



**COLESHILL  
HEATH SCHOOL**  
EVERY CHILD, EVERY DAY

# ENGLISH AT COLESHILL HEATH SCHOOL

*Reading and Writing*

2024-2026

*Courage*



*Kindness*



*Confidence*



*Honesty*



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## READING



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## CHS Reading Mission

To ensure all children foster a love and enjoyment of reading; mastering and unlocking the skills for lifelong learning.

*'Learn to read and read to learn'*

### Aims:

- Become fluent and confident storytellers and readers.
- Read with enjoyment and respond to texts across a range of genres.
- Reflect upon and learn from personal and social experience with books.
- Provide opportunities to apply reading skills across the curriculum.
- Understand and apply their knowledge of phonics and use this to decode words with accuracy.
- Develop a rich and varied vocabulary.
- Develop an awareness and understanding of literature from a range of cultures and heritage.



## Whole School Progression: The Reading Journey at Coleshill Heath School

Fostering a love of reading; story telling, reading for pleasure, reading widely and in different contexts.	<b>INSPIRING READERS PROFILE</b>	<b>Building skills</b>	<b>Reading diet and delivery at CHS</b>	Exposure of reading materials: provide all learners with high quality texts
	<p><b>Inspiring Readers:</b> Reflect on the importance of their own personal reading tastes. Pupils are confident, fluent and passionate readers, who use a range of strategies to devour a range of texts.</p> 	<p>Children are passionate about the books they read and preferred authors: They talk confidentially about their reading diet and the skills they employ to dissect the text.</p> <p>Children have mastered the technicalities of reading. Texts are used to foster dialogic talk around a range of reading experiences and enhance and deepen the reader's response.</p>	<p><b>Mastery skills:</b> Confident and accomplished readers who can employ a range of strategies, taking ownership of their reading diet. Reading is fluent and effortless with 'convincing expressiveness.</p> <p><b>Teaching &amp; Learning: Focused Reading Sessions</b></p> <p>Maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Reading books that are structured in different ways and reading for a range of purposes.</p>	
	<b>DEVELOPING READERS PROFILE</b>	<b>Building skills</b>	<b>Reading diet and delivery at CHS</b>	
	<p><b>Developing Readers:</b> Explore a range of skills and strategies involved in becoming a fluent reader, enabling children to become competent and confident readers.</p> 	<p>Children are developing a wide range of skills as part of their reading toolkit; they can identify the different elements of what makes a successful reader.</p> <p>Children secure key reading skills and are able to apply their toolkit across the curriculum.</p> <p><b>Development skills:</b> Decoding, focus on comprehension skills retrieval, deduce, inference</p>	<p>Ensuring children show increased confidence and independence with Reading strategies.</p> <p>Using a range of skills and strategies for answering comprehension questions.</p> <p>Listening to and discussing a wide range of fiction, poetry, plays.</p> <p>Reading a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</p> <p><b>Word reading</b></p> <p>Focus on developing vocabulary.</p> <p>Using dictionaries and online tools to check the meaning of words that they have read.</p> <p>Reading books that are structured in different ways and reading for a range of purposes.</p> <p>Using the Enquiry Hub Library to form their own research.</p>	
	<b>GROWING READERS PROFILE</b>	<b>Building skills</b>	<b>Reading diet and delivery at CHS</b>	
	<p><b>Growing Readers:</b> Immersing children in a range of reading contexts.</p> <p>Pupils investigate a variety of purposeful, creative and inclusive approaches designed to support their enjoyment of reading.</p> 	<p>Children learn how to use their phonic knowledge to read letters and words. They are immersed in a rich language environment.</p> <p>Children apply their phonic skills to reading simple texts; discussion is used as a key skill to motivate and nurture readers.</p> <p>Role play to support reading development.</p>	<p><b>Core skills:</b> Developing phonic knowledge and early reading experiences: semantic, syntactic and grapho-phonetic knowledge.</p> <p><b>EYFS Teaching &amp; Learning:</b></p> <p>RWI: RWI scheme systematically delivers growth of early reading skills and phonic knowledge.</p> <p>Language rich environment supported through reading development.</p> <p>Traditional tales</p> <p>Nursery rhymes</p> <p>Rhythm and Rhyme</p> <p>Poetry</p> <p>Picture books.</p> <p>Wide range of picture books shared.</p> <p>Extensive experience of listening to, sharing and discussing a wide range of high-quality books; fostering a love of reading at school and home. Using speaking and listening skills and discussion to encourage and support reading independently.</p>	

