



Ruishton Church of England School

Communication, Language & Literacy Policy

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Intent

At Ruishton C of E Primary School, we believe that Communication, Language and Literacy (CLL) is a key skill which is essential for all aspects of everyday life, including independent learning and the world of work. We promote a high-quality CLL education which teaches pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, our pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. Furthermore, we recognise all the skills of language are essential to participating fully as a member of society.

It is the our intent that teaching and learning enables our pupils to express and effectively communicate their thoughts, emotions and ideas fluently and accurately; helping to prepare them to lead an enriching and fulfilling life. We aim to develop pupils' cultural, emotional and intellectual awareness so they can fully participate in the world around them. The teaching and learning of CLL skills is given a high priority within our school, including across the wider-curriculum within our schools. Therefore, we endeavour to promote high standards of Communication, Language and Literacy by equipping our pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment.

Legal Framework

This policy has been created with regard to the following statutory guidance:

- DfE (2013) '[English programmes of study: key stages 1 and 2](#)'
- DfE (2021) '[Statutory framework for the early years foundation stage](#)'

In addition, it aligns with parameters set out in the following parent policies:

- The Oak Partnership CLL Policy
- The Oak Partnership English Policy

Roles and Responsibilities

The headteacher is responsible for:

- Appointing and supporting an appropriate subject leader.

Subject leaders are responsible for:

- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to expand on colleagues' areas of expertise in English.
- Organising the deployment of resources and carrying out an annual audit of all related resources.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff and the senior leadership team (SLT), as appropriate.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities regarding English skills.
- Ensuring common standards are met for recording and assessing pupils' performance.
- Advising on the contribution of English in other curriculum areas, including cross-curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for the development of English in subsequent years.

The classroom teacher(s) is/are responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' English skills, with due regard to the national curriculum.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the subject leader about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this on an annual basis.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the SLT.
- Undertaking any training that is necessary in order to effectively teach English.

The special educational needs coordinator (SENCO) is responsible for:

- Liaising with the subject leader in order to implement and develop specialist English-based learning throughout the school.
- Organising and providing training for staff regarding the English curriculum for pupils with special educational needs and disabilities (SEND).
- Advising staff on how best to support pupils' needs.
- Advising staff on the inclusion of English objectives in pupils' individual educational plans.
- Advising staff on the use of teaching assistant (TAs) in order to meet pupils' needs.

The pupil is responsible for:

- Ensuring they complete work on time and to the best of their ability.

Equal Opportunities

All children have an entitlement to participate fully in CLL, regardless of gender, race, age or ability, in accordance with the school's Equal Opportunities Policy. Children for whom English is an additional language will receive additional support as appropriate.

For pupils with very complex needs, with an EHCP within our settings, they may need a **personalised curriculum**. An **alternative curriculum path*** for these learners will allow their needs, as defined in their EHCP, to be met.

*See the TOP Curriculum document

Teaching and Learning: English

Teaching and learning of the English strands within the CLL domain – Spoken Language, Reading and Writing – are primarily taught across three phases each half term, driven by the pivotal domain (Place and Time or Science and Technology).

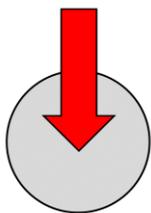
The children are introduced to a carefully selected high quality text, and supplementary texts, which is used to **engage** them in a world beyond the one in which they live, build their knowledge of the wider world and provide opportunities to develop their skills in spoken language and reading. This begins with an engagement day that captures the children’s interest and promotes curiosity and discussion. Children are introduced to a model piece of writing and there are opportunities for story maps and oral rehearsal where appropriate, to embed language structures.

See Appendix 14 for examples of texts used across the school.

The embed phase is the longest within the term, spanning from three to five weeks. Children are supported to **embed** the key text in greater depth, reading as a reader, understanding authorial intent and learning to write effectively. Lessons will be targeted to a particular skill, relating to features of the text type, such as the use of specific punctuation, allowing children opportunities to practise this skill in response to shared and guided writing.

Finally, the children will be well-equipped to use this knowledge to **‘create’**: to communicate, through writing and other means for a range of purposes and audiences. They will independently write linked to a particular text type studied as a part of the unit. In addition, they will be supported to lead their own learning, writing alternative text types for different audiences or purposes.

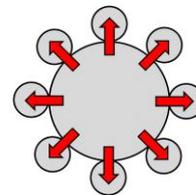
Opportunities for spoken language and reading development are embedded throughout the half-term, during the all three phases.



Phase 1: **Engage**



Phase 2: **Embed**

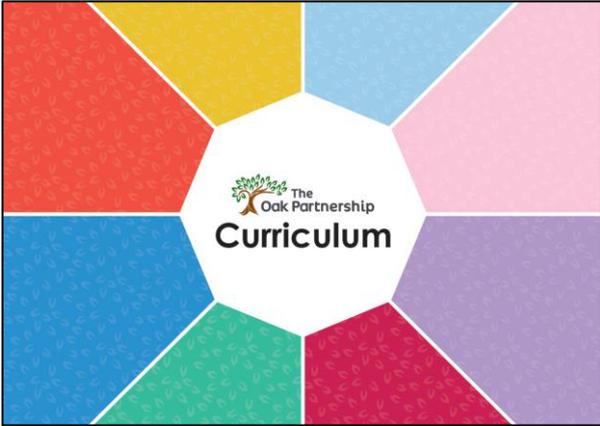


Phase 3: **Create**

In addition to this approach, which incorporates the wider curriculum in order to excite and engage the children, discrete sessions are also used to support younger children through the systematic teaching of synthetic phonics, as well as older children with additional learning needs. CLL is embedded across the curriculum, and opportunities to develop key skills in spoken language, reading and writing extend beyond CLL sessions and into wider curriculum learning.

Progression of Skills

We teach the skills outlined in The Oak Partnership Curriculum Publication, a document that was produced collaboratively between domain leaders across our primary schools. This is available as a printed publication and on the Ruishton School website at www.ruishtonschool.co.uk/curriculum.



Strands	EYF5	Key Stage One		
		Year One	Year Two	
		Listen and Respond	a. listen attentively in a range of situations b. listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions c. follow instructions involving several ideas or actions	a. listen and respond to the speaker making simple comments and suggestions b. make helpful contributions when speaking in turns, in pairs and in small groups
Ask Relevant Questions	a. be encouraged to listen to and use new vocabulary to develop their own vocabularies b. be given opportunities to use this vocabulary in a variety of meaningful contexts c. be encouraged to think of alternatives for simple vocabulary choices			
Build Vocabulary	a. answer 'how' and 'why' questions about their experiences and in response to stories or events	a. answer questions clearly in sentences b. give a reason for their answer when asked c. be encouraged to explore why they have certain thoughts or opinions		
Articulate and Justify	a. develop their own narratives and explanations by connecting ideas or events	a. be able to describe their immediate world and environment b. talk about themselves clearly and confidently c. retell simple stories / recounts		
Descriptions, Explanations and Narratives	a. give their attention to what others say and respond appropriately, while engaged in another activity	a. remain focused on a conversation when not directly involved and are able to recall the main points when questioned		

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Strands	Key Stage Two			
	Year Three	Year Four	Year Five	Year Six
Word Reading	a. apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet b. read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word		a. apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet	
Comprehension	a. develop pleasure in reading, motivation to read, vocabulary and understanding b. discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks c. read books that are structured in different ways and read for a range of purposes d. use dictionaries to check the meaning of words that they have read e. increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally f. identify themes and conventions in a wide range of books g. prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action h. discuss words and phrases that capture the reader's interest and imagination i. recognise some different forms of poetry j. in books read independently check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context k. ask questions to improve their understanding of a text l. draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence m. predict what might happen from details stated and implied n. identify main ideas drawn from more than one paragraph and summarise these o. identify how language, structure, and presentation contribute to meaning	a. develop pleasure in reading, motivation to read, vocabulary and understanding b. read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks c. read books that are structured in different ways d. read for a range of purposes e. increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions f. recommend books that they have read to their peers, giving reasons for their choices g. identify and discuss themes and conventions in and across a wide range of writing h. make comparisons within and across books i. learn a wider range of poetry by heart j. prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience k. check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context l. ask questions to improve their understanding m. draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence n. predict what might happen from details stated and implied o. summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas		

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Strands	Key Stage Two				
	Year Three	Year Four	Year Five	Year Six	
New Terminology	preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas. Formally introduce time adverbs (after, from, from...to).	e. understand paragraphs as a way to group related material f. understand how headings and sub-headings add presentation g. use present perfect form of verbs instead of the simple past, e.g. 'he has gone out to play' h. begin to use inverted commas to punctuate direct speech i. choose appropriate pronoun or noun within and across sentences to add cohesion and avoid repetition j. use inverted commas and other punctuation to indicate direct speech, e.g. a comma after the reporting clause and punctuation within inverted commas: 'The conductor shouted, "Sit down!" k. use apostrophes to mark plural possession, e.g. the girl's name, the girl's name l. use commas after fronted adverbials	determiner, pronoun, possessive pronoun, adverbial	adverbials of time, e.g. later, place, e.g. nearby, and number, e.g. secondly, or tense choices, e.g. he had seen her before g. use brackets, dashes or commas to indicate parenthesis h. use commas to clarify meaning or avoid ambiguity i. use colons to introduce a list and use semi-colons within lists j. use bullet points to list information	grammatical connections and ellipsis l. understand layout devices (headings, sub-headings, columns, bullet points, tables) g. use a semi-colon, colon or dash to mark the boundary between independent clauses h. understand how hyphens can be used to avoid ambiguity (for example, non-eating meat, non-eating meat, or recover versus re-cover)
Spelling	a. spell words with endings sounding like -ion, -ion, -ion b. add prefixes 'in-', 'is-', 'im-' and 'in-' add prefixes 'anti-' and 'sub-' c. add suffixes beginning with vowel letters to words of more than one syllable (-ing, -ed, -er, -est) d. add suffixes '-ous', '-ly' to words ending in 'y', 'le' and 'ic' e. use possessive apostrophe with plurals f. spell homophones	a. spell words with the letter string 'ough' b. spell words ending in '-able', '-ible' and '-ible' / '-ible' c. spell homophones d. spell words with 'silent' letters	a. spell words with the letter string 'ough' b. spell words ending in '-able', '-ible' and '-ible' / '-ible' c. spell words with 'silent' letters	a. add suffixes beginning with vowels to words ending in '-er' b. spell words with endings that sound like /su/ spell 'cious' or 'fious' c. spell words ending '-cious' and '-fious'	

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Timetabling

In Key Stage One, the following sessions are timetabled daily (English Strand):

- Read, Write, Inc Phonics 25 minute fidelity sound session (Reading)
- Whole-class / Guided Reading 15 - 20 minutes (Reading, Spoken Language)
- CLL 40 - 60 minutes (Reading, Spoken Language, Writing)
- Reading of the Class Text (Reading, Spoken Language)
- Additional time will be taken for the teaching of handwriting and spellings

