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ENGLISH POLICY

JANUARY 2024

The National Curriculum in English unites the vital skills of Reading, Writing, Speaking, Listening and Drama. Confidence and competence in language use, both spoken and written, are critical to school success, underpinning well-being and independence.

At Pheasey Park Farm Primary School we aim … *“to develop a learning community where all children enthusiastically participate, excel and are proud of their achievements across the curriculum.”*

**English National Curriculum 2014**

Purpose of study

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to write and speak fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Aims

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

The national curriculum for English aims to ensure that all pupils:

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

(National Curriculum 2014)

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| **ASPECT OF READING** | **PURPOSE (INTENT)** | **IMPLEMENTATION (HOW)** | **IMPLEMENTATION –RESOURCES/ASSESSMENT** | **INTERVENTION** |
| **PHONICS** | TO LEARN THE ALPHABETIC CODE AND DECODE WORDS ACCURATELY. | DAILY FROM DAY 1 UNTIL FLUENT  PROGRESSIVE AND CUMULATIVE SEQUENCE | ANIMAPHONICS PHONICS  ASSESSMENTS TO IDENTIFY PHONEME GAPS  Y1 PSC/ Y2 RE-TAKE – TO BE CONTINUED INTO KS2 AS NEEDED | INTERVENTION AS SOON AS GAPS ARE NOTED |
| **SPEED READING -FLUENCY** | TO READ 90+WORDS CORRECTLY PER MINUTE AT AGE-APPRORIATE LEVEL. TO DEVELOP READING FLUENCY. | AT END OF EACH TERM UNTIL FLUENT | 100 WCPM TESTS  TWINKL SHORT READS | READING FLUENCY INTERVENTION SESSIONS BASED UPON READING SPEED. UNTIL SPEED IS 100+ WCPM. |
| **‘AT A GLANCE READING’ - FLUENCY** | TO READ MOST COMMONLY USED WORDS AUTOMATICALLY. | AT END OF EACH TERM UNTIL ALL WORDS READ AT A GLANCE –AUTOMATICITY | FRY’S 300+ COMMON WORD LISTS | READING FLUENCY INTERVENTION SESSIONS BASED UPON AUTOMATICITIY AND AT A GLANCE READING. UNTIL ALL FRY’S WORDS AUTOMATIC. |
| **READING AGE** | TO READ TEXTS AT AN AGE-APPROPRIATE LEVEL. | AT END OF EACH TERM STARTING FROM RECEPTION WHEN READY UNTIL Y6, | SALFORD READING AGE AND COMPREHENSION TESTS | DAILY READERS/SEND APDRs FOR PUPILS BELOW CHRONOLOGICAL AGE. ALSO READING SPEED AND AUTOMATCITY INTEREVENTION |
| **GUIDED READING** | TO LEARN HOW TO RESPOND TO WHOLE TEXTS AND DEVELOP SPECIFIC READING COMPREHENSION SKILLS. | AT LEAST ONE SEESSION WITH ADULT PER WEEK FOR EACH ABILITY GROUP | GR TEXTS AT INSTRUCTIONAL LEVEL. | ADULT –LED SESSIONS FOR SUPPORT AND SCAFFOLDING. |
| **WCR** | TO LEARN HOW TO RESPOND TO TEXTS AND EXTRACTS AND DEVELOP SPECIFIC READING COMPREHENSION SKILLS. | Y2-6 – ONE SESSION WEEKLY FOR FLUENT READERS. NON-FLEUNT READERS FOCUS ON PHONICS IN THESE SESSIONS | MIX OF CONTEMPORARY AND CLASSIC TEXTS FROM RANGE OF AUTHORS AND GENRES. TEXTS TO MATCH CLASS TEXT OR WIDER CURRICULUM WHERE POSSIBLE. USE OF ASHLEY BOOTH RECOMMENDED OR SIMILAR TEXTS FOR EACH YEAR GROUP IN KS2. | SOME PUPILS MAY HAVE TEXTS READ TO THEM TO ALLOW THEM ACCESS TO AGE-APPROPRIATE TEXTS OR HAVE TEXTS ADAPTED TO SUIT OR BASED UPON VISUAL STIMULI. |
| **READING FOR PLEASURE/ STORYTIME/ BOOK CLUB** | TO SHARE WHOLE TEXTS. TO DISCUSS WHOLE TEXTS. TO LIVE THE STORY. TO SEE ADULT AS A MODEL READER. TO DEVELOP ACTIVE READING SKILLS. TO DEVELOP PUPIL READING MILES/ READING HABIT/ READING CULTURE IN SCHOOL | DAILY IN EYFS AND KS1 AND WEEKLY LIBRARY VISITS. AT LEAST 4X 15 MINUTE SESSIONS IN KS2 EACH WEEK.  READING OPPORTUNITIES, E.G. BOOK CLUB TO SHARE AND RECOMMEND TEXTS – INVOLVE READING AMBASSADORS. | TEXTS DECIDED BY CURRENT TEACHERS/ADULTS TO ALLOW TEACHERS TO BRING TEXTS TO LIFE  RE-READING OF FAVOURITE TEXTS | LIBRARY VISIT/SHARED STORIES FOR RELUCTANT READERS TO ALLOW THEM TO DEVELOP INTRINSIC MOTIVATION |
| **INDIVIDUAL READING** | TO DEVELOP READING FLUENCY AND ACCURACY AND PUPIL READING MILES. | AT LEAST ONE SESSION WITH AN ADULT PER FORTNIGHT | TEXTS AT EXACT MATCH TO PUPIL READING ABILITY. START WITH EXACT MATCH TO PUPIL PHONIC ABILITY, FULLY DECODABLE, HIGHLY DECODABLE, THEN AT AGE-APPROPRIATE ABILITY | DAILY READERS/SEND APDRs FOR PUPILS BELOW CHRONOLOGICAL AGE. ALSO READING SPEED AND AUTOMATCITY INTEREVENTION |
| **READING WITHIN ENGLISH LESSONS** | TO SHARE WHOLE TEXTS. TO DISCUSS WHOLE TEXTS. TO LIVE THE STORY. TO SEE ADULT AS A MODEL READER. TO DEVELOP ACTIVE READING SKILLS. TO DEVELOP PUPIL READING MILES/ READING HABIT/ READING.CULTURE IN SCHOOL | DAILY | SET TEXTS AGREED FOR EACH YEAR GROUP  WHICH MATCH/SUPPORT WIDER CURRICULUM CONTENT WHERE NECESSARY | ANY OF THE ABOVE |
| **READING ACROSS THE CURRICULUM** | TO DEVELOP A WIDER VOCABULARY AND STRONG BACKGROUND KNOWLEGDE TO SUPPORT COMPREHENSION. | VOCABULARY STARTERS IN ALL TOPIC SESSIONS AND IN BOOKS.  TEXTS IN CLASS TO SUPPORT TOPIC SESSIONS AND AS PART OF LESSONS. ON-LINE TEXTS | VOCABULARY SHEETS  TEXTS | ANY OF THE ABOVE |

