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**Dosthill Primary Academy**

# **Writing Policy**

**(Including Spelling, Speaking and Listening and Handwriting)**

## Document and Version Control

<b>Policy Title</b>	Writing Policy
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<b>Policy Owner</b>	S Burke
<b>Policy Approver</b>	LGB

<b>Version</b>	<b>Date</b>	<b>Amended by</b>	<b>Comments</b>
	Spring 2022	SB	New Policy
	Spring 2023	SB	Page 13: amendment to handwriting style for YR-1 and Y2-6.

## Aims and Values

Our core moral purpose is encapsulated in the vision statement for the school:



Our core values permeate our every breath at Dosthill Primary Academy where everyone is selflessly committed to:



Our aim is that everyone in our Dosthill Family grows in confidence to achieve their ambitions and dreams with courage and kindness. We promise to provide a caring ethos where all children have the confidence to explore, dream and discover so that every valuable second of the day is a learning adventure.

## Equality Duty

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We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public-Sector Equality Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

## Rationale and Principles

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Writing is at the heart of our curriculum at Dosthill Primary Academy, with opportunities for spoken language, reading and writing embedded throughout all learning experiences.

Our shared vision and overall aims in Writing are:

- To ensure children love learning in this subject due to highly engaging and motivating experiences which will enable children's confidence and skills to develop.
- To enable all children to become competent and creative in their oral and written language skills.
- To ensure all children can elaborate and explain clearly their understanding and ideas.
- To enable all children to enjoy improving and developing their spoken language, reading, spelling, handwriting and compositional writing.
- To ensure all children appreciate their rich and varied literary heritage.
- For pupils to be highly motivated to write through enjoyment and so that children see the value of it (audience and purpose).
- To provide stimulating opportunities for pupils to be creative writers of text and to express themselves, in writing, with confidence.

- To enable pupils to become independent writers of texts, which are accurately spelled, punctuated correctly and which communicate meaning in narrative and non-narrative forms.
- To develop pupils' understanding that writing is essential to thinking and learning across all curriculum areas.
- To enable pupils to develop legible handwriting in both joined and printed styles with increasing fluency and speed.
- To enable pupils to use the strategies of planning, drafting and revising to improve their oral sentences and written work and sustain their writing of fiction and non-fiction.
- For pupils to be able to use ICT as an effective means of communication and an effective tool for learning.

English is a core subject of the National Curriculum. The fundamental skills, knowledge and concepts are set out in the "English in the National Curriculum" are categorised into three attainment targets:

English	Languages
1. Spoken language	1. Spoken language
2. Writing	2. Intercultural understanding

### **APPROACHES TO LEARNING AND TEACHING IN WRITING**

The teaching of Writing is promoted through the children's and teacher's passion for English, which is above all achieved through the poignant principles outlined in our learning and teaching policy. The key approaches for the teaching of Writing at Dosthill Primary Academy are:

- 'Talk for Writing', written by Pie Corbett, for the teaching of writing.
- Read, Write Inc for the teaching of Phonics (KS1)

Through these teaching approaches the following Teaching and Learning principles for English are achieved:

- Dual teaching of specific genres, linking reading and writing opportunities appropriately.
- Modelling an enthusiastic, interested and excited approach in all lessons, showing a desire to learn with the children.
- Having a secure command of the curriculum and teachers planning effectively so as to develop further the knowledge and skills of the children.
- Planning for and encouraging children to extend their learning at home, valuing and sharing children's contributions and home learning.
- A real audience and purpose for writing is used to determine the formality of vocabulary used by the children.
- Using a variety of teaching techniques to capture children in their learning, knowing when it is best to teach the whole class or staggering the teaching of groups of children.
- Knowing when it is best to model and scaffold or when it is best to set the children a task and provide delayed teacher input;
- Selecting when whole class, group, pair, individual learning is most appropriate for the learning situation (as well as giving our children a choice when appropriate).
- Accurate teacher assessment using the Fierté Assessment Expectations for Writing Expectations.
- Providing regular responsive marking and feedback ensuring children recognise their strengths and know what they can do to improve further.
- Using success criteria to guide and raise achievement in Writing.
- Ensuring children use self and peer assessment so that children self-evaluate and improve their learning.
- Making use of daily teacher assessment to inform future learning and teaching.
- Having high expectations as well as independent targets to motivate all learners to achieve more through oral and written feedback.
- Ensuring that groups of children receive targeted teacher focus time, during guided writing.
- Using other adults within the classroom effectively, considering who could most effectively support learner's needs in a particular lesson.

