

## English Policy

Date	Author	Comment
March 2019	Mrs S. Oliver	Reading Policy Updated
May 2022	Mrs S. Oliver and Miss E. Hepple	English Policy Created and Approved

## English Policy

This policy outlines the structures in place to ensure that Southcoates Primary Academy delivers a high quality English curriculum for all learners.

Curriculum	Intent
	Implementation
	Impact
Pedagogy	Rationale
	Resources
	Opportunities to Revise, Repeat and Build on Prior Learning
Assessment	Assessment for Learning
	Formative and Summative Assessment
Culture	Opportunities for All
	Fostering a Love of the Subject
Subject Monitoring and Improvement	Subject Leadership
	Subject Triangulation
	Subject Improvement
	CPD

### **Intent**

#### **Purpose of Study**

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and, through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know.

At Southcoates Primary Academy we aim to provide the pupils with an English curriculum which will produce individuals who are literate, creative, independent, inquisitive, enquiring and confident. We also aim to produce a stimulating environment and adequate resources so that pupils can develop their spoken language, reading and writing skills to their full potential.

We aim to give all our pupils equal access to the full English curriculum, ensuring that all children experience success, developing strong learning behaviours (Building Learning Power) and enable each child to work independently and cooperatively when applying their skills in a variety of contexts across the curriculum.

#### **Aims**

The overarching aim for English in the National Curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

English teaching at Southcoates Primary Academy aims to ensure that children are able to:

- read easily, fluently and with good understanding;
- develop the habit of reading widely and often, for both pleasure and information;
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language;
- appreciate our rich and varied literary heritage;
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences;
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas;
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

At Southcoates, we teach English in a way that enables children to develop their skills and use them to communicate effectively in everyday life.

We want our children to be able to:

- use a wide variety of interesting and exciting vocabulary;

- respectfully articulate their responses in any discussion;
- read and write with confidence, fluency and understanding;
- develop an understanding of how to use a range of independent strategies to take responsibility for their own learning, including self-monitoring and correcting their own errors;
- develop a love of reading and a desire to read for enjoyment;
- understand a range of text types and genres;
- write in a variety of styles and forms appropriate to the situation;
- develop their creativity, imagination and inventiveness.

## **Implementation**

### **Organisation**

At Southcoates Primary Academy English is split into five main areas:

- reading,
- writing,
- spelling,
- punctuation and grammar,
- and talk.

The following programmes and approaches are used to support the teaching of English:

- Read, Write, Inc.,
- Read, Write, Inc. Spelling,
- Talk for Writing,
- Inference,
- RSC Rehearsal Room Approaches,
- Talk of the Town Techniques.

In the Early Years the foundations for talk, reading and writing are taught. Formal sound recognition, letter formation and sentence writing is taught within daily Read, Write, Inc. sessions. Mark making opportunities are found within areas of continuous provision and children are offered stimuli, linked to the whole school theme, including high quality texts.

In Key Stage One and Key Stage Two, formal reading, writing and SPAG (spelling, punctuation and grammar) lessons are taught, starting with the Read, Write, Inc. scheme and progressing to Inference and elements of Talk for Writing. Each half term the children learn a text linked to the whole school theme using Talk for Writing strategies. A range of genres are then covered each half term linked to each phase's theme focus.

The **Subject Leader Audit for English** outlines:

- Author of the Term;
- Key Text for the half term;
- Genres to be covered each half term;
- Links to the Cultural Passport.

The **SPA Planning Structure for Whole-Class Writing Lessons (Appendix 8)** outlines the sequence followed for each unit of writing (half-termly).

The **SPA Writing Progression (Appendix 7)** outlines how the teaching of Writing is organised on a weekly/daily basis.

The **SPA Talk Strategies and Progression Documents (Appendix 9)** outlines:

- Information about Signifiers
- Royal Shakespeare Rehearsal Room techniques in each year
- Talk for Writing structures
- RWI Strategies
- Talk of the Town strategies
- Sentence Type progression
- Discussion Phase progression

The **Handwriting Progression Document (Appendix 10)** outlines the handwriting expectations for each year group.

The **SPA Reading Structure (Appendix 1)** and **SPA Inference Structure (Appendix 2)** outline how the teaching of reading is organised on a weekly/daily basis.

### **Impact**

As children progress through their time at Southcoates Primary Academy, they should become fluent speakers, readers and writers. In reading and writing, children's outcomes are evidenced in Read, Write Inc. workbooks (in the Early Years and Key Stage One) and exercise books (in Years 1 to 6).

In reading, as well as evidence in work books and exercise books, teachers and support staff regularly listen to children read and take part in discussions about the book. Teachers keep records of each child's reading records as they progress through the book bands.

At the end of each writing unit, children complete a Hot Task which aids the monitoring of progress across the year.

## **Pedagogy**

### **Rationale**

The SPA Curriculum aims to provide our children with teaching, opportunities and experiences that will help them to flourish and grow into successful citizens who will make positive contributions to the world around them. Underpinning our curriculum are our Curriculum Drivers:

#### **Safe Behaviours**

Although safe behaviours are not explicitly taught within the English lessons, the children have exposure to a rich variety of texts that cover a variety of themes. Some of these texts, such as instructional texts, will provide opportunities to learn about safe behaviours.

Positive Role Models	Books chosen for the key texts, Southcoates 70 books and Authors of the Term show a variety of role models both in the writing of texts and the characters that are portrayed.
Awareness of the World	Books chosen for the key texts, Southcoates 70 books and Authors of the Term show a range of cultures, countries and beliefs to enable children to develop their awareness of the world.

## Resources

There is a range of resources to support the teaching of English across the school. These include copies of the key theme texts and Southcoates 70 books, Talk for Writing texts, and Read, Write Inc. Phonics and Spelling resources and workbooks.

All classrooms have flipcharts for the children which provide support in spelling, word choices and sentence structure. Dictionaries and thesauruses are also available when children are editing and improving their learning. Working walls are evident in each classroom and children can refer to them to support them with their learning. Within the classroom, resources are readily accessible to children who are encouraged to select materials that are suitable to their task. In the early years, this selection of resources will need guidance from the class teacher but, as children progress through the school, they should become increasingly independent in their selection.

## Opportunities to Revise, Repeat and Build on Prior Learning

Our SPA Curriculum has been designed by Southcoates' teachers to ensure that the objectives progress as the children move through their years at Southcoates. Opportunities to revise, repeat and build on prior learning are built into our Long Term Plans, Medium Term Plans and Short Term Plans.

## Assessment

### Assessment for Learning

Ongoing assessment is carried out within lessons through the marking of work, questioning, discussion and observation to check the children's understanding. Teachers monitor the application of newly learned skills. Teachers and pupils engage in focussed discussions about how to make progress, and ongoing assessment for learning influences the following teaching inputs and lesson design.

### Assessment Structure

In line with all Enquire Learning Trust schools, teachers record formative assessment on the system Bromcom, assessing against each year group objective. Details are outlined in the **Writing Assessment Structure (Appendix 11)** and the **Reading Assessment Structure (Appendix 3)** documents.