### Provision

Reading at Coleshill Heath School is taught and celebrated in a range of ways. Some of these are generic across the whole school, whilst others are specific to key stages:

<p><b><u>Home Readers</u></b>                  Read Write Inc. Books                  Staged books                  Library books                  Oxford Owl                  Free reader choice</p>	<p><b><u>Reading for Pleasure</u></b>                  Library books                  Read aloud (Reading Spine)                  Blogging                  Book Talk                  Reading Rucksack</p>
<div style="border: 1px solid black; background-color: #e0f2f1; padding: 5px; display: inline-block;"><b>Provision</b></div>	
<p><b><u>Intervention</u></b>                  Rapid Reader [KS2]                  RWI 1:1 tuition                  Reading Rocketeers                  Reading Plus</p>	<p><b><u>Structured Reading</u></b>                  Whole class shared reading                  Read Write Inc.                  English lessons (T4W)                  Wider curriculum reading opportunities</p>

## Key findings

<b>Reading Instruction is oriented towards:</b>	<b>Reading for Pleasure is oriented towards:</b>
Learning to read	Choosing to read
The skill	The will
Decoding and comprehension	Engagement and response
System readers	Lifelong readers
Teacher direction	Child direction
Teacher ownership	Child ownership
Attainment	Achievement
The minimum entitlement (A Level 4)	The maximum entitlement (A reader for life)
The Standards Agenda	The ECM and Personalisation Agendas

*Figure 1. Distinctions between reading instruction and reading for pleasure*

### EYFS and Year One and Year Two:

Reading session	Reading (time allocation)	Focus of session
Read Write Inc.	45 minutes daily	To ensure children are secure in their phonic knowledge.
English Lessons (T4W)	Daily	Teaching of reading through the use of a model text: <b>Reading as a reader</b> and <b>Reading as a writer</b> .
Reading for Pleasure and Read Aloud	Daily	To ensure pupils read a variety of stories to familiarise them with classic and modern texts. Consistent exposure to hearing texts read aloud with FASE. Focused discussion linked to reading skills map.
Reading across the curriculum	Weekly	A range of texts explored to develop children's knowledge of subjects through the application of their reading skills.
Whole class reading	45 minutes daily (when children are off the RWI programme)	Structured session to develop key reading skills: <b>Reading Powers:</b> Fluency, visualising, activating prior knowledge and questioning. <b>Reading Skills:</b> <b>KS1:</b> inference, vocabulary, retrieval, retelling and prediction. Use of fiction texts-supported by non-fiction, poetry and song to support knowledge development, and inference. Book Talk sessions to develop oral comprehension skills-using wordless books in Reception.

### Key Stage Two:

Reading session	Reading (time allocation)	Focus of session
English lessons (T4W)	Daily	Teaching of reading through the use of a model text: <b>Reading as a reader</b> and <b>Reading as a writer</b> .
Whole class reading	45 minutes daily	Structured session to develop key reading skills: <b>Reading Powers:</b> Fluency, visualising, activating prior knowledge and questioning. <b>Reading Skills:</b> Inference, vocabulary, retrieval, prediction, summarising, explaining and comparing. Book Talk sessions to develop oral comprehension skills.
Reading for Pleasure and Story Time	Daily	To ensure pupils read a variety of stories, familiarisation with classic and modern texts.
Reading across the curriculum	Weekly	A range of texts explored to develop children's knowledge of subjects through the application of their reading skills.

