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# **English Policy**

# **Aims**

At St Thomas the Martyr we value speaking, reading and writing as a life skill, understanding the importance and impact it has on a child’s education. Therefore, it is vital that our children understand how speaking, reading and writing can help them. As reading and writing feed into all academic subjects, children need to be given plentiful opportunities to develop their reading and writing ability and skills in order to access the wider curriculum. Speaking and listening skills are modelled to a high standard, as we want children to communicate their ideas and emotions to others effectively.

Reading offers children a platform to develop their mind, grow in independence, stretch language skills and improve writing. Furthermore we want to promote a love of reading; ensuring children have access to the books that they enjoy.

We want to promote creative writing, allowing children to channel their imagination and ideas into exciting narratives and non-fiction genres.

**Pupils are given the opportunity to:**

* Develop a growing vocabulary in spoken and written form to articulate their responses
* Access books that interest them and develop a love of reading
* Read with fluency and understanding, using a range of comprehension skills and strategies
* Write coherent sentences and paragraphs, gaining a stamina for writing and developing peer and self-check strategies to improve writing
* Understand a range of text types and genres – be able to write in a variety of styles applying the key features taught during the reading phase
* Role play and drama activities to develop the understanding of key characters and plots
* Convey the meaning of the genre clearly and accurately through written work and speech
* Retrieve and record key information from text and other materials
* Develop their imagination, inventiveness and creativity of writing in literacy and the broad curriculum

**Statutory Requirements**

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document (2014) and in the Communication and Language Literacy section of the Early Years Outcomes for the Foundation Stage (2013).

In the Foundation Stage (Nursery and Reception) children should be 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.

At Key Stage One (Years 1 and 2)

Children should learn to speak confidently and listen to what others have to say. They should begin to read and write independently and with enthusiasm. They should use language to explore their own experiences and imaginary worlds.

At Key Stage Two (Years 3-6)

Children should learn to change the way they speak and write to suit different situations, purposes and audiences. They should read a range of texts and respond to different layers of meaning in them. They should explore the use of language in literary and non-literary texts and learn how the structure of language works.

**Subject Organisation**

* The Early Learning Goals are followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum.
* The English Curriculum is delivered using the National Curriculum English programmes of study and objectives are taken from the KLIP’S document (Key Learning Indicators of Performance).
* Teachers use the Lancashire Teaching Sequence when planning their literacy lessons (see diagram below)
* Lessons are planned with differentiated independent or group activities to provide relevant focused learning for all children. Each class take part in grouped or whole class guided reading sessions. SPAG (Spelling, Punctuation and Grammar) sessions also take place on a daily basis.
* Coverage of genres and literature across year groups is outlined on our literacy map (see Appendix 1)

Phonics, (Letters and Sounds):

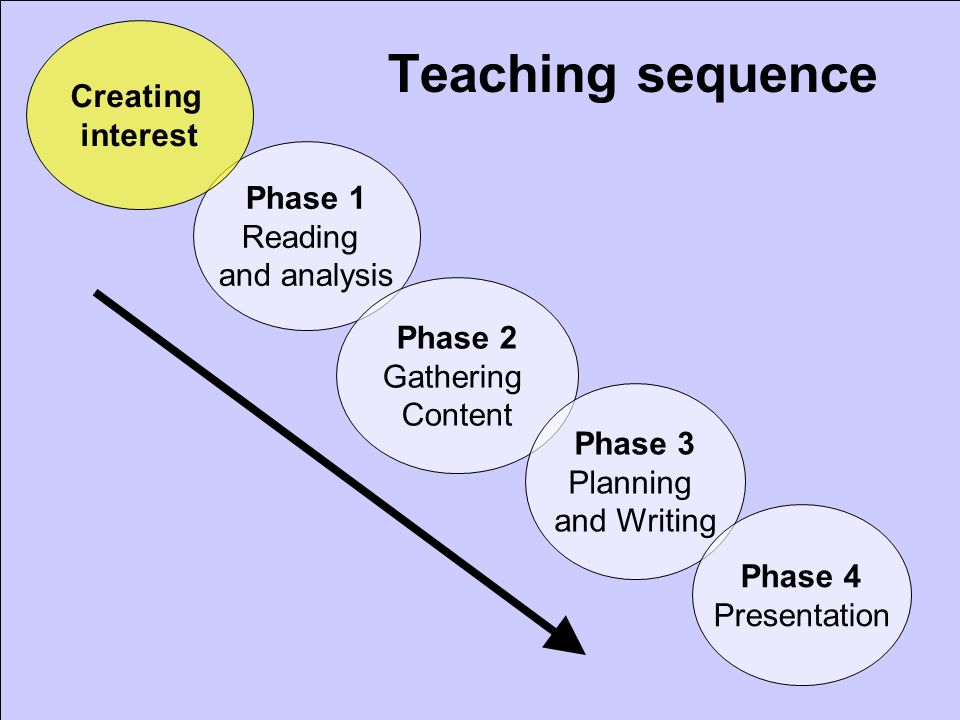
Systematic phonics is taught on a daily basis from nursery to year two. Children are grouped by phase and are assessed half termly in order to move through the ‘Letters and Sounds’ scheme and prepare children for the phonics screening in Year One. Phonics intervention takes part in class to target specific children who are struggling with a particular phase.

