might happen from details stated and implied |
| 2f | identify / explain how information / narrative content is related and contributes to meaning as a whole |
| 2g | identify / explain how meaning is enhanced through choice of words and phrases |
| 2h | make comparisons within the text |

2016 reading test
framework
gov.co.uk

SATS test skills, but
you need strategies
to improve these
skills.

Strategies and skills
should be taught.

- Children are expected to complete their bookmarks. If they complete both sides of the bookmark they receive a raffle ticket. The raffle tickets go in a box (Year 3/4 have a box, and Year 5/6 have a box). These are drawn every term – a couple per box. The children can win a prize, which is a book.

15. Oracy (Speaking and listening):

Our vision is to ensure all pupils have opportunities to express themselves and know that their contributions will be valued. All pupils are encouraged to develop their speaking and listening skills to the best of their ability across our curriculum. All home languages are given status and treated with respect.

Within the context of speaking and listening, Jennett's Park aims to teach how our children how to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play/improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication

In addition, we aim for the children to:

- become confident speakers who enjoy sharing their views
- to develop effective communication skills in readiness for later life
- clearly, fluently and coherently, to be able to listen attentively with understanding, pleasure and empathy and contribute to group discussions effectively

The four strands of spoken language: speaking, listening, group discussion and drama are integrated throughout the whole curriculum. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards.

We achieve this by:

- Giving our children confidence in themselves as speakers and listeners by showing them that we value their conversations and opinions. This achieved within lessons, assemblies and lunch/break times. Here, children are given the opportunity to share their thoughts, opinions, hopes, wishes and prayer.
- Encouraging a respect for the views of others, and modelling for the children how to debate, listen and discuss. This is achieved by regularly demonstrating how to apply the 'agree, build on and challenge' model, as well as through the teacher's daily conversations with children and adults within school.
- Helping children to articulate their ideas and provide purposes and audiences for talk within a range of formal and informal situations, in real-life and fictional contexts, and in individual, partner, group and class contexts. Often, these link to the class texts or topics being discussed.
- By providing opportunities to perform to a larger audience, in assemblies and productions, where children's efforts and skills are acknowledged by staff, parents, carers, visitors and peers.