In writing, teachers use ongoing assessment of work to inform the data inputted on Bromcom. In addition to the assessment of longer pieces of writing, such as Hot Tasks, teachers conduct termly

spelling assessments to inform their judgements and monitor progress in relation to the spelling of common exception words and statutory spelling lists.

In reading, teachers record children's book band levels and reading fluency speeds on a termly basis. For those children who are learning phonics, they are formally assessed by their class teacher or the Phonics Leader on a half-termly basis. These assessments inform the groupings for phonics sets to ensure that all children are being taught the sounds that they need. The **Supporting the Lowest 20% in Reading Document (Appendix 4)** outlines what each year group are doing to ensure accelerated and targeted progress children. Teachers update the **Lowest 20% Blank Document (Appendix 5)** on a termly basis, and this is discussed at pupil progress meetings to ensure that targeted interventions are in place to support these children to make progress.

## Culture

### Opportunities for All

Southcoates Primary Academy is committed to the inclusion of all pupils, within the school curriculum and participation in all aspects of school life.

All pupils are taught age appropriate objectives as highlighted in the Reading and Writing Medium Term Plans documents. Teachers ensure that these objectives can be accessed by all pupils through the use of scaffolding and modelling. Additional resources, equipment or modification of tasks may be required for pupils with specific needs and/or learning styles to ensure they reach their full potential. Where needed, teachers make referrals to relevant agencies to seek advice on how best to support children with individual needs.

Children are challenged by being asked to apply their skills in a variety of situations, dependent on the task being undertaken. All children are encouraged to take responsibility for and participate fully in their learning. Children who are confidently achieving age related expectations are challenged to deepen their learning by being given opportunities to apply their learning in a variety of situations, dependent on the task being undertaken.

### Fostering a Love of the Subject

Southcoates Primary Academy highly values all subjects, and is committed to ensuring that every child has access to high quality experiences as well as an ambitious progressive and embedded curriculum.

To raise the profile of English, and to ensure that children understand the importance of the subject outside of the school environment, the following opportunities and experiences are organised for our children:

- Engagement with the Royal Shakespeare Company and Hull Truck Theatre;
- Taking part in the Southcoates 70 initiative;
- Taking part in the Three-Read Challenge;
- An SLA with Hull Library Service to provide high quality texts on a termly basis;
- Involvement in the James Reckitt Reading Challenge in Key Stage One and Year Six;

- Opportunities to apply speaking and listening skills in performances:
  - Early Years: Nativity performance
  - Years One and Two: Harvest performance
  - Years Three and Four: Easter performance
  - Years Five and Six: Shakespeare performance and Upper Key Stage Two concerts;
- Participation in the annual Rotary Club writing competition;
- Theatre trips;
- Visiting authors.

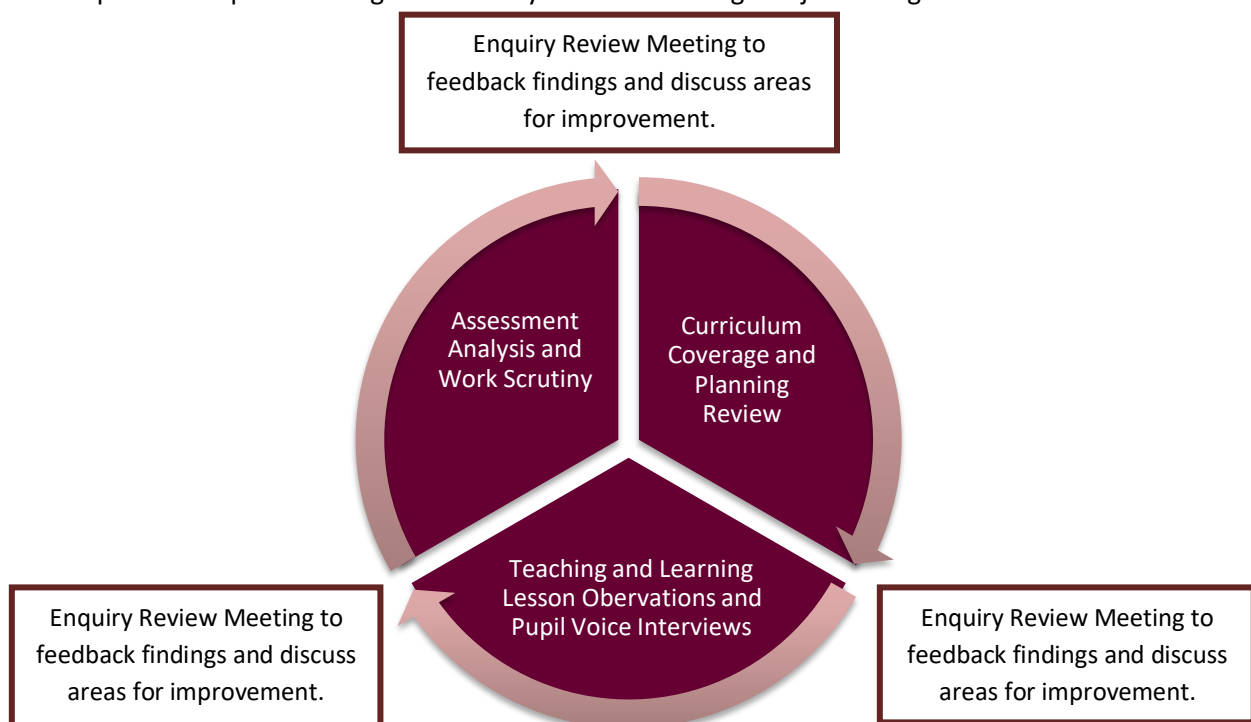
**Subject Monitoring and Improvement**

**Subject Leadership**

- English is overseen by the Assessment and Standards Faculty. The Assessment and Standards Faculty meet every other week to discuss:
  - Outcomes of monitoring.
  - Additional whole school opportunities and experiences to enrich learning and personal development.
  - CPD requirements.
  - Assessment.
  - Curriculum development.
- The Subject Leaders for English, Phonics and Mathematics work in partnership to complete the monitoring cycle and to work on curriculum development and improvement for both subjects.

**Subject Triangulation**

The curriculum, teaching and learning and outcomes of Reading and Writing are monitored, developed and improved using an annual cycle of monitoring: subject triangulation.





Each year, a cycle of teaching and learning lesson observations, pupil voice interviews, work scrutinies, curriculum coverage/planning reviews and assessment analysis informs the subject leader of the quality of education for English.

### **Subject Improvement**

Subject leaders feed back findings from the Subject Triangulation monitoring cycle to all teachers at the termly Enquiry Review Meetings. In these meetings, strengths, areas for improvement and CPD requirements are discussed. Good practice is shared to help to continually raise the standard of teaching and learning. The Enquiry Review Meetings are attended by all Teachers, Subject Leaders and members of the Senior Leadership Team, enabling constructive and productive conversations that aid continuous reflection, development and improvement of the curriculum.