Some children in KS2 may remain in the phased phonics groups if necessary. However, KS2 phonics takes place daily to target children who failed to pass the phonics screening or need further intervention in this area.

Termly phonics progress meetings are held with a member of SLT and the literacy co-ordinator. Class teachers and TA’s provide information on the progress of all the children. Progress is recorded on a phonics tracker and a traffic light assessment takes place at the end of each term. This helps to indicate children who need extra intervention.

Planning:

Medium term planning – all MTP’s are outlined on the literacy genre map for the whole academic year (appendix 1).

Short term planning - carried out by individual teachers and is consistent throughout KS1 and KS2. This is uploaded weekly to the shared teacher drive. All teachers follow the Lancashire Teaching Sequence for Literacy (see diagram right).

Planning will ensure that there are frequent and regular opportunities for:

* Creating interest
* Reading response and analysis
* Writing/language skills – warm ups
* Gathering content – key features built up in toolbox
* Planning and writing opportunities both modelled and independent
* Guided reading activities
* Handwriting /presentation
* SPAG development
* Phonics

Speaking and Listening

Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life.

The children have regular and frequent opportunities to speak and listen to each other formally and informally participating in role play from an early age and to participate in games and drama activities e.g. class assemblies, school productions, which promote confidence and self-esteem.

They practise the conventions of speaking and listening during class and group discussion for example: turn taking, responding appropriately, showing good listening e.g. story time, direct teaching, offering feedback in plenaries.

In EYFS there are opportunities to develop their communication and language through

* Experiencing a rich language environment.
* Develop confidence and skills in expressing themselves.
* Speak and listen in a range of situations in both the indoor and outdoor environment.
* Well comm groups.

Furthermore, children will have daily opportunities to

* Link sounds and letters
* Read, listen to and explore fiction and non-fiction books.
* Mark make, form letters and add meaning to their marks.

**Reading**

Reading phase:

During literacy the reading phase takes place, which involves shared reading. Shared reading models the reading process and strategies used by readers. In EYFS and KS1 the teacher deliberately draws attention to the print and models early reading behaviours such as moving from left to right and word-by-word matching. When reading aloud the teacher can model intonation and expression, and focus on any teaching points that may arise. Shared Reading creates a risk-free environment, allowing children to focus on the enjoyment of the story.

During the reading phase children are immersed in a variety of books or text extracts matching a specific genre. This helps children to understand aspects such as grammar, punctuation, key vocabulary and language features.

Guided Reading:

During guided reading children participate in reading and discussing a specific text with a weekly focus taken from either the KLIP’s, LAP’s (KLIP’S broken down) or the Early Learning Goals. Reading Domain keychains are used to help generate specific questions linked to the reading objectives in each key stage. Guided reading takes place from Reception to Year 6 daily. The class teacher or TA takes the guided reading group. The rest of the class are given an independent, reading based activity to complete.

The guided reading scheme (see Appendix 5) is colour coded in the same way as the reading scheme so that there is continuity throughout the system.

Independent Reading:

Independent reading takes place regularly, each class has a set of daily readers who are behind in the scheme. Practice in school is carried out with the children reading individually to an adult (class teacher, teaching assistant, reader helper). Adult’s listening have a Reading Domain keychain to help generate questions about the text. All books read are tracked in a class reading record.

The children have home reading records, which show progression through the reading scheme and a place where comments can be made by teachers and parents. The children are encouraged to practise reading at home nightly.

The individual reading scheme (see appendix 4) is book banded and the children are allowed to choose any book from a numbered box within the book band. In each book band there is a selection of book genres. When the children have reached the end of the KS1 book banded colours they move onto a range of books categorised for KS2.

