

# Woodnewton- a learning community

## English Policy



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## Woodnewton- a learning community English Policy

At Woodnewton- a learning community, we believe that all the skills of language are essential to participating fully as a member of society. We aspire to provide a high quality education in Literacy which will teach our pupils to write and speak fluently so that they can communicate their ideas and emotions to others and through their reading and listening ensure that others can communicate effectively with them. Through reading in particular, pupils are given opportunity to develop culturally, emotionally, intellectually, socially and spiritually as well as to acquire knowledge and build on what they already know. The overarching aim for English is to promote high standards of language and literacy by equipping pupils with the beginnings of a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The Woodnewton English Curriculum aims to ensure that all pupils:

- Read easily, fluently and with good understanding
- Develop the habit of reading widely and often, for both pleasure and information
- Acquire a wide vocabulary
- Develop 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 – elaborating and explaining clearly their understanding and ideas
- Are competent in the arts of speaking and listening

At Woodnewton, we believe that language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing vocabulary and grammar and their understanding for reading and writing. We therefore ensure continual development of our pupils' confidence and competence in speaking and listening skills.

- Pupils will develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write.
- Pupils will be assisted in making their thinking clear to both themselves and others and secure foundations will be developed through discussion which probes and remedies misconceptions.
- Pupils will also be taught to understand and utilise the conventions of discussion and debate.



- All pupils will also be enabled to participate in and gain knowledge, skills and understanding with the artistic practice of drama.
- Pupils will be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

### Reading at Woodnewton

At Woodnewton, we strongly believe that all pupils deserve the opportunity to become good readers. Reading is an essential life skill and fluency in reading and understanding language are essential foundations to success in all other subjects. Our aim is to teach all our pupils to learn to read as speedily and accurately as possible, so they can read to learn for the rest of their lives.

### The Teaching of Reading

We, at Woodnewton, are striving to become a 'We love Reading School'. This we endeavour to do, through promoting a love of reading that is evident throughout the school.

We aspire to achieve high standards of both spoken and written language and teachers make explicit the links between reading, writing and speaking and listening. It is essential that we continually develop pupils' love of reading through accessing a wide range of fiction and non-fiction texts in our libraries, shared areas and classrooms.

We follow the National Curriculum programmes of study for reading at Key stage 1 and 2 that consists of two main elements:

- Word reading
- Comprehension (both listening and reading)

We recognise that different approaches to teaching these elements are required to enable pupils to achieve and make progress in reading.

We aim to ensure that all pupils:

- Read confidently, fluently, accurately 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



- Use discussion in order to learn; pupils should be able to elaborate and explain clearly their understanding and ideas.
- Foster an interest in words and their meanings and to gain an appreciation of books from a variety of genres.

### The Teaching of Early Reading & Phonics

Ensuring a strong grasp of Phonics is a pre-requisite to Reading. As a school, we follow the *Little Wandle Letters and Sounds Revised*, which is a systematic and synthetic Phonics programme accredited by the DfE. We have absolute fidelity to this approach, and this is the Phonics programme we use from entry to the school and throughout the time they need it. Phase 1 Phonics is introduced in Two-Year-Old Provision and Foundation Stage 1 with lots of opportunities for sound discrimination and rhyming. Once in Foundation Stage 2 pupils have discrete Phonics teaching following the Little Wandle Letters and Sounds revised programme, which ensures pupils build on their growing knowledge of the alphabetic code, mastering Phonics to read and spell as they move through school. Throughout the programme, pupils learn the English alphabetic code along with the letter-sound correspondences at a rapid pace with the help of simple and enjoyable mnemonics. Once the pupils have grasped the alphabetic code, they continue accessing Little Wandle. However more time is dedicated to further developing their fluency and comprehension skills until they become the fluent and confident readers that we aspire them to become.

Phonics to Early Reading is well crafted to ensure all pupils have access to books which are carefully matched to the sounds they have learnt. This approach provides opportunities for pupils to apply their learned sounds in the context of a reading book so that they practice sounds confidently and accurately, building fluency.

