



Communication, Language and Literacy Policy (CLL)

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Intent

At Ruishton C of E Primary School we believe that Communication, Language and Literacy (CLL) is an essential skill needed in all aspects of everyday life. Our curriculum embraces the “head, heart and hand” model. Through using this model, we aim to provide our children with the knowledge and skills, to enable them to succeed.

The teaching and learning of CLL skills are given a high priority at Ruishton, including across the wider curriculum. We believe CLL is crucial to helping develop pupils’ cultural, emotional and intellectual awareness, so individuals can fully participate in the world around them.

The curriculum teaches pupils to speak and write fluently and communicate their thoughts. Literature and oracy, play a key role in such development across our school. Reading a wide range of literature also enables pupils to acquire knowledge and to build on previous learning. The CLL curriculum understands the importance of cognitive science and the role this has in the process of learning and applying skills and knowledge at a greater depth.

The progressions of skills and knowledge in CLL subjects are based on the theory of building composite knowledge from smaller components. It is designed sequentially to allow pupils to build upon previous learning and link fluidly with the other pivotal domains. This reduces cognitive load and strengthens neural connections through over learning.

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 TOP Curriculum

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.
- Identifying and planning for any additional support for individual pupils
- Monitoring the progress of pupils in their class and reporting this on a termly 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.

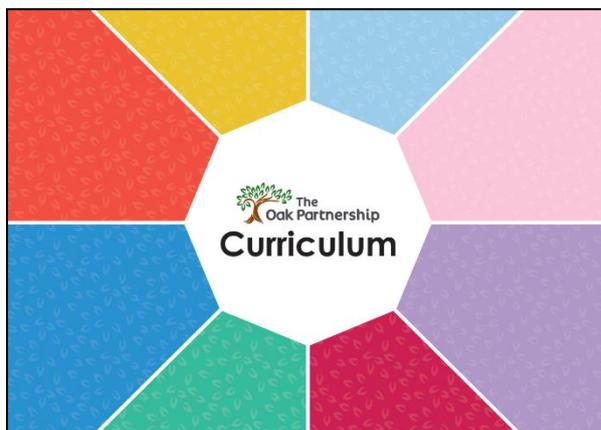
*See the TOP Curriculum document

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) and in some cases discrete units.

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.



Spoken Language Skills Progression

Strands	EYFS	Key Stage One	
		Year One	Year Two
Listen and Respond	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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		<ul style="list-style-type: none"> a. begin to ask questions that link clearly to the topic being discussed b. show that the conversation is being followed through the questions that are asked 	
Build Vocabulary		<ul style="list-style-type: none"> 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 	
Articulate and Justify	<ul style="list-style-type: none"> a. answer 'how' and 'why' questions about their experiences and in response to stories or events 	<ul style="list-style-type: none"> 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 	
Descriptions, Explanations and Narratives	<ul style="list-style-type: none"> a. develop their own narratives and explanations by connecting steps or events 	<ul style="list-style-type: none"> a. be able to describe their immediate world and environment b. talk about themselves clearly and confidently c. retell simple stories / accounts 	
Maintain Attention	<ul style="list-style-type: none"> a. give their attention to what others say and respond appropriately, while engaged in another activity 	<ul style="list-style-type: none"> a. remain focused on a conversation when not directly involved and are able to recall the main points when questioned 	

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

Stands	Key Stage Two			
	Year Three	Year Four	Year Five	Year Six
	<p>e. understand paragraphs as a way to group related material</p> <p>f. understand how headings and sub-headings aid presentation</p> <p>g. use present perfect form of verbs instead of the simple past, e.g. 'He has gone out to play'</p> <p>h. begin to use inverted commas to punctuate direct speech</p>	<p>f. choose appropriate pronoun or noun within and across sentences to add cohesion and avoid repetition</p> <p>g. 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!")</p> <p>h. use apostrophes to mark plural possession, e.g. the girl's name, the girl's names</p> <p>i. use commas after fronted adverbials</p>	<p>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</p> <p>g. use brackets, dashes or commas to punctuate parenthesis</p> <p>h. use commas to clarify meaning or avoid ambiguity</p> <p>i. use colons to introduce a list and use semi-colons within lists</p> <p>j. use bullet points to list information</p>	<p>grammatical connections and ellipsis</p> <p>i. understand layout devices (headings, sub-headings, columns, bullet, tables)</p> <p>g. use a semi-colon, colon or dash to mark the boundary between independent clauses</p> <p>h. understand how hyphens can be used to avoid ambiguity (for example, man-eating shark, or recover versus re-cover)</p>
New Terminology	<p>preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas</p> <p>Formally introduce five adverbs (rather than five words)</p>	<p>determine, pronoun, possessive pronoun, adverbial</p>	<p>modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p>	<p>subject, object, active, passive, synonym, antonym, ellipsis, colon, semi-colon, bullet points</p>
Spelling	<p>a. spell words with endings sounding like -ion, -cion, -tion, -sion</p> <p>b. add prefixes 'in-', 'is-', 'im-' and 'in-' add prefixes 'anti-' and 'sub-'</p> <p>c. add suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-ed', '-er', '-ed')</p> <p>d. add suffixes '-ous', '-y' to words ending in 'y', 'le' and 'ic'</p> <p>e. use possessive apostrophe with plurals</p> <p>f. spell homophones</p>		<p>a. spell words with the letter string 'ough'</p> <p>b. spell words ending in '-able', '-ible' and '-ible'</p> <p>c. spell homophones</p> <p>d. spell words with 'silent' letters</p>	<p>a. add suffixes beginning with vowels to words ending in '-le'</p> <p>b. spell words with endings that sound like /f/ or /v/ spell 'cious' or 'fious'</p> <p>c. spell words ending '-cious' and '-fious'</p>