Wider Reading:

* Regular novels are chosen and read by the class teachers in each year group to promote reading for pleasure.
* Wider reading is also encouraged in the use of our KS1 and KS2 fiction and non –fiction libraries. The children have the opportunity to exchange books regularly and the stock of fiction books is supplemented by our subscription to the Lancashire School Library Service.
* Each classroom has a comfortable and inviting reading corner in order to promote reading for pleasure
* We take part in the FBA (Fantastic Book Awards). This gives pupils from years 5 and 6 the opportunity to experience new book titles from famous and up-and-coming authors
* We have a KS2 reading club (autumn and spring term) to enrich and encourage a love of reading
* To promote reading across a variety of subjects book loan boxes are ordered for teachers to use within the classrooms, and children can access the titles linked to the topic they are learning about

Phonics - See Above

Writing

Writing is a highly important skill that feeds into many academic subjects. It equips children to communicate ideas, develop understanding and stretch creativity. We aim to equip children with the skills to write narratives and non-fiction texts, which include key features to suit a specific genre, audience or purpose.

Teachers follow the Lancashire Teaching Sequence (diagram above) when planning for literacy. During the reading phase key features are identified and a toolbox is built up, on the working wall to act like a success criteria. This will assist the children during the planning and writing process. Key vocabulary is also gathered into a vocabulary jar for children to access.

Writing skills are fed in throughout literacy lessons and applied during the gathering content, planning and writing phase. Children will produce two main outcomes for each genre taught. This will include a modelled/scaffolded write and an independent write. Shorter writing outcomes can be applied during the reading and gathering content phases (see appendix 1 for literacy outcomes across year groups).

Emergent Writing (KS1/EYFS):

Emergent writing is an integral part of Early Years education where children are learning to use the written form in useful situations. A range of suitable writing materials and implements will be supplied so that activities can be instigated by the child. The activities that are encouraged around these emergent writing areas include recording of information, writing invitations, cards and letters, and creating them using shopping lists. The writing itself does not have to contain correctly formed letters; it is the understanding of the purpose that is important.

**Planning:**

After the reading and gathering content phase, it is important for children to be given sufficient time to plan their narratives or non-fiction texts. It is advised that teachers use a variety of planning strategies throughout different genres such as story-mountains, chunking a text, story mapping etc.

Modelling:

The teacher demonstrates how to write in a particular text style, giving a running commentary on the key features or vocabulary used. Children can also input with ideas. Features from the modelled text will be added to the working wall toolbox so children can refer back to this, when completing an independent write. Modelling can be done through strategies such as story mapping, chunking a text or as a guided write

Independent Writing:

After the children have had the opportunity to experience a modelled write, they will then complete an independent outcome. During the independent write it is important that children have access to resources such as word maps, dictionaries, thesaurus’, working wall etc. It is up to the children as individuals to make use of the resources available.

Cross-curricular Writing:

Cross-curricular writing offers opportunities for independent or extended writing. It gives children the chance to use skills they have gained from specific literacy teaching and apply them in other areas of the curriculum or for other purposes.

Handwriting:

Children are taught the school handwriting scheme, printing with descenders in reception/KS1 and cursive starting in Year 2. Children should use pencils with the introduction of fibre writers (handwriting pens) when the teacher assesses the child to be ready, usually in KS2. Specific handwriting sessions; which explicitly teach handwriting skills, are implemented weekly. In KS2 this may be an activity during guided reading time.

Spelling

We believe that spelling is an important skill which all children should be taught in order to develop to their greatest possible potential. We aim to increase competence and confidence in spelling by teaching spelling rules, patterns and word families using appropriate learning activities. Furthermore we encourage parents to work with children at home to improve spelling skills.

Children will receive phonics teaching up to phase 6 in KS1 before continuing with further spelling sessions – SPAG in KS2. Children who are assessed as underachieving at the end of KS1 will either continue through the phonics scheme or take part in KS2 phonics intervention (Fast Track Phonics and Y2 spelling objectives).

In KS1 children have access to tricky word and phoneme word maps to match the phonics phase they are in. This helps assist children when attempting spelling independently. Key phonemes and tricky words are displayed around the classroom in EYFS and KS1. In KS2 children have access to dictionaries and word maps are available for low ability children.

Within children’s writing incorrect spellings may be underlined by the teacher and then practiced by the child. There will be a focus on high frequency and common exception words.