**ELSTON HALL PRIMARY SCHOOL READING POLICY: OVERVIEW**

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| **PURPOSE/INTENT** | **IMPLEMENTATION (HOW) ORGANISATION** | **IMPLEMENTATION: RESOURCES AND CLASSROOM ENVIRONMENT** | **ASSESSMENT** |
| To develop high quality spoken language.  To learn alphabetic code in systematic steps.  To hear/identify sounds in words.  To blend sounds in words.  To represent sounds with graphemes.  To use sounds to read fully decodable books.  To blend for reading  To segment for spelling  To develop effective pencil hold (tripod grip) and optimal seating position and wrist/hand position. (Avoid arm/ hand ache to make sure they are ready to write with stamina)  To explicitly teach and develop a comprehensive set of letter-sound relationships for reading and sound-letter relationships for spelling.  To ensure systematic, explicit and direct teaching for all children from day 1 in Reception until they can decode.  To continue with phonically based reading through highly decodable Oxford Reading Tree.  To teach reading and spelling alongside each other but spelling will not hold back reading. | **LESSON STRUCTURE**   * Lessons will all contain the same elements; Revise & Review, Teach, Practise, Apply and there will be opportunities in all lessons for children to read and write. * Revisit previously taught phonemes * Revisit: Rainbow words * Teach: new rainbow words * Teach: new focus phoneme and grapheme * Apply: new focus phoneme into words (blending): short, medium, and longer words * Apply: reading: real and nonsense words * Practise: write the grapheme/Letter formation * Apply: write the words and identify position of the grapheme * Apply: activity with dictation * Apply: new focus phoneme – reading decodable books where appropriate. Practise phonics with decodable readers matched to pupil phonic knowledge to build pupil confidence. * GPCs will be introduced in a set order and Reception high frequency words that cannot be sounded out will be taught during Phase 2 and Phase 3 (known as Rainbow words). | * Use of accredited SSP -Animaphonics * phoneme friezes * handwriting poster * rainbow word cards * Flash cards * previously taught and new phonemes * sound mats * rainbow word posters * Reading progression document/ taught order * [ANIMA PHONICS - Proven Phonics Resources for Teachers & Parents | Anima Phonics](https://www.animaphonics.com/) | * Ongoing, informal daily assessment throughout each lesson * Phonics assessments half termly - minimum * Y1 PSC: 80% reading accuracy at reading short words. * Revisit phonemes from spelling point of view and then assess spelling accuracy at short words. * Extend assessments to medium and longer words where appropriate to assess level of automatic and fluent decoding. * Letter/s-sound Correspondences Assessments * Reading and Spelling Assessments * Oral Segmenting Assessment * Real and Nonsense words * Phonics Screening checks: baseline each term and actual one in June |
| **TEACHING STRATEGIES**   * Robot arms * ‘My turn, your turn’ * Actions, songs and ‘as in’ phrases * Weekly spelling is based upon new focus phonemes and helpful words. * Online resources from Animaphonics * Classroom resources (display) * Flashcards * Activity sheets * Cumulative texts * Decodable books from scheme | **END OF YEAR EXPECTATIONS**   * Y1: pass PSC * Y1: complete level 5 for reading. * Y2: complete level 5 for spelling |
| **INTERVENTION**   * ‘Keep up’ approach. * Teacher-led intervention group to ensure children keep up. * Teacher-led intervention for individuals not passing PSC. * Revisit PSC in Y2+ for individuals as appropriate |
| **TIMETABLING**   * Pre-phonics teaching in Nursery when children are ready. 7 aspects of learning through child initiated. * EYFS: Daily session of 30 minutes plus additional session of 10 minutes * Y1and Y2: Daily session of 30 minutes plus additional spelling sessions and handwriting sessions |

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| **PURPOSE/INTENT** | **IMPLEMENTATION (HOW) ORGANISATION** | **IMPLEMENTATION: RESOURCES AND CLASSROOM ENVIRONMENT** | **ASSESSMENT** |
| To develop automatic and accurate application of phonic decoding skills.  To read most commonly-used words automatically – ‘at a glance’.  To read 90-100 words correctly per minute at age-appropriate level.  To provide the opportunity for pupils to increase their ‘reading miles’ in school time and at home.  To read texts at an age-appropriate level. | **TEACHING STRATEGIES**   * Daily sessions for Fry’s for targeted pupils (5 minutes daily to offer extensive practice when reading these words in random order. * Daily reading opportunities for lowest 20% with appropriate texts * Rich reading timetable provision across school: individual reading, guided reading, WCR (whole class reading), reading for pleasure (daily – see reading for pleasure policy page for details), reading within daily English lessons, reading within thematic lessons, reading intervention where appropriate. * Ensure opportunities for first and subsequent reading of texts | * Fry’s 100–300-word lists * Age -appropriate reading speed tests: <https://www.twinkl.co.uk/resource/words-per-minute-reading-speed-test-pack-grade-2-10-za-hl-1635348161> * Use of accredited SSP (Animaphonics). See phonics policy page for details. * Animaphonics fully decodable books. * ORT highly decodable books * Project X highly decodable books in KS2. * Reading progression document | * Ongoing, informal daily assessment throughout each lesson to inform next steps for teaching. * Salford Reading age tests completed termly to establish children with a reading age below their chronological age and thereby identify lowest 20% of readers and daily readers. * Termly ‘in-house’ teacher assessments. * Fry’s 100–300-word lists (listing the 300 words that will allow primary-aged children to read 70% of primary aged texts.) Completed with targeted groups of pupils in each class daily until fluent and accurate. * Age -appropriate reading speed tests completed for targeted pupils at the end: <https://www.twinkl.co.uk/resource/words-per-minute-reading-speed-test-pack-grade-2-10-za-hl-1635348161> |
| **TIMETABLING**   * Daily English lessons * All pupils to read with an adult in school each week (either guided group or individually) * Weekly WCR session * Guided reading session with adult per week * Reading fluency sessions as appropriate * Daily reading for pleasure sessions | **END OF YEAR EXPECTATIONS**   * Reduce the number of pupils whose reading age is below their chronological age each term. * Increased number of pupils on track for reading. * Number of pupils receiving Fry’s fluency intervention is minimal. * Most pupils able to read an age-appropriate text at a speed of 90-100 words correct per minute. |
| **INTERVENTION**   * ‘Project X highly decodable books in KS2 for daily readers and where appropriate. * Fry’s Reading words where appropriate |