- Making links and creating opportunities for all children to apply key English skills across the wider curriculum subjects.
- Use learning focused displays and interactive washing-lines to motivate, support and enhance learning in English.
- Using resources effectively to motivate and inspire all learners in English (E.g. display, enjoyable texts/visual clips).
- Audiences for learning so that there is a purpose for an activity.
- An end of unit outcome, for example: in 3 weeks, we will be building up to writing a myth for year 6.
- Allowing some choice linked to texts, groupings, lesson outcomes.

At Dosthill Primary Academy, we constantly strive to refine and improve learning and teaching experiences in Writing so that all children receive high quality learning, ensuring that their confidence and Writing skills constantly flourish further.

### **THE WRITING TIMETABLE**

- Writing objectives are primarily delivered through the National Curriculum, ensuring that throughout a year children will experience a wide range of fiction (including poetry) and non-fiction texts. Long Term and Medium-Term plans ensure progression during the year and across the school.
- Talk for Writing Units of work last for three weeks: Imitate, Innovate and Invent.
- Weekly planning is annotated by each class teacher to meet the needs of the class.
- High quality texts that form an English Spine, including visual literacy such as adverts, DVD clips and film are used to promote enjoyment and inspiration within our English Curriculum.
- All pupils take part in a four daily Talk for Writing lessons and one grammar/spelling lesson per week; each lesson lasts one hour.
- In Reception and Year 1, systematic phonics using 'Read, Write Inc' is taught for daily 30-minutes; segmenting for spelling is taught during this time.
- Opportunities to apply key writing skills across the wider curriculum are planned for on a weekly basis.
- Year 2 and 3 children who continue to need phonic teaching have weekly, targeted small group 15-minute phonics.

### **THE NATIONAL CURRICULUM 2014**

Key Stage One and Two's learning in English is planned using the English Programmes of Study:

- **Spoken language**
- **Writing -**
  - transcription (spelling and handwriting).
  - composition (articulating ideas and structuring them in speech and writing).
  - vocabulary grammar and punctuation.

Objectives are solely planned from the year group programmes of study enabling ***children to deepen their knowledge, skills and understanding.***

### **PLANNING FOR ENGLISH**

Planning for English is completed at three levels:

#### **1. Long term (Writing)**

The long-term overview will ensure that all children experience a wide range of genres and writing experiences. Teachers within year groups should choose and possibly give greater time to objectives where children have greater gaps in their learning.

#### **2. Medium term (Writing)**

The Medium Term plans break down the objectives for each unit of work in English.

#### **3. Short term – Daily planning grid linked to a final writing outcome.**

## THE SPOKEN LANGUAGE AT DOSTHILL PRIMARY ACADEMY

'Spoken Language' is at the heart of children's learning in English. If children can speak effectively and confidently, they will also be able to communicate in writing effectively. Therefore, children are given a wide range of opportunities for spoken language to enliven and improve children's oral skills as well as their reading and writing development throughout our school. Creativity in spoken language opportunities are widely used at Dosthill Primary Academy, ensuring that there is a purpose to skill development in this area. Therefore, role-play, hot seating, debating, group discussions and a range of drama techniques are used to fully immerse children in English and the wider curriculum. Role-play areas should be used in each Foundation and Year 1. Response partners are also crucial in allowing children to practice and improve their spoken language skills.

### AIMS

At Dosthill Primary Academy, we will ensure that we:

- Develop pupils' confidence in them as skilled communicators.
- Provide children with the opportunity to develop their speaking skills on a regular basis.
- Develop children's ability to make relevant contributions.
- Increase children's ability to learn how to listen attentively to others.
- Develop children's ability to adapt their speech to a widening range of circumstances and demands.
- Enable children to be confident and creative in their use of the English language.

