

Low Road and Windmill
Music Federation

English Policy

Rob Evans
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Introduction

At Low Road Federation and Windmill Music Federation, we believe that literacy and communication are key life skills. We want children to enjoy and appreciate literature and its rich variety. Through the English curriculum, we will help children to develop the skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language. By the time children leave in Year 6, they will be fully equipped with the necessary skills to become lifelong learners.

Aims

The National Curriculum (2014) clearly states that teaching the English language is an essential, if not the most essential role of a primary school. Low Road and Windmill Music Federation's core values aim for *excellence through effort and aspiration* in all areas of school life. The school's aim is that each child should achieve the highest level of performance of which he or she is capable in every aspect of English within an integrated programme of Speaking & Listening, Reading and Writing. Pupils will be given opportunities to develop their use, knowledge and understanding of spoken and written English within a broad and balanced curriculum, with opportunities to consolidate and reinforce taught literacy skills.

Subject Organisation

Low Road and Windmill Music Federation has a cross curricular approach to English where children are given opportunities to write for a real purpose. In addition, discrete spelling, phonic, grammar and handwriting sessions are delivered.

English is subdivided into the three areas of:

Speaking and listening – this includes group discussion, turn-taking, presenting and a variety of activities within role play and drama.

Reading- this includes individual, paired, shared, guided, whole class and performing. Additionally, comprehension and interpretation.

Writing - this includes spelling, grammar, punctuation, comprehension, handwriting and both shared and independent writing within the categories of Inform, Persuade and Entertain.

Approaches to Speaking and Listening

As a school we recognise the importance of spoken language in pupils' development across the whole curriculum and believe that children should be given every opportunity to express themselves verbally. Children should be encouraged to talk in a variety of situations and to varied audiences. This is a taught skill and teachers need to put aside time to ensure that children acquire and practise the necessary verbal skills. Teachers should model appropriate syntax for children to use and always expect children to speak/answer in complete sentences.

Opportunities to develop these skills include: plays, talk partners, drama club, class assemblies, circle time, collaborative work, 'Show and Tell'.

Approaches to Reading

Phonics

The context of our school

The Music Federation is made up for 2 schools and a Day-care: Windmill Primary, Low Road Primary and Windmill day-care. Typically, each school has higher than national average for pupils classed as disadvantaged and has a higher than average for mobility. For exact figures, please visit the website. The schools celebrate the wide variety of languages spoken. It is essential that our approach to teaching phonics and reading is accessible to all learners, regardless of background.

Intent

Phonics (reading and spelling)

At Low Road and Windmill Music Federation, we believe that all our children can become fluent readers and writers. We begin teaching phonics in Nursery where our children engage in Phase One Letters and Sounds which concentrates on developing children's speaking and listening skills. The emphasis on Phase One is to help children become attuned to the sounds around them and to develop their oral blending and segmenting skills. The teaching and learning opportunities of this phase develop the children's knowledge of the seven aspects of sound; environmental, instrumental, body sounds, rhythm and rhyme, alliteration, voice sounds and oral blending and segmenting. Learning opportunities are delivered in practical, multi-sensory and energetic ways to motivate and enthuse the children.

In Reception our children then follow the *Little Wandle Letters and Sounds Revised progression*, which ensures they build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school. This is a systematic and synthetic phonics programme that teaches children the elements of Phase Two to Phase Five whereby they learn letter recognition, segmenting and blending skills and alternative spelling patterns. As they progress to Year 1, they continue with their Little Wandle journey into phase 5, before taking the Phonics Screening Check. We continue to model the application of the alphabetic code through phonics in reading and writing, both inside and outside of the phonics lesson and across the curriculum. The texts that are set throughout Reception and Year 1

are closely matched to their developing phonics knowledge, where children are expected to be able to decode these with 80% accuracy.

Comprehension

At Low Rod and Windmill Music Federation, 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.

Implementation

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 3 of the Autumn term.
- We follow the *Little Wandle Letters and Sounds Revised* expectations of progress:
 - 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 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, they will take part in rapid catch up sessions.