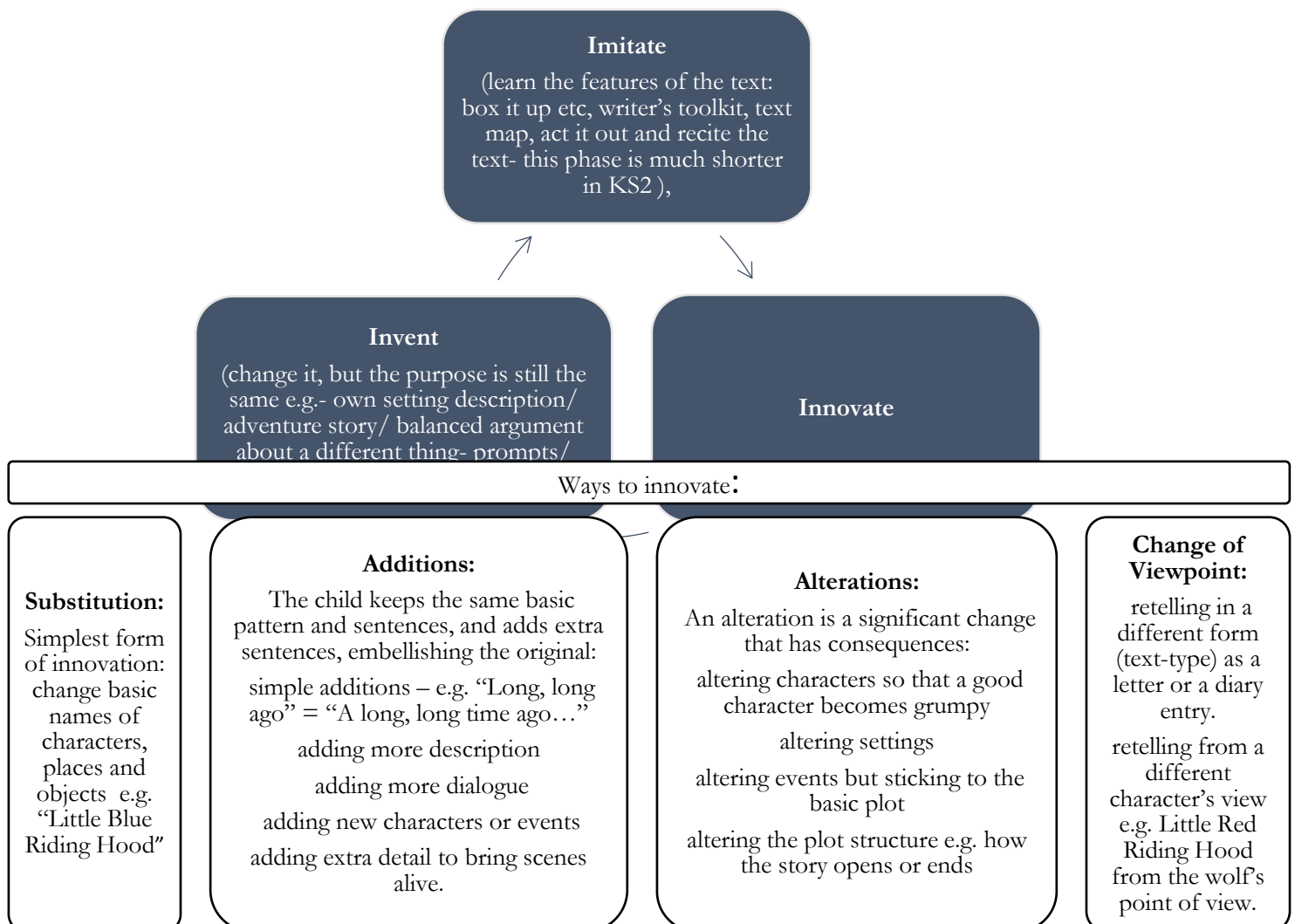
- By providing a range of experiences where children can work collaboratively and participate in opportunities to reflect on talk and explore real and imagined situations through role play, hot-seating, drama and discussions.
- By developing the children's ability to listen with attention and understanding in all areas of the curriculum and where necessary, asking and responding to questions appropriately.

Talk for Writing

- Use the strategies as you see fit- can be used in conjunction with other ideas- such as those from Bob Cox.
- No need to text map and act out texts within KS2- texts are way too long! Instead, spend time dissecting the models and recognising features and how the author makes us feel/ vocab contributes to atmosphere/ purpose, audience and form.
- For models chn are already familiar with, innovate period is shorter- a shared write would suffice , and provide opportunity to work on key objectives that you know your class needs to focus on for the impending bigger piece.
-



Phases of Talk for Writing:



16. Writing:

At Jennett's Park, we strive to:

- create an environment that promotes writing and creates an excitement about writing
- develop the children's ability to produce well structured, detailed writing in which the meaning is made clear and which engages the interest of the reader
- encourage children and parents to see the strong link between reading and writing
- treat children as writers, from the earliest stage, who have ideas that they will want to communicate
- Build stamina for writing by providing opportunities to write independently and for extended periods.

We achieve this by:

16.2 Building on writing skills that the children have acquired with each year and their knowledge of print from their environment.

We reflect on previous learning, and ensure that prior learning is built upon. Our curriculum overview, combined with specifically selected texts allow us to ensure that we are challenging the children accordingly, and providing suitable writing models for the children. Additionally, we ensure that we subject the children to a range of texts, so that they can further extend their awareness of the various examples of the written word in their daily life.

Teachers plan sequences of lessons to build towards a longer writing outcome that is linked to reading, drama and other shorter writing tasks. Wherever possible, writing is linked to the termly class topic and, therefore, the wider curriculum. There is a balance between fiction, non-fiction and poetry. With each year, the complexity of the task increases.

16.3 Provide experiences where the children can acquire confidence and a positive attitude to writing.

A positive attitude is often encouraged, due to the selection of engaging writing purposes that motivate and excite the children. The use of modelled writing, combined with opportunities to look at model texts and discussion around them, further instils confidence in the children, before they commence their independent writing.