**Children at Dosthill Primary need to be given regular opportunities to improve their Spoken language through:**

- Story telling.
- Describing and listening to events and experiences.
- Spoken language appropriately to different audiences including peers, teachers and other adults.
- Spoken language appropriately in a variety of contexts across the curriculum.
- Group discussion and interaction.
- Drama and role-play activities/using role play areas in classrooms.
- Reading aloud.
- Debate and presentation.
- Response partners.

### APPROACHES TO LEARNING AND TEACHING LINKED TO SPOKEN LANGUAGE ACTIVITIES

Before any speaking activities, it is crucial that children are given some thinking time to prepare their ideas.

Spoken language opportunities should always be:

- Relevant to the children
- Planned against learning objectives from the National Curriculum.
- Tailored to children's needs in the subject to ensure progression
- Motivating and inspiring
- Before any writing opportunities, **children must** have rehearsed their ideas orally. In each class, the following approach should be used.

### SPOKEN LANGUAGE ENVIRONMENT

- All classes are aware of rules for spoken language.
- Role-play areas to promote spoken language.

### PLANNING LINKED TO SPOKEN LANGUAGE

Children should experience a wide and varied range of spoken language opportunities in English as well as other subjects, planned for against the spoken language objectives. Spoken language specific lessons should be planned in order that objectives can be taught and formative assessment made, rather than just incidental opportunities for spoken language. Oral reciting of the model text is a prime focus during the Imitation Week (week1 of Talk for Writing).

### **The spoken language objectives are grouped by year group in line with**

- 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.

### **ASSESSMENT LINKED TO SPOKEN LANGUAGE**

On weekly plans, teachers should annotate if there are any children – not secure or exceeding the lesson objectives linked to spoken language in order to re-differentiate/adapt planning.

Children should also self and peer assess their contributions against their speaking and learning objectives, setting personal targets to improve further.

Pupils' progress in spoken language is assessed informally using a variety of methods in differing situations, through:

- Oral shared text work.
- Oral word/sentence level work.
- Independent and collaborative work.
- Group and whole class discussion and interaction.
- Debate and presentation.
- Drama activities.
- Independent play activities.
- Formal Teacher Assessment in Year 2 and 6

Evidence is gathered formally and informally to support the assessment; this forms the basis for the annual report to parents.

<b>WRITING AT DOSTHILL PRIMARY ACADEMY</b>
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Writing at Dosthill Primary Academy is always creative, purposeful and inspiring. From the Reception Stage onwards, children will develop a passion and desire to write.

Since September 2019, 'Talk for Writing', the engaging teaching framework for writing developed by Pie Corbett, supported by Julia Strong was implemented. Talk for Writing is a powerful teaching approach based on the principles of how children learn; children orally imitate the language they need for a particular topic before reading and analysing it and then write their own version.

### **AIMS**

At Dosthill Primary Academy, we will ensure that children:

- Love to write in a widening variety of forms for different purposes e.g. to interpret, evaluate, explain, analyse and explore.
- Are inspired to write through the use of high-quality texts linked to the English Spine.

- Develop ideas and communicate meaning to a reader using wide-ranging and technical vocabulary and an effective style, organising and structuring sentences grammatically and whole texts coherently.
- Have a clear sense of the 'Audience and Purpose' for a piece of writing.
- Present their writing clearly using accurate punctuation, correct spelling and legible handwriting.
- Have dictionaries, glossaries and lists of appropriate subject vocabulary and children are encouraged to use them. Each child in Key Stage has a personal Author's Journal.
- Are helped to use a range of strategies to learn spellings.
- Can confidently and independently construct sentences to express meaning.
- Use punctuation and clauses effectively to write increasingly complex sentences.
- Use powerful language (adjectives, verbs, adverbs, connectives similes etc).
- Use a wide range of sentence openers to interest the reader.
- Structure their written work carefully so that it has clear meaning to the reader.
- Plan and structure their writing carefully.
- Receive weekly marking and feedback that is highly responsive to the pupil's needs.
- Self and peer assess their writing revising their writing against success criteria.
- Use their marking and feedback or self/peer assessment to improve their writing further.

