

Wickhambreaux Church of England Primary School

DRAFT - English-Writing Policy

Created-September 2023

Next Review Date: September 2026

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Vision

Written and Spoken Language (Language Production) Vision Statement

The learning of literacy is initially rooted in spoken language which, in time, moves on to be related to written sign systems. Therefore, at Wickhambreaux CEPS we recognise that

all the skills of language are essential to participating fully as a member of society: being keenly aware that pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised

(Department for Education, 2013).

Spoken Language

Spoken language underpins the successful development of reading and writing, so all Wickhambreaux pupils are assisted in **making their thinking clear** to themselves as well as others, with a keen focus upon **developing their confidence and competence** in spoken language and listening skills. This is achieved by teaching children the understanding of and how to use the variety of tools needed for **discussion and debate**, along with the integration of role play informally through child initiated play and the wider school environment and also more formally through drama and literature performance and response and for a range of audiences. Alongside these ongoing opportunities, pupils will also meet frequent opportunities to orally communicate across a range of contexts with increasing competence via work in groups of different sizes, ie pairs, small and large groups, whilst receiving support and constructive feedback on how to improve their knowledge and skills and utilise these to further enhance their various means of communication. This will occur not only in English lessons, but across the breadth of the school's rich curriculum.

Therefore, all pupils are being guided towards **being able to use discussion to learn** by being able to elaborate and clearly explain their understanding and ideas, along with a high competence of effective listening and being able to formulate and convey opinions and ideas. Alongside this, pupils will be **using these skills to effectively compose, organise, edit and interrogate meaning and understanding** from their wider experiences of written language.

Written Language

Wickhambreaux CEPS aims to continually build upon and to extend the children's existing knowledge of literacy and develop their skills and strategies for experimenting, hypothesising and making sense of new experiences and new materials. The teaching of writing is based around the two dimensions of *transcription* (spelling and handwriting) and *composition* (articulating ideas and structuring them in writing). However as writing does of course present the writer's thoughts on paper, it **also develops other key cognitive skills** such as, organisation, sequencing, identifying key points, developing a 'storyline', imagination, grammar/syntax skills and memory. (Gavin Reid; 2009). Therefore we strive to equip all of our pupils with a strong command of all the skills of written language that are essential to allow them to participate fully as successful members of society. By following a consistent and systematic approach to the teaching of spelling and grammar across the school, we focus upon **long term learning and the expected application of this knowledge and skills** to be incorporated into *all* areas of the curriculum, not just English exercise books! Whilst doing this, there is always a school-wide emphasis upon the **creative nature of writing** and how it can be used to nurture **a joyful love of self-expression**. This is achieved through enabling, presenting and teaching that

writing is for a range of purposes and audiences and to formulate, explore and confirm as well as communicate ideas.

In essence, Wickhambreaux CEPS will strive to embed in its learners, a love of spoken and written language with an appreciation of its importance in education, culture and the values of both our school and society.

Guidance Materials and Legislation

- 2014 National Curriculum - DfE
- Monster Phonics
- The Reading Framework – July 2023
- No Nonsense Grammar – Raintree
- No Nonsense Spelling – Raintree

Aims

To develop pupils' ability to communicate effectively

- To develop pupils' understanding of spoken and written language so that they become enthusiastic, responsive and knowledgeable speakers, readers and writers
- To help pupils understand the important part language, both spoken and written, plays in enabling them to express their ideas, feelings and experiences and come to an understanding of the ideas, feelings and experiences of others
- To help pupils understand the function and importance of standard English.

Objectives

As detailed in the English Vision Statement, there is a clear reciprocity between spoken language and written language, whether this is reading it or composing/transcribing it, therefore all areas of English need to be focused upon, valued, supported and excelled at by every pupil.