## **Read Write Inc. Phonics**

Read Write, Inc. Phonics is an inclusive programme for all children learning to read. The scheme includes both a phonics and reading focus. The sessions happen every day in Reception and Year One as the continuity and pace of the programme is essential to increasing the speed of children's reading development. The children are assessed and grouped according to their ability. At the end of each half term the children are assessed again to check they have made progress and are then regrouped.

### **Five key principles underpin the teaching in all Read Write Inc. sessions:**

1. **PACE** – No time is wasted during teaching sessions! Children are active and involved in a fun and creative way.
2. **PRAISE** – Teachers praise the children constantly throughout the teaching sessions.
3. **PURPOSE** – Each activity has a very clear purpose. The teacher will set this purpose at the beginning of the lesson so that the children know exactly what they will be learning.
4. **PARTICIPATION** – All children take part in all parts of the lesson. Full participation is gained through partner work and choral response.
5. **PASSION** – As a staff, we are passionate about our teaching and the benefits of the Read, Write Inc. programme!

### **Nursery**

Children are introduced to the initial sounds in short sessions.

### **Reception**

In Reception all children will learn how to read the sounds in words and how those sounds can be written down.

### **Reading**

The children:

- learn 44 sounds and the corresponding letters/letter groups using simple picture prompts
- learn to read words using Fred talk (see below) and sound blending
- read from a range of storybooks and non-fiction books matched to their phonic knowledge
- work well with partners
- develop comprehension skills in stories by answering 'Find It' and 'Prove It' discussion questions

### **Writing and spelling**

The children:

- learn to write and form the letters/letter groups which represent the 44 sounds with the help of fun phrases
- learn to write words by using Fred Talk

### **Talking**

The children work in pairs so that they:

- answer every question
- practice every activity with their partner
- take turns in talking and reading to each other
- develop ambitious vocabulary

### **Year One and Year Two**

Children follow the same format as Reception, but will work on complex sounds and read books appropriate to their reading level. Once children are off the programme, they will begin Whole Class Reading.



## Years 2- 6: Whole Class Reading (45 min daily)

### **Phase 1**

**Pre-load day or retrieval day**

**HFW/CEW-can be used for automaticity.**

Pre-teach knowledge and vocabulary ready to attack the text.

A retrieval of previous knowledge and development of knowledge if continuing with the same text.

Direct vocabulary teaching, words from the text which will be explored in this unit.

Knowledge nuggets - where knowledge is shared so that all children can access the text.

What will the children not be able to understand unless they already knew this?

### **Phase 2**

**Just Read-Doug Lemov**

**Fluency/Oracy focus**

**The text must be prepared beforehand-The teacher must know how they intend to read it aloud. The children need to hear high quality models for the first read.**

Just read a chapter or a larger chunk of text. Think about what is suitable for your year group age.

Model fluency.

#### **Method 1:**

Teacher reads aloud demonstrating all of FASE-**children listen without the text** to aid comprehension, listening for the knowledge from the previous day and vocab. (They could hear the text twice and visualise before seeing the text)

Children then have texts and are asked to track the text, using a pencil or finger.

Teacher explains the main focus for their fluency modelling eg FASE. Children are clear about what they are going to be working on with their fluency.

Children are asked to annotate the text for your prosody and intonation.

Children echo read, partner read.

#### **Method 2:**

Teacher reads aloud and asks certain children to take control of the game, to ensure they are following along. Paired sheet, for support.

Teacher asks children that she/ he knows will be able to read with FASE during first read.

Echo read, paired read. Assign certain passages to children that you want them to practice so that they can read the text aloud showing fluency and FASE-with feedback directly related to the skill the teacher was promoting.

#### **Oracy:**

Using the sentence stems ask children specific questions related to retrieval.

Children must be taught the skills of skimming and scanning explicitly.

Speedy Retrieval, Speedy summarise - More in-depth questions to promote debate.

Specific questions related to children's preference-They must be given sentence stems to be able to express a feeling, response to the text.