Example KS1 Timetable*

Mon	Phonics	CLL	Break	Maths	Class Reader	Lunch	WCGR	Wider Curriculum
Tue	Phonics	CLL	Break	Maths	Class Reader	Lunch	WCGR	Wider Curriculum
Wed	Phonics	CLL	Break	Maths	Class Reader	Lunch	WCGR	Wider Curriculum
Thu	Phonics	CLL	Break	Maths	Class Reader	Lunch	WCGR	Wider Curriculum
Fri	Phonics	CLL	Break	Maths	Class Reader	Lunch	WCGR	Wider Curriculum

*For children in EYFS and Year 1, this example timetable is worked towards

In Key Stage Two, the following sessions are timetabled daily (English Strand):

- Whole-class Guided Reading 20-45 minutes (Reading, Spoken Language)
- CLL - 60 minutes (Spoken Language, Reading, Writing)
- Independent Reading (Reading)
- Reading of the Class Text (Reading, Spoken Language)
- Additional time will be taken for the teaching of handwriting and spellings

Example KS2 Timetable

Mon	Maths	Whole-Class Reading	Break	CLL	Class Reader Indep. Reading	Lunch	Wider Curriculum
Tue	Maths	Whole-Class Reading	Break	CLL	Class Reader Indep. Reading	Lunch	Wider Curriculum
Wed	Maths	Whole-Class Reading	Break	CLL	Class Reader Indep. Reading	Lunch	Wider Curriculum
Thu	Maths	Whole-Class Reading	Break	CLL	Class Reader Indep. Reading	Lunch	Wider Curriculum
Fri	Maths	Whole-Class Reading	Break	CLL	Class Reader Indep. Reading	Lunch	Wider Curriculum

English Teaching Sequence

	Engage	Embed	Create
Approx. Timings	Up to 1 Week	3-5 Weeks	1-2 Weeks
Key English Strands	Spoken Language	Spoken Language	Spoken Language
	Reading	Reading	Reading
	Writing	Writing	Writing
CLL Activities	Immersive Activities Drama and Role-Play Text Talk Debate & Discussion Collaborative Learning Vocabulary Language Model Text Type Story Mapping Oral re-telling Text Features	Model / Share Plan or Story Map Model / Share Writing Grammar Punctuation Spelling Text Features Independent, Paired	Extended Writing Plan Draft Share Review & Revise Edit Publish Pupil-Led Learning Topic Talks
Concurrent Activities	Whole-Class or Guided Reading sessions throughout		
	Discrete phonics / spelling teaching throughout		
	Discrete / Embedded handwriting teaching throughout		

Spoken Language (Oracy)

Spoken language underpins the development of reading and writing. Therefore, the research and recommendations of the EEF 'Preparing for Literacy' are being integrated within the Communication, Language and Literacy teaching across our school.

Children need opportunities to:

- Talk to others
- Talk with others
- Talk within role-play and drama
- Talk about talk

The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils are supported to develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They are assisted in making their thinking clear to themselves as well as to others and teachers ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils are also taught to understand and use the conventions for discussion and debate.

These skills are taught and rehearsed during the engage phase as well as throughout the wider curriculum.

Spoken Language skills are taught from EYFS to Year Six, organised into the following strands:

Listen and Respond	Ask Relevant Questions	Build Vocabulary	Articulate and Justify	Descriptions, Explanations & Narratives	Maintain Attention
Develop Understanding	Speak Audibly and Fluently	Participation	Reader Interest	Consider Different Viewpoints	Communicate Effectively

The full progression of skills within these strands is available in The Oak Partnership Curriculum Publication.

Oracy

At Ruishton Primary School, we are committed to transforming oracy teaching and learning across our school. This aims to enable all students to access and benefit from a high-quality oracy education. We have recently joined Voice 21 which is a national oracy charity who will support and guide our steps. The deliberate, explicit and systematic teaching of oracy across phases and throughout the curriculum will support children and young people to make progress in the four strands of oracy outlined in the Oracy Framework.

We believe children should have the opportunity to access the following:

- Book Talk - understanding and responding to what children read or have been read to them
- Eliciting and extending responses and encouraging critique of books and writing
- Language development – acquiring new words, ideas and knowledge of the world and having the opportunity to talk about them.
- Storytelling – retelling well-known and familiar stories to assimilate the rhythms and patterns of story language
- Story making - creating 'new' stories orally and/or as a preparation and rehearsal for writing
- Talk about the text during the Engage Stage and Embed Stage- exploring ideas and gathering the content for writing - what to write about. Creating characters and settings, exploring characters' feelings, sequencing and role-playing the order of events – knowing your story or organising information before writing it down
- Rehearsing what is to be written – composing sentences orally and refining them

- Preparing for and taking part in debates
- Opportunities to rehearse and learn different texts and present to different audience.

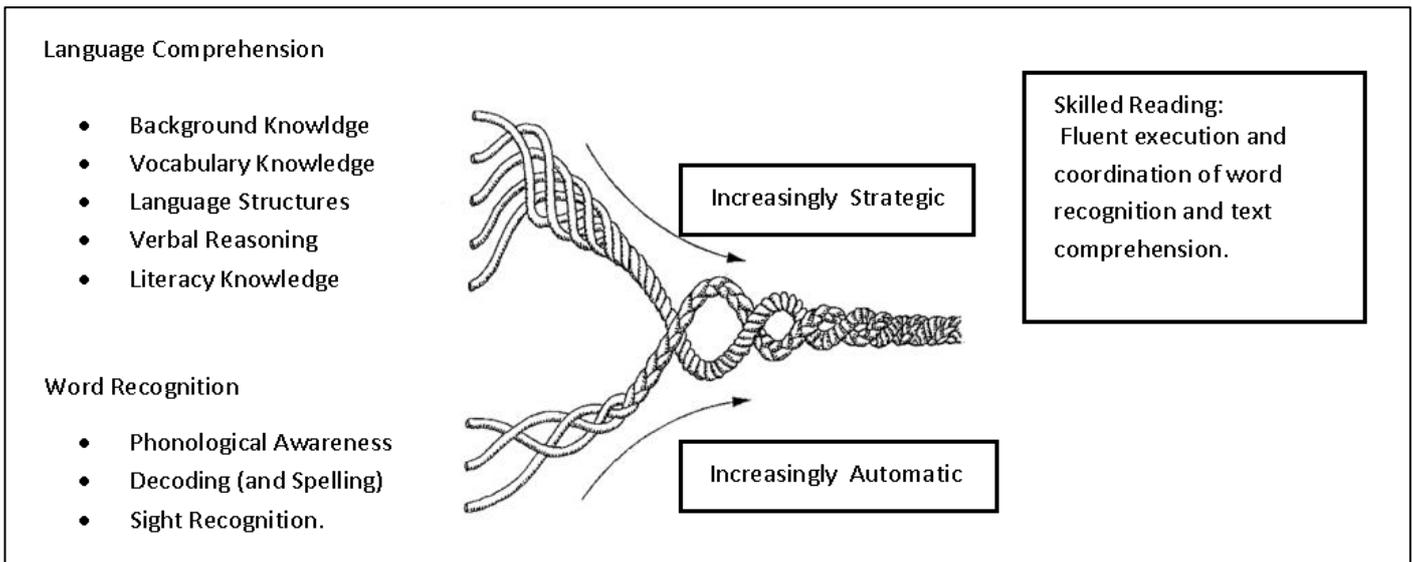
Understanding Language

As well as spoken language underpinning the development of reading and writing, children's understanding of language is a key priority. Children may be able to say words and use them within their daily vocabulary, but they need to be able to demonstrate the meaning of these words and understand how they fit within a wider context.

At Ruishton, we are using Language Link as a whole school assessment and tracking programme. Infant Language Link is used with children in Reception, Years 1 and 2. A universal screening is carried out on a 1:1 basis with children in Reception and then used to track identified children in Years 1 and 2. Similarly, Junior Language Link is used for children in Years 3, 4, 5 and 6, with the universal screen being carried out in Year 3 with all children, then with identified children thereafter. Children can then be identified for intervention, which are subsequently assessed and tracked using the Language Link portal. Upon completing the eight intervention sessions, the progress measures are completed again at the end, in order to measure the effectiveness of the interventions and whether further targeted intervention is required.

Reading

Scarborough's Reading Rope (2001)



Scarborough's Reading Rope provides us with a useful model for reading by likening it to a rope comprised of multiple strands. The model divides into two main areas being 'Word Recognition' and 'Language Comprehension'.

At Ruishton C of E School, we understand how the ropes weave into each other and place importance on developing pupils' competence in both strands when planning effective lessons throughout the three stages (Engage, Embed and Create).

Both decoding (the ability to translate written words into the sounds of spoken language) and comprehension (the ability to understand the meaning of the language being read) skills are necessary for confident and competent reading, but neither is sufficient on its own. It is also important to remember that progress in literacy requires motivation and engagement, which will help children to develop persistence and enjoyment in their reading. Children will need a range of wider language and literacy experiences to develop their understanding of written texts in all their forms. This should include active engagement with different media and genres of texts and a wide range of content topics.

All pupils are encouraged to read widely across both fiction and non-fiction genres to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary as they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.

It is our aim that, by the end of their primary education, where appropriate, all pupils are able to read fluently, and with confidence.

We aim to foster a love of reading at Ruishton and we encourage children to read a wide range of books, both at school and at home. All children have access to our school library, which they can use to extend their independent reading, as a research tool or just to enjoy a story independently or with friends.

We have high expectations of children and the progression of their reading skills. Therefore, we offer as many opportunities for reading as we can, not only through CLL and whole-class/guided reading sessions, but also through wider curriculum learning. Pupils are familiar with and enjoy listening to a wide range of stories, poems, rhymes and non-fiction.

At Ruishton Church of England School, we aim to develop:

- Use of decoding, application of phonics knowledge and understanding, so that children can become fluent readers, who understand what they read.
- Confident readers.
- Readers who read with expression.
- Reading for pleasure.
- Reading to enhance understanding of different subjects, topics and themes.
- Reading to enrich their vocabulary and writing.
- Understanding of layout of different text types.
- Application of reading skills across the curriculum.

We believe in having a strong reading culture at Ruishton:

- Every class has a book (class read aloud), which is shared daily with pupils.
- This is the key text and then subsequent texts in addition to our pivotal domain focus, to promote the love of reading and enjoyment of listening to a variety of different genres.
- Every class displays their current read-aloud on the door of their classroom.
- We take part in the annual 'World Book Day'. Events are planned around the school to raise the profile of reading. Every year a different theme is explored, for example a genre, author or book focus.
- At the beginning of the school year, pupils are given '50 Recommended Reads' (Books for Topics). Pupils are encouraged to share these with parents and 'tick-off' the books that they have read.