We strive to ensure the excellent development of effective **spoken language** so that all pupils can:

- Develop their confidence and competence in spoken language *and* listening skills
- Formulate, clarify and express their ideas
- Ask relevant questions to extend their understanding and knowledge

- ❑ Express themselves in a variety of situations using language which is appropriate to their needs and the intended audience
- ❑ Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- ❑ Listen, understand and respond appropriately to others
- ❑ Participate in discussions, presentations, performances, role play, improvisations and debates
- ❑ Use, with increasing confidence, the vocabulary and grammar of standard English.

Mirroring the National Curriculum's integration of spoken language aspects within reading and writing, these elements are reflected and contextualised within the reading and writing domains as detailed within the respective School Curriculum Maps. This ensures that spoken language goals are contextualised and supported within the two domains of English teaching continually and over time.

In all School Curriculum Maps for both Reading and Writing domains, opportunities for the development of Spoken Language teaching, modelling, support and practice are highlighted in yellow to indicate explicit teaching of this domain within these other inextricably linked components of the teaching of English.

We strive to ensure the excellent development of **reading** (see *English - Reading Policy* for fuller detail) so that all pupils can:

- ❑ Master the full range of reading skills so that they become independent and enthusiastic readers.
- ❑ Read a range of texts fluently, accurately and with understanding
- ❑ Find out information they need in order to research and answer the questions of others.
- ❑ Understand the variety of written language and the differences between fiction and non-fiction and other text types and also use this knowledge to apply to their own written endeavours, relating to a wide range of written genres.
- ❑ Understand and respond to a wide range of books and media texts,
- ❑ Improve their abilities to analyse, evaluate and criticise texts which they have read.

We strive to develop pupils' **writing** skills so that they can all:

- ❑ Express themselves clearly and precisely for enjoyment
- ❑ Demonstrate their understanding of how writing enables them to remember, communicate, organise and develop their ideas and information

- Write for an increasing range of purposes matching their language to the needs of the appropriate audiences
- Understand the appropriate use and purpose of an increasing range of written forms, drawing upon their wide reading experiences to enhance and shape their writing in a wide range of written genres.
- Write legibly and with accurate spelling, expression and correct grammatical agreement.

Curriculum

WCEPS is fully aware that a strong and well-sequenced English curriculum is the necessary mechanism for all learning and progression.

Foremost, our school's curriculum is rooted in the National Curriculum (2014). From these Programmes of Study, a carefully designed school curriculum has been crafted to ensure effective progression where pupils are learning and building on all aspects of English at Wickhambreaux CEPS. This curriculum details specific 'endpoints' that each pupil is expected to meet to demonstrate their attainment in each aspect of learning. These endpoints are not mere assessment tools but serve as clear indicators of where the pupils are aiming towards in their learning journey ensuring that it is a clear path forwards towards achieving and retaining that learning.

Please refer to the school documents for School Curriculum Maps for *English - Reading* and for *English - Writing* – also see the school's Handwriting Policy for progression in the teaching and learning for handwriting.

Phonics:

In EYFS and KS1 our approach to writing and reading is first and foremost taught via phonics. Our school-based programme is *Monster Phonics (monsterphonics.com)*, which is a DfE validated, multi-sensory systematic, synthetic phonics [SSP] programme, carefully selected by the ESL after careful consideration of all schemes available at time of purchase. The pupils are taught systematically in year groups, with those identified by the frequent and regular assessments as requiring 'catch-up' provision, receiving this either within the classroom or in discrete groups, as and when necessary.

In EYFS and Years 1+2, phonics/spelling lessons are to be taught daily.

EYFS will be at least 10 minutes, building into 20 minutes per day.

KS1 will be at least 20 minutes per day, plus additional games and activities in the afternoons.

Please note:

Phonic-based interventional support continues into KS2 teaching for reading and writing 2 or 3 times a week, according to the needs of individual pupils who have been identified via previous phonics assessment. This support utilises the school's SSP programme, *Monster Phonics'* teaching and intervention materials and procedures.

Spelling:

All KS1 classes learn to spell by encoding using phonics and this is integral within the SSP lessons that are taught daily. In Y2, the class transitions from purely phonic-based teaching of spelling during Terms 1-3, then from approx. Term 4 onwards into the use of the *No Nonsense Spelling* by Raintree, as taught higher up the school.

