



*'For Learning That Lasts A Lifetime'*

## **English Policy**

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## Equality

We recognise our duty and responsibility to establish equality for all pupils, staff, other members of the school community and service users regardless of their ethnicity, gender, disability, sexual orientation; age or beliefs as defined within existing equalities legislation (please see Single Equality Scheme).

**The Staff of St. Margaret's at Cliffe C.P School use the National Curriculum to teach the skills of English. This leads to a balanced and integrated development which in turn provides all our pupils with the highest quality English teaching.**

**Our intention is that all children should become independent learners and that English ought to be enjoyable whilst permeating through all curriculum areas.**

### **1 Introduction**

- 1.1 The purpose of this policy is to give practical guidance to support teaching and learning and to provide consistent information to parents and governors. Its aim is to provide a comprehensive approach to the teaching and learning at St Margaret's at Cliffe C.P School.
- 1.2 At St Margaret's at Cliffe C.P School it is our intention that all children should become confident independent writers, readers and orators and that English learning should be an enjoyable experience, one that engages the children's interest and enables them to successfully take risks in real life.

### **2 Speaking And Listening**

#### **Aims**

- 2.1 At St Margaret's at Cliffe C.P School we aim to deliver the highest quality of teaching ensuring that all our pupils listen and talk with confidence and enjoyment in a variety of situations in and outside school.
- 2.2 Teachers should be encouraging the children to speak clearly, thinking about the needs of their listeners, joining in discussions, making relevant points and listening carefully to what other people are saying. Children

should use language in imaginative ways and express their ideas and feelings when working in role.

- 2.3 To develop effective speaking and listening pupils should be taught to:  
use the vocabulary and grammar of Standard English;

Formulate, clarify and express their ideas;

Adapt their speech to a widening range of circumstances and demands;

Listen, understand and respond appropriately to others.

**3 Classroom displays, listening areas and role play areas should promote the development of Speaking and Listening.**

Teachers should:

- 3.1 Set up problem solving situations throughout the course of the year in all areas of the curriculum to generate talk and to give opportunities to predict and analyse. In this way ideas can be shared and developed together;
- 3.2 Clearly state their expectations for each task and intervene sensitively, if necessary, in order to achieve objectives;
- 3.3 Use stories and poetry throughout the day, not just at the end of the day;
- 3.4 Use drama, gym, games and dance sessions to stimulate discussion;
- 3.5 Encourage children to be tolerant and sensitive to the needs of others, to lead or accept the leadership of others, to take turns and to cooperate within the group;
- 3.6 Encourage debate and show how an audience can create atmosphere and affect presentation.

## 4 Classroom Organisation

- 4.1 Each classroom should provide opportunities that enable pupils to listen, talk and record using appropriate equipment. Where applicable teachers should organise the classroom furniture to allow for defining spaces for the development of Speaking and Listening: listening and role play areas, areas which enable pairs and small groups to talk together and a carpeted area which allows the teacher to gather the class or large groups together for conversational purposes. Teachers should use a range of teaching styles- individual, pairs, groups of varying sizes and abilities. Cross curricular displays in class and around school should incorporate a variety of probing questions encouraging the children to problem solve and research the answers. Artefacts and materials should also be set up in all classes where possible to promote discussions on all levels.
5. **In Early Years Foundation Stage and Key stage One** pupils' vocabulary should be extended through activities that encourage their interest in words. In order to encourage confidence and fluency in expressing themselves in a variety of situations, the Early Years classroom should involve:
- 5.1 Adults listening and engaging children in discussion and conversation with emphasis on the child's contribution and encouraging them to ask questions;
- 5.2 Planning for children to talk with another to develop their skills as listeners as well as speakers in a variety of contexts;
- 5.3 Organising the room and timetable to ensure play opportunities;
- 5.4 A focus on listening skills through storytelling, audio stories, music and poetry;
- 5.5 The use of handclapping, repetition and control of rising and falling tones (Nursery rhymes) which help to encourage variation in stress, rhythm and intonation.
- 5.6 Sensitively helping children to become gradually aware of the use of Standard English.

6 Children should be given opportunities to talk for a wide range of purposes and to a wide range of audiences. Whilst continuing to value all dialects, accents, other languages and speech patterns used by children teachers should develop pupils' appreciation and use of Standard English and the difference between spoken and written English.