#### **Recording- There may be no recording on this day.**

Teachers can complete their FASE-If they read aloud without modelling first.

Speedy retrieval sheets can be used.

Children's preferences can be recorded in their books and response to longer more detailed questioning if time.

Children can record their own questions in books, or on flip chart paper or post it notes.

Children should be encouraged to visualise and have the opportunities to draw what they imagine as they hear on the first read.

### **Phase 3**

#### ***Close read-analysis/skills focus/Think aloud***

Share an AIR question-Accountable independent read. The question they will need to be able to answer by the end of the session.

Take the same text as the previous day-only take one section which illustrates the particular skill.

#### **Text mark-decide on the purpose for text marking**

Text mark-show the children how you annotate the text using the close read symbols.

Text mark with their own questions/ observations/ thoughts

Text mark with a specific focus-eg looking for mood, character, setting etc-state this.

Using a skill focus question-children look carefully at the text with you and scaffold responses-use talk-discussion-debate-think aloud.

Answer model questions together-scaffold and support-work with a group.

### **Phase 4**

#### ***Question-independent response***

#### ***Answer any written responses to skill focused tasks***

#### ***Clarify misconceptions-support and scaffold***

#### ***Challenge more able***

Opportunities for depth answers-They will have looked at vocabulary, retrieval, summarise and discuss, now they can infer.

Give children opportunities to answer SATs style questions to write longer responses.

### Library

All classes have access to the Enquiry Hub and school library areas. This provides opportunities for the children to select a range of texts, including non-fiction, where they can develop their research skills for all areas of the curriculum.

In addition to the Enquiry Hub, each phase has a library area where books have been carefully selected and banded to offer a broad range of authors and genres to develop the children's enjoyment of reading whilst also offering high quality books at their personal level of reading development. Children are able to change their library books once per week.

CHS subscribes to Reading Cloud library services as. All teachers and pupils have access to the Reading cloud and online facilities. Children have a unique library card and are able to take out one books per week from the library.

### Local Library Visits

Visits to the local library are arranged for all pupils in Key Stage Two. During the visits, the children are taught about systems in libraries and encouraged to read a range of genres by a variety of authors.



### Home School Partnership and Reward System

Reading Diaries are used to communicate with parents and provide written feedback referring to children's reading ability and their enjoyment of the text.

Parents are encouraged to write a comment and share the children's reading strategies and behaviours at home.



### Recognition System:

Children who read regularly receive the following rewards:			
Reader	What I have to do:	My recognition	How often?
Star Readers	Read at least three times per week, or ideally every night.	5 Dojos 2 Raffle tickets Chance to attend Tea with me at the end of the term	Weekly reward
All raffle tickets are placed in a <b>Phase Ticket Box</b> . At the end of each term, winners are drawn from the box and are invited to 'Tea with Me' with the Headteacher.			
Reader	What I have to do:	My recognition	How often?
Reading for Pleasure Rewards	Complete Reading for Pleasure activities on the Reading Roadmap and evidence these in reading journal which is taken home.	<ul style="list-style-type: none"> <li>Prizes for reaching checkpoints</li> <li>Certificate and badge for completing the whole map.</li> </ul>	When children complete checkpoints or the whole map, recognition will be given.

## Reading Assessment

All teachers provide evidence of children's progress and attainment in reading; this evidence is an integral part of the reading process which forms the basis for future planning of further reading learning and specific teaching to 'close the gap'. Group or individual targets are set accordingly. Feedback is in line with the school's policy. ***Refer to the Assessment, Feedback and Presentation Policy.***

Children are actively involved in the assessment process, as this plays a key role in enabling and empowering them to understand what they are learning.