Reading Comprehension lessons are based around the research of Wayne Tennent and guided by the following principles:

- **Picking the right resource**

To encourage reading for meaning and promotion of skills needed to understand a text, teachers pick an inspiring text that is also easy to decode. If a child's energy is used up trying to decode a difficult text, they will have less room and motivation to think about what they are reading in a deeper way.

- **Talk about it**

Dialogue and debate between pupils about the text is encouraged. Opportunities to ask questions and make predictions are given.

- **Emphasis on background knowledge**

Children are encouraged to bring their own knowledge and understanding of the world and to relate this to the text. Children are given opportunities to clarify and summarise what they have read and to justify their responses.

- **Careful questioning**

Questions are limited in preparation for reading comprehension sessions, to encourage deeper engagement in the text and opportunities for oracy: dialogue and debate.

Teachers use Tennent's 'text potential' model to plan for a 'three-question' approach to ensure the skills of reading are embedded over time: 'looking', 'clue' and 'thinking'.

- Looking: a question that requires children to skim and scan.
- Clue: a question that requires children to use evidence in the text.

- Thinking: a question that requires children to draw upon their own personal experiences and wider understanding of the world to explore deeper themes in the text.

Teachers will use a planning template referencing Somerset Literacy Network content domains, which are also based on the Wayne Tennent model (*see Appendix 3*).

Reading in KS1

To ensure progression of skills and learning teachers will have a high-quality book focus, which is suitable for the age-group they are teaching. Teachers are guided towards using Books for Topics, School Reading List, Reader Teacher and Literary Curriculum to ensure appropriateness of the text. The text is used as a learning stimulus for every cross-curriculum unit.

- Texts are linked and enhance knowledge and understanding linked to the pivotal domain each half term.
- Daily phonics sessions, to aid children with decoding, are planned into the curriculum.
- Decoding sessions are important to further develop the children's understanding of breaking down words using their phonic knowledge.
- Decoding sessions are taught in addition to separate comprehension sessions.
- Comprehension is taught as part of RWI and as a whole-class or group focussed lesson, using additional quality texts linked to the unit of study.

Reading in KS2

To ensure progression of skills and learning teachers will have a high-quality book focus, which is suitable for the age-group they are teaching. Teachers are guided towards using Books for Topics, School Reading List, Reader Teacher and Literary Curriculum to ensure appropriateness of the text. The text is used as a learning stimulus for every cross-curriculum unit.

- Texts are linked and enhance knowledge and understanding linked to the pivotal domain each half term.
- The class novel is read to children every day by the class teacher (and other adults). The end of the day is generally avoided. This book is also studied in whole-class reading sessions.
- Whole-class reading sessions are taught daily in Key Stage Two (up to 45 minutes), featuring a breadth of resources, including: fiction, non-fiction, poetry, songs, websites (to include visual images and video clips) and picture books.
- Sessions are based around the class text as well as other high quality texts and other resources.

See Appendix 10 for supporting resources.

Class Reading Areas

Our aim is to ensure that children learn to read rapidly, regardless of their background, and enjoy reading merely for pleasure. We want every child to be passionate about reading, to read wide and often, and have the desire to want to learn to read for themselves with a view to becoming lifelong readers.

All classrooms have a dedicated reading area to promote reading for pleasure. Daily access to the reading area is encouraged to ensure access to a variety of books and other reading materials throughout the week. Children are encouraged to choose whichever book they wish and are not limited to independent reading: they can share and read books with their peers to promote confidence and passion when talking and engaging with reading material content.

Prior to teaching their termly topics, teachers ensure their reading areas are rich with relevant, inspirational texts for the children to use by supplementing the shelves with relevant school library books or by ordering

books from our local library service. Children are also given daily opportunities to read a variety of materials in school, whether this be in lesson time, lunch time, or reading regularly with an adult.

Home Reading

All children in the EYFS, KS1, and identified pupils in KS2, will take home phonetically decodable books. The phonetically decodable books are designed to help children 'sound-out', read and recognise words with specific letter/sound patterns, and are closely matched to a child's phonetical progression, with the aim to increase fluency skills. Books are changed between 1-2 times per week.

Children in KS2 have access to an online resource 'Oxford Reading Buddy', which gives children online access to age and stage appropriate books which are monitored closely by class teachers.

All children have a banded reading book that is matched to their reading level. Children are encouraged to read daily at home and are given independent reading time (in KS2) to practise.

Teachers closely monitor home reading by tracking reading record books and Oxford Reading Buddy. Oxford Reading Buddy engagement, progress and attainment is also monitored termly by the Domain Leader(s). Children who show low engagement are targeted through verbal reminders by teachers and engagement with parents where necessary. Tracking of children who do not engage well with home reading is also included in the below age-related expectations tracking sheet (*Appendix 7*).

Phonics

At Ruishton C of E Primary School, our chosen Systematic, Synthetic Phonics (SSP) programme is [Read Write Inc.](#)

Pupils in EYFS and Year One and Year Two receive a 25 minute discrete phonics lesson daily, targeted at their current level of attainment, and are supported to apply this learning within their reading and writing in CLL sessions and the wider curriculum. As part of the programme, all children are assessed at the end of each half term and will be regrouped based on levels of attainment.

Pupils' decoding skills are assessed in June of Year 1 through the Department of Education Phonics Screening Test. Pupils that do not meet, or marginally meet, the expected standard receive additional support and intervention into Year 2, in addition to the daily phonics lesson. This support continues, where necessary, through lower Key Stage Two, where children receive RWI Fast Track intervention. On entry to Upper Key Stage Two, lower attaining pupils are identified for additional intervention and will follow the RWI Fresh Start programme.

When pupils start their reading journey, they have access to fully phonetically decodable RWI books. As pupils begin to make progress they will then have access to RWI 'book bag books' to develop their reading skills. The sequence of reading books demonstrates cumulative progression in the children's phonic knowledge, which is matched closely to our phonics programme. Phonetically decodable reading books are used on a regular basis, both at school and at home, to allow sufficient practice in reading and re-reading books that match the grapheme-phoneme correspondences they know.

Introduction – Outline the aim of the session and introduce the focus phoneme both as a grapheme and as a pictorial representation. Display focus phoneme for all to see.

Teach Phoneme – Teacher modelling via MTYT, segmenting, blending and TTYP. Using 'Fred Fingers' for reading and spelling and recording it on whiteboards.

Revisit – Review sounds/words learnt via a quick 'Speed Sounds' activity.

Practise – Explore how words are made using the graphemes taught. Use a variety of materials to demonstrate this e.g written letters, magnetic letters, oral blending and phonic games.

Apply – Provide children with opportunities to apply new phonic skills and review previous learning.

Use sound buttons and underscores to highlight digraphs and encourage self-editing using the tick or fix method.

'Hold-a-sentence' to be used to develop dictation skills when writing.

Assess – Ongoing assessments (half-termly) of the children will inform next steps in teaching and learning and groupings, allowing for fluid movement between groups.

Children will be formally assessed each half-term to identify gaps in their current phonic knowledge and this will direct support and interventions for the coming term.

Writing

We aim to foster a love of writing as soon as children enter Ruishton C of E Primary School. This is achieved through many different teaching and learning strategies and by playing equal importance to each of the 'Engage', 'Embed' and 'Create' stage.

Reception

Within our Reception class, children have access to planned whole class or group writing activities but also many opportunities for child-initiated writing during continuous provision.

These may include the following:

- Opportunities to develop and experience speaking and listening skills to aid writing
- Vocabulary focused activities
- Experiences that develop fine and gross motor skills through play and mark making activities
- Sharing and enjoying a range of rhymes, songs, stories and books
- Immersion in a print-rich environment with opportunities for oral language and written communication
- Whole class shared text activities
- Computing opportunities on PCs, iPads, Interactive boards and Chromebooks
- A focus CLL session with different activities that teach children early communication, language and literacy skills
- A daily phonics session
- CLL integrated throughout the Early Years curriculum

Key Stage One and Two

The teaching and learning of writing involves:

- Use of the Ruishton CLL Approach planning sequence and resources to engage the children and aid their learning
- Explicitly taught and planned CLL sessions following the guidance and objectives of the statutory English curriculum (September 2014)
- All aspects of CLL are given equal importance and act as a stimulus to promote quality writing
- Extended opportunities during the Engage Stage to engage with the text e.g. role play, pair talk, drama and hot seating to prepare children for the writing process
- Modelled, shared and guided writing sessions during the Embed Stage
- Explicit and varied purposes and audiences for writing and sharing of writing in the Create Stage
- Year One continuation of a focus on phonics to ensure mastery for all before moving on to develop spelling rules and strategies by the end of Year Two
- Year Two onwards, building upon the Early Years spelling and grammar work and deepening key skills across different year group
- High quality text-level work using a range of genres and texts, which will help to promote and develop a love of writing
- Computing work that complements and supports work in CLL, helping children to develop skills learnt through quality first teaching
- CLL learning goals are used throughout the school (*see Appendix 17*) and a different format is adopted for each of our three stages (Engage, Embed and Create).

Writing Types

Writing coverage is tracked across each year group, to ensure progression and exposure to a broad range of genre types. Each academic year, teachers populate a tracking sheet, which follows each year group up from Reception to Year 6. Writing types and key texts are recorded so that teachers can plan and teach to ensure a variety of writings are covered through a child's time at Ruishton. (*See Appendix 16*).

Handwriting

At Ruishton C of E Primary School, we teach children the skills in order that they are able to write fluently and at speed in a continuous cursive script by the end of Year Six.

Children are taught the formation of individual letters as they read them in discrete phonics sessions in EYFS, supported by Read Write Inc rhymes (*Appendix 8*).

In EYFS children are taught good gross and fine motor control, recognition of pattern and the language to talk about shapes and movements. They are monitored closely for handwriting grip by the class teacher and support staff. As they make progress with mark-making and formation, they are then taught how to form capital and lowercase letters within the following groups, using the RWI letter rhyming guidance.

Lowercase Letters				Capital Letters			
Long Ladder	One-armed robot	Curly Caterpillar	Zig-Zag	Straight Line	Straight & Slant	Straight & Curly	Curly
l i t u j y	r b n h m p k	c a d o g q s e f	v w x z	E F H I L T	A K M N V W X Y Z	B D J P R	C G S O Q U

This continues through to Year One, so that by the end of Key Stage One, children have developed their handwriting skills so that they are able to join their writing. Throughout Key Stage Two, children are taught to refine the sizing and speed of their handwriting and begin to develop their own, joined style.

Children write in pencil, earning the opportunity to write in pen at the teacher's discretion from Year Four.

The full progression in handwriting skills from EYFS to Year 6 can be found in The Oak Partnership Curriculum Publication.

Planning

The Oak Partnership Curriculum document details the skills and knowledge that children are taught between Years 1 and 6 at Ruishton School. Teachers create Long Term Plans to outline within which terms this content is covered. All teachers complete a Medium Term Plan of all domains, including CLL to briefly summarise the key intended learning outcomes for the half-term. In addition to this, a CLL Medium Term Plan (*Appendix 2*) is completed to give a general overview of the key activities and learning opportunities that will be completed during the three phases.

