



Lostwithiel School

English Policy

Our aim is to promote the highest possible standards of language and literacy so that children leave Lostwithiel Primary School able to communicate confidently and effectively. We place an emphasis on the acquisition of these basic skills through teaching English as a subject in its own right and by building in opportunities to apply literacy skills across the curriculum.

Reading

Phonics at Key Stage One

Learning to read is the most important thing a child will learn at our school. At Lostwithiel Primary School, we are very proud of the rapid progress that our pupils make in reading! From EYFS to Year 2 we deliver daily Read Write Inc. Phonics lessons. RWI is a dynamic, vigorous phonics programme that teaches children to read quickly and easily. At first children, learn the common single sounds in the English language and how to sound-blend words for reading, at the same time they develop skills of handwriting and spelling. They progress to graphemes as well as reading and comprehending lively storybooks containing words that they can decode so they achieve early success in reading.

EYFS - Building the Foundations

Upon entry, children are assessed using the RWI Initial Assessment, from this point onwards children are taught in small differentiated groups according to the outcome of these assessments by our trained team of RWI Reading Leaders and are rigorously assessed at half termly intervals throughout the year to ensure progress and identify when additional support is needed. In EYFS the children practice their sounds throughout the day. As a team, EYFS staff choose a selection of poems, songs and nursery rhymes to be learnt off by heart and select 20 to 30 books that will be read throughout the year.

Year 1 Phonics Screening Check

Throughout Year 1, in November, February and April, children will be assessed using the RWI Y1 Phonics Assessment in preparation for the end of Year 1 Phonics Screening Test. RWI one-to-one tuition sessions will be provided for those pupils at risk of not passing the PSC to close the gap. Because we feel that reading is the gateway to learning, Teachers are expected to provide those children who do not pass the PSC in Year 1 with an APDR in Year 2 to close the gap. They will then retake the Phonics Screening Check at the end of Year 2.

KS1 Reading Leaders and Class Teachers are expected to:

- access the RWI portal to review the latest training materials,
- attend RWI meetings run by the RWI Lead,
- deliver RWI sessions according to the planning provided in the RWI handbook, send home a sound a week for home learning
- Class Teachers are to provide pupils with additional support if progress is less than expected, the impact of which is monitored and evaluated by the Subject Lead.
- Year 2 Teacher to write an APDR for any pupil who did not pass the PSC at Year 1.
- Ensure the bottom 20% of readers in each cohort are heard to read every day.

Reading at Key Stage 2

It is important to us that the success the children achieve in phonics at Key Stage One is sustained in Key Stage Two. At Lostwithiel School we use Accelerated Reader to foster a love of reading and monitor progress. Accelerated Reader encourages substantial differentiated reading practise to create strong readers. Based on each student's independent reading level, AR helps teachers guide students to books that are difficult enough to keep them challenged, but not so difficult as to cause frustration. In addition, AR helps teachers monitor students' vocabulary growth, literacy skills development, and other reading skills.

As soon as a child is able to access reading books from our Library they will be assessed using the online AR Star Reader Test to establish their ZPD (reading level). The child will then be provided with a book at that level. Once read, the children take an on-line book quiz based on that book. As a school we have set a pass rate of 80% on book quizzes, however if a child completes the quiz with a pass of 100% their Terrific Ten book mark is stamped. Once ten stamps have been collected those children enter their book mark into the draw to win a Kindle at the end of the school year. In Key Stage 1 children may need to read their book more than once before completing their quiz.

As well as Accelerated Reader, the teaching staff at our school use a range of comprehension materials such as Cracking Comprehension and guided reading books to deliver the National Curriculum objectives in discrete reading lessons. Work produced by the children in these reading sessions is kept in the child's red Guided Reading book.

Accelerated Reader Data is collected and monitored by the Subject Lead after every term. Reading is formally assessed in years 1 - 6 using Pira assessments at the end of Autumn, Spring and Summer Term.

Bottom 20% of readers

The bottom 20% of readers in all cohorts will be identified and monitored by the Subject Lead and SENCO. These children are heard to read daily and additional support is planned by the Class Teacher in order to close the gap. The support for these pupils will be part of Pupil Progress Meetings. SEND pupils are not included in our bottom 20% as these pupils have specific learning needs which are addressed in their APDR.