### The different contexts for assessment include:

- Informal observation (e.g. Reading behaviours/conversations with children/ observing children selecting texts/ library visits/book discussions)
- Book talk
- Comprehension skills
- Reading skills applied across the curriculum
- Formal assessments: summative and formative
- Fluency tracking using FASE

The following evidence bank is collected to help staff make a robust and secure judgment:

<b>NTS tests Y2 – Y6</b>	Used to test pupils reading age based on their comprehension skills/ inference skills/ language structure and punctuation. Used to provide analysis of gaps within reading and to measure children's progress in reading; age related assessment, reading age of child, Hodder score and standardized score used to create a reading profile for each child. This information is used to track pupils progress.
<b>Summative assessment</b>	Gathering evidence (class based) Reading groups 1-1 reading opportunities. Using summative assessment to identify gaps in learning and modifying teaching to address and meet needs of all pupils.
<b>Formative assessment</b>	Using all evidence gathered to make an informed judgment about each individual pupil.
<b>RWI Phonics assessments</b>	Used to assess pupils' recognition of sounds, blending and decoding skills.

***(Refer to the Assessment, Feedback and Presentation Policy)***

## Intervention

Pupils who have been identified as needing additional support or those who have a specific need will receive intervention in the following ways, using one of the interventions listed below:

- In class scaffolding and modelling
- Targeted group work from a teacher or member of support staff
- Individual support using resources such as 'Reading Rucksack' or 'Secret Reader'

We will use the following programmes to support the teaching of reading needs:

Intervention	Description	Phase / Year Group
<b>RWI 1:1 and group work</b>	Phonics intervention to support children to recognise set 1,2 and 3 sounds and then read words containing these sounds, including nonsense words.	<b>Reception - Year 2</b>
<b>Reading Rocketeers</b>	An intervention to support children with their fluency and comprehension skills.	<b>Years 4 - 6</b>
<b>Rapid Readers</b>	An intervention focusing on improving children's fluency, accuracy and comprehension skills. Each workbook contains a fiction and non-fiction text to work through, appropriate for each child's reading age.	<b>Years 3 - 6</b>
<b>Reading Plus</b>	An online intervention which uses algorithms to analyse a child's reading ability and provide targeted questioning from specific genres to close gaps to age-related peers and increase a child's reading age.	<b>Years 5 - 6</b>

**Reading environment:**

*This checklist is used to monitor the consistency of Reading teaching and learning practice across school.*

Checklist	Are these evident?
<b>Environment</b>	
FASE sheet folder	
Use of the vocabulary board - Frayer model/word of the day/Vocab linked to T4W	
Book corners-appealing-tidy/range of texts/This week/First news/Story time/Non-fiction poetry/Refresh half termly	
Recommended reads baskets/folders	
Teacher reading-What I'm currently reading	
Read Write Inc sound chart	
<b>Books</b>	
Presentation is high quality	
Work is completed	
Feedback given is addressed by children	
Learning is related to reading skills	
Quality texts are linked to curriculum theme/T4W model text	
Supplement core texts with a range of non-fiction, poetry etc.	
<b>Reading outside of reading sessions</b>	
Reading must be evident in all subjects	
Read Aloud session timetabled every day. Teacher reads aloud a book from the CHS Reading Spine	
Individual reading records with banded books or RWInc levelled books	
Rewards and incentives for reading consistently at home and completing Reading Roadmaps	
Reading Rucksack to go home with reluctant readers to encourage reading at home.	
Reading for Pleasure Workshops with parents	
<b>Whole class teaching</b>	
Planning from National Curriculum objectives	
Core texts for each year group	
4-part model	
Fluency taught, modelled and practiced	
Reading for pleasure – cosy reading	
Hearing children read aloud	
<b>Organisation</b>	
Spreadsheet showing children's reading band	
Spreadsheet detailing levels of home reading completed weekly for each child	
List of intervention on Insight	
Reading records brought to school	
Data linked to NTS tests	
Read Write Inc data updated and shared with staff termly	
Lowest 20% children in intervention/provision	
Progression map	



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## WRITING



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### Philosophy and pedagogy

Our approach to writing is based on Talk4Writing, which is an approach that supports children to explore, through talk, the thinking and creative processes involved in being a writer. It is embedded at every phase of the teaching sequence, which is structured to include teacher talk, supported pupil talk and independent pupil talk. We believe that Talk for Writing is an approach that goes beyond the development of children's general speaking and listening skills – it allows children to explore the processes involved in being a writer and extends oral rehearsal so that it becomes a draft for their written pieces. The approach supports the children to move from talk into writing.