It is not a general requirement of the school for teachers to provide more specific daily written lesson plans, which may be used at the discretion of the teacher, though thoughtfully planned lessons will be evident in Learning Review Cycles, as well as reviews of pupil books and learning walks.

To support teachers in the planning of whole-class reading sessions, they are guided to use the planning pro forma (*Appendix 3*) and guidance (*Appendix 10*) to plan questions that address the reading domains.

Feedback, Assessment & Intervention

Feedback and Assessment in CLL is in-line with the school Feedback and Assessment Policies.

Feedback

At Ruishton School, we know that high quality feedback has a significant impact on pupil outcomes. Feedback in CLL takes different forms in line with the current teaching phase.

During the engage phase, feedback is largely verbal, and notes from Formative Assessment Books (FABs) are used to support whole-class feedback.

During the embed phase, the above forms are used in addition to more individual feedback through the marking of success criteria.

During the create phase, opportunities are taken to conference with pupils 1:1 or in small groups about their writing. Pupil progress is demonstrated through the highlighting of the SLN writing assessment grids.

Self-Assessment

We support pupils to evaluate the effectiveness of their own learning and this is indicated through the drawing of the triangle symbols shown in the feedback policy.

In addition, numbered success criteria are used during the embed phase. This is used so children can identify in their own work evidence linked to the success criteria, helping them to make an informed decision about their understanding. Teachers may also use this in lessons to recognise pupil achievement when 'live-marking'.

Pupil self-marking and editing is used wherever possible. Children use red pens to show that they have reviewed their own work.

Teachers always use a green pen when marking in books is judged beneficial to pupils.

The high quality learning pro forma is stuck in to the inside cover of CLL books to remind pupils about presentation expectations and the use of feedback codes.

Summative Assessments

The following summative assessments take place in line with the Oak Partnership Assessment Policy:

	Autumn	Spring	Summer
Year R	Statutory Baseline LanguageLink TA for reading, writing	TA for number, SSM, reading, writing	TA for number, SSM, reading, writing
Year 1	TA for reading, writing	TA (writing)	NFER Summer (reading) TA (writing)
Year 2	NFER Autumn (reading) TA (writing)	NFER Spring (reading) TA (writing)	SATs Suite (reading) TA (writing)
Year 3	NFER Autumn (reading) TA (writing) LanguageLink	NFER Spring (reading) TA (writing)	NFER Summer (reading) TA (writing)
Year 4	NFER Autumn (reading) TA (writing)	NFER Spring (reading) TA (writing)	NFER Summer (reading) TA (writing)
Year 5	NFER Autumn (reading) TA (writing)	NFER Autumn (reading) TA (writing)	NFER Autumn (reading) TA (writing)
Year 6	SATs Suite (reading, spelling & grammar) TA (writing)	SATs Suite (reading, spelling & grammar) TA (writing)	SATs Suite (reading, spelling & grammar) TA (writing)

In addition to these assessments, children in Year One are subject to mock Phonics Screening Tests in Autumn 1 and Spring 1.

Writing Assessment

In addition to the above assessments of reading and grammar, writing is teacher-assessed, with teachers making assessments termly. A rigorous trust moderation cycle also takes place to quality assure a sample of teacher judgements across the school. In addition to this, teachers complete moderation assessments of writing from Years 1-6 using the national No More Marking resource. Outcome judgements are used to support teacher judgement for their year group.

During the create phase of each half-term, pupils are given the opportunity to complete an independent piece of writing that is teacher-assessed. Teachers assess the piece using the SLN Writing Assessment Grids (WAGs), which are based upon the end-of-key stage expectations.

Formative Assessment

It is important to note that the high quality summative assessments outlined above are used formatively by teachers to inform teaching and learning.

Teachers regularly note judgements in their Formative Assessment Books to support day-to-day teaching to ensure that pupils make short-term progress, particularly in the embed phase. Teachers use a whole-class reading assessment sheet to track pupils' progress each week (*Appendix 5*).

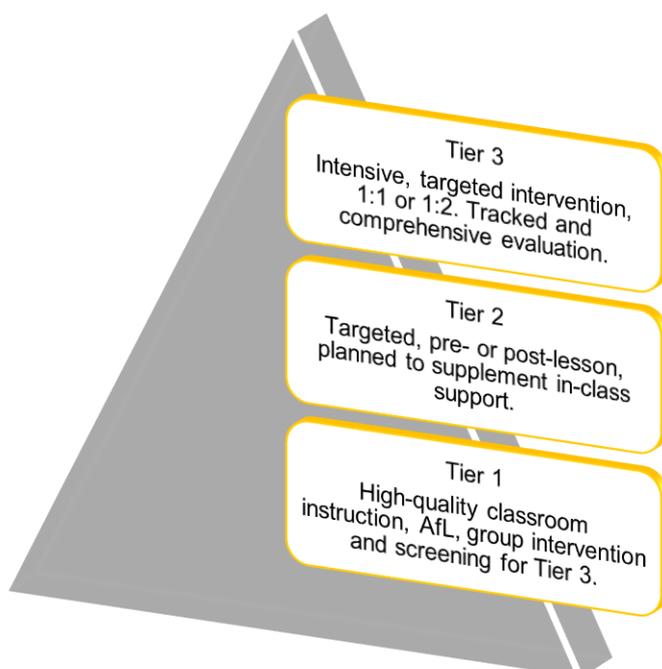
Data Tracking

Following any formative assessment, teachers must record overall outcomes on Insight Tracking. This allows teachers to see all individual pupil data, as well as a whole class overview, to aid planning for curriculum targets and interventions. This also allows school leaders to make snapshot judgements / assessments for individuals or groups of pupils across the school at any time.

Following NFER testing, any Reading and GPS data acquired is inputted onto the NFER portal. Teachers are then encouraged to use the NFER Tests Analysis Tool. This includes a Programme of Study report which groups the items in the tests according to the curriculum area assessed and then summarises performance according to each curriculum area. Teachers can compare the average score in each curriculum area that their pupils achieved with the total number of marks available in each curriculum area and, additionally, with the performance of the nationally representative sample. Teachers can then plan against these outcomes to close gaps in particular areas of the CLL curriculum.

Intervention

Teachers will plan and provide intervention for key children to ensure progress is made with knowledge and skills within the three core areas of CLL, using the Three-Tier Model. Tier 1 and 2 interventions are recording with FABs. Tier 3 is tracked and assessed using the appropriate pro forma. (*See Appendix 6*).



Learning Environment

'Language Rich'

From EYFS to Year Six, children at Ruishton School are immersed in a language rich environment. Children are exposed to new vocabulary every day, with these words introduced, discussed, celebrated, displayed and reviewed regularly.

Working Walls

The CLL working walls in each of the classrooms follows a set format, reflecting the consistent way in which we plan, teach and deliver the domain across the school. The walls serve as a celebration of the learning over the half term as well as a tool to support pupil learning, as it is referred to regularly as part of the child's learning journey. The content of the working wall builds over the duration of a half-term, showing the journey of learning through a key left to right sequence. The largest space is given to the key stage of Embed, so that children can utilise what is displayed to help with their learning right through to the Create stage. The working walls must display key vocabulary related to the unit of study, as well as relevant spellings or spelling rules. From the start of term, a copy of 'What a Good One Looks Like' (WAGOLL) must be displayed and referred to throughout the half term, so that children have a good understanding and concept of their target writing outcome.



Example working wall.

Stage	Content Examples
Engage (Approx. Week 1)	<ul style="list-style-type: none"> • Key Text Book Cover • Photographs of pupils engaging in immersion activities
Embed (Approx. Week 2-5)	<ul style="list-style-type: none"> • Key Text Type Features / Teacher Toolkits • Shared Writing • Grammar & Punctuation (from the text) • Story Maps • Guided Planning • Examples of writing at each stage
Create (Approx. Week 4-6)	<ul style="list-style-type: none"> • Child-constructed toolkits • Independent Planning • Independent Writing of Key Text Type • Independent Writing of child-led learning • Evidence of purposeful writing
Spelling	<ul style="list-style-type: none"> • Class spelling focus / rule • Example words
Vocabulary	<ul style="list-style-type: none"> • Topic-specific vocabulary • Word anatomy • Definitions

Other Classroom Displays

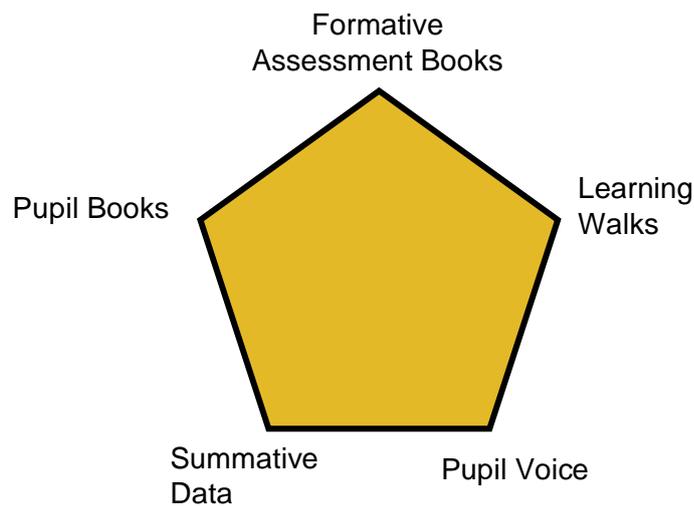
- ✓ A picture of the front cover of the key text studied is displayed on the classroom door
- ✓ A Speed Sounds Chart is displayed or available in all classrooms as a table-top resource (*Appendix 9*)
- ✓ The class library is well-stocked, inviting and promotes a love of reading

Monitoring

The CLL domain leader(s) is responsible for improving the standards of teaching and learning in English through:

- Monitoring and evaluating CLL as part of the Learning Review Cycle
- Engagement with Pupil Progress Meetings
- Reviewing and developing the provision of CLL across the school
- Monitoring the learning environment
- Developing the policy to reflect current best practice and research
- Auditing and developing staff subject and pedagogical knowledge through CPD
- Auditing and purchasing resources
- Monitoring progress and attainment
- Monitoring teachers' planning and assessment
- Evaluating the quality of pupils' learning in books
- Monitoring quality first teaching

To sufficiently inform the domain leader(s) of the quality of teaching and learning for groups of children across the school, the following will be taken account when reaching a judgement:



Domain Monitoring and Review

This policy will be reviewed annually by the CLL domain leader(s) and Senior Leadership Team. Any changes or updates to this policy will be communicated to all teaching staff.

Modern Foreign Languages: French

Intent and Aims

As part of the primary National Curriculum, learning French is a requirement for children within KS2 and it is therefore an integral part of the Oak Partnership CLL policy.

Language learning supports oracy and literacy. Children spend much of their time in French lessons speaking, listening and interacting. They take part in role-plays, conversations and question and answer work, sing songs, recite and perform to an audience (class group).