### Children at Dosthill Primary need to be given regular opportunities to improve their writing through:

- Hearing stories, poetry, rhymes, newspaper reports, instructions, recounts etc every day to develop their understanding of language, vocabulary and sentence construction.
- To complete at least three pieces on writing per Talk for Writing Unit: Showcase (Cold write), Innovate write and an Invent write.
- The provision of opportunities to practise a wide range of forms of writing, including narrative, poetry, reports, instructions, recounts, explanations, captions and lists, persuasive writing and play scripts.
- Providing opportunities to write appropriately for a range of audiences.
- Short burst writing opportunities throughout the Talk for Writing Unit to apply new knowledge.
- Teaching pupils the main rules and conventions of written English.
- Teaching pupils to be self-critical and to use the principles of planning, drafting and editing processes to improve their work.
- Teaching pupils to use a range of spelling strategies in order to become independent and accurate spellers.
- Teaching pupils to use the cursive legible style of handwriting and they are made aware of the importance of clear, neat presentation in order to communicate effectively. In Reception and Year One, learners are taught to print using cursive handwriting, but in Year 2-6, learners are taught to write in cursive script.

### THE TALK FOR WRITING TEACHING SEQUENCE

The Talk for Writing teaching approach has been adopted as the whole school but in upper Key Stage 2 some elements have been slightly amended. Each unit taught adopts the three-week teaching structure; this is internalised and repeated throughout the year. There are four different phases:

- Baseline Task - Cold Write
- Imitation Phase
- Innovation Phase
- Independent application and invention

This process enables children to imitate the language they need for a particular topic orally, before reading, analysing and writing their own version; the approach supports all children's writing progress from dependent towards independent.

#### The Imitation Stage

The teacher establishes a creative context for each 'Talk for Writing' unit with a 'hook' to draw the children in. Teachers then introduce children to an exemplar text, supported visually by a text map. Actions are created to help the children recall the story or non-fiction piece and



reinforce the specific language patterns. In this way, children hear the text, say it for themselves and enjoy it before actually seeing it written down. Children interact with the text through drama activities and internalise the language patterns through sentence and word games based on the text. Once they have internalised the language of the text, they are introduced to the written text and encouraged to identify the key writing ingredients and 'magpie' key words and phrases. Children will develop their understanding of the structure of the text with the use of the boxing-up technique and by analysing the key features.

### The Innovation Stage

Once the children have internalised the text, they are then ready to start innovating on the pattern of the text. Using an adaptation of the text, children orally rehearse what they want to say then create their own version. During innovation, spelling, sentence games and drama activities continue to be incorporated so that children have a wealth of oral and written practice in the language features required to write.

The key activity in this stage is shared writing – which helps the children to create their own version by 'doing one together' first. This begins with the children boxing-up their innovated version of the exemplar text. **Each stage of the writing process is modelled by the teacher.** Throughout this process, keywords, phrases and shared writing are displayed so when children begin to write they have models and examples to support them. Children are encouraged to swap their work with a response partner to discuss their successes.

### The Invention Stage

In this stage, children move towards becoming independent writers. They write the same text type but choose the content – children refer to this as their Hot Write. Teachers guide children through the whole process, which ends with rereading and polishing.

### Assessment

Throughout the process, teachers use formative assessment to plan the next step in their teaching (based on what the children need to know in order to improve). 'Assessment for learning' clearly involves the child in thinking about what has worked well and points them towards what needs to be done to move forward in their learning.

Summative teacher assessment happens bi-annually. Using the Fierte End of Year Writing Expectations, teachers assess writing attainment and upload their assessment on the school on-line assessment program (FFT). Progress in writing is measured, evaluated and targets are set for pupils moving forwards.

## **NARRATIVE GENRES – WRITING AND READING**

The following genres and story plots are planned and taught in the following Key Stages:

### Key Stage 1

1. Wishing Tale
2. Warning Tale
3. Beating the Monster Story
4. Journey Story
5. Losing Tale
6. Suspense/scary story
7. Fantasy Story
8. Cinderella/change story

### Key Stage 2

1. Wishing Tale
2. Warning Tale
3. Beating the Monster Story
4. Journey Story – quest, adventures
5. Losing Tale
6. Suspense stories
7. Fantasy Story
8. Cinderella/change story

### **NON-FICTION WRITING**

Non-fiction genres of writing are carefully planned on the Long Term Plan to ensure progression and breadth.

