



PORTREATH SCHOOL

English Policy

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This Policy needs reviewing Jan 2022

English sits at the heart of the primary curriculum and at Portreath Primary School, we value our children's right to be literate and to enjoy literature. All at Portreath Primary School recognise the central importance of English. Gaining and using skills in language not only affects the child's progress in school, but also has a profound influence upon the course of his or her whole life. We aim to develop pupils' abilities in Speaking & Listening, Reading & Writing. Pupils will be given opportunities to develop their use, knowledge and understanding of spoken and written English within a broad and balanced curriculum.

Objectives

Pupils at Portreath Primary School will leave Year 6:

- Being able to spell, punctuate, edit to a suitable standard
- Being able to compose pieces of text for a variety purposes and audiences
- Reading and writing with confidence, fluency and understanding, using a range of independent strategies to take responsibility for their own learning including self monitoring and correcting their own errors
- With a love of reading and a desire to read for enjoyment
- With an interest in words and their meanings; developing a growing vocabulary in relation to grammatical terminology
- Understanding a range of text types, media types and genres
- Able to write in a variety of styles and forms appropriate to the situation
- Using their developing creativity, imagination, inventiveness and critical awareness
- Having a suitable technical vocabulary to respectfully articulate their responses in a discussion

Co-ordination

The role of the English Leader:

- Take the lead in policy development and implementation
- Ensure progression and continuity in English throughout the school
- Monitor and evaluate standards of achievement in English and advise the SLT on action
- Monitor the English learning environment

- Support and monitor English teaching and learning by staff
- Termly review of progress against yearly targets in the SDP
- Observation of English lessons, learning walks, drop-ins and sampling of plans/books/learning
- Facilitating moderation across year and phase groups
- Support colleagues in their development of plans
- To organise personalised CPD for staff according to their needs
- Take responsibility for the purchase and organisation of up-to-date resources
- Keep up-to-date with developments in English education, attend courses and disseminate information to colleagues both informally and as INSET and to parents as appropriate

Resources

We are building our collection of class sets of books in KS2. We use a full spectrum of resources and this includes multi-media resources (such as Literacy Shed) when appropriate to provide stimuli for English lessons. We encourage authors, poets and other people in the community who may provide a valuable contribution to visit the school. We also use the environment as a stimulus. We also use every opportunity to use the skills taught in English across the other subjects in the curriculum. We use Read Write resources for phonics and spelling.

Time Allocation

An English lesson, with direct teaching, is taught on a daily basis for each class. This is in addition to spelling/phonics, SpaG and various reading sessions. In Key Stage One and Two, lessons are approximately one hour. In Early Years, children receive a daily discrete phonics session, daily story time and teacher initiated writing sessions each week. Further opportunities to develop their skills are provided through continuous provision.

Differentiation

All work is planned with individual attainment and interests in mind. We hold high expectations for all children and all are stretched to a suitable level. Marking ladders/success criterias are used within English, sometimes these are differentiated to account for needs in the class. Often work is differentiated by outcome and expectations.

Special Educational Needs

Children with an EHCP for learning are supported as instructed by their EHCP. Other children on the record of need have an individual provision map and an ILP that sets out targets and support, using the assess, plan, do review system. . It is for class teachers to decide how to best target their support in liaison with the SENDCO.

Monitoring and Assessment

There is continuous formative assessment in order to identify what children can and cannot do, what the next steps are, celebrate achievement, increase self-esteem and to motivate. The most powerful feedback is immediate. Staff adapt things in the moment and react to the

children's understanding and needs. Staff use formative assessments to inform their planning. Summative assessments also take place for reading and writing.

Teachers assess against the Crofty MAT Key Performance Indicators on Target Tracker for both reading and writing. This allows teachers to assess and reflect on each child's progress and also ensure coverage.

The school spends time moderating English work as a school and with other schools in Crofty MAT to maintain consistency and expectations between teachers.

National Curriculum 2014

The National Curriculum (2014) clearly states that teaching the English language is an essential role of a Primary School.

The English programme of study is based on four areas:

- Reading
- Writing
- Spelling, Grammar and Punctuation
- Spoken language

Reading

For a summary of how reading is taught in each class please see 'The Children's Reading Journey at Portreath School' document that can be found in appendix 1.