KS2 Teachers are expected to:

- In September, December, March and July ensure all children in the class complete a Star Test,
- Provide each child in their class with a reading record book and reading book of the appropriate ZPD promptly,
- Provide each child in their class with a Terrific Ten book mark and keep it updated with their relevant ZPD, replacing it once completed
- Ensure all children are reading a book which is challenging and appropriate to their current level
- If a book does not regularly return from home, provide an additional book which stays in school,
- Plan and deliver explicit Reading Lessons that focus on VIPERS questions - this is a graduated approach that builds throughout KS2 - see 'Teaching Reading at Lostwithiel School' document,
- Ensure pupils complete reading work in their red guided reading book,
- Assess the children's reading progress using Pira Tests at the end of Autumn, Spring and Summer.
- Ensure the bottom 20% of readers in each cohort are heard to read every day.

Spelling

EYFS and Year 1

In EYFS and Year 1 children learn to spell as part of the RWI Phonics Teaching Sequence. This is evidenced in their spelling books.

Spelling Y2 – Y6

At Lostwithiel School spelling is taught from years 2-6 using National Curriculum objectives as outlined in the long term planning documents. The teaching sequence below provides a range of opportunities to learn and embed the spelling of common exception words and spelling objectives. Each week the spellings being learnt are displayed in the classroom and sent home for home learning, alongside words from the National Curriculum Appendix for each Year Group. The spelling learning is evidenced in the children's spelling books.

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Teacher Input Teach new spelling rule or pattern using RWI video clip of teacher led session.</p> <p>Handwriting practice of spellings.</p>	<p>Brief Teacher Lead Recap Pick three words from the week's spelling focus and discuss spelling strategies for these words.</p> <p>Spelling Game Use a spelling game to practise the week's spelling rule/pattern.</p>	<p>Spelling Mind-Maps Learn some new words (outside of those sent home) that follow the spelling word or rule.</p> <p>What do we already know that will help us spell these new words?</p> <p>Collect words in the form of a mind map with spelling rule or pattern at its centre.</p>	<p>Red Words Discuss spelling strategies for the week's common exception words (identified in LTP).</p> <p>Spelling Game Use a spelling game to practise the week's spelling rule/pattern.</p>	<p>Dictation Teacher (or partner) dictates sentences for the children to write. Each sentence must contain a word from the current spelling rule or pattern.</p> <p>Sentences are marked together whilst modelled by the teacher (or pupil).</p>

Teachers are expected to:

- Teach daily spelling lessons (not just provide daily spelling practise) using the teaching sequence above,
- Embed the spelling objective/rule using familiar and unfamiliar words,
- Mark spelling work produced and ensure all spellings in spelling tasks are corrected if spelt incorrectly,
- Display the week's spelling words in the classroom.
- Send home spellings every week for home learning (some of which are from the National Curriculum Appendix).
- Test the children's knowledge of these spellings weekly.
- Identify misspelt words in writing and ensure children practice these three times in the back of their literacy/topic books as specified in the Marking Policy.

Handwriting

EYFS and Year 1

In EYFS and Year 1 children learn to form letters as part of the RWI Phonics Teaching Sequence. By the end of Year 1 children are expected to be able to form lower case and upper case letters with the correct orientation, appropriate size and distance, remembering to leave spaces between words.

Year 2 – Year 6

In Year 2- 6 children will have learn a cursive handwriting style through weekly handwriting lessons. They will be expected to learn to form letters of an appropriate size, leave finger spaces between their words, join fluently using diagonal and horizontal joins and correct their mistakes with a single pencil line. Children will write in pencil until they have either achieved their pen licence or enter Year 6. In order to achieve their pen licence children write a letter to the head teacher who decides if they have achieved the expected standard.

Teachers are expected to:

- Teach handwriting explicitly every week.
- Maintain high standards of handwriting and presentation in every subject.
- Provide additional practise for pupils who find handwriting more challenging.
- Provide pencil grips, writing slopes and enlarged texts where appropriate,
- Use the school font where appropriate.
- Support pupils in writing a letter to the headteacher once their writing has achieved the expected standard.

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

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Writing

Key Stage 1

Both grammar and writing objectives are taught using the *Get Writing* workbooks that accompany the RWI teaching sequence. However, at Lostwithiel School, we feel further opportunities to write in Key Stage one should be provided and therefore have Free Write Friday where teachers deliver lessons focused specifically on the process of writing with objectives taken from the LTP. Cross-curricular writing opportunities are also planned to enable the children to write for different purposes and audiences.

Writing Y2 - Y6

In Y2 - Y6 teachers use the 'Lostwithiel Long Term Planning' documents (as on website) as a scaffold to deliver the National Curriculum. This provides a scaffold of lesson plans and resources for the specific genres identified in the long term overviews. However, teachers are expected to tailor this scheme to suit the learning needs of their children, adapting plans and including other resources where necessary, such as Literacy Shed.