**Computing Skills**

All pupils are given many opportunities to apply and develop their computing skills to support their learning in Literacy. They are taught how to use research skills, edit their work, communicate through a range of electronic media, and to redraft and evaluate their work. Visual Literacy is also used, including the use of film clips as speaking/writing stimuli (Literacy Shed).

**Assessment**

* Early Years Foundation Stage pupils are assessed through observations, focused activities and work scrutiny which is then recorded onto their Foundation stage profile either by written comments, use of iPad’s or given as photographic evidence.
* Children are formally assessed at the end of Years 2 to 6 (SATs) this helps to inform teacher assessment
* Collins assessment materials are used in Years 3-5 alongside teacher assessment
* EYFS profile, Y2 and Y6 Teacher assessment results are submitted to the LA along with any statutory assessment outcomes
* Writing targets are created via self, peer and teacher assessments using success criteria, marking ladders and toolbox (working wall)
* All teachers make individual assessments when and where appropriate, to ensure that progress is regularly recorded and monitored. These assessments are used to inform future planning and set targets
* KLIPS assessments are completed at the end of every term to monitor the progress of reading, writing and spelling
* Phonic screening takes place in Year 1 and these results are submitted to LA.
* Each term the children write an independent piece of work which is then assessed and placed in their individual assessment file for writing. This is then handed on to the next teacher at the end of the academic year in order to track progression
* Samples of children’s writing from each year group are regularly moderated. 3 pieces of work are taken – average, below average and above average. This is usually done as a whole school staff meeting or as a mock moderation with another local primary school

**Inclusion and Equal Opportunities**

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Gifted children are identified in termly progress meetings and planned for within the lessons with suitable learning challenges provided.

Intervention and IPP’S

Children who are identified as needing additional support in order to make progress receive daily intervention programmes in school, usually administered by a Teaching Assistant. The programmes used are outlined on the class provision map, which also monitor the progress of the individual children concerned.

IPP’s are drawn up and shared with the parents for those who need targeted intervention. Daily work on their targets is monitored and reviewed closely by teaching assistants and class teachers. Specific intervention strategies are used and outlined on their IPP’s and provision maps.

Furthermore, Speech and Language specialist teachers come into school to assess the needs of those pupils who have been referred and advise staff on the best programme to use with each child.

**Role of Subject Leader**

The Subject Leader should be responsible for improving the standards of teaching and learning in Literacy through:

* Monitoring and evaluating literacy
* Pupil progress
* Provision of Literacy (including intervention and support programmes)
* The quality of the Learning Environment;
* The deployment and provision of support staff
* Taking the lead in policy development
* Auditing and supporting colleagues in their CPD
* Purchasing and organising resources
* Keeping up to date with recent literacy developments

**Governing Body**

Regular reports are made to the governors on the progress of English provision and to our Literacy Governor Mrs Angela Lake. This policy will be reviewed every three years or in the light of changes to legal requirements.

**Parental Involvement**

Parents are regarded as important partners in the process of developing the children’s language skills. We therefore encourage parents to play a full part in their children’s education by:

* Involving parents in the school’s reading programme throughout their time in school.
* Updating the guidance for parents via meet the teacher mornings
* Welcoming offers of help from parents to assist in school by listening to readers, talking with children and helping with writing
* Children have a reading record book where comments about reading can be shared between home and school