We aim to develop a strong community of readers amongst both the children and staff at Portreath Primary School

Pupils at Portreath Primary School will leave Year 6:

- Fluent readers
- Able to retrieve and gain information by reading
- Children who choose to read for pleasure and have a love for books
- Able to deduce and infer detail and develop opinions about reading material
- Able to make predictions and give clear explanations

We subscribe to the statement by OFSTED that: "All schools should develop policies to promote reading for enjoyment throughout the school".

We foster the love and enjoyment of books and we do this in several ways:

- By giving the children opportunities to enthuse about books
- Promoting a good book through presentation, drama or book talk
- Book displays within the classroom
- Book reviews and celebrations of a variety of authors
- Class Novels- that are interesting and engaging
- Ensuring a good range of quality texts are used for teaching
- Celebration of World Book Day
- Scholastic Book Fair

- Visiting writers, librarians, authors and theatre groups
- 20 Great Reads for each year group

We encourage the children to read for enjoyment and understanding. Also for them to make the links between reading and the craft of writing.

Approaches to Reading

Reading is taught through:

- Shared reading - a whole class approach, including having a class novel each half term
- Guided reading - where small groups/ whole class read sets of books or extract
- Independent reading - a structured opportunity to apply reading skills
- Personal reading:
 - a) In school, through a planned opportunity to share a text with an adult or reading partner or to read silently
 - b) At home, through practice with an adult or more fluent reader

We have a range of books from a variety of reading schemes and we use the book banding system to group the books into suitable levels. This goes from lilac to lime. The children then become 'free readers' and can access carousel or library books.

Early Reading-EYFS and Year 1

In the Early Years, the child's first reading experiences include words and sentences that he/she have dictated themselves. They listen to stories, read aloud and take part in shared reading experiences. In the early stages, pupils are taught to read using a phonic approach. They are introduced to phonics through the Read, Write Inc. Phonics programme. Sessions are taught daily, in year groups with a focus on understanding sounds and blending sounds to create words. The sounds are grouped into sets, starting with Set 1, moving to Set 2 and then Set 3. The children will also be given Read, Write Inc. decodable reading books, which coordinate with the sounds they have covered.

We also use a variety of other decoding strategies including contextual, grammatical, picture clues and word recognition to support this. As the child progresses, he/she will be able to make informed guesses and to correct themselves in the light of additional information by reading ahead or looking back at the text. The child will also be taught to read with fluency, accuracy and understanding. They are introduced to contextual understanding to confirm the sense of what they have read. They gain knowledge of book conventions, story structure and patterns of language to help them understand the context of a book. They are encouraged to respond imaginatively to the plot, characters, ideas, vocabulary and organisation of language in literature.

Reading-Year 2-6

As they become more fluent, pupils are taught higher order reading skills- focusing on VIPERS (Vocabulary, Inference, Prediction, Explain, Retrieve, Sequence or Summarise). Pupils are

taught how to apply these reading skills to support learning in other subjects. All children will be working on VIPERS during their reading sessions; whether it is reading as a class, in a small group, or one-to-one with an adult. Staff in each year group will use the Reading Progression document to plan and deliver reading sessions. Please refer to the Reading Progression Document to see the skills needed to be taught in each year group.

Details about how reading looks in each class can be found in 'The Children's Reading Journey at Portreath School' document.

Assessment of Reading

Ongoing assessment in reading is informed by teachers' observations, class discussion, listening to individual children read and formal tests.

Further assessment opportunities include:

- A pupil's reading is monitored on a half termly basis and progress recorded. When children become 'Free Readers' teachers ensure that children are selecting an appropriate genre and level of book.
- Any individual reading with an adult will be logged in the home- school reading book.
- End of Key Stage assessments for EYFS, Year 2 and Year 6.
- NGRT test at the start of each year then the NFER tests are administered in June.
- Ongoing assessment against the Crofty MAT Key Performance Indicators on Target Tracker allows teachers to assess each child's progress against the reading statements and also ensure coverage.
- Teachers always include a comment in the child's end of year report regarding their reading.

Genres

As well as providing an extensive range of fiction and non-fiction books, we also provide reading material in different forms such as magazines and poetry books.

Class Novel

Class teachers choose a 'class novel' to read aloud to the children each half term. This may tie in with topics studied in the class or link directly with work in the English lesson. Class readers vary from age appropriate fiction to non-fiction, and use this tool to enhance the children's comprehension, writing, listening skills and promote discussion. The rationale for chosen books is explained in the Reading Rationale Document.

