Inspire Education Community Trust

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Learning together and inspiring success

English Policy

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Signed	Shaukat Islam

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Aims

At Inspire, we believe that every pupil should be able to communicate with others fluently, read independently and write effectively. To achieve this aim, the teaching of English, in all its forms, has a high profile within the school. The Talk for Writing approach underpins everything that we do across our English curriculum, and beyond. By giving children a secure foundation of language and structure during the imitation phase, they quickly become able to innovate and then apply ideas independently, in both spoken and written forms. Talk for Writing encompasses all elements of the English National Curriculum and by following the approach systematically, all children can thrive in all areas of the English curriculum: speaking and listening, reading and writing. We follow the 'English programmes of study' as set out in the National Curriculum[1].

English is at the heart of our curriculum, especially phonics and reading. Inspire has spent a lot of time, thought and care developing an English curriculum that works for the children in our schools: to make sure they have the very best start in life.

Intent: design of the English Curriculum

Curriculum Design

It is important to us as Trust to deliver an inspiring and exciting English Curriculum through first-quality teaching and active, engaging lessons. The English curriculum is intended to equip children with essential, life-long skills and foster a love of English. The curriculum is designed to broaden pupils' experiences and understanding of the world; as well as help them strengthen their vision of themselves and their identity.

The scope of the English curriculum is wide and encompasses the development of pupils' ability across all areas of English: speaking, listening, writing and reading.

Curriculum Design in the EYFS

In the Early Years Foundation Stage, children are given opportunities to:

- Speak, listen, and represent ideas in their activities
- Use communication, language, and literacy in every part of the curriculum
- Become immersed in an environment rich in print and possibilities for communication

Curriculum Design in Years 1-6

At Key Stage One, children learn to:

- Develop confidence when speaking and listening
- Read and write with increased independence and enthusiasm
- Use language to explore experiences and imagination

At Key Stage Two, children learn to:

- Change the way they speak and write to suit different situations, purposes, and audiences
- Read a wide range of texts and respond to the different layers of meaning within them
- Write a wide range of genres with increasing levels of innovation and independence
- Explore the structure and use of language

[1] https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf

Speaking and listening

At Inspire, we recognise the importance of being able to communicate orally and to understand what others are saying. Speaking and listening are necessary basic skills in everyday communication. We speak and listen more than we read and write. At Inspire, we believe that all pupils should be confident communicators. The curriculum is designed to give pupils the skills to be able to speak clearly to their intended audience; listen with concentration and interest; understand and recall key information after listening to others. Discussion is at the heart of all lessons, and children are systematically taught the skills to ensure that they can articulate their own ideas as well as building upon and challenging the ideas of others. It is essential that all children speak in standard English and therefore, modelling is an integral part of the way we teach. The Talk for Writing approach is used to ensure that children are given strong linguistic structures and a rich vocabulary to draw from when they speak.

Phonics and Early Reading

Intent

At **Inspire**, we believe that all our children can become fluent readers and writers. This is why we teach reading through *Little Wandle Letters and Sounds Revised*, which is a systematic and synthetic phonics programme. We start teaching phonics in EYFS and follow the Little Wandle Letters and Sounds Revised progression, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

As a result, all our children are able to tackle any unfamiliar words as they read. At **Inspire**, we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

Reading

At **Inspire,** we value reading as a crucial life skill. By the time children leave us, they read confidently for meaning and regularly enjoy reading for pleasure. Our readers are equipped with the tools to tackle unfamiliar vocabulary. We encourage our children to see themselves as readers for both pleasure and purpose.

Because we believe teaching every child to read is so important, we have a Reading Leader who drives the early reading programme in our school. This person is highly skilled at teaching phonics and reading, and they monitor and support our reading team, so everyone teaches with fidelity to the *Little Wandle Letters and Sounds Revised* programme.

To access any subject taught (especially the wider curriculum), children need to be very competent at reading fluently and understanding whatever they read. Decoding (being able to read the words) is a fundamental skill that early readers need. This is supported by a strong, strategic way of teaching phonics. By giving reading a high profile within the school and within each classroom, we hope to encourage a lifelong relationship with reading - which allows our pupils to enjoy and experience a wide variety of literature from many genres. So that eventually, they can escape into the world of a book or learn something new independently. We encourage the enjoyment of reading in a wide variety of ways that continue to be adapted to gain and maintain the enthusiasm of the pupils within the school. The school provides a wide variety of high-quality resources to support the teaching of reading.

Reading is one of the most powerful tools of learning– both in and out of school. It facilitates independence and allows pupils to share experiences they may not otherwise encounter. Reading provides opportunities for pupils to gain both deepening understanding and pleasure from a range of texts. To support them in this, we aim to help pupils to:

- Master the basic mechanical skills of reading
- Read with accuracy, fluency, and expression
- Develop the habit of reading widely and often for both pleasure and information
- Develop a love of literature and an understanding of the pleasure reading can bring
- Acquire a wide vocabulary, an understanding of grammar, knowledge of language and phonological conventions for reading, writing and spoken language
- Develop and use higher-order reading skills that will contribute to overall comprehension of texts
- Understand the value of information texts as an aid to learning

Our priority is to foster a life-long love of reading for all pupils. We want pupils to read a wide range of texts and authors, and to understand more about the world in which they live through the knowledge they gain from texts. We believe that all pupils should have the opportunity to be fluent, confident readers who can successfully comprehend a wide range of texts.
By the end of their time at primary school, all children should be able to read fluently, and with confidence, in any subject.

Writing
In writing, our intention is for all children to be independent writers, for a range of audiences and purposes and across different text types. Pupils are taught to apply their writing skills across all curriculum subjects and themes which have been carefully developed around quality, challenging model texts. These texts and language patterns are internalised, allowing children to become increasingly more independent as they work through the phases of writing: immersion, imitation, innovation and independent application. We have high expectations for all pupils and ensure children are equipped with the editing and self-reflection tools they need to make good to outstanding progress.

Vocabulary
Our curriculum ensures that pupils acquire a wide range of vocabulary, including subject-specific vocabulary; progressively and ambitiously. Vocabulary is taught systematically, across all subjects in a fun and engaging ways. We intend that all children understand and transfer to long-term memory, a broad and rich vocabulary, that they apply to their reading, writing, speaking, and listening.

Grammar, punctuation, and spelling (GPaS)
We ensure a solid understanding of grammar; and be able to spell words accurately by effectively applying the patterns and rules they learn throughout specific, daily lessons. We intend that children are taught grammatical and spelling rules discretely and then apply them to their writing lessons. We intend that all children learn the rules and patterns in the curriculum that they are working on and transfer these skills to long-term memory to apply independently in their writing. We follow the four-part lesson structure for teaching grammar, punctuation, and spelling: review, teach, practise, and apply. During the application phase of the lesson, children are required to link their learning to their wider writing. We have a progressive handwriting scheme that ensures all pupils take pride in the presentation of their writing. We intend that all pupils develop a clear, joined, handwriting style, by the time they leave year three.

English across the curriculum

English us at the heart of our curriculum. Every subject uses English to develop pupils' knowledge and skills. We intend that the systems and practices taught through English lessons are further developed across the wider curriculum. We use the Talk for Writing approach to develop speaking, listening, and writing in all subjects. We intend that model texts and text maps are used to ensure understanding and commitment of knowledge to long-term memory. In addition, when writing, we expect all children to transfer skills taught to ensure effective transcription: phonics, handwriting, punctuation, grammar and spelling. We know how vital reading is for deepening understanding and building knowledge. Therefore, most subjects incorporate a reading task during the application section of the lesson. Subject-specific vocabulary is given high priority in all curriculum subjects and is planned progressively to ensure that all children develop a rich and broad vocabulary that enables them to access the full breadth of the curriculum that they are studying.

Implementation: delivery of the English Curriculum

Curriculum delivery in the EYFS

English in the Early Years Foundation Stage is based upon the Foundation Stage Profile strand of Communication, Language & Literacy Reading, and Writing. Communication, Language & Literacy require pupils to be competent in several key skills, together with having the confidence, opportunity, encouragement, support, and disposition to use them. This area of learning includes communication, speaking and listening in different situations and for different purposes, being able to read a wide range of books and reading simple texts and writing for a variety of purposes.

To give all children the best opportunities for effective development and learning in Communication, Language & Literacy, practitioners ensure a range of opportunities are planned for providing:

- Providing opportunities for children to communicate thoughts, ideas, and feelings.
- Build up relationships with peers and adults.
- Incorporating communication, language, and literacy development in planned activities in each area of learning.
- Giving opportunities to share and enjoy a wide range of rhymes, music, songs, poetry, stories, and non-fiction books.
- Giving opportunities for linking language with physical movement in action songs, rhymes, role play and practical experiences.
- Planning an environment that reflects the importance of language through signs, notices and books.
- Providing opportunities for children to see adults writing and for children to experiment with writing for themselves through making marks, personal writing symbols and conventional script.
- Providing time and opportunities to develop spoken language through conversations between children and adults, both one-to-one and in small groups, with particular awareness of, and sensitivity to, the needs of children for whom English is an additional language, using their home language when appropriate.

For further information about how English is taught in the EYFS, please refer to the EYFS Policy.