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| **PURPOSE/INTENT** | **IMPLEMENTATION (HOW) ORGANISATION** | | **IMPLEMENTATION: RESOURCES AND CLASSROOM ENVIRONMENT** | **ASSESSMENT** |
| To share whole texts.  To live the story.  To see adults as model readers.  To develop active reading strategies and the ability to self-regulate reading.  To develop the ‘reading miles’.  To develop a reading culture within school. | **TIMETABLING**   * Daily sessions of story time in EYFS and KS1 * Daily 20-minute sessions in KS2: Book Club x 1; adult-led sessions x2; partner reading x 1, independent x1 * Other incidental reading for pleasure opportunities built into timetable where appropriate and within and across the wider curriculum. | | * Range of fiction and non-fiction books * Consistent display approach for reading areas in classrooms. * Focus on the books and not on props or decoration. * Talk for Stories programme in EYFS. * Staff CPD to keep up to date with children’s literature trends. * Use of online texts and visual Literacy to support and adapt to suit pupil needs. * Reading progression document | * Ongoing, informal daily assessment throughout each session |
| **STRATEGIES**   * Adult chooses book to bring alive. * Mental model. * Anticipation * Pace * Voices * Pauses * Cliff-hangers * Word meaning * Asides * Illustrations * Memorable words/phrases * Joining in with poetry and stories * ‘Stop and Rewind’ strategy: how skilled readers check the gaps and fill in the gaps as they read * Think about the film of the book – supports children to visualise key moments, characters or settings. * Special days – termly book fairs and World Book Day celebrations. * Reading newsletters (reading interviews, reader recommendations * Author focus each month – assemblies. * Reading ambassadors within school | **SUPPORTING CHILDREN’S THINKING**  Give time/ Delay.  Focus attention.  Repeat  Simplify  Use questions to clarify.  Focus on the feature.  Forced alternatives.  Gesture  Rephrase  Sentence completion  Demonstration  Experience the concept.  Relate to the unknown  Model thinking and comprehension monitoring.  Model how to create a mental model of a text to support understanding.  Model how skilled readers make sense of a text or work out the meaning of unfamiliar words |

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| **PURPOSE/INTENT** | **IMPLEMENTATION (HOW) ORGANISATION** | **IMPLEMENTATION: RESOURCES AND CLASSROOM ENVIRONMENT** | **ASSESSMENT** |
| To learn how to respond to whole texts.  To develop specific reading comprehension skills.  To develop reading fluency and ‘reading miles’.  To provide pupils with extensive opportunities for building experience with increasingly complex texts, encountering new knowledge, gaining new language, including vocabulary, and developing their fluency.  To appreciate our rich and varied literary heritage.  To construct meaning by:  • creating a mental model, amending, and updating what they know with new information  • drawing on experience and knowledge, to make inferences, automatically filling in the gaps at sentence level, across the text, and between the text and what they know already  • considering the meaning, implication, and nuance of every word, drawing upon a wide and deep vocabulary and body of knowledge, much of which they have acquired from previous reading and experience  • understanding when the precise meaning of a specific word is vital for understanding and when it can be skipped  • drawing upon knowledge of sentence structure, including punctuation  • constantly anticipate what might be coming next and consider how it aligns with what they already know  • spot when understanding has broken down, and rewind to pick up past information  • read silently, sometimes drawing on prosodic information to hear the voice of the narrator and characters. | **TEACHING STRATEGIES**   * Echo reading and re-reading to develop fluency. * Modelling of ‘Stop and Rewind’ strategy: how skilled readers check the gaps and fill in the gaps as they read. * Think about the film of the book – supports children to visualise key moments, characters or settings. * Questions will be pre-planned: to reflect a wide range of questions focus areas and reading skills and question types. * Some questions will allow the children to stay within the story whereas other will unpick the writers craft. | * Cornerstones reading assessment activities * Ashley Booth recommended text lists for WCR: <https://theteachingbooth.wordpress.com/2020/06/28/a-ks2-reading-curriculum/> * Age-appropriate GR texts * Texts within English lessons to complement thematic learning where possible. * Reading progression document | * Ongoing, informal daily assessment throughout each lesson/session * Salford Reading Age tests which also provide assessments on their literal, inferential and vocabulary. * Termly comprehensions from age-appropriate Cornerstones * Y6/Y2 practise tests |
| **END OF YEAR EXPECTATIONS**   * Reduce the number of pupils whose reading age is below their chronological age each term especially with a view to comprehension. * Increased number of pupils on track for reading |
| **INTERVENTION**   * Interventions and boosters will be arranged as a result of pupil progress meetings each term to enable pupils to keep up. |
| **TIMETABLING**   * Daily English lessons (start of English units may have a text focus – see writing flowchart) * WCR (Whole Class Reading session) x 1 weekly in Y2-6 * Reading across the wider curriculum (several sessions weekly) * GR sessions (at least 1x per week with an adult |

