



“Literacy is the ability to read, write, speak and listen in a way that lets us communicate effectively and make sense of the world.” (National Literacy Trust)

Aldborough Primary School endorses the Early Years Foundation Stage Framework (2021), the DfE Reading Guidance (2021) and the purpose of study and the aims of the 2014 national curriculum. This policy informs staff, parents and governors about the way in which they are met at our school.

Our aim is for children at Aldborough to be avid readers, to be children who read fluently, widely and for pleasure; to have opinions about what they read and to express preferences. We want them to access a wide range of text types, genres and authors during their time at APS. We want our children to write with confidence and accuracy for a variety of purposes and audiences and to develop their own style. We want our children to be able to write with grammatical accuracy and to be able to apply spelling patterns correctly and to have a neat handwriting style. We want them to have, to use and to understand a wide vocabulary so that they can communicate in both the spoken and written word with real confidence.

We want Aldborough children to use these skills in all areas of the curriculum and to leave our school knowing that they are embedded, can be applied to their future learning, and are the tools to take into the wider world.

Beyond this it is vital that our children are able to access the information about the world in which we live and to understand its people past and present. Being informed and well read, being able to express thoughts and opinions clearly and coherently, being able to listen with understanding is the way in which our children will contribute to and take their place in a fair and more tolerant world.

Contents

Writing. Values based

Education

The Four Purposes of writing

EYFS and Year One

Novels, film clips, picture books and poetry

Planning and sequencing Shared/guided writing

S.E.N.D

Reading



The teaching of reading EYFS Key stage One

EYFS- Guided reading

Years One and Two- Guided Reading

Key Stage Two Reading books

Whole class reading Reading fluency

Reading Champions. Reading records.

Spoken language

EYFS Early Learning Goals

Key Stage One Key

Stage Two Drama

Presentation of work

Spelling.

Language acquisition- developing children's vocabulary.

Handwriting.

Assessment Appendix.

Writing.

Values based Education

A values based education (VbE) is at the heart of learning at Aldborough. We believe that this helps our pupils to flourish academically, socially and emotionally. Our chosen values (Individuality, Respect, Pride, Community) are embedded into daily routines, conversations and lessons so that the children become familiar with them, reflect on them and put them into practice.

Teachers at Aldborough choose narrative resources, such as novels, film clips, picture books and poetry to support and demonstrate these core values. Through them, children learn about people and the way they live and respond to different situations. We want our children to have a greater understanding of the world and its people and to develop British values such as tolerance, kindness and respect.

The Four Purposes of writing

At Aldborough, the four purposes of writing are to Entertain, to Inform, to Persuade and to Discuss. In Key Stage 1, writing outcomes are the first two purposes (to Entertain and to Inform) in years 3 and 4 the first three (to Entertain, to Inform, to Persuade) and in years 5 and 6, all four. We use a variety of text types including novels, film clips, picture books and poetry to drive purposes and outcomes, alongside our foundation subject linked outcomes, which are researched using a range of subject specific non-fiction texts including books and websites.

The grammar and sentence structures associated with each writing purpose are clearly set out to pupils in the form of our progressions grids; this also enables teachers to know what needs to be included in the teaching sequence.

Teachers make explicit reference to the purpose of the writing every time a new writing task is introduced. This is to embed the success criteria and to enable children to make links with skills they have used before, in previous years. With familiarity and repetition, children should embed knowledge of what the writing purpose should include; this will allow for deeper development of language and a focus on sentence structure and language choices as children revisit the purpose, facilitating progression.

EYFS and Year One

There are daily English sessions in EYFS and Year One. These often include a modelled writing focus, sometimes within the phonics session. The sessions use both fiction and non-fiction texts and focus on the children's interests. Teachers lead these sessions, exploring vocabulary, story structure and illustrations. Children become familiar with a story by hearing it more than once.

Writing is encouraged in many areas of continuous provision. Children are encouraged to write about their interests and teachers encourage writing for enjoyment. Teachers share stories with actions, create story maps; they elevate and change characters and the plot.

By the end of the Summer term Year 1 children participate in whole-class writing tasks to prepare for a smooth transition to writing in Year 2.