Teaching reading: Reading practice sessions three times a week

- We teach children to read through reading practice sessions 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.
- All children who fall into the category of the lowest 20% in reading also access 1:1 reads twice a week in addition to their guided reading sessions.
- 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 we continue to teach reading in this way for any children who still need to practise reading with decodable books. Where necessary, this will continue into Year 3.

Home reading

- The decodable reading practice book is sent home in the format of an electronic book via Google Classroom (Windmill have sent out hard copies as they found children weren't accessing the online texts) to ensure success is shared with the family.
 - Reading for pleasure books also go home for parents to share and read to children.

- Phonics Homework Challenges are uploaded on the school online platforms weekly to inform parents of their child's learning in phonics, with tasks for the children to complete in order to aid in the development of their phonological knowledge and skills.
- We use the *Little Wandle Letters and Sounds Revised* parents' 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.

Additional reading support for vulnerable children

- Children in Reception and Year 1 who are receiving additional phonics Keep-up sessions read their reading practice book to an adult daily.

Ensuring consistency and pace of progress

- Every teacher in our school has been trained to teach reading, so we have the same expectations of progress. We all use the same language, routines and resources to teach children to read so that we lower children's cognitive load.
- Weekly content grids map each element of new learning to each day, week and term for the duration of the programme.
- Lesson templates, Prompt cards and 'How to' videos ensure teachers all have a consistent approach and structure for each lesson.
- The Reading Leader and SLT use the Audit and Prompt cards to regularly monitor and observe teaching; they use the summative data to identify children who need additional support and gaps in learning.

Ensuring 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)

We value reading for pleasure highly and work hard as a school to grow our Reading for Pleasure pedagogy.

- 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 Windmill and Low Road Music Federation 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 and KS1, children have access to the reading corner every day, 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, which is acknowledged on a regular basis.
- 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.
- The school library is made available for classes to use at protected times, and a timetable is sent out half-termly.
- In KS1, we invite parents to visit our library for 'Stay and Read' sessions with their children, to share books and their love of reading.
- We also promote 'Stay and Read' sessions weekly in EYFS where nine families per cohort in Windmill and ten in Low Road per week receive an invitation to come into school and read with their child in the school library. Parents can read stories in the library or bring a much-loved book from home to share with their child and others during this time.
- Our EYFS teams have a 'Little Lending Library' in their outdoor provision where both children and parents are encouraged to both borrow books to read, and also donate books that they no longer read to create a reading community within our school.
- Each week in EYFS and KS1 a bedtime story is uploaded onto our online platforms for pupils to listen to a teacher read a story.

Impact

Assessment

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
- **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.
 - Half-termly observations by KS1 reading leads.
- The **Little Wandle Letters and Sounds Revised placement assessment** is used:
 - with any child new to the school to quickly identify any gaps in their phonic knowledge and plan provide appropriate extra teaching.

Statutory assessment

- Children in Reception participate in the Reception Baseline Assessment which features questions in the Communication, Language and Literacy task based on hearing and identifying initial sounds of words; segmenting and blending words; listening to a story, sequencing a story and making predictions based on the knowledge of a story.

- 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
 - the *Little Wandle Letters and Sounds* placement assessment
 - Rapid catch-up programme of study

Phonics in SEND

Children (with SEND) have to navigate the same written language, unlock the same alphabetic code, learn the same skills, and learn and remember the same body of knowledge as their peers. It is a critical skill in helping them prepare for adulthood.' (The reading framework: Teaching the foundations of literacy, DfE 2021).

At Low Road and Windmill Music Federation, we support any child with SEND that require adaptations and slower pace, due to cognitive function or other disabilities, through the Little Wandle SEND programme. If they do not have a specific additional needs or disabilities that require adjustments or adaptations, then the main programme Keep-up or Rapid catch-up will most likely meet their needs. Some children with SEND will require very few or very small adaptations to the main Little Wandle programme (to meet their sensory needs, for example). Other children will need fundamental changes to the pace and progression of the programme to meet their more complex needs.

All pupils who require phonics teaching will receive a daily phonics lesson using the Little Wandle phonics scheme or the Little Wandle SEND scheme.