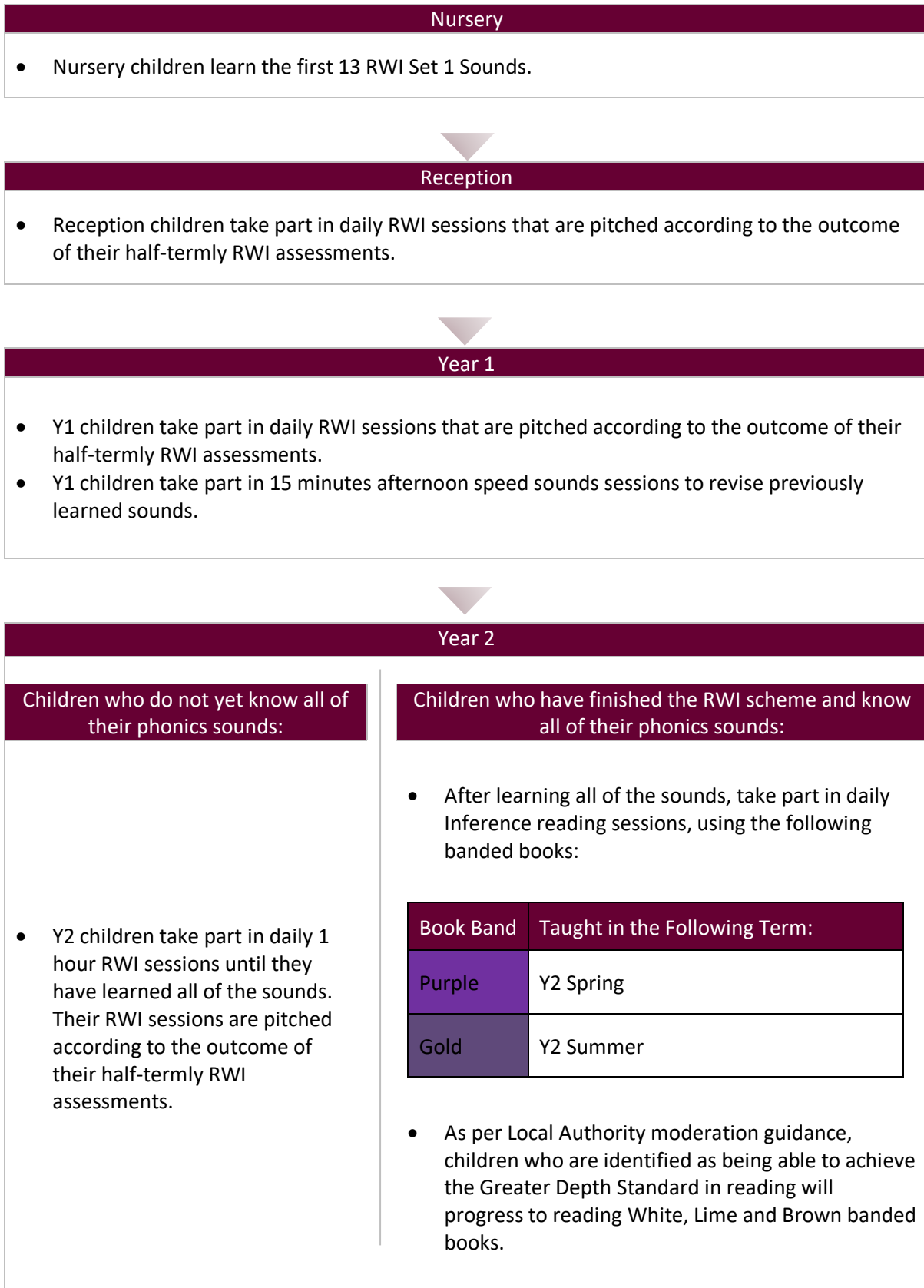
### **CPD**

- Subject Leaders are given opportunities to attend CPD events run by The Enquire Learning Trust.
- Subject Leaders are able to request staff meeting slots to upskill teachers and to deliver updates and training.
- Teachers and Subject Leaders are encouraged to work together to discuss areas for improvement, and to identify areas where extra CPD may be required.
- Subject Leaders attend local Subject Leader Network Meetings to network with Subject Leaders from local schools.

## Appendices

Appendix 1	SPA Reading Structure
Appendix 2	SPA Inference Structure
Appendix 3	Reading Assessment Structure
Appendix 4	Supporting the Lowest 20%
Appendix 5	Blank Lowest 20% Recording Sheet
Appendix 6	Home Reading Letter
Appendix 7	SPA Writing Progression
Appendix 8	Writing Planning Structure
Appendix 9	SPA Talk Strategies and Progression Documents
Appendix 10	Handwriting Progression Document
Appendix 11	Writing Assessment Structure

## Appendix 1 - SPA Reading Structure



Year 3

Children who do not yet know all of their phonics sounds:

- At this stage, it is expected that all children should know their phonics sounds. However, it is important that those who require more time to learn their sounds have the opportunity to do so. Therefore, Y3 children who do not yet know all of their phonics sounds will take part in small group RWI sessions until they know all of their sounds. Their RWI sessions will be pitched according to the outcome of their half-termly RWI assessments.

Children who have finished the RWI scheme and know all of their phonics sounds:

- After learning all of the sounds, Y3 children take part in daily Inference reading sessions, using the following banded books:

Book Band	Taught in the Following Term:
White	Y3 Autumn
Lime	Y3 Spring
Brown	Y3 Summer

- Children identified as being able to achieve Greater Depth Standard will be challenged with a deeper level of predicting, clarifying, questioning and summarising tasks.

Year 4

Children who do not yet know all of their phonics sounds:

- Individual children who still require further time with a systematic phonics approach will be taught through structured interventions, following the RWI format.

Children who have finished the RWI scheme and know all of their phonics sounds:

- Y4 who know all of their phonics sounds take part in daily Inference reading sessions, using the following banded books:

Book Band	Taught in the Following Term:
Brown	Y4 Autumn
Grey / Silver	Y4 Spring and Summer

Depth Standard will be challenged with a deeper level of predicting, clarifying, questioning and summarising tasks.

Year 5

Children who do not yet know all of their phonics sounds:

- Individual children who would still benefit from further time with a systematic phonics approach, for example, those with SEND, will be taught through structured interventions, following the RWI format.
- Small groups of children work on banded books, appropriate to their level, for two days of the week. For two further days, they take part in reading lessons that study an age-appropriate text, scaffolded with colour coding and the support of an adult. This gives the children the opportunity to engage with age appropriate literature.

Children who have finished the RWI scheme and know all of their phonics sounds:

- Y5 children who know all of their phonics sounds take part in daily Inference reading sessions, using the following banded books:

Book Band	Taught in the Following Term:
Dark Blue / Sapphire	Y5 Autumn, Spring and Summer

- Children identified as being able to achieve Greater Depth Standard will be challenged with a deeper level of predicting, clarifying, questioning and summarising tasks.