**Appendixes**

1. Literacy Genre Map
2. The Three I’s Reading and Phonics
3. The Three I’s Writing and Spelling

**Appedix 1**

Literacy Map 2019/20

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Yr | Aut 1 | Aut 2 | Spr 1 | Spr 2 | Sum 1 | Sum 2 |
| Y1 | **Labels lists and captions**  **Stories with familiar settings**  Text: The Tiger Who Came to Tea Judith Kerr  The Scarecrow’s Wedding Julia Donaldson | **Stories by same author**  **Text:** Jill Murphy  **Instructions**  **Senses poetry**  Text: The Magic Box Kit Wright | **Stories with fantasy settings**  Text: Whatever Next Jill Murphy,  Room on the Broom Julia Donaldson,  Pirates Love Underpants By Claire Freedman and Ben Cort,  The Princess and the Wizard Julia Donaldson  **Poems by heart**  Text: The Owl and the Pussy Cat by Edward Lear | **Information texts**  What do bees do?    **Stories from other cultures**  Text:  Literacy Shed: The Catch  Clips: Disney’s Moana  Handa’s Surprise by Eileen Browne  Mamma Panya’s Pancakes - Twinkl | **Traditional tales**  Text: A range of traditional tales  **Recounts** | **Traditional**  **Rhymes**  Text: A range of nursery rhymes  **Letters** |
| **Y1 Outcomes** | Labelling diagrams  Captioning pictures  Character description (wanted poster)  Sequencing a familiar story  Chunking a story | Character profile  Diary entry  Alternate ending  Instructions cross curricular DT – toys  Instructions  Daily routines | Setting description  Create own species of alien to live on invented planet  Fantasy narrative  Learn poem using actions to support  Perform poem with intonation  Create a rhyming dictionary | Cross curricular (plants/flowers)  Label and caption pictures of bees/flowers  Simple information text with photographs  Sequence main events  Roleplay/drama  Write simple sentences using patterned language, words and phrases | Letter - character’s perspective  Alternate ending of traditional tale  Character description  Traditional tale narrative  Ordering sequence of events  Personal recount linked to trip/visitor | Perform using music and actions  Compare poems  Write own version of traditional rhyme.  Cross curricular link to history – Royal family.  Letters to Royal members |
| Y2 | **Traditional tales with a twist**  Jack and The Jelly Beanstalk  The Pea and The Princess  The True Story of The Three Little Pigs  Three Wolves and The Big Bad Pig  **Non-chronological report (ICT)**  History Links – significant figures | **Stories from familiar settings**  The Perfect Pet  Dogger  We’re Going on a Bear Hunt  **Explanations (Science)**  From Puppy to Dog  From Lamb to Sheep  **Poetry – space theme and structure (1 week)**  Night and Stars (Stanley Cook)  The Night Will Never Stay (Eleanor Farjeon) | **Recount – letter (History)**  Samuel Pepys diary (yellow box books)  **Animal adventure stories**  Paddington Focus | **Animal adventure stories (continued)**  Additional texts: A Day at the Animal Post Office  The Slightly Annoying Elephant  Wanted: The Perfect Pet  **Persuasive advert**  Range of leaflets, adverts and media to show persuasion | **Stories by the same author**  Julia Donaldson  **Classic poetry (1 week)**  Christina Rossetti  **Instructions**  Link to DT – pizza making  Range of recipe books and instruction leaflets. | **Recount (trip visit)**  **Significant Authors: Narrative and poetry weave in (poetry –structure)**  Roald Dahl |
| **Y2 Outcomes** | Character and setting description (supported)  Story planning  Alternative ending (supported) | Explanation flow charts (supported)  Explanation text (independent)  Character wanted posters (supported)  Story in own setting (independent)  Night time Christmas poem (independent) | Recount as a letter (independent)  Character and setting description  Hot seating  Story mapping  Retell story (supported) | Story mapping  Alternative character (independent)  Letter of persuasion | Compare stories  Character mix up (character from one book goes to another story)(independent)  Recite poem  Adapt poem  Instructions to make a pizza (independent) | Trip recount  Character descriptions and comparisons  Retell the main events  Write an ending to the story before reading  Roald Dahl poems |
| Y3 | **Myths/Legends**  Text: Theseus and the Minotaur, Perseus and the Gorgon.  **Recount – Diary**  Text: Diary of a Wimpy Kid  **Poetry – Shape and calligrams**  (Autumn theme) | **Fables**  Text: Aesop’s Fables  **Instructions**  (links to Stone age topic)  **Poetry on a theme**  (winter theme) | **Information text – non-chron report**  Text: Animal information books  **Classical narrative poetry**  Text: The Jabberwocky Lewis Carroll | **Adventure story**  Text: Leon and the Place in between Angela McCallister  Literacy Shed: Adventures are the Pits  **Biography**  (significant figures- David Attenborough/ Usain Bolt/ Roald Dahl) | **Letters**  Text: The day the Crayons Quit Drew Daywalt  Goldilocks and the Three Bears (letter of complaint)  **Traditional/folk tales**  Text: Brothers Grimm folk and fairy tales | **Novel as a theme**  Text: Treasure Island Robert Louis Stevenson  **Poetry weave**  **Newspaper Reports** |
| **Y3 Outcomes** | Character description (independent)  Narrative myth  Recount - diary entry  Diary of a Caveman (cross-curricular/independent)  Calligrams (independent)  Shape poem (independent) | Fable narrative  Fable narrative (independent)  Healthy caveman recipe  Revolting recipe (independent)  Acrostic poem  (independent) | Animal non- chronological report  Mini non-chronological report (independent)  Adaptation of poem  Narrative (change poem into a story/independent) | Adventure narrative  Setting description – post card  Alternate ending (independent)  Significant figure biography  Mini biography of friend (independent) | Letter based on book  Letter of complaint (independent)  Cross-curricular letter R.E (independent)  Traditional tale narrative  Retell Brother’s Grimm tale (independent) | Character description (independent)  Setting description  Retell chapter (independent)  narrative poem (independent)  newspaper report linked to novel  cross-curricular newspaper report (independent) |