Curriculum delivery in Years 1-6

From Year 1 to Year 6, English is taught every morning (with some lessons in KS1 also taking place in the afternoon). Phonics and focussed reading lessons are taught in attainment groups to ensure children

receive quality-first teaching that meets current learning needs and allows them to make rapid progress. At Inspire, we believe in children learning together and therefore it is important for children to share ideas with each other, so all other English lessons take place in mixed attainment groups. (During the pandemic, all bubbles have been based on attainment.) In writing lessons, children who require a distinctive style of teaching to meet their needs, are taught in an additional teaching group. We have high expectations for all our children. Hence, we have a dedicated provision for SEND and New to English (NTE) pupils (for further information see NTE, Inclusion & Equal Opportunities section below). When necessary and for a limited time, children may receive additional support beyond that received by their peers. Timetables are devised in a considered way, to ensure that skills gained in phonics, reading, spelling and grammar lessons can be applied to writing lessons.

All lessons are mapped out according to our overviews, with English linking strongly to pupils' wider curriculum learning for that half-term. We want our children to learn and apply English with a purpose; non-fiction units are linked to the core knowledge of the wider curriculum. Working Walls are a key part of our pupils' learning journey in the classroom (see section below).

Speaking and listening

We teach pupils to use language precisely and coherently. This involves giving pupils opportunities to experience a rich language environment to develop their skills in expressing themselves and to speak and listen in a range of situations.

Pupils are given opportunities to participate orally in groups and the whole class:

- Using talk to develop and clarify ideas.
- Identifying the main points to arise from a discussion.
- Pupils are also given opportunities to speak in front of a wider audience, such as during assemblies, class to class, parents and visitors.
- Speak in a variety of forms for different audiences, purposes and situations (both formal and informal).
- Use discussion to learn and develop spoken language and become competent in speaking and listening, both in small group and large group situations.
- Reflect upon their speech and make appropriate choices.
- Develop children's skills as a priority to support the development of learning English as an additional language.
- Speaking and listening are embedded in all aspects of school life, across the curriculum and are part of everything we do. Children are given the opportunity to talk in-group situations, valuing the contributions of others and responding appropriately.
- Symbols and signing are used to support children's communication when needed.

Speaking and listening provides the foundation for further language development. A pupil's spoken language reflects the local culture and heritage of the individual and is therefore crucial to his or her identity and should be valued and built upon. However, pupils are also entitled to gain knowledge, competence and confidence in the use of Standard English, thus empowering them to use whichever is most appropriate to purpose, audience and situation.

Speaking and listening non-negotiables for teachers:

- Texts maps used daily to develop pupils' language and structure of their talk
- Sentence stems displayed and used throughout all lessons
- Pupils' responses listened to carefully, to highlight any ambiguity, avoidable repetition or lack of clarity
- Modelling used to further strengthen and structure pupils' spoken word
- Talk partners used to develop all pupils' speaking and listening skills, with careful modelling and sentence used to strengthen responses

Debating is an important part of developing pupil's speaking and listening skills and is now embedded as a central part of our curriculum. Pupils should be able to listen to others and to respond and build on their ideas/views constructively. This is to ensure children are confident in key debating skills:

- Reasoning and evidence: turning facts into a strong argument.
- Expression and delivery: being able to speak with the right pace, tone, language and body language to engage an audience and convey an argument.
- Listening and responding: listening critically to the other side's argument and using what they hear to develop a well-reasoned response.
- Organisation and prioritisation: knowing how to structure discussion, knowing when to say the things you want to say.

There are specific mornings/days/lessons that are dedicated to debating, as well as debating being taught through the whole of the English (and wider) curriculum. In specific debating lessons, children are taught specific skills for them to become more proficient and confident. We know that children speak most passionately and effectively about what they know best, and so themes and topics are carefully selected to ensure the best outcomes for each year group or group of pupils. At Inspire, we have different aims and outcomes for the different year groups, leading to children leaving the school in Year 6 as competent debaters.

Debating non-negotiables for teachers:

- Be aware of the skills being focussed on during the activity/lesson.
- Debating sentence stems must be visible during any debating activity/session.
- All pupils must have the opportunity to participate.

Inspire follows the 'Little Wandle Letters and Sounds Revised' phonics programme, which enables children to learn systematically. All staff are highly trained and given continuous training to enable all children to unlock their full reading potential. To teach all our pupils to become fluent, confident readers and cultivate a love for reading, we follow a daily, discreet, systematic phonic programme. This develops pupils' ability to tackle unknown words within a text by blending the phonemes (sounds) within the word.

The phonic lessons are structured to ensure that children are first able to identify letters and to say the sound those letters make. Once children are confident with saying the single letter sounds and blending them to create words, they then start to learn the common digraphs (where two letters go together to create a new phoneme such as *sh*), trigraphs (where three letters create a new phoneme such as *igh*) and spelling patterns that we use within the English language.

Year 2 continue with daily phonics sessions for those groups or individuals who require more support, followed by a structured spelling, grammar and punctuation curriculum.

Phonics

Foundations for phonics in Nursery

- We provide a balance of child-led and adult-led experiences for all children that meet the curriculum expectations for 'Communication and language' and 'Literacy'. These include:
    - sharing high-quality stories and poems
    - learning a range of nursery rhymes and action rhymes
    - activities that develop focused listening and attention, including oral blending
    - attention to high-quality language.
- We ensure Nursery children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Reception.

Daily phonics lessons in Reception and Year 1

- We teach phonics for 30 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers.
- Children make a strong start in Reception: teaching begins in Week 2/3 of the Autumn term.
- We follow the Little Wandle Letters and Sounds Revised progression:
    - Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.
    - Children in Year 1 review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

Daily Keep-up lessons ensure every child learns to read

- Any child who needs additional practice has daily Keep-up support, taught by a fully trained adult. Keep-up lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.
- We timetable daily phonics lessons for any child in Year 2 or 3 who is not fully fluent at reading or has not passed the Phonics Screening Check. These children urgently need to catch up, so the gap between themselves and their peers does not widen. We use the *Little Wandle Letters and Sounds Revised* assessments to identify the gaps in their phonic knowledge and teach to these using the Keep-up resources – at pace.
- If any child in Year 3 to 6 has gaps in their phonic knowledge when reading or writing, we plan phonics 'catch-up' lessons to address specific reading/writing gaps. These short, sharp lessons last 10 minuets and take place at least three times a week.

Our focus is to embed the 'Seven features of effective phonics practice'

- direct teaching in frequent, short bursts
- consistency of approach
- secure, systematic progression in phonics learning
- maintaining pace of learning
- providing repeated practice
- application of phonics using matched decodable books
- early identification of children at risk of falling behind, linked to the provision of effective keep-up support.

Reading

Reading for Pleasure

'Reading for pleasure is the single most important indicator of a child's success.' (OECD 2002)
'The will influences the skill and vice versa.' (OECD 2010)

At Inspire we encourage reading for pleasure as a core part of every child's entitlement, whatever their background or attainment. The school strongly believes that extensive reading and a wide exposure to a range of texts makes a vital contribution to every child's educational achievement.

Reading for pleasure at Inspire aims to establish each child as a lifetime reader based on developing a love of reading. We believe that reading for pleasure impacts children's futures and their life chances. To facilitate this, we ensure our children are given a rich curriculum, which encourages the reading of books and other kinds of texts. Reading for pleasure is part of the daily timetable.

Reading has the power to transport us; it has the power to takes us on an emotional roller-coaster all in one read. To help cultivate a love for reading and books, we have dedicated reading for pleasure lessons every day. These lessons take place at the start of the day, to ensure that they are given the priority and focus that they require.

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- We read to children every day. We choose these books carefully as we want children to experience a wide range of books, including books that reflect the children at **City Road Primary School** and our local community as well as books that open windows into other worlds and cultures.
- Every classroom has an inviting book corner that encourages a love for reading. We curate these books and talk about them to entice children to read a wide range of books.
- In Nursery/Reception, children have access to the reading corner every day in their free flow time and the books are continually refreshed.
- Children from Nursery/Reception onwards have a home reading record. The parent/carer records comments to share with the adults in school and the adults will write in this on a regular basis to ensure communication between home and school.
- As the children progress through the school, they are encouraged to write their own comments and keep a list of the books/authors that they have read.
- Children across the school have regular opportunities to engage with a wide range of Reading for Pleasure events (book fairs, author visits and workshops, national events etc).

All children take home a 'Reading for Pleasure' book; it allows children to read a book at home independently and take home the same love for reading they share at school. Another reason Inspire want children to take these books home is to create memories at home with their family - children love nothing more than sharing a good book with a loved one. Reading for Pleasure opens a new world of thought for the reader. Children are taught to see the book as a film inside their head so that they become the character and visualise the setting for themselves. Furthermore, children are taught to connect to the events, emotions, experiences, and characters in the book.