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| **ASPECT OF WRITING** | **PURPOSE (INTENT)** | **IMPLEMENTATION (HOW)** | **IMPLEMENTATION –RESOURCES/ASSESSMENT** | **INTERVENTION** |
| **PHONICS FOR ENCODING** | TO LEARN THE ALPHABETIC CODE AND ENCODE WORDS ACCURATELY. | DAILY FROM DAY 1 UNTIL FLEUNT  PROGRESSIVE AND CUMULATIVE SEQUENCE  FOCUS ON READING INITIALLY IN YR AND Y1 FOCUS ON SPELLING IN Y2?? | PHONICS  ASSESSMNETS TO IDENTIFY PHONEME GAPS  SET OUT BY SPELLING SHORT WORDS | INTERVENTION AS SOON AS GAPS ARE NOTED |
| **SPELLING** | TO APPLY SPELLING RULES TO SPELL WORDS | OAK ACADEMY SPELLING RULES AND INVESTIGATIONS | OAK ACADEMY | WRITING FLUENCY INTERVENTION WITH FOCUS ON HANDWRITING AND SPELLING |
| **HANDWRITING** | TO AUTOMATICALLY FORM LETTERS ACCURATELY AND CONSISTENTLY | DAILY SESSIONS A S PART OF DAILY PHONICS  NELSON HANDWRITING SCHEME  MORNING SESSIONS IN REIGISTRATION TIME  DAILY SESSIONS WHEN NEEDED  TWICE WEEKLY SESSIONS IN KS2 | NELSON | WRITING FLUENCY INTERVTNION WITH HANDWRITING FOCUS. |
| **WRITING** | TO WRITE FOR A RANGE OF PURPOSES, AUDIENCES AND GENRES, FORMS AND STRUCTURES. | DAILY SESSIONS  LTP TO SPECIFY WHICH TEXT GENRES WILL BE TAUGHT WITHIN EACH YEAR  WRITNG FLOW CHART TO SUPPORT STP: WRITING PROCESS: PRE-WRITING ACTIVITIES: VERBAL STORYTELLING, VISUAL PLANNING (STORYBOARD) COLLABORATIVE PLANNING, STRUCTURED TALK TO PREPARE FOR WRITING, ORAL REHEARSAL OF WHOLE TEXT STRUCTURE, JOINT TEXT CONSTRUCTION OR SENTENCE CONSTRUCTION.  PLAN: GENERTAE IDEAS, SET GOALS, GATHER INFORMATION; DRAFT: WRITE KEY IDEAS, SET OUT STRUCTURE; REVISE: MAKE CHANGES BASED UPON FEEDBACK AND SELF EVALUATION; EDIT: MAKE CHANGES FOR ACCURACY AND COHERENCE, CHECK SPELLING AND GRAMMAR; PUBLISH: PRESENT WORK FOR TARGET AUDIENCE TO READ.  LIVE MODELLING – DEMONSTRATION OF THE PROCESS OF WRITING  GRAMMAR TAUGHT WITHIN THE CONTEXT OF WRITING: ID, WE DO, YOU DO APPROACH. | ARE SHEETS TO SHOW FULL SET OF SKILLS TO BE TAUGHT WITHIN EACH YEAR GROUP (NOT JUST LIMITED TO SATS DOMAIN AREAS FOR EXTERNAL MODERATION)  A NEEDS-BASED APPROACH (FORMAL ASSESMENT; RESPONSIVE APPROACH (IN THE MOMENT ASSESSMENT; TIERED APPROACH: CLASSROOM INSTRUCTION, TARGETTED PROVISION (GUIDED GROUP WORK), SPECIALIST SUPPORT (EG SALT)  GRADUATED APPROACH: ASSESS, PLAN, DO, REVIEW CYCLE | WRTING FLUENCY INTERVENTION FOCUSING ON TRANSCRIPTIONAL SKILLS AND ENSURE THAT THESE ARE AUTOMATED SO THAT FOCSU CAN BE ON COMPOSITION. |
| **SPAG/**  **GRAMMAR** | TO DEVELOP CONTROL AND MANIPULATION OF SENTENCE STRUCTURE FOR IMPACT AND EFFECT | SENTENCE STRUCTURE WORK WITHIN ENGLISH TEACHING: MINOR; SIMPLE; COMPOUND; COMPLEX; COMPOUND COMPLEX; MULTICLAUSAL.  BREAKING DONW SENTENCE LEVEL KNOWLEDGE: SENTENCE FRAMING (CLOZE); SENTENCE EXPANDING; SENTENCE COMBINING; SENTENCE SHRINKING. | ARE SHEETS TO SHOW SKILLS TO BE TAUGHT WITHIN EACH YEAR GROUP | INTERVENTION AS SOON AS GAPS ARE NOTED |
| **VOCABULARY** | TO DEVELOP VOCABULARY BREADTH (HOW MANY WORDS ARE KNOWN) AND VOCABULARY DEPTH (HOW MUCH IS KNOWN ABOUT THESE WORDS) | INTRODUCE NEW VOCAB; PLAN OPPORTNITIES FOR PUPILS TO UNDERSTAND THE MEANINGS OF NEW VOCAB; PLANNED OPPORTUNITIES FOR USE OF NEW VOCAB IN SPOKEN LANGUAGE , READING AND WRITING; EMBEDDED OPPORTUNITIES FOR VOCAB TEACHING ACROSS THE CURRICULUM AND TO ENSURE THEY ENCOUNTER NEW VOCABULARY IN A VARIETY OF CONTEXTS. | TIER 1 VOCAB: CEW AND EVERYDAY TALK  TIER 2 VOCAB; ACADEMIC VOCABULARY (EVALUATE, PREDICT, CONCLUDE)  TIER 3 VOCABULARY: SUBJECT SPECIFIC.  VOCABULARY TEACHING SEQUENCE: PRE-TEACH; DEFINE; EXPLORE SPELLING AND MEANING AND ETYMOLOGY/ MORPHOLOGY, ANTONYMS AND SYNONYMS; MEANINAG: SEMATICS | INTERVENTION AS SOON AS GAPS ARE NOTED |