All KS2 classes receive discrete spelling lessons, based on the school's chosen programme, *No Nonsense Grammar* by Raintree. The teaching of these lessons is again linked to textual usage, often highlighted within a focus class text as well as the learning from these lessons being revisited and echoed throughout other areas of the curriculum. Spelling is taught, not just as lists of isolated words to be learnt, but as an approach towards adopting strategies to enhance retention of spelling detail and ways to trial approaches and utilise prior knowledge and etymology.

Years 3+4 teaching provision is at least 3 times a week, plus interventions (see below). These sessions will be discrete sessions and also linked activities to apply spelling skills to the English text in class and other writing tasks.

Years 5+6 teaching provision is at least 5 sessions over the course of each fortnight, again, these sessions will be a mix of discrete teaching sessions and also linked activities to apply spelling skills to the English text in class and other writing tasks.

Grammar:

All KS1&2 classes receive discrete grammar lessons, based on the school's chosen programme, *No Nonsense Grammar* by Raintree. The teaching of these lessons is linked to textual usage, often highlighted within a focus class text as well as the learning from these lessons being revisited and echoed throughout other areas of the curriculum.

Creative Writing:

This is a highly valued area of the curriculum and one where not only the learning from grammar and spelling lessons are expected to be applied, but one where compositional skills, such as drafting, proof-reading and editing are taught, modelled and practised. Alongside these 'technical' skills, the creative input is nurtured via the experience of a wide variety of writing genres which are discussed and examined and then produced by the pupils.

Creative Writing is taught as discrete and integrated lessons throughout the year groups and curriculum. Please see the School Curriculum Maps for *English - Writing* for detail of progression of skills and focus throughout and across the year groups.

Handwriting:

The school has a comprehensive *Handwriting Policy* which details, at length, the handwriting skills and techniques that are taught throughout the school and the progression of this teaching and expectations across the year groups. Please see this policy for further and fuller detail, including frequency of teaching.

Progress Expectations:

ALL pupils are expected to at least attain expected progress in all areas of English, in each year group. For those pupils who show indications that this is going to prove difficult, the school has a range of measures that are followed to ensure these difficulties are addressed (see '*Differentiation and Inclusion of ALL children*' section below).

Progress is assessed by continual formative assessment by Class Teachers via lesson time discussion and feedback and marking (see school's *Marking and Feedback* policy for further detail). This is further supported by in-house summative assessment (see Assessment section below for fuller and further detail).

This continual range of assessment provides a deep understanding of both where learning and progress has been achieved and also to point to where future learning needs to be focused to ensure ALL pupils are meeting all expectations.

Cross-curricular links:

As mentioned above, we facilitate cross-curricular learning of English and skills, making sure that the links with other curriculums are natural and not forced. This will be achieved through activities in other subjects such as history, geography, RE, maths, art and even PE.

Differentiation and Inclusion of ALL children

Quality First Teaching, in all classes, ensures that ALL pupils receive the highest possible level of learning opportunities, modelling, support, practice and development across the English curriculum, both in discrete English lessons and within all other related areas of the curriculum.

In cases where pupils have additional need for support and adaptation, these needs are assessed and addressed by the ESL, SENDCO and Class Teacher along with any relevant outside agencies, to ensure that the pupils still have full access to classroom learning.

For those pupils who need specific, individualised support to enable a level of 'catch-up' with their peers to then be able to access the full curriculum, the school has access to the delivery of a number of interventions which can tackle specific areas of literacy need and then enable a catch-up with the pupils' class peers. These are:

Specialised Literacy Lessons (SLL):

– for children in Years 1 (sometimes Y2), who have fallen the furthest behind their class peers in reading and writing: the lowest 20%

Support Received – 1:1, discrete daily sessions, 30 minutes long with individualised focus areas to integrate phonic reading and writing progress to support pupils in catching up with their peers. These sessions are with a specialist teacher and last for 16-24 weeks, according to levels of need.