### **POETRY**

Poetry is taught for one week at the beginning of each term. Objectives are taken from the year group programmes of study but the theme is either linked to Talk for Writing genres or the wider curriculum.

### **THE WRITING ENVIRONMENT**

Children's writing is displayed and writing prompts available to support children to improve further. In each classroom, there should be examples of:

- Writing posters and prompts guide and remind children of how to improve their writing.

- Talk for Writing Lines displaying: Vocabulary, Conjunctions, Openers, text maps and boxing-up templates.
- High Frequency words on display.
- Grapheme-phoneme mats/prompts.
- Examples of children's writing at each stage of the writing process. (Planning, drafts, success criteria, revised writing, final pieces of writing).
- Dictionaries, wordbooks and thesaurus to support writing.

### **RESOURCES LINKED TO THE DEVELOPMENT OF WRITING**

Each year group should consistently ensure that the following resources are used/available to support the writing process:

- Talk for Writing Planning Texts.
- Pie Corbett – Story telling to writing at Key Stage 1&2.
- Talk for Writing Boxing-Up Templates
- Year group texts to motivate children in their writing.
- DVD, film and other visual literacy clips.
- Jump start writing – Key stage 1&2
- Fierté Assessment Writing Objectives
- Babcock Spelling/Grammar Scheme.

## **SPELLING**

Spelling is taught in an investigative and fun way at our school, with children noticing patterns, making links and becoming increasingly more competent and confident spellers. Planning for spelling progression is taken from the National Curriculum and the Rising Stars Grammar, Punctuation and Spelling Scheme. Children in Years 1-6 will receive a weekly half-an-hour spelling and handwriting session. Spelling patterns are drip fed into English starters and morning challenges throughout the week. Handwriting skills will be taught simultaneously to spelling.

### **AIMS**

At Dosthill Primary Academy, we will ensure that our children:

- Can spell commonly used words in the English language
- Draw on a range of strategies to spell unfamiliar words
- Understand the importance of spelling accurately

Children at Dosthill Primary need to be given regular opportunities to improve their spelling through:

- Sound –symbol relationships and phonological patterns from the National Curriculum and Read, Write Inc.
- Being taught – Look cover write check method
- Recognise and use spelling patterns
- Use common letter strings, visual patterns and analogies
- Spell common words
- Use their knowledge of word families
- Learn spelling rules and exceptions
- Learn common prefixes and suffixes
- The spelling of words with endings that change in tense.
- Use word banks, dictionaries, displayed words.
- Look for familiar words within a spelling (words within words)
- Participate in the annual 'Spelling Bee' competition in school and against schools in the Fierté Trust.

Children will learn:

- The high frequency words and medium frequency words identified in the National Curriculum and Read, Write Inc.
- Phonetic word patterns.

- Spellings spelt incorrectly in their own learning (2-3 corrections placed in margin to learn rather than lots of word in a piece of writing).
- To draw a dotted line underneath words they are not sure of.
- Words relating to Curriculum subjects.

## SPELLING ENVIRONMENT

- High and Medium Frequency words should be on display for children to refer to.
- Some children may need these words on place mats.
- Phonic displays used and added to regularly, including a weekly display linked to each of the phonic classes that the children go to.
- Spelling strategies, rules and phonic displays should be available, referred to and made by children.
- Word books, dictionaries, spelling posters should support progress.

## RESOURCES LINKED TO THE DEVELOPMENT OF SPELLING

- Dosthill Primary Academy: Year group Long Term Plan for Spelling
- Read, Write Inc Phonics
- High/Medium Frequency word lists.
- Support for Spelling.
- 2014 Curriculum Spelling appendix
- Key stage 2 – Spelling Bank.
- Alphabet/phonic friezes in each classroom.