Teachers refer to Pie Corbett's strategies (Talk for Writing) when planning, such as the use of shared writing, and innovating, however, this not the sole model referred to when planning, and instead, vital elements are utilised as and when they are considered appropriate.

Additionally, the use of 'quick writes' within writing, allows the children to build up their speed, stamina, and confidence

16.4 Develop and sustain writing skills by providing opportunities for children to write for a range of purposes and audiences.

Each year group's overview ensures that the children write for a variety of purposes, audiences and formalities, and that the children do not repeat an experience. Instead, they only build on the prior experiences and learning taught.

16.5 Use guided writing sessions to model writing skills, teaching children how to compose, amend and revise their writing.

Shared writing, and modelled writing, are regularly taught, so that the children become more aware of the writing process, and how to write for a specific purpose and audience. Often, these writes will focus on a specific skill that is linked to the child's final, independent write, so that the child can become more aware of this skill and how to implement it.

16.6 Teach grammar and punctuation in the context of children's own writing, as well as occasionally through discrete lessons.

Grammar is regularly taught, and specific grammatical features are often chosen to be taught because of their suitability within the final, independent write. The teaching of Grammar and Spelling is in line with the requirements of The National Curriculum (2014). Our expectations are outlined in our curriculum overview. It details the expectations for the teaching of grammar which must be used by each year group. The emphasis should be on trying to integrate into weekly lessons as much as possible.

16.7 Teach children to develop their ability to organise and present imaginative and/or factual writing and poetry in different ways.

Once again, providing a variety of audiences and purposes, often in connection with the topic being taught, allows for the children to explore their creativity and present their writing in a multitude of ways.

16.8 Preparing the children to become critical readers of their own work and the work of others

Additionally, there is considerable input and training on independent and peer assessment, so that the children can give each other appropriate feedback to move on each other's learning. The children are trained to provide feedback that is: kind, specific and helpful, and that their own work/ another's work should be better after having had that input and discussion. This teaches children to become critical readers of their own writing by using self-evaluation and checking their work independently for sense, accuracy and meaning. Children edit their own work in purple pen.