At the start of every day, pupils are given time to discuss their home reader with their peers, continue reading, choose new books from their class library, or read a range of texts: newspapers, magazines poems

etc. Teachers use this time to listen to pupils read on a one to one basis and use four questions to structure the discussion:

- What are you reading? (summarise)
- What do you like about this book? (describe your favourite character/moment)
- What happened in the part you read yesterday? (summarise concisely)
- Read a bit to me (teachers then identify a reading skill that they develop by modelling)

Each day, pupils are also given opportunities to broaden their knowledge and range of texts that they experience:
Day 1: book talk based on a picture/text (making inferences)
Day 2: teacher recommends a book to the class
Day 3: book talk based on a read-aloud
Day 4: pupil recommends a book to the class
Day 5: teachers give clues to engage pupils to select and read this week's mystery book

The final element of the reading for pleasure lesson is the teacher reading aloud to the class. Children can benefit tremendously from being read to aloud and teachers are timetabled to do this daily. Effective and engaging reading aloud time helps to create a positive reading experience, which engages pupils and allows adults to model their enthusiasm for books and reading. This allows whole class interaction stopping to ask questions about what has been read or discussing the pictures, they have been shown. This also helps to improve the pupil's comprehension of a story. Children are also encouraged to share the story they have been reading, identify key events that have left a memorable impact on them and recommend what they have enjoyed reading to others (ensuring they can articulate why). Books are selected from a reading spine (many of which are selected from Pie Corbett's Reading Spine) to ensure engagement and understanding.

For each year group, inspire has hand-chosen a range of adventurous literature which is expertly read daily. Children experience first-hand what it means to enjoy a book from cover to cover. It is a unique bond that is created between student and teacher as they discover together what happens next. Research also suggests teachers who read aloud motivate their students to read. Additionally, children see and hear all the skills required for excellent reading modelled every day: reading with expression; pausing and stressing at the correct time; clear and correct pronunciation; reading with fluency and rhythm, and witnessing what 'reading for pleasure' is all about.

This ensures that all children hear stories, plots and characters that they would not be able to read independently, therefore widening the range of texts that they are exposed to and fostering their love of reading. In many cases, texts are closely aligned to the wider curriculum or writing units, so that children can draw upon a rich range of sources across a range of lessons, to deepen their understanding of key concepts. Read aloud lessons are planned so that teachers know exactly which part of the text they will read, where they will stop reading, and what questions they may pose. Book Talk is used to develop a discussion in a safe environment where all ideas are valued.

In addition, we celebrate other key events such as World Book Day and Poetry Day to further raise the profile and love of reading. Furthermore, there is an annual budget for books to meet the demands and needs of each academic year. This budget considers the need to replenish and update books and links to

our school improvement plan. As part of our blended approach to online learning, pupils also have access to age-appropriate books that are aligned to their current reading levels.

Reading for Pleasure will accentuate learning as children become more skilful in linking with what they know, build on new knowledge and deepen their understanding. Additionally, it will help strengthen their ability to retain new knowledge as they have to remember characters, plots and subplots in order to follow the whole story. Overall, it allows children to develop a core life-long skill. All classrooms must feature an exciting book corner for children to access and interact with daily.

Book corner non-negotiables for teachers:

- Book Corners must be well-organised, age-appropriate and inviting.
- Cultivate a culture of giving children ownership of the reading environment, using the Helping Hands to ensure that the book corner is always tidy.
- A range of books/ reading material are displayed and easily accessible for children in book corners: e.g. fiction, non-fiction, stories from around the world, dual language. texts, comics, poetry, wordless picture books, graphic novels, magazines, banded books that children can read independently.
- Book reviews/ recommendations are on display.
- Photographs of children and their favourite books are on display (with the option of adding notes linking to recordings of their book reviews-child recommendation of the week).
- Age-appropriate questions, pictures or prompts (suitable for the age of children) are on display in the book corner/ reading area.
- The book corner is an inviting place for children to enjoy reading. A theme e.g. author focussed, adventure/fairy tale/ superheroes etc. may be used to enhance the attraction of the book corner.
- Inviting displays e.g. might feature 'author of the half-term'.

Reading for pleasure non-negotiables for teachers:

- Read aloud with expression and intonation
- Always know the text that you are going to read, the questions you may pose and the scaffolds you may need to ensure understanding
- Know which books pupils are reading
- Know which books are in the book corner and encourage broader reading of these through the mystery book and teacher recommendations
- Engender a love for reading by being a role model
- Ensure children take a 'Reading for Pleasure' book home every day
- Check pupil's reading logs to ensure children are reading regularly
- Maintain book corners and ensure they are kept tidy and inviting for children
- Encourage discussion, pupils should not be coming in and reading in silence
- Different activities daily (e.g. book talk, the teacher recommends a book, pupil recommends a book, mystery book)
- Display the current read-aloud

Focussed Reading

At Inspire, focussed reading lessons are delivered daily to ensure that all children become confident and fluent readers. In the early stages, children apply phonic knowledge to decode texts, in order for them to read all books fluently by the end of year six.

Teaching reading: Reading practice sessions at least three times a week

- We teach children to read through reading practice sessions at least three times a week. These:
  - are taught by a fully trained adult to small groups of approximately six children
  - use books matched to the children's secure phonic knowledge using the *Little Wandle Letters and Sounds Revised* assessments and book matching grids on pages 11–20 of 'Application of phonics to reading'.
  - are monitored by the class teacher, who rotates and works with each group on a regular basis.
- Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:
  - decoding
  - prosody: teaching children to read with understanding and expression
  - comprehension: teaching children to understand the text.
- In Reception these sessions start in Week 4. Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.
- In Year 2 and 3, we continue to teach reading in this way for any children who still need to practise reading with decodable books.

Home reading

- The decodable reading practice book is taken home to ensure success is shared with the family.
  - Reading for pleasure books also go home for parents to share and read to children.
  - We use the Little Wandle Letters and Sounds Revised parent's resources to engage our families and share information about phonics, the benefits of sharing books, how children learn to blend and other aspects of our provision, both online and through workshops.

In Key Stage 2, all children read daily. Focussed reading lessons and shared reading lessons take place in alternate weeks. The school has purchased a considerable amount of challenging, exciting books that are spread over a wide range of genres, which means all children have access to the text, and all children read with their teacher daily during this week. Children are grouped with others who read at a similar speed, so when reading a selected part of the text aloud, the teacher can assess the fluency and intonation of all pupils in the group, and provide the correct level of challenge and support where needed.

During focussed reading lessons, all reading skills are developed verbally: pupils learn the skills of reading and the importance of understanding a text by applying the Super Six: activating prior knowledge, visualising, summarising, asking questions, predicting and clarify. The Super Six is the toolkit that children are taught to apply to all texts to ensure understanding.

Teachers use questioning to develop children's reading skills: analysing vocabulary, activating prior knowledge, inferring, predicting, being able to explain and justify, retrieving information from the text and summarising key ideas. Focussed reading is an important building block to develop all the skills children need to tackle a written reading-comprehension exercise.

Focussed reading non-negotiables for teachers:

- Pre-read and plan the focussed reading book using post-it prompts or typed-up plans.
- Use the focussed reading planning structure to structure lessons (see Appendix)
- Use an AIR question to ensure children have a focus for the lesson that deepens their understanding
- Planning saved under the correct colour band on SharePoint.
- Annotate planning based on the skills.
- Focussed reading mat on the screen during the lesson.
- Planning printed, annotated, and kept in reading folders provided.
- Super Six displayed on working wall/above interactive whiteboard and referred to in lessons
- Sentence Stems displayed on the working wall (differentiated for each key stage)

Shared Reading

Shared reading is planned strategically over the year and enhances subjects and themes being taught across the wider curriculum. The lessons are planned strategically and incorporate discussion, with the use of sentence stems, vocabulary, echo reading, (building up expression and intonation), Line by Line (the reader interpreting them text-reading as a reader) and one-minute drama to emphasise an event or a feeling.

Shared reading (reading comprehension) is taught every other week, alternate to focussed reading. It builds upon all the verbal skills taught during focussed reading and children are expected to apply these skills to written answers. As well as being an enjoyable session that children fully engage in, it impacts on the skills of reading with a focus on deepening understanding and language.

Shared reading begins in the EYFS, where children start to enjoy reading and engage in the process of shared reading verbally building up the knowledge of the skills needed to become a strong reader, such as APK, retrieval of simple questions and gaining an understanding of the complex skill of inference. Shared reading starts formally in KS1, once children have developed accurate phonological decoding skills and built fluency. In KS1 (and for pupils who are not yet fluent readers in KS2) shared reading is sourced from high-quality picture books that foster a real love of reading. Texts have been selected by the English team to ensure that children are exposed to a broad and rich variety of texts that ignite their imagination and deepen their understanding of the world. Where possible, links are made with the wider curriculum and themes are developed and re-visited over time. Questions are constructed carefully by teachers and supported by leaders, to ensure that reading skills are developed progressively.

For KS2, the school has recently purchased a range of different texts that excite, challenge and deepen understanding. These are constantly revised and updated to ensure they meet the changing needs of all pupils. At Inspire, teachers are highly skilled in deconstructing texts with children, so they can comprehend them at an extremely elevated level. All the reading skills are taught strategically over the academic year, and progressively throughout the school. Skills are matched carefully with each text and what each text offers pupils in terms of challenge and progression of knowledge and skills. Reading texts, themes and core skills are mapped out on the reading overview and regularly reviewed by teachers and leaders to ensure they meet the needs of learners.

There is always a clear purpose for reading. Texts are selected carefully to ensure a real purpose for reading and cross-curricular links are made to deepen wider curriculum knowledge. In addition, texts are

selected to ensure that pupils can "Magpie" from the texts they read as explicit links are made with writing units. In fiction, this might be exploring a theme such as identity, jealousy or hope; it may explore characters, setting or atmosphere. In non-fiction, the purpose for reading is always to gain knowledge of the world, and texts are selected to deepen pupil's understanding of the wider curriculum (science, history, geography etc.); also, pupils may examine the author's viewpoint, think critically, make comparisons or make a personal reflection, depending on the text-type. AIR questions are set for every text we use (Accountable, Independent Reading). These questions link directly to the theme that is being explored and are designed to deepen children's understanding of the text by building on their inferences.