## 7 **Questioning Skills**

In order that we maintain the very highest levels of problem solving skills from the simplest enquiry techniques to the higher order skills with the older children in Key Stage 2, teachers must focus on open ended questions which in turn extend themselves to a broader and higher level of Speaking and Listening. All teachers at St. Margaret's at Cliffe C.P School have a copy of 'Open Questions' KCC.....to enhance their own questioning techniques, (any new members of staff need to ask the Literacy Coordinator for a copy if this has not been left in the classroom).

## 8 **Drama**

The teaching of drama is a statutory requirement of the National Curriculum for English as part of the Speaking and Listening strand. Specifically, pupils are required to participate in a wide range of drama activities ensuring that they;

8.1 Use language and actions to explore and convey situations, characters and emotions;

8.2 Create and sustain roles when working individually and with others;

8.3 Comment constructively on drama they have watched or in which they have taken part;

8.4 Pupils in all Key Stages should be encouraged to participate in drama activities once a week where appropriate, through all areas of the curriculum;

8.5 Drama should be used as a learning tool as it is important in the development of all aspects of English;

**9. There are four main types of drama which should be planned for:**

- 9.1 Drama as a method of learning tool which can make a contribution to all areas of the curriculum;
- 9.2 Drama as communication;
- 9.3 Drama as text which links strongly with reading;
- 9.4 Drama as role play which enables pupils to internalise a character, theme or view point linking with writing;
- 9.5 In drama children should be given the opportunity to: report on past and present experiences both real and imagined; inform, instruct and explain; argue, convince, persuade, justify, defend, reason logically, present pros and cons and come to conclusions, negotiate and mediate.
- 9.6 All staff should have a pack with examples of opportunities for drama (Literacy Strategy Speaking and Listening box). It is the responsibility of the Literacy coordinator to ensure this is available and used.

**10 *Every Child Matters***

- 10.1 The range of Speaking and Listening opportunities helps in responding to pupils' diverse learning needs. Children's differing social skills means they need to work in groups of differing sizes and compositions. For children learning EAL, hearing and participating in extended speaking, benefits their ability to pick up another language at a faster rate. At St Margaret's at Cliffe C.P School we believe that the oral sharing of experiences supports equality of opportunity in terms of access to the curriculum and promotes children's motivation and engagement across all subjects. As children's strengths and preferred learning styles differ, those children who are less comfortable and successful with written forms can communicate effectively and develop confidence through speaking and listening.
- 10.2 All children whether less able or gifted and talented will always be working towards the same high expectations as their peers. For those less able children appropriate access strategies and support will be implemented for their well being. If necessary, related objectives may be

chosen from the relevant progression strand from an earlier year to best support these children.

- 10.3 For children who are working well above the overall level of their class or group opportunities and experiences should be planned to broaden and deepen their learning. Where necessary objectives will be chosen from the relevant progression strand from a later year ('Seeing the Joins' document). Where possible those children who demonstrate a particular talent in the area of Speaking and Listening will attend outside events organised by other District primary and secondary schools.
- 10.4 From Early Years Foundation Stage through to the end of Key Stage 2 assessment is on-going through all curriculum areas. However, it is important that teaching staff choose a specific area of speaking and listening to be formally assessed each term. Thus resulting in 6 focussed assessments with a very clear picture of what level our children are at by the end of each year.

## 11 **Criteria for assessing:**

- 11.1 When assessing and monitoring children's ability to engage in speaking and listening, it is important to be very clear on the focus of the assessment. All teaching staff should monitor and assess the:
- 11.2 Effectiveness of the child's talk, including adaptation to purpose, context and audience.
- 11.3 Contributions that show positive and flexible work in groups
- 11.4 Clarity in communicating, including the use of reason, clear sequences of ideas and Standard English.
- 11.5 Assessment will differ for each key stage. **In Early Years Foundation Stage and Key Stage 1** a systematic collecting of tangible evidence of talk in the form of group and individual observation notes, video, and audio logs, written logs and diaries might be preferable.
- 11.6 Whilst in **Key Stage 2** encouraging children to assess and evaluate their own and each other's speaking and listening as well as the above might be more appropriate. All teaching staff should collate their ongoing

evidence in the format suggested by the Literacy Coordinator. It is the responsibility of the Literacy coordinator to ensure all staff has the appropriate assessment materials at the beginning of each academic year.

## **12. Good Handwriting And Spelling Go Hand In Hand**

12.1 The teaching of joined handwriting on school entry can influence the 'catching' of spelling so teachers should teach spelling at the same time as handwriting. At St Margaret's at Cliffe C.P School children are encouraged to write in a joined style as soon as they are confident forming their letters with the lead in and out. Discretion may be exercised especially in the Foundation Stage.