Hearing children read at home

We rely on the excellent relationship we have with our parents to promote the hearing of reading at home. This is of benefit to the child, the parent and the teacher. Some parents also come into school and help with reading. Children read a minimum of four times at home each week with a record kept in their reading records.

Older children also keep their own record of their reading experiences and these must be signed by a parent. If a child does not read for the minimum of four times a week at home, they are given the opportunity to catch up within the school day.

Writing

At Portreath Primary School, we believe that teaching children to understand the power of writing is an important part of our job as teachers. We believe that if we equip the children with the correct writing tools, they will be able to use them effectively within a literate world. For more information about how writing is taught in each class please see 'The Children's Writing Journey at Portreath School' document, which can be found in appendix 2.

Children at Portreath Primary are provided with a stimulating writing environment in which we offer encouragement and good quality modelling of writing. We have clear expectations of writing and to communicate these targets to the children. We have high expectations of the finished writing product and to encourage the children to maintain the same standards at all times.

We believe that pupils should be given the opportunity to write for varied purposes and to understand the many purposes for writing i.e. chronological reports, poetry, narratives, recounts and instructions.

To ensure coverage, teachers plan using a medium term writing curriculum planner. This planner contains the Key Performance indicators from Target Tracker.

Approaches to Writing

- Talk for Writing- Good speaking and listening skills are crucial to the development of writing. Teachers plan for talking opportunities through drama, talk partners, talking the text and group discussion to enable children to verbally rehearse their ideas before writing.
- Use of real life experiences
- Modelled Writing- Here the teacher thinks aloud while writing and models strategies in front of the children, communicating the strategies being used. Teachers may model writing skills such as punctuating, rehearsing, proof reading, editing, word selection, sentence construction and paragraphing.
- Extended Writing- This occurs every two/three weeks and gives children the experience of writing for a longer period of time. Lessons prior to an extended piece usually focus on developing the skills needed to complete the writing.
- Explicit teaching of the secretarial aspects of writing- See handwriting and spelling sections below.
- Teaching of discrete SPaG- these skills are to be transferred and used in their day-to-day writing.

Early Writing-EYFS

In the early years, children will be given opportunities to develop their mark making skills. Fine motor skill activities will develop a gradual independence and confidence towards writing. They should start to identify the purpose for which they write and be encouraged to experiment with communicating in writing. In this way, they can learn to make choices and therefore begin to plan and review their writing.

Assessment of Writing

Ongoing assessment in writing is informed by teachers' observations, marking of writing and formal tests.

Assessment opportunities include:

- End of Key Stage assessments for EYFS, Year 2 and Year 6.
- At least every half term the children complete a piece of unaided writing that is kept in their writing folders.
- Ongoing assessment against the Crofty MAT Key Performance Indicators on Target Tracker allows teachers to assess each child's progress against the writing statements and ensure coverage.
- Teachers always include a comment in the child's end of year report regarding their writing.

Spelling, Punctuation and Grammar

Spelling

We want our pupils to become fluent and effective writers; and we believe accurate spelling is essential to achieving this. Competent spellers need to spend less time and energy in thinking about spelling to enable them to channel their time and energy into the skills of composition, sentence structure and precise word choice.

At Portreath we follow the Read Write Inc. Programmes (RWI). From Reception to Year 1 the children follow the RWI **Phonics** Programme and then from Year 2 - Year 6 the RWI **Spellings** Programme.

In Reception and Year 1, they have a daily phonic session, which is approximately 25 minutes. These sessions contain the four key elements: revise, teach, practise and apply. Read Write Phonics resources are used for this.

RWI Spelling (Y2- Y6) is a daily 25-minute interactive programme, which uses a variety of resources and activities to engage and to enthuse the children. It helps children to learn spellings with common patterns and uses rules in order to help them recall spellings as well as teaching exceptions to these rules. Individual workbooks allow children to practise their spellings daily.

Within children's writing, opportunities to teach and highlight spelling errors are also utilised. Please refer to marking policy for further detail.

Punctuation

Punctuation is gradually introduced from the early years, with the importance of full stops and capital letters taught first. By the end of Year 6, children are expected to use a range of punctuation as stated in the National Curriculum. Link: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf

Grammar

At all stages the importance of using Standard English when writing is stressed. Children will learn the structure of a sentence, including knowledge of nouns, verbs, adjectives, adverbs, pronouns and conjunctions. Link: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf

Handwriting

Children are taught to hold a pencil comfortably and correctly in order to develop a legible style that follows the conventions of written English. This includes:

- Writing from left to right and from the top to the bottom of the page
- Starting and finishing letters correctly
- Regularity of size and shape of letters
- Regularity of spacing of letters and words
- The children sitting correctly (the staff are aware of the needs of left-handed children)

In Reception and Year 1, children are given plenty of opportunities to develop their fine motor skills. Reception parents also receive handwriting packs so that the children can practise their letter formations.

