



Blackbrook
School

Communication, Language & Literacy Policy

July 2024

Vision and Values

This policy was revised in July 2024 and considers our new vision and values.

“Our school will be a happy community that encourages and celebrates individuality, where **everyone** feels **safe, valued and inspired to achieve.**”



Aspiration



Fairness



Kindness



Responsibility



Teamwork

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Policy Updates

Date	Description
07.2024	<ul style="list-style-type: none"><li data-bbox="331 293 740 320">• RR Revision of entire policy

Aims

This policy is for the staff in our school. It aims to set out:

- Our approach to teaching, monitoring and assessing Communication, Language & Literacy (CLL) knowledge and skills
- How we will make sure our provision for the teaching of CLL is of consistently high quality

Legislation & Guidance

This policy reflects the requirements and expectations set out in:

- The [Special Educational Needs and Disability \(SEND\) Code of Practice 2014](#)
- The [Equality Act 2010](#)
- The [National Curriculum programmes of study for English](#) – as a Multi-Academy Trust, we follow the Oak Partnership Curriculum which meets the minimum expectations set out in the National Curriculum programmed of study for English

Our Vision for CLL

In line with our school vision, shown on page two, our aim is for pupils of Blackbrook School is to:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use oracy skills in order to learn and work well with others; they should be able to elaborate, explain clearly their understanding and ideas and negotiate

Roles and Responsibilities

The Headteacher

The Headteacher is responsible for:

- Appointing and supporting a suitable CLL leader

The CLL Leader(s)

The CLL Leaders are Ruth Rendell and Katie Kramer. They are responsible for providing leadership and management for CLL to:

- Encourage staff to provide effective learning opportunities for pupils.
- Help to expand on colleagues' areas of expertise in English.
- Organise the deployment of resources and carrying out an annual audit of all related resources.
- Liaise with teachers across all phases.

- Communicate developments in the subject to all teaching staff and the senior leadership team (SLT), as appropriate.
- Lead staff meetings and providing staff members with the appropriate training.
- Organise, provide and monitor CPD opportunities regarding English skills.
- Ensure common standards are met for recording and assessing pupils' performance.
- Advise on the contribution of English in other curriculum areas, including cross-curricular and extra-curricular activities.
- Collate assessment data and setting new priorities for the development of English in subsequent years.

Teachers are responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' English skills, with due regard to the national curriculum.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the [domain leads](#) about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this on an [annual](#) basis.
- Reporting any concerns regarding the teaching of the subject to the [domain leads](#) or a [member of the SLT](#).
- Undertaking any training that is necessary, in order to teach English effectively.

SENDCos are responsible for:

- Liaising with the [domain leads](#) in order to implement and develop specialist English-based learning throughout the school.
- Organising and providing training for staff regarding the English curriculum for pupils with special educational needs and disabilities (SEND).
- Advising staff on how best to support pupils' needs.
- Advising staff on the inclusion of English objectives in pupils' individual educational plans.
- Advising staff on the use of teaching assistant (TAs) in order to meet pupils' needs.

Teaching Assistants

Teaching Assistants are responsible for:

- Attending training and applying new learning to their practice
- Understanding and carrying out class teacher directives to the best of their ability
- Following marking codes
- Maintaining presentation expectations

The pupil is responsible for:

- Ensuring they complete work on time and to the best of their ability.

Curriculum

Oracy

We believe that the development of oracy skills are an integral part of the curriculum in their own right and provide a platform for all areas of learning and development to take place. We want to create an oracy-rich community where every member has the skills to communicate effectively, believes they have a voice, and feels valued and listened to. We have worked with Voice 21, the UK's leading oracy charity, to drive forward this commitment overtime.

Oracy is the ability to articulate ideas, develop understanding and engage with others, through spoken language. It is a powerful tool for learning; by teaching students to become more effective speakers and listeners, we empower them to better understand themselves, each other, and the world around them.
(Voice 21, 2022)

We are using the Oracy Framework, referenced in The Oak Curriculum, to support the understanding and development of oracy skills. The Oracy Framework comprises of four strands; physical, linguistic, cognitive, and social and emotional. This framework appreciates the complexities of spoken language and recognises the whole child holistically, in order to fully develop oracy skills.