### Aims

By the end of Key Stage Two, we aim for a child to be able to:

- Write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.
- Have an interest in words and their meanings, developing a growing vocabulary in spoken and written forms.
- Understand a range of text types and genres and to be able to write in a variety of styles and forms appropriate to the situation.
- Develop the powers of imagination, inventiveness and critical awareness.

### EYFS

In the Early Years, children are encouraged to attempt their own emergent writing and their efforts are valued and praised. As their phonic knowledge increases, this will be reflected in their writing. At the same time, their knowledge of key words is supported through reading and writing activities, including shared reading and writing. A wide variety of opportunities are provided for children to engage in writing activities.

### Cross-curricular writing opportunities

Teachers will seek to take advantage of opportunities to make valid cross-curricular links so that writing genres taught are meaningful - e.g. Non-chronological reports in T4W lessons when studying Romans in history. Teachers will also plan for pupils to practise and apply the skills, knowledge and understanding acquired through T4W lessons to other areas of the curriculum.

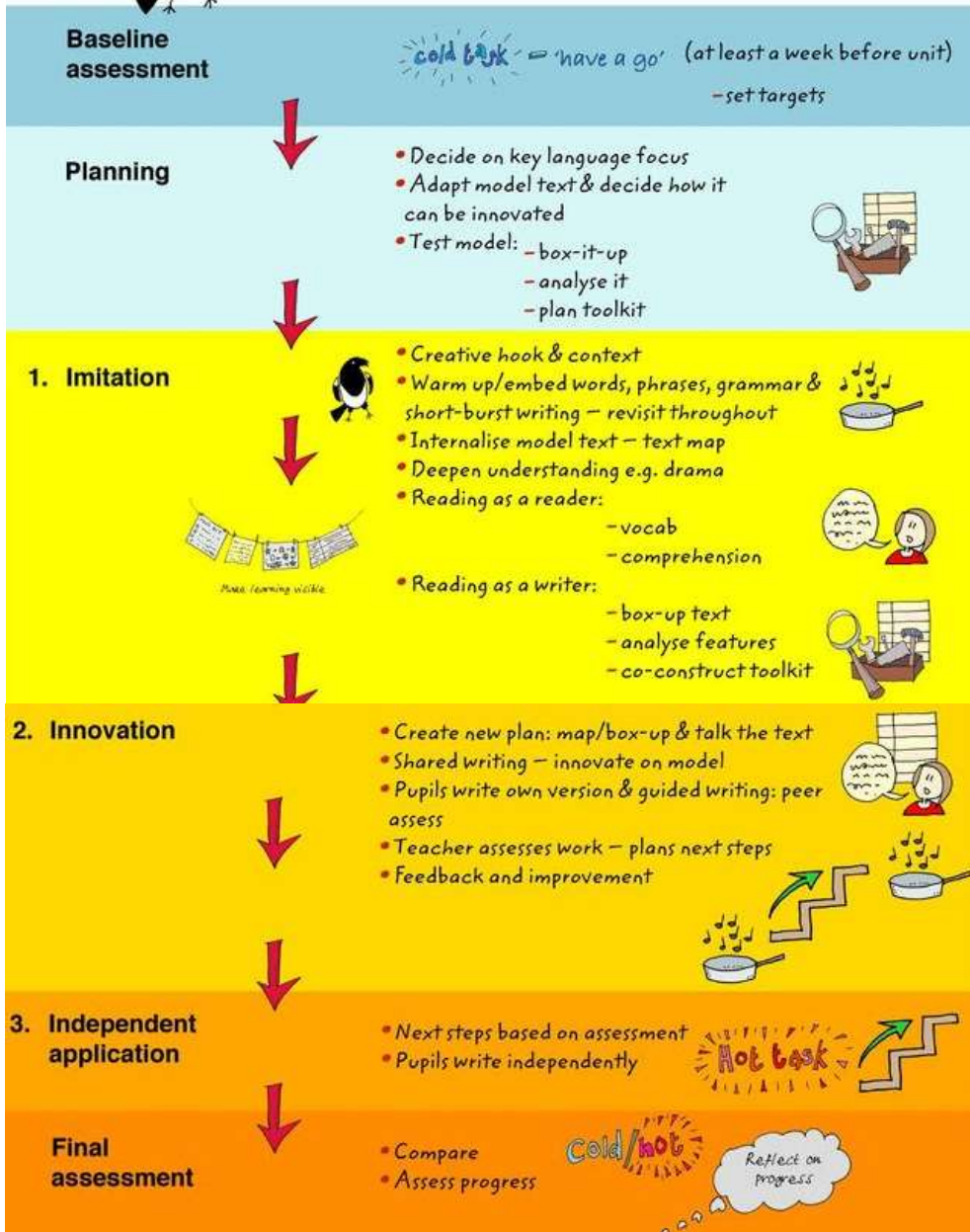


**Key Stage One and Two:**



**The Talk for Writing process**

www.talk4writing.com



## CHS English Writing Small Steps

Teachers are expected to follow the small steps for English, which aim to give teachers an outline of skills to be learned or recapped in English lessons. They provide skill progression across the year and across year groups as well as which Talk 4 Writing ‘toolkit’ can be used to teach writing skills through the model text.

Small steps can be found in the *English T4W* folder on the system. An example can be seen here:

Year 1 Autumn 1 2024 – 2025 Small Steps					
Text:	Owl Babies	Text Type:	Losing Tale	Toolkit/Purpose:	Dialogue
<b>Week</b>	<b>Learning Sequence</b>				
