



At Lincewood Primary School we recognise that literacy unites the important skills of speaking, listening, reading and writing. We recognise these as life skills, which enable us to make sense of the world. As the world changes, our children will be required to be able to apply literacy skills in many different areas of both their working and personal lives. We strive to make sure that when they leave Lincewood we have given them all the skills they will need to be literate, and have an enjoyment of reading.

### **Aims- Our intent for teaching English at Lincewood Primary School**

We aim for all children to become confident critical speakers, listeners, readers and writers with a capacity to express themselves through a variety of different literary activities. Pupils are given opportunities to develop their use, knowledge and understanding of spoken and written English within a broad and balanced curriculum, with opportunities to consolidate and reinforce taught literacy skills.

At Lincewood Primary School our intent for English is for all children to reach the requirements outlined in the National Curriculum 2014 and the guidance contained within the Early Years Foundation Stage Framework. These are as follows:

- Read easily, fluently and with good understanding.
- Develop the habit of reading widely and often, for both pleasure and information.
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- Appreciate our rich and varied literary heritage.
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

**At Lincewood Primary School, our English lessons are sub-specialised into writing, grammar and punctuation, spelling and handwriting. Each year group follows the guidelines set out in Early Years Foundation Stage and the National Curriculum 2014.**

### Writing and grammar and punctuation

#### Intent:


- Using a variety of stimuli, we want to encourage children to value writing as a means of communicating their thoughts and ideas in all areas of the curriculum.
- To develop understanding of the variety and function of written language and be able to write effectively and confidently in different forms, with regard to audience and purpose.
- To provide opportunities for children to reflect, to evaluate and to revise their writing.
- To foster interest, enjoyment and a sense of pride and satisfaction in writing.
- To encourage and enable children to see themselves as independent writers.
- We want children to develop confidence with spelling through learning to spell correctly, in the course of their own writing, words which they use regularly.
- We believe that a systematic approach to spelling, based on an understanding of how skills develop, is essential to children's development as writers.
- We aim for our children to become fluent and confident with handwriting by developing a neat, legible style which they will enjoy using and which will enhance their work

#### Implementation:

The children at Lincewood engage in an English lesson, that is writing or grammar and punctuation focused, once a day. To support writing development, the school uses **Talk for Writing** developed by Pie Corbett to plan and teach well thought out English lessons. This is an approach to teaching writing that encompasses a three stage pedagogy: Imitation (where pupils learn and internalise texts, to identify transferrable ideas and structures) Innovation (where pupils use these ideas and structures to co-construct new versions with their teachers) and Independent application (where teachers help pupils to create original texts independently) These tasks aim to improve writing ability by giving pupils an understanding of the structure and elements of written language.

Alongside this, teachers have access to a series of progression documents, created by the current subject leader, to assist their planning. This document outlines eight genres of non-fiction writing, summarising expectations in the grammar and structural content for each year group. These documents also detail a 'suggested sequence of learning' which is an aid for teachers when planning, to ensure they are following the three stage pedagogy of Talk for Writing.



Year 1 Non-Chronological Reports				
<p><b>Audience</b> Someone who wants to know about something</p>	<p><b>Purpose</b> To present information that is easy to find and understand. E.g. Dictionary, reference book, text book, encyclopaedia</p>	<p><b>Example sequence of learning:</b></p> <ul style="list-style-type: none"> <li>- Share FINAL outcome (e.g. a NC report on farm animals)</li> <li>- Read and explore NC reports in a range of contexts (different to final outcome, e.g. a NC report on Jungle animals)</li> <li>- Imitate a simple NC report (inc. presenting or simple summary)</li> <li>- Pick out key features as a 'NC Reports MUST HAVE...' guide – see PPT for NC reports.</li> <li>- Sentence and word level work linked to final outcome and other contexts (innovation)</li> <li>- Plan own version – different context (final outcome)</li> <li>- Write own version (final outcome) with time for editing with an adult.</li> </ul> 		
Text Structure	Sentence	Vocab	Word Class	Final Outcome
<p>Ideas grouped together for similarity.</p> <p>Attempts at third person writing. e.g. The man was run over.</p> <p>Written in the appropriate tense. e.g. Sparrow's nest... Dinosaurs were...</p>	<p>Simple sentences that make sense.</p> <p>Conjunctions used to construct simple sentences e.g. and, but, then, so.</p>	<p>_____ are... _____ is... They are... The different... This is a _____ There are _____ These can be grouped _____</p> <p>Technical vocabulary linked to the context.</p>	<p><b>Noun</b> What a noun is. Regular plural nouns with 'er'</p> <p><b>Verbs</b> Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed'</p> <p><b>Adjectives</b> Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p><b>Conjunctions</b> Join words and sentences using and/then.</p> <p>Tense Simple past tense 'ed'.</p>	<p>Learn and retell simple information texts working towards an independent piece of writing with a three-part structure in sentences:</p> <ul style="list-style-type: none"> <li>- an opening that introduces reader to the topic e.g. <i>Guinea pigs are small friendly creatures. They make good pets but can bite.</i></li> <li>- some information about the topic e.g. <i>Guinea pigs come from South America..., Their favourite food is...</i></li> <li>- a conclusion with an amazing fact e.g. <i>Buttercups are poisonous to guinea pigs, so be careful.</i></li> </ul>