Reception

As part of the free-flow play opportunities, children will be provided with the chance to interact and converse with their teacher and peers, listen attentively and respond to what they hear and have exposure to new vocabulary, which is clearly built in to planning. They will have opportunities to participate in class discussions and offer and express their ideas and feelings about their learning and experiences.

Key 1 and Key Stage 2

As part of the whole curriculum through Key Stage 1 and 2 children will be offered the chance to develop their oracy skills. Children will learn about the Oracy Framework and use the four strands to enable them to work on their own oracy skills. The four strands of the framework will build as children progress through Key Stage 1 and Key Stage 2 allowing them to master small sections before moving on. They will learn about the different purposes for talk and use these skills in a variety of situations. Children will also learn to praise oracy skills and be praised linked to the framework.

In Key Stage 1 opportunities to develop their Oracy skills will come through play, indoor and outdoor, school performances and other performance opportunities such as the Blackbrook Poetry Slam, reading aloud, group work, games, team-work and discreet oracy activities.

In Key Stage 2 opportunities to develop their Oracy skills will come through classroom talk, reading aloud team-work, presenting to the school during assemblies, speaking to parents during open days, out of school presentations, school performances and other performance opportunities such as the Blackbrook Poetry Slam.

Intervention

Upon entry to school, Speech Link is used to identify those children with communication and language need. Pupils who have been identified with a need receive timely and targeted intervention through a dedicated speech and language programme.

Reading

Reception and KS1

In Reception and KS1, we fully intend for children to become fluent readers who read with speed, accuracy and comprehension. We use the RWI Phonics programme to support the development of children's reading fluency.

In RWI phonics our aim is for children to:

- Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- Read common exception words on sight
- Understand what they read
- Read aloud with fluency and expression

- Spell quickly and easily by segmenting the sounds in words

At the start of Reception, children are taught letters or groups of letters as sounds, which they then learn to blend orally. This leads to blending whilst reading, which will sequentially lead to the children reading. To begin with, children can take home sharing stories for their adult to read to them and wordless picture books where the children can retell the story orally. When children are able to blend, they will begin taking fully phonically decodable books home. They will be encouraged to read the book three times. First to decode, a second time to develop accuracy and a third time to read fluently as a reader. Throughout the RWI programme, children will have their reading books changed within the sessions. They will take home the core reading book and a book bag book which closely matches their current phonetical awareness and knowledge of common exception words. Regular RWI assessments will take place to ensure progress and that children are working within the group best suited to their current ability. Pupils are grouped homogeneously, according to their progress in reading.

Within RWI sessions, staff follow the RWI planning and annotate accordingly. 1:1 tutoring will take place where children are identified as needing targeted support. Children still accessing RWI will continue to do so until they complete their RWI assessments. Once they have completed their assessments children will start accessing reading scheme books. Our aim is for pupils to complete the RWI phonics programme as quickly as possible.

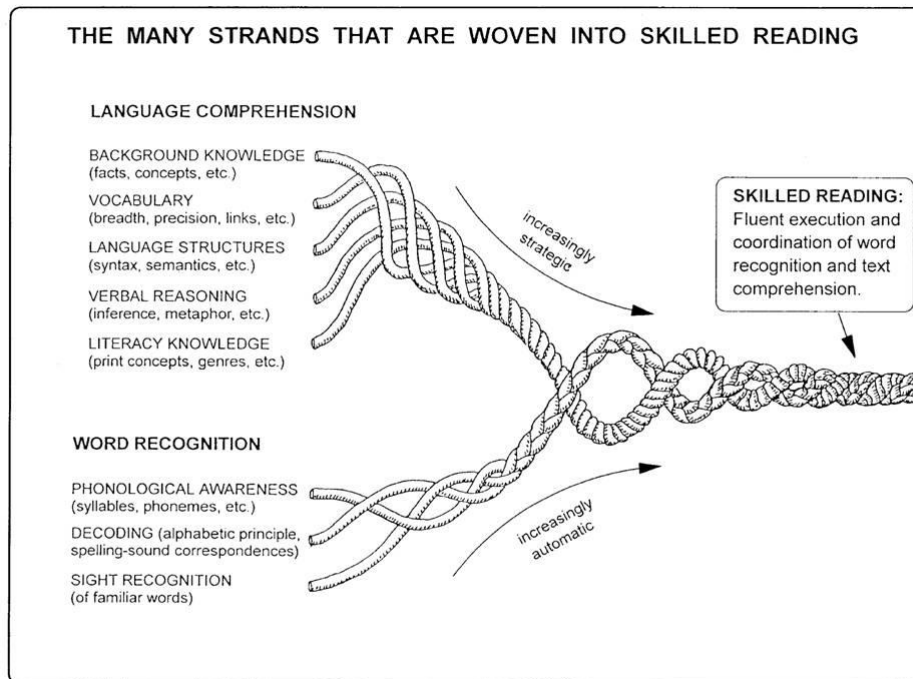
Alongside RWI, the teachers read a wide range of stories, poetry and non-fiction to pupils; they are soon able to read these texts for themselves.

