

English Policy for Lacewood Primary School



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English at Lacewood Primary School

Introduction and aims

At Lacewood Primary School, English is a core subject and every child within our school receives specific daily teaching. A strong emphasis is also placed on English within our wider curriculum to provide children with a wide range of contexts to practice, reinforce and consolidate their knowledge and understanding of reading, writing and spoken language.

The teaching of English is instrumental in helping our children achieve across the rest of the curriculum and due to this, we are constantly reviewing and strengthening our provision linked to educational research.

We ensure our children have access to high quality texts throughout school to support our children to become motivated, independent and reflective readers and writers. Carefully chosen 'core' texts are incorporated to ensure curriculum, as well as genre coverage through story and information texts.

Reading at Lacewood

At Lacewood we value reading as a powerful medium to enable pupils to become life-long learners, to facilitate their knowledge and understanding of the wider world and to inspire their imaginations and creativity.

Our model for the teaching of reading is developed around the three core principles of word reading, fluency and comprehension. Our reading spine, that underpins the whole curriculum, reading curriculum and reading culture, maps out which texts are used to foster and develop all children as readers by considering: pupils' interests and cultural capital, texts that will provide a hook into subject and curriculum topic themes, and texts that enable the teaching of reading to develop and progress at an age-appropriate level throughout school.

Children are given access to a wide range of literature including a range of genres, non-fiction, poetry and texts that represent diversity and depict life and cultures in the wider world.

The Five core values for reading



Reading underpins the curriculum

From the very beginning, story books, rhymes, poems, songs and non-fiction materials form the very heart of, not only the reading curriculum, but the entire early years curriculum as a whole. Children

develop a wide-ranging experience of texts and books in provision throughout the setting and also have inviting areas dedicated to reading and to piquing the interest and engagement of children with texts and stories both indoors and outdoors.

Daily shared story/book time is sacrosanct to build children's literary experience, offer them a window into the wider world, to develop communication and language skills and to begin to develop a "love of reading" culture.

Alongside daily story times, books, stories, songs and poems are also used throughout the day, through a plethora of experiences, to engage children in a variety of topics and themes and to continue to build on the prime areas of learning of Personal, Social and Emotional Development and Communication and Language. Children have many opportunities to "play with what they know" about stories, poems and texts and to develop and utilise their rapid and richly growing vocabulary and to build, practise and refine their oracy skills.

The whole curriculum, throughout school has books at the heart. Each topic that provides links to subjects and stimulus for writing starts with a book or text as a driver. These texts are mapped out on the school reading spine and throughout the subject curriculum.

The reading spine is also enhanced by gathering information completed in yearly reading surveys in each year group to find out about their likes and interests. The surveys also provide an invaluable insight into the range of texts, genres and authors the children are familiar with – so that we can then plan to widen their reading horizons for each year group and introduce them to a greater range of texts and authors.

All adults are teachers of reading

We provide regular training for all staff. Our expectation is that everyone is constantly developed to provide the best reading teaching. We carry out regular side-by-side coaching for Reading Teachers, lead regular Reading team meetings or individual support meetings and have termly training with our Phonics provider. We expect every adult that is part of team to be a Reading Teacher

Reading is prioritised

Daily story time or book time is sacrosanct throughout school and ALL pupils will engage in a daily shared reading of a high quality text EVERY day for at least 15 minutes. We recognise the value of children hearing adults and other accomplished readers read aloud and the vital role that has on developing children's oracy, comprehension, fluency and overall love for books, stories and texts.

Children start their journey on the school's systematic synthetic phonics (SSP) programme (Read, Write inc.) as soon as they begin full time school in September of Foundation Stage 2 (Reception Class). Prior to that, during their time within our Foundation Stage 1 setting (nursery) they also engage with many activities to help build and develop the skills needed to begin their phonics journey – hearing and distinguishing sounds, rhyming patterns, alliteration, recalling sequences of sounds, segmenting and blending sounds orally etc. In FS1 children are introduced to some of the letter sound character prompts and sounds from the school's SSP to prepare them for the beginning of their SSP journey in FS2.