An example of the year 1 extract from the non-chronological report progression document.

We initially teach spelling with the guidance of the Letters and Sounds document, which sets out the order in which we teach phonics and spelling patterns and rules. No Nonsense Spelling is taught from Year 2 to Year 6 three times per week. Spelling enters into all areas of the curriculum and is part of our regular classroom activity. The words which children learn are those which they need to use in their writing and are taken from the National Curriculum. We encourage parents to help children with spelling through homework activities, which are then followed up in the classroom.

Further to this, we take pride in the presentation of our work. All classrooms have a 'presentation' display which includes a 'presentation pyramid'. There should be five clear stages to this display, with children's names pinned under each stage, signalling the stage they are working at. We follow the **Penpals Handwriting scheme** which encourages the development of a clear handwriting style. The children participate in weekly handwriting lessons, that build on all previously learnt skills. Once a child has a clear and consistently neat handwriting style, and reaches 'stage 4' on the 'presentation pyramid', class teachers are able to award children with a pen licence.

All teachers are expected to complete weekly plans for English, which outline a clear sequence for their entire unit of work at the top. The remainder of their planning should be split into 5 days, outlining the learning intention, teacher input and differentiated activities for handwriting, spelling and writing activities for that week.



Overview for teaching sequence (4 week unit)				
1. Hook/ cold write about volcanoes 2. Book talk/ introduce model text 3. Text map of model text 4. Create actions for model text 5. Teach key features of model text 6. Grammar: Present tense 7. Grammar: Conjunctions 8. Grammar: Adverbs 9. Grammar: Fronted adverbials 10. Box up model text (including generaliser column), may take 2 lessons...		11. Make notes for innovation 12. Innovation of box up 13. Shared write of innovation 14. Shared write of innovation 15. Shared write of innovation 16. Notes for hot write 17. Box up for hot write 18. Hot write 19. Hot write 20. Spare		
	Learning Instruction(s)	Shared Introduction	Group/Independent Work	Plenary/Assessment Opportunities/Key Questions
M o n	MA/ HA Handwriting Progress Year 3: Unit 2. I.I. To revise joins in words ending '-le'.		LA Handwriting with SC See workbook for I.I. Progress Year 1 unit 11.	
	To write in the present tense.	Ask c6n to look at their targets and compile a list of targets to display on the washing line. Explain how today we will be looking at writing in the present tense. Recap all the senses we have looked at so far including actions. Complete quiz: 'present simple or past simple' with c6n writing answers on whiteboards. Model activity: Show c6n video of aquarium: <a href="https://www.youtube.com/watch?v=XV9ADAwOXsU">https://www.youtube.com/watch?v=XV9ADAwOXsU</a> Have c6n discuss with their talk partner what they can see, hear, feel etc. (using some of the senses to guide writing.) Create a present tense paragraph as a class, describing what can be seen in the aquarium.	Explain to c6n they will be completing the same activity but based on an erupting volcano (to fit in with our core text). Show c6n video of volcano erupting: <a href="https://video.nationalgeographic.com/video/news/00000018_g5ba-diff-6b58-f3b7eb-20000">https://video.nationalgeographic.com/video/news/00000018_g5ba-diff-6b58-f3b7eb-20000</a> <a href="https://www.youtube.com/watch?v=xExtXCOsA9A">https://www.youtube.com/watch?v=xExtXCOsA9A</a> Mid: Use sheet to finish the sentences writing in the present tense. Spicy/ Hot: Use the picture as well as the video stimulus to write a paragraph in the present tense describing the volcano erupting. Ext: Underline the verbs to show an understanding of how to spot present tense.	c6n to swap books with their talk partner. Talk partner to neatly tick every time partner has used a present tense verb.
T u e	MA/ HA Spelling Year 2 block 5 lesson E3. I.I. To spell words with the 'or' sound spelt 'or'. Use the following words: <i>war, war, towards, award, award</i> . Revisit the spellings for the sound /o:/ and tell pupils that there is another spelling of this sound that is unusual and occurs after 'w'. Show them the words above and ask them to identify the spelling of /o:/ in these words.		LA phonics with SC To revise phase 3 (tricky words) Amelia C Eileen Aidan Lucas Cobbs Dylan Revisit: Practise previously learned c6n8866 air, air Teach: reading the tricky word 'ahy'	