Write Away Together (FFT):

-for pupils in upper KS2, who are requiring support with compositional and creative writing skills

Support Received – in small group sessions, twice a week, with a specially trained teacher. Sessions focus on improvement and elaboration of writing and compositional techniques, using the pupils' input and support of each other's work, alongside the teacher's guidance.

Grammar Clinics:

-for KS2 pupils, who have been identified as requiring additional support and practice to access the teaching within class, either by the Class Teacher and/or in assessment outcomes: the lowest 20%.

Support Received – in small groups, pupils are taught either within the classroom, or elsewhere (depending on the focus set by the Class Teacher), by an experienced teacher, following the same learning being taught to the class, but with a higher level of explanation and specifically tailored practice. These ½ to 1 hour sessions are once a week.

LINK Club:

-Spelling Support intervention, for KS2 pupils, identified with needs in spelling by in-house assessments (see *Marking, Feedback and Assessment* section below) and from SpLD (lit) assessments (see next section).

Support Received – using the online *Wordshark* programme, pupils access and progress with individualised spelling support exercises, 2-3 times a week, in small groups.

SpLD (lit) teaching support:

-for pupils across the school, but usually from Y4 and above who have displayed persistent difficulties within reading and writing in class.

Support Received – children are assessed within a range of Underlying Ability, Attainments in Literacy and Cognitive Processing/Phonological Processing assessments, to ascertain which areas are presenting as obstacles in an individual pupil's progress in English skills. These individualised areas are then targeted and supported with specific exercises to strengthen and support skills to enable better access to classroom-based learning. Usually 1:1 discrete sessions, twice a week.

PLUS reading based interventions...

Better Reading Partnership (BRP):

-for pupils across KS1&2, who have fallen approx 6 months behind their peers in reading age.

Support Received – 1:1 discrete sessions, twice a week, with a specially trained adult. Usually for 30 sessions. NOTE: Although the focus is primarily upon moving reading skills forward, there is a strong emphasis upon spoken language and discussion of the text and textual features which supports wider compositional skills.

Inference Training:

-for Y6 pupils who fall within the normal range of cognitive ability, yet fail to comprehend fully what they read. The many skills needed to understand a text are broken down into manageable chunks: lexical elaboration, question generation and comprehension monitoring. Tasks are designed so that children can make links between the text and its meaning.

Support Received – small group 30-45 minute sessions, twice a week for approx 8 weeks. NOTE: Although the focus is primarily upon moving comprehension skills forward, there is a strong emphasis upon spoken language and discussion of the text and textual features, such as inference and deduction which supports wider compositional skills.

Marking, Feedback and Assessment

Progress is assessed by continual formative assessment by Class Teachers via lesson time discussion and feedback and marking (see school's *Marking and Feedback* policy for further detail).

This is further supported by in-house summative assessment using *Progress in English* assessments in Term 6 in Year Groups 1-6. Alongside this are handwritten *Single Word Spelling Test* assessments that occur in Terms 3 and 6, within Years 1-6. All KS2 pupils are also assessed in overall English skills using NFER assessments **name** in Terms 2 and 5.

Learning Environment and Resources

The school will provide an environment where Language, both Spoken and Written is of utmost importance. This includes language rich and interactive displays that are referred to frequently throughout the school day as working walls, not just 'decoration'. High quality discursive techniques will be modelled, taught and encouraged throughout each and every day, within and outside of every classroom. High quality texts will be used and referred to in whole class and guided reading group discussions along with independent and individual reading texts to fuel further discussion and reflection in school. Alongside this, all educational staff will provide excellent models of written and spoken language when interacting with others and have equally high expectations of children's responses, whilst remaining aware of where each child is on their scale of language acquisition.

There is a comprehensive range of appropriate English resources available within the school. Each class has a range of quality *Teaching Texts*, that are used throughout the year to support the teaching and learning of both reading, writing and spoken language.