French will be taught in such a way as to **stimulate children's creativity.** Children will take an active part in language lessons through singing, reciting rhymes and poems, and responding to stories. They will create role-plays, using modelled accurate intonation and pronunciation and play games, take turns, make things and experiment creatively with language.

Learning a language supports and celebrates the international dimension. Although it enjoys much more linguistic diversity than in the past, England remains a place where the motivation to learn another language is affected by the position of English as a widely spoken, world language. This makes it even more important that we give all children the chance to learn a language in order to gain insights into their own lives and those of others around the world. Children need the chance to make contact with people in other countries and cultures and to reflect upon their own cultural identities and those of other people.

Our **aims** of teaching French are for children to:

- foster an interest in learning another language;
- apply and develop their knowledge of languages and language learning;
- develop speaking and listening skills;
- gain enjoyment, pride and a sense of achievement;
- explore their own cultural identity and those of others and
- increase personal aspirations.

Teaching and Learning

Although the teaching of a language is not mandatory in the early Years and Key Stage 1, at Ruishton we believe that early exposure to languages is key, so we encourage the learning of a foreign language from Reception. Skills learned will progress to develop speaking, listening and the foundations of intercultural understanding. This is based upon sharing songs, stories, rhymes and by learning about cultures and festivals. Teaching and Learning is led by the Trust Modern Foreign Languages specialist teacher, who is shared across the Oak Partnership mainstream schools over the course of the academic year. They have a two half-term placements within each school. The specialist teacher will liaise closely with teachers when not onsite to ensure consistency in the planning, delivery and review of teaching and learning across the academic year.

Key Stage 2

<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Autumn</u> Greetings Introductions Colours Christmas activities <u>Spring</u> Numbers 1-12 Une Souris Verte traditional French song and actions Days of the week Easter activities <u>Summer</u> Classroom commands Months of the year Revision	<u>Autumn</u> Revise colours Body parts Grand Monstre Vert Christmas activities <u>Spring</u> Animals Pets Family Easter activities <u>Summer</u> Numbers 12-31 Hobbies Using a bilingual dictionary Revision	<u>Autumn</u> Revision months/days Birthdays Time Christmas activities <u>Spring</u> Directions Shops Food Easter activities <u>Summer</u> Numbers 0-50 Healthy eating Weather Revision	<u>Autumn</u> Revision date/weather Sports – likes/dislikes Clothing Christmas activities <u>Spring</u> Numbers 50-100 + revision School equipment Houses & homes Easter activities <u>Summer</u> Family Houses & homes Holidays Revision

Inclusion

Each class in Ruishton contains children from a wide range of abilities and we seek to provide suitable learning opportunities for them all by matching the challenge of the task to the ability of the child. This means that, where appropriate, written work will be differentiated according to ability. MFL is, however, a highly inclusive subject and although the principal aim of the teaching is to develop children's knowledge, skills and understanding, there is also an emphasis on enjoyment. MFL is taught to all children, whatever their ability and individual needs. We strive to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents and those learning English as an additional language (EAL) and we take all reasonable steps to achieve this.

Medium-term plans

Our medium-term plans, which will be based upon the Oak Partnership Curriculum, give details of the main teaching objectives for each term. These plans define what we teach and ensure an appropriate balance and distribution of work across each term. The subject leader is responsible for keeping and reviewing these plans.

Assessment for learning

We assess the children's work in French while listening to them working or by marking written work produced in lessons. The MFL Lead records the progress made by children against the learning objectives for their lessons. The teacher records the level that each child has reached, and then uses this information to plan future work. The children are asked to self-assess after each unit of work.

Appendices

The following appendices have been included for reference. Digital copies and templates can be found at P://CLL/Templates.

- Appendix 1: Front Sheet
- Appendix 2: CLL (English) Medium Term Planning
- Appendix 3: Whole-Class Reading Planning Pro Forma
- Appendix 4: SLN Writing Assessment Grid
- Appendix 5: Assessment for Learning (Reading)
- Appendix 6: Intervention Tracking
- Appendix 7: Tracking Below ARE Readers
- Appendix 8: Letter Formation Rhymes
- Appendix 9: Simple and Complex Speed Sounds Charts
- Appendix 10: Guidance for Focussed Questioning in Reading Sessions
- Appendix 11: Handwriting Guide 8mm
- Appendix 12: CLL Book Scrutiny View
- Appendix 13: High Quality Learning in CLL
- Appendix 14: Key Texts and Writing Coverage Across the School
- Appendix 15: Supporting Resources for Reading in KS2
- Appendix 16: CLL Book Presentation Guidelines

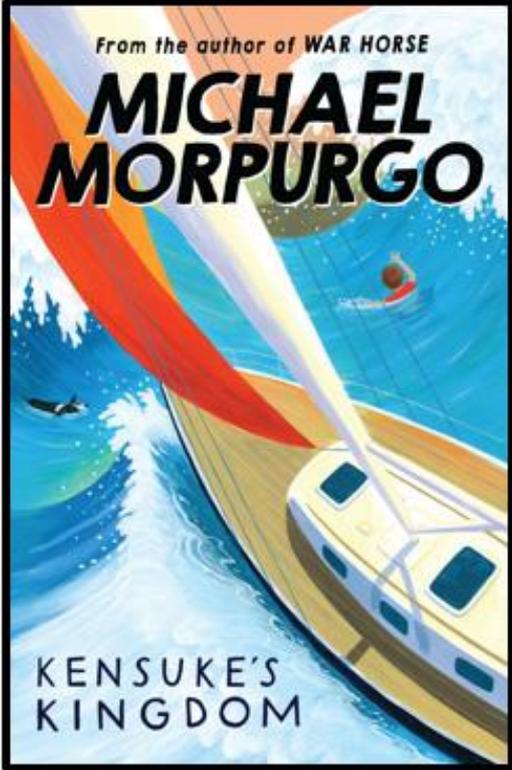
Appendix 1: Front Sheet

To begin the new learning cycle each half-term, a front sheet, an example of which is shown below, is stuck into pupil books on the next available right-hand page. There is no set format for this, but it includes the following information:

- Half-term (e.g. Autumn 1)
- Pivotal Domain
- Topic Title
- A picture of the front cover of the selected key text
- The title and author of the key text

Autumn 1 Science & Technology

ISLAND SURVIVAL



From the author of WAR HORSE
MICHAEL MORPURGO
KENSUKE'S
KINGDOM

Our Key Text this half term is
Kensuke's Kingdom by Michael Morpurgo

Appendix 2: CLL (English) Medium Term Planning



Term:		Key Text(s) & Focus Text Type:
Pivotal Domain:		
Class:		
Teacher(s):		

Launch / Immersion Activity	Audience & Purpose for Writing

Key Text Type Features / Toolkit	Main Outcome (Assessed Piece)

	Engage	Embed	Create
Spoken Language			
Reading			
Writing			
Grammar and Punctuation			

Appendix 3: Whole-Class Reading Planning Pro Forma



Class	Date:	Text:
KS1 Content domain reference		Immersion/Exploration/Creation
1a - Read it and Understand it! Draw on knowledge of vocabulary to understand texts VOCABULARY KNOWLEDGE LANGUAGE STRUCTURES	1b - Find it! Identify/explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information LANGUAGE STRUCTURES LITERACY KNOWLEDGE	1c - Sequence/Summarise it! Identify and explain the sequence of events in texts LITERACY KNOWLEDGE
1d - Think about it! Make inferences from the text VERBAL REASONING BACKGROUND KNOWLEDGE		1e - Predict it! Predict what might happen on the basis of what has been read so far BACKGROUND KNOWLEDGE
WALT/skill:		
Input:	Question focus:	
	Looking:	
	Clue:	
	Thinking:	
Vocabulary focus:		
Written/Follow-up activity if appropriate:		
Resources: Cracking Comprehension Newsround Class text Video Clip Song lyrics Snapshot mats Image Other		



KS1 Reading Content Domains	<i>Suggested questions</i>
UNDERSTAND IT! 1a: Draw on knowledge of vocabulary to understand texts	Which word describes...? Which word shows/tells us...? What does the word ... mean? Find a word that ... Which word means the same as...? Can you find...? How many adjectives/verbs/nouns can you find? How could you find out the meaning of these words? (dictionary/glossary)
FIND IT! 1b: Identify/explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information	Which words...? Who...? When...? What...? Where...? Why...? (if the answer is given in the text) Can you find...?
SEQUENCE IT! 1c: Identify and explain the sequence of events in texts	Why did ... happen after ...? What happened after...? Can you re-tell this story/page/chapter in your own words? Tell me three things that happened in the correct order. In which part of the story did ... happen? What happened first/next/after/then/last/finally? These four events happened in the story ..., in what order did they happen?
THINK ABOUT IT! 1d: Make inferences from the text	Why...? Why do you think...? How do you know...? How can you tell...? What clues are there...? How did...? Can you explain your answer? What is the atmosphere/mood like? Which words create this effect? Which words suggest that...?
PREDICT IT! 1e: Predict what might happen on the basis of what has been read so far	What might happen next? Why? When you have finished your book, try to think what would happen if there was an extra chapter. How will the story end? What do you think happened before the story began? Choose one character from the book and predict how you think they will behave/react. Can you predict several possible outcomes?

Appendix 4: SLN Writing Assessment Grid

SLN Writing Assessment Grids (WAGs) are updated by class teachers half-termly following an independent piece of writing. In KS2, these are stored in pupils' writing portfolios, which contain assessed pieces, and in moderation folders for KS1.