In Foundation Stage 2 and Year 1, teachers follow a two-week programme based on Jane Considine's 'Hooked on Books' and 'The Write Stuff'. Lenses from 'The Writing Rainbow' and 'The Reading Rainbow' are introduced to pupils in a progressive manner ensuring knowledge and understanding of Reading and Writing skills are sequential and provide regular opportunities for pupils to apply newly learnt skills.

### Hooked on Books

From Year 2 to Year 6 we use 'Hooked on Books' to teach reading across the school, building on the knowledge of the lenses introduced in Foundation Stage 2 and Year 1. Through the use of this approach, coupled with good quality texts; carefully and sequentially mapped out across the year groups, our pupils will develop positive attitudes to reading and improve their social, emotional and relational skills. 'Hooked on Books' provides the necessary stretch and challenge for our pupils to enable them to make the most progress. Research has proven that pupils who are good readers make good spellers, are happier and more empathetic. As a



school, we at Woodnewton, believe it is our moral duty to be reading parents to our pupils and are committed to helping our pupils discover a lifelong love of books.

Key Aspects of 'Hooked on Books':

- 'Book Talk' - a whole class comprehension and a targeted group approach, ensuring all individuals are accountable for understanding the meaning of what is being read
- 'The Reading Rainbow' - represents the three reasons to read: ideas, thoughts and vocabulary through the FANTASTICS lenses, understanding, meaning and comprehension through the STYLISTICS lenses and, competencies, interpretation and analysis through the ANALYTICS lenses.
- 'Demonstration Reading' - the art of modelling the internal thinking of a reader. This is to demonstrate how a reader thinks during the process of 'reading for meaning'
- 'Demonstration Comprehension' / 'Independent Comprehension' - a clear, out loud thinking approach by the teacher whilst modelling answers to questions and showcasing "thesaurus thinking" to ensure the most precise words are used

From Years 2-6 reading is taught for 40 minutes per day; 10 minutes reading for pleasure and 30 minutes reading skills. Reading Skills lessons are structured as follows:

<u>Week 1</u>	<u>Week 2</u>
Book Talk	Book Talk
Demonstration Comprehension	Independent Comprehension
Book Talk	Book Talk
Independent Comprehension	Demonstration Comprehension
Demonstration Comprehension	Book Talk

Pupils will:

- Be able to use what they have learned in 'Demonstration Comprehension' and apply this to their independent work
- Have a clear view of how to articulate and demonstrate their understanding
- Have the critical language to express themselves and use appropriate book-based language.

### How we give our pupils the reading bug

As a school we have thought carefully about the reading experiences we have available to our pupils. We give them access to high quality, age appropriate, progressive texts as they move through the school. These texts have been carefully mapped across the school to ensure pupils become well-rounded readers who have access to books from a variety of genres, reflecting equality and cultural diversity and represent different life experiences.



In addition to the text choices across school, pupils have the opportunity to engage in events and celebrations to encourage reading. We pride ourselves in ensuring Reading is high profile across the school and ensure this through the following:

- Author Days
- Competitions
- World Book Day
- Book Trust – pyjamarama celebration
- Sponsorship
- Book Fayres
- Book Awards
- Book Clubs
- Magazine subscriptions
- Reading Assemblies
- Accelerated Reader through the iPads
- Book and Biscuit mornings
- Reading environments
  - Lights
  - Closing the blinds
  - Starry night projectors
  - Cushions
  - Slippers
  - Background music

### Home Reading

Parents are their children's most influential teacher and therefore, their support is vital to their child's success in Reading. As a school, we want to work with parents to provide a consistent approach to Reading on a daily basis. Research shows that if pupils read, and are also read to, for a total of 20 minutes per day, they are exposed to approximately 1.8 million words per year. Reading is a practical tool to access information that leads to an increase in knowledge. Knowledge is power, and books are full of it! We will work with parents to impress upon them the importance of reading with their child on a regular basis. We support parents by upskilling their Phonics knowledge where required and provide support and encouragement to help their child forge a lifelong relationship with the written word.