English Teaching Sequence

	Engage (phase 1)	Embed and Create (phase 2)	Create (phase 3)
Key English Strands	Oracy	Oracy	Oracy
	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 opportunities	Extended writing opportunities 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		
	Discrete spelling teaching throughout		

Curriculum Slide Deck

Lessons are structured using a slide deck specifically designed to activate prior knowledge at the start of each session. Research highlights that prior knowledge is a critical factor in effective learning (Ausubel, 1968, cited in Hattie and Yates, 2014, p. 114).

This slide deck serves as a teaching guide, ensuring that essential elements of the learning process—such as instruction, modelling, memorisation, and guided/independent practice—are systematically addressed in every lesson. The slide deck is structured around the guidance report on *Metacognition and Self-regulated Learning* (Education Endowment Foundation).

The slide deck is structured to use a seven-step model for explicitly teaching metacognitive strategies to support learning, alongside the unit content of White Rose Maths. It involves: 1. Activating prior knowledge; 2. Explicit strategy instruction; 3. Modelling of learned strategy; 4. Memorisation of strategy; 5. Guided practice; 6. Independent practice; and 7. Structured reflection. The slide deck uses these strategies and teachers are expected to structure each lesson

1. L.G with this step/next step and vocabulary (*activating prior knowledge*)
2. Activating prior knowledge (*activating prior knowledge*)
3. Retrieval (*activating prior knowledge; explicit strategy instruction*)
4. Assimilating knowledge (*explicit strategy instruction; modelling of learned strategy; memorisation of strategy; guided practice*)
5. Independent practice (*independent practice*)
6. Consolidation (*structured reflection*)

The image displays six slide thumbnails from a curriculum slide deck, arranged in a 2x3 grid. Each slide has a yellow header and footer with the White Rose logo.

- Slide 1 (Top Left):** Features buttons for 'CLL' and 'Writing', 'L.G.', and three boxes: 'Use to prepare learning', 'Vocabulary', and 'Use to lead class in learning'.
- Slide 2 (Top Middle):** Titled 'Activating Prior Knowledge' with the sub-header 'Understanding our planning'. It includes a 'Plan' icon and a text box: 'With your partner, take 5 to 10 mins to look through each of your planning templates and discuss what you have done well on and what you can do better.'
- Slide 3 (Top Right):** Titled 'Retrieval' with four numbered questions: 1. Why do you understand some of the unfamiliar words in the text? Write them down. 2. What do you think the author means by 'it is good to see you'?' and 'The house used to look, which belongs to Mr Green, is for sale.' 3. What questions do you have? 4. Check the grammar exercises in the textbook below.
- Slide 4 (Bottom Left):** Titled 'Assimilating Knowledge / Understanding' with the sub-header 'L.G. To write a non-chronological report'. It includes 'Success Criteria' and 'Resources' boxes.
- Slide 5 (Bottom Middle):** Titled 'Independent Practice' with the text: 'Now we've created a paragraph together, use that as a starting point for extending your notes into your own paragraphs.' It features a table for notes and a 'Double tap to add text' instruction.
- Slide 6 (Bottom Right):** Titled 'Consolidation' with a 'Double tap to add text' instruction.

Timetabling

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

- Read, Write, Inc Phonics 35-minute session (Reading)
- CLL 40 - 60 minutes (Reading, Spoken Language, Writing)
- Reading of the Class Text or additional text (Reading, Oracy)
- Additional time will be taken for the teaching of handwriting and spellings.

Whole-class Guided Reading will differ in each year group please see 'Reading'.

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

- CLL - 60 minutes (Oracy, Reading, Writing)
- Independent Reading (Reading)
- Reading of the Class Text or additional text (Reading, Oracy)
- Additional time will be taken for the teaching of handwriting and spellings

Whole-class Guided Reading is timetabled three times weekly (Reading, Oracy)

Oracy

Oracy 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
- Learn how to 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 oracy 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.

Oracy 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.

Voice 21

At Ruishton Primary School, we are committed to transforming oracy teaching and learning across our school; we aim to enable all students to access and benefit from a high-quality oracy education. We are part of **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 oracy 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. 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, to measure the effectiveness of the interventions and whether further targeted intervention is required. Any children who are identified but who have not made expected progress will be identified to the SENCO.