In year two, children who have come off the RWI programme will continue to develop reading speed through speedy reading and begin to follow RWI comprehension packages. Once children have come off the RWI scheme, their reading fluency will be assessed using the Collins Reading Fluency Assessments and will take home books linked to the book bands system and a free choice book.

KS2

Our intent for reading in KS2 is for all learners to be exposed to a well-managed and ambitious diet of reading and books. It is our belief that learners should leave school having developed the habit of reading widely and often, for both pleasure and information.

Five essential components underpin our vision and therefore implementation of reading across the school: phonological awareness, phonics, fluency, vocabulary and comprehension.



Our approach to reading at Blackbrook Primary is based around current research streams including The Ofsted Curriculum Review of English, EEF's *Improving Literacy in KS2 guidance report*, Wayne Tennent's *Guiding Readers-Layers of Meaning* and Isabel Beck's *Bringing Words to Life*.

One of the main themes in the curriculum review is ensuring students are exposed to a wide range of literature which allows children to develop schemas and a world view which extends far beyond their personal experiences. At Blackbrook, we aim to ensure that the genres children explore build on their previous experiences. Through making links to our wider curriculum, we aim to help our children understand the concepts, objects and cultural ideas that many of our texts explore. We aim to provide a graduated approach where over time the difficulty of vocabulary, literary features, cohesion, intertextuality, linguistic features and style of narrator that children explore will increase. This is achieved through a carefully planned programme of genre coverage across the school (Appendix 3). Teachers also use tracking documents to record texts explored each year in whole class reading to ensure that students at Blackbrook receive a broad and increasingly challenging diet of literature throughout their journey with us (Appendix 5). In KS2, staff will expose children to a variety of materials including graphic novels, magazines, audio clips, song lyrics, images and video clips.

Teachers at Blackbrook can use a range of resources to source high quality texts including <https://clpe.org.uk/>, www.booktrust.org.uk, <https://schoolreadinglist.co.uk>, the Somerset Literacy Network and <https://www.booksfortopics.com> as well as utilising knowledge of our highly trained and experienced staff.

The EEF document highlights the usefulness of teaching guided reading strategies explicitly. As such, in the Autumn term all year groups focus on teaching these skills through high quality texts alongside vocabulary development. These skills are referred to as retrieval (*find it or fastest finger*), prediction (*have a think*), questioning, clarifying, summarizing, activating prior knowledge, inference (*prove it or have a think*) contrasting, connecting and comparing, skimming and scanning. *Phrases in green are Read Write Inc terminology that can be interchanged with our comprehension strategies terminology.* However, The Ofsted Review explains that this is only a useful strategy for a limited time.

Each week, teachers will pick eight to ten words from their chosen text which are tier two vocabulary. This means words which provide students with more mature and precise ways to explain a concept that they

already understand. Tier two words usually can be worked with in a variety of ways and appear frequently across a variety of domains.

Teachers then prepare child-friendly definitions of these words which will be shared with students over the course of the week. Child-friendly definitions need to explain the word in every day language and show how the word is typically used. Throughout the week, children complete activities to see that words can be used in a variety of contexts and make understanding more exact and activities that make connections between words. Children should be exposed to multiple definitions over the course of the week. These activities should take 10 – 20 minutes per day. New vocabulary should be displayed in every classroom. Every 3 to 4 weeks, children will complete multiple choice assessments to check recall of new vocabulary taught.

For the remainder of the whole class reading session, staff may choose between cracking comprehension, Wayne Tennent's 3 key questions approach (a retrieval question, an inference question and a connecting, comparing and contrasting question), or an explicit focus on another comprehension strategy if the cohort requires this. Children should be given weekly opportunities to produce written responses to texts.