They are taught to use ligatures from the beginning so that as soon as they are ready they are able to join their handwriting. When they are ready, from Year 3 onwards, they are introduced to handwriting pens. Once children have reached the required standard, they are awarded a Pen Licence, which includes a handwriting pen.

We use the Penpals interactive resource to teach handwriting from Year 1-Year 6.

Marking Policy for Writing

Feedback and next step marking is important in developing a child's writing. Class teachers are responsible for setting clear 'child speak' targets to pupils regularly. These can include:

- An action they need to complete to edit work or practice a skill
- A next step they need to take in future work
- A 'High Five Hands' target at the front of English books. Teachers inform and praise children when they reach their target, assessed across various pieces of writing

Please refer to marking policy for further detail.

Speaking and Listening

We aim to foster our pupils' confidence as speakers and sensitivity as listeners. They are encouraged to listen and respond to a variety and range of tasks.

We teach the skills of speaking and listening i.e. the use of eye contact, waiting for others to finish speaking, not interrupting and using supporting gestures. We realise that it is important to speak with the age and experience of the audience in mind. The children need to learn that language changes according to the situation, purpose, place and time. They need to know what makes speech effective, powerful, persuasive and important. Structure and sequence are also considered. We feel it is important to listen politely and responsively. Teachers positively reinforce these aims in every lesson.

The tasks used to foster these ideals may take the form of one or more of the following:

- Circle time
- Making contributions in class or group discussion
- Listening to, giving and valuing opinions
- Making a contribution in assembly
- Talking about interests or personal events
- Giving positive comments on other children's work
- Reporting back on work undertaken
- Working towards a presentation
- Interviewing
- Drama - role play
- Evaluating
- Reading aloud
- Paired reading
- Shared and guided reading
- Self assessing and peer evaluation of written work

It is hoped that by the time a child leaves this school, he or she will be competent in communicating, be able to support an argument or debate, tell stories with impact and enthusiasm and approach young adult life with confidence.

Equal Opportunities

Children will be given equal access to the curriculum irrespective of age, ability, culture or gender.

Appendix 1



The Children's Reading Journey at Portreath School

Aims-Portreath Primary School believes that reading is a vital life skill and is pivotal in enabling a child to access the full school curriculum. Our priority is to enable all children to become fluent readers who read with understanding. At Portreath, we aim to develop a love and appreciation of reading which will stay with children for life. Reading for pleasure is a key priority in our school. We hope to achieve this through careful planning and teaching and by using a good range of high-quality texts, having a reading area in every classroom and a school library.

Reading journey- We see learning to read as a journey. We feel there needs to be consistency across the school but also recognise that children at different stages of their education need different things. Reading will look different in everyone's classroom in order to meet the needs for the stage of development but there should also be a continuum so that each class builds on previous learning. The Crofty Reading progression document is used to plan reading to ensure there is a clear sequence of learning. VIPERS to used across the school as an approach.

Phonics- we focus first on decoding, use a phonic approach and use the Read Write Inc Program to provide the consistency. RWI is used across the school in YR and Y1 to deliver phonics and then in Y2-6 for spelling. Phonics is used as our primary strategy to read unknown words and we also use a variety of other strategies including contextual, grammatical, picture clues and word recognition to support this.

VIPERS-We use VIPERS across the school as framework to direct our comprehension work. Children are taught the skills of reading by using VIPERS. (Vocabulary, Inference, punctuation, Explain, Retrieve and Summary/Sequence). VIPERS is used in all classes during their reading sessions; whether it is reading as a class, in a small group, or one-to-one with an adult. They are also taught key skills such as skimming and scanning.

Talk-The importance of talk and discussion in relation to books is central to the way we teach reading. Adults reading to children is a key feature in all classes from Reception to Year 6.

Vocabulary- The acquisition of vocabulary is a key focus. This is to help children to become more effective readers and reading is used as a way to develop children's vocabulary. Words are celebrated. Vocabulary is discussed to ensure that children understand the text, key vocabulary is displayed and revisited. Children are then expected to use this vocabulary in their work. Tier 2 and 3 vocabulary is explored as well as rich powerful vocabulary.