Reading

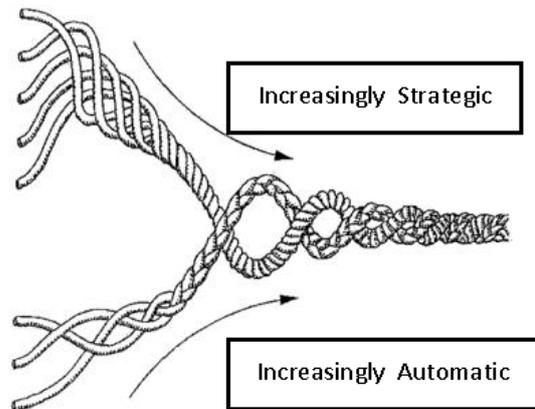
Scarborough's Reading Rope (2001)

Language Comprehension

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

Word Recognition

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition.



Skilled Reading:
Fluent execution and coordination of word recognition and text comprehension.

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.

Both decoding and comprehension 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 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 can read fluently, and with confidence.

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.

Reading culture

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. 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.

To build 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.
- At Ruishton, 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.
- Children are also encouraged to take library books home to share with their families.

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.
- The class novel is read to children every day by the class teacher (and other adults). This book and additional books are also studied in whole class reading sessions.

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). This book is also studied in whole-class reading sessions.
- Whole-class reading sessions are taught x3 a week 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.

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 according to skill acquisition during phonics sessions. These decodable books only come home when the children are able to read them fluently.

Children in Year 2-Year 6 have access to an online resource 'Oxford Reading Buddy', which gives children access to age and stage appropriate books both online and hard copies, which are monitored closely by class teachers. All children's books are banded and 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*).

Guided reading

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*)

Expectations

EYFS

- As part of their phonics sessions, children will utilise comprehension skills as well as phonetic decoding to understand a range of texts.

KS1

- As part of their phonics sessions, children will utilise comprehension skills as well as phonetic decoding to understand a range of texts.
- Once children have moved off our phonics scheme, class teachers will begin following either the RWI comprehension scheme or Wayne Tennent proforma for all guided reading sessions.
- From then, comprehension skills will be taught daily, through various elements of the curriculum.
- Children will receive a minimum of 2 discrete guided reading lessons per week.
- The Wayne Tennant skills will be taught in chunks as follows:
 - Independent read
 - Prediction
 - Clarification
 - Literal and inference
 - Evaluation/responsive
 - Summarising
- Sessions will vary between oral and written responses.

LKS2

- As part of their phonics sessions, key children will utilise comprehension skills as well as phonetic decoding to understand a range of texts.
- Once children have moved off our phonics scheme, class teachers will begin following the Wayne Tennent proforma for all guided reading sessions.
- From then, comprehension skills will be taught daily, through various elements of the curriculum.
- Children will receive a minimum of 3 discrete guided reading lessons per week covering all WT skills at least twice.

- The Wayne Tennant skills will be taught in chunks as follows:
 - Independent read
 - Prediction
 - Clarification
 - Literal and inference
 - Evaluation/responsive
 - Summarising
- Sessions will vary between oral and written responses.

UKS2

- Classes will follow the Wayne Tennent proforma for all guided reading sessions
- Guided reading will be taught explicitly x3 a week covering all skills each session.
- The Wayne Tennant skills will be taught every session. As follows:
 - Independent read
 - Prediction
 - Clarification
 - Literal and inference
 - Evaluation/responsive
 - Summarising
- Sessions will vary between oral and written responses.

Appendix 4 outlines key questions for each question type.

Phonics

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

Pupils from EYFS to Year 4 receive a 35 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.

See appendix 5 for Phonics speed sounds.

<p>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.</p>

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

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

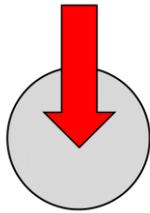
Practise – Explore how words are made using the graphemes taught. Use a variety of materials to demonstrate this e.g written letters, magnetic letters, oral blending and phonic games.

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.

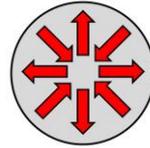
Assess – Ongoing assessments (half-termly) of the children will inform next steps in teaching and learning and groupings, allowing for fluid movement between groups. Children will be formally assessed each half-term to identify gaps in their current phonic knowledge and this will direct support and interventions for the coming term.

Writing

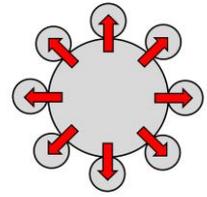
At Ruishton school, we follow an engage, embed, create approach to our CLL lessons.