We use the Super Six reading tools to enable pupils to get a deeper understanding of what they read: activating prior, knowledge, predicting, questioning, visualising, exploring vocabulary and summarising. Whilst all of these tools will be used, there will be an emphasis on two of them depending on the text and the identified purpose for reading.

On a bi-weekly basis, a new reading-skill is taught or revisited between Monday and Wednesday using the same text over the three days. On a Wednesday, children are sent home with a new text to read – which they deconstruct the following day in school with greater independence than earlier in the week. On Thursday, children are also been given the opportunity to answer written questions independently. Most importantly, on Friday, teachers assess whether children have learnt and been able to apply the skill taught earlier in the week successfully to a new text, which is similar in some ways, to the one they have explored during the week.

Shared reading non-negotiables for teachers:

- Progression documents must be used to ensure the progression of skills, knowledge and vocabulary are selected to match the needs of the group
- Lessons must follow the shared reading structure (see Appendix)
- Reading skills (book worms) are to be laminated and given to each child to refer to during lessons
- Teachers deconstruct the text beforehand
- Teachers strategically decide which order the questions are to be completed in
- AIR questions used to ensure that children read for a purpose and deepen their understanding of the text and linked to the theme
- Independent texts are shorter in length, but closely linked to the teaching text taught earlier in the week
- Discussion used to develop children's verbal reasoning– sentence stems displayed on working walls
- Reading Skills displayed on the working wall (differentiated for each key stage)
- Character traits displayed (differentiated for each key stage)
- Pupils annotate the text, finding evidence for the AIR and annotating new vocabulary
- Pupils highlight evidence in the text when answering every question

Writing

We aim to ensure we teach a consistent method of writing throughout the school that will build up skills and ensure all children become confident and able writers. The aim of the *'Talk for Writing'* approach is to create a structured programme, based on the work of Pie Corbett, to train and support the teachers to enhance pupils' writing skills. The programme adopts a threefold and cumulative approach, aiming to enhance writing skills by 'imitation' (learning texts and stories by heart, and discussing and dissecting

them); 'innovation' (guiding children to adapt stories and write their versions); and 'invention' (where children create their text, with varying levels of support). Ensuring this approach flows throughout the whole school embeds a systematic approach in all year groups to improve children's writing skills.

At Inspire we believe that being able to write articulately not only enables pupils to communicate effectively but also allows them to experience the ability to create and using their imagination to construct their individual stories and articles that express their points of view clearly. It is important that pupils learn to write independently from an early stage, and this is encouraged through emergent writing within the Early Years Foundation Stage, moving quickly to structured writing sessions complemented by phonics, spelling, and handwriting: building up accuracy and speed.

We know that for pupils to become successful writers they need to:

- Experience a wide range of written texts, which is the primary source of knowledge about the written word and how it 'sounds.
- Orally tell and retell stories and other texts.
- Experience both shared, short burst and guided writing in key stage 1 and the Early Years Foundation Stage, where the teacher focuses attention explicitly on the technicalities of writing.
- Regularly practise writing independently.
- Focus on the purpose of writing, the audience for whom they are writing and different text-types.
- Develop confidence as young writers.
- See writing as an important means of communication.
- Develop writing through positive teaching of skills and encouragement.
- Write accurately and coherently, adapting their language and style for a range of contexts.

Writing units follow a four-part structure:

i. **Immersion** – children are hooked in through a provocation and exposed to the language and context of the genre/text
ii. **Imitation** – verbal retelling, understanding of the model text, short-burst writing, drama work to understand the character, text mapping or boxing-up of the model text
iii. **Innovation**—pupils make changes to the model text on either a text map or box-it-up grid. There are varying levels of innovation, and pupils are exposed to increasingly complex innovative changes as they become more confident: substitution, addition, alterations to the plot, plot blending, change of viewpoint, genre switching, flashbacks/time slips, writing in the style of a particular author and genre-blending.
iv. **Independent Application**-When children are ready to write independently they will produce a 'Hot Write' showing the structure of the genre they have learnt. Pupils may be scaffolded to ensure that they are secure in the task. Outcomes may vary, to ensure that children produce high-quality pieces throughout e.g. writing the ending to a story or a character description as part of a story opening.
v. **Invention** – Invention units are separate from other writing units of work and occur three times a year. Pupils are encouraged to write for pleasure, making their own choices about what to write. A high-quality/real-life stimulus is used to capture their imagination, generate vocabulary and be used as a source of high-quality, child-led writing.

The Talk for Writing approach enables children to read and write independently for a variety of audiences and purposes within different subjects. A key feature is that children internalise the language structures

needed to write through 'talking the text', as well as close reading. The approach moves from dependence towards independence, with the teacher using shared and guided teaching to develop the ability in children to write creatively and powerfully.

In key stage one and two, children start every half-term with a fiction unit moving on to a non-fiction unit. During the longer half-terms, they also have a poetry or invention unit. At Inspire, we focus on children writing for a purpose. We want pupils to understand the importance of why they are writing (purpose), who they are writing for (audience) and they type of text they are writing (text-type). We use a range of techniques to build children's ability to write cohesively and fluently in line with the Talk for Writing approach (see Appendix). All writing units are selected by leaders from across the Trust and reviewed before teaching to ensure they meet the needs of pupils. The text-type, audience, purpose and intended independent outcome are all detailed on the writing overview.

Therefore, when planning English activities, we ensure that all pupils have access to these experiences, including those who are New to English and children who have Special Educational Needs or Disabilities (see relevant sections below). Pupils in the EYFS, those who are NtE or SEND, develop their writing skills through using colourful semantics and using key phonic knowledge to build sentences. They have a wealth of resources including sound mats, finger spaces, tricky words, conjunctions word cards, sentence openers, adjective mats and sentence tool kit to help scaffold writing skills.

Writing non-negotiables for teachers:

- Follow writing cycle: Cold Write (for most units) -> Imitation -> Innovation -> independent application (hot write)
- Use high-quality experiences as writing prompts for invention units
- Have a 'washing line and working wall clearly visible and updated regularly with short burst and shared writing
- Ensure children apply knowledge from other English lessons (phonics, spelling, punctuation, grammar and reading)
- Use text maps or box-it-up grids to plan
- Ensure the genre, audience and purpose are clear
- Ensure pupils have sufficient editing time to respond to all feedback
- Ensure children use the lined books correctly
- Use the lined flipchart paper to model correct letter formation

Vocabulary

At Inspire, vocabulary is at the heart of the curriculum. Providing children with a language-rich curriculum is essential, in order for them to make sense of everything they read and understand the world around them, Vocabulary is taught through direct instruction in every lesson. Teachers assess which words children already know and identify vocabulary that needs direct teaching. In English, tier-two words (including verbs, nouns and adjectives) are taught to broaden pupil's vocabulary. In the wider curriculum, science, RE etc. subject-specific words are taught for children to acquire the knowledge they need to gain a deep understanding of key concepts. Teachers give the meaning of the word in child-friendly terms and then ask children to repeat the word/simple definition back several times (vocabulary/definition tennis). At

Inspire, we use Isobel Beck's book, 'Bringing Words to Life,' to deepen pupils' knowledge of the taught word using one of her suggested vocabulary games:
Making choices
Example/non-example
Generate your own
Combine two
Cloze procedure (fill in the gaps)
Apply in writing
Make links with wider reading/other areas of the curriculum

Vocabulary non-negotiables:

- Hand signs are to be displayed relevant to year groups
- Magpies displayed on English board
- Vocabulary ladders reflect current learning and demonstrate the fluid nature of introducing new vocabulary and do not become a static display
- Magpie books are to be used daily and children to record using the different genres as headings.
- Word banks (with visuals depending on groups)
- Bringing Words to Life Game or vocabulary/definition game in every lesson

Spelling

To become confident writers, pupils also need to become proficient at spelling. In Early Years Foundation Stage and Key Stage 1, spelling is intrinsically linked to reading; spelling is linked to phonics and given out as weekly homework. Children in Reception and Year 1 learn the high-frequency words along with words given in 'Letters and Sounds'. Pupils are encouraged to apply their phonics to spelling throughout the curriculum. Once pupils are securely working within phase 5-6 of the 'Letters and Sounds', they receive spelling teaching in line with the National Curriculum.

In Key Stage Two, or once children have completed phase six of Letters and Sounds, they are taught spelling rules following the Rising Stars spelling scheme. Every Monday, a discrete lesson is dedicated to spelling, where teachers review previously taught spellings, teach the new spelling rule, allowing the children the opportunity to practise new spellings and then apply the spellings within their writing. The application stage is linked closely to the writing lesson to ensure that children independently demonstrate skills in their extended writing. Weekly spelling homework continues throughout the school, to develop pupil's knowledge of spelling rules and patterns (at an age-appropriate level), as well as ensuring pupils can spell words from the statutory spelling lists. Spelling homework is set on Spelling Shed every week and matches the spelling rules taught in school that week.