Pupils take home a levelled Reading book, matched to their Phonic ability/Reading Age, alongside a Reading for Pleasure book each week.

### The Care of Books



All staff will encourage pupils to treat books with care and respect to prolong their life and everyone's enjoyment of them. This links heavily to our school values:

- Respect
- Responsibility
- Friendship
- Compassion
- Hope
- Trust

### Reading Areas in Classrooms

Each class is expected to have a stimulating and attractive mini library (reading area) which contains a range of reading material to include the following:

- Non-fiction books linked to the class topic
- Newspapers, comics and magazines
- Books/writing produced by the pupils
- Big books
- Books which link to the genre being covered in Literacy
- Picture books
- Books by the same author

Pupils are actively involved in the management of the reading corner.

### Assessment and Monitoring

We believe teaching every pupil to read is so important. We have two Reading Leads and a Phonics lead, supported by a Reading Faculty team, made up of a representative from each year group from across school, who drive the Reading approach in our school. These individuals are highly skilled and they monitor and support our Reading team, so everyone teaches with enthusiasm and consistency.

It is a pre-requisite of moving up into a new class that a Salford Test be conducted and results recorded to assign a reading age appropriate book. Secure Phonic knowledge is also taken into account when assessing pupils in Year 1 and Year 2 before a book is assigned.

In Years 3,4 and 5 Reading is assessed through the Cornerstones Reading Comprehension papers three times a year. Foundation Stage 2, Year 1 and Year 2 complete regular Little Wandle Phonic assessments to highlight what pupils have learnt and where they still have



remaining gaps in their learning. In addition to these regular assessment points, Year 1 (and Year 2's that did not meet the required standard at the end of Year 1) complete the Phonics Screening Check in June and Year 2 and 6 also have mock SATs to identify gaps in learning before completing their SATs test in the Summer Term.

Teachers use the Woodnewton Reading Assessment Frameworks, which encompass the National Curriculum objectives, to assess children's reading ability, alongside Cornerstones papers and Standardised testing. Progress is submitted onto Progress Teaching. Assessment information is analysed and used to inform interventions regularly throughout the school year.

## Phonics and Early Reading at Woodnewton

### The Context

We believe it is essential that our approach to teaching Phonics and Reading is accessible to all learners, regardless of background.

### Intent

#### Phonics (Reading and Spelling)

At Woodnewton, we believe that all our pupils can become fluent readers and writers. This is why we teach Reading through *Little Wandle Letters and Sounds Revised*, which is a systematic and synthetic phonics programme. We start teaching phonics in Foundation Stage 1 and follow the *Little Wandle Letters and Sounds Revised* progression, which ensures pupils build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

As a result, all our pupils are able to tackle any unfamiliar words as they read. At Woodnewton, we also model the application of the alphabetic code through Phonics in shared Reading and Writing, both inside and outside of the Phonics lesson and across the curriculum. We have a strong focus on language development for our pupils because we know that speaking and listening are crucial skills for Reading and Writing in all subjects.

### Comprehension

At Woodnewton, we value reading as a crucial life skill. By the time pupils leave us, they read confidently for meaning and regularly enjoy reading for pleasure. Our readers are equipped with the tools to tackle unfamiliar vocabulary. We encourage our pupils to see themselves as readers for both pleasure and purpose.



Because we believe teaching every pupil to read is so important, we have a Phonics Lead who drives the early reading programme in our school. This person is highly skilled at teaching phonics and reading, and they monitor and support our reading team, so everyone teaches with fidelity to the *Little Wandle Letters and Sounds Revised* programme.