16.9 Expectations for Writing:

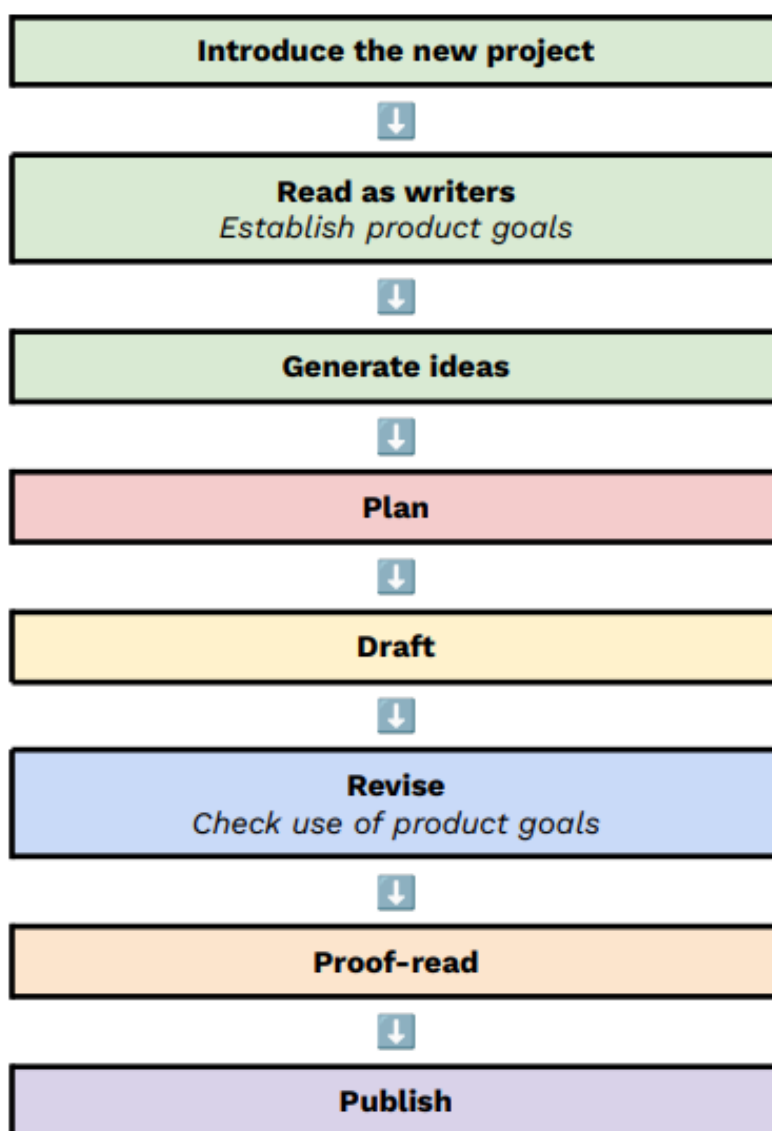
- Everyone should be writing two extended pieces per half term (in the Autumn, this can potentially be 3 x pieces per term).
- They should write 1 x non-fiction and 1 x fictional piece
- Teachers should assess 1 x fiction and 1 non-fiction piece (to enable a broad and balanced curriculum).
- Teacher should stick to the overviews: each overview enables a progression of the writing genres being taught, and build upon these each year. Teachers should ensure that they cover various types of stories (e.g. action/adventure, science fiction, thriller, mystery), and non-fiction texts (e.g. investigation, non-chron, biography, persuasive piece, balanced argument), so that they can develop their awareness of writing for a range of audiences and genres.
- Teacher should plan writing that is for a variety of audiences: e.g. a piece for year 3 to inform/ a piece for Year 6 to entertain
- Writing needs to tie into writing for a real-life purpose: can they engage an audience? E.G Will Year 3 read the work? Is the work going to be sent to the author? Is the work going to be sent to a specialist such as an Egyptologist?
- The writing is mostly based on the class texts, which have been selected to show a range of identities, cultures, authors and genres. These have been selected carefully. Additionally, throughout the term they progress in their depth of topics covered, level of vocabulary taught, and the amount of stamina required to finish these.

- Poetry is covered at least twice a year- this is important: the children need to be exposed to poetry and this is often ignored. Children need to hear poems and be able to write them- in various styles, which progress across the school with each year group. The overviews cater to this.
- Picture books are also included in the overviews- these cover some interesting themes, and show the children that picture books are as important as written books.
- Short burst writes can happen during the unit of writing, and these should prepare the children for the skills to complete the unit of writing. E.G. if the children are writing a persuasive piece, then the short burst write may use the persuasion skills, to persuade the audience to buy/ visit/ book something.

16.10 Planning writing units:

- Please read **Components of an effective writing** unit in T:\English\Writing . This explains a typical layout would look like this. It also shows how other models can be build on this when the teacher is more experienced!

The journey of a class writing project



16.11 Writing objectives:

Read **When-writing-success-criteria-goes-wrong** in T:\English\Writing

- Is your objective clear? If we looked at a book, would we know what the overarching aim was? Would we know what learning was taking place?
- Objectives should not be prescriptive or restrain the children. They should encourage them to use all the skills they have learnt during their time at school, for example: To write a balanced argument/ To write a setting description using a range of descriptive features/ To use a range of cohesive devices...

Memoir

YES!



A great opening (see class poster) ☐



Tell the most important moments ☐

Thoughtful
Feeling
Action
Speech
Shock
Tidy

Have a great ending (see class poster) ☐



Say why you wrote it and if you learned anything ☐



Painting with words

is, was
as, like

• Metaphor and simile ☐

• Show not tell ☐

I was
angry

Memoir

YES!