12.2 At St. Margaret's at Cliffe C.P School we aim to:

12.3 Encourage confident, independent writing;

12.4 Enable the children to write words they want to write and challenge themselves to extend their vocabulary;

12.5 Encourage an interest in the way words are spelt, their meaning and origin;

12.6 Encourage flow, neatness, speed, confidence and pride in handwriting;

**13 In Early Years Foundation Stage and Key Stage 1** staff use 'Letters and Sounds' to support their teaching of phonics. In **Key Stage 2** staff use the NLS Spelling Bank, Support for Spelling and 'Sounds Write'.

13.1 The National Curriculum states that children in **Key Stage 1** should be taught the conventional ways of forming letters, both lowercase and capitals. At St Margaret's-at Cliffe C.P School we aim to teach handwriting with a fun multi-sensory approach in order to capture the children's interests and sustain motivation.

13.2 Very young writers in **Early Years Foundation Stage and Year One** should have access to a variety of thick pencils, crayons, felt pens, finger paints, paint brushes, clay, dough, scissors etc, to enable them to have the maximum amount of practice at the earliest opportunity. Children at

this early stage of development must be allowed ample opportunities for drawing and writing freely as well as structured practice.

**14 At St Margaret's at Cliffe C.P School teachers should keep in mind the need to use different forms of handwriting for different purposes and audience.**

14.1 A fast personal hand that is intended for the writer only and which may appear messy and untidy to someone else. This kind of handwriting, (particularly pertinent to upper Key Stage 2) is used for note taking or rough planning when recording of ideas is more important than presentation.

14.2 A fast but legible hand for drafting or when writing down telephone messages for someone else to read. Here speed is vital but the writing must be legible.

14.3 An artist '*best hand*' for presentation purposes. This may include display work or calligraphy, print for labelling, maps or diagrams. Teachers at St Margaret's at Cliffe C.P School encourage pride and care in presentation of 'public writing'.

**15 At St Margaret's at Cliffe C.P School children are taught in line with The National Curriculum and Literacy Strategy and additionally as the teacher sees fit in differentiated small groups. Spelling, however, is taught through explicit phonic and handwriting sessions. At St Margaret's at Cliffe C.P School teaching staff teach spelling in a systematic, multi-sensory, interactive and fun way from Foundation Stage to Year 6.**

**16 We believe that children of all ages sustain motivation and reinforce their learning of spelling through a daily fun systematic approach.**

16.1 In **Early Years Foundation Stage** daily phonics sessions take place, either whole class or in small groups. During the first term children in **Early Years Foundation Stage** take home a phonics pack which will include a book or a game. In **Key Stage 1** staff teach phonics every day in 20 minute sessions. Those children who are experiencing difficulties should be part of an intervention programme which enables them to work towards their own personalised programme. This work prepares the children for the Key Stage 1 phonics screening at the end of Year 1. From

Foundation Stage children are taught to insert '**sound buttons**' underneath each grapheme when they are writing whole words.

16.2 In **Key Stage 2** Years 3 and 4, 15 minute sessions should occur at least 4 days a week with the class teacher while the teaching assistant takes a group who might need a more supportive programme through 'Sounds Write'. In Year 5 and 6, 15 minute investigative spelling sessions should take place 3 times a week, while those SEN children engage with their personalised intervention programmes.

17 At St Margaret's at Cliffe C.P School teaching staff aim to create an environment in which children become curious about words and how to spell them. We teach a variety of strategies to enable children to become independent spellers, and encourage them to find strategies to develop into competent and confident spellers. By the end of Key Stage 2, children should be able to 'recognise and use spelling patterns', write common letter strings within familiar and common words and spell words with common prefixes and suffixes.

17.1 Teaching staff encourage children to:-

17.2 Look at parts of words to see what is interesting about them;

17.3 Think of other words with the same patterns e.g. Letter, splinter, water, filter, bird, third, fir, stir, surf, curl;

17.4 Encourage close visual inspection of words and encourage close visual comparison of words;

17.5 Collect and talk about words containing common letter patterns;

17.6 Look for words within words. Visual discrimination of word form is a crucial part of learning how words are structured;

17.7 Explore and play with words through rhymes, silly sentences and mnemonics;

17.8 Use Big Books and hyperlinked texts to isolate individual words and explore the above;

17.9 Talk about word roots, derivation, prefixes and suffixes;

**18** At St. Margaret's at Cliffe C.P School the teaching staff accept the strategies and stages of progression and development as detailed in the Primary Framework for Literacy, Letters and Sounds, NLS Spelling Bank and 'Sounds Write'. These strategies prepare the children for a National formal phonics assessment at the end of Year1 and Year 2 'Phonics screening check' and for the Year 6 English grammar, punctuation and spelling test (new for 2013).