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| **PURPOSE/INTENT** | **IMPLEMENTATION (HOW) ORGANISATION** | | **IMPLEMENTATION: RESOURCES AND CLASSROOM ENVIRONMENT** | **ASSESSMENT** |
| To use knowledge of phonemes to segment sounds for encoding and spelling.  To hear and identify sounds in words and select the correct grapheme to represent these sounds.  To apply known spelling rules.  To understand and apply the rules for adding prefixes and suffixes to root words.  To understand the importance of etymology (word origins and history) and morphology (the internal make-up of a word: prefixes, suffixes, inflections and word families).  To develop strategies to learn and recall spellings and embed these into their long-term memory for automatic recall.  To develop automatic recall and spelling of CEW and the Y3/4 and Y5/6 statutory spelling words.  Homophones. | **LESSON STRUCTURE (OAK ACADEMY) 1**   * Share LO: investigation focus. * Key vocabulary * Investigation of new words and spelling rules (true or false, rules and exceptions) * Definitions * Matching or sorting activities * Activities linked to grammar (word classes) * Spelling words – highlighting tricky parts * Practise spellings using a spelling strategy: pyramids, use of colours, three times, spot the syllable, make a wordsearch, dictations, chunking, mnemonics, words within words etc. * Learn spellings and complete activity relating to strategies listed above. * Home spellings relate to spelling lesson focus to ensure spelling learning is contextualised. | **LESSON STRUCTURE (OAK ACADEMY) 2**   * Share LO: practising and apply learning from last week. * Recap of learning and key teaching points * Recap of definitions * Recap spelling words and meanings * Words in context using sentences and dictation. * Test and dictation | [Subject: English Spelling | Teacher Hub | Oak National Academy (thenational.academy](https://teachers.thenational.academy/subjects/english-spelling)  FOCUS FIVE SPELLINGS DISPLAYED IN CLASSROOMS – KS1/2  FOCUS FIVE CAN BE:  RAINBOW WORDS  KS1 CEW FROM NC  KS2 Y3/4 AD Y5/6 STATUTORY SPELLING WORDS  Writing progression document | * Ongoing, informal daily assessment throughout each lesson * assessments at the end of each level * Up to level 5 and Y1 PSC: 80% reading accuracy at reading short words. * Revisit phonemes from spelling point of view and then assess spelling accuracy at short words. * Extend assessments to medium and longer words where appropriate to assess level of automatic and fluent decoding. * Letter/s-sound Correspondences Assessments * Reading and Spelling Assessments * Oral Segmenting Assessment * Alien Words * Phonics Screening checks: baseline each term and actual one in June |
| **TEACHING STRATEGIES for phonics**   * Use of accredited SSP (AnimaPhonics). * phoneme friezes * helpful word cards * previously taught and new phonemes * sound mats * helpful word posters * alphabet code posters   SEE PHONICS PAGE WITHIN POLICY FOR LESSON STRUCTURE DETAILS | | **END OF YEAR EXPECTATIONS**   * Y1: pass PSC * Y1: complete level 5 for reading. * Y2: complete level 5 for spelling |
| **INTERVENTION**   * ‘Keep up’ approach. * Teacher-led intervention group to ensure children keep up. * Teacher-led intervention for individuals not passing PSC. * Revisit PSC in Y2+ for individuals as appropriate * Ability groupings for Oak Academy if needed |
| **TIMETABLING**   * See phonics page for phonics timetabling. * 2x weekly sessions for Oak Academy spelling – 30 minutes each session * Focus 5 spellings as part of morning activities and where appropriate | |