Novels, modelled texts, film clips, picture books and poetry

Timetabling commitment: Five lessons every week (Year 2-6)

We use novels, film clips, picture books and poetry to drive most writing outcomes (alongside our foundation subject linked non-fiction writing outcomes, which are researched using a range of subject specific non-fiction texts including books and websites). In Years 1 and 2, books are chosen to support different themes and the cohort of children. Modelled writing texts chosen in Key Stage Two are from different genres, ensuring that children are exposed to high quality, broad and varied literature. Writing outcomes and the planned teaching sequence reflect the teacher's knowledge of the class, its strengths and its weaknesses whilst at the same time, delivering the National Curriculum pertinent to the year group.

We use picture books in all year groups; they enable children to "make meaning through thinking and discussion" and too, to explore and interpret for themselves, guided, not told by the teacher, bringing their own understanding and knowledge to shape the interpretation of the book.

Writing across the curriculum

Non-fiction writing inspired by links to foundation subjects takes place during English lessons and the instruction of key writing skills is given to enable the highest quality writing outcomes, linked to foundation subject knowledge. Non-fiction writing, inspired by foundation subjects, gives teachers the opportunity to recap success criteria from previous English lessons (where non-fiction writing has been driven by the class novels, film clips, picture books and poetry) and gives children the opportunity to practise and demonstrate the skills they have learnt and review and apply their learning from other areas of the curriculum.

Writing across the curriculum aims to achieve the same high standard of writing outcome, which is why this takes place in English lesson time, with modelled writing at its heart - reinforcing the expectations and reminding children of particular elements of writing that, for example, they may have found tricky in the past:

“Notice how I am writing the names of these places with a capital letter at the start.”

“I think I’ll add a conjunction here to join these two clauses and make this sentence flow better.” Opportunities for writing are also given in other subject areas.

Planning and sequencing

The writing outcomes are recorded by all teachers on a shared google document so that everyone is aware of the writing experiences their class has had. Planning is shared on google drive. Reference to the teaching sequence planned in the previous year ensures that the teacher is able to move children on in their learning and not simply to repeat what has been done before.

Learning objectives are shared daily. Success criteria are generated with the children when a new writing outcome is introduced.

Shared/guided writing

Modelled writing unlocks the writing process for children whether with the whole class or with small groups. Teachers and teaching assistants work with small groups of similar ability pupils, ideally, to model and share- write sentences and paragraphs. Children contribute ideas, whether verbally or written, to a shared piece of writing. This extends the able writer and supports the weaker one.

Children who need support with the organisation and writing of their ideas need plenty of oral rehearsal before starting to write.

Children for whom the writing process is challenging do not need to meet the full writing outcome but rather, to work towards it and for the focus to be individualised and a recognition of what the child needs to focus on in line with our SEND policy.

Drafting and Editing

Children draft all extended pieces of English writing before writing them up into English books. All draft work is marked by an adult in class so that children can edit and improve, and respond to the feedback given to them. Where the teacher deems further feedback on finished pieces of English writing to be worthwhile, children may be asked individually to “Purple Polish”; this is to address specific grammar, punctuation and spelling errors.

The teacher may acknowledge the child’s efforts (and identify where progress has been made and the particular strengths of the piece of writing) using a written comment or verbal feedback.

Children are not required to draft extended pieces, although may be required to improve individual sentences. As the year progresses some children may, because they are able to write at increasing speed, be able to start drafting and editing their own work.

Grammar and punctuation

To meet National Curriculum requirements, grammar and punctuation are taught both discretely and also in the teaching sequence, in response to the success criteria for a piece of writing. The use of progression grids outline requirements for each writing outcome and also help teachers to track coverage of National Curriculum grammar and punctuation requirements for each year group.

S.E.N.D

Extra support is given to children who need it, whether these children are able or unable to access whole class teaching. This is tailored to individual needs and includes additional scaffolding /writing frames, and differentiated activities relating to the learning objective. This is planned by the teacher and delivered by the teaching assistant or the teacher. Support given to children is to help them become independent so that they do not become over reliant on adults to help them. Refer to SEN policy for further information.