An extract from weekly planning demonstrating a clear sequence of work in line with T4W, as well as differentiated handwriting, spelling and writing activities.

We always aim to create a classroom environment which encourages children to write. Dictionaries, Thesaurus', word banks, and word families are attractively displayed, together with ideas for improving work, on English working walls in class rooms. 'Washing lines' support the children's literacy learning in class, and should display a clear sequence of learning from their writing lessons; allowing children to draw on as a reference point.

At Lincewood Primary School we also seek to maximise children's learning across all areas of English and therefore we include opportunities for cross-curricular literacy activities. As a school we embrace every opportunity to enable the children to engage in purposeful writing within and beyond the curriculum. Our planning is creative and engages the children with key literacy texts that will excite and engage them in the literacy process.

### Impact:

It is important that we measure the impact of our English policy and teaching of writing. All teachers assess record and report progress in writing in line with the school's assessment policy document. We assess children's development in writing through on-going informal formative assessment and banded targets from Target Tracker records. Children are encouraged to become part of the assessment process and take some ownership and responsibility for their learning and progress.

Writing will be assessed in a variety of ways throughout the year:

- Observations of child or group tasks.
- Discussion with children about their tasks.
- Marking of work in line with the school marking policy.
- Hot and Cold tasks at the beginning and end of unit. Individual targets should be set as a result of these tasks.
- Children's own evaluation of their work.
- Informal and formal testing.

Depending on the type, these assessments/evaluations are recorded on planning sheets, in books, on Target Tracker and on children's individual, progressive records. The termly Target Tracker programme is then used to track progress throughout the 3 key stages (see Assessment, Monitoring, Recording and Reporting policy). These assessments also:

- Inform future planning.
- Provide information about individuals or groups.
- Provide summative information.
- Provide information for parents.

Progress in writing is reported formally to parents through consultation evenings and end of year reports.

Children with difficulties, or making slow progress, in writing are monitored on a regular basis (see Special Needs Policy) and discussed at half termly tracking meetings.

When identified as a whole school priority writing may form part of the teacher and LSA performance management cycle. This will all members of staff being responsible for monitoring the impact of their own planning and teaching and the impact across the school of any specific initiatives.

The results of yearly tests in years 2 and 6 are used as an important source of information on the year-on-year standards achieved by pupils. Formal testing in other year groups is used as one piece of evidence towards accurate teacher assessment and should not be used as the only basis for measuring attainment. This is also repeated through formal testing, with standardised scores given, in all other year groups.

Target Tracker has a 'gap analysis' tool which should be used to aid planning.

Improvement marking is an important aspect of the work and teachers use a marking code.

Tickled Pink and Green for Growth. Children are guided to make improvements to their work. (Purple Polishing Pen) Peer marking is also widely used in KS2. (See school policy for marking).

### **Reading**

#### **Intent:**

- To sustain the continuous development of fluent, accurate reading so that children can understand and respond to all types of writing and thus develop independence as readers.
- To promote enthusiasm, interest and enjoyment in reading and establish good habits of reading for both pleasure and information.
- To introduce children to a wide variety of literature and poetry and develop their understanding of different genres.
- To develop strategies for reading for information so that children will readily turn to books and ICT based texts as a resource for learning in all areas of the curriculum.