Written Comprehension- We expect all children from Year 2 upwards to complete regular written comprehension. This is often linked to the class book, or non-fiction texts linked to the topic and uses VIPERS. One, two or three VIPER elements will be selected to a focus for the session and VIPERS are not worked through in sequence, more weight is given to particular areas in line with the Crofty progression document.

Whole Class Book-These are sometimes referred to as the class reader and are usually novels. The children each have a copy of the text. These are identified on the medium-term plan. The book may tie in with topics studied in the class or link directly with work in the English lessons. Class books will be age appropriate and look to challenge the children's reading experience. Class books will include fiction and non-fiction. The text will be used for some oral and written comprehension work. In reading sessions children read in a variety of ways: they may hear the teacher model fluent reading, they may have time to reread the same extract themselves, they may read together as a class, children may read to the class, take turns in pairs or reading individually and feedback. A range of texts from a range of genres are shared with the class in addition to the class book. Visual texts i.e. film clips are also used as a basis for comprehension as well as a stimulus for writing.

Reading at Home This is a key way for children to practise the skill of reading as well as reading for pleasure. Each child has a reading book that they read at home and when appropriate in school. We have a range of books from a variety of reading schemes and we use the book banding system

to group the books into suitable levels. The children then become 'free readers' and can access carousel and then when ready the shelved library books. Books in the pink, red, yellow, blue and green bands are primarily decodable to complement our phonic approach to early reading. Reading at home is recorded in a reading record and this is shared with staff each week.

20 Books-Every year group has created a list of 20 recommended reads that must be read within the academic year at home. The aim to expose children to a variety of genres and authors. The books are reviewed and feedback given to a member of staff.

Children with Additional Needs- For those children who do not complete the RWI programme by the end of Y1 they continue with phonics in Y2 and have intervention to support them to make accelerated progress. Once children are in Y3 they may continue to have phonic intervention if appropriate but other approaches are also explored such as using precision teaching to help them to read on sight because for a very small number of children phonics is not an effective approach. Children who are struggling with reading are heard 1 to 1 regularly within school. To support children who display dyslexic tendencies we provide support by using resources such as coloured overlays and books designed for people with dyslexia. We have a member of staff trained to carry out the dyslexia screening. We use the online intervention program Nessie and Reading Doctor to support those struggling with reading.

Assessment- A baseline test is taken at the start of every year from Y2 onwards and another reading test is completed at the end of the year. The children are assessed against the Crofty End of Year statements throughout the year on Target Tracker and end of term assessments of reading are formally recorded on Target Tracker. This is used to track pupils' progress and attainment. These are analysed and reported to the head by the English Subject Leader.

On the following page there is a table that summarises reading in each class.

Class and Year	What we are doing.	Why we are doing it.
Maple YR/Y1	<p>Maple follow the RWI programme and have a daily phonics session. The first half term is focused on learning Set 1 sounds. Then as the RWI programme suggests these sounds are then revised and the use of ditty books are introduced for guided reading. Set 2 sounds are then taught. To support this further the RWI 'Get Writing' books are used. By the end of Reception all set 1 and 2 sounds have been taught and set 3 have been introduced. Y1 children in this class join the Y1 children in Rowan Class for the daily phonics sessions and are targeted from one to one reading sessions.</p> <p>The children are read to every day. Staff use VIPERS to help direct the questions they use. They are exposed to a range of books and certain favourites are shared repeatedly. The 20 books for Reception are read as a class and then later in the year, children get to take these books home.</p> <p>Children take home a sheet each week linked to the sounds that have been covered that week. As soon as they are ready, decodable reading books are sent home. They also take a library book home to share with their parents.</p>	<p>In order for children to enjoy reading they have to be able to decode the words on the page. Therefore, a phonic approach is taken. RWI is used because it is an effective phonic programme.</p> <p>Children hearing stories is a key way to foster a love of books and language. Hearing the same story over and over again is an important part of this.</p> <p>Home are involved right from the beginning so they can consolidate the work in class and form good reading habits.</p>
Rowan Y1/2	<p>Y1 have daily phonic sessions using RWI and Y2 have a daily RWI spelling session. Guided reading takes place each day in groups and these groups contain children who are reading at a similar level. The books are closely matched to the children's needs. They are books that they would struggle to read alone. In Year 1 the focus is on applying their phonic knowledge with some comprehension work, this is mainly oral based and guided by VIPERS. As the children become more fluent, the focus is then more on the comprehension work. As soon as they are ready, they start to complete some written comprehension work and this is mainly linked to topic work. A class novel read to the class and VIPERS guides questioning. Nearer the end of the year written comprehension linked to the class novel is included in preparation for Key Stage 2.</p>	<p>Securing phonics continues to be the key focus until this is secure. Reading in smaller groups has proved to be effective in our school at helping children to become confident and fluent and ensures they receive the guidance and support targeted closely to their needs. It also means the books closely match needs and provide a good level of challenge. Written comprehension linked to topic work gives it a context. It means the topic work is completed through reading and vice versa.</p>
Sycamore Y2/3	<p>For the first half term there is a class novel with oral VIPER questions then for the rest of year the class novel forms the basis for written comprehension at least 3 times a week, the focus for the session is linked to the relevant VIPERS. The sessions are closely guided and</p>	<p>Lower key stage 2 children need a structured approach to help them learn the key reading comprehension skills. This means that the learning is sequenced and directed which leads to good progress.</p>