The genre of each unit will be identified by a front cover in the children's books. At the beginning of a writing unit, children complete a 'cold write' based on the unit genre. English Lessons are then differentiated, to support and challenge learning. Pupils have access to and are encouraged to independently access regularly updated working walls, dictionaries, thesaurus, word mats and writing frames. Children are encouraged to compose verbally, write and then improve each sentence within a piece of writing. Children are taught how to work in partnership to peer assess their work and are able to clearly and confidently verbalise ways in which writing can be improved.

Marking of writing is always in reference to the lesson objective and follows the Marking Policy that can be found inside the front cover of each English Book. The 'Change or Challenge' stamp is used to make next steps in learning clear and guides the children to improve their work. Spelling errors, as referred to in the spelling section of this document, are corrected and practiced in the back of the English Book. If a child is 'Working Towards' or 'Working At Age Related Expectation' the teacher may use their discretion about the number of spelling errors to be corrected however subject specific vocabulary and words from the National Curriculum word lists will always be corrected. In the case of children working at Greater Depth, all spelling errors are identified and corrected, by either the child or teacher, then practiced.

At the end of the unit the pupil will present their 'hot' task in their English book to evidence the learning journey from their initial 'cold' task. This final piece of work will then be the focus for Pupil Conferencing whereby the teacher and pupil discuss the success of the pupil's writing

against the genre features identified at the beginning of the unit. This is also an opportunity for individual targets to be set before the next unit of work.

To help pupils embed the learning, cross-curricular writing opportunities are planned regularly within each half term and these links are evident in the Genre Knowledge Organisers where appropriate. The English Subject Lead monitors this written work alongside that in the children's English Books. These pieces of writing are also included as evidence in writing moderations.

Purple Pen of Progress

Children use purple pen to improve or edit their work independently as well as when responding to the teacher's written or verbal feedback.

Free Write Friday

Free Write Friday is a weekly lesson that provides pupils with an opportunity to write extended pieces of text across previously learnt genres. These lessons are stand-alone and are not intended to be used to deliver new teaching input but to embed previous learning as well as the mechanics of quality writing.

A stimulus for writing could be text, a picture, video clip or audio clip. As appropriate, one stimulus is used across 2 to 3 weeks to generate a different genre each week for example *George's Marvellous Medicine* might be a stimulus for instruction writing about making your own medicine in week one, a character description of *George's Granny* in week two and a persuasive piece convincing people to buy the medicine in week three.

As one familiar stimulus spans several weeks it provides teacher's with a longer session to produce extended writing. The genres picked are from the pupil's previous learning and are a balance of both fiction and non-fiction genres. Genre knowledge organisers and toolkits are shared with the children before writing when appropriate and additional materials are provided to support pupils who find writing challenging. WALS are broad and genre based.

These extended writes are marked with a different whole school focus each half term. Teachers mark the work against the Babcock Assessment Materials, which are stuck under each piece of writing with the aim that over the year children will become more familiar with writing expectations for their year group.

2021 - 2022

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Transcription Handwriting	Punctuation	Transcription Spelling	Grammar	Composition	Review

Teachers are expected to:

- Plan progressive and differentiated lessons using the LTPs as a scaffold.
- Keep 'Working Walls' relevant and accessible.
- Display and Then and Now writing example on the Working Wall.
- Provide writing frames, thesaurus, dictionaries and word mats for children to independently access where necessary.
- Stick a genre front cover at the beginning of a unit of work in literacy books.
- Ensure every piece of work in Literacy Books has a Learning Objective and date and is explicitly differentiated.
- Ensure pupils use purple pen when improving, editing or responding to feedback.
- Mark written work in line with the Marking Policy.
- Ensure spelling corrections are practiced in the back of literacy books.
- Plan cross-curricular opportunities for children to use their writing skills.
- Use post-it notes for peer feedback.

Moderation

At Lostwithiel School writing moderations at three points in the academic year. We moderate within in our own setting, locally and nationally. Following the CELT writing guidance document, we moderate within our own school in Autumn Term and Summer Term. In Spring Term there is a Trust wide moderation. To moderate nationally we use Comparative Judgements. Comparative Judgements is a process where judges across the country compare two written pieces and decide which is better. Following repeated comparisons, the resulting data is statistically modelled and responses placed on a scale of relative quality. Comparative Judgements result in a report for each year group.

Teachers are expected to:

- Submit one piece of written work per child in response to the provided stimulus for Comparative Judgements,
- Complete 'judging windows' as timetabled by the Subject Lead,
- Attend termly writing moderations with a variety of writing samples,