## **19 Independent learning**

At St. Margaret's at Cliffe C.P School independent learning should be encouraged at all times. We encourage our children to talk freely about their spelling problems. This should take place as part of class discussion, in small groups and individually. Children should be encouraged to take risks-'have a go' with their spellings when writing and then check later. Children need to be encouraged to self-correct their mistakes and write their errors 3 times.

19.1 Children should be continuously monitored through their writing activities to assess whether they are using and applying their spelling patterns. Where appropriate, teachers should keep records of spelling achievements, either through weekly spelling tests or written assessments.

**Teachers must be mindful when teaching spelling, punctuation and grammar of the end of Key Stage 2 Statutory Assessment Test and therefore focus their teaching towards these expectations.**

## **20 Teaching Points- Handwriting**

**Early Years Foundation Stage and Year 1** should use 'Write Dance' in the hall to develop the children's gross motor skills before refining their letter formation.

20.1 Handwriting should take place at tables to ensure correct posture with the teacher modelling in front at a board. Correct posture- sitting comfortably with feet flat on the floor with body upright but tilted slightly forward on a chair suited to the height of the table and the child,

where controlled but unrestricted movement of hand and arm can be facilitated. Teachers and classroom assistants should be continuously checking and correcting good posture and pencil grip during handwriting practise. Consideration must always be given for left handed children who need to be placed on the left hand side of their peers.

- 20.2 A **correct pencil grip** is firm but relaxed. Writing is carried out with small movements of the hand and wrist, not by bending the fingers. The writing implement should be held between the thumb and first finger, resting against the middle finger.
- 20.3 Children can be encouraged to develop a more mature, varied style (loops etc) when their joined up style is confident. Pupils will then be encouraged to increase the speed of writing; the lack of ability to write quickly can have a detrimental effect on the quality as well as the quantity of a child's written output for it hampers the flow of thoughts and limits fluency. With this in mind teaching must constantly check the children's pencil grip.
- 20.4 When children have gained sufficient confidence the 'lead to/in' at the beginning of words should be omitted.
- 20.5 Children should use pencils until they are ready for pens. At **Early Years Foundation Stage** the larger triangular writing pencil should be used until the children are ready to move on to a smaller pencil. In **Key Stage 1** children will be encouraged to write with a smaller pencil. In **Year 3** a pencil will be used until the children are writing confidently and neatly in a joined style. When this has been achieved children will be encouraged to use a Berol fibre tip handwriting pen later progressing to a fountain pen. Biro's are not to be used in upper **Key Stage 2**.
- 20.6 Line guides and handwriting paper should be used for focussed handwriting sessions until the teacher decides the children no longer need them (when ascenders and descenders are of the correct height and depth).
- 20.7 Lined white boards should be used for focussed phonic/handwriting sessions. In using whiteboards we let the children 'have a go' without fear of failing.

20.8 For details of the handwriting style to be taught, teachers should refer to the Literacy Coordinator.

## READING

**21. Reading should be taught in a way that leads to balanced and integrated development and provide pupils with the highest quality reading material possible.**

21.1 Teaching staff at St. Margaret's at Cliffe C.P School must aim to ensure the development of reading so that the pupils can:

21.2 Master their initial reading skills so that they become independent and enthusiastic readers;

21.3 Read a range of texts fluently, accurately and with understanding;

21.4 Find out the information they need in order to research and answer the questions of others;

21.5 Understand the variety of written language and the differences between fiction and non-fiction;

21.6 Understand and respond to a wide range of books and media texts;

21.7 Improve their abilities to analyse, evaluate and criticise texts which they read.

## **22. The Teaching and Development of Reading**

Teachers should:

22.1 Acquire knowledge about children's books;

22.2 Consider book provision very carefully (especially in the classroom) making a range of genre available, which reflects multi-culture and equality;

22.3 Institute a variety of reading experience;

22.4 Promote independent reading;

22.5 Seek ways of involving parents- reading helpers;

22.6 Use informative methods of assessing reading progress;

**23** Teaching Staff should encourage children to read from a variety of: styles, authors, difficulty, content, size, illustrations, fiction and non-fiction. We should encourage reading for pleasure and information. All children should take home a 'real book' from the main or class library which either challenges their own reading ability or can be shared with an adult.