Spelling non-negotiables for teachers:

- Spelling strategy must be taught when giving the weekly spellings
- Mini-spelling review daily (at least four words)
- Weekly spelling set on Spelling Shed and reviewed as a class daily
- Children must be aware of their age-appropriate spellings (e.g. year 5/6 statutory word list in year 5 and 6)

Punctuation & Grammar

We also recognise that pupils need to be taught to write grammatically accurately and therefore pupils at Inspire, receive discrete grammar lessons four times a week. All objectives taught in grammar are applied in a written sentence daily. This ensures that children can apply their grammatical knowledge in their written work.

Teachers follow medium-term plans when teaching spelling and grammar. This ensures that all areas of the National Curriculum are taught sequentially, building on prior learning. Tuesday, Wednesday and Thursdays are dedicated to understanding the grammatical knowledge of the week, and all lessons follow the four-part structure (review, teach, practice, apply). This allows time for children to activate knowledge from their long-term memory and build upon this when learning new rules and skills. Friday's lessons are left open for teachers to select the objective that suits the needs of their learners. It may be that they need to develop a skill specifically for the writing outcome, the children may need to consolidate learning from the week, or the children may need to revisit a previously taught objective, for the knowledge to be secured in their long-term memory.

Within the lessons, pupils are taught the correct grammatical terms and definitions. They are taught simple actions and phrases to ensure these are committed to long-term memory. Games are used within all lessons to encourage the development of speaking and listening skills for all pupils. By the end of the lesson, pupils are asked to apply their knowledge to their wider English work.

Grammar and punctuation home learning is set on Spelling Shed on a weekly basis and re-enforces the rules taught in class.

Grammar and punctuation non-negotiables for teachers:

- Lessons to follow 'review -> teach -> practice -> apply' structure
- Know which punctuation and grammar is taught for the first time in their year group
- Follow the overview to ensure coverage
- Use kung-fu punctuation and whole-school actions for grammatical terms
- Set weekly grammar and punctuation work on Spelling Shed

Handwriting

Handwriting and presentation of work within our school are important in all areas of the curriculum. Pupils begin learning letter formation and in preparation for later joining. Pupils are taught where to start each letter. Handwriting is taught discreetly and enhanced during the phonic sessions ensuring pupils become more confident in writing. They are taught to join their handwriting in the school style during phase 6 of Letters and Sounds. As they progress through the school, they are supported in generating an individual style that is both efficient and neat.

Handwriting is a skill, which like reading and spelling, affects written communication across the curriculum. Children must be able to write with ease, speed and legibility. Cursive handwriting teaches pupils to join letters and words as a series of flowing movements and patterns. Handwriting skills should be taught regularly and systematically ensuring that the teaching of handwriting covers the requirement set in the 2014 National Curriculum.

Pupil Outcomes by the end of the year:

Year Group:	Outcome:
Nursery	Correct pencil grip.
Reception	Correct letter formation.
Year 1	Correct letter formation of lowercase letters and all uppercase letters (all letters starting with an upstroke and flicks on appropriate letters).
Year 2	Write consistently in a neat manner using joined handwriting.
Year 3 to Year 6	Write legibly and with speed using consistently neat and joined handwriting.

Handwriting non-negotiables for pupils:

- Have high expectations for all pupils
- Engender a pride in presentation
- Written feedback must model handwriting expectation for pupils and be written clearly for children to copy
- Opportunity for handwriting practice every day
- Our handwriting style should be displayed in every classroom
- Pupils who require extra support should have the handwriting poster on their table for them to refer to
- Display the alphabet in-line with our school's handwriting expectations:
    - EYFS to Year 1 (pre-cursive)
    - Year 2 to Year 6 (cursive)

English across the wider curriculum

(see the curriculum and individual subject policies for more information)

Our curriculum is designed by the leadership team to ensure that meaningful and purposeful cross-curricular links are made. Lessons allow pupils to practise and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum.

Science lessons
History and geography lessons

English across the curriculum non-negotiables for teachers:

- Opportunities for writing in wider-curriculum subjects (e.g. explanations in science and chronological reports in history).
- Handwriting is a cross-curricular task and will be taken into consideration during all lessons.
- Non-fiction books linked to each subject are displayed and used to encourage children to find out information for themselves (reading challenges set at the start of each half term for some subjects).
- Questions are displayed to promote a deeper exploration and knowledge of the subject e.g. on the science/history/geography walls.
- Vocabulary ladders (Maths, history, geography and science) reflect current learning and demonstrate the fluid nature of introducing new vocabulary and do not become a static display.
- Bringing Words to Life Games/definition tennis in all lessons across the curriculum.

Impact: ensuring the best outcomes for pupils

Literacy is fundamental to all learning. The skills learnt in literacy are essential skills that will support children for their entire lives. We teach English intertwining, speaking, phonics, grammar, reading and writing and therefore, children gain a greater ability to use the skills learnt e.g. phonics incorporates both reading and writing and so children are confident to apply skills learnt across the board; nothing is in isolation. Our teaching of phonics secures children to be able to decode and therefore aids the learning of new language and fluency and consequently, impacts comprehension and higher-order thinking skills. Children are confident to discuss and debate the learning and their own thoughts and feelings. We firmly believe that the impact of our English curriculum will support the growth of all our children and enable them to achieve academic success, impacting on social and emotional success throughout their lives.

Reading engages the thinking in a deep and complex manner, it opens our children's minds to build knowledge and imagination that encourages children to be avid readers with the skill of reading like a reader. Most of the children attending INSPIRE schools have English as an additional language and therefore, need the tools and strategies to navigate the complexities of the language. These skills are taught strategically, and children love learning new vocabulary and have built up the skills to navigate the knowledge of new words in different contexts.

We strategically train all teachers to ensure the teaching of English is carried out in accordance with school policy. The strategy of '*Talk for Writing*' has ensured children have specific techniques that they use to internalise the structure of writing and sentence patterns that are needed to express themselves, which frees them up to think about what they write and how they write with confidence.

We firmly believe that our teachers are equipped to transform children's lives and we know that impact of the English curriculum, delivered by motivated, inspiring teachers has made the children who attend our schools to read, write and use the English language confidently.

At Inspire we constantly reflect on the impact of the strategies and systems that we have in place to ensure the best outcomes for pupils. We use a combination of formative and summative assessment to ensure that what is implemented is making the difference we intended.

Leaders (including phase leaders and the English team) measure the impact of strategies and systems on pupil progress on a regular basis. We use a range of methods to triangulate the information. As a leadership team, we meet regularly to discuss information gathered from monitoring and use this to constantly drive improvements for pupils. We are very reflective in our practice and will make changes to our delivery to ensure the best outcomes for pupils.

Speaking and Listening

Speaking and listening come through all areas of the English (and wider) curriculum. Therefore, leaders use information from all subjects to measure the impact of our delivery on speaking and listening outcomes.. Children develop their confidence and ability to express themselves year on year, as the school systems enable them to build on prior knowledge. When leaders identify an area of need, the delivery is reviewed.

This may include systematic changes (including timetabling) and strategies that are used (including the progressive use of sentence stems).

Debating is a key element of speaking and listening and is therefore an area where the English team ensure that outcomes are achieved as intended.

Leaders measure the impact of strategies and systems in place in a variety of ways:

- Pupil conferences with English books
- Learning walks in English lessons
- Pupil conferences on debating
- Learning walks in debating lessons
- Pupil conferences with books from across the curriculum
- Learning walks across the curriculum

Phonics

Phonics is always one of our highest priorities for monitoring. Leaders use a range of methods to ensure the intended outcomes are achieved. Leaders monitor phonic lessons across the school regularly and routinely, especially at the start of the academic year. The information gained in these learning walks and observations always prompt discussion within the English team and further support, or systematic changes are made where necessary.

- Phonics observations for all new staff and NQTs
- Phonics learning walks
- Ongoing phonics assessments during lessons
- Discussions with teachers and leaders regarding the progress of pupils in phonics (at least half-termly)

Reading

Reading is a broad and varied area of the curriculum. As such, we use a range of methods to ensure our systems and practices have the impact we expect. All areas of reading are monitored: reading for pleasure, read aloud, home reading, phonics home readers, book corners, focussed reading, shared reading, reading across the curriculum. Reading is always our highest priority across the school, and therefore formal observations and informal learning walks of reading are prioritised over other subjects. Specific pupils and groups of pupils are identified as part of the monitoring process, to ensure that the interventions and strategies we have put in place make the intended difference for all pupils, including those who must make accelerated progress to catch up with their peers. Where appropriate, pupils, or groups of pupils, may receive additional reading lessons to ensure fluency is achieved in line with age-related expectations.

We involve all leaders in this process and always use the information to further improve reading across the school. Staff training sessions are utilised to ensure that any changes or improvements are shared quickly and effectively with all relevant staff.