All pupils from FS2 to Y6 engage in a daily 45-minute lesson dedicated to the teaching of reading in addition to the daily literacy lesson,

In the foundation years, assessment is an ongoing part of the teaching and learning process. Most of the observations for assessment are based on the activities that our children initiate and engage with independently across the range of provision. Teachers draw on a range of evidence and discussions to support judgements made against children's progress in word reading and comprehension alongside communication and language.

Pupils in FS2 are assessed on a day-to-day basis throughout their first half term of school and are tutored accordingly to help them keep up with the pace of the SSP programme as it begins. At the end of the first half term, the pupils are assessed formally to identify how to group the children to ensure they are taught the appropriate next steps in their learning and that they receive the highest quality of teaching and extra tuition as needed to support them to keep up with the pace of the programme. They are then assessed formally at the end of each half term to measure and track their progress.

All pupils in FS2, Y1, Y2 and beyond, if appropriate, who access the SSP programme are assessed by the reading lead at the end of each half term. This ensures pupils are grouped according to their stage of reading development, that they receive daily reading lessons that challenge and build their skills and that pupils who are falling behind, are promptly spotted and targeted for tuition and/or intervention.

Tracking grids that record and monitor which sounds each individual knows are then generated and passed to reading teachers (who deliver the SSP), class teachers and to any other individual working closely with individual pupils or groups of pupils for tuition and intervention. This ensures that every adult working with these pupils knows exactly what sounds to work on with a pupil and how to help them close the gaps in their learning. The reading leader also keeps tracking records for all pupils accessing the SSP programme, pupils in the bottom 20% of each year group and pupils who have or have not achieved key reading goals (PSC, ELG etc.) across all year groups.

Fresh Start is an intervention programme linked to Read, Write Inc. that is aimed at older pupils who may have missed out on phonics in earlier schooling. However, we utilise Fresh Start for older pupils (Y3+) who may still be assessing as requiring further work as part of the SSP and who may need to complete additional activities to support fluency so they can achieve age-related expectations in reading. Fresh Start is delivered as an extra reading intervention for these pupils either on a one-to-one or small group basis with a trained adult. We aim for Fresh Start to be used as a temporary measure to support pupils and help them to reach age-related expectations as quickly as possible. As soon as children complete the SSP programme in Y1 or Y2, they access a comprehension and fluency lesson in Y2 that continues to build on and consolidate decoding skills. From Y3 onwards, all pupils attend their whole class reading lesson – tailored to age-related expectations with a level of challenge, but also the opportunity to tailor to differing needs within class. Including pupils just below age-related expectation.

For pupils working way below age-related expectation, they either continue to access the SSP programme if appropriate, or join with a younger age group reading lesson. Interventions and tuition are provided for pupils, additional to the daily reading lesson, to help them quickly close the gaps in their learning. All children's reading assessments are monitored throughout school and any pupil falling behind or dropping into the bottom 20% of their year group in terms of achievement in reading, are identified, monitored, provided with support in lessons, lesson adaptations and extra tuition and extra reading promptly in order to reach age-related expectation as quickly as possible.

Building a reading for pleasure culture

We want the pupils and adults at Lacewood Primary School to develop a culture of reading widely both for pleasure and for information. Texts and text related materials are visible throughout the school as part of displays of learning, specific reading areas and display to entice and interest the pupils to read a range of topics and themes. Everyone will see books wherever they are in the setting and know the value we place upon books from the quality, range and effort we put into sharing them.

Each classroom has an inviting reading area and space for children to engage with a book in peace and comfort. All books and texts are regularly checked to ensure that the highest quality and condition of books are available throughout school – both indoors and outdoors. Tatty, damaged and old books are replaced as soon as possible – we want our pupils to value and have respect for books. The texts will include a selection of age-related texts, recommended texts for an age range as well as books that take on board the views and interests of the pupils within the cohort. This information is gathered by completing yearly reading surveys in each year group to find out about their likes and interests. The surveys also provide an invaluable insight into the range of texts, genres and authors the children are familiar with – so that we can then plan to widen their reading horizons and introduce them to a greater range of texts and authors.