Year 6

Children who do not yet know all of their phonics sounds:

- Individual children who would still benefit from further time with a systematic phonics approach, for example, those with SEND, will be taught through structured interventions, following the RWI format.
- Small groups of children work on banded books, appropriate to their level, for two days of the week. For two further days, they take part in reading lessons that study an age-appropriate text, scaffolded with colour coding and the support of an adult. This gives the children the opportunity to engage with age appropriate literature.

Children who have finished the RWI scheme and know all of their phonics sounds:

- Y6 children who know all of their phonics sounds take part in daily Inference reading sessions, using the following banded books:

Book Band	Taught in the Following Term:
Dark Red / Magenta	Y6 Autumn, Spring and Summer

- Children identified as being able to achieve Greater Depth Standard will be challenged with a deeper level of predicting, clarifying, questioning and summarising tasks.

- Black banded books are also available for children who are confident with reading the Dark Red / Magenta banded books.

## Appendix 2 - SPA Inference Structure



The inference structure begins when the child has completed the RWI scheme and therefore knows all of his/her sounds. The following milestones indicate the level at which the child should be reading in order to be working at age related expectations.

### RWI Bands:

1 <sup>st</sup> 13 Set 1 Sounds	Nursery Summer
Red Ditty	Reception Spring
Green	Reception Summer
Purple	Reception Summer
Pink	Y1 Autumn
Orange	Y1 Spring
Yellow	Y1 Summer
Blue	Y2 Autumn 1
Grey	Y2 Autumn 2

### Post RWI Bands:

Purple	Y2 Spring
Gold	Y2 Summer
White	Y3 Autumn
Lime	Y3 Spring
Brown	Y3 Summer & Y4 Autumn
Grey / Silver	Y4 Spring & Y4 Summer
Dark Blue / Sapphire	Y5 Autumn, Spring and Summer
Dark Red / Magenta	Y6 Autumn, Spring and Summer
Black	Y6 Greater Depth Standard

The children will study a range of text types, ensuring that at least one in every four texts is non-fiction.

For each text/book, the structure on the following page is followed as a class/group. This structure ensures that every child has the opportunity to practise his/her reading fluency and comprehension skills. Steps may be completed over the course of a few sessions to ensure that each element is covered in depth.

## Predicting

Step 1

- Children read the blurb, title and a short extract.
- Children give their predictions (verbally or in writing).
- Children are encouraged to explain why they think something might happen. As the children progress, he/she will be encouraged to quote sections of the text to support explanations.

## Reading and Clarifying

Step 2

- The teacher reads the text so that the children can listen;
- The teacher reads the text whilst the children have the text in front of them, so that they can follow as they listen;
- The children chorally read the text, with the teacher;
- The children read the text to one another. Partner 1 reads first. Partner 2 gives them feedback. Partner 2 then reads. Partner 1 gives feedback. This ensures that every child had had the opportunity to read aloud.
- Each child reads the text in their head, underlining or highlighting any words or phrases that they would like to clarify.
- Words and phrases are clarified as a class.

## Get Visual: Summarising

Step 3

- The children quickly summarise the text with 4 pictures;
- The children complete a summarising task, for example: summarising with a word limit; summarising with bullet points or summarising by writing paragraphs.
- The aim of the summarising task is to include the most important information.

## Questioning

Step 4

- A questioning task is completed. This may include, but is not limited to:
  - 'Ask to Swap' – this method focusses on literal retrieval. Children circulate the room to ask and answer questions verbally.
  - Comprehension questions that require answers in full sentences.
  - Questioning written in a range of styles, such as true or false questions, 'tick two' answers, matching the word to its meaning or 'find and copy' questions.

## Enrichment Task

Step 5

- Enrichment tasks may include, but are not limited to:
  - A diary entry or letter from the viewpoint of a character, to infer the character's feelings or motives;
  - A Venn diagram to make links between themes in books;
  - A debate about opposing views in relation to a book;
  - A fictional interview with the author, to interrogate the vocabulary choices used in the studied text;
- The enrichment task will correspond to the age related objectives outlined on the Medium Term Plan for Reading.

### Appendix 3 - Reading Assessment Structure



To be on track to reach age related expectations by the end of his/her time at Southcoates Primary Academy, our aim is that the children will reach the milestones below at the specified times.

#### RWI Bands:

1 <sup>st</sup> 13 Set 1 Sounds	Nursery Summer
Red Ditty	Reception Spring
Green	Reception Summer
Purple	Reception Summer
Pink	Y1 Autumn
Orange	Y1 Spring
Yellow	Y1 Summer
Blue	Y2 Autumn 1
Grey	Y2 Autumn 2

#### Post RWI Bands:

Purple	Y2 Spring
Gold	Y2 Summer
White	Y3 Autumn
Lime	Y3 Spring
Brown	Y3 Summer & Y4 Autumn
Grey / Silver	Y4 Spring & Y4 Summer
Dark Blue / Sapphire	Y5 Autumn, Spring and Summer
Dark Red / Magenta	Y6 Autumn, Spring and Summer
Black	Y6 Greater Depth Standard

An overview of how reading assessments take place is given on the following page.



### Nursery

- RWI assessments are conducted by the Nursery teacher.
- Informal RWI assessments take place on an ongoing basis to ensure that the teaching is pitched appropriately for each child.
- 1:1 RWI assessments take place in the Summer Term in Nursery, using RWI Assessment One, ready for the children's transition into Reception. In the Autumn Term in Reception, each child's Nursery assessment will influence the group at which they begin their formal RWI lessons.

### Reception

- Half-termly 1:1 RWI Assessments are conducted by the Phonics Lead.
- Each child's half-termly assessment will determine which RWI group they are in for the next half term.
- The summer term RWI assessment will determine which RWI group the child will be in when they transition to Year 1.

### Year 1

- Half-termly 1:1 RWI Assessments are conducted by the Phonics Lead. This assessment assesses which sound each child knows, and also assesses reading fluency. Each child's half-termly assessment will determine which RWI group they are in for the next half term.
- Half-termly 'On Track to Pass the Phonics Screening Check' assessments take place. The outcomes of these assessments influence 1:1 interventions.
- The summer term RWI assessment will determine which RWI group the child will be in when they transition to Year 2.
- The Official Phonics Screening Check takes place in the summer term and is conducted by the Phonics Lead.

### Year 2

- Half-termly 1:1 RWI Assessments are conducted by the Phonics Lead. This assessment assesses which sound each child knows, and also assesses reading fluency. Each child's half-termly assessment will determine which RWI group they are in for the next half term. To be on track for age related expectations, the children should be ready to finish to RWI scheme and move to the inference scheme at the end of the autumn term.
- Half-termly 60 second read assessments track each child's reading speed. The outcomes of these assessments influence interventions.
- A second Official Phonics Screening Check takes place in the summer term, conducted by the Phonics Lead, for the children that did not pass their Year 1 Phonics Screening Check.