- Formal reading observations in focussed and shared reading
- Learning walks in focussed and shared reading

- Learning walks during the reading for pleasure time: read aloud, individual reading and recommendations
- Monitoring of the book corners
- Monitoring of the reading environment (including working walls and cross-curricular books)
- Pupils' voice gathered with pupils and their reading books
- Monitoring of pupils' home reading books and reading diaries, including listening to children read and discussing what they have read to ensure understanding and engagement
- Monitoring of phonic home readers, including listening to children read and discussing what they have read to ensure books are matched to their current phonic level and they can read independently
- Monitoring of focussed reading folders, including assessments and book band levels to ensure progress across the school continues to improve
- Monitoring of shared reading planning before teaching to ensure that all key skills are identified and questions selected carefully for each group of pupils
- Monitoring of focussed reading planning before teaching to ensure questioning and texts provide the appropriate level of challenge for all children to become fluent readers

Writing

When we look at the impact of teaching and learning on writing, we look for the journey over time. Planning books and writing books are viewed together, to ensure the whole writing process is seen. Cold tasks and hot tasks (independent application pieces) are useful in seeing the progress that has been made in a single unit; however, we always consider several pieces of writing to see the journey of each pupil as a writer. When measuring the impact of writing, we always involve phase leaders and teachers, so they can discuss the intended outcome and strategies they used to move learning on. Most importantly, we speak to children about their work and listen to them read their pieces and describe their choices and thought processes. As Talk for Writing is embedded within our practice, pupils are confident at articulating their journey and can clearly explain each stage of the writing process to us. Pupils are proud of their work and extremely confident when sharing the writing process and final outcomes with other pupils, staff and external visitors. The systems and structures we have firmly established ensure all children structure writing securely and use a range of ambitious vocabulary purposefully.

In addition to discussions about written outcomes with pupils and teachers, we use learning walks to ensure that the teaching strategies have the desired impact on learning. As Yew Tree is a Talk for Writing training centre, as a Trust we are constantly reviewing our practice and learning from other Talk for Writing training centres and trainers to ensure that we achieve the best outcomes for all pupils.

We use staff training sessions to further evaluate and strengthen our writing practices. We group staff with relevant leaders, to jointly assess pieces of writing. These discussions are invaluable for ensuring consistency in teacher assessments and for analysing the impact of our teaching and learning.

As an English team, we use information from all areas to reflect upon and drive forward our practices for teaching and learning.

- Learning walks in writing lessons
- Observations in writing lessons
- Discussions with pupils about their writing and the build-up of writing over the course of a unit
- Discussions with staff and leaders about writing over time

- Collaborative sessions to assess pupils' writing
- Discussions with pupils and external visitors as part of the Talk for Writing training process
- Pupil progress meetings
- Teacher assessments made with other schools or professionals to secure judgements and identify areas of development

Vocabulary

We intend that pupils learn and use a wide range of vocabulary in all lessons. Therefore, when we assess the impact of vocabulary teaching, we do this across the whole curriculum.

- Learning walks in all lessons focus on pupils' speaking skills and use of vocabulary
- Learning walks and lesson observations to ensure vocabulary games are used to commit vocabulary to long-term memory
- Pupil conferences to discuss a unit of work and listen to the language they use to articulate their learning in all subjects
- Monitoring of assessments on progression documents to show the progressive build-up of vocabulary in each subject have been effectively taught and retained by pupils
- Monitoring the classroom environment to ensure it is language-rich: vocabulary ladders, working walls, shared writing, sentence stems
- Monitoring of pupils' books across all subjects to ensure subject-specific vocabulary is applied by all pupils

Grammar, Punctuation and Spelling (GPaS)

Basic skills in sentence construction and transcription are vital for children to succeed in all areas of the curriculum. Therefore, in all subjects, there is an expectation that children will apply the grammatical and spelling rules that they have been taught. Leaders ensure this is in place by monitoring all written work in books, in addition to the monitoring of discrete grammar, punctuation and spelling lessons.

- Lesson observations in grammar, punctuation and spelling lessons
- Learning walks in grammar, punctuation and spelling lessons
- Monitoring of spelling, punctuation and grammar books in conjunction with writing books to ensure taught skills have been applied in writing
- Monitoring of books from across the curriculum ensuring that basic GPaS rules have been applied
- Regular reviews with teachers and the English team to discuss how effectively the skills from the GPaS overviews have been embedded into writing

English across the wider curriculum

All subject leaders monitor the effectiveness of English skills and knowledge within their subject.

- Pupil conferences with pupils' subject-specific book
- Learning walks to listen to discussions, subject-specific debates and speaking and listening in lessons
- Learning walks to listen to pupils using text maps to ensure they retain key concepts and knowledge
- Learning walks to ensure that reading across the curriculum is used effectively to deepen understanding
- Monitoring of half-termly reading challenges in geography and history
- Monitoring of pupils' reading diaries and pupil conferences to ensure pupils read across the curriculum at home (non-fiction books)

- Monitoring of working walls and non-fiction books to ensure vocabulary and reading is developed in science, history and geography
- Monitoring of pupil books to ensure that written work shows the application of basic English skills: phonics, punctuation grammar, spelling and handwriting
- Monitoring of pupil books to ensure that written outcomes are supported by the Talk for Writing process to create high-quality, well-structured pieces

Assessment, Monitoring and Feedback

(To be read in conjunction with Inspire's Feedback policy)

EYFS

- Ongoing assessment building up the knowledge of children's achievement, plus the focus on the Characteristics of Effective Learning
- Early Years Foundation Stage Profile (statutory)

Phonics and Early Reading

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.

- **Assessment for learning** is used:
  - daily within class to identify children needing Keep-up support
  - weekly in the Review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.
- **Summative assessment** is used:
  - every six weeks to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the Keep-up support that they need.
  - by SLT and scrutinised through the *Little Wandle Letters and Sounds Revised* assessment tracker, to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.

Statutory assessment

- Children in Year 1 sit the Phonics Screening Check. Any child not passing the check re-sits it in Year 2.

Ongoing assessment for catch-up

- Children in Year 2 to 6 are assessed through their teacher's ongoing formative assessment as well as through the half-termly *Little Wandle Letters and Sounds Revised* summative assessments.

Year 2

- Teacher assessment for reading and writing (compliments the formal statutory tests)
- Reading test (statutory)

Year 3, Year 4 and Year 5

- Teacher assessment for reading, GPaS and writing at the end of each term (non-statutory)
- Test assessment reading and GPaS at the end of the autumn and summer terms (non-statutory)

Year 6

- Teacher assessment for reading, GPaS and writing at the end of the spring term
- Test assessment for reading and GPaS at the end of the autumn and spring terms (statutory)
- Reading and GPaS test in the summer term (statutory)
- Teacher assessment for writing in the summer term (statutory)

Inclusion

To be read in conjunction with Inspire's SEND policy.

All children are provided with equal access to the English curriculum; we differentiate for pupils or groups of pupils, so that they study the year group's curriculum that most suits their ever changing-needs.

We provide an English curriculum for all children so that they achieve as highly as they can in English according to their abilities. We identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. They are taught in specialised smaller groups across the key stages. These pupils are taught the National Curriculum at the stage they can access it, not according to their age. Every effort is made to accelerate their progress, for them to access the curriculum for their age.

Furthermore, children working at an ability exceeding their age-expected expectation are encouraged to read a greater variety of literature (with a focus on deeper understanding). They are also taught to write with greater independence and flair – they move away from imitation at an earlier stage, use more complex levels of innovation and are encouraged to be more independent and inventive.

Equalities

(To be read in conjunction with Inspire's Equal Opportunities policy).

Inspire Education Community Trust is inclusive: we focus on the well-being and progress of every child and where all members of our community are of equal worth. We ensure the English curriculum celebrates and values diversity, tacks discrimination, promotes equality and fosters good relationships between pupils, staff and the wider community. This is from selection of units of work, text selection (including model texts for writing), levels of innovation, writing stimulus, books selected for home readers and book corners, read aloud texts, authors and viewpoints. We ensure that we celebrate the diverse range of backgrounds that our Trust serves and build up pupils' sense of identity in terms of their sense of place and belonging in the world.

New to English

At Inspire we are a very diverse community and have a high intake of pupils who do not hold English as a first language. We also have a separate provision for pupils New to English. We take into account each pupil's ability and grasp of the English language. Therefore, pupils new to English receive small group targeting and Quality First Teaching from highly trained staff.

Focus interventions done in small groups/classes are:

- **Speaking**-Language is already very much at the heart of what we do with buddy systems in place, across the teaching of the curriculum supporting and developing children's ability to build up the understanding of the English language.
- **Phonics**-following 'Letters and Sounds' and linking closely to their reading ability.

- **Reading**-focussed reading, following the 'Magic Belt' or 'Project X Code' for fiction, that follow the 'Letters and Sounds' programme too. Books to go home are matched with what children are learning in phonics and reading. Shared reading texts are used to foster a love of reading with age-appropriate content and themes, and build pupils up to written outcomes when ready.
- **Writing**-children start using colourful semantics to build up their knowledge of sentence structures. Colourful semantics is aimed at helping children to develop their grammatical knowledge, by linking the structure of a sentence (syntax) with its meaning (semantics). Once children are confident in basic sentence structure, they also follow the Talk for Writing approach; this will support their growing achievement and understanding of the English language as it incorporates speaking, listening, reading, grammar, punctuation and writing.