23.1 In September **Early Years Foundation Stage** children should be taking home an Oxford Literacy Web phonic based text followed by the Dandelion Launchers. As the children progress an Oxford Reading Tree text with pictures only should be given to the children followed by the same scheme book which includes text. Assessment of progress should be ongoing as each level from 1- 4 has a key word sheet.

23.2 In **Key Stage 1** alongside the library book a reading scheme book is taken home to help the children develop reading strategies at their level of development. In addition **Key Stage 2** children take home books which correspond to their reading ability to further develop fluency, understanding and independence.

## **24 Shared and Guided Reading**

24.1 Shared and Guided reading will take place at least 5 days a week in **Key Stage 1 and 2**. In **Foundation Stage** guided reading should take place in the summer term in groups of 4 of the most able children.

## **25 SHARED READING**

25.1 Big Books and on screen texts should be used during shared reading sessions. **At Early Years Foundation and Key Stage 1** shared reading is used to read with the class, focussing on comprehension, inference and deduction, word- building, spelling patterns, punctuation , layout and purpose, structure and organisation of sentences. The children should read and retell popular classic stories to lay the foundations for good

story telling and drama. **At Key Stage 2 Shared** reading is used to further extend reading skills. Pupils should often work from texts that are beyond their independent reading levels. Teachers should plan to offer less able readers the opportunity to access texts of greater richness and complexity than they would otherwise be able to read.

- 25.2 All classes have been resourced with a range of big books to support their specific literacy objectives. **In Foundation and Key Stage 1 Big Books** should be read frequently with the children so that they get to know and interact with the text. Pointing to the words encourages the children to employ this strategy with their own reading.

## 26 GUIDED READING

- 26.1 Guided Reading sessions of twenty to thirty minutes should occur at least four times a week. Guided reading is a fundamental part of our teaching which takes place outside of the Literacy hour. It is a carefully structured group activity for sustained teaching of reading. It takes place in ability groups and, where possible, all children will have a copy of the focussed text depending on the size of the groups.
- 26.2 Teachers must plan to teach about the author's use of language and voice as well as the decoding skills. It is the responsibility of the Literacy Coordinator to ensure that all teaching staff have a copy of '*The Assessment Focuses*' for guidance. During Guided Reading teachers focus on independent reading rather than modelling the process for pupils. Guided reading is a fundamental part of our teaching which takes place outside of the Literacy hour. It is a carefully structured group activity for sustained teaching of reading. It takes place in ability groups and where possible all children will have a copy of the focussed text. Each child should read a sentence keeping the flow of the reading and the children's interest.
- 26.3 **At Early Years Foundation Stage and Key Stage 1** the focus is primarily on introducing the text and familiarising the pupils with the overall context of the story and unfamiliar words. Pupils are then encouraged to read the text independently, being assessed by the teacher with a particular focus.

26.4 In addition, **at Key Stage 2** teachers should plan for an independent group's focus encouraging the children to read silently with comprehension questions to direct or check up on the reading. Whilst the focussed adult groups read and generate discussion based on the assessment focus planned for.

## 27 CUE SYSTEMS IN THE READING PROCESS

27.1 At St Margaret's at Cliffe C.P School we need to place emphasis on the need for children to be taught in such a way that enables them to be able to 'orchestrate' a full range of reading clues to monitor their reading and correct their mistakes when tackling a new text.

27.2 **Picture Clues** We use picture clues matching them to our knowledge of initial letters.

27.3 **Graphic** We increasingly remember and recognise familiar words and phrases, learnt by the experience of reading by what they look like. As we learn to read we become increasingly familiar with certain letter sound associations, sometimes involving single letters like phonemes or groups of letters.

27.4 **Syntactic** We draw upon the spoken language we already know to predict what phrases are coming and to confirm what we read.

27.5 **Semantic** We use our expectation of what makes sense in life to try to predict what's coming and to interpret what's happening. We use the context of the story to help us to work out the meaning and confirm what we have read.

27.6 **Bibliographic** We use our knowledge of written genres to help predict patterns of possibility and confirm interpretations.

## 28 Planning Progression and Assessment In Reading

28.1 At St Margaret's at Cliffe CP School progression in reading is assessed throughout **Early Years Foundation Stage, Key Stage 1 and 2**. The assessment of each child is fed into the teacher's planning to ensure that he/she is progressing at their own level and more able readers are challenged. Where appropriate at St. Margaret's at Cliffe C.P School we

use Guided Reading sessions as an invaluable way of evaluating a child's development as a reader alongside other recommended methods.