Phase 1: Engage



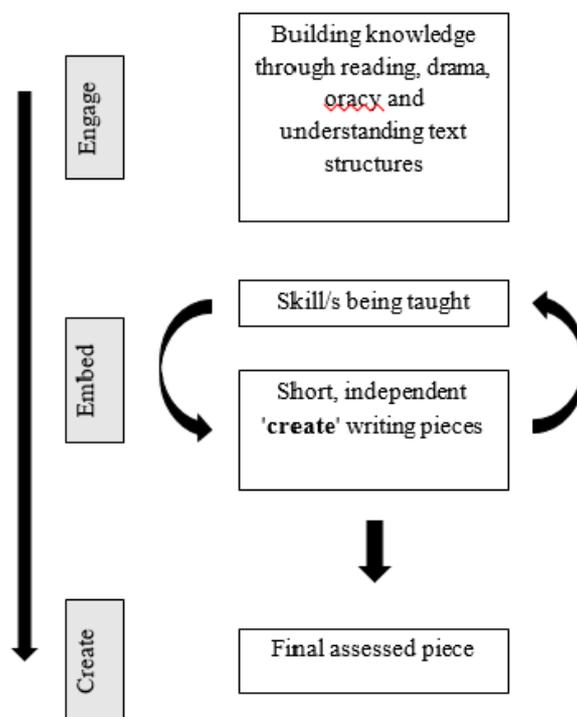
Phase 2: Embed and Create



Phase 3: Create

The engage stage is where children are introduced to carefully selected high quality texts, which are used to **engage** them in their learning, build their knowledge of the wider world and provide opportunities to develop their skills in oracy and reading. This can begin with an engagement day that captures the children's interest and promotes curiosity and discussion. Children are exposed to a range of learning to develop their knowledge and understanding of the text; story maps, oral rehearsal, role play and character/setting descriptions are just a few examples.

Children are supported to **embed** text structures in greater depth, reading as a reader, understanding authorial intent and learning to write effectively. During the phase children will be taught grammatical and structural aspects of the chosen texts which includes a model piece of writing. Lessons are taught through a shared and guided writing approach; they are targeted to skills, such as the use of specific grammatical skills, allowing children opportunities to practise this skill. Within this phase children are supported to write short, independent pieces targeted to specific grammatical skills. These shorter writing pieces help build towards the final '**create**' outcome.



Finally, in the **create stage** children will be well-equipped to use their learning of knowledge and skills taught to '**create**' their own piece of writing, which will be teacher assessed. 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. Each child will produce a minimum of six independent writing pieces in an academic year.

Reception

Within our reception class, children have access to planned whole class or group writing activities including drawing club, 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
- Exposure to phonetical spellings during writing
- 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 across all writing stages
- Explicit and varied purposes and audiences for writing and sharing of writing.
- 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).
- **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.

Writing Types

The Oak Partnership Trust has developed a progression of skills for each term to ensure writing skills are taught progressively and sequentially. Teachers are encouraged to use the document and select writing types that suit the termly objectives. They are also encouraged to use a range of text types across the year. See appendix 6.

Writing Moderation

The Oak Partnership Trust has developed a robust moderation system to support the development of writing. Teachers engage in termly moderations trust wide, with opportunities to share best practice and to ensure assessments are accurate. This process provides a supportive environment for teachers to share their expertise and gain insight into writing.

Writing coverage is tracked across each year group, to ensure progression and exposure to a broad range of genre types. 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.

Handwriting

At Ruishton Primary School handwriting is seen as a vital life skill. We aim to develop the children's ability to write comfortably with ease, speed and legibility enabling them to develop a fluent writing style. From EYFS to Year 6 children will have explicit handwriting lessons and links are made between handwriting and spelling, where appropriate.

At Ruishton we aim to:

- Teach correct letter formations, joining and create good handwriting habits
- Support children to work towards writing in a neat and legible style through cursive handwriting
- Enable all children to work at their appropriate level
- Enable children to develop their own style of handwriting as they progress through UKS2.

At Ruishton School, we have created our own handwriting scheme (appendix 7), teachers are required to teach to the majority through a best fit model while providing additional resources and support to those working on preceding stages.

Provision for left-handed pupils

- Paper should be positioned with a slight tilt the right for left-handed pupils
- Pencils should not be held too close to the point as this can interrupt pupils' line of vision
- Left-handed pupils should sit to the left to give sufficient space
- Teachers model left-handed letter formation for pupils, where needed
- Extra practice may be given

Fonts

- Sassoon primary infant (general classroom use)
- Children exposed a variety of handwriting from staff across the to school to reflect the wider world

Spelling

At Ruishton Primary School we want our pupils to think and write creatively while being adventurous with their vocabulary. For this to be achieved, it is essential pupils learn the knowledge, skills and strategies to enable them to spell accurately and at ease.