Reading ambassadors throughout school represent the pupils within their paired year groups (EYFS, Y1 and Y2, Y3 and Y4, Y5 and Y6) with the aim of helping to promote a love of reading by finding out about current and relevant texts, helping to share reviews, setting up displays and other ways to promote texts and finding out about award nominated texts. The reading ambassadors also work together termly to share and discuss ways in which we as a school can best promote and develop a love of reading through school by organising special events and themes. Reading ambassadors are carefully selected – after completing an initial application – to act as positive role models who are committed to reading and have an embedded love of books and reading so that they are in the best position to promote this to their peers. They will also support the reading lead in offering peer support and tuition for pupils who may be struggling in their reading journey, have a low reading culture/esteem or may not have the opportunity to increase their reading miles beyond the reading lessons at school.

Vocabulary and Oracy Development are Key.

In EYFS, communication and language is one of the most important building blocks for all other areas. From Years 1-6, children participate in discussions, presentations, performances, role play, debates and discussions. Our aim is for all children to speak audibly and fluently with an increasing command of Standard English. Children are given opportunities to select and use appropriate registers for effective communication. Question and sentence stems scaffold and support learning so that all children can participate and achieve.

If children are to read widely and understand and comprehend what they read, then an understanding of a wide range of tier 3 vocabulary, is vital. Children can learn to decode and build fluency as a skill, but to read with prosody and intonation we need to equip our pupils to develop an awareness of language and oracy patterns from a range of genres, a variety of challenging texts, standard and non-standard English, poetry and non-fiction.

From the very beginning, we teach pupils about the words they hear and read in books, stories and poems – we tell them what the words mean within the context of the texts. We practise reading aloud favourite and key phrases from the texts that we read and offer opportunities for pupils to

engage in repeated reads of texts to really embed their understanding of what an accomplished reader sounds like.

The vocabulary we share with children is also shared throughout the environment in terms of displays and in books. It is also shared and utilised in the language that children hear around school through conversation, adult modelling and through writing and subject lessons when children orally build, extend and rehearse their written work.

In Foundation Stage 2, Year 1 and Year 2, we have introduced “Talk Through Stories” where each class has a focus story for the week. Each day they hear the story being read by an accomplished reader, they join in with key phrases and show their understanding of language and plot with gestures and simple drama activities. By the end of the week, the pupils have an in-depth understanding of the language within a story and are able to re-tell and discuss the story in detail. The following week they focus in on some of the key tier 2 and 3 vocabulary within the text and explore the meaning of the word in different scenarios.

Key stage 2 also adopt similar activities when sharing texts with pupils exploring key vocabulary (tier 2 and 3) and engaging in repeated reads and frequent opportunities for pupils to hear texts read fluently and with appropriate prosody. Discussions and activities around texts and the issues within them enable pupils to build oracy skills: speaking in detailed sentences, rehearsing and refining oral language structures and articulating themselves in standard English forms. Pupils within a year group but not working at age-related expectation still access a whole class reading lesson (preferably their own class) which is adapted to meet the needs of pupils. They are then identified for extra tuition or support and/or -in extreme cases -they access a year group that more closely matches their reading levels.

Pupils in KS2 read whole texts and zoom in – focussing on extracts from the texts to look closely at the key details, language structures, textual features and vocabulary – and zoom out – following, listening and sharing the text in longer sections e.g. chapters.

The texts used to teach reading specifically are carefully selected to include a range of genres, authors, themes, diversity etc. While children are still learning to decode, they only read texts that they can decode independently - they can read independently and therefore feel successful as a reader and then work on developing fluency and expression through repeated reads. Beyond the decodable books, texts for each year group are chosen to offer the right amount of challenge for the pupils of that age – they should not be too easy but should have sufficient challenge for them to be used to teach new reading skills and knowledge. The text levels progress through each year group and are also mapped out as part of the school reading spine.

In Key Stage 2 (and Year 2 when not accessing the SSP) pupils are encouraged to read beyond school and are offered the choice to take home books from a selection based at an age-appropriate level. We do not use a reading scheme to determine which book is to be read next, instead we equip and refresh our take home reading libraries with a wide range of authors, collections, themes, genres and texts based on interests.

Writing at Lacewood

At Lacewood, we recognise that competence in writing is vital for the development of children's communication skills and a crucial ingredient for progress in other subject areas. Being able to write, offers the opportunity to store information, communicate with each other and to reflect and record creative ideas.