Planning in KS2 is completed using the proforma in appendix 3 and saved in [English Reading Planning 2023-24](#). Planning is monitored frequently by CLL leads.

Children who require further support with their reading and phonics will receive targeted and timely intervention, using the RWI tutoring programme (Lower Key Stage 2) and the RWI Fresh Start tutoring programme (Upper Key Stage 2).

Children are able to take home a scheme reading book and a "free choice" book either from class libraries, the heart space or from home. We aspire for children to read daily at home. Home reading is recorded in reading records. Class teachers monitor reading weekly and provide additional support through adult reading champions and within the class for those who are not reading regularly at home.

Writing

Our intent for writing is for children to have opportunity to develop their writing skills through a variety of writing genres to enable them to become competent and effective writers. Our vision is to provide a broad and balanced writing curriculum which encompasses writing practice to include handwriting, spelling, widening of vocabulary, deep and thoughtful application of an increasing range of grammatical structures and writing for different purposes, styles and audiences.

Foundation

In Foundation, our children begin to explore a variety of high-quality texts and animations and begin their writing journey in response to these stimuli through Drawing Club. New language and vocabulary is introduced every week and children consolidate this knowledge throughout the week. Children are given opportunities to explore new vocabulary through actions and role play and explore use of intonation. Teachers will then share the key text or animation. The main purpose here is reading for pleasure however teachers can use this time to begin to develop predictions and ensure children understand the text. Then the teacher will model a drawing inspired by the text or a key question. During this time, the teacher will model language to describe the drawing and explain meta-cognitive processes. Children are then invited to take part in drawing club. Children then work in small groups throughout the day with an adult to complete their own drawing and writing to accompany it. Teachers will encourage children to use their developing phonics knowledge when writing. Teachers will annotate children's writing where appropriate to make the meaning clear. Teaching is adapted to meet the needs of the children and extend their learning and offer challenge where necessary. Within foundation, work is kept in an English folder.

Beyond Drawing Club, children are also given the opportunity to sequence and retell a range of stories both as a whole class and within small groups.

Throughout continuous provision in Foundation, we will also offer opportunities for:

- Mark making in a variety of media e.g. paint, chalk, felt tips, whiteboards
- Fine motor control activities e.g. play doh, threading, tweezers, nuts and bolts
- Pencil and scissor control
- Imaginative play e.g. role play, puppets, small world play
- Independent writing

KS1 and KS2

English units will follow a set approach using high quality texts and covering a variety of writing genres across the year (see appendix 1). Each unit of work will consist of three stages, which are designed to provide children with an equitable approach to all three areas of learning (reading, writing and speaking/listening). During the engage stage, children will be exposed to high quality texts which they will explore through drama and speaking and listening activities, as well as careful textual analysis. At this point, children should be told the purpose and audience of the piece of writing that this work is building towards. During the embed stage, children have opportunities to explore and apply a range of grammatical features of the text and practise this skill in shorter pieces of writing. This should include opportunities for shared and guided writing. Finally in the create stage, children are able to use the knowledge and skills they have developed to produce an extended piece of writing. Children will be given stage appropriate ways to edit and improve their work before publishing and sharing with an audience. All writing work is kept within English books.

The Medium Term Planning Proforma is available in the Colleagues section of the school website (Templates)

Long Term Planning:

We will maintain, and review each year, a writing genre coverage to ensure a broad coverage of Fiction, Non-Fiction and Poetry across an academic year.

Medium Term Planning:

Our English medium term plans will support teachers to plan using our pedagogical approach build around the phases of Engage, Embed and Create. Medium term planning is saved on the Blackbrook School SharePoint.

Short Term Planning:

Short-term planning will be drawn from MTP. Short-term planning will identify learning intentions, main learning activities and differentiation between units of work where appropriate. There is no set format for short term planning.

Editing at Blackbrook

Editing will be a key part of the writing teaching sequences across the school and may occur at different points in the writing sequence. All writing outcomes will have an identified audience and purpose to motivate children to edit their writing to achieve the highest possible standard.

Within the embed stage, editing skills can be explicitly taught, either using cloze tasks, guided or group editing or focussing on specific skills in shorter independent tasks.

When editing during the create stage, children will be trained to work methodically through “Every Time I Write” checklists (see appendix 2) and a genre specific success criteria which will have been co-

constructed as a class. Children will be able to refer to working walls for prompts on genre specific terminology. Children will be trained to use a range of prompts to support them in the editing process (for example: speed sound charts, word mats, dictionaries, thesauri, spell checkers).