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| **ASPECT OF SPELLING** | **PURPOSE (INTENT)** | **IMPLEMENTATION (HOW)** | **IMPLEMENTATAION –RESOURCES/ASSESSMENT** | **INTERVENTION** |
| **PHONICS FOR ENCODING** | TO LEARN THE ALPHABETIC CODE AND ENCODE WORDS ACCURATELY. | DAILY FROM DAY 1 UNTIL FLUENT AND AUTOMATIC  PROGRESSIVE AND CUMULATIVE SEQUENCE  FOCUS ON READING INITIALLY IN YR AND Y1 FOCUS ON SPELLING IN Y2?? | ANIMAPHONICS’ RESOURCES  ASSESSMENTS TO IDENTIFY PHONEME GAPS SET OUT BY SPELLING SHORT WORDS  CUMULATIVE TEXTS FROM ANIMAPHONICS   * Use of accredited SSP (AnimaPhonics). | INTERVENTION AS SOON AS GAPS ARE NOTED  SPELLLING FLUENCY INTEREVNTIONS |
| **OAK ACADEMY SPELLING KS2** | TO INVESTIGATE SPELLING PATTERNS  TO APPLY SPELLING RULES TO SPELL WORDS | OAK ACADEMY SPELLING RULES  PROGRESSIVE SEQUENCE OF LESSONS FOCUSING ON ALL KS2 SPELLING PATTERNS  DICTATION: Two-week cycle of investigate and learn; practise and apply  TWO SESSIONS EACH WEEK IN KS2 AT ELAST 30 MINUTE EACH SESSIION  SOME PUPILS MAY CONTINUE TO LEARN PHONICS AS NEEDED | OAK ACADEMY [Subject: English Spelling | Teacher Hub | Oak National Academy (thenational.academy)](https://teachers.thenational.academy/subjects/english-spelling) | INTERVENTION AS SOON AS GAPS ARE NOTED  SPELLLING FLUENCY INTEREVNTIONS |
| **HOME SPELLINGS KS2** | TO LEARN SPELLINGS RELATED TO NC EXPECTATAIONS | SPELLJINGS TO BE LEARNED FOR WEEKY TESTS WITHIN OAK ACADEMY SESSIONS. SPELLING WORDS AND PATTERNS TO MATCH STATUTORY SPELLING PATTERNS WITHIN NC AND RELATE TO SPELLING LESSONS TO CONTEXTUALISE LEARNING.  USE AGE-APPROPRIATE WORDS FOR BULK OF YEAR GROUP  SOME PUPILS MAY CONTINUE TO LEARN RAINBOW OR KS1 CEW AS NECESSARY AND DICTATED BY ASSESSMENT OUTCOMES.  MORNING ACTIVITY PRACTICE DURING REGISTRATION AS WELL AS HOMEWORK | OAK ACADEMY [Subject: English Spelling | Teacher Hub | Oak National Academy (thenational.academy)](https://teachers.thenational.academy/subjects/english-spelling)  RAINBOW WORDS OR WORDS USING PHONICS LEARNED IN PHONICS SESSIONS | INTERVENTION AS SOON AS GAPS ARE NOTED  SPELLLING FLUENCY INTERVENTIONS |
| **RAINBOW WORDS** | TO AUTOMATICALLY SPELL THE RAINBOW WORDS LISTED WITHIN ANIMAPHONICS | DAILY WITHIN EYFS AND KS1 AND CONTINUING INTO KS2 UNTIL AUTOMATIC  PART OF THE PHONIC SESSIONS | PHONICS ASSESSMENTS TO IDENTIFY PHONEME GAPS SET OUT BY SPELLING SHORT WORDS | INTERVENTION AS SOON AS GAPS ARE NOTED  SPELLLING FLUENCY INTERVENTIONS |
| **CEW** | TO AUTOMATICALLY SPELL THE COMMON EXCEPTION WORDS LISTED WITHIN NC | FOCUS FIVE SPELLINGS DISPLAYED IN CLASS AND CHANGED EACH 2 WEEKS. AGE-APPROPRIATE FOR MOST PUPILS | RAINBOW WORDS  KS1 NC CEW | INTERVENTION AS SOON AS GAPS ARE NOTED  SPELLLING FLUENCY INTEREVNTIONS |
| **Y3/4 STATUTORY SPELLINGS** | TO AUTOMATICALLY SPELL THE Y3/4 STATUTORY WORDS LISTED WITHIN NC | FOCUS FIVE SPELLINGS DISPLAYED IN CLASS AND CHANGED EACH 2 WEEKS. AGE-APPROPRIATE FOR MOST PUPILS  SOME PUPILS MAY CONTINUE TO LEARN RAINBOW WORDS OR KS1 CEW AS NECESSARY AND DICTATED BY ASSESSMENT OUTCOMES.  MORNING ACTIVITY PRACTICE DUIRNG REGISTARTION  TABLE MATS TO EXPECT/ENCOURAGE USE WITHIN INDEPENDENT WRITING | Y3/4 STAUTORY WORDS  INDEPENDENT USE OF DICTIOANRUES AND THESAURUSES WHEN PROOFREADING | INTERVENTION AS SOON AS GAPS ARE NOTED  SPELLLING FLUENCY INTEREVNTIONS |
| **Y5/6 STATUTORY SPELLINGS** | TO AUTOMATICALLY SPELL THE Y5/6 STATUTORY WORDS LISTED WITHIN NC | FOCUS FIVE SPELLINGS DISPLAYED IN CLASS AND CHANGED EACH 2 WEEKS. AGE-APPROPRIATE FOR MOST PUPILS  SOME PUPILS MAY CONTINUE TO LEARN RAINBOW WORDS OR KS1 CEW AS NECESSARY AND DICTATED BY ASSESSMENT OUTCOMES.  MORNING ACTIVITY PRACTICE DUIRNG REGISTARTION  TABLE MATS TO EXPECT/ENCOURAGE USE WITHIN INDEPENDENT WRITING | Y5/6 STATUTORY WORDS  INDEPENDENT USE OF DICTIOANRUES AND THESAURUSES WHEN PROOFREADING | INTERVENTION AS SOON AS GAPS ARE NOTED  SPELLLING FLUENCY INTEREVNTIONS |

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Description automatically generatedPHEASEY PARK FARM PRIMARY SCHOOL - HANDWRITING POLICY**

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| **PURPOSE/INTENT** | **IMPLEMENTATION (HOW) ORGANISATION** | **IMPLEMENTATION: RESOURCES AND CLASSROOM ENVIRONMENT** | **ASSESSMENT** |
| To develop effective and comfortable pencil hold (tripod grip) and optimal seating position and wrist/hand position. (Avoid arm/ hand ache to make sure they are ready to write with stamina)  To develop gross and fine motor skills.  To form lower case and upper-case letters with correct orientation and formation.  To form digits 0-9 correctly  To understand which letters belong to which handwriting ‘families’ (i.e., that are formed in similar ways).  To develop a fluent, automatic, consistent, and joined handwriting style.  To know which letters are break letters.  To use the diagonal and horizontal strokes that are needed to join letters.  To use spacing between words that reflects the size of the letters.  To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.  To provide daily opportunities for extensive handwriting practice to lead to fluency and automaticity. | **LESSON STRUCTURE/STRATEGIES**   * Ensure pupils have correct tools for the lesson. * Warm-up with wrist shaking exercises, scribbling, practising with patterns to loosen up muscles ready to write. Use online videos to support. * Ensure correct seating position: sit up straight, clutter-free tables, feet flat on floor, paper at correct angle. * Each session to have a clear learning focus. * Adult or online modelling of correct direction and formation * Extensive practice * Write for a purpose: reinforcing spelling, grammar, vocabulary, and punctuation. * Use of pupil textbooks to offer extensive practice. * ‘live’ marking where possible to instantly provide feedback and address misconceptions. * Celebrate good practice and progress. * Independent use of the ‘Getting Ready to Write’ flap in the front of pupil textbooks and the handwriting checklist flap. Also letter formation prompt sheet in the tabletop help books. | * Use of accredited SSP (AnimaPhonics). * <https://www.oxfordowl.co.uk/for-school/nelson-handwriting--3> * phoneme friezes * handwriting poster * Pupil textbooks. * Online resources from Nelson Handwriting scheme. * Photocopy masters. * Writing progression document | * Ongoing, informal daily assessment throughout each lesson * Whole school, class and individual assessments from the Nelson Scheme.   INDIVIDUAL ASSESSMENT:   * Does the child adopt the correct posture? * Does the child hold the pen/pencil correctly? * Does the child use the correct movement when forming and/or joining letters? * Does the child reverse or invert any letters? * Does the child write fluently and rhythmically? |
| **END OF YEAR EXPECTATIONS**  Reception Children should be able to write three or more simple statements on a  given subject that can be read without the child’s help and that make sense, although letter shapes and spelling may not be fully accurate. No joins.  Use of capitals and lower-case letters may not be fully established.  Year 1: Produce a paragraph or more of developed ideas independently that can be read without help from the child. Produce letter shapes which are mainly accurate, with clear spaces between most words. No joins.  Year 2: Produce close to a side (or more) of A4 writing that is clear and  coherent. Produce handwriting which is controlled, mainly regular in  size and becoming neat. There may be evidence of joining.  Year 3: Produce close to a side (or more) of A4 writing that is clear and  coherent. Produce handwriting that is neat and mainly joined.  Year 4: Produce more than a side of A4 writing that is clear and coherent.  Produce handwriting that is neat and joined.  Year 5: Produce handwriting that is fluent, neat and joined.  Year 6: Produce handwriting that is fluent, neat and joined. Children may  also be able to vary font for effect or emphasis where appropriate (e.g., print, italics, capitalization).  BASED UPON ROS WILSON’S WRITING CRITERION SCALE WHICH SUPPORTS THE NELSON HANDWRITING SCHEME. |
| **INTERVENTION**   * ‘live’ marking where possible to provide immediate feedback and address any misconceptions. * Writing fluency interventions for targeted pupils to focus on development of automatic and fluent transcriptional skills. |
| **TIMETABLING**   * Nursery: daily fine and gross motor activities * EYFS: letter formation as part of daily phonics teaching * Y1and Y2: 2x daily sessions of phonics (containing letter formation teaching)20 minutes plus daily letter formation sessions focusing on new focus phonemes taught to most children (exposure) |