	<p>independence is built up during the year. Oral VIPERS work linked to the class book also continues. The '4-part session' is used to structure some sessions but there is a degree of flexibility. Sometimes written comprehensions might linked to particular skills that need practising or might be linked to the topic, particularly non-fiction texts rather than the class novel.</p>	<p>The class book gives a context to the written comprehension. This scaffolded approach prepares them for more independent reading with understanding.</p>
Oak Y4/5	<p>Oak follows a similar structure to Sycamore but the written comprehension linked to the class book starts from the beginning of the year. The children are still closely guided and become more independent during the year.</p>	<p>This continues to build on the previous year's work and gradually builds up the children's independence.</p>
Cherry Y5/6	<p>Cherry have a class reader that is read for ½ hour at least 3 times a week. In these sessions questioning and comprehension is usually oral and is based on a variety of VIPER style questions/ discussions. Where ever possible (and appropriate) this book will be linked to English and/or topic work.</p> <p>Once a week there is a written comprehension that is based upon the class novel. This often takes the form of a structured individual reading journal. At the start of the year this is based on the class novel and responses are guided by the teacher but as the year progresses the questions / tasks will relate to their own reading books and responses will be more independent. Questions are linked to VIPERS</p> <p>Once a week the class splits into y5 /y6.</p> <p>Y6 look at a variety of shorter texts in the Autumn term with the teacher guiding the children through how to use the text to evidence written comprehension. These are usually the specific VIPERS comprehension exercises from Literacy Shed. In the spring term the focus moves towards SATs style texts/ questions and involves children answering independently and then looking at responses as a class.</p> <p>Y5 children have a separate book to use in a guided group during this time. Oral VIPERS questions are incorporated throughout the session and the children have two identified written VIPERS questions to respond to as well.</p>	<p>During y5/6 it is important that children are exposed to, and guided through, reading longer texts that are more challenging than they would possibly be able to access meaningfully themselves.</p> <p>It is important that children are able to write in response to texts that they read. This will partly be actioned in block unit outcomes in English sessions but also through specific long and short written comprehension exercises in different forms.</p> <p>Some of the written comprehension will be in response to the class book but it is also important that children are given experience of responding to shorter SATs style texts and questioning in a variety of genres.</p> <p>This will start as guided classwork and progress to the children working totally independently.</p>

Our Reading Tree- First we develop the roots and we continue to help these roots grow. The roots are a love of story and language. We then have to grow the solid trunk which is about decoding words (phonics and sight recognition) and becoming fluent reader. To thicken the trunk we help the children to form the underlying comprehension skills linked to things such as background knowledge, language structure and verbal reasoning. We then branch out with developing comprehension skills through 6 main branches (VIPERS). From here come further branches which is about reading different genres. The leaves are all the books the children read and the blossom their own writing inspired by their reading.



Appendix 2 The Children's Writing Journey at Portreath School

Aims- At Portreath Primary School, we believe that teaching children to understand the power of writing is an important part of our job as teachers. We believe that if we equip the children with the correct writing tools, they will be able to use them effectively within a literate world.