| Y4 | **Stories which raise issues and dilemmas**  Text: Charlie’s Choice  Cheat  **Persuasive**  **Writing**  Your Country Needs you  **Poetry – Creating images** | **Film Narrative**  Sainsbury Advert: The Christmas Truce  **Newspapers and recounts**  **Poetry – exploring form** | **Stories set in imaginary lands**  Text: The secret of Platform 13 Eva Ibbotson  **Information texts** | **Stories from other cultures**  Text: The Boy at the Back of the Class FBA Book  **Explanation**  **texts**  **Classic poem to learn my heart**  Text: The Highwayman | **Historical stories**  Text: The Highway Man  **Biography/autobiography** | **Play scripts**  Literacy Shed  **Writing own talks to deliver to an audience** |
| **Y4 Outcomes** | Retold story (opener scaffolded ending independent)  Drama/role play  Poster/advertisement WW1 recruitment (independent)  Sensory poem (independent) | Film narration script  Newspaper report end of war (independent)  Written poem/performance poetry (independent) | Setting description (independent)  Alternate chapter – setting  Information leaflet (local area)  Habitat report (cross-curricular and independent) | Character description (independent)  Letter to embassy  Instructive text – linked to habitats  Haiku poem  Shape poem (independent) | Convert to story  Egyptian based story (independent)  Biography of Howard Carter | Convert video clip to play script  Alternate ending play script (independent)  Talk for parents project (Egypt) |
| Y5 | **Recounts –** Romulus and Remus  **Instructions**  **Poetry – Figurative language – range of poems** | **Non-Chron reports**  Texts – Quakes, Floods and Other Disasters  **Film Narrative** Texts – The Piano | **Myths and Legends**  Texts –  Hero Twins  The Shawl  **Poems –Structure** | **Stories from other cultures**  **Gregory Cool**  **Magazine Article**  Selection of articles  **Novel as a Theme**  Running Wild by Michael Morpurgo | **Mystery/science fiction**  Peacemaker and other stories  Eerie Encounters  **Classical narrative poetry**  Owl and the Pussy Cat  Pied Piper of Hamelin **(Character Portraits selected by Brian Moses)** | **Play scripts/ Shakespeare**  Three Tales from Shakespeare - Romeo and Juliet  Mr William Shakespeare’s Plays  **Persuasion**  The Great Kapok Tree |
| **Y5 Outcomes** | Recounts  -3rd person recount  1st person recount    Instructions  -Instructions based on a ‘How to’ model  Poetry – figurative language  -Metaphor poem  -Personification poem | Non-Chronological Reports  -Non-chronological reports on volcanoes, Campania, Naples, Theory of Gravity  Film Narrative-Short descriptions of film stills  1st person diary writing  Conversations between characters  Own narrative for a film without words | Myths and Legends  Setting descriptions  Character descriptions  Write a story based on a model  Poems - Structure  Cinquan, quatrain, couplet, renga, rap, question and answer poem | Stories from other cultures  Character descriptions  Setting description  Retelling the story from another character’s point of view  Magazine Article  Design a front cover targeted at a specific audience  Rewrite a magazine article from an alternative perspective  Novel as a Theme  Information writing  Poem about an endangered species  Persuasive writing about palm oil  Author biography | Mystery/Science Fiction  Setting description  Character description  Science fiction futuristic narrative based on a story mountain framework  Classical Narrative Poetry  Character description  Setting description  Write a narrative version of the poem | Play scripts/ Shakespeare  Non chronological report about Shakespeare  Character description  Changing narrative into a play script  Persuasion  Persuasive letter  Write a persuasive presentation about the rainforest |
| Y6 | **Classic Fiction**  Text: The Pig Heart Boy  **Jounalistic/newspaper report** | **Detective Fiction**    Text: The Great Mouse Detective  **Recount – biographies/autobiographies**  **Poetry -exploring form**  Text: Coming Home Murpurgo | **Explanations**  Text: Flanimals Ricky Gervais  **Classical Narrative Poetry**  Text: The Raven Edger Alan Poe  Literacy Shed: The Raven  The Simpsons Video Klip | **Science Fiction**  Text:  Aliens for Breakfast  **Persuasion** | **Novel as theme**  Text:  Wonder by R. J. Palacio  **Discussion/argument** | **Playscripts/Shakespeare**  Text: Macbeth  **Information – hybrid text**  **Poems – free verse** |
| **Y6 Outcomes** | Character descriptions and analysis  Build-up of a text with cohesive devices  Newspaper article based around the text  Argument based around the text linked to science unit on the heart | Character and setting descriptions  Plan and write own detective novel using Cluedo as a hook.  Biography of different scientists linked to previously taught science units and Major prophets from the Bible within RE | Explanation texts based around own Flanimal and pieces of technology for older generations.  Poetry linked to Seasons and own narrative poem based around lives thus far. | Character and setting descriptions  Plan and write own science fiction story using text as a hook.  Letters to Monarchs/royalty/MP’s persuading them to act or linked to History topic of changing power of Monarchs. | Build up and character development pieces over time.  Newspaper and Argument pieces based around the text.  Poems linked to PSHE links within the book. | Writing own play scripts based around a point in history children have covered in KS2 and performed.  Hybrid text linking Iguana Boy focus with information about superheros. |