Non-negotiables for teachers:

- Allow time to be immersed in the language with the class/group
- Provide work that is appropriate for each pupil to develop their use of spoken and written English (making use of Flash Academy where appropriate)
- Model high-quality speech at every opportunity
- Flipcharts must be adapted to meet the needs of the group in all English lessons
- Flipcharts in wider curriculum subjects must show adaptations made in the notes section

Role of the English Team

The English Team are responsible for improving the standards of teaching and learning English, through the monitoring and evaluation of the subject. This will involve:

- conference with pupils regarding all areas of English
- monitoring of pupil progress (e.g. through pupil voice, book monitoring, learning walks and lesson observations)
- analysing data
- taking the lead in policy development
- auditing and supporting colleagues in their CPD
- purchasing and organising resources
- keeping up to date with recent English developments
- analysis of SATs results to identify areas for development
- checking that assessment for English is carried out in line with the school's assessment policy

Role of Parents/Carers

1. **Reading at Home**

Listen to their child read daily and ask them about the Super Six:

- Visualise - make sure children are creating a picture in their mind as they are reading
- Activate Prior Knowledge - ask children what do they already know about what is being read
- Predict - ask children to guess what will happen in the book or what will happen next
- Question - listen and discuss any questions children have about their book
- Summarise - ask children to share in their own words what they have just read
- Clarify - discuss phrases, words or ideas children do not understand

Fill in their children's reading logs and in KS2 ensure their children are filling in their logs.

2. **Book Care**

Make sure their children are looking after the books they are bringing home from school. Any lost or damaged 'phonics' books will result in parents being invoiced £5.

3. **Parent Workshops**

Attend any workshops whenever possible to keep up-to-date with the latest information and strategies shared. To ensure parents feel confident about reading with their children, they have all been offered phonics and reading workshops - which are always well-attended.

4. **Handwriting**

Parents/Carers are made aware of our agreed handwriting style and encouraged to practice this with their children at home.

5. **Weekly Spellings**

Ensure children write the definitions of their spelling words and learn their spellings every week.

6. **Shared Reading**

Read and discuss the text sent home on a Wednesday during a Shared Reading week (every fortnight). Discuss the AIR question and deepen their child's understanding.

Monitoring and review

This policy is reviewed regularly as required by the CEO and the English Team.

Any changes made to this policy will be communicated to all members of staff.

Shared Reading

Week 1: Shared: Skills: Monday, Tuesday and Wednesday RIC: Thursday and Friday

Week 2: Focussed Reading: Embed skills



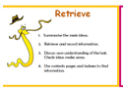




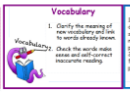

















Homework:

RIC: 60 second read

Skill: Headstart

			Shared Reading
Theme based text to support a skill (Keen-Kites, Prime, Steady, Nelson)	Monday Gain an understanding of the text		• Set AIR question • Teach reads text, children think about the AIR • Line by line reading (modelling how to find evidence for AIR) • Line by line reading in pairs (finding evidence of AIR) • Paired discussion of AIR • Class discussion of AIR question, children write answer to AIR • Children identify new words or phrases they can't work out from context
	Tuesday Skill	Modelled Shared Independent 1 to 1	• 2-minute skill warm up (picture used to teach skill) • Children read aloud, echo reading where appropriate • Model answering of skills-based question
	Skill	Shared Independent 1 to 1	• Shared answering of skills-based questions • Independent answering of skill-based questions • Marking, editing and modelling where necessary
	Thursday Skill	Modelled Shared Independent 1 to 1	• 2-minute skill warm up (picture used to teach skill) • Shared answering of skills-based questions • Independent answering of skill-based questions • Marking, editing and modelling where necessary
	Friday RICV	Independent 1 to 1	• Set AIR question • Children read text and find evidence for the AIR question independently • Discussion of AIR question • Independent answering of RICV questions (based on skills taught this week) • Marking, editing and modelling where necessary

Reading Strategies (to be used at appropriate moments during the week)

- Super Six
- Read as a reader (teacher model, children practise in pairs)
- 60 second vocabulary games/definition tennis
- 10 second dramas
- Wheel of well-being referred to where appropriate
- Echo reading where appropriate

Appendix: Focussed Reading Structure

Focussed Reading Structure



Homework:

Reading for Pleasure

Daily practice

- Assessment of reading must be an integral part of the lesson. Written assessment based on skills
- Set AIR question (e.g. title, character, setting) based on the reading of the day
- Ensure the book has been planned over the week to compete the reading by Friday (guidance for Yrs 5&6 from HoS)
- Ensure your planning includes questions based on all skills
- Have pre planned prompt based on RICV **(use post it notes prompts/questions to keep the flow of the reading going and keep yourself on task-seek support if unsure)**
- Children to read in groups of fluency (ABC). All children to have opportunity to read at length, daily
- Recap super six-gradually through the read so that children can identify the key reading skills
- Ensure teacher has skill mats displayed on board in order to focus children on the skills
- Ensure children use the point, evidence and explain strategy.
- Develop discussion using sentence stems, ensuring children listen to others carefully, develop their explanation of disagreeing and building on

Monday	• Warm up-Look at title and front cover-predict. Read blurb and predict. • What type of genre Plus, all the above
Tuesday	• Warm up-summarise from previous chapter-3 sentences-predict from clue-title or line, what the following chapter is about Plus, all the above
Wednesday	• Warm up-summarise from previous chapter-3 sentences-predict from clue-title or line, what the following chapter is about Plus, all the above
Thursday	• Warm up-summarise from previous chapter-3 sentences-predict from clue-title or line, what the following chapter is about Plus, all the above
Friday	• Warm up-summarise from previous chapter-3 sentences-predict from clue-title or line, what the following chapter is about • Summarise the book main points of the book Plus, all the above

Appendix – Phonics Glossary

Blend	Saying the individual sounds that make up a word and then merging or blending the sounds together to say the word – used when reading.
Consonant	Most letters of the alphabet (excluding vowels: a, e, i, o and u).
CVC words (abbreviation used for consonant-vowel-consonant words)	Used to describe the order of sounds. Some examples of CVC words are: cat, pen, top, chat (because ch makes on sound). Other similar abbreviations include: • VC words e.g. on, is, it. • CCVC words e.g. trap and black. • CVCC words e.g. milk and fast.
Digraph	Two-letter which together make one sound e.g. ee, oa, ea, ch, ay. There are different type of digraph: • Vowel digraph: a digraph in which at least one of the letters is a vowel e.g. b(oa)t or d(ay). • Consonant digraph: two consonant which can go together e.g. (sh)op or (th)in. • Split digraph: two letters, which work as a pair to make on sound, but are seperated within the word e.g. a-e, e-e, i-e, o-e, u-e [c(a)k(e)] [p(i)n(e)].
GPC (abbreviation used for grapheme-phoneme-correspondence)	The links between letters, or combinations of graphemes and phonemes that they represent e.g. grapheme 's' corresponds to the phoneme /s/ in the word see but it corresponds to the phoneme /z/ in the word easy.
Grapheme	The written letter or a group of letters which represent one single sound (phoneme) e.g. aa, I, sh, air, ck.
Phoneme	A single sound that can be made by one or more letters e.g. s, k, z, oo, ph, igh.
Phonics	Phonics teachers children to listen to and identify the sounds that make up words – this helps them to read and write words.
Pure sound	Pronouncing each letter sound clearly and distinctly without adding additional sounds to the end e.g. 'f' not 'fuh'.
Segment	This is the opposite to blending (see above). Splitting a word up into individual sounds – used when spelling and writing.
Syllable	Words are broken down into the number of beats you can hear in it e.g. kitch-en (2).
Tricky words	Words that are difficult to sound out e.g. said, the, because.
Trigraph	Three letters go together to make one sound e.g. ear, air, igh, dge, tch.
Vowel	The letters a, e, i, o and u.

Appendix: Talk for Writing Approach

(taken from the Talk for Writing website)

1. Baseline assessment and planning – the 'cold' task

Teaching is focused on initial assessment. Generally, teachers use what is known as a **'cold'** task or a 'have a go' task. An interesting and rich starting point provides the stimulus and content but there is no initial teaching. The aim of this is to see what the children can do independently at the start of a unit, drawing on their prior learning. Assessment of their writing helps the teacher work out what to teach the whole class, different groups and adapt the model text and plan. Targets can then be set for individuals. By the end of the unit, pupils complete a 'hot' task or a 'show us what you know' task which is an independent task on a similar type of writing with an interesting stimulus. Progress should be evident which encourages pupils and helps schools track the impact of teaching.

2. The imitation stage

The teaching begins with some sort of creative 'hook' which engages the pupils, often with a sense of enjoyment, audience and purpose. Writing challenges, such as informing Dr Who about how the Tardis works or producing leaflets for younger children about healthy eating, provide a sense of purpose. The model text is pitched well above the pupils' level and has built into it the underlying, transferable structures and language patterns that students will need when they are writing. This is learned using a 'text map' and actions to strengthen memory and help students internalise the text. Activities such as drama are used to deepen understanding of the text.

Once students can 'talk like the text', the model, and other examples, are then read for vocabulary and comprehension, before being analysed for the basic text (boxing up) and language patterns, as well as writing techniques or toolkits. All of this first phase is underpinned by rehearsing key spellings and grammatical patterns. Short-burst writing is used to practise key focuses such as description, persuasion or scientific explanation.

3. The innovation stage

Once students are familiar with the model text, then the teacher leads them into creating their own versions. A new subject is presented and the teacher leads students through planning. With younger pupils, this is based on changing the basic map and retelling new versions. Older students use boxed-up planners and the teacher demonstrates how to create simple plans and orally develop ideas prior to writing. Ideas may need to be generated and organised or information researched and added to a planner. Shared and guided writing is then used to stage writing over a number of days so that students are writing texts bit by bit, concentrating on bringing all the elements together, writing effectively and accurately. Feedback is given during the lessons, as well as using some form of visualiser daily so that students can be taught how to improve their writing, make it more accurate until they can increasingly edit in pairs or on their own.