## Implementation

### Foundations for Phonics in Foundation Stage 1

- We provide a balance of pupil-led and adult-led experiences for all pupils that meet the curriculum expectations for 'Communication and Language' and 'Literacy'. These include:
  - sharing high-quality stories and poems
  - learning a range of nursery rhymes and action rhymes
  - activities that develop focused listening and attention, including oral blending
  - attention to high-quality language.
- We ensure Nursery pupils are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Foundation Stage 2.

### Daily phonics lessons in Foundation Stage 2 and Year 1

- We teach Phonics for 30 minutes a day. In Foundation Stage 2, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help pupils become fluent readers.
- Pupils make a strong start in Foundation Stage 2: teaching begins in Week 2 of the Autumn term.
- We follow the *Little Wandle Letters and Sounds Revised* expectations of progress:
  - Pupils in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.
  - Pupils in Year 1 review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

### Daily Keep-up lessons ensure every pupil learns to read

- Any pupil who needs additional practice has daily Keep-up support, taught by a fully trained adult. Keep-up lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every pupil secures their learning.



- We timetable daily Phonics lessons for any pupil in Year 2 or 3 (and beyond) who is not fully fluent at reading or has not passed the Phonics Screening Check. These pupils urgently need to catch up, so the gap between themselves and their peers does not widen. We use the *Little Wandle Letters and Sounds Revised* assessments to identify the gaps in their phonic knowledge and teach to these using the Keep-up resources – at pace.
- If any pupil in Year 3 to 6 has gaps in their phonic knowledge when reading or writing, we plan phonics 'catch-up' lessons to address specific reading/writing gaps. These short, sharp lessons last 10 minutes and take place regularly throughout the week.

### Teaching Reading: Reading practice sessions three times a week

- We teach pupils to read through Group Reading practice sessions up to three times a week. These:
  - are taught by a fully trained adult to small groups of approximately six pupils
  - use books matched to the pupils' secure phonic knowledge using the *Little Wandle Letters and Sounds Revised* assessments and book matching grids on pages 11–20 of 'Application of Phonics to Reading'
  - are monitored by the class teacher, who rotates and works with each group on a regular basis.
- Each reading practice session has a clear focus, so that the demands of the session do not overload the pupils' working memory. The reading practice sessions have been designed to focus on three key reading skills:
  - decoding
  - prosody: teaching pupils to read with understanding and expression
  - comprehension: teaching pupils to understand the text.
- In Foundation Stage 2 these sessions start in Week 6. Pupils who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.
- In Year 2 and 3, we continue to teach reading in this way for any pupils who still need to practise reading with decodable books.

### Home Reading

- The decodable reading practice book is taken home to ensure success is shared with the family.
  - Reading for pleasure books also go home for parents to share and read to pupils.
  - We use the *Little Wandle Letters and Sounds Revised* parents' resources to engage our families and share information about phonics, the benefits of



sharing books, how pupils learn to blend and other aspects of our provision, both online and through workshops.

### Additional reading support for vulnerable pupils

- Pupils in Foundation Stage 2 and Year 1 who are receiving additional Phonics Keep-up sessions have additional 1:1 time to read their reading practice book to an adult.

### Ensuring consistency and pace of progress

Every teacher in our school has been trained to teach reading, so we have the same expectations of progress. We all use the same language, routines and resources to teach pupils to read so that we lower pupils' cognitive load.

- Weekly content grids map each element of new learning to each day, week and term for the duration of the programme.
- Lesson templates, Prompt cards and How to videos ensure teachers all have a consistent approach and structure for each lesson.
- The Reading Leaders and SLT use the Audit and Prompt cards to regularly monitor and observe teaching; they use the summative data to identify pupils who need additional support and gaps in learning.

### Ensuring Reading for Pleasure

*'Reading for pleasure is the single most important indicator of a child's success.'* (OECD 2002)

*'The will influences the skill and vice versa.'* (OECD 2010)

We value reading for pleasure highly and work hard as a school to grow our Reading for Pleasure pedagogy.