<b>1</b>	<b>Transition/Settling in text based on class name.</b>				
<b>2</b>	<b>Learn the text</b> – Reading as a reader, Likes, dislikes, puzzles and patterns, predictions, devise a toolkit for the story				
<b>3</b>					
<b>4</b>					
<b>5</b>	<b>Skills</b> – Warm up the text/teach the grammar and punctuation skills.				
<b>6</b>					
<b>7</b>	<b>Innovation</b> – Change the model text to create your own story.				
<b>8</b>	<b>Non-fiction</b> – diary entry				

Grammar	Punctuation	Non-Fiction	Big Write
<b>Grammar skills to be revised:</b> Simple sentences Say a sentence, write and read. Starting a story... Adjectives to describe  <b>Grammar skills to be taught:</b> Using but as a conjunction.	<b>Should be referenced to in every lesson:</b> Capital letters, full stops, finger spaces.  <b>Will need specific lessons to teach these skills/remind how to use these skills:</b> Question marks Exclamation marks Speech bubbles	Write a letter to the baby owls telling them how they can make themselves feel better if they are feeling sad when Mummy owl leaves to go and buy food.	<b>Week 1</b> – Big Write <b>Week 2</b> – N/A <b>Week 3</b> – Big Write <b>Week 4</b> – N/A <b>Week 5</b> – Big Write <b>Week 6</b> – N/A <b>Week 7</b> – Cold Task <b>Week 8</b> – N/A
<b>Dialogue Toolkit</b> To create dialogue that sounds real, reflects character and moves action forwards, you might want to <ul style="list-style-type: none"> <li>• Choose and decide how a character feels, thinks or behaves and show this through what they say – “I’m scared!”</li> <li>• Use powerful synonyms for ‘said’ that reveals how a character said something – <i>hissed, squealed, roared, whispered</i></li> <li>• Use said plus an adverb that adds emotion – <i>he said nervously</i></li> <li>• Write what is said, starting with a capital letter, and the punctuation inside a speech bubble</li> </ul>			

Non-fiction writing is taught in discrete lessons within the unit, where the theme of the non-fiction writing serves to support children’s understanding of the model text.