4. Independent application and invention – the 'hot' task

Eventually, students move on to the third phase, which is when they apply independently what has been taught and practised. Before this happens, the teacher may decide to give further input and rehearsal. Students are guided through planning, drafting and revising their work independently. It is essential to provide a rich starting point that taps into what students know and what matters so that their writing is purposeful. Writing may be staged over several days and there may be time for several independent pieces to be written. With non-fiction, students should apply what they have been taught across the curriculum. The final piece is used as the **'hot'** task, which clearly shows progress across the unit.

It is important that at the innovation and independent application stages, the writing becomes increasingly independent of the original model rather than a pale copy. Whilst four-year-olds may only make a few

simple changes, older students should be adding, embellishing, altering and manipulating the original structure. From Key Stage 2 onwards, almost all children will be using the text structure and writing tools to write, drawing on the model, their wider reading and experience so that they are writing independently at a high level. This has to be modelled in shared writing.

Talk for Writing aims to develop imaginative, creative and effective writers. In the same way, the aim of Talk for Reading is to grow confident, critical and appreciative readers. No student can be said to be a reader until they make their own choices about what to read and begin to develop a taste. In the same vein, children are not really writers until they decide what they want to write and have opportunities to create their own writing tasks and write about their interests and lives creating stories, poems and informative writing for themselves.

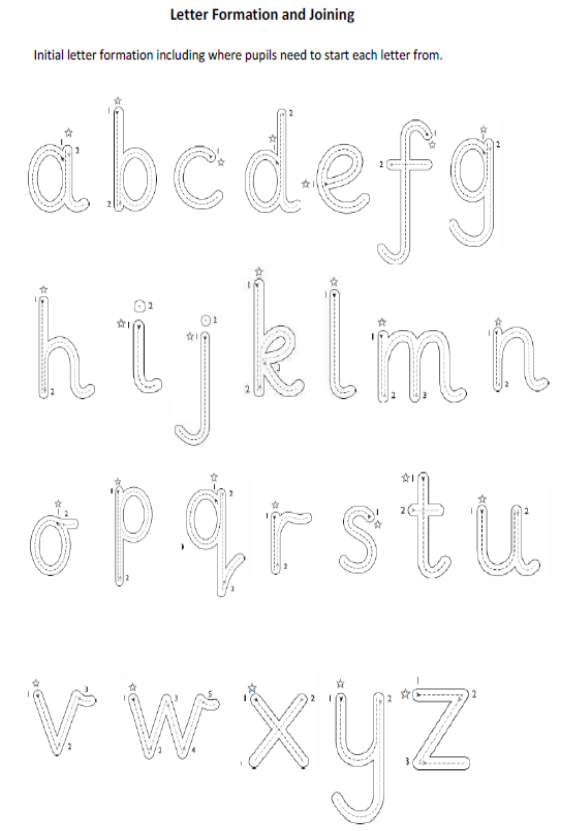
For this reason, schools plan **'invention'** units which often sit between taught units. These 'invention' units are when students have time for their own writing. Teachers may provide a stimulus such as a film clip, interesting object, drama, wordless picture book, work of art, music, visitor or visit as a starting point but the students decide what and how to write. This is truly independent writing. In the early years, children should be playing at making up stories daily, acting stories out and at least once a week be led by the teacher through making up class stories for future sharing.

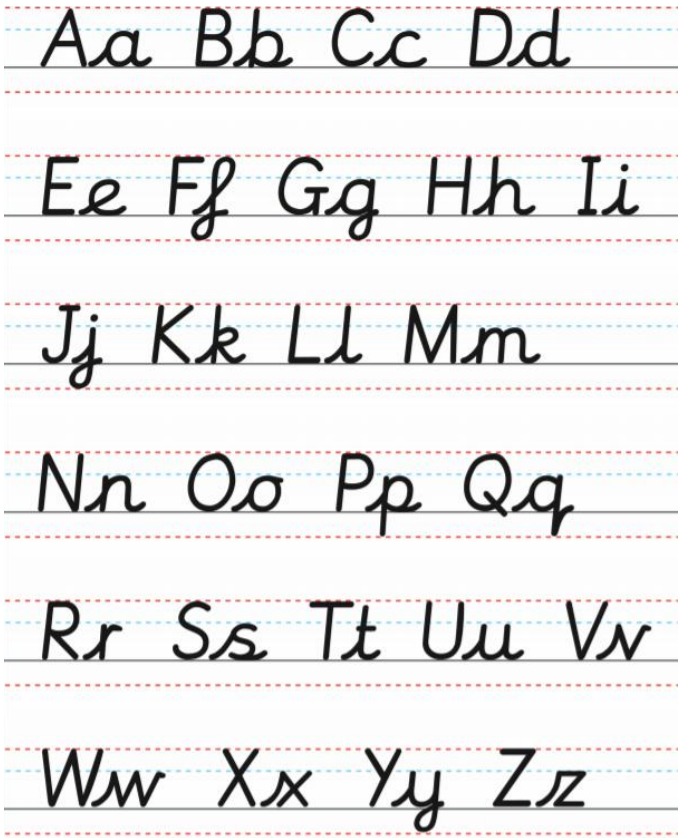
5. Final assessment – building on progression

The quality of the model texts is crucial to progress. The models should be short and provide excellent examples of the key linguistic features being focused on, and they should increase in difficulty. With younger children, the imitation stage will take longer, as the children need to establish the language patterns that will underpin their learning; this is so that they can see how to innovate on a text and write their own version independently. As they get older, more sophisticated ways of imitating text and a greater range of models can be used, and there will be a greater emphasis on ensuring that the innovation stage helps the pupils to move away from the initial model so that they become increasingly skilled as independent writers.

When the children are first taught a text type, they will co-construct the toolkit to help them understand the ingredients to consider. As they progress up the school, these toolkits should travel with them so that, year-on-year, they are refined as the pupils develop their skills. Over time, they should internalise these toolkits so they select appropriate features automatically and no longer need visual support to scaffold their writing.

Appendix: Pre-Cursive and Cursive Letter Formation

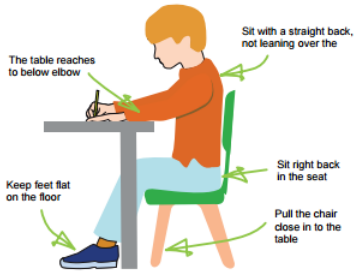




Correct posture and pencil grip for handwriting

Pupils should be taught to sit correctly at a table, holding a pencil comfortably and correctly.

SITTING POSITION

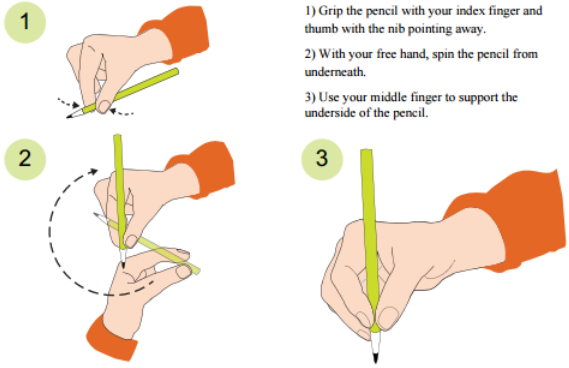




Paper position for right-handed children

THE TRIPOD PENCIL GRIP

Both right and left handed children should be encouraged to use the tripod grip which allows the pen/pencil to be held securely whilst allowing controlled movements of the pen/pencil nib.



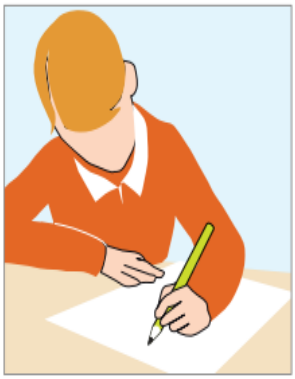
1) Grip the pencil with your index finger and thumb with the nib pointing away.

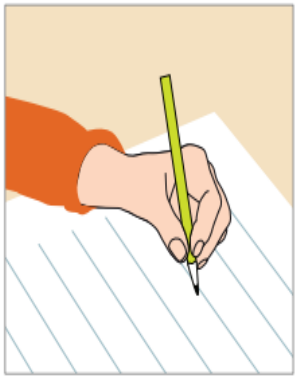
2) With your free hand, spin the pencil from underneath.

3) Use your middle finger to support the underside of the pencil.

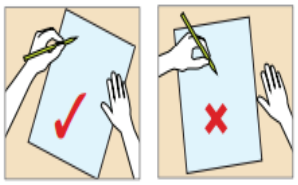
LEFT-HANDED CHILDREN

Left-handed children may find it difficult to follow right-handed teachers as they demonstrate letter formation (and vice versa). Teachers should demonstrate to left-handers on an individual or group basis.





- Left-handed pupils should sit to the left of a right-handed child so that they are not competing for space.
- Pupils should position the paper/book to their left side and slanted, as shown.
- Pencils should not be held too close to the point as this can interrupt pupils' line of vision.
- Extra practice with left-to-right exercises may be necessary before pupils write left-to-right automatically.



Paper position for left-handed children