At Lacewood, each year group (FS1-Y6) has a progression of writing skills that must be taught and learnt. These skills are taken from the National Curriculum for each year group and cover the Grammar and Writing skills that must be taught throughout EYFS, KS1 and KS2.

Both transcription (spelling and handwriting) and composition skills (articulating ideas and structuring them in speech and writing) are explicitly taught during literacy lessons. Transcription and composition skills are then applied and developed in writing in all curriculum areas.

When a child becomes a skilled writer, they understand the characteristics of writing's many forms and are able to adapt their writing to suit a wide range of purposes. To support children's writing progress, we have a clear, consistent, whole school approach to writing which is designed to spark both enthusiasm and creativity in our children through the use of 'hooks', while also ensuring the technical skills to tackle all writing genres are embedded; meeting the expectations of the National Curriculum.

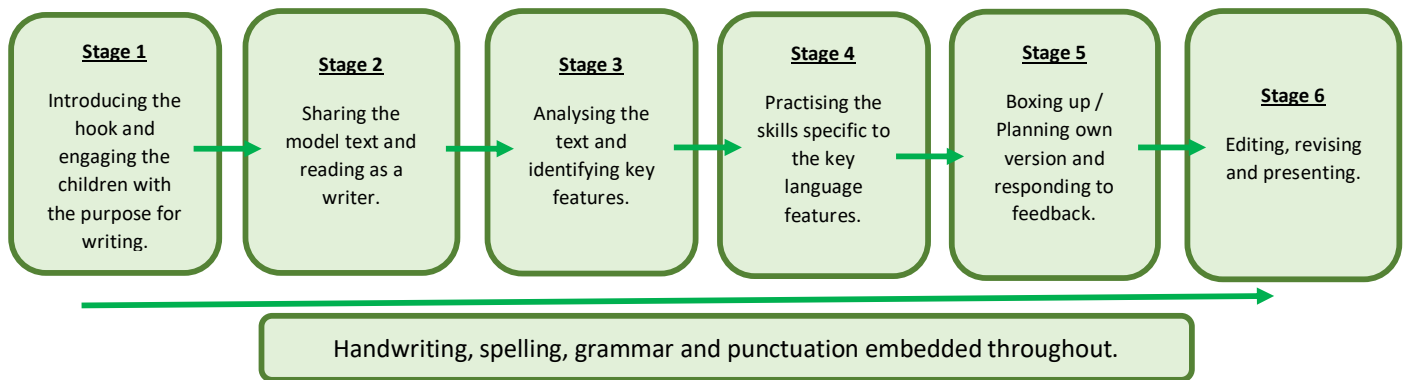
In all year groups, we teach writing using high-quality texts and experiences such as: picture books, novel studies, immersive sensory experiences and real-life experiences from visits in and out of school. In addition, writing links are made to other subject areas within the curriculum. The class teacher will choose a writing purpose linked to a genre outcome which these will be based around, and examples from the text should be able to support this teaching. Vocabulary from the core text can be used to supplement high-level teaching at word-level, with children encouraged to use this in their written work across the block.

Each individual teacher is responsible for the planning of writing for their class in line with the National Curriculum expectations. Planning is completed based on the needs of the children within the class and the next steps that are needed within their learning

During their time at Lacewood, children will have the opportunity to write a variety of both fiction and non-fiction texts, including recounts, instructions, explanations, discussions, letters, diary entries, poems and stories of all kinds. We often incorporate drama, role-play, story-telling and discussion to engage the children's imagination and give them a real 'purpose' for writing. Writing sessions are vocabulary rich and provide planned opportunities for sentence level practice.

Throughout school, children are taught Literacy on a daily basis. Our adapted 'talk 4 writing' process is followed for each planned unit of writing and a range of approaches are taken depending on the needs of the children and the curriculum. All lessons focus on meeting the needs of all the children and the best way in which these needs can be met.

The structure of lessons is based on the following stages:



In EYFS and Key Stage one, children are taught the key principles of writing in order to lay a solid foundation for developing their skills later on. Details of our foundation stage writing journey is detailed through our 'Mark Maker to Writer' and whole school progression documents. Emphasis is placed on developing clear letter formation with 'finger spaces' between each word to ensure their writing can be read by themselves and others. Children are taught to apply their knowledge of phonics to help them spell words accurately. Teachers in EYFS consider the individual needs, interests, and stage of development of each child in their care. This information feeds into plans for a challenging and enjoyable experience for each child in all of the areas of learning and development. Staff are experts at 'in the moment' planning as they have a thorough knowledge and understanding of the expectations set out in the Statutory Framework for the Early Years Foundation Stage.