At Ruishton school we aim to:

- Equip pupils with the strategies and spelling rules to apply to their writing
- Ensure that pupils become more confident and competent spellers
- Enthuse and fascinate pupils about words and language
- Teach spelling rules and give pupils a chance to investigate these collaboratively

At Ruishton school, we use the 'Pathways to Spell' scheme. Through the scheme pupils will develop key knowledge about the English language:

Phonemic knowledge – the understanding of sounds and grapheme-phoneme correspondences (GPCs) to represent words

Orthographic knowledge – the letters or groups of letters that are used to represent words including the look of a word, letter shapes and the order

Morphological knowledge – the meaning of the word or the meaning of each component in a word. A morpheme being the smallest unit of meaning in a word

Etymological awareness – the origins of words and their meanings e.g. knowledge that chef is a word which is French in origin helps you to learn to spell it with ch rather than sh

Teaching and Learning

In order to achieve a high standard of spelling pupils need the opportunity to understand the spelling rule or strategy. Pupils will receive explicit spelling sessions that last between 10-20 minutes, with 4 sessions per week for KS1 and 3 sessions per week for KS2.

Learning is sequenced into five stages as follows:

Review		Pupils spend time revisiting a previously taught spelling objective. This will often link to the mastery focus to support pupils with underpinning knowledge required for the new pattern or rule.
Explain		Pupils explore and investigate new words and spellings. They will be given time to identify rules and patterns, hypothesise and explain their findings with their peers.
Practise		Time is given for pupils to practise using the new rule or patterns through a variety of multi-sensory activities in small groups, with partners or independently.
Apply		Pupils have the opportunity to apply the rules with greater independence within sentences. This will take the form of dictation several times each term.
Reflect		Time for pupils to think about their learning and how well they were able to apply their new knowledge. They will think about strategies that have helped them learn best to develop their metacognition.

Pupils have individual spelling journals to allow them to practice their spellings and to make connections between their writing and spelling lessons. Teachers are expected to provide opportunities for pupils to practice their spellings verbally, visually, practically as well as written. Teachers should use their professional judgement to decide how often pupils are required to record in their journals, however the recommendation is at least once for KS1 and KS2.

At the end of the week, children will have the opportunity to apply their learning through a spelling practice similar to a spelling test. This is to be a supportive process therefore spelling rules and additional support may be given.

Classrooms will display the spelling rule clearly for children to see and may display some or all of the weekly spellings.

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 a CLL Medium Term Plan (*Appendix 8*) to briefly summarise outcomes of the key activities and learning opportunities that will be completed during the three phases. Teachers use the Oak Partnership writing overview (*appendix 9*) to inform writing objectives for the half term.

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 explored and evident in Learning Review Cycles, as well as reviews of pupil books and learning walks.

Feedback, Assessment & Intervention

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

Pupils' books display the high-quality learning pro forma on the inside cover of CLL books to remind pupils about presentation expectations and the use of feedback codes.

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.

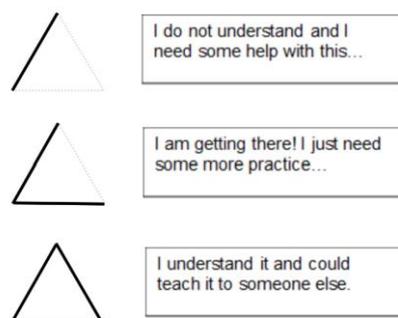
During the engage phase, feedback is largely verbal, and notes from Formative Assessment Books (FABs) are used to support whole-class feedback.

During the embed and create phase, the above FAB is used in addition to more individual feedback through the marking of success criteria. Whole class feedback may also be used where appropriate. Opportunities are taken to conference with pupils 1:1 or in small groups about their writing.

Pupil progress is demonstrated through the highlighting of SLN writing assessment grids developed as a trust.

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, **from Year 2**, 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'. Pupils self-mark and edit their learning wherever possible using red pens.

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)	NFER Summer(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, Spring 1 and Summer 1.

Writing Assessment

In addition to the above assessments of reading and grammar, writing is teacher-assessed, with teachers making assessments termly through the trust developed SLN assessment grid. This has been modified to support our rigorous trust moderation cycle. These are colour coded per term to support teachers in covering all objectives across a school year (*appendix 10*). The trust writing moderation takes place termly to quality assure a sample of teacher judgements across the school. Outcome judgements are used to support summative 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 (FABs) to support day-to-day teaching to ensure that pupils make short-term progress, particularly in the embed phase.

Spelling and handwriting feedback, assessment and tracking

It is important during the marking process that pupils are supported to check and identify errors. To make sure marking and feedback of spellings and handwriting is effective we follow the below stages:

sure marking and feedback of spellings and handwriting is effective we follow the below stages:

Stage	Teacher action	Example
1	Highlight the error the pupil has made within the word for the pupils to correct.	I went on the trayn. Dont rush!
2	Highlight the word where the error has been made. The pupil will need to identify the error before correcting it.	I went on the trayn. Dont rush!
3	Use a symbol or highlight in the margin to show that there is an error on that line. The pupil will have to look carefully along the line to identify the error before correcting it.	SP I went on the trayn. P Dont rush!
4	Write a general reminder for pupils to check spellings at the end of a paragraph or block of text. This is suitable for independent work to use for assessment.	Check your spellings

Teachers are expected the formatively assess daily through high quality teaching and the use of FAB's. In addition to the daily assessment, teachers record pupils handwriting progress half termly through our tracking spreadsheet (appendix 11).