Reading

Aldborough Primary School - Reading Spine

Aldborough Primary School Reading Spine hopes to foster a love of reading and to take children on a 'journey' throughout their time at our school, experiencing writers and stories from a variety of eras, places, backgrounds and ethnic origins. We celebrate diversity and have chosen a wide variety of themes and genres as part of each year group's suggested text list. We have worked hard to ensure children are exposed to both modern and classic texts, texts written by both men and women, texts linked to foundation subjects and current affairs, and texts that promote discussion around our school values. Children are immersed in different text types during English lessons, whole class reading sessions, foundation subjects, library time and during our 'reading breakfasts', which are timetabled for each key stage.

The teaching of reading EYFS Key stage One

Children in Reception have a thirty to forty minute daily session. This comprises a twenty to thirty minute phonics session and a ten minute guided reading session every day.

Children in years One and Two have a forty minute daily reading session. This comprises a thirty minute phonics session and a ten minute guided reading session every day.

At Aldborough, phonics is taught using a DfE validated systematic synthetic phonics programme, produced by Little Wandle, that follows the revised Letters and Sounds 2017 progression and coverage.

Phonics teaching is divided into the following phases:

- Phase 1-Reception and pre school- listening to sounds
- Phase 2-Alphabet- sounds of letters

- Phase 3-Digraphs
- Phase 4-Consonant blends
- Phase 5-Digraphs and split digraphs (where they need to be at the end of year 1 to pass the phonics screening test)
- Phase 6-Alternative spelling rules and suffixes

Teachers introduce the graphemes, phonemes and spelling rules to their group for thirty minutes and the sessions have the following format:

- Revisit and review
- Teach new rule or sound
- Practise (words to spell, or a pattern to spot)
- Apply - reading and writing sentences using the rule.

In some instances, children who have not passed the phonics screening test by the end of key stage one (year two) will continue to benefit from direct phonics teaching by joining phonics groups at the appropriate level in key stage one.

EYFS- Guided reading

A guided reading session has a number of focuses, explored over as much as a week. Teachers discuss the cover and the text of a book with the children and share ideas. They look at vocabulary and ask the children for predictions. It culminates in a quiz to recap what has been read. The books are read several times so children are no longer required to decode. After this the teacher re- reads the text using “ story teller” voice and then the children read it, in pairs, a page each. This helps them to listen to each other and to have discussion based conversations.

Years One and Two- Guided Reading

In a guided reading session, the members of a group read the same book over one week. Strategies are used to develop reading fluency, which included modelled reading by the teacher, echo reading - where children chorus and repeat the teachers expression/prosody, paired reading - to practice prosody and fluency, and then the children answer comprehension questions (verbally) and answer VIPERS style questions. Children are also introduced to higher order questions requiring the development of prediction and inference skills.

EYFS and Key Stage One Reading books

In EYFS in the Autumn term, children choose and share picture books. In the Spring term, when phase two has been taught and when children are ready, children are given books which have been selected by the teacher. The books are taken for a week, and then changed again by the teacher.

The books we send home match the phonics progression of the systematic synthetic teaching programme which we use at Aldborough, which is Letters and Sounds/Little Wandle, and may be from one of the following publishers:

- Big Cat -Collins
- Big Cat - Collins for Little Wandle

Key principles of “decodable” books.

The phonic progression of the decodable readers introduces new grapheme phoneme correspondences in the same order as the teaching programme. The progression within these books is cumulative so that children are able to practise GPCs which they have already learned. Our books are in the main composed of words which are fully decodable which means that the words are made entirely from those sounds already blended and practised. They may contain a small number of ‘exceptions’, (‘tricky words’), but these are ones already taught as part of the programme. Books are matched to the children’s secure phonic knowledge, so they can read at 90%+ fluency – enabling them to transfer and apply their phonic knowledge.

Once children are reading almost all words fluently then the fully decodable reading books will not be needed for these children and they can read a variety of books and read for pleasure from our colour coded books which offer further progression.

Key Stage Two Reading books

Children choose the books they read from the school and local home libraries, and from peer recommendations. A record is kept of their reading choices in the child’s year-appropriate reading record. In order to encourage, develop and widen the children’s reading experience, the library stocks books which support those chosen by teachers to drive writing outcomes. The library has sets of books to encourage children to read in “book groups.” With some teacher supervision, children set themselves reading targets, discuss plots and characters and share ideas in much the same way as adult book groups do.