EYFS adhere to the guidance, principles, and commitments in the Statutory EYFS Framework to ensure that all our children develop at their age-appropriate stage and meet the early learning goal for Literacy and Communication and Language. Teaching focuses on the three prime areas of learning, which are a basis for successful learning and then shifts towards a sharper focus on the four specific areas (including reading). Teaching in our EYFS has a clear focus on learning and intentional teaching, but with playful learning at the heart. Teaching in FS1 and FS2 includes planned and spontaneous activities, centred around high-quality reading materials. Books extend and enrich children's vocabulary within the unit. Teachers share and enjoy a range of rhymes, songs, stories, and books and through role-play and discussions, extend and enrich children's vocabulary further. Staff effectively lead, scaffold and support pupils' learning in the provisional areas and in teacher led activities.

At Lacewood, we begin the Read Write Inc. phonics programme in the Autumn term of F2 and it lasts until children have completed it successfully.

Writing down ideas fluently depends on effective transcription: that is, spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. This understanding begins in EYFS through daily, high quality phonics lessons through the Read Write Inc. scheme.

In EYFS, children are encouraged to attempt their own emergent writing and their efforts are valued and celebrated. Work is photographed and displayed. A wide variety of opportunities are provided for children to engage in writing activities and independently apply their phonic skills through indoor and outdoor provisional areas and discussions.

Squiggle While You Wiggle takes place each week in Nursery to develop fine and gross motor skills linked to writing. Staff also deliver *Dough Disco* throughout the year to develop manipulative skills and hand strength. Weekly, fine motor enhancements are also planned within provision.

In FS1, children are given lots of opportunities to write their name. This is always observed by an adult to ensure correct formation. In FS2, staff model writing different forms of writing in whole class teaching, focused tasks, and provisional areas. There is a mark making area in both classes which contains a variety of writing implements such as crayons, triangular grip pencils, different sized pencils, paintbrushes, and a variety of media to support children at different stages of pencil grip development. To develop fine motor skills, the children take part in a variety of finger gym activities. For example, using tweezers, cotton buds and threading. By following the key principles our ultimate aim is to ensure that our children are school ready.

By the end of Key Stage one, children have been taught the fundamentals of punctuation and grammar. This structural and technical knowledge is fostered, alongside developing a love for writing as a life-long skill.

In Key Stage 2, children continue their writing journey, by which time they have mastered simple sentence structure, enabling them to develop their own writing style. As they progress through Key stage 2, children are taught to write for an increasing range of purposes – to entertain, inform, explain, persuade and discuss using explicit sentence models and high-quality model texts. Children learn to shape their writing into coherent paragraphs, using our ‘boxing-up’ method of planning, editing and improving their work on a daily basis and finally creating their own original works of fiction and non-fiction writing. Through our ‘curriculum writing pathways’ children are given lots of opportunity to apply their writing skills through making links to other curriculum subjects e.g.: Describing a character from Narnia, writing a diary entry from the point of view of a chimney sweep (Jim Jarvis) and writing a biography about the life and works of Charles Darwin.

Assessment in EYFS

Teachers baseline children on entry to nursery to establish their current level of development. This information is shared with the Head Teacher and SLT and progress is reported in pupil progress meetings each term.

In the foundation years, assessment is an ongoing part of the teaching and learning process. Most of the observations for assessment are based on the activities that our children initiate and engage with independently across the range of provision. Teachers draw on a range of

evidence and discussions to support judgements made against children's progress in reading, writing and communication.

Our bespoke data tracker is used to record and store information about children's progress and attainment. The tracker allows staff to follow and track individual children or cohorts of children throughout EYFS.

Provision is made, where appropriate, for pupils working below expectations throughout the foundation stage. In the moment interventions are targeted and specialised based on teacher knowledge of each child. Teachers ensure that parents are provided with a written report of their child's profile scores and are dedicated time for discussion.