Daily reading

Pupils who are identified as requiring reading intervention, will have 1:1 daily reading sessions with an adult. Within these sessions, both word reading and comprehension skills will be practiced. All pupils access a daily Guided Reading session as well as some reading time within the school day. For children accessing intervention rooms such as 'Stepping Stones', guided reading is based around the sharing of a whole class book or poem.

Home reading

Pupils with SEND take home reading material that is reflective of what they are learning at school. The Little Wandle Scheme has corresponding reading books that are used, sometimes along side a choose book that the child has chosen themselves.

Over the academic year, through assessment and ongoing monitoring, pupils who are identified as requiring additional reading support may access one of several types of intervention. This could be 1:1 reading sessions from once weekly up to daily sessions or additional reading sessions with our school volunteers or intervention staff.

SENIT phonics and phonological awareness assessments are used when a Class Teacher has identified a potential specific learning difficulty around phonics which is impacting a child's progress. A dyslexia screening can be carried out for specific individuals who, following SENIT assessments and book scrutiny, display some characteristics which could indicate dyslexia. This is not a diagnostic screening but a tool to indicate the likelihood of dyslexia and to provide parents and school with a report on which to base further intervention.

Assessment

Assessment of progress Children following Pathway 1, the main programme, are assessed using the summative assessments for that programme. Their data is uploaded onto the members' pupil analysis website (<https://analysis.littlewandlelettersandsounds.org.uk>). Children following Pathway 2 or Pathway 3, and who have just started the programme, should be assessed using the SEND summative assessments after five weeks of teaching. The small-step assessment spreadsheet can measure progress in oral blending, phonemic awareness, GPC knowledge, blending words to read and word reading.

Connecting Steps finely graded assessment tool is used to track small steps within Pre-Key Stage standards 1-6.

Whole Class Reading

Key Stage 2 pupils will take part in Whole Class Reading. Each session will be 45 minutes long. This follows the same five-day pattern each week as shown in the table below.

	Monday	Tuesday	Wednesday	Thursday	Friday
Reading Focus	Recapping Explanation of authorial intent A PSHCE focus question at end	Inference and Retrieval	Inference and Retrieval	Inference and Retrieval	Prediction and Summary
Text Focus	Class Novel	Linked Texts	Linked Texts	Linked Texts	Class Novel
Notes	No new reading of text - focus on what has been read.	Pupils can read as well as teacher	Pupils can read as well as teacher	Pupils can read as well as teacher	No new reading of the text - focus on what has been read.

Monday

This will be based upon the class novel. The session will begin with a quick quiz to make sure all the children are 'on the same page.' This quiz is designed so children can get full marks each time. Questions will focus on re-capping events read so far and drawing out themes. Authorial intent questions will be included. The session will culminate in a PSHCE-style question linked to the class novel. No new reading of the text will be included in the questions that are delivered.

Tuesday – Thursday

These three sessions will include linked texts. The links could be drawn from a variety of sources: a foundation subject; current affairs in the media; a child's or adult's particular passion and others. These sessions will predominately cover retrieval and inference. However, staff are encouraged to cover other reading strands if they feel that more work is needed. The text will be read aloud by pupils, with staff making suggestions when needed. The texts will cover a range of genres including fiction, non-fiction, poetry, songs and others. They will offer a rich variety of texts and authors, so children are exposed to a great breadth of text types.

Friday

Like Monday, this session will be based upon the class novel. Again, a quick quiz will be taken by pupils. This session will focus on prediction, summarising and sequencing.

Class Novel

Each class will have an age-appropriate, yet challenging, class novel. This text can either be challenging through the themes of the book or the language used. The class novel will be read aloud for 15 minutes each day by the class teacher or member of support staff, modelling expert reading to the pupils.

Independent Reading

Throughout the school (apart from foundation stage) between 8.30-8.45, every class will be involved in a morning activity. During this time, class teachers and teaching assistants will listen to individual children read. In KS2, all children will be listened to at least twice a week as part of Whole Class Reading.

Home/School Reading

Each child also takes a book home each day to read with an adult (this can be a reading scheme book or a library book, dependent on children's reading ability). Reading diaries are monitored daily by teachers, to ensure all children are reading at

home. Those children who do not read regularly at home will have further opportunities to read with an adult at school. The school has adopted a reward system to encourage children to read at least 4 times per week. These children receive special privileges.