- 28.2 **In Early Years Foundation Stage and Year 1** assessment is on-going and informative, tracking reading against the Foundation Stage Profile and using Tracking Progression in Reading. When appropriate the use of 'Guided Reading' observations are recorded to inform progression and next step planning. In Yr 1 ELS screening is also used to assess those children who require extra reading support. At the end of Year 1 elements of the Year 2 SATS tasks are used to assess the level of the children's reading.
- 28.3 **In Year 1 and 2 Holborn** reading tests are used to assess children's reading age at the beginning of each term and with this information extra support is put in place for those children who have a lower reading age than their chronological age. End of key stage SATs tests are also used.
- 28.4 **In Year 3,4 and 5** Holborn reading tests and optional SATS reading and comprehension tests are used to assess reading and inform the teacher's planning.
- 28.5 **In Year 6** Holborn reading tests and a range of past SATs papers to assess and inform planning culminating with the final end of year test.
- 28.6 **In Years 1-6 A.P.P (Assessing Pupils Progress)** should be used 3 times a year for every child in each class. Additional notes may be made during guided reading sessions when appropriate to assess the children's level of progress and inform planning.

## 29 **Every Child Matters**

Gifted and Talented children working above the overall level of their class in reading must benefit from planning that will add breadth and increase their depth of knowledge of words, comprehension and inference.

However, for those children who cannot work towards the same reading objectives as the rest of the class teachers must track back to an earlier objective.

## 30 HOME / SCHOOL LINKS

- 30.1 A very close home/school link is fostered in our school. Via a home/school reading link book parents/carers and teachers are able to foster a continuous dialogue about pupils reading progress. It is one of the most vital means of communication between parent/carers and teachers. Teachers should remind parents of the importance of this two way conversation through the home contact book. *At the beginning of the year written instructions which will be placed inside the front cover of each home contact book tailored to each class's preferences.*
- 30.2 At St Margaret's C.P School teachers in **Early Years Foundation Stage, Key Stage 1 and the Literacy Coordinator** should support parents/carers by running reading workshops within the Literacy evening when they are given lots of practical advice on how to support their child at home. Should parents/carers experience any difficulties whilst supporting their child's reading, staff should always be available to offer advice.
- 30.3 The Literacy Coordinator is responsible for co-ordinating reading through the school. This includes:
- 30.4 Ensuring continuity and progression from year group to year group and providing all members of staff with appropriate materials and guidelines to plan for and assess the reading in each year group;
- 30.5 Advising and supporting colleagues with new initiatives;
- 30.6 Providing resources to complement and ensure best practise for reading.

## 31 WRITING

At St Margaret's at Cliffe C.P School it is our intention that children should become confident independent writers and that writing should be an enjoyable activity, one that engages the child's interest and encourages his/her concentration.

### 31.2 **Our objectives in the Teaching of Writing are:**

- To develop enthusiastic and reflective writers;
- To foster the enjoyment of writing, and a recognition of its value;
- To encourage accurate and meaningful writing, be it narrative or non-narrative;
- To enable children to improve the planning, drafting and editing of their written work.

31.3 Teachers need to provide children with a stimulating and supportive environment for writing.

31.4 Writing should not be an arbitrarily imposed task. It should have reasons easily understood and accepted by the writer and should have a potential audience. Children should be taught to consider the audience at all times during the writing process. This audience will rarely be only the writer's own teacher and should, whenever possible, exist beyond the classroom.

31.5 Through continuous monitoring and assessment, teachers will identify writer's weaknesses and deficiencies, and our direct communication with the writer should be in the form of positive encouragement, enthusiasm and genuine praise for what he/she **CAN** do.

## 32 **Types of Writing**

At St Margaret's at Cliffe C.P School our writing curriculum and resulting Learning Outcomes for our children are based on the National curriculum and Literacy Strategy. It is our aim where possible, that our pupils should experience a wide range of writing across all curriculum areas.

32.1 We believe that by experiencing a wide range of writing, type and style our children's interest, motivation and independence is enhanced thus enabling them to express themselves and become keen writers. The writing objectives can be realised in a number of ways and the following teaching points serve to remind staff as to how they might be achieved.

