

Pensans CP School



Literacy Policy

Reviewed on: September 2016
Next Review Date: September 2018

Pensans Community Primary School

English Policy 2016

English encompasses the acquisition of spoken language, word reading, comprehension, transcription, handwriting, composition and vocabulary, grammar and punctuation.

Writing Rationale

At Pensans Community Primary School, we believe all children should achieve a strong foundation in learning skills that will be with them for life and enable them to achieve their ambitions. We deliver an immersive curriculum where children's skills are developed by engaging, 'REAL' life projects which enable them to learn fundamental writing skills in purposeful, meaningful settings.

Aims and Objectives for Writing across the school

We aim to ensure that children leave Year 6 at the expected national level or exceeding this. We use a system of Non-Negotiable features in their writing which encourages children to take pride in their work, incorporate skills learned and develop their writing by reflecting on the strengths of their own work and that of others. By looking first at successful model examples of the chosen genre of writing, children collaboratively create rubrics based on the areas needed to make their work successful. They then create first drafts of their work, looking at how to improve by analysing their own work and that of other. This critique method enables the children to then redraft with particular focus points in mind, to create beautiful, powerful pieces of work which have real life value.

Early Years Foundation Stage

Children are taught how to explore spoken and written language, developing their fine motor skills and knowledge of different graphemes in order to develop their skills for writing.

By the end of foundation stage, all children who have met the **expected standard** will be expected to:

- Form their letters correctly and consistently
- Have knowledge of and exposure to pre-cursive script
- Write on a line without assistance
- Use their phonetic knowledge when writing independently
- Begin to show an awareness of capital letters, finger spaces and full stops
- Write their name, with a capital letter, unaided

Phase One (Years One and Two)

Children continue to develop their writing skills, adding in greater understanding of grammatical rules, phonic recognition and sentence structures. Children should be broadening their experience of different genres of writing and should be able to model and innovate different styles of writing.

By the end of Key Stage One, all children who have met the **expected standard** will be expected to:

- Write using the grammar for year 2 in English Appendix 2
- Write sentences with different forms: (e.g. statement, question, exclamation, command) and in different tenses securely
- Use subordination and co-ordination in sentences
- Use expanded noun phrases
- Use familiar and new punctuation accurately (including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive)
- Write and evaluate a broad range of styles and types of work (including poetry and real events)
- Add suffixes to spell longer words and use knowledge of common exception words
- Write in a joined, cursive script
- Apply spelling rules and guidance, as listed in [English Appendix 1](#)

Phase Two (Years 3 and 4)

Children build on the greater grammatical and structural knowledge acquired in Key Stage One in order to develop their writing style. Children are exposed to an increasingly large range of genres and become more involved in the analysis and critique of their own and others' writing to set targets and refine their work.

By the end of Year 4, all children who have met the **expected standard** will be expected to:

- Use further prefixes and suffixes, homophones and words that are often misspelt
- **Plan** their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- Use simple organisational devices such as headings and sub-headings in non-fiction and group paragraphs around a theme
- In narratives, create settings, characters and plot
- **Evaluate** and edit by:
Assessing the effectiveness of their own and others' writing and suggesting improvements
Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- Extend the range of multi-clause sentences in their work with a variety of conjunctions, use fronted adverbials with commas and use conjunctions, adverbs and prepositions to express time and cause
- Use the present perfect form of verbs and choose nouns or pronouns accurately and to avoid repetition in their writing
- Proof read for spelling and punctuation errors

Phase Three (Year 5 and 6)

Children use their vastly increased knowledge of genres and grammatical and literary conventions to broaden the scope of their writing and, increasingly, show mastery of different forms of writing.

By the end of Year 6, all children who have met the **expected standard** will be expected to:

- Write legibly, fluently and with increasing speed in a joined cursive script
- Plan and draft their writing by identifying audiences and purpose, noting and developing initial ideas and drawing on reading and research where necessary
- Use a wide range of devices to build cohesion within and across paragraphs
- Use further organisational and presentational features to provide structure and guide the reader
- Proof read for spelling and punctuation errors as well as effectively using a dictionary and thesaurus
- Use expanded noun phrases, modal verbs and adverbs effectively as well as passive and perfect forms of verbs
- Use a wider range of punctuation including using brackets, dashes or commas to indicate parenthesis, hyphens to avoid ambiguity and colons to introduce lists
- Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- Evaluate and edit by assessing the effectiveness of their own and others' writing, proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

(Server Curriculum Plan documents contain the full, unedited version of year group requirements)