Our EYFS teachers and SLT members work closely with other schools within the local authority. Regular moderation meetings take place where teachers engage in professional discussion to ensure that our EYFS judgements are accurate and consistent with national standards.

Assessment and Moderation of writing in Key Stage 1 and 2

Staff meetings are planned for staff to collectively moderate writing and agree judgements and next steps. Writing is assessed at the end of a unit and then an end of year judgement is made. Judgements are based on a portfolio of work across the school year. Samples of work can be taken from all curriculum areas.

Each term, EYFS, Key stage 1 and Key stage 2 also undertake moderation within the collaboration to verify judgements in line with consistent expectations and share good practice. The English leads, and Y6 teachers, also attend moderation training provided by the local authority in order to ensure they are up to date with new developments, verify judgements and ensure standards are aligned.

Spellings

The national curriculum places great emphasis on correct spelling. At Lacewood, the teaching of spelling is embedded into daily practice across the curriculum in meaningful learning. Spelling is taught as part of a planned programme from EYFS to Year 6. From Year 1, teachers follow a whole school spelling scheme to ensure coverage of the common exception words, word lists and spelling rules. Spelling rules are taught within English sessions and through daily morning practise activities. Spellings are practiced discretely and applied in dictated sentences. Staff give prompt feedback to pupils in lessons and key spellings, which are incorrect are discussed. Teachers ensure incorrect spellings are addressed in all areas of the curriculum. Pupils access spelling word mats to support their independence when writing.

From year 1, pupils undertake a weekly spelling test. Pupils are given time to practise incorrect spellings after the spelling test and at other planned times throughout the day to ensure they master these. Children apply their growing phonic and spelling knowledge when writing sentences dictated by the teacher.

In addition, handwriting lessons and modelled writing in English lessons are used to provide additional opportunities to talk about spelling and revisit and practise strategies. Working walls support pupils with spelling and speed charts are displayed around school and in classrooms for pupils to use. Spellings are taught in the context of a sentence to ensure children understand their meanings. Word meanings are discussed with children to build children's vocabulary.

Grammar and Punctuation

Teachers focus on teaching grammar through reading, writing and spoken language and staff ensure grammatical terms are embedded into their daily teaching. Discrete grammar is taught

as part of the build up to independent writing. Opportunities to practise what they have been taught through oral rehearsal, modelled, and guided work precedes children's independent writing. Where appropriate, writing is linked to a high-quality text so that it is purposeful for the children. However, where this stifles creativity or limits outcomes, teachers choose alternative stimuli as previously outlined. Working walls support children in learning and using grammatical terms in a meaningful context. All teachers make ongoing assessments to build a picture of children's grammatical knowledge and understanding. This allows them to address any gaps quickly.

Handwriting and presentation

At Lacewood Primary School we follow the Martin Harvey method for teaching handwriting along with programs such as "Squiggle while you wiggle" and "Letter-join" for reinforcement and consolidation activities. This means that we do not follow a bought 'scheme'; rather we use a consistent approach of teaching handwriting throughout the school using Martin Harvey's guidelines and clear terminology.

The approach progresses through the school with an emphasis being placed on the use of consistent language.

Structure and progression through school

In EYFS we focus primarily on the gross and fine motor skills development needed to support the confident and competent handwriting fluency needed as children progress through school. In FS1 pupils focus on gross motor physical development and co-ordination, developing core strength and upper body arm actions to support this, alongside generic provision that is aimed at physical development such as outdoor water play and mark making on vertical surfaces etc. As pupils develop their gross motor skills through FS1 and FS2, we then support them in developing fine motor skills and finger dexterity to enable them to hold and manipulate a variety of hand held tools, including pencils. We offer a wide range of opportunities to explore hand held tools and also offer focussed activities, such as dough disco, to support hand and finger agility and dexterity.

Once pupils are ready to access the RWI phonics program we use the handwriting phrases and techniques from that program to teach letter formation. Alongside this, in FS2 we plan opportunities for pupils to explore, refine and rehearse a range of handwriting patterns – including some that prepare them to access the Martin Harvey scheme – such as concentric circles, waves, reverse arches etc.

At the end of FS2, any child who has not mastered correct pencil grip will be identified and targeted for further handwriting intervention support in Y1.