- We read to pupils every day. We choose books carefully as we want pupils to experience a wide range of books, including books that reflect the pupils at Woodnewton and our local community as well as books that open windows into other worlds and cultures.
- Every classroom has an inviting mini library (book corner) that encourages a love for reading. We curate these books and talk about them to entice pupils to read a wide range of books.
- In our Two Year Old Provision/Foundation Stage 1/Foundation Stage 2/Year 1, pupils have access to the reading area every day in their Independent Learning time and the books are continually refreshed.



- Pupils from Foundation Stage 2 onwards have a home reading ramble. The parent/carer records comments to share with the adults in school.
- During every reading sessions, adults in school record comments of a pupil's progress and next steps in their Reading Records.
- As the pupils progress through the school, they are encouraged to write their own comments and keep a list of the books/authors that they have read.
- Pupils across the school have regular opportunities to engage with a wide range of Reading for Pleasure events (book fairs, author visits and workshops, national events etc).

### Impact

### Assessment

Assessment is used to monitor progress and to identify any pupil needing additional support as soon as they need it.

- Assessment for learning is used:
  - daily within class to identify pupils needing Keep-up support
  - weekly in the Review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.
- Summative assessment is used:
  - every six weeks to assess progress, to identify gaps in learning that need to be addressed, to identify any pupils needing additional support and to plan the Keep-up support that they need.
  - by the Reading/Phonics leads and SLT and scrutinised, to narrow attainment gaps between different groups of pupils and so that any additional support for teachers can be put into place.

### Statutory Assessment

- Pupils in Year 1 sit the Phonics Screening Check. Any pupil not passing the check re-sits it in Year 2.

### Ongoing Assessment for Catch-Up

- Pupils in Year 2 to 6 are assessed through their teacher's ongoing formative assessment as well as through the half-termly *Little Wandle Letters and Sounds Revised* summative assessments.

## Writing at Woodnewton


Writing is one of the primary forms of communication. It allows thoughts to be clarified, emotions to be expressed, opinions to be stated, experiences and explanations to be shared. It is also one of the more difficult aspects of the language as its many conventions are difficult to follow and master. The written word is open to critical appraisal as writing faces scrutiny and correction in areas which go beyond meaning and content. Harsh judgements are made about those whose writing shows grammatical, structural and other weaknesses. However, given the right environment and stimulus it is an aspect of literacy that can give enormous pleasure. We aim to enable our pupils to consider themselves as 'writers', to encourage confidence and the motivation to want to write and to have sufficient control over the mechanics of writing to allow for skilful development of the writing process. We aim to develop fluency and legibility. We aim to offer a whole language approach so that pupils can learn to express clarity of thought and be able to manage language appropriately. We aim to set high expectations of pupils and to give writing a high profile in all its forms.

### The Teaching of Writing


Pupils should be provided with the opportunity to write for real reasons, for different purposes and for a range of audiences.

Pupils need frequent opportunities to discover the links between the skills of writing, reading, speaking and listening, drama and role play. This will help ensure a range of genre is covered.


### Two-Year-Old Provision (TYOP) and Foundation Stage 1 (FS1)

-  There are no taught schemes within these provisions, as writing is not a prime area of the Early Years Foundation Stage. Pupils are supported with the gross motor and fine motor skills, which comes under Physical Development (Prime area). If pupils show signs of wanting to write, they would be encouraged in a way that suits their needs. Instead, pupils would be given daily opportunities to mark make, developing their fine motor skills and encouraging a love of 'writing'.







### Foundation Stage 2 (FS2)

-  FS2 use the 'Fantastic Foundation' Scheme for teaching writing within their Communication, Language and Literacy sessions. This supports pupils to use the Fantastic lenses to generate words to use in sentence stacking. There are high expectations put on language development and through the use of 'Granny Fantastic' pupils are introduced to high quality vocabulary to extend their understanding of words and vocabulary.