Library

To promote a love of reading, the library on both sites is regularly used by each class. Reception classes have at least 4 stay and read sessions throughout each term; parents and carers are invited in to read with their children. Each class in KS1 have two sessions which are both also 'Stay and Read' sessions. In KS2, each class has two sessions in the library; teachers will decide on activities. Leeds' School Library Service has lent a substantial amount of books to each site to bolster the book count. Each site has school librarians who chose the books, and ensure that the library is ready for each class. Books are categorised into KS1, LKS2 and UKS2 books, and fun-fiction (non-fiction and poetry). During their visit, children are able to take a book home to read for pleasure. Or they can renew the book, if they haven't quite finished.

Approaches to Writing

At Low Road and Windmill Music Federation we believe that writing is a life skill and with strong development at its foundations we will help develop independent, enthusiastic and confident children. The key purpose of writing is to communicate meaning and be a meaningful experience for children, therefore all writing tasks should have an identified a clear purpose and audience. It is expected that teachers will model all the stages of the writing process – planning, composing, revising, re-editing and redrafting and that children will then use these strategies increasingly independently as they become more experienced writers. All children should learn to write in a variety of styles – poetry, fiction and non-fiction – within the categories of inform, entertain or persuade. They should write for a variety of real audiences. In order to meet the needs of all children work is clearly differentiated in KS2, children are set according to their ability.

Planning of English Lessons

Staff will follow the English Long Term Plan to cover the genres required throughout the year. Teachers have the freedom to deliver the lessons as they wish, provided the genres are covered when they should be and include the relevant grammar.

Foundation Stage

On entering school, children begin to write from the earliest time appropriate to each child. Staff take into account the various developmental stages and plan for this

accordingly. They develop their understanding of print through teacher modelling during shared writing and write themselves during guided and independent sessions. The children have opportunities to write for a variety of purposes and audiences and the links between spoken language, reading and writing are made explicit. They have daily opportunities to experiment with different types of writing through play activities.

Components of Writing

Modelled Writing

The teacher in each class will begin a unit of work by reading a variety of pieces around the genre and then modelling writing to the children so they can see good writing and what needs to be included in the particular genre they are learning about. Children will discuss the key features of a genre and talk about the purpose for writing – either to entertain, inform or persuade.

Shared Writing/Guided Writing

The purposes of the shared writing session are to share and to model. Individual teachers decide which to use and when. Children are organised into ability groups and given the opportunity to write an independent text with the support and guidance of their teacher and group. The group work together to begin a piece of writing and then continue independently while the teacher moves around the group and supports children. Particular areas are targeted for individual children and writing is scaffolded and strategies given. Sessions are used to meet specific learning intentions and to focus on specific aspects of the writing process.

Composition

When writing, children see how writing is concerned with process as well as product, being an aid to thinking, organisation and learning. They are taught to:

1. Plan
2. Draft and write
3. Evaluate and edit (their own as well as the work of others). Please see below for further information.
4. Proof-read
5. Read aloud and share and publish

These skills will need to be taught and practised regularly.

Editing

The National Curriculum 2014 states that children should be able to:

- Assess the effectiveness of their own and others' writing
- propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensure the consistent and correct use of tense throughout a piece of writing

- ensure correct subject and verb agreement when using singular and plural, distinguish between the language of speech and writing and choosing the appropriate register
- proof-read for spelling and punctuation

In our school, children are encouraged to take responsibility for the improvement of their own writing. Children will use a red pen (red pencil in KS1) to check their own work for errors and respond to verbal feedback from the teacher. They will have access to resources such as word mats, dictionaries, thesauruses and the working wall to self-check their own work. This really allows children to have ownership of their writing and see the writing process as ever changing and improving. For further information regarding this, please refer to the Feedback and Marking Policy.

Lesson Structure

A normal writing lesson will consist of four parts.

1. Starter activity. This may have a grammar focus related to the genre. Alternatively, the grammar starter could be planned based upon misconceptions from on-going assessment of writing. This part of the lesson may allow for time to amend spellings or punctuation.
2. Modelled teach of new learning.
3. Pupils' application of new learning.
4. Plenary or reflection time. This could include pupils' sharing their own work, assessing their peers' work – and reading it aloud – or an activity based upon the new learning.