Each class has its own library of, predominantly, fiction books, which are 'refreshed' throughout the year. There are also books included from the many non-fiction genres for children to use as examples to model the many different styles of writing.

Each term, every class refreshes its library with books from the school's *Theme Book Library*, with books to pique the pupils' interest, that are in-line with the class focus theme for that particular term to support the skills required for non-fiction writing.

Handwriting materials are available to support the school's policy and progressions and pupils use a range of techniques for writing and editing, either by hand or IT.

The ESL will identify, in consultation with staff, resourcing requirements and will liaise with the Headteacher to discuss these.

Principles of Teaching and Learning/ Pedagogy and Staff Development

With the teaching of English, Class Teachers are to be aware of pupils' prior learning and experience, hence close and constant use of previous formative and summative assessment is imperative, where assessment for and of learning is ongoing and built into every lesson. This information should inform how learning is to be scaffolded, according to the pupils' needs, using a range of techniques ranging from whole-class and structured group work through to guided learning and individual activity. When devising lessons, Class Teachers are to refer to the school's English School Curriculum Maps to be aware of the longer-term learning outcomes along with the short-term goals. Lessons are to be devised and delivered to ensure that there is focus on developing higher order thinking and metacognitive skills and to make good use of dialogue and questioning, whilst ensuring that they are inclusive and take the diverse needs of a range of learners, as well as matters of student equity, into account.

Teachers are expected to keep up to date with subject knowledge and to use current materials available in school. Training needs will be identified as a result of whole school evaluation and appraisal. Some of these will be reflected in the *School Improvement Plan*.

The English Subject Lead will arrange for relevant advice and information, eg feedback from relevant course etc, to be disseminated at Staff Meetings. Where necessary, the ESL will lead or organise school-based training.

Additional adults, who are involved with intervention programmes, will receive appropriate training and continual support, that may be school-based or part of specific courses.

ALL educational staff will have received specific training in the *Monster Phonics SSP* programme.

Monitoring and Evaluation

English is monitored by teachers, the ESL, the Headteacher and the English Governor. The ESL will identify, in discussion with all staff, priorities for future improvement which will form part of the School Improvement Plan. These priorities for improvement to maintain the highest quality of teaching will be monitored by the ESL annually, by a combination of observation of practice, monitoring of planning, lesson records + pupils' books and discussion with pupils to ascertain learning. Alongside this will be consideration of summative assessment outcomes.

Roles and Responsibilities

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
- Ensuring there is a stimulating school environment where pupils are exposed to different types of reading material, such as through displays, books and other classroom resources

The English Subject Lead:

Our English Subject Lead is Hayley Redmond. She is responsible for providing leadership and management for English 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
- Effective use of resources
- Provision of necessary interventional measures to support learning for ALL pupils
- All curriculum maps and other teaching guidance materials are up to date, relevant and inline with DfE guidance

Teachers:

Teachers are responsible for:

- Planning effective English lessons in writing, reading, handwriting and ensuring Spoken Language is used effectively across the curriculum.
- Providing opportunities for pupils to apply their English skills in a variety of ways
 - Completing the relevant marking, assessment and feedback
 - Making sure that support staff have:

o Access to planning materials and resources

o The knowledge and skills they need to support and challenge pupils

Links with other policies

See HT to include all appropriate policies

This policy links with the following policies and procedures:

English – Reading Policy

English – Handwriting policy

Curriculum policy

SEN/SEND policy and information report

Marking and feedback policy

Assessment policy

Non-examination assessment policy

Equality information and objectives

Behaviour policy

Schools with early years provision only: Early Years Foundation Stage (EYFS) policy

Delete any policies from this list that do not apply to the setting, and add any other linked policies that there are – for example, more able (or gifted and talented) policy, or performance management policy

Appendix 1: Specialised Literacy Lessons (SLL) - provision outline

SLLs are a 'catch-up' intervention to support the lowest 20% of children in a KS1 class, with their fundamental literacy skills and progress.