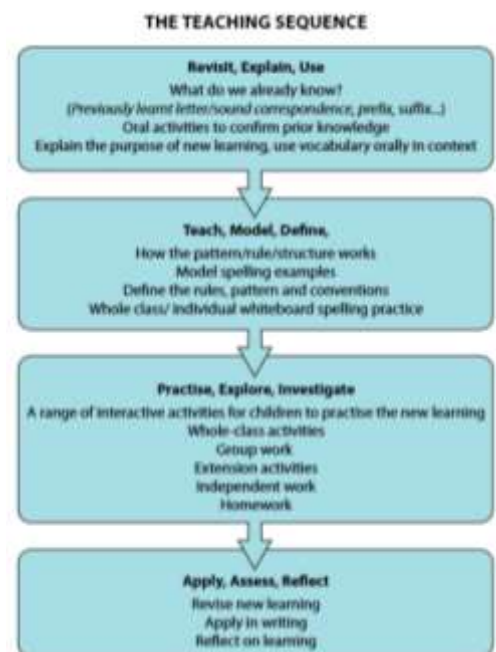
## PLANNING LINKED TO SPELLING

- Within the Early Years Foundation Stage/Key Stage One, children are taught spelling patterns during the Read, Write, Inc Phonic sessions (RWI).
- EYFS and KS1 are taught to spell phonic spellings (green words) and tricky words (red words).
- Spelling should be drip-fed into literacy lessons and guided writing activities – regular, snappy and fun strategies should be used to deliver spelling strategies, planned for against the objectives in the revised framework.
- Discrete spelling lessons are taught regularly to teach the objectives on the Long Term Spelling Plan using the revised teaching structure:
- Mis-spelt words in children's books should be added to their spelling logs as target words to learn in addition to their spelling words (see Appendix 4).
- Spelling objectives and words should be taken from the National Curriculum 2014 appendix, supported by the Key stage 2 spelling bank.

## ASSESSMENT OF SPELLING

Spelling is also assessed through:

- Formative assessment of writing – green highlighter pen should underline a maximum of 5 words and in years 1-3, have 'sp' written in the margin. The teacher should then write the correct spelling of the words for children to learn at the bottom of the page for children to learn and use to edit their writing; these should then be added to their spelling log to learn throughout the week, for peer assessment.
- In Key Stage 2, learners will be encouraged to use a dictionary to address their spelling errors.
- Weekly tests linked to spelling focus words that are sent home weekly.
- All spellings are assessed in isolation, through dictated sentences and in independent pieces of written learning.
- Rising Stars Grammar, Spelling and Punctuation Tests track learners progress in spelling termly; learners are given a standardised spelling age.



## HANDWRITING

### Aims

At Dosthill Primary Academy we will ensure that:

- Children in Reception to Year 1 are taught to form letters using standard print.
- Children in Year 2 to Year 6 develop a legible style of cursive handwriting in both joined and printed styles, with increasing fluency, confidence and speed.
- Cursive handwriting was introduced in September 2012 to raise the quality and standard of handwriting and presentation. Learners in Years 2-6 are taught joins, through phonic strings to aid visual memory. It reinforces that all letters start at the bottom to help letter formation and due to the fact that it is dyslexia friendly. Greater flow and improved presentation should follow on from the new style.
- Learners in Early Years and Year 1 will be taught to 'print' their cursive handwriting; which is a requirement of the Read, Write Inc Phonic Scheme.
- Children are aware that different forms of handwriting are to be used for different purposes.
- There is provision for left-handed children to develop free flowing writing.

### **Children at Dosthill Primary need to be taught to:**

- Develop fine motor control,
- Learn the importance of correct posture and paper position whether right or left handed,
- Use a pen/pencil and to hold it effectively,
- Write from left to right and top to bottom on a page,
- Start and finish letters correctly,
- Form letters of regular size and shape,
- Use the language of writing and to use the correct terminology,(e.g. ascenders),
- Put regular spaces between words,
- How to form upper and lower case letters,
- How to join letters,
- How to write legibly in both joined and printed style,
- To use different styles of writing for different purposes,
- The importance of neat and clear presentation in order to communicate meaning effectively.

### **PLANNING LINKED TO HANDWRITING**

At Dosthill Primary Academy, we aim to develop handwriting through weekly-synchronized spelling and handwriting sessions.