Independent Writing

Children will have regular practise at independent writing in a range of genres and for a variety of different purposes. They will be encouraged to develop a love for writing and develop a positive attitude towards themselves as writers (for example, children in KS1 have their own jotter and access to a writing area within the classroom which gives them the chance to write freely and with independence).

Extended Writing

We recognise the importance of extended writing. Teachers will plan for children to complete regular extended pieces of writing across the curriculum. These cross – curricular links are used wherever possible to develop children's writing skills, particularly in topic work and in Science books. The writing in these books is expected to match the quality of writing in the English books.

Spelling

In Reception and Year 1, spelling rules and patterns are taught within phonics sessions. Spellings are taken from Little Wandle Phonics scheme. Children receive

weekly spelling homework appropriate to their age and they are actively encouraged to learn spellings using a variety of strategies and practise them at home. Children are tested on these in order to contribute towards assessment and for the teacher to create the next steps in children's learning. As children enter Year 2, they continue with phonics sessions but also begin to learn more complex spelling patterns. From Years 3-6, children access the *Twinkl Spelling* programme by Twinkl. This outlines the objectives taught in each year group, each term. .

The work completed in lesson is evidenced in a class spelling book where samples of work/annotated photographs are kept.

Spellings will be sent out and tested on the same days for each phase. This will be determined in teams. This list will contain the majority of words linked to the spelling rule with an additional couple of words that are to extend a child's vocabulary.

LKS2 – 8 spelling words and 2 extended vocabulary words

UKS2 - 10 spelling words and 2 extended vocabulary words

As the words are taught, the definition of each word needs to be discussed so that children are learning useful and ambitious words that will have a direct benefit on the quality of their writing.

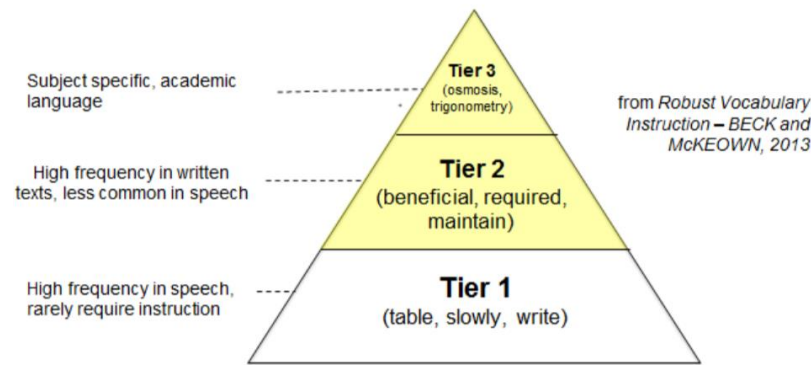
Using Dictionaries/Thesauruses

In sessions, children should be taught to use a dictionary to check their spellings (where appropriate). Thesauruses are also widely used as children seek to broaden their use of language and improve their word choices.

Vocabulary

Vocabulary Walls

Throughout both schools, each classroom will have a dedicated Vocabulary Wall. This will be, where possible, pupil-led. Children will write down the word and a child-friendly definition on a 'brick', which will then be displayed. Children are encouraged to use this as an extended part of the English Working Wall to help with writing. The words on here will be 'Tier Two' words. See the table below the breakdown of word tiers.



Grammar

Children in Year 2 receive one 30 minute discrete grammar lesson per week where new terminology is introduced and used in context. Grammar teaching is also an integral part of English lessons and is used as session starters as well as in phonics sessions as a means of embedding new skills into their writing. In KS2, grammar will be delivered as part of English lessons. Learning is assessed across the school through termly tests which inform future planning.