Y5 Linked NC objectives		Somerset Literacy Network					
From 2018 Teacher assessment framework at the end of KS2 - writing							
<p>QUALIFIERS: <i>most</i>: the statement is generally met with only occasional errors</p> <p><i>many</i>: indicates that the statement is met frequently but not yet consistently</p> <p><i>some</i>: the skill/knowledge is starting to be acquired, and is demonstrated correctly on an occasion, but is not consistent or frequent.</p>	Date						
	Sample						
	Highlighter						
KS2 Working towards the expected standard							
<p>The pupil can:</p> <ul style="list-style-type: none"> write for a range of purposes use paragraphs to organise ideas in narratives, describe settings and characters in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points) use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list* write legibly. (1) 							
KS2 Working at the expected standard							
<p>The pupil can:</p> <ul style="list-style-type: none"> write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. <i>the use of the first person in a diary; direct address in instructions and persuasive writing</i>) in narratives, describe settings, characters and atmosphere integrate dialogue in narratives to convey character and advance the action select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. <i>using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility</i>) use a range of devices to build cohesion (e.g. <i>conjunctions, adverbials of time and place, pronouns, synonyms</i>) within and across paragraphs use verb tenses consistently and correctly throughout their writing use the range of punctuation taught at key stage 2 mostly correctly¹ (e.g. <i>inverted commas and other punctuation to indicate direct speech</i>) spell correctly most words from the year 5 / year 6 spelling list,² and use a dictionary to check the spelling of uncommon or more ambitious vocabulary maintain legibility in joined handwriting when writing at speed. (2) 							
	Y5 identifying the audience and purpose of the writing, selecting the appropriate form						
	Y5 Relative clauses beginning with <i>who, which, where, when, whose, that</i> , or an omitted relative pronoun						
	Y5 Indicating degrees of possibility using adverbs or modal verbs						
	Y5 Devices to build cohesion within a paragraph						
	Y5 Linking ideas across paragraphs adverbials of time, place and number or tense choices						
	Y5 Brackets, dashes or commas to indicate parenthesis						
	Y5 Use of commas to clarify meaning or avoid ambiguity						
	Y5 Spelling Appendix – see page 2						
	Y5 Write legibly, fluently and with increasing speed						
<p>* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.</p> <p>¹ At this standard, there is no specific requirement for a pupil's handwriting to be joined.</p> <p>² This relates to punctuation taught in the national curriculum, which is detailed in the grammar and punctuation appendix to the national curriculum (English Appendix 2). Pupils are expected to be able to use the range of punctuation shown here in their writing, but this does not mean that every single punctuation mark must be evident.</p> <p>³ The national curriculum states that pupils should be taught to 'use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined'.</p> <p>⁴ Pupils should recognise that certain features of spoken language (e.g. contracted verb forms, other grammatical informality, colloquial expressions, long coordinated sentences) are less likely in writing and be long co-ordinated sentences) are less likely in writing and be able to select alternative vocabulary and grammar.</p>							

Appendix 5: Assessment for Learning (Reading)

This pro forma is completed by teachers each week as part of the Assessment for Learning cycle, to assess children against each of the reading content domains / threads of Scarborough's reading rope. Completed sheets are stored in the class assessment folder.

Class: Sycamore, Year 5				Reading Assessment Notes				Spring 1 Week 1 w/c 00/00/2021			
Read <i>(Word Recognition- phonological awareness, decoding & sight recognition)</i>											
Understand 1a/2a <i>(Language Comprehension- vocabulary, language structures, literacy knowledge)</i>											
Find/Retrieve 1b/2b <i>(Language comprehension- vocabulary, language structures)</i>											
Sequence & Summarise 1c/2c <i>(Language comprehension- literacy knowledge)</i>											
Think & Infer 1d/2d <i>(Language comprehension- vocabulary, language structure, verbal reasoning)</i>											
Predict 1e/2e <i>(Language Comprehension- background knowledge)</i>											
*Link, Listen & Compare 2f/2g/2h <i>(Language Comprehension- vocabulary, language structures, literacy knowledge)</i>											
Key											

*KS2 Only (Links to Scarborough's Reading Rope)

Appendix 7: Tracking Below ARE Readers

This pro forma is completed by teachers each term to track below ARE readers and to assess children for engagement and against the content domains / threads of Scarborough's reading rope and identify needs and strategies to promote accelerated progress. Completed sheets are stored in the class assessment folder and given to the CLL Domain Lead for an overview.



Accelerating progress for children working below Age Related Expectations in Reading



Term:	Individual Information				Word Recognition Score: 1 = Low to 5 = High			Language Comprehension Score: 1 = Low to 5 = High				Key Strategies to support progress for this child	
	Class:	Identified needs	Home Support	Attitude to Reading	Other	Phonological Awareness	Decoding	Sight Recognition	Background Knowledge	Vocabulary	Language Structures		Verbal Reasoning
Name:													

Appendix 8: Letter Formation Rhymes

Sound	Rhyme
a	Round the apple and down the leaf (apple)
b	Down the laces to the heel, round the toe (Boot)
c	Curl around the caterpillar (caterpillar)
d	Round his bottom, up his tall neck and down to his feet (dinosaur)
e	Lift off the top and scoop out the egg (egg)
f	Down the stem and draw the leaves (flower)
g	Round her face, down her hair and give her a curl (girl)
h	Down the head to the hooves and over his back (horse)
i	Down his body, and a dot for his head (insect)
j	Down his body, curl and dot (Jack in the box)
k	Down the kangaroo's body, tail and leg (kangaroo)
l	Down the long leg (leg)
m	Down Maisie, over the mountain, over the mountain (Maisie and mountains)
n	Down Nobby, over his net (football net)
o	All around the orange (orange)
p	Down his plait and around his head (pirate)
q	Round her head, up past her earrings and down her hair (queen)
r	Down his back, then curl over his arm (robot)
s	Slither sown the snake (snake)
t	Down the tower across the tower (castle tower)
u	Down and under, up to the top and draw the puddle (umbrella)
v	Down a wing, up a wing (vulture)
w	Down up, down up (worm)
x	Down the arm and leg and repeat the other side (exercise)
y	Down a horn, up a horn and under his head (yak)
z	Zig – zag- zig (zip)

Appendix 9: Simple and Complex Speed Sounds Charts

A simple or complex speed sounds chart is displayed in all classrooms to support children's ongoing phonics and spelling development.

Simple Speed Sounds												
Consonants: stretchy												
f	l	m	n	r	s	v	z	sh	th	ng nk		
Consonants: bouncy												
b	c	d	g	h	j	p	qu	t	w	x	y	ch
	k											
Vowels: bouncy						Vowels: stretchy						
a	e	i	o	u	ay	ee	igh	ow				
Vowels: stretchy												
oo	oo	ar	or	air	ir	ou	oy					

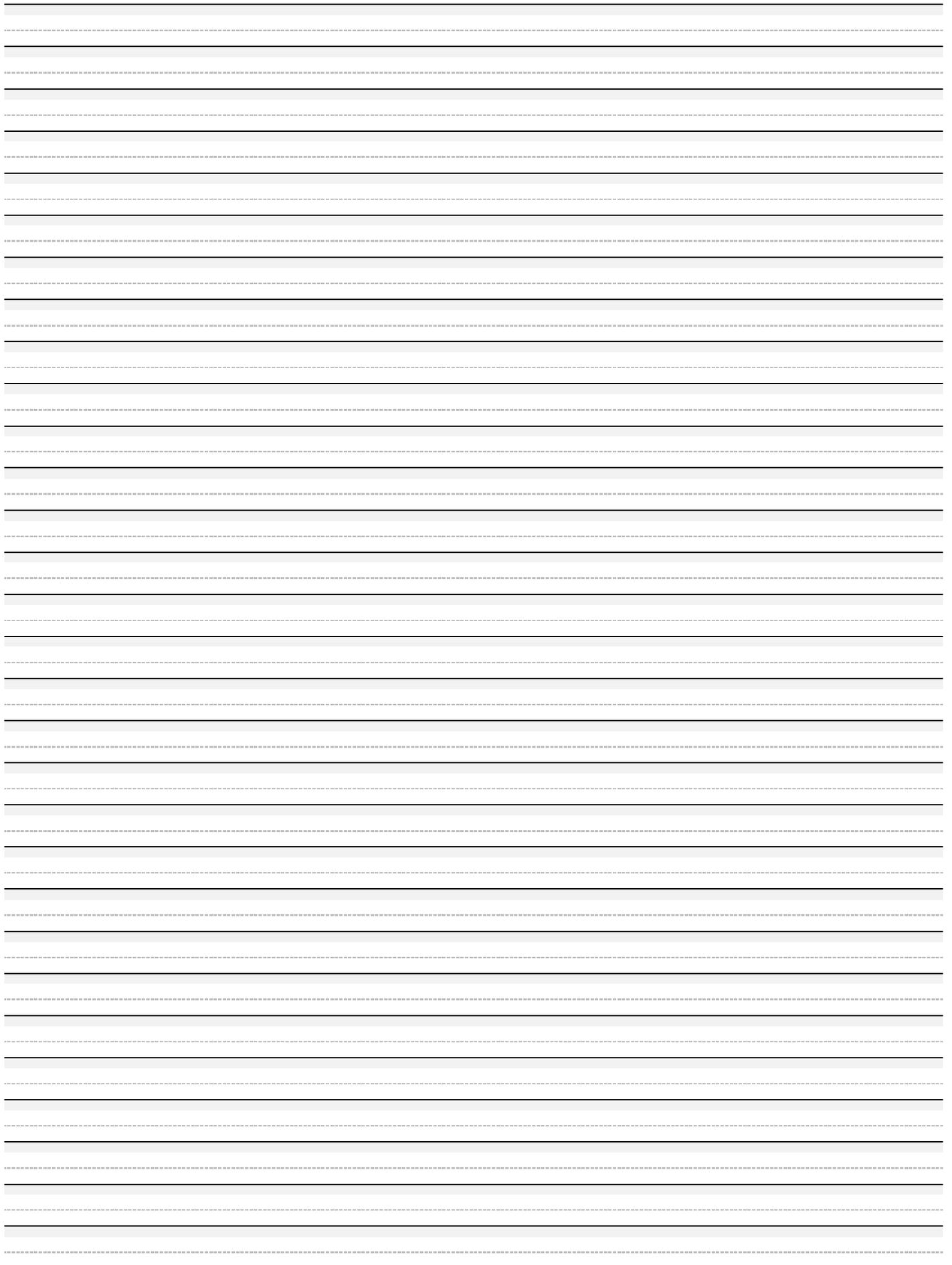
Complex Speed Sounds												
Consonant sounds												
f	l	m	n	r	s	v	z	sh	th	ng		
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk		
ph	le	mb	kn	wr	se		s	ci				
					c		se					
					ce							
b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch				dge							
Vowel sounds												
a	e	i	o	u	ay	ee	igh	ow				
	ea				a-e	y	i-e	o-e				
					ai	ea	ie	oa				
						e	i	o				
							y					
oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure		
u-e			oor	are	ur	ow	oi					
ue			ore		er							
ew			aw									
			au									

KS1 Reading Content Domains	<i>Suggested questions</i>
<p>UNDERSTAND IT! 1a: Draw on knowledge of vocabulary to understand texts</p>	<p>Which word describes...? Which word shows/tells us...? What does the word ... mean? Find a word that ... Which word means the same as...? Can you find...? How many adjectives/verbs/nouns can you find? How could you find out the meaning of these words? (dictionary/glossary)</p>
<p>FIND IT! 1b: Identify/explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</p>	<p>Which words...? Who...? When...? What...? Where...? Why...? (if the answer is given in the text) Can you find...?</p>
<p>SEQUENCE IT! 1c: Identify and explain the sequence of events in texts</p>	<p>Why did ... happen after ...? What happened after...? Can you re-tell this story/page/chapter in your own words? Tell me three things that happened in the correct order. In which part of the story did ... happen? What happened first/next/after/then/last/finally? These four events happened in the story ..., in what order did they happen?</p>
<p>THINK ABOUT IT! 1d: Make inferences from the text</p>	<p>Why...? Why do you think...? How do you know...? How can you tell...? What clues are there...? How did...? Can you explain your answer? What is the atmosphere/mood like? Which words create this effect? Which words suggest that...?</p>
<p>PREDICT IT! 1e: Predict what might happen on the basis of what has been read so far</p>	<p>What might happen next? Why? When you have finished your book, try to think what would happen if there was an extra chapter. How will the story end? What do you think happened before the story began? Choose one character from the book and predict how you think they will behave/react. Can you predict several possible outcomes?</p>