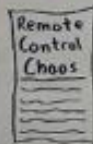
Mention your thoughts and feelings (now or then) ☐



Use time-travelling markers (see class poster) ☐



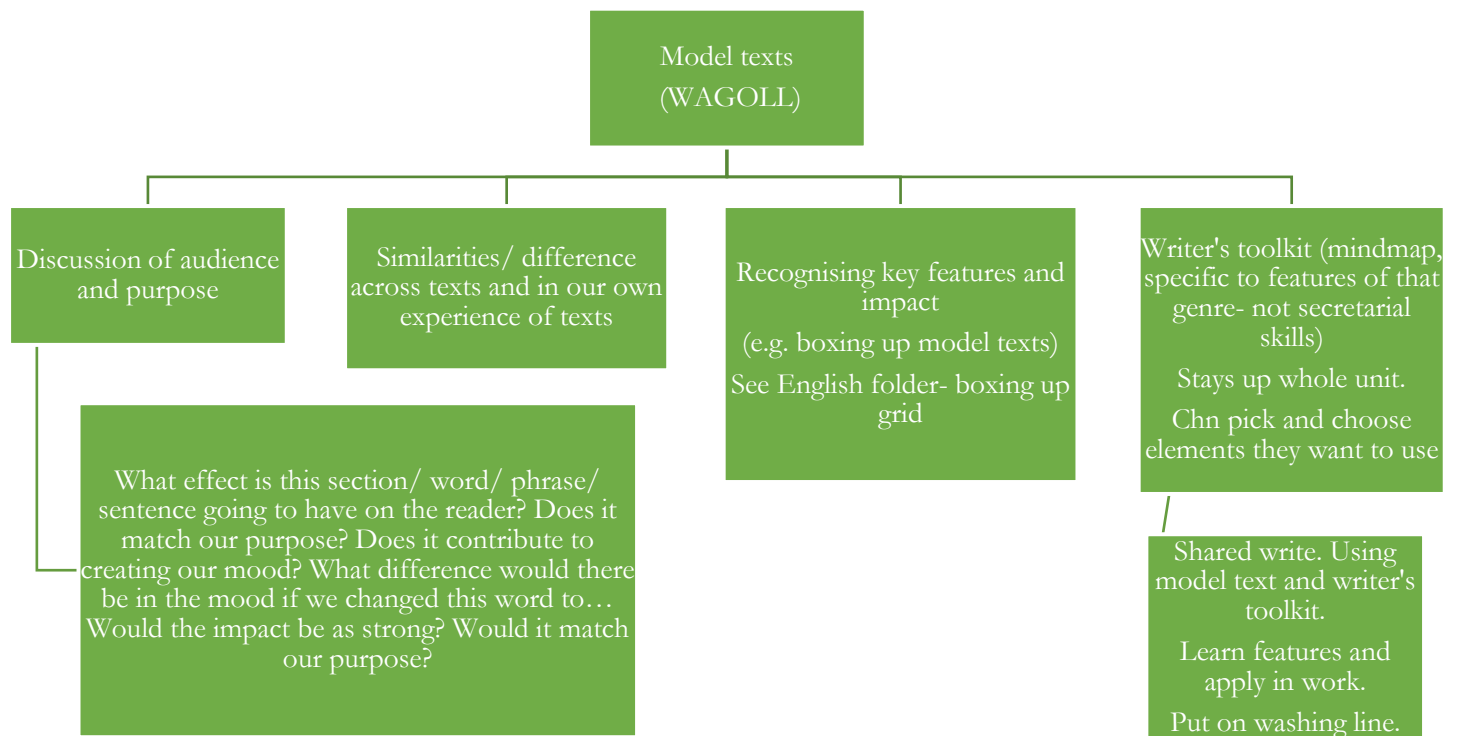
Use teleporting location markers (see class poster) ☐



Have a great title ☐

16.12 Model texts:

Model texts are key to leading discussions about unfamiliar writing styles:



17. Spelling.

Our spelling scheme aims to:

- Provide children with a range of spelling rules to improve their writing
- To allow children to learn year-group appropriate words, alongside ambitious vocabulary
- To understand the meanings of these words, and to be able to apply them within their writing

We will achieve this by providing:

17.2 The opportunity to learn and explore spelling rules and meanings

The school does not do weekly written spelling tests of set words. These are not a productive use of the spelling lessons. Instead, No-Nonsense, incorporates a spelling scheme that enables testing of the statutory words every half term, within the spelling lessons.