From EYFS children will be expected to re-read what they have written to check that it makes sense. Adults will use vocabulary from “Every Time I Write” to ensure continuity across the school and will focus on one skill at a time to reduce cognitive overload. Teachers will use a range of strategies to support children to learn to spot errors in their writing and children will be expected to develop their independence in editing as they progress through the school.

Children will be encouraged to develop the skills needed to self, peer and group edit their writing drawing explicitly on their oracy skills from Voice 21 (this may include stem sentences and different speaking roles).

When working with an editing partner, the writing will be read aloud by the editing partner to inform the editing process with the book being edited placed on top of the editing partner’s book. Only the child who has completed the writing will write on their work during this process. Editing should be completed using a purple pen. If appropriate, Learning Partners can be switched to ensure that both Editing Partners will be challenged or can be changed to trios for the duration of the editing process.

Spelling

Children begin their Spelling journey through their RWI sessions. In each session, children will learn a new phoneme or grapheme. Children will have an opportunity to apply this knowledge in daily phonics assessments.

Once children have completed the RWI scheme, they will move on to the RWI spelling scheme. Here children will learn spelling patterns through a carefully sequenced approach which is in accordance with the Oak and National Curriculum. At the beginning of each year children will be assessed with end of year spelling tests from previous year groups and grouped in order of their spelling needs. Children will begin each week with a speedy spelling session which will review the words taught in the previous week. Each week, children will be explicitly taught a pattern or rule using the RWI spelling videos. Teachers will then model applying the rule. Children will be given time to apply the rule and discuss the reasoning for spelling in a particular way. In the sequence, children will next spot phonemes and graphemes in words and then explore how to change words using suffixes and prefixes. Children should have opportunities to self-mark and correct mistakes. Children will also be exposed to 4 common exception words each week which should be displayed in the classroom. These can be taught through mnemonics, say it as it looks, red rhythms, word in a word, sticky tricky letter or rap it (as described in the RWI handbook) as well as sensory approaches to spelling. Children will be given spelling lists to take home weekly, which include 6 words following the pattern taught and 4 common exception words. Children are also given opportunities to practise these words in context through dictation sentences and sentence completion tasks. Children will have opportunities during the week to practise the spellings in their log books and there will be assessment opportunities towards the end of each week. Teachers will use assessment opportunities to inform and adapt future teaching sequences. There are also half termly spelling assessments which will help to monitor long term retention of patterns and inform next steps.

Modern Foreign Languages

Within Modern Foreign Languages, we will seek to ensure children:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt

EYFS and Key Stage One

Children will be exposed to French phrases and greetings and develop their intercultural understanding in EYFS and KS1.

Key Stage Two

Children will be taught French throughout Key Stage 2 to support them to make sustained progress in one language. The majority of their French learning will be provided by class teachers following the Language Angels scheme. Teachers will deliver a weekly lesson for three half terms during the year. They will provide an appropriate balance of spoken and written language and will lay the foundations for further foreign language teaching at key stage 3.

The teaching will enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. The focus of study in modern languages will be on practical communication. More detail of content covered is available in The Oak Curriculum.

Timetabling

In Blackbrook Primary, children on the RWI phonics programme receive a daily 45 minute phonics, reading and comprehension session. Once children have completed the phonics programme, they will receive at least three guided reading sessions per week of at least 45 minutes and daily 15 minute spelling sessions.

All children receive four writing sessions per week, which will include oracy activities, shared high quality texts, grammar and punctuation activities and opportunities for extended writing.

Adaptive Teaching

At Blackbrook School, we will follow guidance from the Trust and School SEND policy to ensure adaptations are in place to reduce barriers to learning.