Working Walls

It is important that each classroom has a stimulating working environment and it is expected that classrooms have an English working wall that demonstrates a learning journey. Working walls should contain:

- A WAGOLL (What a good one looks like) which is an example of work usually completed by the teacher, containing the relevant features of a certain genre. This should be annotated using the correct terminology.
- A clear purpose and audience for writing.
- Examples of the different stages of writing which should show progression within the given genre and show the different skills which have been taught.
- Examples of children editing and improving their own work (where appropriate).
- Key vocabulary
- Grammar focus for the week that is relevant to the writing genre.
- Spelling rule focus for the week with appropriate spellings.
- Punctuation focus that is relevant to the writing genre (if appropriate)

Handwriting

Handwriting is taught in line with the National Curriculum objectives. In Reception, children will use a range of tools and materials to develop their gross and fine motor skills. From Year 1 to Year 3, children are taught to write with a cursive style of handwriting which is delivered through an online resource: LetterJoin. This tool provides a range of activities and resources for teachers to use. It allows staff to

more closely monitor children's progress, as the program shows and explains how to write. Depending on the developmental stage in a child's fine motor control skills, those who are ready to do so, record their handwriting in handwriting books. Some children will continue the work embedded in Reception by using a more sensory approach to develop such skills. Developing a fluent and joined style is an important part of learning to spell and the teaching of spelling and handwriting should be closely linked. It is expected that this will be evident across the curriculum. Pupils from Year 4 to Year 6 who still require handwriting practice will access through intervention sessions; LetterJoin will be used still.

Teachers are expected to model the same cursive handwriting style in lessons and during written feedback as well as have high expectations of handwriting and presentation across all areas of children's learning.

English in EYFS

Phonics

See Phonics section.

Phonics

See Phonics section.

Writing

Children have opportunities to apply phonic skills when writing as there is always a writing element to daily phonic sessions. In addition, all areas of continuous provision have opportunities for writing, and writing tools and resources are available both inside and outside for the children to use during child-led learning. Adults support, model and scaffold when writing in provision.

Daily Squiggle while you Wiggle and Dough Disco sessions are conducted daily, in Nursery, to support the development of the muscles needed for writing. This is continued in Reception in the Autumn Term for all children and then in Spring and Summer as part of an intervention for those children who need further opportunities to develop control and coordination. Staff have gross and fine motor control activities in areas of provision both inside and outside.

Story scribing

All children complete a minimum of one story scribe per term. Adults encourage the child to create their own story and the adult scribes as the child tells it, modelling writing strategies to them. At some point in that day, the whole class will sit round the 'stage' and the child's story is acted out by the other children in the class, narrated by the teacher. Children are very motivated by seeing their story come to

life and this often encourages them to want to write more. Progression is seen in the story structure and language used each half term. Children begin applying some of the story language taught in the daily story sessions. As children are developmentally ready, adults begin to encourage them to write some parts of their story themselves.

Daily story sessions

Each class will have a story of the week. Staff will use the talk for writing actions as they read the story and encourage the children to use these when re-telling the story. Photos of the children performing these actions - with the key vocabulary - are displayed in the reading areas so staff can encourage pupils to use them. As the week progresses, the children will also unpick any new vocabulary in the book and explore the characters in greater detail. The class will create a story map which will be on display for that week.

Reading

Each child will have a one-to-one or small group reading session with an adult twice a week.

Stay and read sessions

These will take place on Wednesday's 3.00-3.15. Parents receive an invitation to attend this session with their child once per half term. Staff use this session to support parents with the best strategies and skills to practice with their child at home.

Parent sessions

We run phonics, reading and writing sessions to explain to parents how we teach their child to read and write in school. Parents are invited to see phonics sessions in action and join in with reading and writing activities.

Bedtime story

A bedtime story will be sent home each week for the children. This will be a video of a member of staff reading a story to the children. Tagged onto the observation will be some key questions, points for discussion and vocabulary to unpick so that the parents can support the child with this at home. Parents will be encouraged to comment about this on Tapestry.

English in SEND

At Low Road and Windmill Music Federation, we are very proud to offer an outstanding SEND provision. Lessons are tailored to the individual needs of each pupil with the SEND setting.

Cubs – EYFS SEND

The over-arching theme in each English unit is the language and communication of the spoken word. Pec symbols are used to develop communication skills and Makaton is used by those pupils who are pre-verbal.