Reading Assessment

Teachers use a whole class reading assessment sheet to track pupils' progress each week (*appendix 12*).

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

Interventions are overseen by the subject lead who is responsible for collecting and evaluating data to feed into interventions.

Teachers are responsible for identifying individuals who may need additional support through summative assessments and communicating this to the relevant lead half termly. Teachers are accountable for the progression of individuals before, during and after the intervention takes place, therefore are required to maintain communication with intervention teachers.

Intervention teachers are responsible for formatively assessing individuals each session and recording feedback on the intervention forms. Appendix 13 highlights our intervention flowchart.

Learning Environment

'Language Rich'

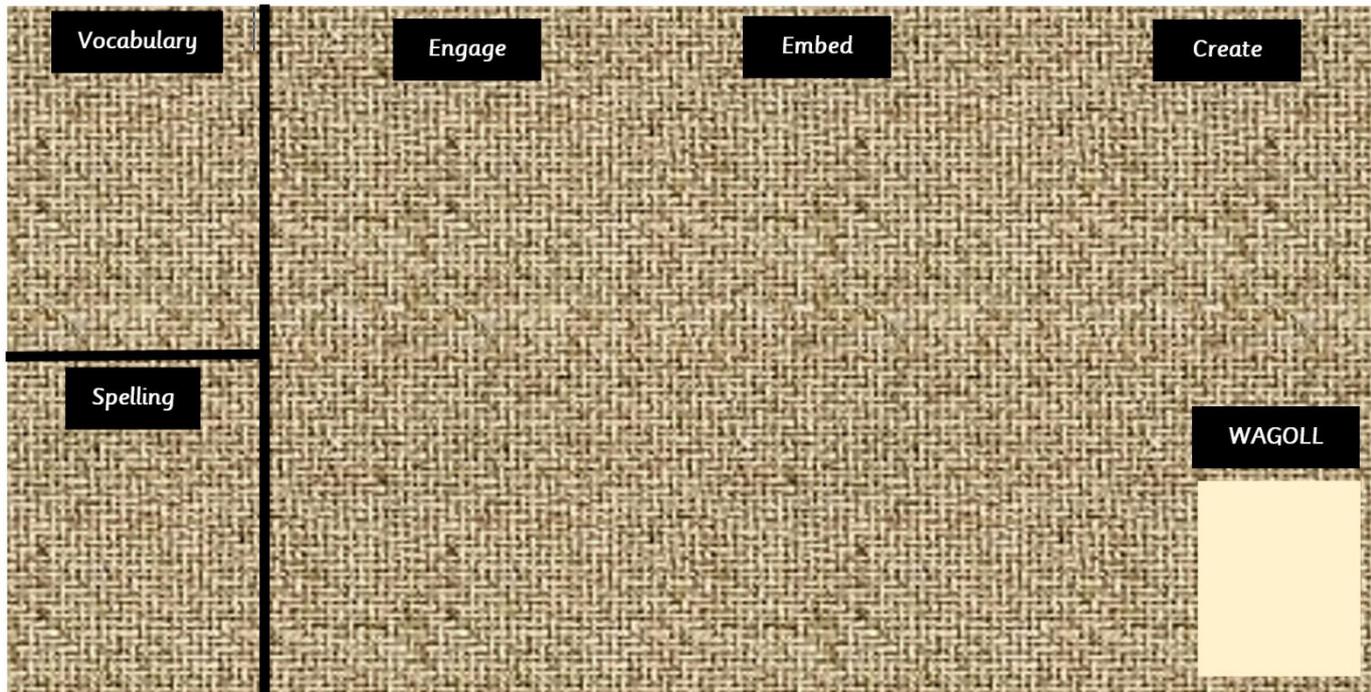
From EYFS to Year Six, children at Ruishton School are immersed in a language rich environment. Children regularly exposed to new vocabulary through our Oracy slides.

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 Year 2, 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.

Display examples from each phase:

Stage	Content Examples
Engage	<ul style="list-style-type: none"> • Key text book Cover • Photographs of pupils engaging in immersion activities • Key information/knowledge from the text
Embed	<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	<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)

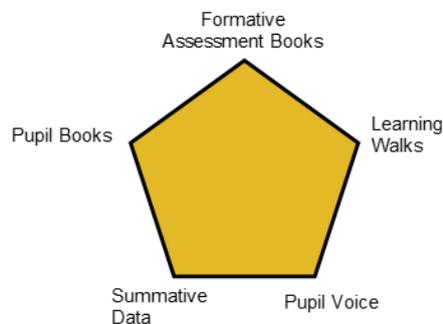
- ✓ The class library is well-stocked, inviting and promotes a love of reading