### 33 TEACHING POINTS

- 33.1 Capitalise on special events.
- 33.2 Provide real audiences.
- 33.3 Provide writing activities that have a real purpose, such as sending messages, writing instructions, invitations, diaries, reminders and lists.
- 33.4 Use drama and role play.
- 33.5 Encourage supported composition in pairs (writing partners) for ideas and words.
- 33.6 Use adults or more able children as scribes where appropriate.
- 33.7 Provide a good model for writing: teachers, writers of books in the classroom, visiting writers.
- 33.8 Celebrate all pieces of writing.
- 33.9 Encourage children to edit, read their work individually or collaboratively.
- 33.10 Give opportunities to write in pairs and in groups encouraging discussion as well as having the opportunity to write on their own.
- 33.11 In the editing process children and teachers need to be aware of the areas for development through the use of writing targets.

### 34 Shared Writing

Shared writing should take place both in **Early Years Foundation Stage and Key Stage 1 and 2**. Not only stories, but historical research, technology project planning, scientific 'write ups', results recording, surveys, questionnaires. At St Margaret's at Cliffe C.P School we value the importance of modelling writing through shared writing sessions. Whilst engaging in shared writing, pupils have the opportunity to learn, apply and reinforce skills in the context of a large group with careful guidance from the teacher. The teacher is able to model the process of writing and the objective being taught whilst teaching grammar, spelling skills, layout, presentation, refining and editing. With the use of white

boards and talking partners children are able to become 100% involved in the writing session learning without pressure.

### 35 GUIDED WRITING

During these sessions, teachers in **Early Years Foundation Stage and Key Stage 1 and 2** focus on specific objectives and aspects of the writing process rather than on the finished piece of work.

- 35.1 Teachers should take the opportunity to discuss ways of improving and developing writing and children should incorporate the knowledge they have learnt into their individual or collaborative work. Teachers should encourage pupils to critically analyse. When responding to children's work teachers should remember the need for constructive criticism followed by realistic solutions.

### 36 INDEPENDENT WRITING

With young writers, during **Early Years Foundation and Key Stage 1**, 'emergent writing' is recognised as a valuable and effective learning experience / teaching device. In **Early Years Foundation Stage** lots of opportunities are provided to encourage the children to write for a variety of purposes during their play. Such work is acknowledged to have the same worth as the best Year 6 redrafts and should be shared accordingly. Teachers and Teaching Assistants will act as scribes when this is appropriate. However, in most cases this will only occur **after** the independent efforts of the writer himself/herself.

- 36.1 At St Margaret's at Cliffe C.P School we should encourage all children to 'have a go' at writing and length is dependent quite often on the child's ability and age. The use of 'writing partners' should be encouraged particularly for those children who need to verbalise their ideas (in sentences) before committing to a hard copy.
- 36.2 All children should have access to a free writing journal or 'Busy Book'. These are to be kept in their trays to encourage positive attitudes and ownership of their writing and will not be marked.
- 36.3 We aim to make (re) drafting simultaneous with re- reading, editing and correction. It should be seen as purposeful and our young writers will be

encouraged to consider possible improvements rather than simply repeat the same text. Children are encouraged to view re drafting as a positive experience enabling them to take their work nearer or above their own personal/group writing target.

- 36.4 The correction of work, as far as possible should be in consultation / discussion with the writer. The writer will first be asked to identify elements in his/her work that directly relate to the success criteria for that particular piece of work. **'Checking their work'** offers the opportunity to the child to review their own success and act on any inaccuracies. Thus, enabling all children to take complete ownership of their compositions.
- 36.5 Where consultation is not possible teachers should respond to the child's work by **ROSI** marking-**Responding, Objective, Success, Improvement** . By doing this teachers respond positively to what the children have achieved and ask them to **'close the gap'** correcting spelling errors or writing in direct response to the objective of that writing task. Three positive aspects of achievement are highlighted so that the children can immediately see their successes.

We aim for this style of correction to be viewed by the children at St Margaret's-at Cliffe C.P School as a positive step to achieving their writing goal.

- 36.6 At St Margaret's at Cliffe C.P School teachers should encourage pupils to view peer praise as a vital part of writing. Time should be allowed for the eliciting of positive appraisal of writing that lends itself to reading aloud. However, no child should ever be forced to share his/her work. Pupil's work can also be shared using visualiser and the interactive white board allowing the whole class to appraise the piece of creative writing without using any names.

### **37 Stimulating our Pupils**

At St Margaret's at Cliffe C.P School teachers aim to provide a variety of writing stimuli as starting points for our children's writing. Amongst the wide range of creative stimuli planned for weekly, World Book Day, special visitors and visits around our local environment act as very positive starting points for our children's creative thoughts. Periodically

the children engage in an activity called 'The Weekly Window'. This is a block of creative writing sessions promoting composition and effect using topical photographs as a stimulus. This Literacy session can take up to an hour. Class buddies then meet up to share their writing and discuss next step learning for each class. This is an invaluable experience for all children and gives them the opportunity to write for a 'real' audience.