### Read Write Inc. Spelling

*Read Write Inc Spelling* is an interactive programme which teaches spellings in a fun and engaging way. Accessed through the Oxford Owl portal, each unit is introduced with a short video, followed by a range of activities to support the pupils in learning and remembering common spelling patterns and rules in order to help them recall spellings as well as teaching exceptions to these rules.

The teaching of spelling naturally follows on from the *Read Write Inc* phonics programme taught between Reception and Year 2 at Coleshill Heath School. Therefore, pupils are already confident at using dots (for individual sounds) and dashes (for digraphs) and prefixes and suffixes can be added to root words to help them to spell with greater accuracy, understanding and confidence.

As well as teaching children the spelling rules that are outlined in the National Curriculum, *Read Write Inc Spelling* teaches children how to spell High Frequency words. These are words that are listed in the English Curriculum that children need to learn how to read and spell. These words do not follow a typical spelling pattern and are taught in memorable ways such as through the use of mnemonics, looking for the sticky letter, looking for a word within the word and rapping the spelling to a beat.

## Big Write



All children in Years 1 to 6 have the opportunity to apply their writing skills in an independent piece of writing ***once a fortnight***. These are completed in the children's 'Big Write' books. Big Write themes are outlined in the Small Steps for English. Teachers should also use the assessment grids to plan for children to show independent writing skills.

### Big Write Session

Year 1 pupils develop their writing skills across the year. Teachers should plan for and deliver a Big Write session every fortnight, within their usual English lesson time, where children can demonstrate their independent writing skills.

From Years 2 to 6, Big Writing will require a period of 1 hour 30 minutes.

- The first 20 minutes will be fast, lively oral VCOP/grammar activities with, at minimum, 5 activities in rapid quick-fire succession
- There will then be 10 minutes 'planning time' for pupils to focus on what they intend to write through a planning method of their choice
- After a short break, the room will be prepared for the 'Big Write' with the environmental changes made (reduced lighting /candles/soft music playing) and pupil resources on tables
- The remaining 60 minutes will be well managed as a quiet, independent writing session

The 'Big Writing' task will be:

1. Clearly explained and thoroughly prepared.
2. A different text type each session, rotating through all the text types the class have already met during Talk4Writing as set out in the small steps.
3. Usually for the purpose of a specific subject e.g. persuasive writing for history, explanation for geography, instructional for design technology, a report for science etc.
4. Interesting, stimulating and well-prepared.
5. Given feedback from their teachers with targets identified. Feedback should be in line with Coleshill Heath's Feedback Codes (as seen in the *Assessment, Feedback and Presentation Policy*)

### Edit and Improve Session

In the following week's session, the pupils will act on their feedback. They will edit, improve and redraft their writing.

### Writing Assessment

Teachers are expected to complete the Writing Assessment Grid at the back of each child's Big Write book following each fortnightly Edit and Improve session. This will build a picture of the child's writing ability over time and allow the teacher to plan future Big Writes, which support children to demonstrate the skills listed on the assessment grid.

*For detailed information about Writing Assessment, please refer to the Assessment, Feedback and Presentation policy.*

### **English Moderation**

In order to ensure that our assessment at Coleshill Heath is robust, writing and reading is regularly moderated through in school moderation and Local Authority moderation.

Writing assessments are completed termly and are assessed using the CHS Writing Assessment grids which combine the Local Authority Writing Assessment Frameworks for each year group and the T4W Progression Document statements. Samples of pupils' writing from across the school are then moderated.

Policy Name:	<b>ENGLISH POLICY AND HANDBOOK 2024-2026</b>
Staff Responsible:	Miss Joanne Robinson Miss Kate McCombe
Governor Responsible:	Mr N Singh Scrutiny and Outcomes Committee
Date for Review:	July 2026
Signed Headteacher:	Miss N Fowles
Signed Chair of Governors:	Mrs M Fitter
Date Approved:	Scrutiny and Outcomes Committee/Full Governing Board – 11 <sup>th</sup> July 2024