KS2 Reading Content Domain	<i>Suggested questions</i>
UNDERSTAND IT! 2a: Give/explain the meaning of words in context	Can you find an example of a word that means...? Can you find a 'powerful' word meaning...? Can you find a word that you don't know the meaning of? Can you guess what it might mean? How many adjectives/adverbs/nouns can you find?
FIND IT! 2b: Retrieve and record information/identify key details from fiction and non-fiction	Which words...? Who...? When...? What...? Where...? Why...? (if the answer is given in the text) Give two examples of... Find the paragraph where... Can you create some questions for others to answer based on this text? Can you create true/false statements for your partner? Over what period of time does the story take place? How does the author describe the setting/character/etc.?
SUMMARISE IT! 2c: Summarise main ideas from more than one paragraph	Tell me what happened... Can you summarise this paragraph in one sentence? Which part of the story do you think is the most important? What is this paragraph/chapter about? Can you summarise it? Can you tell me the main things/points you have learnt from this book? Could you briefly tell a younger child about what has happened in this story/book?
THINK ABOUT IT! 2d: Make inferences from the text/Explain and justify inferences with evidence from the text	Which word tells you that...? Which words make the reader feel...? How do you know...? How can you tell that...? Explain why... Why is...? Why did...? Explain how ... felt about ... Can you find support for your idea? Is this statement fact or opinion? Can you find examples that show...? How, across this paragraph, does the writer suggest...? Why is ... important? What do you think might have happened before...?
PREDICT IT! 2e: Predict what might happen from details stated and implied	What might happen next? Why? Choose one character from the book and predict how you think they will behave/react? Can you predict several possible outcomes and explain your answer? What if...? If there was a sequel, can you predict what it might involve?

KS2 Reading Content Domain	<i>Suggested questions</i>
	What title would you give to a sequel?
CONNECT IT! 2f: Identify/explain how information/narrative content is related and contributes to the meaning as a whole	What is the underlying message? What is the theme? What is the big idea? Why did the author write this story? Find a group of words to show that ... has changed. What has the author done to make you want to read on? Give evidence. How do you feel after reading this story? What atmosphere is the author trying to create? What words/phrases help to create that feeling?
LOOK AT IT AND LISTEN TO IT! 2g: Identify and explain how meaning is enhanced through choice of words and phrases	When the author uses this sort of sentence, what is the impact? Why did the author...? What do these words tell you? Find three words that show... Why has the author used this word/phrase/sentence? How does the author create this mood/atmosphere? What is the effect of...? What technique has the writer used? Can you find some vivid imagery? e.g. similes, metaphors, alliteration, expanded noun phrases. Can you give a clear explanation of...? (non-fiction texts) How are these words effective in describing this character/setting the scene? Which character comes alive most? Why?
COMPARE IT! 2h: Make comparisons within the text	How has the character changed? In what way have characters' feelings changed? How was the problem resolved? How does the opening compare with the ending? Compare two characters from the story and say how they are similar/different. Compare your book to another on the same topic. Which do you prefer and why? Would you like to read more books by this author? Explain your reasons. If you have read other texts by this author, can you see any similarities/differences between them?

Appendix 11: Handwriting Guide 8mm



Appendix 12: CLL Book Scrutiny View



When considering the overall effectiveness of teaching and learning of CLL at Ruishton C of E School, teachers and leaders will use this pro forma to support judgements when reviewing pupils' books.

Class & Teacher(s)	Review Date	Reviewer(s)

Book Review Focus		
Sample 1	Sample 2	Sample 3

	Sample 1	Sample 2	Sample 3

WWW	EBI

Appendix 13: High Quality Learning in CLL

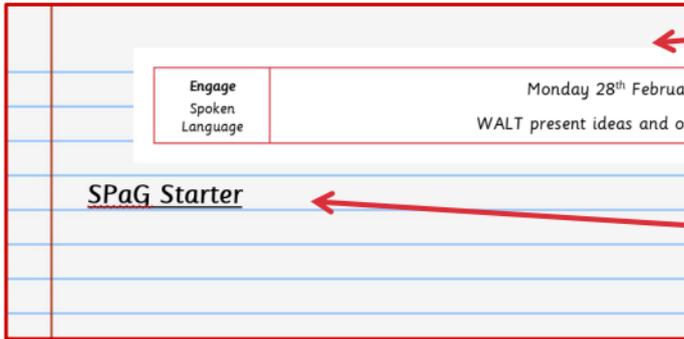


High Quality Learning: CLL Book

We respond to feedback that we are given and edit writing in red pen.



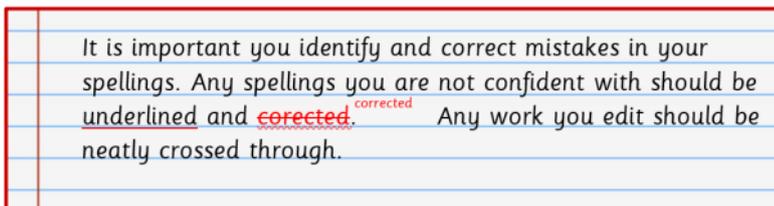
We take pride in the presentation of our learning.



Left blank

Learning Intention (WALT) stuck into books

Title used if appropriate (e.g. starter not directly related to main learning intention)



Spellings self-checked and editing marked neatly

All learning is assumed to be independent unless otherwise indicated.

			Checked by your Teacher		
I completed this independently.	I worked with my learning partner.	I had help or worked with an adult / in a guided group.	My teacher has looked at my work (if there is no marked success criteria).	GPS error identified. (Check and correct).	Success Criteria Highlighted Evidence Some Evidence No Evidence Yet (of understanding)

My teacher and I may use **numbers**^{1 2 3} to reference items in the success criteria.

Classroom adults use a green pen when writing in my book.	
I write in pencil or blue pen and action in red .	I self-assess my learning to show my level of understanding.

"For I know the plans I have for you...plans to give you hope and a future." Jeremiah 29:11.

Appendix 14: Key Texts and Writing Coverage Across the School

Example:



Ruishton C of E School
Writing Genre Coverage (example)
(Teachers note down focus text used against genre type to ensure broad coverage for each cohort across six academic years)

Pupils study further text types in addition to those shown below at teachers' discretion. Each year, pupils formally study 5 writing units covering a mixture of fiction and non-fiction and 1 poetry unit.

	Text Type	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Fiction	Stories in familiar settings	<i>The Tiger Who Came to Tea</i>					
	Fairy & Traditional Stories		<i>Little Red Riding Hood</i>				
	Fantasy Stories	<i>The Paper Bag Princess</i>		<i>Leon and the Place Between</i>			
	Stories from other cultures				<i>The Boy Who Harnessed the Wind</i>		
	Quest / Adventure Stories		<i>Rosie Revere Engineer</i>				
	Stories with a historical setting			<i>Stone Age Boy</i>		<i>I Was There: 1066</i>	<i>Friend or Foe</i>
	Fables, Myths & Legends	<i>The Girl and The Dinosaur</i>				<i>How to Train Your Dragon</i>	
	Diary writing				<i>Marcy and the Riddle of the Sphinx</i>		<i>Holes</i>
	Short stories		<i>Beegu</i>				
	Shakespeare drama			<i>The Shakespeare Stories: Midsummer Night's Dream</i>			<i>Romeo & Juliet</i>

	Text Type	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
	Stories with flashbacks					<i>Escape from Pompeii</i>	
Non-Fiction	Instructions		<i>Traction Man</i>				
	Information texts	<i>Avocado Baby</i>			<i>Animal Architects</i>		
	Postcards and Informal Letters	<i>Meerkat Mail</i>			<i>The Lion and the Unicorn</i>		
	Explanation text					<i>What a Waste</i>	
	Persuasive writing		<i>The Way Home for Wolf</i>				
	Chronological report			<i>Tudors: Picture Book</i>			
	Biographies / Autobiographies					<i>Women in Science</i>	
	Newspaper report					<i>The Iron Man</i>	
	Formal letter						<i>The Incredible Ecosystems of Planet Earth</i>
	Argument			<i>Unplugged</i>			
Blogs						<i>Shine</i>	

	Text Type	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Poetry (same term for whole school)	Poems with pattern and rhyme	<i>Oi, Frog</i>					
	Sense poems				<i>The Sound Collector</i>		
	Songs and repetitive poems						
	Traditional/classic poems						
	Performance poetry						
	Shape poems						<i>Some Kind of Happiness</i>
	Poetry to express emotions		<i>An Emotional Menagerie</i>				
	Creating images			<i>The Book of Lost Words</i>			
	List poems and kennings						
	Poetic style						
	Narrative poetry						
	Free form poetry						<i>I am the Tree that Grew</i>

Appendix 15: Supporting Resources for Reading in KS2

1. Recap Questions

- Can you remember why...?
- Why did...?
- Who...?
- How did they react?
- How are these characters linked?
- How did that link with previous bits of the story?

2. Explanation Questions (Authorial Intent)

- Why did the author choose this word?
- Why did the author make the character do that?
- How does the author want us to feel at this point? How do you know?
- Why did the author/illustrator choose to include this illustration?
- Explain this joke.

3. PSHE / Discussion Question Examples

- “If you take a bad boy and make him dig a hole every day in the hot sun, it will turn him into a good boy’ - to what extent do you agree with this statement?
- Louis Sachar chose to make the warden female; a reveal which often shocks the audience. Do you think the warden would have been scarier to the reader as a male? Explain your answer.
- Those doing Wonder might ask: Should Auggie be allowed to attend public school?

4. Hearing Children Read Aloud

- Basic reading aloud - children take sentences or paragraphs depending on text length/sentence length/proficiency.
- Echo reading - teacher reads exactly how text should sound and asks a child to ‘echo it’ giving constructive feedback as appropriate.
- Choral reading - pairs, groups or the whole class read aloud at the same time. This approach should be used more sparingly than the others.
- Drop-ins - if a child has not read aloud to the class due to proficiency, the teacher should ‘drop in’ with them during an activity and hear them reread part of the text. This should not happen during ‘partnered talk’. These children can also be targeted on Monday and Friday to reread short segments of the class novel to the teacher, as they will be au fait with potential stumbling blocks like character and place names.
- Important to model to children about good reading aloud.
- Filling the room with their voice - loud and clear - can Fred in the corner hear you? Could you start again?
- ‘Try that word again’ - phonics strategies must continue to be taught/used throughout KS2.
- Modelling self-correction when you’re reading the class reader and drawing attention to the fact you have done so.
- Modelling that word substituting that doesn’t make sense can change the meaning completely and how to spot it - did that word make sense in that sentence? Why? Try reading the word again or thinking about what word it could be contextually.