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| **PURPOSE/INTENT** | **IMPLEMENTATION (HOW) ORGANISATION** | **IMPLEMENTATION: RESOURCES AND CLASSROOM ENVIRONMENT** | **ASSESSMENT** |
| To develop the stamina and skills to write at length, with accurate spelling and punctuation.  To develop the correct use of grammar.  To write for a range of purposes, audiences, and contexts. Real and fictional.  To plan and research my writing.  To proofread and edit writing to evaluate, correct and improve. | **UNIT STRUCTURE**  Follow writing flowchart:   * Introduce purpose, context and audience for writing and map out the writing journey planned within this unit. Provide read audiences where possible. * use texts and other stimuli for writing. * plan, articulate, discuss and collect ideas for writing. Use reading as a model for writing. * Revisit/teach genre features. * Teach new writing skills (use writing progression ladders for each genre and knowledge organisers from Twinkl) * observe the teacher modelling writing and complete shared, then guided, leading to independent writing when ready. I do, we do, you do approach. * Scaffolded practice writing of each new skill within context of genre. * Evaluate writing by proofreading to check spelling, grammar and punctuation. Green editing pen. * Re-read own writing to check for sense and consistent use of verb tense and form. Edit and improve. Green editing pen. * Assess using Golden writing checklists. | * Writing LTPs * Writing flowchart * Writing progression ladders for each genre * Golden writing checklists. * Help booklets on tables. * Writing progression document | * Ongoing, informal daily assessment throughout each lesson * Golden writing checklists * Writing ARE sheets. * Year group and school and Trust moderation meetings. |
| **TEACHING STRATEGIES**   * verbally rehearse writing. * I do, we do, you do approach. * Teacher modelling of process and thought process of a writer though the various stages of writing | **END OF YEAR EXPECTATIONS**   * each child to have completed at least 6 Golden writing independent pieces each term with a range of genres to provide sufficient evidence for school and Trust writing moderation. |
| **INTERVENTION**   * Writing fluency interventions for targeted pupils to focus on development of automatic and fluent transcriptional skills. * Extensive practice to ensure fluency, flexibility and transfer of skills |
| **TIMETABLING**   * Daily writing sessions in every year group * Writing across the curriculum to apply skills in wider contexts * Regular opportunities to apply writing across the wider curriculum. |

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| **PURPOSE/INTENT** | **IMPLEMENTATION (HOW) ORGANISATION** | | **IMPLEMENTATION: RESOURCES AND CLASSROOM ENVIRONMENT** | **ASSESSMENT** |
| To accurately use a wide range of punctuation for impact and effect.  To use a wide range of coordinating and subordinating conjunctions.  To use a variety of sentence types and openers for precision and impact.  To use correct, consistent and varied verb forms. | **PUNCTUATION:**  **Y1**: CL for names of people, places, weekdays, personal pronoun I. FS, question marks, exclamation marks  **Y2**: FS, CL, ! ? commas for lists, apostrophes for contraction and singular possession  **Y3/4**: commas after fronted adverbials, possessive apostrophe for singular and plural, direct speech punctuation, commas to mark clauses.  **Y5/6**: commas to clarify and avoid ambiguity, hyphens, brackets, dashes, commas for parenthesis, semi-colons and colons or dashes to mark boundaries between independent clauses, colons to introduce a list, consistent bullet points. | **SENTENCE CONSTRUCTION:**  **Y1:** use of ‘and’  **Y2:** statements, questions, exclamations and commands, expanded noun phrases, subordination using ‘when’, ‘if’, ‘that’, ‘because’ Coordination using ‘or’, ‘but’.  Past and present tense  **Y3/4**: wider range of conjunctions, multi clausal sentences, variety of verb forms. Conjunctions, adverbs and prepositions to express time and cause, fronted adverbials.  Y5/6: passive verb forms, modal verbs, relative clauses | * FANBOYS display of coordinating conjunctions. * ISAWAWABUB display of subordinating conjunctions. * ISPACED display for sentence openers. * Tabletop support sheets * Punctuation pyramid display * Writing progression document | * Ongoing, informal daily assessment throughout each lesson * Golden writing checklists used at the end of each unit. * Y6 practise SPAG tests |
| **TEACHING STRATEGIES**   * I do, we do, you do approach. * Teacher modelling of process and thought process of a writer though the various stages of writing | | **INTERVENTION**  Writing fluency interventions for targeted pupils to focus on development of automatic and fluent transcriptional skills. |
| **TIMETABLING**   * Taught as part of a writing unit. Daily sessions. * Also, expectation of application of skills across the wider curriculum. | |