### Years 1 to 6

-  Pupils have a daily basic writing skills lesson following 'The Write Stuff' writing tool, which teaches specific elements of grammar and items from the writing checklist (Steps





to Success) linked to the expectations for their ability. Once these items have been secured they will be expected to be seen in writing the pupil completes.

-  All teachers ensure that there is a range of genres being taught throughout each half term and ensure that genres are revised regularly throughout the year and applied in meaningful contexts in topic work.
-  Focused marking informs the pupil of things that they are doing well and identifies areas for improvement directly linked to the writing checklist expectations.
-  Independent writing takes place after each unit of work and provides pupils with an opportunity to revisit a variety of genres to practise and apply their 'writing checklist' (Steps to Success) independently.
-  Spelling and Handwriting are taught regularly to support Writing.
-  English Grammar, Punctuation and Spelling (EGPS) teaching takes place as part of the Write Stuff teaching as well as stand-alone lessons from Year 2 upwards.
-  A wide range of resources are used to support pupils and enable them to become independent writers. Dictionaries, thesauruses, common exception words, spell checkers, Learning Walls, wall displays and prompts allow the developing writer to concentrate on content.

As a school we endeavour to ensure that the writing genres chosen link to each classes project where appropriate. This cross-curricular creative approach 'hooks' pupils into their writing and ensures that they have opportunities to apply the knowledge gained in their project lessons within their writing. Teachers in Year 2 – Year 6 follow the 'Write Stuff' framework, which enables them to model to pupils how to construct ambitious, highly effective sentences based on the skills (lenses from 'The Writing Rainbow') being taught within that lesson through sentence stacking. Pupils are then given the opportunity to have a go at using the skill before using their creativity to independently plan, write and draft their own piece of writing based on the same genre, in a similar style.






### Schemes we use

#### Writing

-  TYOP and FSI – none.
-  FS2 – 'Fantastic Foundations' by Jane Considine.
-  Years 1 to 6 follow 'The Write Stuff' by Jane Considine.
-  The school follow the 'Closing the Vocabulary Gap' Trust approach to teach ambitious vocabulary.

Teachers use the Writing progression grid and the grammar overview to help them plan their lessons ensuring the pupils develop the skills and knowledge needed within their year groups. As we use the Write Stuff approach within our writing lessons, many of the lenses focus on vocabulary, grammar and punctuation so pupils frequently have the knowledge to apply what they have learnt in context within their writing lessons.



## Spelling


-  TYOP and FSI – none.
-  FS2 – through the teaching of Phonics (Little Wandle Letters and Sounds)
-  Year 1 use our Phonics scheme (Little Wandle Letters and Sounds) to support Spelling.
-  Years 2-6 follow the Read Write Inc Spelling scheme.
-  Grammar is taught within 'The Write Stuff' writing lessons as integrated 'mini lessons' (Years 1-6) as well as stand-alone sessions (Years 2 upwards) to secure the application of the taught concept.

In EYFS, children have opportunities to practice their spelling as they learn a new phoneme-grapheme correspondence. They do this through spelling orally using their segmenting and blending fingers, whereby they have to decide how many sounds they need to spell a word, say the sounds and lift their fingers as they do so; swiping across all their fingers to blend the word after it has been segmented. Children are also given the opportunity within their phonics lessons to use their fingers to help them write words they are spelling. In addition, as part of the programme, they are given daily opportunities to spell words containing learnt sounds. Once a week, they complete a consolidation lesson where they have to spell two or three other words containing sounds that they have been taught previously, this helps to ensure that their knowledge of each phoneme-grapheme correspondence is further embedded.

Children in Years 2-6, follow the Read, Write, Inc. spelling programme with weekly dedicated spelling lessons. Each week, teachers select a spelling unit (based upon a spelling rule) which is introduced to the children. Children then complete tasks within the lesson, allowing them to apply newly learnt knowledge, with teachers regularly assessing the knowledge they have retained.