During the initial phase, children in Years 1 and 2 will have a minimum of 3 handwriting sessions per week. This may rise to daily sessions if class teachers feel that the children would benefit from a brief intensive period.

Sessions are no longer than 20 minutes and will always start with a warm up activity taken from the Achieving Excellence document.

Handwriting practice will be on pre-printed guidelines and will be kept in individual handwriting folders.

During the initial phase, children in Years 3-6 will have a minimum of 3 handwriting sessions per week. This may rise to daily sessions if class teachers feel that the children would benefit from a brief intensive period.

Sessions are no longer than 20 minutes and will always start with a warm up activity taken from the Achieving Excellence document.

Left Handed Writers

All children, who are writing with their left-hand, are identified and added to class tracking information. This information is shared and reviewed with SLT in data meetings and also during transition to new classes to ensure any intervention support required can be planned and provided.

At Lacewood we recognise that teaching a child to write with his or her left hand is not just the opposite from teaching how to write right-handed. Languages that are written left-to-right, like English, are more difficult to write with the left hand. A right-hander writes away from his body and pulls the pencil, while a left-hander must write toward his body and push the pencil.

If a left-handed child is only permitted to write with the left hand but not taught how to write, the child may develop a needlessly uncomfortable, inefficient, slow, messy way of writing that will be a lifelong hardship. Therefore, it is especially important for parents and teachers to understand how to teach and support left-handed children to write correctly.

- The most important factors are:
- The position of the writing paper.
- The position of the arm and wrist.
- The grip on the writing instrument.
- The correct seating position.

Handwriting practice is completed on pre-printed guidelines and will be kept in individual handwriting folders, progressing on to plain paper using guidelines and paper clips. All practice sheets will be kept in individual handwriting folders.

***For further guidance please refer to our separate handwriting progression document.**

Strategies to support children with SEN

At Lacewood Primary School, we use a number of evidence-based strategies to support children with SEN.

Scaffolding

- Support for SEN children with learning vocabulary eg: providing a vocabulary bank.
- Support in writing sentences eg: missing words rather than whole sentences.

Cognitive and Metacognitive Strategies

- Tasks may be 'chunked' into smaller steps.
- Vocabulary prompts may be used to support sentence work.

Flexible Groupings

- Temporary groups may be established to support a particular concept.

Use of technology

- Use of reading pens to aid children.
- Word processing and reading aids.

Impact

The impact of our writing journey is to ensure children have:

- Enthusiasm for writing throughout school.
- A growing confidence and competence as writer's for a variety of purposes.
- A sense of achievement in writing, regardless of their age or ability.
- A growing knowledge and understanding of grammar and different writing genres.
- The opportunity to listen to a range of inspiring author's work, that in turn inspires their own writing.
- An awareness of the importance of writing in everyday life and its range of uses.
- A sense of pride for their own work.

Details of our writing journey can be seen through our school 'Writing Progression Documents.'

Spoken Language

At Lacewood Primary School, we encourage all our children to speak clearly and confidently and articulate their views and opinions. We teach children the need to express themselves orally in an appropriate way, matching their style and response to audience and purpose. We also teach children to listen and respond, give and receive instructions, and develop the oral skills to participate effectively both socially and in group and class discussions across the whole curriculum.

In EYFS, communication and language is one of the most important building blocks for all other areas. From Years 1-6, children participate in discussions, presentations, performances, role play, debates and discussions. Our aim is for all children to speak audibly and fluently with an increasing command of Standard English. Children are given opportunities to select and use appropriate registers for effective communication. Question and sentence stems scaffold and support learning so that all children can participate and achieve.

The DfE National Curriculum (2014) states that, 'spoken language underpins the development of reading and writing'. At Lacewood Primary School, we believe all children are entitled to an enriching curriculum that immerses them in the rich cultural heritage of stories and quality literature. The study and enjoyment of quality texts are at the heart of our English curriculum. We aim to develop children's deeper understanding of the English language and their literary heritage through the explicit teaching of 'story-telling' and learning quality texts 'by heart' as part of our 'Talk for Writing' teaching sequence.