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| **PURPOSE/INTENT** | **IMPLEMENTATION (HOW) ORGANISATION** | **IMPLEMENTATION: RESOURCES AND CLASSROOM ENVIRONMENT** | **ASSESSMENT** |
| To ensure that all children are exposed to a rich and varied vocabulary.  To provide opportunities to learn vocabulary through repeated encounters with direct and explicit teaching and also incidental teaching.  To narrow the vocabulary gap by ensuring all children have the same opportunities across the whole curriculum.  To develop a secure understanding and fluent use of Tier One Words.  To ensure Tier 2 and 3 words are an integral part of the curriculum to enable pupils to understand test words and words across the curriculum. | **TEACHING STRATEGIES**   * Teach relationship between word structure and meaning. * Teach pupils how new words function in different contexts – not just learning definitions but the function of each word (changes in word class) * Word webs to show links between a root word and its many inflections (e.g., help: helped, helping, helpful, unhelpful, helpless, helper) * Links to spelling: etymology and morphology. (See Oak Academy spelling sessions) * Consider these three questions when introducing new vocabulary:  1. What distinct meaning does a word have? 2. What are the shades of meaning they can convey? 3. How might the meaning change depending on context?  * Plan for high quality talk opportunities, incidental encounters, and use high quality resources. * Plan to include a range if activities to develop and enhance vocabulary: matching, linking, classifying, defining, comparing, discussing, reading, writing, talking. * Spaced practice: plan to retrieve vocabulary over time as part of the curriculum. * Retrieval practice: plan activities that encourage children to retrieve prior knowledge of vocabulary. * Activating prior knowledge: plan opportunities reactivate prior knowledge in lessons where it would be beneficial.   Develop vocabulary breadth: how many words a reader knows.  Vocabulary depth: what a reader knows about these words  Planned opportunities to use and apply Tier 1,2,3 words. | * Title pages in all topic books with key Tier 3 subject words – this will continually revisit these words and also form part of lesson starters in lessons and thereby commit to long term memory and fluent use. * Key vocabulary on topic displays and in core subject displays. * KWL grid in books to include key vocabulary. * Vocabulary rich environment * Writing progression document * Tier 1 vocabulary/HF/CEW words and words of everyday speech * Tier 2 vocabulary: language of learning * Tier 3 vocabulary: subject-specific vocabulary | * Ongoing, informal daily assessment throughout each lesson * Application of subject-specific vocabulary within wider curriculum learning both verbally and in writing |

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| **PURPOSE/INTENT** | **IMPLEMENTATION (HOW) ORGANISATION** | **IMPLEMENTATION: RESOURCES AND CLASSROOM ENVIRONMENT** | **ASSESSMENT** |
| To develop competence in spoken language and listening to enhance the effectiveness of communication across a range of contexts and to a range of audience.  To use discussion in order to learn.  To listen and respond to adults and peers.  To elaborate and explain clearly their understanding and ideas.  To become competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.  To ask relevant questions to extend their understanding and knowledge.  To use relevant strategies to build their vocabulary.  To articulate and justify answers, arguments and opinions.  To give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.  To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.  To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.  To speak audibly and fluently with an increasing command of Standard English.  To participate in discussions, presentations, performances, role play, improvisations and debates.  To gain, maintain and monitor the interest of the listener(s).  To consider and evaluate different viewpoints, attending to and building on the contributions of others To select and use appropriate registers for effective communication.  To increase pupils’ vocabulary, ranging from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and enhancing their knowledge about language as a whole.  To ensuring that pupils can select and use appropriate grammar and register for audience and purpose, including Standard English where necessary. | **TEACHING STRATEGIES AND TIMETABLING**   * Speaking and listening will be an integral part of all learning across school. * Discussion and partner work at the start of lessons * Paired, group and whole class discussions. * Opportunities to speak in front of an audience: class and group presentations, role-play and drama activities. * Public performances for families: Christmas, Harvest, Easter, End of year performances.  1. Plan the purpose of talk 2. Knowledge first 3. Break it down 4. Clear expectations 5. Model 6. Scaffold 7. Practise 8. Aim for independence   Pupils need to make progress in interrelated aspects of language:  physical (vocal control and body language, such as making eye contact and speaking loudly and clearly)  linguistic (knowledge of vocabulary and grammatical constructions, and use of rhetorical devices)  cognitive (knowledge of content, organisation of ideas, and tailoring talk to a specific purpose, such as to persuade or inform). This will include pupils learning about ‘exploratory talk’ (to explore new ideas and come to new understandings) and ‘presentational talk’ (to share their thinking with others).[[footnote 83]](https://www.gov.uk/government/publications/curriculum-research-review-series-english/curriculum-research-review-series-english#fn:83) Pupils should learn how to pose questions, and use talk to narrate, explain, speculate, imagine, hypothesise, explore, include, discuss, argue, reason and justify[[footnote 84]](https://www.gov.uk/government/publications/curriculum-research-review-series-english/curriculum-research-review-series-english#fn:84)  social and emotional (considering the needs of different listeners, responding appropriately to others and developing the confidence to share ideas with different audiences)  Teachers model spoken language for pupils. This includes language that pupils might not encounter away from school.  The curriculum provides frequent opportunities for pupils to practise, refine and apply their spoken language knowledge and skills. | * Spoken language progression document. * Writing flow chart * Dimensions lessons across the curriculum | * Ongoing, informal daily assessment throughout each lesson * Pupils should receive constructive feedback on their spoken language and listening, not only to improve their knowledge and skills but also to establish secure foundations for effective spoken language in their studies at primary school, helping them to achieve in secondary education and beyond. |
| **INTERVENTION**   * SALT support where appropriate * Adapted teaching to suit pupil needs * Adults reframe pupils’ spoken language where necessary and ask children to repeat back the reframing. |