## Handwriting

-  TYOP and EYFS provide a wide range of activities to develop finger and hand muscles. Songs and rhymes are used to reinforce correct letter formation.
-  FS2 – through the teaching of Phonics (Little Wandle Letters and Sounds) to reinforce correct letter formation


-  Year 1 to 6 follow the Nelson Handwriting scheme.
-  Pupils practise handwriting within Writing lessons as well as stand-alone sessions.

## Cross-curricular Writing




### TYOP and EYES

-  Gross and fine motor skills are actively supported by all members of TYOP and FSI which will support the pupils in their school life with handling a writing tool and implementing the skill of writing. Mark making takes place within the provision during Independent Learning.
-  In FS2 pupils use their phonetic knowledge to write for a purpose and this may be in a range of areas within the provision during Independent Learning. Pupils also write during Phonics and Communication, Language and Literacy (C&L,L) lessons.




### Years 1 to 6

-  All teachers ensure that there is a range of genres being taught throughout each half term and ensure that genres are revised regularly throughout the year and applied in meaningful contexts in topic work.





### Genres covered

-  In the teaching of writing in Years 1 to 6, it is important that pupils understand:  
the purpose of the text being written,  
the audience it is intended for and  
the language choices which shape the intended meanings for both purpose and audience.
-  All teachers ensure that there is a range of genres being taught throughout each half term and ensure that genres are revised regularly throughout the year and applied in meaningful contexts in topic work.
-  The Writing Faculty team regularly discuss and agree genres covered in each year group to ensure appropriate coverage across the school.

### Key Texts

-  Teachers use reading to inspire pupils to plan and write for different purposes and audiences with teaching units that ensure a range of writing outcomes.
-  These are carefully chosen by teachers across the school to engage and motivate pupils.
-  Key texts used in Writing, where possible, link to the Wider Curriculum project to make pupil's writing purposeful.

## Assessment in Writing

-  **TYOP** – Staff do not assess writing as it is not a prime area of development. They would assess Physical Development – Moving and Handling – as this looks at the gross and fine motor skills of a pupil.
  
-  **FS1** – Staff will assess pupils against the specific area of Writing in the Early Years Foundation Stage Development Matters at the end of Foundation Stage 1 or when the pupil is of appropriate age. However, they will assess Physical Development throughout the pupil's time in FS1.
  
-  **FS2** – Pupils are assessed in the seven areas of the Early Years Foundation Stage Development Matters at four points within the year, which includes a baseline assessment at the start of the Year and their assessment for their Early Years Foundation Stage profile at the end of the Year. The pupils are not formally assessed at any other time, however, ongoing formative assessment is undertaken daily throughout each session/lesson.
  
-  **In Years 1 to 6**, Writing is assessed regularly (depending on the unit of work and genre covered) and results moderated in year teams as well as across the Trust. Teachers refer to the IfTL Writing Assessment Framework when assessing pupils' work. Summative assessment is also completed in the form of EGPS Cornerstones 3 times a year as well as Year 2 and Year 6 SATs.

## Speaking and Listening at Woodnewton

Speaking and Listening forms a large part of the curriculum from EYFS to Year 6 and at Woodnewton we put a big emphasis on developing these skills during the school day. We nurture children's speaking and listening through a variety of approaches: exploratory play, story time, drama techniques and through collaborative learning across other subjects within the curriculum. We develop these skills so that our children can express their own ideas clearly and confidently, in a safe and supportive environment, in all aspects and areas of their school life and into their future.

All staff in our school model the use of higher-level vocabulary within their speech and expanding children's vocabulary is a key focus from EYFS. Subject specific vocabulary is embedded across the curriculum, through teacher modelling, in context. Contextual learning helps children to understand new words and supports them in including them in their work. The model is reflected in shared reading sessions, where children are given the chance to explore unfamiliar vocabulary and expand their knowledge of words. We are keen to model



the correct grammar in speech, for example using 'we were' instead of 'we was' and encourage children to reflect this in their use of spoken and written language. Children are given the chance to orally rehearse ideas for writing regularly.