### Year 3

- For any children who did not pass the Phonics Screening Check in Key Stage One, half-termly RWI assessments and mock PSC assessments will take place, conducted by a Year 3 teacher or teaching assistant. These assessments will continue on a half-termly basis until the child is able to achieve the PSC pass mark.

- Half-termly book band assessments and reading fluency assessments take place using the Lexplore technology. These assessments influence the pitch of the whole-class reading lesson, home reading levels and interventions.



#### Year 4

- For any children who still require phonics teaching, for example, those with SEND, half-termly RWI assessments and mock PSC assessments will continue to take place until the child is able to achieve the PSC pass mark.
- Half-termly book band assessments and reading fluency assessments take place using the Lexplore technology. These assessments influence the pitch of the whole-class reading lesson, home reading levels and interventions.



#### Year 5

- For any children who still require phonics teaching, for example, those with SEND, ongoing phonics assessments are used to identify gaps that then influence which sounds are taught.
- Book band assessments are conducted on a half-termly basis.
- The children achieving in the lowest 20% for reading are assessed using Lexplore on a termly basis to identify gaps that will influence interventions.



#### Year 6

- For any children who still require phonics teaching, for example, those with SEND, ongoing phonics assessments are used to identify gaps that then influence which sounds are taught.
- Book band assessments are conducted on a half-termly basis.
- The children achieving in the lowest 20% for reading are assessed using Lexplore on a termly basis to identify gaps that will influence interventions.
- Mock SATs scores are also used to support reading assessments.

### Nursery

- Extra 1:1 intervention time.

### Reception

During the Reading Lesson:

- Children are grouped according to their appropriate level. This is supported by regular and thorough RWI assessments.

Intervention beyond the Reading Lesson:

- Daily 1:1 RWI session.

### Year 1

During the Reading Lesson:

- Children are grouped according to their appropriate level. This is supported by regular and thorough RWI assessments.

Intervention beyond the Reading Lesson:

- Daily 1:1 RWI session.
- Daily 1:1 reading time, completing the following activities:
  - Read a decodable book pitched at the correct reading level;
  - Read a familiar book for enjoyment and fluency practise, pitched at a level lower than the child's reading level to help to improve confidence.
  - Read an age appropriate 60 second text, repeated daily to motivate the child to improve his/her word count each day. The words that the child finds difficult will be written onto flashcards so that speedy reading can be practised, and a copy of these words can be sent home. When the child reaches a speed of 90 words in a minute, they progress to a new 60 second read.

### Years 2 - 4

During the Reading Lesson:

- Children continue to access RWI sessions pitched at their level until they know all of their sounds and are able to achieve a pass mark on the Phonics Screening Check.

Intervention beyond the Reading Lesson:

- Daily 1:1 reading time, completing the following activities:
  - Read a decodable book pitched at the correct reading level;
  - Read a familiar book for enjoyment and fluency practise, pitched at a level lower than the child's reading level to help to improve confidence.
  - Read an age appropriate 60 second text, repeated daily to motivate the child to improve his/her word count each day. The words that the child finds difficult will be written onto flashcards so that speedy reading can be practised, and a copy of these words can be sent home. When the child reaches a speed of 90 words in a minute, they progress to a new 60 second read.

During the Reading Lesson:

- The children access the phase age-appropriate text for two lessons a week, ensuring that they have exposure to age related literature. This is done through choral reading and the colour coding of the text and questions.
- Two more sessions in the week are taught using a book banded text and questions that are taught in small groups with the support of an HLTA or a TA.
- The fifth session is a library session.

Intervention beyond the Reading Lesson:

- Daily 1:1 reading time, completing the following activities:
  - Read a decodable book pitched at the correct reading level;
  - Read a familiar book for enjoyment and fluency practise, pitched at a level lower than the child's reading level to help to improve confidence.
  - Read an age appropriate 60 second text, repeated daily to motivate the child to improve his/her word count each day. The words that the child finds difficult will be written onto flashcards so that speedy reading can be practised, and a copy of these words can be sent home. When the child reaches a speed of 90 words in a minute, they progress to a new 60 second read.

Appendix 5 - Reading – Supporting the Lowest 20%

**Year Group:**

RWI Bands		Post-RWI Bands	
1 <sup>st</sup> 13 Set 1 Sounds	Nursery Summer	Purple	Y2 Spring
Red Ditty	Reception Spring	Gold	Y2 Summer
Green	Reception Summer	White	Y3 Autumn
Purple	Reception Summer	Lime	Y3 Spring
Pink	Y1 Autumn	Brown	Y3 Summer & Y4 Autumn
Orange	Y1 Spring	Grey / Silver	Y4 Spring & Y4 Summer
Yellow	Y1 Summer	Dark Blue / Sapphire	Y5 Autumn, Spring and Summer
Blue	Y2 Autumn 1	Dark Red / Magenta	Y6 Autumn, Spring and Summer
Grey	Y2 Autumn 2	Black	Y6 Greater Depth Standard

Name	Baseline Reading Level	End of Autumn Reading Level	End of Spring Reading Level	What is in place to ensure progress is being made?

# Southcoates Primary Academy



Southcoates Lane  
Kingston upon Hull  
HU9 3TW  
Tel: 01482 701407

Mr T. A. Libera

Email: [admin@southcoates.hull.sch.uk](mailto:admin@southcoates.hull.sch.uk)

Name of child: \_\_\_\_\_ Year: \_\_\_\_\_

Dear Parents / Carers,

Your Child's Reading Level:

We have recently re-assessed all of the children's home reading levels. We are sending you this letter so that you know which level your child is currently reading.

We will inform you of your child's reading level every half term so that you are kept up-to-date with his/her progression through the levels.

	Book band:	Age Related Expectations:	Your child's reading level:
RWI Bands	Red Ditty	Reception Spring	
	Green	Reception Summer 1	
	Purple	Reception Summer 2	
	Pink	Y1 Autumn	
	Orange	Y1 Spring	
	Yellow	Y1 Summer	
	Blue	Y2 Autumn 1	
	Grey	Y2 Autumn 2	
Post RWI Bands	Purple	Y2 Spring	
	Gold	Y2 Summer	
	White	Y3 Autumn	
	Lime	Y3 Spring	
	Brown	Y3 Summer & Y4 Autumn	
	Grey/Silver	Y4 Spring & Y4 Summer	
	Dark Blue/Sapphire	Y5 Autumn, Spring and Summer	
	Dark Red/Magenta	Y6 Autumn, Spring and Summer	
	Black	Y6 Greater Depth Standard	

### Home Reading Challenge!

If your child's reading record is signed three or more times on separate nights each week, your child will earn a point on the reading chart. For every fifth point that your child achieves, he/she will receive a reward in assembly. The 'three reads' are counted up every Thursday.

Thank you for your support with home reading.