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.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Nursery Rhymes	Colours & Numbers	Phonics Lesson 1	Phonics Lesson 2	Phonics Lesson 3	Phonics Lesson 4
	Salutations	Shapes	I am learning...	Presenting Myself	Pets	At School
			Musical Instruments / Ancient Britain	Family	Date	Weekend
			Fruits or Vegetables	My Home / In Class	Clothes	Me in the World / Vikings

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

Appendices

The following appendices have been included for reference. Digital copies and templates can be found in the CLL folder on sharepoint

Appendix 1: Unit Cover



Communication, Language and Literacy

Narrative

unit image	Book cover
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Unit Title

Unit

Class

Year

Value

Appendix 2: High Quality Learning

Appendix 3: Wayne Tennant Planning Proforma



Somerset Literacy Network

Group Guided Reading Planning Grid

(based on Wayne Tennant - Autumn 2015)

Group	
Text	
Date	
Prediction 1e 2e Predict it! (Language Comprehension- background knowledge)	
Independent Reading (Word Recognition- phonological awareness, decoding & sight recognition)	
Clarification 1a 2a Understand it! 2g Listen to it! (Language Comprehension- vocabulary, language structures, literacy knowledge)	
Question 1 Literal 1b 2b Find it! (Language comprehension- vocabulary, language structures)	
Question 2 Inferential 1d 2d Think about it! (Language comprehension- vocabulary, language structure, verbal reasoning)	
Question 3 Evaluative Responsive 2f Link it! 2h Compare it! (Language Comprehension- background knowledge, verbal reasoning, literacy knowledge)	
Summarising 1c Sequence it! 2c Summarise it! (Language comprehension- literacy knowledge)	

Reading Content Domains

Reading Rope

Appendix 4: SLN Key questions

Appendix 5: Phonics speed sounds

Appendix 6: Writing types

Appendix 7: Handwriting scheme

Stage:	In handwriting lesson teach children to:	To progress into the next stage <u>children need to:</u>
<u>Pre Stage 1</u>	During this stage, children are working on their pencil grip and mark making.	Children need to hold a pencil with the correct grip.
Stage 1	During this stage, children are learning to form single letters in the correct direction.	Children will be able to form all letters in the correct direction: m a s d t i n p g o c k u b f e l h r j v y w z q x
Stage 2	During this stage, children are learning to form single letters in the correct size and direction.	Children will be able to form all letters of the correct size and direction: m a s d t i n p g o c k u b f e l h r j v y w z q x
Stage 3	<p>During this stage, children will begin to join letters together.</p> <p>Set 1: sh ch th qu ng nk ss nn ll rr tt gg ff ck</p> <p>Set 2: ay ee igh ow oo ar or air ou ir oy ue ie au kn ph wh</p> <p>Set 3: ai ey oa ur er ea oi aw ow are ire ure ear</p> <p>Set 4: he de ver for ge jo re be yo</p> <p>Suffixes: ing ed ment ness full less ly</p> <p>Prefixes: un dis mis in re sub inter super anti auto</p>	Children will be able to appropriately join all letters to another letter.
Stage 4	<p>During this stage, children are increasing their fluency when writing with joined handwriting</p> <p>From this point children are taught and practicing joins within spelling scheme.</p>	
Stage 5	<p>During this stage, children are beginning to increase their speed while writing fluently.</p> <p>From this point children are practicing all joins within spelling scheme. Spellings are still modelled by class teacher with appropriate joins.</p>	
Stage 6	<p>By this stage, children should be able to write joined fluently at speed</p> <p>From this point children are practicing all joins within spelling scheme. Spellings are still modelled by class teacher with appropriate joins.</p>	

Letters not to join: x d

Appendix 8: MTP CLL

Curriculum Sequencing 2024-25		Term	Year Group	Teacher/s	Any key focus from previous writing assessments
 The Oak Partnership	Domain Area CLL Pivotal Domain- Science and Technology	Spring 1	2	Miss Stacy	

Key Text(s)	Launch/Immersion Activity	Audience and Purpose for writing	Main outcome	Key text features
Writing objectives Objectives to explicitly teach				1.
			Objectives to maintain	

Engage

Lesson 1	Lesson 2	Lesson 3	Lesson 4

Embed

Focus Reading, Writing, Oracy	Curriculum Objectives	Lesson Overview	Success Criteria	Adaptations for SEND Learners	Key Vocabulary/ Oracy
		LG: To Activating prior knowledge Retrieval		D R G O P T A	
		Assimilating knowledge/Understanding Independent Practice Consolidation			

Create

Lesson 1	Lesson 2	Lesson 3
	-	•

Appendix 9: TOPs Writing plan

Appendix 10: SLN writing assessment

Year Four Writing Assessment Framework

Sample							Flexible approach?
Date							
Highlighter							

Year Four Working Towards the Expected Standard

Green: Autumn Orange: Spring Red: Summer

The pupil can, after discussion with the teacher:

- write for a range of purposes
- use paragraphs to organise ideas and group related materials
- in narratives, describe settings and characters and plot
- 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 many words from **the year 3 / year 4 spelling list***
- 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
- increase the legibility, consistency and quality of their handwriting
- use apostrophes to mark plural possession
- Proof read and edit for spelling and punctuation errors and make changes to improve consistency (e.g. pronouns, vocabulary and grammar)

Year Four Working at the Expected Standard

All Working Towards Standards must be met before looking at Expected

Green: Autumn Orange: Spring Red: Summer

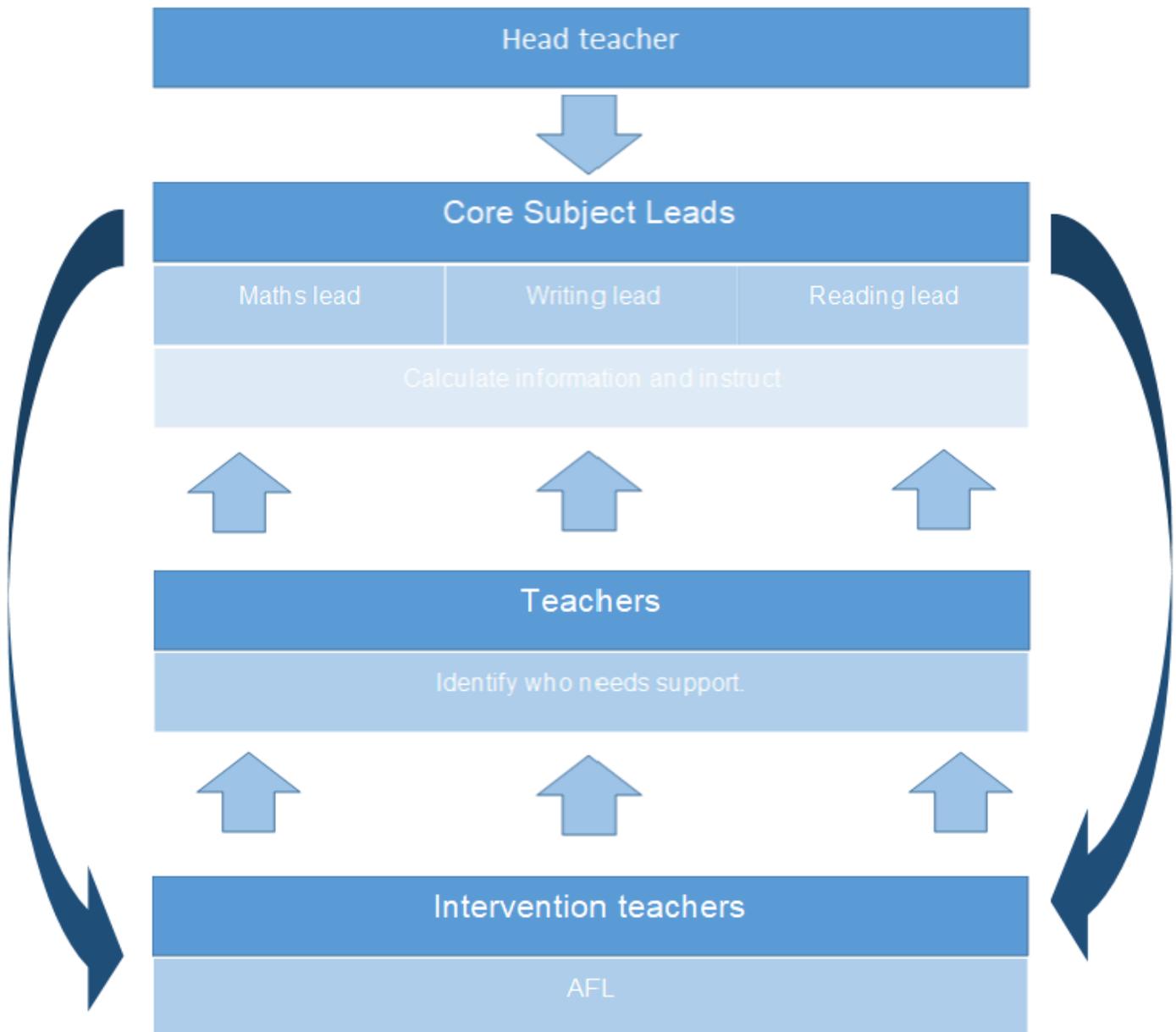
- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and begin to describe atmosphere
- Use paragraphs to organise ideas around a theme
- Express time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]
- Create noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases
- Use inverted commas and additional punctuation to indicate direct speech
- Use commas after fronted adverbials
- Use Standard English forms of verb inflections
- begin to 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. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- begin to use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs)
- use verb tenses consistently and correctly throughout their writing
- spell correctly most words from the year 3 / year 4 spelling list,* and some words from the 5/6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.
- proof read and edit for spelling and punctuation errors and make changes to improve

Appendix 11: Handwriting tracking spreadsheet

Appendix 12: Reading assessment tracker

Appendix 13: Intervention flowchart

Intervention flowchart



he 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, disabilities, 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 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.