A multi-sensory approach to writing is used in this setting. Shaving foam, sand, custard and other forms are used to help children when forming letters. 'Squiggle Whilst You Wiggle' is another strategy employed when working on mark-making. It begins with large formation and is then condensed down as the year progresses. Different kinds of props – such as puppets - are used to support the children's independence when creating their own stories.

In Cubs, pupils are shown an array of books but still have a book of the week. Here, children will look deeper into the story. The book of the week serves two purposes: reading and writing. For reading, pupils will learn key vocabulary, both orally and using Makaton. Pupils may complete matching and simple sequencing activities or explore aspects of character or setting through hands-on experiences. Fine motor skills are supported during reading. Pupils are taught how to hold the book and turn the pages. Alongside this, the features of the text are discussed.

Phonics begins at Phase 1 and when pupils are ready, the Little Wandle scheme is used. Within Phonics, the early skills of sound recognition are focussed on. These include: environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and oral blending and segmenting.

Stepping Stones provision– KS1 SEND

When pupils attend Stepping Stones provision, their curriculum is bespoke to their individual learning needs and targets. Curriculum accessed here is based around the Pre-Key Stage 1 levels. Pupils are assessed using the 'Connecting Steps' finely graded assessment framework.

A focus text is chosen for a short unit and reading and literacy skills are based around this text. This could include: reading or saying the key words with a picture, sequencing the story, writing or matching initial letters of key words, experiencing the story through sensory play and real-life experiences or using puppets to re-tell or act parts of the story. For non-verbal pupils, Makaton signs accompany key words of the story. Pupils are encouraged to hold the book the correct way round and turn pages independently. They will be encouraged to join in with signs, actions and words. Learning areas of provision will reflect the chosen text providing a range of multi-sensory experiences.

The Little Wandle phonics scheme is used with pupils who access Stepping Stones. Each child is assessed using the Little Wandle Assessment as well as the SENIT assessment for phonics. Phonics sessions are then delivered in a very small group or individually with individual phonics work completed on a 1: 1 basis in areas of provision.

Sunshine – KS2 SEND

As part of Sunshine group's bespoke curriculum, the Connecting Steps assessment system along with the Arbor assessment framework is used to support planning. Children's interests are incorporated into lessons which underpin the exciting topics covered; there is an aim to teach a fiction and non-fiction unit of work within a half term to ensure coverage. Lessons are mainly planned based on the lower Key Stage 2 curriculum and pupils' individual learning targets.

Reading is assessed through the PIRA or Salford Reading test and this is tested every 6 months to check the children's reading and comprehension age to assess progress. Daily one-to-one reading occurs and reading comprehension style activities are frequently included into English sessions.

Doves – KS2 SEND

Weekly spelling is differentiated for each child, with each pupil practising around 5 to 12 words. Meaning of higher level spellings are checked with children with spelling patterns and phonemes/graphemes discussed.

For Reading, each child is given a levelled reading book and has a one-to-one session with the adult twice a week. Each day, the pupils will have a Guided Reading session using texts following the whole school reading curriculum in addition to texts relevant to teaching and group shared reading books. Children all have the same objectives.

Grammar and punctuation are taught as relevant to writing outcomes using various activities, for example: games, interactive games, word sort and sentence construction strips amongst others.

Vocabulary will be reacted to the book being delivered during guided reading to really embed new words. Pupils are taught and encouraged to use a dictionary and thesaurus independently.

For writing, the year group's long term plan will be followed. Objectives will be in line with pupils' abilities and specific needs of pupils

Equal Opportunities

Low Road and Windmill Music Federation has universal ambitions for every child, whatever their background or circumstances. Children learn and thrive when they are healthy, safe and engaged. In order to engage all children, cultural diversity, home languages, gender and religious beliefs are all celebrated. All children are given equal opportunities to develop their attainment across the different strands of English to reach their full potential, confidently and successfully. This is monitored by analysing pupil performance throughout the school to ensure that any disparity between groups of pupils is minimised.

Role of the Subject Leader

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

- monitoring and evaluating English:-
 - pupil progress
 - marking and planning
 - curriculum coverage
 - provision of Literacy
 - the quality of the Learning Environment,
 - 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.

This policy will be reviewed every three years or if changes are required.