These are daily 1:1, 30 minute lessons, using the principles of M Clay's extensive research and procedures in teaching children who are struggling with reading to become readers (Literacy Lessons - Designed for Individuals; 2010). **SLL** applies the rigour of Systematic Synthetic Phonics to the lesson procedures of former RR lessons.

Using extensive **entry and exit assessments**, an *Observation Survey Summary* is composed to pinpoint the exact skills and strategies that each individual learner is already secure with and also what needs to be mastered next.

SLL's focus, in the initial lessons, on using Monster Phonics texts, according to the pre-assessed areas of need in each individual's phonic knowledge, to systematically address persistent gaps in learning after approximately 1 year of the classroom teaching of reading. When the pupil is proficient in their knowledge of GPCs and the words they can read 'at a glance' increases [usually around the yellow book band, Book Level 7] they will no longer need the support of books deliberately structured to be decodable for beginners and will be able to read any age-appropriate literature (p 63; The Reading Framework; July 2023), they will move onto **book band levelled books** for further reading support.

SLL is foremost a 'catch-up' intervention, with a view to each pupil making at least 4 times the progress that would be made via classroom teaching alone.

SLL's initially use systematic synthetic phonics teaching, along with phonically decodable texts alongside teaching pupils reading behaviours to enable them to learn, at a faster rate than their peers, how to become successful readers.

SLL lesson format is:

Familiar Text – phonically decodable books which have been read 2 or 3 times before. Pupil reads virtually independently.

AIMS: to focus on improving fluency and encourage new reading skills on a comfortable text

Recently Introduced Text – reading a book that was first introduced to and read by pupil in previous session. A running record will always be taken with this text. Pupil reads virtually independently, with very minimal input from SLLT to support levels of fluency.

AIMS: pupil gets to meet the challenge of a less familiar text, yet use focus skills on negotiating this more challenging text.

The running record allows the SLLT to gauge that this text is at instructional level of the pupil and to record and analyse reading behaviours either being or NOT being utilised.

Letter Identification – pupil sorts magnetic letters (ml) on wb, with varying levels of difficulty.

AIMS: to increase speed of visual recognition of letters in differing forms.

Word Work – break and make words with ml, usually with current phonic focus linked to current texts. May be used to revise previously learnt gpcs still posing difficulties. May also be an opportunity to review and recall or learn new CEWs.

AIMS: to decode and encoding practice without the hindrance recording skills impeding learning

Record Sounds – either practise correct handwriting formation of focus gpcs or practise encoding and writing these into focus words

Write a story – child composes one or two sentences, containing focus gpc focus words, with SLLT support only on areas that pupil is not able to carry out themselves

AIMS: to build on previous focus work to move into encoding skills by hand

Reconstruct the cut-up story – SLLT writes story composed and written by pupil, onto a strip and this is cut-up and the reconstructed by the pupil, at varying degrees of scaffolded support. This is sent home to be re-constructed and glued into Sentence Work Book.

AIMS: use of segmenting and blending skills, at speed, with familiar words to reconstruct and self monitor for sense.

Introduction of New Text – SLLT ‘de-bugs’ the next text to be read, which can contain the next focus gpc for that particular pupil. Highlighting context, possible pitfalls and practice of any phrasing which can support the first read.

AIMS: pupil becomes aware of where possible issues may arise and be more confident in tackling these, as having practised these with SLLT support beforehand

Reading of the New Text – pupil reads this text themselves, but with as much support as is needed, but pupil is encouraged to rely on as many reading skills they have as possible.

AIMS: pupil is preparing to read this text in the next session, with virtually no support from SLLT – this is the ‘dress-rehearsal’ where all known skills can be practised with this text.

Important Note:

During all stages of these lessons, **Monster Phonics support materials** will be used to offer scaffolding to structure the pupil’s learning of reading by using the synthetic phonic approach. For example, individual MP monster sound cards; MP action-based soundmats; colour-coded mls; colour-coded writing on wbs and in exercise books etc.