**Appendix 2 – Reading (three I’s)**

**Reading and Phonics Intent:**

At St Thomas the Martyr we value reading as a life skill, understanding the importance and impact it has on a child’s education. Therefore, it is vital that our children understand how reading can help them. As reading feeds into all academic subjects, children need to be given plentiful opportunities to develop their reading ability and skills in order to access the wider curriculum. Reading offers children a platform to develop their mind, grow in independence, stretch language skills and improve writing. Furthermore we want to promote a love of reading; ensuring children have access to the books that they enjoy.

**Implementation:**

To make certain our intent is driven into our reading curriculum we implement the following:

* CPD courses and training are provided for both teachers and TA’s to develop new strategies and techniques in order to enhance reading and implement new ideas
* Systematic phonics is taught on a daily basis from nursery to year two. Children are grouped by phase and are assessed half termly in order to move through the ‘Letters and Sounds’ scheme and prepare children for the phonics screening
* KS2 phonics takes place daily to target children who failed to pass the phonics screening or need further intervention in this area
* Phonics intervention takes part in class to target specific children who are struggling with a particular phase
* Guided reading takes place from Reception to Year 6 with a weekly focus taken either from KLIP’s or the Early Learning Goals. Children are grouped by ability
* Teachers have access to the Collins reading comprehension resources in order to enhance key comprehension skills such as retrieval, inference and deduction
* As a school we are signed up to Oxford Owl online services. This provides a variety of resources to use within the classroom or during intervention time, as a tool to improve reading skills and fluency
* Independent reading is promoted across the school and children have access to a wide range of books to suit their ability
* To develop comprehension skills and fluency volunteers read with children on a weekly basis
* Reading books are sent home on a daily basis with a reading record provided for parents to make comments about their children’s reading
* Each class has a group of daily readers, who are behind on the reading scheme or struggle with fluency and comprehension
* Group interventions are implemented to help children struggling with comprehension skills
* Each classroom has a comfortable and inviting reading corner in order to promote reading for pleasure
* Each key stage has a rich and diverse library with a suitable range of books. A large proportion of them have been selected by the children themselves (chosen from the book bus)
* We take part in the FBA (Fantastic Book Awards). This gives pupils from years 5 and 6 the opportunity to experience brand new book titles from famous and up-and-coming authors
* We have a KS2 reading club (autumn and spring term) to enrich and encourage a love of reading. The children had regular meetings and updates about the FBA titles and take part in special FBA competitions along the way
* As a school we take part in the ‘We Are Reading’ scheme. This is a way of sharing good reading practice between schools in Lancashire
* To promote reading across a variety of subjects book loan boxes are ordered for teachers to use within the classrooms, and children can access the titles linked to the topic they are learning about
* The KS2 library also has topic boxes available
* Our reading scheme is updated regularly with new titles to interest and excite the children
* We use a selection of handpicked literature within our literacy topics to expose children to a variety of genres and authors. Our plans embed the importance of high quality literature and unpick key features from different genres. This includes a variety of reading activities throughout
* Class novels or selected books are chosen by the teachers in each year group for children to enjoy and learn from
* On a yearly basis we take part in the scholastic book fair organising a fancy dress parade to promote reading for pleasure. In return this provides each year group with a selection of new titles for their classroom reading corners
* We also take part in Roald Dahl Day and World Book Day to support reading for pleasure. We have ‘The Big Book Swap’ and invite parents in to read with their children
* Reading workshops from the library service have been implemented across year groups to promote reading from nursery to year 6