These ideas should be reviewed annually and new ideas introduced where applicable.

### **38 Management and Organisation**

In order that the children at St Margaret's at Cliffe C.P School progress as writers, teachers should aim to provide opportunities for sustained writing either at the end of each week or unit.

- 38.1 In Early **Years Foundation Stage** children engage in the creative mark making process throughout the week in child initiated and focused teaching sessions. In **Year 1** children write for short periods of time until they are ready for a more extended creative writing session. In **Year 2** and **Key Stage 2** extended creative writing sessions should be planned for each week.

### **39 RESOURCES**

- 39.1 Dictionaries, thesauruses, word banks, 'have a go' spelling books, computers and the school library. In addition Years 5 and 6 should have spelling journals to make note of any words they have particular difficulty with when engaging in the writing process. Where appropriate children should be provided with vocabulary books which can be used during guided reasons sessions to record any new words.
- 39.2 Each year group has been provided with the revised '100 Literacy hours' (Scholastic), the Pelican guide to teaching non-fiction and fiction writing and the 'Developing Literacy' Series to assist all staff in their teaching of specific writing objectives.

## 40 ASSESSMENT

At St Margaret's at Cliffe C.P School teachers assess children's work in three phases The short term assessments that teachers make as part of every lesson help them to adjust their daily plans. They match these short-term assessments closely to the teaching objectives. At Foundation stage children have the opportunity to explore words and use them in a variety of situations, whilst doing so the teacher and teaching assistants are able to observe and assess the children's writing against the objectives set out in the Early Learning Goals then make judgements against the Foundation Stage Profile. 'Tracking Progression in Writing' is also used until the end of Year 1.

- 40.1 Teachers should use the weekly sustained creative writing task to assess children's progress against their individual writing targets. Written (through **Rosi** marking) or verbal feedback is given to help guide the children's progress.
- 40.2 At the end of each term a timed writing assessment takes place and assessed using the **Kent, Suffolk and Ros Wilson** marking criteria alongside **A.P.P** for every child. At St Margaret's at Cliffe C.P School we have found using this marking scheme gives the assessor a good picture of what level a child is at taking into account composition and effect as well as the mechanics of the writing process.
- 40.3 Teachers make long term assessments towards the end of the school year with the help of end of Key Stage SATs for Years 2 and 6 and optional SATs for other year groups. It is the role of the Literacy coordinator to provide the resources for these assessments. In year 1 and Key Stage 2 classes 3,4 and 5 will all have the same short and long task. Marking should be shared between the teachers and then moderated as a team with the Literacy Coordinator leading to provide standard continuity of marking throughout the school.
- 40.4 These assessments are used to assess progress against school and national targets. With the help of these long term assessments, teachers are able to set targets for the next school year. The next teacher should then use these long -term assessments as the planning for the new school year.

40.5 The subject leader keeps samples of children's written work in a portfolio which has been levelled during agreement trialling sessions during the year. This demonstrates the expected level of achievement in writing in each year group of the school.

#### **41 EVERY CHILD MATTERS**

At St Margaret's at Cliffe C.P school teachers aim to motivate all our children with different needs, challenging all children and extending the gifted and talented and supporting the less able.

41.1 For Gifted and Talented and SEN children, teachers must plan for the children to be working towards the same learning objectives as their peers differentiating with related objectives chosen from the relevant year above or below.

41.2 Children experiencing problems with handwriting or phonics will benefit from extra focussed lessons with the Class teacher or Teaching assistant at least twice a week. This will in turn feed into the writing process and hopefully alleviate any stress a less able child might be experiencing. It is important that teachers plan to facilitate these extra lessons.

41.3 Writing partners are set up for all children so that the more able child can support the less able with positive outcomes. At St Margaret's at Cliffe C.P we strive hard to meet the needs of all our pupils.

#### **42 The Literacy Coordinator is responsible for coordinating and:**

42.1 Ensuring continuity and progression from year group to year group.

42.2 Providing all members of staff with appropriate guidelines and materials to plan and assess for writing.

42.3 Advising and supporting colleagues with new initiatives

42.4 Providing resources to complement and ensure best practise for writing.

42.5 Monitoring planning and assessments in order to collate a picture of achievement/ attainment across the school.