- The school uses No-Nonsense spelling as it allows the children to practise the statutory spelling words within the lessons.
- Year R and Year 1 practise spelling within their phonics lessons following Read Write Inc.
- Year 2 & 3 Spelling lessons take place for 15 minutes, 3 x weekly
- The children have spelling books for this.
- Y4 to 6 revise and learn through activities on Spelling Frame- <https://spellingframe.co.uk/>
- These can be completed fortnightly or weekly. These can be linked to commonly misspelt words, word rules, or linked to the class topic.
- Nessy is a specific spelling intervention for those who need it in KS2.

From Year 2 onwards, children will be taught according to the spelling scheme, 'No Nonsense'. This targets year group appropriate words and both recaps and introduces the children to appropriate spellings rules, patterns and sight words for their age, in line with the National Curriculum objectives. Here, children can use a variety of methods to practise spellings and rules, such as pyramid words, quick write or the segmentation strategy.

In Reception and Year 1, the children will be given spellings of high frequency words and will be given the opportunity to use these in lessons. However, they will not be committed to a scheme. Instead, they will be exploring the spelling of words, and practising how to construct their letters to form these words.

From Year 2- Year 6, children will be given 3 spelling sessions a week- minimum.

17.3 Spellings to practise at home

In KS2, children will be given 20 spellings, over a two-week period. KS1 children will be given 10. These will be tested twice over the two-week period. These spellings need to be learnt at home, and each child will be given a Spelling Bee sheet, so that they can practice look, write, cover, check at home. Over the course of the two weeks, the children will have written a sentence for each their spelling words.

These spellings are a mixture of the statutory spelling words listed in the National Curriculum; spellings relevant to the rules being taught that week and ambitious vocabulary that may help the children in their writing over the next few weeks. Throughout the course of the year, all students will have encountered the statutory spelling words listed, either as homework, or in class in their spelling lessons.

18. Handwriting:

We place value on children taking pride and care over their work and handwriting is a key part of this. In the early years, there is a big emphasis upon fine motor skills and we use a range of resources to practise these basic skill, alongside practising the child's pencil grip. This moves into correct letter formation with a focus on both upper and lower case letters.



We use the Nelson Handwriting scheme as the basis for our teaching, which links handwriting to common spelling patterns, and encourages, clear, fluent, joined up handwriting. Workbooks are used from Reception to Year 2, and after this, the children use a pupil book, where they practise handwriting and copy out the activities into their handwriting books.

We take the view that handwriting should be taught little and often – at least 3 x 15 minutes in Key Stage One and at least 2 x 15 minutes every week in Key Stage Two. However, not all of these sessions need to be recorded in the pupil's handwriting books.

We encourage children to join their writing as soon as they are forming their letters correctly from Year 2. Extra handwriting groups occur in classes throughout the school where the class team feel that additional handwriting support is needed.

Consistent handwriting penmanship is our goal . Use the chart below to help you:

| | |
|---|--|
| 1 | • Is the handwriting legible? |
| 2 | • Are the letters joined appropriately in each word (except for capital letters and contractions)? |
| 3 | • Are ascenders and descenders of appropriate height/depth? |
| 4 | • Are the rest of the parts of the letters of a similar size? |
| 5 | • Is their writing sat on the line (e.g. not floating upwards)? |

Every child will have a pen by the end of Year 5.

- Handwriting teaching books are within every year group and can be used as examples to assess against.
- KS1: 3-4 x week 10-15 minutes.
- LKS2: 2-3 x week for 10-15 mins each
- UKS2: 1 x week 15-20 mins.

19. Resources

19.1 Books

We will select and use books that:

- Engage pupils emotionally
- Cover a wide range of subjects
- Elicit a strong response, such as curiosity, anger, excitement, laughter or empathy
- Have a strong narrative that will sustain multiple readings
- Extend pupils' vocabulary
- Have illustrations that are engaging and reflect children from all backgrounds and cultures
- Help pupils connect with who they are
- Help pupils to understand the lives of people whose experiences and perspectives may be different from their own
- Include stories set in both the UK and around the world
- Include both modern and traditional stories
- Include fiction and non-fiction

It's unlikely that just one book will meet all of these criteria, but our full selection as a whole will.