**Impact**

Through the teaching of systematic phonics this allows the majority of our children to become fluent readers by the end of KS1. This enables children to strengthen comprehension skills as they move up into KS2. Attainment of reading is measured through statutory assessment at the end of KS1 and KS2, with the attainment of phonics being measured by the phonics screening test in Year 1. Each year group assesses using the Collins Comprehension Tests at the end of each term and AFL strategies. The Lancashire Tracker is updated on a termly basis. Although this is a highly important part of the reading curriculum this is equally matched with our promotion of reading for pleasure. Due to the steps we put in place from the early stages of school life our children display an enjoyment of reading and listening to stories. They are continually encouraged to develop their own love of genres and authors and to review books objectively. As we emphasise this collectively, it enhances a deep love of literature across our school.

**Appendix 3 – Writing (three I’s)**

**Writing and Spelling Intent:**

At St Thomas the Martyr we value writing as a life skill, understanding the importance and impact it has on a child’s education. Therefore, it is vital that our children understand how writing can help them. As writing feeds into many academic subjects, children need to be given plentiful opportunities to develop their writing ability and skills in order to access the wider curriculum. It enables children to communicate ideas, develop understanding and stretch creativity. We aim to equip children with the skills to write narratives and non-fiction texts, which include key features to suit a specific genre, audience or purpose. We want to promote creative writing, allowing children to channel their imagination and ideas into exciting narratives and non-fiction genres.

We aim to increase competence and confidence in spelling by teaching spelling rules, patterns and word families using appropriate learning activities. Furthermore we encourage parents to work with children at home to improve spelling skills.

**Implementation**

To make certain our intent is driven into our reading curriculum we implement the following:

* CPD courses and training are provided for both teachers and TA’s to develop new strategies and techniques in order to enhance writing and implement new ideas
* Coverage of genres and literature is monitored to across year groups to ensure knowledge is embedded and high quality texts are utilised (outlined on literacy map)
* SPAG lessons and KS2 phonics take place daily to ensure spelling patterns and rules are consolidated
* Creating interest – each literacy genre begins with a lesson that engages the children through books, visual resources, role/drama, art etc. this helps to motivate reluctant writers
* Full immersion of WAGOLL texts during the reading phase helps children to identify features and apply them through shorter writing outcomes
* High quality modelling provides structured guidance, which enables the children to apply skills and build up a text using key features and vocabulary
* A toolbox is built up, on the working wall to act like a success criteria. This will assist the children during the planning and writing process
* Vocabulary jars are consistent across the year groups. Children add unfamiliar, interesting or exciting vocabulary to the jars and teachers use them to revisit and apply vocabulary within writing
* Children are equipped with literacy stations or toolkits on the tables. This includes a variety of resources for the children to access in order to achieve high quality writing and spellings
* A variety of planning strategies are adopted for different genres such as story-mountains, chunking a text, story mapping etc. this helps children to gather together key ideas and content
* As a school we are signed up to Oxford Owl online services. This provides a variety of resources to use within the classroom or during intervention time, as a tool to improve spellings
* Cross-curricular writing offers opportunities for independent or extended writing. It gives children the chance to use skills they have gained from specific literacy teaching and apply them in other areas of the curriculum
* All year groups have ‘dictionary detective’ and ‘thesaurus thinker’ lanyards which provide children with a role during the input
* The Sue Dean Writing Award celebrates gifted and talented children in this area. It engages and motivates year 5 and 6 pupils to aim high and produce high quality narratives
* In KS1 children have access to tricky word and phoneme word maps to match the phonics phase they are in. This helps assist children when attempting spelling independently.

**Impact**

The impact on our children is clear: progress, sustained learning and consolidation of skills. Children have a well-established writing journey from KS1 into UKS2, due to their progress files containing independent writes (starting from year 1 onwards). Regular writing moderations and book scrutinies help to distinguish the standard of writing across the year groups and progression is clearly evident. Due to the consistent approach of teaching in literacy, children are becoming more confident writers. Once in upper Key Stage 2, most genres of writing are familiar and the teaching can focus on creativity and extended writing. Cross curricular writing standards have also improved and skills taught in English lessons are transferred into other subjects. We hope that as the children move forward their creativity and passion for writing continues to grow and develop as they do.