Some key stage two pupils are directed to choose a phased reading book alongside their library book, if they are working below age related expectations or need further practice of fluency development.

Reading fluency

It is important to develop reading fluency. Fluency is defined as the ability to read with speed, accuracy and proper expression and prosody. In order to understand what they read, children must be able to read fluently whether they are reading aloud or silently. When reading aloud, fluent readers read in phrases and add intonation appropriately. Their reading is smooth and has expression. The teaching of this needs to be built into lessons regularly, giving children time to prepare sentences or paragraphs, practising in pairs or in small groups to read aloud to the class and teacher.

Children are also encouraged to select reading books within their fluency range. Termly assessments help staff and children to know what level of books they ought to select in order to develop reading fluency. In Lower Key Stage Two, children who are working below age related expectations in reading access regular small group interventions in phonics and fluency/reading development, in place of whole class spelling and whole class reading teaching.

Reading for pleasure

Each class encourages reading for pleasure. This might include quiet reading, book groups, book talk, class reading communities and sharing recommendations. Our school library is open at lunchtimes and buddy group children share books with their peers on the playground during breaks. We

also have a weekly reading for pleasure assembly where the children have the opportunity to hear different books read by different staff members and our children's reading ambassadors.

Whole class reading - Key Stage Two

A whole class reading lesson is a shared opportunity to study extracts and whole texts. These include poetry, non fiction, short stories, classic and modern fiction. Texts are challenging and ambitious, frequently above the level the child might read to him or herself. This means that the weak reader is having access to stimulating reading material. Mostly, the shared extract is read by the teacher to the class. This enables children to hear reading modelled and to know what fluency is.

Teachers keep a record of the extracts they use, the VIPERS skills and genres they cover. There needs to be coverage of all the different genres. To prepare a text for the class, the teacher annotates the text, focusing on one or more of the National Curriculum reading domains. The acronym VIPERS is used to represent these domains, namely, Vocabulary, Infer, Predict, Explain, Summarise or Sequence.

VIPERS

Children are explicitly taught the skills of reading (outlined in the national curriculum and the Key Stage One and Key Stage Two test domains) through the use of VIPERS which was created by Rob Smith (the Literacy Shed) The Reading VIPERS can be used by Key Stage One and Key Stage Two with a little adaptation.

The main difference is the "S":

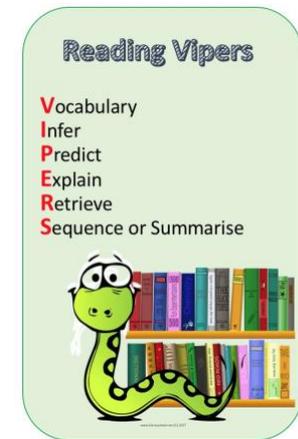
Sequence Key Stage One

Summarise Key Stage Two

In KS1 "Explain" is not one of the content domains, rather, it asks children why they have come to a certain conclusion and to explain their preferences, thoughts and opinions about a text. In Key Stage Two the "Explain" section covers the additional content domains of 2F 2G and 2H which are not present in KS1.

Key Stage One

In Key Stage One VIPERS are taught and practised in guided and whole class reading sessions.



<u>Key Stage One content domain reference</u>	VIPER	2019 Reading paper questions by domain; marks and percentage
1a draw on knowledge of vocabulary to understand texts	Vocabulary	Marks available 6 15%
1b identify/explain key aspects of non fiction and fiction to understand texts such as characters, events, titles and information.	Retrieve	Marks available 23 57.5%
1c identify and explain the sequence of events in texts	Sequence	Marks available 0 0%

1d make inferences from the text	Infer	Marks available 11 27.5%
1e predict what might happen on the basis of what has been read so far.	Predict	Marks available 0 0%

Key Stage Two

In Key Stage Two VIPERS are taught and practised in whole class reading sessions.