5. Initial Quiz

- Retrieval questions only.
- All questions presented at once.
- 3-8ish questions, depending on text length/age/teacher discretion.
- Teacher discretion on time given to answer but around 5 minutes is ideal - less as they get older.
- The questions should not require the children to do much referring back to the text - particularly the initial questions.
- Accessible for all.

- Self marked at the end - very quick.
- Teacher circulates and assesses - could address misconceptions.
- Scaffolding Initial Quiz:
 - Signposting to parts of the text.
 - Modelling scanning.
 - Ad lib multiple choice.
 - If some children only answer one of the questions but have it explicitly modelled to them in this time, that is progress. For example: 'who is the main character' - if a child didn't know, they would need the concept of main characters explained to them and how to find this in a text. Next time they come across this question they'll be better equipped to answer it.
 - Write your own questions for me.
 - Find quotations to prove.
 - What wrong answer might someone come up with? Why?

6. Individual Thinking

- One or two part questions that the children answer in their book as soon as either the teacher or another student has read the question aloud. One question at a time. Questions will usually have a 'right' answer. Teacher discretion about what questions needs to be individual or partnered.
- Answered in silence.
- A couple of minutes answering time per question max.
- Often, as soon as pen hits paper, we can assume children have a good idea of the answers to these questions, so it doesn't matter if the children don't finish committing it to paper.
- Teacher circulates, checks answers over shoulders and addresses misconceptions - challenges children - why do you think that? How do you know?
- Children should need to make reference to the text to support answers - not necessarily direct quotes.
- At the end, answers given orally and children agree/build on/challenge - time to correct and reflect. Modelling of how answer was found - sometimes teacher, sometimes peer.
- Scaffolding Individual Thinking:
 - Expanding on what the question is asking.
 - Modelling with a similar question.
 - Direction to part of the text.
 - Modelling of scanning.
 - Adding in multiple choice.
 - Asking for proof.
 - Offering a different answer (sometimes right, sometimes wrong to check how well children can tackle a misconception).
 - Asking what wrong answer someone might come up with.

7. Partnered Talk (Learning Partners)

- Mostly done between two children - may need more based on seating arrangement or absences. LSA can act as partner if you have one.
- Should be structured by the teacher in a way that demands both children to have been given the opportunity to speak.
- Questions won't necessarily have a 'right' answer - discussion points.
- Can involve scripting answers together.
- Can be 'gamified' - for example - find evidence that this is a horror story - partners with the most after three minutes win.
- Expectation should be on children to be able to give their answer and recall any different thoughts their partners had.
- Teacher should circulate, listen and interject or stretch where necessary.
- Children do not necessarily always need to write anything down during this part, but can be invited to if it helps them structure their thoughts and response.
- Scaffolding Partnered Talk:

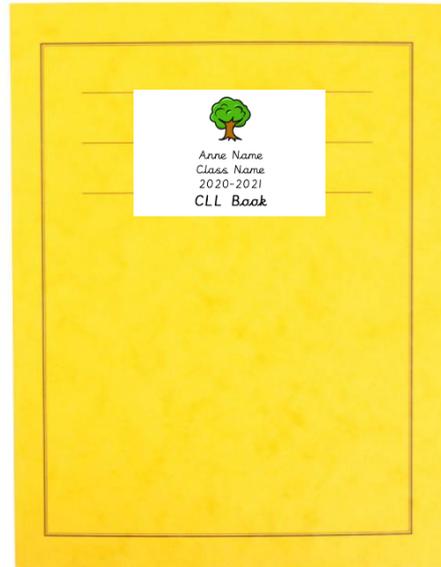
- Thought out partnerships.
- Answer stems.
- Non-negotiable vocabulary.
- Structured so both speak.
- Scripting answers together.
- Direction to parts of the texts and showing partners how to do this for each other.
- Modelling speaking to a partner - agreeing/building on/challenging.
- Modelling scanning.
- Probing questions.
- Asking for evidence.

8. Solo Work (Independent Task)

- This is the end of the lesson and is a longer task.
- Tasks should be completed independently.
- Teacher could circulate the room and address misconceptions and live mark.
- Teacher/LSA could also pull in a group based on what they've seen so far - the baby doesn't have to go out with the bathwater in terms of 'guided reading'.
- Lots of discussion at the end - agree/build on/challenge.
- Scaffolding Solo Work:
 - Teacher could circulate the room and address misconceptions and live mark.
 - Teacher/LSA could also pull in a group based on what they've seen so far - the baby doesn't have to go out with the bathwater in terms of 'guided reading'.
 - Explicit modelling of task.
 - Clues.
 - Minimising the task - in ranked vocab children may be required to rank 8 words, for example - this could overload some children so you may say 'ok, if this is hard for you this time, let's think about the top and the bottom one, with really good explanations - you can start filling in the middle if you get time'.
 - Show call.
 - Showing previous examples completed by children.

Exercise Books

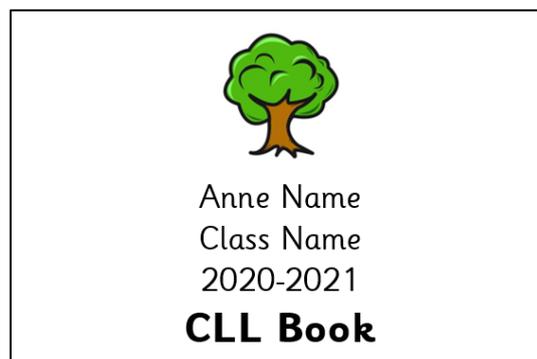
EYFS	KS1	KS2
Children in Year R have Yellow A4 15mm half lined / half plain books by no later than February half term.	At the beginning of Year 1, all pupils write in Yellow A4 or A4+ 15mm lined books. By Year 2, the majority of pupils write in 12mm lined books.	The majority of pupils write in Yellow A4 or A4+ 8mm lined books. Children with an additional need write in 12mm books as appropriate.



For the Modern Foreign Language aspects of CLL (French), children in Key Stage Two have a separate pink exercise book to record evidence of their learning.

Book Labels

All pupils have a book label, as shown, using the SassoonPrimary font.



- ✓ The **High Quality Learning pro forma** (*Appendix 12*) is displayed inside the front cover.
- ✓ A **Front Sheet** is stuck on the right-hand side of the books at the beginning of each half term to indicate the beginning of the cycle to introduce the key text and summarise the intended learning. See (*Appendix 1*).
- ✓ Printed text in CLL books, where possible, uses SassoonPrimaryInfant. These fonts must be used for learning intention slips.

EYFS

A learning goal is stuck in books (examples shown below). The area of learning is specified (e.g. writing, speaking and listening) and the long date and objective written clearly.

Writing	w/c Monday 27 th June L.G. use our phonics knowledge to write our ideas					
						
Say it!	Write It!					

Speaking and Listening	w/c Monday 27 th June L.G. to listen to a story and share our ideas					
------------------------	---	--	--	--	--	--

Engage Phase

A **learning goal** is stuck into books (shown below). There will not always be a written recorded outcome during the engage phase, so in lessons where this is the case, a photograph or series of photographs is used to demonstrate the learning that has taken place. For example, the same sheet of photographs can be stuck into all pupil books to demonstrate whole-class learning.

1 Engage Spoken Language	2 Monday 28 th February 2022	3 WALT present ideas and opinions clearly	4 
---------------------------------	--	--	--

1. The current phase is identified (Immersion) with the related area of English displayed underneath. During the engage phase, this will usually be Reading or Spoken Language.
2. The long date.
3. The learning intention, beginning with the abbreviated statement WALT (We are learning to) and a present tense verb in the base form. E.g. WALT present..., WALT evaluate..., WALT justify...
4. A template for pupil self-assessment.

Embed Phase

During the Embed phase, a **learning goal with success criteria (from Year 2)** is stuck into books (shown below). During this phase, success criteria is teacher and then increasingly co-constructed. There is regular modelled and shared writing opportunities with the teacher, where a specific skill is modelled. Pupils then write independently or take part in guided work to practise this skill. There is a clear expectation for regular opportunities to write short amounts (e.g. a paragraph) throughout the phase. Lessons during this phase will include boxing up of the focus text, where the teacher models / shared writes a section of the key text and pupils apply this in their books over the course of a series of lessons.

In the margin, next to the first line of pupils' writing in books, one of the following codes is written in a circle by the pupils/teacher to indicate the level of support given.

LP

I completed this with my learning partner.

I

I completed this learning independently.

H

I had help or worked with an adult/in a guided group.

Year 1

Embed Writing	Monday 28 th February 2022						
	WALT use conjunctions						
1		ABC		<u>Dog</u>	. ! ?		
Say it!	Write It!	Capital Letters	Finger Spaces	Writing on the line	Full stops	Check It!	

Years 2, 3, 4, 5 and 6

Embed Writing	Monday 28 th February 2022						
	WALT use cohesive devices in a paragraph						
2 Me	3	Success Criteria				4 Teacher	
No. ✓							
1	2	Pronouns are used (e.g. he, she, they, it)					
2		Co-ordinating conjunctions are used to join main clauses (e.g. for, and, or, but)					
3		Subordinating conjunctions are used to join subordinating clauses (e.g. although) 3					
4		Adverbials are used (e.g. time: yesterday, place: at school, frequency: often)					

1. Picture prompts for basic sentence writing in Year One.
2. Numbered success criteria. Pupils tick to demonstrate that they have achieved aspects. This also allows pupils and teachers to identify examples within the child's writing where this would be useful.
3. Specific criteria to support pupils to be successful. During the Embed phase, specific examples may be used (shown in brackets).
4. In line with the feedback policy, teachers identify whether children have been successful (green highlight) and need further support/practise (yellow highlight).

Create Phase

During the create phase, pupils are given extended independent writing opportunities. This will begin with pupils independently writing fiction and non-fiction extended pieces. Throughout the half-term, pupils will be encouraged to think about wider creative writing opportunities. At the end of the create phase, pupils are given complete ownership to plan and write in their chosen form linked to an area of personal interest. A learning intention with non-scaffolded success criteria is stuck into pupil books. During this phase, extended writing is likely to take place over several days. Where an extended piece of writing is continued over more than one day, the short date is written in the margin, continuing to refer to the same learning intention slip.

Year 1

Create Writing	Monday 28 th February 2022 WALT use conjunctions					
		ABC		<u>Dog</u>	. ! ?	
Say it!	Write It!	Capital Letters	Finger Spaces	Writing on the line	Full stops	Check It!

Years 2, 3, 4, 5 and 6

Create Writing	Monday 28 th February 2022 WALT use cohesive devices in a paragraph					
Me No. ✓	Success Criteria					2 Peer
1	Pronouns are used 1					
2	Co-ordinating conjunctions are used to join main clauses					
3	Subordinating conjunctions are used to join subordinating clauses					
4	Adverbials are used					

1. Co-constructed success criteria that must not feature any examples.
2. Learning during this phase is self and peer-assessed only so that it can be used for assessment.

The success criteria used for the independent assessed piece of writing is also copied directly onto the Assessment Rubric (Appendix 4).