Kind regards,

TEACHER

ROLE

## Appendix 7 - SPA Writing Progression



Writing objectives are explicitly taught within the following lessons:

- Whole class writing lessons;
- RWI Spelling, Grammar and Punctuation lessons;
- Handwriting lessons.

### Nursery

- **RWI (5-10 minutes daily):**  
Nursery children learn the first 13 Set 1 Sounds, using the RWI picture cards.
- **Writing opportunities:**  
Opportunities for mark making are available within the continuous provision areas.

### Reception

- **RWI (building up to 1 hour per day by the time that children are accessing the Red Ditty level):**  
Reception children take part in daily RWI sessions that are pitched according to the outcome of their half-termly RWI assessments. Within these lessons, the children learn to form letters to make sounds. They start to spell words using the sounds that they know, and apply these skills when writing simple sentences.
- **Writing opportunities:**  
Children access mark making areas and writing activities within their continuous provision areas.

### Year 1

- **Handwriting (15 minutes every other day):**
  - The Y1 children practise letter formation and handwriting as part of their morning work every other day.
- **Spelling of common exception words (15 minutes every other day):**
  - Within their handwriting morning work sessions every other day, the children focus on a few key spellings to practise.
  - The spelling of common exception words is also taught within the daily RWI lessons, where the children look at 'red' words'.
- **RWI (1 hour daily):**
  - Y1 children take part in daily 1 hour RWI sessions that are pitched according to the outcome of their half-termly RWI assessments.
  - Within these sessions, they learn to spell graphemes and use them when spelling whole words.
  - The children practise sentence writing and proof-reading to spot spelling and punctuation errors.
- **Writing lessons (1 hour every other day):**
  - In addition to the daily RWI lessons, the children take part in a 1 hour writing lesson every other day.
  - The content of these lessons are linked to the whole school theme and the half termly key text(s).
  - These lessons give the children the opportunities to apply their learning from their RWI lessons, following the Year 1 objectives as outlined on the Medium Term Plan for Writing.





### Transition Between Year 1 and Year 2

- Through the first term in Year 2, the children continue to follow the same writing structure as outlined in the section for Year 1. The Y2 writing lessons teach the Year 2 objectives outlined on the Medium Term Plan for Writing.
- From the spring term onwards, when the Year 2 children are ready to finish the RWI scheme, they **transition to a 40 minute daily writing lesson and a 40 minute daily reading session**. (For those children who are not yet ready to finish the RWI scheme, please see the Reading Structure document for more information.)



### Year 2 (after finishing the RWI scheme)

- **Handwriting and spelling of common exception words (15 minutes every other day):**
  - The Y2 children practise letter formation and handwriting as part of their morning work every other day.
- **Writing lessons (40 minutes daily):**
  - The Year 2 children take part in a 40 minute daily writing lesson.
  - The content of these lessons is linked to the whole school theme and the half termly key text(s).
  - These lessons give the children the opportunities to apply their learning from their RWI lessons, focussing on Y2 SPAG objectives, spelling and composition, following the objectives outlined on the Medium Term Plan for Writing.



### Years 3 and Year 4

- **Handwriting (15 minutes daily):**
  - Joined letter formation is taught and practised daily.
- **RWI Spelling (15 minutes daily):**
  - The RWI Spelling Scheme teaches the spelling of the words from the Y3/4 Statutory Spelling List and also focusses on Y3/4 spelling rules. The following units of study are taught through Year 3 and Year 4:
    - RWI Spelling Year 2 / Primary 3 – Units 1 – 15. (This unit gives the children chance to recap and consolidate previous learning from KS1.)
    - RWI Spelling Year 3 / Primary 4 – Units 1 – 14.
    - RWI Spelling Year 4 / Primary 5 – Units 1 – 14.
- **Writing lessons (1 hour daily):**
  - The Year 3 and Year 4 children take part in a 1 hour daily writing lesson.
  - The content of these lessons is linked to the whole school theme and half termly key text(s).
  - These lessons teach the Year 3 and Year 4 objectives as outlined on the Medium Term Plan for Writing.
  - A variety of genres are covered in these lessons.



## Year 5 and Year 6

- **Handwriting (daily registration work):**
  - Daily practise of joined writing.
- **RWI Spelling (20 minutes, 4 times a week):**
  - The RWI Spelling Scheme teaches the spelling of the words from the Y5/6 Statutory Spelling List and also focusses on Y5/6 spelling rules. The following units of study are taught through Year 5 and Year 6:
    - RWI Spelling – Year 5 / Primary 6 – Units 1 – 12.
    - RWI Spelling – Year 6 / Primary 6 – Units 1 – 12.
- **Writing lessons (1 hour daily):**
  - The Year 5 and Year 6 children take part in a daily 1 hour writing lesson.
  - The content of these lessons is linked to the whole school theme and half termly key text(s).
  - These lessons teach the Year 5 and Year 6 objectives as outlined on the Medium Term Plan for Writing.
  - A variety of genres are covered in these lessons.

## Appendix 8 - SPA Planning Structure for Whole-Class Writing Lessons

Teachers plan the half termly sequence of writing lessons using the following structure:

### RAG Rating Cold Task

- Children are given a list of 'signifiers' which are the key words and technical vocabulary that are going to be taught through the half term. The children indicate whether they know the word or not. The teachers use this information to influence their teaching content.
- The signifiers are displayed in the classroom, along with visual representations of the meaning of each word, so that the children can refer to them as they write. The visual signifiers help the children to remember, use and embed the new vocabulary.

### Talk for Writing

- The unit of work for the half term is planned around a key text that links to the theme. An extract or shorter version of this text is used as a Talk for Writing text, which the children learn to recite, using actions to help them to remember their key vocabulary. The Theme Key Texts document outlines the key text used to influence the Talk for Writing Text for each phase, each half term:
- The purpose of learning the Talk for Writing text is to help the children to orally rehearse age appropriate sentence structures that include the correct use of new and ambitious vocabulary. The children are then encouraged to use similar sentence structures and vocabulary in their own writing.
- The Talk for Writing text is taught at the beginning of the writing unit, and is then regularly orally rehearsed, as a group, to help the children to remember and embed the use of the newly learned vocabulary and sentence structures.

### Writing

- Children are then given opportunities to write their own texts linked to the theme, using the newly learned vocabulary and sentence structures that have already been taught.
- In these lessons, children study different text types to learn about their features.
- Children recap spelling, punctuation and grammar objectives that have been taught through the RWI Spelling Scheme, and they are expected to apply this learning within their writing.

### Hot Task

- At the end of the half term, children independently produce a final piece of writing, using all of the spelling, vocabulary and grammar that has been taught.

### RAG Rating Hot Task

- The unit ends with a recap of the RAG Rating task that was completed at the start of the unit. This task gives the children the opportunity to self-assess the new vocabulary that they have learned.