<u>Key Stage Two Content domain reference</u>	Viper	2019 Reading paper questions by domain; marks and percentage
2a give/ explain the meaning of the word in context	Vocabulary	Marks available 6 12%
2b retrieve and record information/identify key details from fiction and non fiction	Retrieve	Marks available 21 42%
2c summarise main ideas from more than one paragraph	Summarise	Marks available 1 2%
2d make inferences from the text/explain and justify inferences with evidence form the text	Infer	Marks available 18 36%
2e predict what might happen from details stated or implied	Predict	Marks available 0 0%
2f identify / explain how information / narrative content is related and contributes to meaning as a whole	Explain	Marks available 0 0%
2g identify / explain how meaning is enhanced through choice of words and phrases	Explain	Marks available 3 6%
2h make comparisons within the text	Explain	Marks available 1 2%

Reading Champions.

At Aldborough we are supported in our efforts to teach reading. We have regular volunteers who have been trained to do two things. Firstly, they know how to listen to children read and secondly, they know how to read to children who aren't read to regularly at home. They come into school and work with the same children every week, for a term or longer. The training they have received enables them to encourage fluency development, to deploy the VIPERS

techniques and to know about our Letters and Sounds phonics programme. Teachers identify pupils who need to be read to and ensure too, that all children are heard regularly. This is offered to children in all year groups.



Reading records.

Reading is the most important subject in school. Encouraging a child to read at home has a huge impact on his or her progress across the curriculum. At Aldborough we want to know about home reading and believe in the importance and regularity of communication about it. Completing reading records gives teachers information which they can act upon. They have been designed to reflect this and to encourage children, as they move through the school, to take responsibility for their own reading and their recording of it. The information the records give the teachers, particularly in KS2, is there to provoke discussion about books and to enable children to share good reads and recommendations.

Wide reading is encouraged, (comics, information, CBBC Newsround, First news newspaper, blogs) and at Aldborough reading records in KS2 acknowledge and promote this.

EYFS

Parents are encouraged to re-read the book with their child to promote fluency and understanding. The reading record has example statements to describe how the child has read at home. The statements are just a guide; parents are encouraged to write what best communicates the home reading experience. Parents comment on those which apply. Children are expected to read every day in order to develop reading fluency, achieving between 95-100% accuracy before changing their book.

Key Stage One

Parents are encouraged to reread the book with their child to promote fluency and understanding. The reading record lists statements to describe how the child has read at home. The statements are just a guide; parents are encouraged to write what best communicates the home reading experience. Parents comment on those which apply. Children are expected to read every day in order to develop reading fluency, achieving between 95-100% accuracy before changing their book.

Key Stage 2

In Class 3, children and/or parents record books read in a reading record. The child/parent completes it to give the teacher information about reading, whether at home or at school. There is a space where the parent can comment. The reading record lists statements to describe how the child has read at home. The statements are just a guide; parents are encouraged to write what best communicates the home reading experience.

Parents comment on those which apply. Children are expected to read every day in order to develop reading fluency, achieving between 95-100% accuracy before changing their book. Once the child is a fluent reader, at the teacher's discretion, they are given a reading log tick sheet to replace the statements, so teachers can monitor the types of books the children are reading and their general reading behaviours.

Reading logs are checked once a week. Parents sign the logs once a week or more frequently if desired.

In Class 4 and 5, children are encouraged to record their own reading in a reading record. The child completes it to give the teacher information about reading, whether at home or at school. It gives the child the responsibility to engage with the teacher about reading habits and preferences. There is space for the parent/child to comment. The reading record lists statements to describe how the child has read at home. The statements are just a guide; parents/children are encouraged to write what best communicates the home reading experience. Parents/children comment on those which apply. Children are expected to read every day in order to develop reading fluency, achieving between 95-100% accuracy before changing their book.



Reading logs are checked once a week. Parents sign the logs once a week or more frequently if desired.

Library

Every class has a timetabled library session once a week. This enables children to be given the time to talk about books with peers, teachers and teaching assistants and to change or choose books. Children are guided to choose library books to share with their parents, and also to choose ones to read themselves.