Planning and Teaching in Key Stage One and Two

Each term the classes work towards a 'REAL' life project, with opportunities for extended writing built in throughout the planning. Project tuning with different people across the school and community ensures a range of voices contribute to the planned learning opportunities and the children are encouraged to actively participate in the processes. This model of planning moves away from having a set, timed hour (or thereabouts) in the daily timetable dedicated to English (or Literacy) and towards a more immersive model where writing happens for purpose and to further the projects. An example would be in Year 5/6 (Autumn term 2016-17) where information texts on different decades form part of a time capsule project based around a key learning question (In this case: 'How does our past affect our future?') Letter writing is for the purpose of inviting prominent people to the final event and script writing is for the purpose of documenting the final event and sending to institutions (e.g. radio, newspaper) for broadcast or publication. Children have key pieces of work within the project that form checkpoints where the critique model is used to enhance and refine their work. Children are supported to use the critique process in at least one non-fiction and fiction piece per term.

The Critique Model

This model of working underpins the way children learn to develop their work at Pensans and across the Penlee Academy Trust. Initial high quality models of work are provided for the children to discuss, analyse and use as a basis for creating a rubric. The rubric created is used to reference throughout the piece of work and allows students, peers and teachers to assess the effectiveness of the child's work, identifying areas of success and development. The rubric is broken down into 'Going for Green' and 'Going for Gold' sections, with the green areas fundamental to creating a successful piece within the form

and gold sections allowing children to include other features that propel the work into the zone of mastery of the form. Following their initial (first) draft, the children work to critique their own and peers' work. This is achieved through different forms of self and peer assessment including the gallery critique (children offer warm and cold feedback using coloured post-it notes or similar - warm reflecting successes in the work and cold focussing on areas for improvement and development). The children are then ready to prepare a further draft, taking into account these areas for development. Once this is complete, the children perform a more detailed version of critiquing their own or a partners' work to suggest key areas for development and uplevelling. These can then be included in a final draft aiming for beautifully presented, content-rich writing, ready to be used for its particular 'REAL' life purpose.

Assessment of Writing across the school

Using the school's online information hub 'Scholarpack', teachers review checkpoints in children's learning throughout the school year to monitor progress against the year group expectations. Children have a target book, in which teachers and children collaboratively set weekly targets for the children to work on, based on areas that they have identified as needing work. Weekly learning conferences allow teachers to pinpoint focus areas to move children on, with students having an increasing role in guiding their own learning and progress throughout each year at Pensans. Teachers moderate writing assessments with other teachers within the school and there is a termly opportunity to moderate the effectiveness of teacher assessments, children's progress and attainment and target setting with other schools within the Penlee Academy Trust. Key Stage One and Two SATs give a standardised assessment of children's Spelling, Grammar and Punctuation standards whilst external moderations can be used to further clarify teacher's assessments of writing.

Interventions for children not meeting the expected standards

Working in collaboration with class teachers and other staff within their phase, phase leaders plan a series of interventions (both within and outside the classroom) targeted at developing writers and the areas they need to focus on. These interventions aim to deliver focussed, targeted learning opportunities for those learners who require a boost to help them reach standards for their year group. These can be delivered both in small group settings, 1:1 sessions and larger guided interventions. Writing projects are also run outside of standard interventions, to allow writers to express themselves in extra-curricular projects. Precision teaching is used to target learners who require extra help, particularly when approaching key checkpoints such as Key Stage One and Two SATs.

Spoken Language

Children's spoken language and communication is developed throughout their time at Pensans, incorporated into planning and sequences of sessions, nurtured through the critique model and woven into learning opportunities throughout each year.

Spelling

Non-decodable high frequency words are taught in each phonics session with weekly testing to assess these. On completion of set 3 phonics, children must then be discretely taught rules of spelling including varieties of tenses and including prefixes and suffixes within Key Stage One. The teaching and weekly assessment of spelling (as per the

National Curriculum Appendices) continues throughout Key Stage 2 with weekly homework to consolidate letter strings and rules of spelling.

The Immersive Environment

Classrooms and learning environments throughout the school create an inspiring, nurturing environment aimed at guiding children towards becoming leaders of their own learning. Resources are made readily available and children are given license to plan and draft in a way that suits them, giving them a greater sense of autonomy over their work and a focussed, active participation in their learning. This in turn, leads to high-quality writing, designed for the real world, teaching children the skills and abilities to perfect and master different forms and genres for use throughout life. This nourishment of their intellectual curiosity aims to solidify concepts and purposes for writing, leading to equipping children with a love of learning and a range of strategies for writing throughout life.