## Appendix 9 - SPA Talk Strategies and Progression Documents

At Southcoates Primary Academy, we highly value and promote language development and speaking and listening skills. The following routines are embedded within our teaching practice to maximise the opportunities for speech and language development:

Signifiers	<ul style="list-style-type: none"> <li>- Signifiers are key words or phrases that are selected each half term and are taught to the children using actions.</li> <li>- These words are recapped on a daily basis, when the Talk for Writing text is recited chorally.</li> <li>- The signifiers are displayed in the classroom, along with a visual representation of each word, to help the children to remember them.</li> </ul>
Talk for Writing Text	<ul style="list-style-type: none"> <li>- Each half term, the children learn to recite a text that includes age appropriate sentence structures and the signifiers. The children recite this text regularly, to encourage them to use the sentence structures and vocabulary in their own work.</li> </ul>
RWI Pedagogues	<ul style="list-style-type: none"> <li>- My turn, your turn: this provides opportunities for the whole-class oral rehearsal of words, phrases or sentences.</li> <li>- Popcorn and word wave: these techniques allow all children the opportunity to voice their ideas and answer questions at the same time.</li> <li>- Talk to pour Partner: time is given to children to tell each other their answer to a whole class question, allowing them time to discuss and expand on their ideas.</li> </ul>
Talk of the Town Strategies	<ul style="list-style-type: none"> <li>- Word of the week: each week, a new word is introduced. The meaning of the word is discussed, along with other information, including synonyms, rhyming words, the spelling etc.</li> <li>- Word scales: these encourage children to think of a higher level of vocabulary.</li> <li>- Group roles are introduced in Key Stage One, to support the children with their ability to communicate as part of a team. Group roles include:               <ul style="list-style-type: none"> <li>○ The Leader</li> <li>○ The Reporter</li> <li>○ The Writer/Drawer</li> <li>○ Group Members</li> </ul> </li> </ul>

Details of the progression of the following three techniques can be found on the next two pages:

Royal Shakespeare Company Rehearsal Room Techniques	<ul style="list-style-type: none"> <li>- These techniques maximise the opportunities for children to develop their understanding of language. Children use Royal Shakespeare Company rehearsal room techniques to generate ideas and improve their comprehension.</li> </ul>
Discussion Phrases	<ul style="list-style-type: none"> <li>- Our children are encouraged to share their ideas and voice their opinions. Children are encouraged to reason and explain their thinking. Key phrases are taught in each year group to support the children with their reasoning skills.</li> </ul>
Sentence Structure Progression	<ul style="list-style-type: none"> <li>- Our children are introduced to different sentence structures as they move through school. They are encouraged to use these sentence structures when they talk, and in their writing.</li> </ul>

### Royal Shakespeare Company Rehearsal Room Techniques

These techniques maximise the opportunities for children to develop their understanding of language. Children use Royal Shakespeare Company rehearsal room techniques to generate ideas and improve their comprehension.

Phase	The following strategies are introduced:
Early Years	<ul style="list-style-type: none"><li>- Guided narration: children act out a passage of text that is read to them.</li></ul>
Years One and Two	<ul style="list-style-type: none"><li>- Freeze-frames: children are asked to act out a section of text and freeze at a certain moment. In their frozen pose, they are asked to show the emotions or actions of a character, helping to improve their inference skills.</li><li>- Word carpet: the children are given (or help to create) a carpet of words and phrases. The children then walk around the carpet of words and phrases with a partner, orally rehearsing sentences that include the words and phrases. This technique helps to encourage the use of new or adventurous vocabulary, whilst practising the oral rehearsal of sentences.</li><li>- Mapping the setting: before writing a setting description, the class/group works together to create a visual map of where the character has gone. As the map is drawn, new vocabulary is introduced and orally rehearsed.</li></ul>
Years Three and Four	<ul style="list-style-type: none"><li>- Whoosh: children orally rehearse the parts of different speakers from a play script.</li></ul>
Years Five and Six	<ul style="list-style-type: none"><li>- Reading to the punctuation: children are asked to read an extract of text, with the speaker changing at each punctuation change.</li><li>- Text scraps: extracts of text are written in isolation, and then used by children in their own speech and writing.</li></ul>

## Discussion Phrases

The following sentence starters and phrases are introduced to encourage respectful discussion, where children can discuss their ideas and explain their reasoning.

Phase	The following discussion phrases are introduced:
Early Years	<ul style="list-style-type: none"> <li>- "I think that..."</li> <li>- "My partner and I think that..."</li> <li>- "...and..."</li> <li>- "Would you (name) like to speak?"</li> </ul>
Years One and Two	<ul style="list-style-type: none"> <li>- "I agree..."</li> <li>- "I disagree..."</li> <li>- "...so..."</li> <li>- "I'm not sure because..."</li> <li>- "In my opinion..."</li> </ul>
Years Three and Four	<ul style="list-style-type: none"> <li>- "I like (name's) idea because..."</li> <li>- "I'd like to change my mind because..."</li> <li>- "Perhaps..."</li> <li>- "What if..."</li> <li>- "My evidence for ... is ..."</li> </ul>
Years Five and Six	<p><u>Giving opinions:</u></p> <ul style="list-style-type: none"> <li>- "Considering your ideas..."</li> <li>- "Going back to what (name) said..."</li> <li>- "I would like to add..."</li> <li>- "That's a good point and I'm also wondering..."</li> <li>- "I'd like to build on what you have said..."</li> <li>- "My view is..."</li> <li>- "When you said that, it made me think about..."</li> </ul> <p><u>Disagreeing:</u></p> <ul style="list-style-type: none"> <li>- "I would like you to consider..."</li> <li>- "That's an interesting point, but I think that..."</li> <li>- "On the other hand..."</li> </ul> <p><u>Reasoning:</u></p> <ul style="list-style-type: none"> <li>- "The evidence to support my view is..."</li> </ul> <p><u>Clarifying and finding out more information:</u></p> <ul style="list-style-type: none"> <li>- "Can you expand on..."</li> <li>- "I'd really like to hear what you (name) think..."</li> <li>- "I'd like to ask (name) a question..."</li> <li>- "Can you tell us more about..."</li> <li>- "I'd like to refer back to what (name) said and ask..."</li> <li>- "What is your evidence for saying..."</li> <li>- "Are you saying..."</li> </ul>

### Sentence Structure Progression

The following sentence starters and phrases are introduced to encourage respectful discussion, where children can discuss their ideas and explain their reasoning.