Some children will have adaptations specifically recommended to reduce the impact of barriers to learning already identified through cycles of ADPR and assessment. In addition, teachers could consider:

	Teacher Adjustments	Interventions	Resources
Reading	<ul style="list-style-type: none">* Opportunities for success in reading (reading books with over 95% accuracy and reading familiar books* Paired Reading with an adult* Paired Reading with a peer* Explicit teaching of fluency including re-reading for speed, intonation and response to punctuation	<ul style="list-style-type: none">* Brooks's What Works for Literacy Difficulties? – scheme targeting spelling for key stages 1-5* Fresh Start* ILI* Catch-up literacy – reading intervention for word recognition and comprehension* Switch-on Reading – KS2* ILI* Teach your Monster to Read– iPad based intervention	<ul style="list-style-type: none">* Hertfordshire Co-operative word games list – game-based reading activities* Text-to speech function in Microsoft, Google, iPad, Mac* High Frequency word lists and flash cards* Hertfordshire word fan for first and second 100 high frequency words

	Teacher Adjustments	Interventions	Resources
	<ul style="list-style-type: none"> * Explicit teaching of reading skills such as inference, scanning and summarising * Sound mats, key words, phonics games, plastic letters * Reading wall, personal reading poster or book containing letters they partly know or new words. * Pre-teach, teach and revisit HFW using multisensory approach, overlearn and use in context *Multi-sensory approach to learning 	<ul style="list-style-type: none"> *Precision Teaching *Fresh Start or RWI 1:1 tuition 	
Writing	<ul style="list-style-type: none"> * Look, Say, Cover, Write- can be adapted to suit learner' needs such as tracing over the letters, writing in sand * Mnemonics – visuals, colours, pictures, words within words, sounds and rhymes to help remember letters within words * Rainbow writing – multisensory sight word, writing the word is chosen colour * Opportunities to talk before writing and to talk like an expert' * Provide an example of the finished product * Model the thinking process around language choice, grammar and live mark when writing * Allow additional thinking and writing time, give print outs of text, sit close to and facing board *Word Mats – including visuals *Planning templates / scaffolds *Sentence Stems *Pre-teaching spelling of key / specific vocab 	<ul style="list-style-type: none"> *Precision Teaching *Handwriting intervention using RWI scheme *Fresh Start or RWI intervention 	<ul style="list-style-type: none"> * Use of spelling apps such as: A+ Spelling, Mt Thorne Spelling with Dragons, DDs Dictionary * Free online spelling games, KS1 and KS2 * Writing support such as pen grips, writing slopes, alternative methods of recording using technology, word spacers * Dictation functions in Microsoft, Google, iPad and Mac * Coloured paper or exercise books * South Warwickshire School Skills Classroom Strategies list of classroom strategies to support writing, all ages, free to access * APPs such as clicker sentences

	Teacher Adjustments	Interventions	Resources
	<ul style="list-style-type: none"> *Multi-sensory approach to learning *Targeted guided and shared writing groups *use of talking tins 		
Speaking and Listening	<ul style="list-style-type: none"> * Cue child in to what you are saying – checking back for understanding * Explicit teaching of active listening. Listening to all of the words, looking in the direction of the speaker * Simplifying language and give increased processing time *Give a visual to support language – e.g. a picture / Widget symbol * Sequential instruction tasks chunked and visually supported if appropriate using gesture, pictures, objects of reference * Use of tools of communication e.g. objects, objects of reference, photos, symbols, gestures *Ensure child is sat at the front of the class and can see the teacher / TA's mouth when they talk *Pre-teaching of key / specific vocab – links to visuals 	<ul style="list-style-type: none"> * Talkboost – help improve their speaking and understanding, at a cost for materials *NELI – develop vocab, narrative, listening, 4-5 year olds, at a cost *Speech and Language Link *ELKLAN: Language Builders *Test of Abstract Language Comprehension: NHS resources and guidance (free) 	<ul style="list-style-type: none"> * Pre teaching vocabulary – YouTube links for year 4 and 6, explicit teaching of vocabulary * Inclusive Communication – person-centered approach to developing functional communication *Talking Tins / Tiles *Use of technology to record and play back.
Phonics	<ul style="list-style-type: none"> * Hertfordshire SPLD phonological awareness pack – teacher strategies and activities to develop syllable detection, alliteration etc, free to access 	<ul style="list-style-type: none"> *Sound Linkage – multi sensory phonological awareness programme * ILI * RWI intervention – group or 1:1 *OUP/RWI: Fresh Start *Precision Teaching 	<ul style="list-style-type: none"> * Hertfordshire phonological skills and games – list of syllable, phoneme, alliteration game based activities

Monitoring, Assessment and Moderation

Monitoring

We will monitor teaching and learning of CLL in our school to make sure that all of our pupils make the best possible progress from their starting points.