Handwriting teaching/application may also take place during:

- A shorter yet more focused time within the English lesson.
- Morning challenges.
- Early Years and Key Stage 1 – during Read, Write Inc Phonic sessions.
- Teacher/teaching assistant/parent helper focus work with identified groups.
- Children teaching less confident peers (peer teaching).
- Home learning opportunities.

The use of **cursive handwriting** ensures a consistency of style and approach that leads to an effective progression of experience and teaching.

### **HANDWRITING ENVIRONMENT**

- Children will be surrounded by writing and this should be in line with our schools handwriting style but learners should see a balance of cursive and non-cursive print.
- Expected standards of handwriting should be set by the teacher (neat, legible and joined from year 2-6)
- Our Dosthill presentation code outlines expectations linked to handwriting and general presentation within English and across the Curriculum, including learner and teacher promises.

## **ASSESSMENT OF HANDWRITING**

### **Formative Assessment**

- Assessment of handwriting is an on-going process and will take place formally and informally, during the regular, focused handwriting sessions and across other curricular areas.
- Feedback should regularly set children targets to improve their letter formation/handwriting.
- Self and peer assessment should also take place linked to specific handwriting objectives.
- Learners will be praised and rewarded for handwriting and presentation, again in line with the presentation code.
- If children are joining consistently, they should be sent to Year Group leaders for an initial check and then to Mrs Burke with several pieces of handwriting to receive their handwriting pen and handwriting license.

<b>MEETING THE NEEDS OF ALL LEARNERS</b>
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The needs of all learners are securely met in English with teachers using the following approaches to ensure that learning is well matched, ensuring that children's needs are met:

- Guided Reading and Guided Writing allowing children to gain focused teaching.
- Guided Reading records to monitor progress and steer planning.
- Precise differentiation.
- Focus children in English with strategies to meet their particular needs
- Differentiated reading materials.
- Visual literacy to inspire all learners
- Assessment for learning opportunities – self and peer assessment/success criteria/response partners.
- Choice of text/outcomes.

## **GENDER, RACE AND EQUALITY**

- All children receive equal learning opportunities in English.
- Material is carefully selected to avoid stereotyping by gender, race, disability or social background.
- Texts are chosen to motivate boys and girls.
- Visual literacy, ICT, spoken language, success criteria are proven to motivate boys in English, all of which are highly apparent in our school.
- Cultural themes and stories are embedded within the texts in school and in the literacy units of work.

## **PUPILS WITH SPECIAL NEEDS**

Pupils with diverse learning needs are provided for through:

- Teachers planning for the pupil's full participation.
- Ensuring that children with Special Educational Needs are taught on a regular basis by their class teacher not just support staff.
- Ensuring that objectives in each aspect of English are differentiated appropriately to support or challenge SEN/Gifted and Talented children.
- Personalised English learning objectives are planned on Pupil Premium and SEN Passports for Learning; these are shared with home too.
- Providing appropriate level reading material for SEN children /Gifted and Talented children.
- Raising children's self-esteem and self-image in English particularly through relationships between teacher and children and a positive approach, rewards etc.
- Annotating planning to support children with special needs, in line with IEP's.
- Using questions/explanations to involve all children in their learning.
- Using a range of visual, auditory and kinaesthetic learning styles.
- Using coloured paper and pens.
- Setting high expectations.

- Providing opportunities for all pupils to achieve.
- Creating effective learning environments.
- Providing equality of opportunity through teaching approaches.
- Setting appropriate learning targets.
- Liaison with SENCO and the development and delivery of appropriate the Passport for Learning.
- Liaison with outside agencies, e.g. psychological services.
- Appropriate intervention (as set out in the 2014 Code of Practice).
- Allowing pupils access to specialist equipment and approaches where necessary.
- Liaison with the adviser for gifted and talented pupils.
- Continuous consultation with and involvement of parents.

*We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.*

### **Assessment, Recording and Reporting**

Pupils' development in Literacy is constantly monitored and assessed in order to inform future planning, teaching and reporting. A variety of methods are used in order to provide a broad and balanced picture of pupils' skills both formative and summative. DCPRO is used to maintain an up to date formative assessment log.