Spoken language

Our four values underpin Aldborough Primary School's approach to teaching and learning. Spoken communication is developed and strengthened by "The Aldborough offer." Children are given the opportunity to:

- Represent the class on the School council
- Represent the class on the Eco council
- Be part of our a Buddy system
- Perform in a play annually to an audience
- Plan, organise and deliver a celebration of learning with the class
- Show visitors around the school
- Give and respond to critique
- Be a part of the school council, as chair, secretary, treasure
- Take part in sports day
- Take part in/ lead a buddy group for playground activities
- Organise and run the lunchtime play shed
- Run the library at lunchtime
- Go on residential trips
- Perform a musical instrument at Christmas and summer concerts
- Take part in "Aldborough has talent" in the autumn term
- Take part in inter school and national competitions
- Go on day trips
- Take part in afterschool activities
- Attend breakfast and/or after school club

- Raise money for charity
-

EYFS Early Learning Goals

Communication and language

Listening Attention and Understanding ELG

Children at the expected level of development will:

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;

Make comments about what they have heard and ask questions to clarify their understanding;

Hold conversation when engaged in back-and-forth exchanges with their teacher and peers Speaking

ELG

Children at the expected level of development will:

Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;

Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

What we do at Aldborough Primary School

- Model full sentence answers and teach children to do the same
- Use talking partners to show how to ask and to listen
- Circle Time
- Make time for children to talk about and to share models they make
- Weekly "Tapestry Time," sharing and talking about what has been uploaded to Tapestry by family and friends
- Shared news time, weekly
- Retell stories

In English and Whole Class Reading lessons, with our focus on our school values, children talk about characters, settings and situations, justifying opinions through discussions and debates. Teachers encourage children to prepare ideas and to question each other.

Key Stage One

Children develop speaking and listening skills, using them for a range of different purposes. These include:

- describing their own experiences
- retelling and telling real and imagined stories
- reading stories and poems aloud
- giving presentations to explain a process or impart information.
- listening to stories and poems, sustaining concentration and participating appropriately
- following teachers' instructions
- asking relevant questions of adults and peers
- Expressing their opinion about plays and presentations.

They are taught how to operate in groups, e.g. taking turns to speak, listening to suggestions, allocating tasks and reporting group views to the rest of the class.

Teachers model standard English and correct inaccuracies. Children are taught how speech varies according to circumstance and audience.

Key Stage Two

(Years 3 & 4)

Children develop speaking and listening skills, using them for a range of different purposes. These include:

- reading stories and poems aloud, both individually and as a larger group, with an increasing emphasis on fluency and the use of voice for effect.
- listening to, and participating in storytelling
- developing their use of talk to explain a model, process or to impart information
- talking in a variety of contexts and reflecting on talk, e.g. how it varies for purpose and audience ● Identifying and summarising the main points made in a talk, video or audio broadcast ● asking relevant questions and offering their own opinions.
- Working collaboratively; agreeing a plan for investigation, identifying and using resources effectively, accommodating different views and looking for consensus.

Teachers model standard English and correct inaccuracies. Children are taught how speech varies according to circumstance and audience.

Years Five/Six

Children develop speaking and listening skills, using them for a range of different purposes. These include:

- giving talks, conducting interviews, both individually and in groups
- presenting arguments on matters of concern
- participating in whole-class debates. They consider language variation, standard English and dialect, and identify the features of language used in formal and informal contexts.
- focussing on the language of persuasion and the way in which words, sounds and images relate to each other in audio and video broadcasts.
- Working collaboratively; identifying next steps for action, modifying plans, achieving compromise, taking on a variety of roles and evaluating the work of the group.

Teachers model standard English and correct inaccuracies. Children are taught how speech varies according to circumstance and audience.

Drama

Teachers use Drama in English lessons and across the curriculum. It develops literacy skills, supports speaking and listening, extends vocabulary and encourages children to understand and express different points of view. It motivates children to write for a range of purposes. It gives children opportunities to explore their own cultural values and those of others, past and present and to explore, discuss and deal with difficult issues and to express emotions in a supportive environment. It encourages them to think and act creatively and to develop critical thinking and problem solving skills which can be applied in all areas of learning. Examples of the techniques used are:

- Conscience alley
- Freeze frame
- Hot seating
- Role play
- Teacher in role
- Pie Corbett "Talk for writing"
- Debate/discussion EYFS

In Reception children are introduced to drama through a variety of different activities. These include:

- simple games
- activity poems
- action rhymes
- structured play
- character exploration
- activities based on traditional stories
- simple speaking and listening activities and the opportunity to present and respond to improvisation.