Phase	The following sentence types are introduced:	Example
Early Years	1 AD sentences.	The <b>big</b> dog ran away.
	List sentences.	I need a jumper, a t-shirt and my trainers.
	Short sentences.	I go to school.
	B and A sentences.	I wanted to go to the park <b>but</b> it was raining. I have a brother <b>and</b> a sister.
Year One	_____ing sentences:	Looking towards the ground, I saw a spider.
	_____ed sentences:	I looked for minibeasts.
Year Two	2 AD sentences:	The _____, _____ ladybird scuttled quickly over the _____, _____ leaf.
	Double +ly sentences:	The frightened mini-beast trotted away _____ly and _____ly.
	B.O.B.A. sentences:	Lots of people are scared of spiders <b>but</b> most of them are friendly creatures.
		Caterpillars like to eat leaves off trees <b>or</b> they eat flowers.
		Minibeasts can be hard to find <b>because</b> they like to stay hidden in their habitats.
Tophill Low is a nature reserve <b>and</b> there are lots of minibeasts there.		
Year Three	List sentences.	It was a <b>dark, long and leafy</b> lane.
	Verb, person sentences.	<b>Running, Sarah</b> almost tripped over her own feet.
	Similes.	He was <b>as</b> quiet as a mouse.
Year Four	B. O. Y. S. sentences.	She was happily playing a game, <b>but</b> got upset when she lost.
		The cookies could be double chocolate chip, <b>or</b> oat and raisin.
		It was a warm day, <b>yet</b> storm clouds gathered over the horizon.
	Miss Wright was hungry, <b>so</b> he ate all the chocolate biscuits.	
2 pairs sentences.	<b>Exhausted and worried, tired and hungry</b> , they had no idea how much further they had to go.	

	Emotion word sentences.	<b>Desperate</b> , she screamed for help.
Year Five	3 ____ed sentences.	<b>Confused, shocked, scared</b> , the children ran from the burning building.
	Noun, which, who, where sentences.	Snakes, <b>which</b> scare me, are not always poisonous. My pet dog, <b>who</b> only has three legs, loves to chase seagulls. The deserted beach, <b>where</b> the shipwreck was found, can only be reached by sea.
	3 bad – (dash) question?	<b>Cold, dark, noisy</b> – where would he find safety?
	Personification of the weather sentences.	The <b>wind stroked</b> the space shuttle gently.
Year Six	If, if, if, then sentences.	<b>If</b> I hadn't found that watch, <b>if</b> the alarm hadn't gone off, <b>if</b> it hadn't scared those burglars, <b>then</b> I wouldn't be sitting here today.
	Some; others sentences.	<b>Some</b> evacuees had an awful time in World War Two; other evacuees enjoyed it.
	Irony.	The ' <b>trip of our dreams</b> ' was, in fact, our worst nightmare.
	De:De sentences (description: details)	Snails are slow: they take hours to move the shortest of distances.
	O. (I.) (outside/inside)	He smiled and shook the man's hand warmly. (Inside, however, he was more angry than he had ever been.)



Appendix 10 - Handwriting Progression Document

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Nursery</p>		<ul style="list-style-type: none"> <li>✓ Marks have meaning.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Reception</p>		<ul style="list-style-type: none"> <li>✓ Correct letter shapes.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 1</p>		<ul style="list-style-type: none"> <li>✓ Spaces between words.</li> <li>✓ The letters sit on the line.</li> <li>✓ The capital letters are tall.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 2</p>		<ul style="list-style-type: none"> <li>✓ Tall ascenders.</li> <li>✓ Hanging descenders.</li> <li>✓ All letters are the correct shape.</li> <li>✓ All short letters are the same height.</li> <li>✓ All ascenders are the same height.</li> <li>✓ Lead-ins are starting to be used.</li> </ul>

Year 3	<p>abcdefghijklmnopqrstuvwxyz  ABCDEFGHIJKLMNOPQRSTUVWXYZ  because if when that or  and but  . ? ! , ' " " "  1 2 3 4 5 6 7 8 9 10 x - ÷ +  ↑ b d f h k l t  ↓ f g j p q y  ff ph ll le mm mb nn kn rr wr ss se  ce ve rz sh ti ci th ng nk bk ck  ch dd gg ge dge pp qu tt wh tch  ea ay igh ow sa oo ue ew ar or  oor ore aw au air are ir ur er ou  oi oy ire ear ure ate ame  ed ing er est ier iest ful ment  un anti re</p>	<ul style="list-style-type: none"> <li>✓ Special friends are starting to be joined.</li> <li>✓ The heights of all letters are correct.</li> <li>✓ The shapes of all letters are correct.</li> <li>✓ Letters are parallel.</li> </ul>
Year 4	<p>abcdefghijklmnopqrstuvwxyz  ABCDEFGHIJKLMNOPQRSTUVWXYZ  VWXYZ  I can use diagonal and horizontal joins in my writing I make sure that my ascenders and descenders don't bump into each other.</p>	<ul style="list-style-type: none"> <li>✓ Correct diagonal and horizontal joins.</li> <li>✓ Correct spacing between words.</li> <li>✓ Ascenders and descenders do not touch.</li> </ul>
Year 5	<p>I can write quickly, using the correct joins, the correct letter shapes and sizes and the correct spacing between words.  My letters are parallel to one another.</p>	<ul style="list-style-type: none"> <li>✓ Joined handwriting helps to write at speed.</li> <li>✓ I know that the standard of my handwriting might change when writing quick notes.</li> </ul>
Year 6	<p>I can choose the best handwriting style for the task. For example:  • Presenting my work beautifully;  • Illustrating a story;  • <b>GREATING A POSTER;</b>  • <b>FILLING OUT A FORM.</b></p> <p>I can choose the correct tool for writing. For example:  • Pencil,  • Pen,  • <b>Felt tip,</b>  • <b>Fountain pen.</b></p>	<ul style="list-style-type: none"> <li>✓ I can choose a handwriting style to suit the task.</li> <li>✓ I can choose the best tool to write with to suit the task.</li> </ul>

## Appendix 11 - Writing Assessment Structure

In line with all Enquire Learning Trust schools, teachers record formative assessment on the system Bromcom, assessing against each year group objective. Teacher assessments are informed by the following:

<b>Termly Spelling Test</b>	Reception	10 High Frequency Words
	Year 1	30 Year 1 Common Exception Words
	Year 2	30 Y2 Common Exception Words
	Year 3	40 Y3/4 Statutory Spelling List Words
	Year 4	40 Y3/4 Statutory Spelling List Words
	Year 5	50 Y5/6 Statutory Spelling List Words
	Year 6	50 Y5/6 Statutory Spelling List Words

<b>RAG Rating</b>	Reception	5 words
	Year 1	10 words
	Year 2	10 words
	Year 3	15 – 20 words
	Year 4	15 – 20 words
	Year 5	25 words
	Year 6	25 words

<b>Half Termly Hot Task</b>	Nursery	A drawing of themselves, to show the progression of fine motor skills.
	Reception	A sentence relating to the theme.
	Years 1 - 6	An extended piece of writing, focussing on one text type.

### Moderation

To ensure that teacher assessments are accurate, the following moderation activities take place:

- Teachers within a year group assess work together, using the Bromcom assessment tool.
- Termly meetings take place between year group teachers from Southcoates Primary Academy and Buckingham Primary Academy to compare and discuss assessments.
- Y2 and Y6 teachers attend the annual Local Authority Moderation training.
- The English Subject Leader meets with class teachers to discuss samples of children's work.
- The English Subject Leader, Y6 Teacher and Y2 Teacher meet to moderate children who are working at the Pre-Key Stage Standard.