Once we've chosen our books, we will:

- Identify a core set of stories for each year group
- Refresh the list regularly (at least once a year), as new books are published and as our school welcomes new teachers
- Encourage teachers to familiarise themselves with the stories their pupils will know from previous years
- Get teachers to choose their own books to read aloud alongside the core set of stories
- Share the list with parents, and explain its purpose, so they can buy or borrow the books
- We look to ensure we represent all diversities with our texts and use Mr Bodd

19.2 Book corners

When visiting their book corner, pupils will be able to:

- Browse the books
- Revisit the ones the teacher has read to them
- Borrow books to read or re-tell at home
- Spend time there

Place a selection of your books on your book displays. Have less on your bookshelves, but have the covers facing forwards. E.G.:



When arranging the book corner, teachers will:

- Avoid displaying too many books at once
- Rotate these books round half termly- minimum (KS1 may wish to rotate books around more often).
- Choose a space in the classroom that is well lit and of an adequate size
- Display books pupils have listened to recently, at their eye level on outward-facing shelves
- At the start of the year especially, include around 20 of the children's favourites from the previous year (either on lower shelves or in boxes)
- Make the books look attractive and easy to find – removing any that are dull and dog-eared, unless these are particularly well-loved
- Refresh the display to highlight topics, titles or authors that might engage pupils
- Involve pupils in this process by getting them to help return books to the central school library
- Keep any books that have been previously read in extra boxes for pupils to read and retell again, at school and at home

19.3 Rhymes and poems

We will choose rhymes and poems that will develop pupils' language skills. The [subject lead] will identify a core set of poems for each year group, including:

- Rhyming poems
- Poems where alliteration is a strong feature
- Word games
- Traditional songs and rhymes
- Nonsense rhymes
- Poems that:
 - Are particularly rhythmical
 - Can withstand a lot of repetition
 - Elicit a strong emotional response
 - Extend pupils' vocabulary in different areas of learning

19.4 Dictionaries and thesauruses

To support with writing and spelling, we will make sure that pupils have access to dictionaries and thesauruses by [insert your approach, for example]:

- Having at least one dictionary and thesaurus available in each classroom
- Allowing pupils to use the computer during lessons to look up word meanings and synonyms

20 Suggestions from staff as to top for resources for writing

Suggestions from staff as to top for resources for writing

Speed sound charts colourful semantics strips

Pens paper

Washing line/visualiser

Quality texts linked to the audience purpose and intention

Dictaphone

Planning and editing checklist

Word bank in burglar books

Dictionaries

Clothes and sentence stems

Modelling mistakes by making creating an environment to enable people to make mistakes

Top four resources for writing

A collaborative approach – class right, share ideas, helicopter stories/oral, focus starters, explicit teaching

Exciting stimulus – imagery, drama, props, hotseat, debate, quality text, role-play, media.

Time to write – short burst, big right, Wordburglar, story maps, character descriptions, mighty writer

Edit and improve – visualiser, peer marking, magnify walls, modelling, what a good one looks like, success criteria,

Top four resources for writing

Up levelling tools, descriptosaurus, word banks, pictures, sentence structures, visualisers, talk partners, enthusiastic knowledgeable staff

Stimulus, books poems film clips pictures models and items

Technology visualise whiteboards iPads

Time immerse people into a stimulus, discussion, modelling, ideas gathering, writing, editing, and feedback

Top for resources for writing

Literacy shed, talk for writing, AI

Purposeful unit – audience and purpose, quality tax, year six links, quality first teaching

iPads for seesaw tapestry visualisers scaffolding Powell independence

Washing lines what a good one looks like sentence strips or SEY the words of chosen developing a rich vocabulary and ai

Top for resources for writing Padlet, purple, model writing, and story maps.

Seesaw and iPads for shared praised parental engagement recording model writing learning at their own pace pre-teaching consolidation and wide banks

Flipchart washing lines they're easy to see they introduce new vocabulary create shared writing targets and success criteria

Children learning from each other to share their experience they can see and compare with her peers especially if they're self taught

Learn more about the world from other lives

Purpose for writing creating completing written projects we serve a purpose

EG newspaper report website design blogs publishing class book and work with you