Key Stage One

In Key Stage One the emphasis is on the use of improvisation through role-play as the pupils play inventively and with concentration. They perform traditional stories and those devised by themselves to peers, and they are involved in the presentation of work from different areas of the curriculum. When reflecting on their own dramatic activities and the performances of others, e.g. visiting theatre groups, the pupils consider motives, story development and their personal response to the drama.

Years Three and Four

In years three and four, children write and perform for a range of audiences using scripts, sometimes based on improvisations, to develop events and characters. It is used to explore texts, both fiction and non-fiction, and to focus on key elements of narrative development. Children act in role, using language appropriate to context.. When responding to live and recorded performances, pupils focus on particular themes, characters and ideas, and have the opportunity to compare different types of performance. Pupils have the opportunity to take part in a production, learning the aspects of reading a script, costumes, stage direction and how they all come together.

Years Five and Six

In years five and six, children develop scripts based on incidents from novels and poems. They write for a specific audience and redraft their own scripts created for performance in the light of feedback. Improvisation and working in role are used to explore ways of life in different cultures or historical periods, and themes relating to personal, social and moral development. Responding to performances, children comment critically on the overall impact. They respond to the underlying themes and the use of specific theatrical effects, e.g. gesture, movement, sound and silence. Children have the opportunity to take part in a production, learning scripts and stage directions and how they all come together.

Presentation of work

Pupils are encouraged to take pride in the presentation of their work. Exercise books have labels with the child's full name and subject clearly displayed on the front cover. Covers are kept clean and free from doodles. Children are taught key presentation skills such as use of a ruler. Shading with coloured pencils is done carefully. Coloured pens and highlighters are used selectively with thought for their effectiveness. Written work on public display is spelled correctly. Worksheets are reproduced clearly and used selectively. If they are to be stuck in, they are trimmed to enable them to fit into exercise books or folders without being folded or damaged. ICT is used to enhance presentation where appropriate.

Writing

In EYFS and Key Stage One all work is dated in number form. In Key Stage Two children's work is dated with the long form (ability appropriate) English and Books of knowledge have a title/learning objective and are underlined with a ruler.

Spelling.

Time commitment: minimum of two sessions of spelling/phonics every week in Key Stage Two.



The National Curriculum places great emphasis on correct spelling, and because of this, every child in year six sits a spelling, grammar and punctuation test. We want our children to spell accurately. It is an important part of the process of learning to write, and a big part of the writing curriculum. Learning to spell well is important because we want our children to become confident writers. If they are constantly stopping to think about how words are spelled while they write, it can interrupt their thinking about important parts of writing like word choice and sentence construction. If they're confident spellers, they are also much more likely to make adventurous vocabulary choices.

Children need to learn to spell 20,000 to 40,000 words and should have a passive vocabulary of 50,000 to 60,000 words to thrive. It is almost impossible to commit that many words to memory if we only consider each word in isolation, so whilst efficient spellers do rely on their memory of words, a rich spelling knowledge also includes the ability to:

- Hear and spell units of sound (phonology)
- Identify permissible letter patterns (orthography)
- Manipulate words to change their form (morphology) ● Understand the origins of words (etymology)

To support teachers in the delivery of this, all Aldborough teachers and TAs have had training in supporting spelling using phonics for decoding and encoding.

Spelling is taught across the whole school using this sequence:

- Revisit and review
- Teach new rule or sound
- Practise (words to spell, or a pattern to spot)
- Apply - reading and writing sentences using the rule. (Dictations to practice transcription and application).

Language acquisition- developing children's vocabulary.