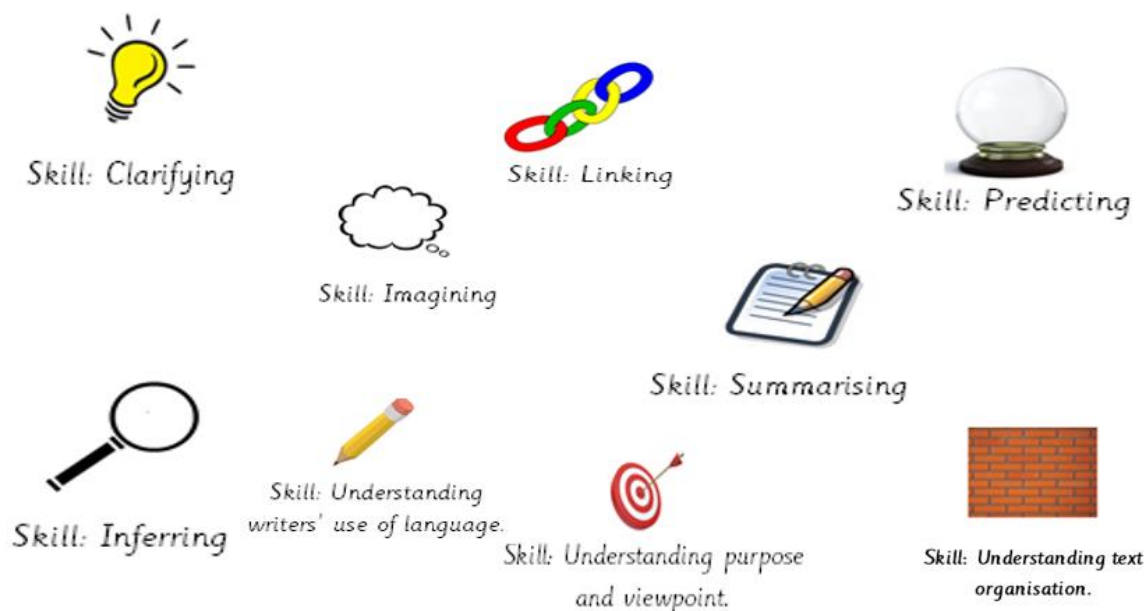
#### **Implementation:**

We create opportunities to listen to children read in a variety of contexts. Reading to a teacher from a reading book is only **one** of the ways children practise reading. Other opportunities include:

- Shared reading in English lessons.
- Whole class reading comprehension lessons.
- Reading their writing to an adult or to a friend.
- Reading notices, lists, display materials, etc. around the classroom.
- Reading instructions, plans, recipes etc.
- Reading someone else's work to help with redrafting.
- Sharing a book or poem with another child.
- Reading play scripts.
- Reading extracts from literature or poems for discussion, prediction, cloze procedure.
- Reading with a 'buddy' (older child).
- World book day.
- School Library.

In ks1, the teaching of reading takes place through the structured teaching of phonics using the 'Letters and Sounds' programme of study, as well as 'Jolly Phonics' in Foundation. In Reception, teachers use Big Books to teach reading and comprehension skills. In Years 1 to 6, all children are taught using whole class comprehension lessons.

Lincewood Primary school uses Jonathan Bond's 'reading skills' in whole class reading lessons, to enable teachers to plan lessons focusing on specific reading skills. These skills are displayed in every classroom for the children and adults to refer to. The teacher primarily has the facilitator role, as the text is read in chunks interspersed with questions/activities, explicitly linked with a reading skill. Children will have a 'Big Question' at the end of a whole class reading session, where they will be required to write down an extended answer to a skill based question in their reading journals. The children will be grouped in mixed ability pairs and this will be flexible. There will be opportunities for the class teacher or another adult to read with individual or small groups and also it is encouraged that the class teacher reads a text to the children each day to promote reading for pleasure.



#### Jonathan Bond reading skills.

The school uses reading books that are banded by colour which the children take home. There is a separate bank of books for children who require phonically decodable books in KS2. These have age

appropriate themes that suit their individual reading levels. Children visit the school library once a week and take library books home.

Each classroom has a Book/Reading Corner which provides a pleasant, stimulating, relaxing environment in which children can read, browse and enjoy a wide range of reading material. We also have a well-resourced school library which offers a wide range of books and other reading materials for children to use and enjoy, both in class and at home. We are aware that many children; boys in particular, may be reluctant readers so we have invested in a wide variety of books that appeal to the children such as sport, real life adventures, and information books etc., Project X, Harry Potter series.