Writing journey- We see learning to write as a journey. We feel there needs to be consistency across the school but also recognise that children at different stages of their education need different things. Writing will look different in everyone's classroom in order to meet needs but there should also be a continuum so that each class builds on previous learning. The Target Tracker writing statements are used to plan writing to ensure there is a clear sequence of learning. A medium-term plan has been created for each class that captures what is taught each half term in English, including the genres of writing. A range of genres is taught across the school and this is captured in a long-term plan.

Phonics- As we teach the children to read a phoneme, we also get them to write the phoneme. We use the Read Write Inc Program to provide the consistency. RWI is used across the school in YR and Y1 to deliver phonics and then in Y2-6 for spelling. Phonics is used as our primary strategy to spell unknown words in the early years and then as spelling rules, exceptions and non-decodable (red and orange words) are taught these are expected to be applied in the children's writing.

Talk-We emphasise the importance of talk and discussion because 'if children cannot talk it they cannot write it'. There are lots of opportunities for speaking weaved into English lessons and into the wider curriculum.

Vocabulary- The acquisition of vocabulary is a key focus. The aim is for the children to be exposed to a range of words in a variety of ways and for them to then use these in their writing. Words are celebrated. Vocabulary is discussed and key vocabulary is displayed and revisited. Tier 2 and 3 vocabulary is explored as well as rich powerful vocabulary.

Using Texts as a stimulus for Writing-The class reader (usually a novel) or picture books are often used a basis for some of the writing the children do. A range of texts from a range of genres are shared with the class in addition to the class book. Staff will often write their own model texts to inspire and prompt the children. Visual texts i.e. film clips are also used as a stimulus for writing.

Handwriting

Having neat and fluent handwriting is really important and the Penpals interactive resource is used in Y1 onwards. Letter formation is a key focus as the phonemes are taught in EYFS. In sessions incorrect formation is picked up on and corrected. There are discrete handwriting sessions. Children earn their pen licence once their writing is fluent and neat.

Children with Additional Needs- For those children who do not complete the RWI programme by the end of Y1 they will continue with phonics in Y2 and have intervention to support them to make accelerated progress. Once children are in Y3 they may continue to have phonic intervention if appropriate but other approaches are also explored such as using precision teaching to help them to spell because for a very small number of children phonics is not an effective approach. Children who are struggling with writing are given extra support and this may take the form of an intervention group. Support given for writing is identified on the SEND provision maps for children and if appropriate the child will have a specific target linked to writing. Some children receive additional support through a fine motor skills intervention or things such as Fun Fit style sessions to help their handwriting. We have resources such as pencil grips and slopping boards which are used as are necessary. To support children who display dyslexic tendencies we provide support by using resources such as coloured overlays and their English books may well have tinted paper.

Assessment- The children create an unaided piece of writing each half term which is kept in a special writing folder. These are often a good way to see progress at a glance and the children enjoy looking back to see how their writing has developed. The children are assessed against the Crofty End of Year statements throughout the year on Target Tracker and end of term assessments of writing are formally recorded on Target Tracker, which is used to track pupil progress and attainment. These are analysed and reported to the head by the English Subject Leader.

Below there is a table that summarises how writing is taught in each class:

Class and Year	What we are doing.	Why we are doing it.
Maple YR/Y1	<p>Maple follow the RWI programme and have a daily phonics session. Four times a week the 'Get Writing' booklets are used by the children. By the end of Reception All set 1 and 2 sounds have been covered and set 3 have been introduced.</p> <p>Y1 children in this class join the Y1 children in Rowan Class for the daily phonics sessions. Children are to regularly write as part of the topic/English sessions. The writing is often linked to a book or story or to the topic. Children are also encouraged to write during child-initiated time. Writing is modelled by the adults to the class and then to individuals as appropriate. The children learn at least two stories off by heart each year and the children then write these stories and innovate them. The focus is on writing words, then things such as lists and then writing in simple sentences with capital letters and full stops. Children have phonic writing sheets to do at home each week to build on the learning that week. The focus is on filling their heads with stories, get them excited about words and help them to see that they can communicate through writing too. Through lots of high quality talk we hope to produce children who are ready to write.</p>	<p>In order for children to write they need to have a system to spell words. RWI is used because it is an effective phonic programme. The Get Writing books mean that the children are applying their writing skills alongside their reading skills.</p> <p>Using stories and experiences for writing helps to scaffold and inspire writing.</p> <p>Home are involved right from the beginning so they can consolidate the work in class and share their learning with the parents. It also helps the parents by showing them the correct way to form letters to prevent bad habits forming.</p> <p>Having stories read to them is a key way to help them become better writers in the long term.</p>
Rowan Y1/2	<p>Y1 have daily phonic sessions using RWI and Y2 have a daily RWI spelling session. The writing links to the half term topic and includes non-fiction work and story writing. The writing is usually linked to a book or a story that has been learnt off by heart. The Talk for Writing approach is used as one approach. The children learn a text by heart and retell it then use it to innovate their own version. Literacy Shed units are used if they link well to a topic. Grammar work is linked into the writing whenever possible. The focus is on writing in sentences which are punctuated with capital letters and full stops and are becoming more complex with the use of adjectives and conjunctions. The children are encouraged to reread their work and check for mistakes. The focus is on helping children to see themselves as writers and being confident to get their ideas down on paper. As part of this the children use their yellow 'quick write' books.</p>	<p>RWI spelling programme is used as it is effective at helping children to become better at spelling with is a key skill for writing in order for others to be able to read what has been written. Talking the Text approach is powerful in helping children to expand their vocabulary, sentence structure and the ability to write at length. It also gives them story structures that they can later build on in KS2. We feel this is one strategy but should not be the only way, as children should experience a variety of stimuli and teaching writing should not become formulaic as this can lead to children switching off rather than being excited about writing.</p> <p>The topic work gives the writing a context and reason. It also gives them an opportunity to apply what they have learnt.</p>
Sycamore Y2/3	<p>Sycamore follow a similar structure to Rowan Class. In addition, if the class is reading a novel, some of the writing work will be linked to this. The Talk for Writing approach is focused more on innovation</p>	<p>This continues to build on the previous year's work and gradually builds up the children's independence. With the talking the text approach</p>

	<p>than retelling. The focus is on writing using a wider range of punctuation and a range of sentences. The children are now expected to edit their work more fully and create more polished pieces. The focus is on the children being able to see themselves as being able to control and craft what they write.</p>	<p>children now require less scaffolding hence more innovation than retelling. The use of the class reader is more prominent as children are now at a stage where they are able to work with a longer text. Children are now at the stage where they are able to stand back from their work so are able to develop better editing skills.</p>
Oak Y4/5	<p>The class have a daily RWI spelling session in their year groups. The writing links to the topic and includes non-fiction work and story writing. The writing is often linked to the class reader. Literacy Shed units are used if they link well to a topic. The lessons build up and lead to a final piece of writing. The grammar work is linked into the writing and is part of the success criteria for the end piece whenever possible. In addition, there are discrete grammar sessions but even these are linked to the text or topic whenever possible. The focus is on writing in a variety of well-crafted sentences. The children are now expected to carefully edit and redraft their work. The focus is on helping children to see that their writing can impact others.</p>	<p>This continues to build on the previous year's work. Texts are now longer and more complex so the talking the text approach is less appropriate. The children are also now at a stage where they need to become more independent. They are at a stage where they can build towards an end goal and apply what they have learnt more fully. Children should be becoming more able to reflect on their work so redrafting is more appropriate than before.</p>
Cherry Y5/6	<p>The class have a daily RWI spelling session in their year groups. The writing links to the topic and includes non-fiction work and story writing. The writing is often linked to the class reader. During the year all the key genres are revisited that have been covered in previous year groups. The lessons build up and lead to a final piece of writing. The grammar work is linked into the writing and is part of the success criteria for the end piece whenever possible. In addition, there are discrete grammar sessions but even these are linked to the text or topic whenever possible. The focus is on applying fully their grammar work. The children are expected to independently edit and redraft their work to create polished pieces. The focus is on helping children to see themselves as independent powerful writes who have their own voice.</p>	<p>Now is the time for children to draw on all they have learnt so far and develop their own voice. This is not to say models are not used but the focus is on helping children to be independent in their writing in order to prepare them for secondary school. If our children can leave our school see that they can make a difference with their writing-change how people think and feel then we have given them a gift for life that they can continue to foster.</p>

Our Writing Tree- First we develop the roots and we continue to help these grow. The roots are a love of and exposure to story and language. Strong roots come from being exposed to a range of rich experiences so that children have things to write about. We then have to grow the solid trunk which is about spelling, handwriting, sentence structure and grammar. We then branch out with 3 main branches: story, poetry and non-fiction. From here come further branches which is about writing different genres. The leaves are all the writing linked to the texts taught and the blossom their own invented writing.