“**Vocabulary** is critical to reading success for three reasons: ... Since comprehension is the ultimate goal of reading, you cannot overestimate the **importance** of **vocabulary development**. Words are the currency of communication. A robust **vocabulary** improves all areas of communication — listening, speaking, reading and writing.” (Understanding vocabulary Francie Alexander) Scholastics)

Whether it is the sharing of whole class reading texts or the novels driving writing outcomes, a focus on vocabulary is of huge importance. It enables children to communicate clearly, to know there are shades of meaning, to understand the subtleties of spoken communication and to comprehend what is being read or listened to. At Aldborough, we introduce and discuss vocabulary in every subject and make it one of the key focuses in whole class reading lessons. It is the V of VIPERS. To help children understand that this is a priority, teachers keep a working vocabulary roll on the classroom wall and add to it and encourage children to use the new words they meet. Developing children's confidence with new language is of paramount importance.

Handwriting.



Handwriting is taught in at least two sessions a week (this is sometimes during spelling/phonics sessions combined).

At Aldborough, good handwriting is valued highly. The focus in high school and beyond requires word processing skills but the development of fluent and legible transcription skills in primary school has a wide impact. Firstly writing by hand is still something most people do regularly and is a skill needed beyond the classroom. The ability to write and to be creative with language is an easier task for children if the fine motor skills needed to write are taught and practised from reception. If handwriting is perceived as arduous and time consuming, motivation to write will be reduced and it will become a barrier to writing fluently and confidently. Moreover, the teaching and practice of handwriting reinforces basic spelling and reading and leads to early achievement in these areas.

At Aldborough, handwriting is taught without looping y, j or g. There is no requirement that all letters are joined, in line with the National Curriculum.

In EYFS and year 1, the teaching of handwriting is aligned as closely as possible to the printed letters which children see in books and on the interactive whiteboard and the font by teachers. Pre- cursive exit strokes are taught at the point the teacher deems the child is ready. This is when down curve, forward ovals, lower and upper case letters have been formed correctly.

Teachers have the autonomy to choose whether handwriting practice is on paper or in handwriting books and many classes use CPG handwriting books to support practice. The practice itself is not the reflection of the teacher's input. Rather, that with regular sessions, children's progress books will provide the evidence of a steady improvement throughout the year. It is not necessary to keep evidence for all children but a file, electronic or paper, with a few examples from the year's work is suggested.

Although some schools use pen licences to encourage children to work hard on their handwriting, they can be demotivating for those who struggle with their motor skills. It can be a huge stigma for a child to be one of the last few in the class who hasn't got a pen licence, or whose work is displayed on the wall in pencil when everyone else has used ink. At Aldborough, teachers encourage all children to use both media for a while, and to give children some element of choice over what they use, depending, for example, on whether they're doing rough notes in a draft book or producing a piece of work for a display.

Left handed writers need time to develop their writing style and benefit from implements with flexible and broader nibs. Additional support is given to children with undeveloped or poor fine motor skills and electronic devices and laptops are available to enable them to record their ideas.

Assessment.

- Marking and feedback.

The "Feedback and Marking Policy" is followed by all teachers, HLTAs and teaching assistants. In Key Stage One and year 3, children are not required to draft work unless particular children are felt able to benefit from this process. In years 4, 5 and 6 children draft most extended pieces of writing and may in other foundation subjects. Teachers train children to give kind, helpful and specific feedback. Teachers give feedback verbally, by gathering common errors and misconceptions in their feedback and address these on a daily or weekly basis so that feedback is given as close as possible to the point at which the misconceptions are seen. Teachers mark in green pen using the marking codes as outlined in the Marking Policy. At Aldborough, teachers do not mark extensively because the green and pink visual marking is clear to the children.

Independent Writing books

To show the progress children make in writing during the time they spend at Aldborough, all children write unsupported and unscaffolded pieces of writing a minimum of three times a year in their independent writing books. Writing tasks are linked to taught writing outcomes, enabling children to show what they have learned. This reflects progress in handwriting, spelling and content and the ability to write in the way which reflects the genre.

In addition and in EYFS, writing is assessed using Tapestry. In years 1-5, children's writing is assessed throughout the year using the national curriculum objectives. This is recorded on Pupil Asset MIS system in which each child has his/her own sheet. When there is evidence that the child is able to apply learning independently, it is recorded. This enables the transition to new year groups to provide accurate information. It also provides the teacher with a clear view of the objectives which need teaching and revisiting.

Assessment of reading includes Little Wandle Phonics assessments - EYFS to Year 4 inclusive, termly reading fluency tests and NFER Reading tests.