All formal assessments are passed to the receiving teacher at the end of the academic year. Focus children, year group strengths/least competent areas in are also identified and used by receiving teachers to adapt English planning and teaching.

In Year 2 and Year 6, The End of Key Stage One and Two assessment frameworks are also used to assess learner's progress for:

- Working Towards the Expected Standard
- Working At the Expected Standard
- Working at Greater Depth Within the Expected Standard.

Pupil Progress Meetings are held on a fortnightly basis to analyse, track and target all learners.

### **MONITORING AND EVALUATION OF THE POLICY**

The English leader with support from the Senior Leadership Team will monitor and evaluate the policy through:

- Informing the Headteacher of any monitoring requirements.
- Learning walks.
- The monitoring of medium and short term planning.
- Lesson observations.
- Pupil conferencing.
- Staff consultation.
- Book scans.
- Analysis of SAT results.
- Analysis of teacher assessments.
- Monitoring of standards in writing and subsequent setting of targets. (See Skills Ladder and Classroom Monitor data).

**The role of learners in the context of this policy is to:**

- Take an active and enthusiastic part in their learning in English.
- Use success criteria, response partners, peer and self-assessment to guide and improve their own learning in English.
- Be an active participant in personalising and extending their own learning at school and at home.

**The role of all teachers in the context of this policy is to:**

- Recognise the personal impact which their enthusiasm for English has on the learners in their classroom.
- Use the revised literacy framework to plan, annotate and differentiate planning more precisely.
- Use the policy to use appropriate teaching strategies in English.
- Introduce, teach towards and assess children against their curriculum targets.
- Use formative and summative assessment in English to meet learners needs more precisely.
- Select the most appropriate strategies linked to effective teaching for the nature of the lesson in English.
- Identify (an) area/s where they require further training in relation to English.
- Consult with lead teachers/AST in order to observe and develop in a particular area of English.

**The role of the English Leader in the context of this policy is to:**

- Ensure that effective learning and teaching strategies are used within English.
- Identify professional development needs in the delivery of the National Curriculum and the new National Curriculum 2014.
- Target issues that occur, on a whole school basis, through staff meetings and designated Professional Learning days.
- Provide support, using a range of possible methods, if staff members have particular needs or concerns.
- Monitor planning.
- Develop and improve appropriate assessment arrangements, including records.
- Monitor curriculum targets and tracking of Assessing Pupil Progress data.
- Monitor end of Key Stage and end of year assessments, use data analysis to inform curriculum targets.
- Oversee parental liaison in the area of reading.
- Co-ordinate the purchase of resources and be responsible for their organisation.
- Co-ordinate members of the literacy team and delegate responsibility appropriately.

**The role of the English Leadership Team in context of this policy is to:**

- Monitor resources and planning within their year group.
- Take on responsibility for aspects of English and perform tasks related to this, e.g. staff inset, monitoring resources etc.

**The role of leaders and managers in the context of this policy is to:**

- Identify training requirements and priorities for Inset in order that all staff have regular training so as to gain even greater knowledge, understanding and confidence in the effective learning and teaching strategies in English
- Use monitoring exercises to identify successes in relation to learning and teaching and areas to strive for even greater success in English
- Provide time for staff to discuss and share effective learning and teaching experiences through English Professional Learning.
- Provide opportunity for staff to learn through English co-coaching sessions.

**The role of Governors in the context of this policy is to:**

- Agree and review the English Policy on a regular basis.
- Question the Head teacher and others to ensure that the policy is implemented and impacts positively on learning and teaching in English.

**Dissemination and Review**

Date of latest review: *March 2022*

The Policy will be reviewed annually (*Spring Term*) in line with the Governing Body Annual Planner.

Next review due: *March 2023*.

Policy published on the school website for staff and wider community access.

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**Reviewed and updated: Spring 2022.**

**Date of next review: Spring 2023.**

The latest copy of the Policy is stored on Teams. It is shared with parents and carers via the school website.

Appendices:
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*Talk for Writing Long-Term, Medium-Term planning*  
*DPS Long-Term Spelling Plan*

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