Speech, Language and Communication comprises of the following skills:

Speech	Language	Communication
• volume	• vocabulary	• adapt communication style to suit situation and audience
• using pitch	• understanding grammar	• conversations
• speech sounds	• narrative structure	• take turns in conversations
• fluency	• use of grammar	• listen
• clear speech	• organised sentences	• use language to persuade, negotiate, predict and account for consequences
• tone of voice	• inference	• understand non-verbal communication
• intonation	• understanding meaning	• use language to enable conflict resolution and collaboration
• stress on words	• verbal reasoning	

At Lacewood Primary School, we teach and promote spoken language using a range of strategies and approaches including:

- Screening children to identify possible speech, language, communication and auditory difficulties and provide intervention or specialist support e.g.: language link or SALT programmes, where appropriate.
- Planning learning opportunities across the whole curriculum that expect and encourage full and active participation by all children.
- Promoting and encouraging the use of Standard English, where appropriate for audience and purpose.
- Encouraging talk at home through home learning opportunities.
- Using 'Talk partners' across the whole curriculum to develop children's talk, thinking and social skills, and ensure all children are positively engaged in their learning.
- Using 'Book Talk' in Shared and Guided Reading sessions to develop children's oral, emotional and spiritual responses to quality texts.
- Planning regular opportunities for structured talk across the whole curriculum to develop children's social, moral, cultural, emotional and spiritual responses, particularly in PSHE, RE and class 'Thrive Time.'
- Ensuring regular opportunities to develop children's performance skills for a range of audiences, for example through Class or whole school themed assemblies, Talk for Writing and school drama productions.
- Making use of drama and role play opportunities throughout the whole curriculum.
- Planning class and group discussions and debates across the whole curriculum.
- Providing opportunities to take part community events e.g.: Heart of the Wood.

Vocabulary Development

The DfE National Curriculum (2014) makes clear that learning vocabulary is key to 'learning and progress across the whole curriculum' since it allows pupils to access a wider range of words when writing and for them to understand and comprehend texts more efficiently.

Vocabulary teaching needs to:

- Be active.
- Be progressive and systematic.
- Make links from known words.
- Develop an understanding of shades of meaning.
- Include subject specific vocabulary such as accurate mathematical and scientific words (Tier 2 and 3 Vocabulary)

At Lacewood Primary School, we teach and encourage all children to have a wide and growing vocabulary through a range of strategies and approaches including:

- Sharing spelling lists/ key words to learn in school and at home, particularly the age-related spelling lists detailed in the DfE English National Curriculum (2014)
- Collecting and displaying key words and phrases linked to the class reading of quality texts for children to 'magpie' and use in their own language and writing.
- Creating 'Talk for Writing' model texts that include new vocabulary for children to explore and use in their language and writing.
- Modelling the use of the correct vocabulary, including the use of Standard English, where appropriate.
- Explicitly teaching and exploring the language of questions and responses, for example, in whole class reading sessions.
- Planning word based investigations looking at patterns and word origins.
- Using dictionaries, thesaurus and ICT.
- Exploring vocabulary choices and the effect they have on the reader through the analysis of model texts.
- Using key vocabulary resources within the classroom environment.
- Using a metacognitive approach to the teaching of vocabulary.

Planning

There is no standard spoken language planning format, however, it is expected that elements of spoken language development will form part of every lesson:

- Pupils are taught in mixed ability classes and planning is adapted to meet the different needs and abilities within the class.
- Class teachers are expected to carefully select vocabulary items by two major factors: Learners' Needs and Usefulness of the vocabulary item (Tier 1, 2 or 3 word)
- Class teachers are expected to use the extensive vocabulary resources within school to plan vocabulary learning as part of quality first teaching and direct activities.

Assessment

- Children entering EYFS have a baseline assessment completed. Children achieving a low standardised score are discussed, appropriate action taken and reviewed throughout the year groups.
- In liaison with the SEND Leader (through referrals from class teachers), there are many assessments that can be completed related to spoken language which are not NC based.
- Class teachers assess pupil's learning during every part of the lesson and are expected to adapt their teaching and planning to meet their children's needs and interests.

End of year and key stage assessments are analysed by the Head teacher, Deputy Head teacher and SEND leader. Discussions with regards to children's slow progress linked to exploring difficulties in SLCN will take place. Liaison with the SEND Leader will take place as required. Outcomes are reported to the Governing Body and feed into the school self-evaluation, improvement plan and appraisal procedures.