### **Parents and Reading Records**

We are strong believers in the correlation between reading at home and attainment. Parents are invited to a reading meeting when their child starts in Reception to outline this importance. They are also invited to workshops and meetings about phonics, and the Year 1 Phonics screening test. Parents are encouraged to become involved in their children's reading by sharing books at home, discussing their reading, encouraging children to choose their own books and visiting the school and local library.

We encourage parents to read as much as they can with their child. Reading Record books are used as a means of exchanging information about children's reading at home and at school and parents are encouraged to comment positively on the child's achievements. Lincewood Primary school has a 'reading at home' initiative where children's reading records are checked on a weekly basis and the number of reads noted down. Children have targets, and once these targets are met, they earn certificates and badges to demonstrate they have been extending their commitment to reading outside of the classroom. Children who may not have the opportunities to read at home, are given the chance to read to an adult in school to enable them to also gain reading achievement awards.

Volunteer Reading Advocates are also used to help children with difficulties in reading.

### **Impact:**

It is important that we measure the impact of our English policy and teaching of reading. All teachers assess record and report progress in reading in line with the school's assessment policy document. We assess children's development in reading through on-going informal formative assessment and banded targets from Target Tracker records. Children are encouraged to become part of the assessment process and take some ownership and responsibility for their learning and progress.

Reading will be assessed in a variety of ways throughout the year:

- Observations of child or group tasks.
- Discussion with children about their tasks.
- Marking of work in line with the school marking policy.
- Children's own evaluation of their work.
- Informal and formal testing.

Depending on the type, these assessments/evaluations are recorded on planning sheets, in books, on Target Tracker and on children's individual, progressive records. The termly Target Tracker programme is then used to track progress throughout the 3 key stages (see Assessment, Monitoring, Recording and Reporting policy). These assessments also:

- Inform future planning.

- Provide information about individuals or groups.
- Provide summative information.
- Provide information for parents.

Progress in reading is reported formally to parents through consultation evenings and end of year reports. Children with difficulties, or making slow progress, in reading are monitored on a regular basis (see Special Needs Policy) and discussed at half termly tracking meetings.

When identified as a whole school priority reading may form part of the teacher and LSA performance management cycle. This will all members of staff being responsible for monitoring the impact of their own planning and teaching and the impact across the school of any specific initiatives.

The results of yearly tests in years 2 and 6 are used as an important source of information on the year-on-year standards achieved by pupils. Formal testing in other year groups is used as one piece of evidence towards accurate teacher assessment and should not be used as the only basis for measuring attainment. This is also repeated through formal testing, with standardised scores given, in all other year groups.

Target Tracker has a 'gap analysis' tool which should be used to aid planning, as the school has invested in Jonathan Bond's 'strands' on Target Tracker, meaning there should be a direct link between planning and assessment.

### **Speaking and Listening**

#### **Intent:**

- To encourage children to speak confidently to different audiences, using appropriate language and demonstrating an awareness of Standard English.
- To encourage children to listen and respond appropriately in a variety of different situations, including pairs, small groups and whole class groups.
- To develop the ability to express ideas clearly, fluently and with purpose.
- To learn to consider a range of opinions, put forward an argument and understand and respect that others may hold different opinions.
- To use discussion and speaking and listening activities as a means of developing understanding and furthering children's learning across the curriculum.
- To encourage children to evaluate their own Speaking and Listening activities.

#### **Implementation:**

All children have opportunities to participate in a range of drama activities which challenge and develop their skills as Speakers and Listeners both within the classroom and as part of their Key Stage activities or whole school or class performances. These activities give the children the opportunities to rehearse, perform and evaluate in small groups, to other classes or to the whole school.

#### **Impact:**



It is important that we measure the impact of our English policy and effectiveness of speaking and listening activities. All teachers assess record and report progress in reading in line with the school's assessment policy document. We assess children's development in speaking and listening through on-going informal formative assessment and banded targets from Target Tracker records. Children are encouraged to become part of the assessment process and take some ownership and responsibility for their learning and progress.

Speaking and listening will be assessed in a variety of ways throughout the year:

- Observations of child or group tasks.
- Observations during reading lessons where children have opportunities to orally rehearse their answers.
- Discussion with children about their tasks.
- Observations of children during writing units that enable children to perform, such as poetry or play scripts.
- Observations of children during speaking exercises to larger audiences, such as class assemblies and school performances.

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