The CLL Leads, with support from the Senior Leadership Team, will monitor and evaluate the impact of teaching on pupils' learning through:

Conducting learning walks

Reviewing marking and feedback

Termly pupil progress meetings

Gathering input from the school council

Planning scrutinies

Book scrutinies

Termly data analysis

Assessment

We will track pupils' progress using a combination of formative and summative assessment. On-going formative assessment will take place throughout lessons through in the moment marking and verbal feedback as well as post-lesson reflection in teacher's learning journals and adaptation of next steps in teaching sequences to suit children's emerging needs.

Summative assessment approaches are listed below.

Statutory assessment:

- Year 1 phonic screening in June
- End of Key Stage Assessment in Year 2 Reading and Writing
- End of Key Stage Assessment in Year 6 Reading, writing and SPAG
- EYFS Baseline

Non-statutory assessment:

- From Year 2: NFER Reading/Comprehension assessment will happen at the end of each term; results to be added to Insight.
- Reading fluency tracking will take place across the school, every other term.
- RWI phonic assessments each half term. Result will influence new RWI groups.
- Mock screening of phonics in May each year, prior to statutory assessment.
- Spelling assessments will happen weekly once children have completed the RWI programme and detailed assessments will happen termly
- Oak partnership writing grids will be used to assess children's writing progress termly from Year 1 to 6

Writing Assessment and Moderation

Our approach to writing assessment within the Oak Partnership has been created using a range of current research streams including 'The Ofsted Review of English', Harry Fletcher Wood's 'Responsive Teaching',

the Educational Endowment Fund's documents on Improving Literacy in KS1 and KS2 and discussion with subject specialist consultants. The following document is designed to act as guidance alongside the Oak Curriculum and the Oak Partnership Assessment Grids.

Staff should analyse a range of a child's independent writing from across a term and highlight objectives that have been met on the relevant assessment frameworks. Staff should also compare their students work to exemplar materials for that term and year group to reach a secure judgement for that moment in time. Objectives which need to be met to be on track **by the end of the Autumn term are in green, by the end of the Spring term are in yellow** and **by the end of the Summer term are in red**. By the end of the Summer term, children who are on track should have met all of the expected standard objectives for their year group.

Independence

Our understanding of independent writing is based on STA guidance. Pupils' writing, on which teachers base their judgements, must be produced independently by the pupil.

Teachers should keep in mind that the national curriculum states writing can also be produced through discussion with the teacher and peers. A piece of independent writing may therefore provide evidence of a pupil demonstrating some 'pupil can' statements independently, but not others. For example, a pupil may produce an independent piece of writing that meets many of the statements relating to composition and the use of grammar, but does not demonstrate independent spelling because the teacher has provided the pupil with domain-specific words or corrected their spelling. This does not mean that the entire piece is not independent.

Teachers can use success criteria in lessons to help pupils understand what they have learnt and help them to judge whether a pupil has met the objectives for a piece of writing. Using success criteria does not mean that a pupil's writing is not independent. Teachers would simply need to avoid modelling or over scaffolding the expected outcome. Success criterias should not include specific examples of the feature listed. For example, "*Use adverbials eg In the depths of the jungle; In the blink of an eye*" is too detailed. Furthermore, using detailed success criteria as a teaching tool for one aspect of writing could still provide independent evidence of other 'pupil can' statements which have not been mentioned.

Writing is likely to be independent if it:

- emerges from a text, topic, visit, or curriculum experience in which pupils have had opportunities to discuss and rehearse what is to be written about
- enables pupils to use their own ideas and provides them with an element of choice – for example, writing from the perspective of a character they have chosen themselves
- has been edited, if required, by the pupil without the support of the teacher, although this may be in response to self, peer, or group evaluation
- is produced by pupils who have, if required, sought out classroom resources, such as dictionaries or thesauruses, without being prompted to do so by the teacher

Writing is not independent if it has been:

- modelled or heavily scaffolded
- copied or paraphrased
- edited as a result of direct intervention by a teacher or other adult – for example, when the pupil has been directed to change specific words for greater impact, where incorrect or omitted punctuation has been indicated, or when incorrectly spelt words have been identified by an adult for the pupil to correct
- produced with the support of electronic aids that automatically provide correct spelling, synonyms, punctuation, or predictive text
- supported by detailed success criteria that specifically direct pupils as to what to include, or where to include it, in their writing – such as directing them to include specific vocabulary, grammatical features, or punctuation

Applying the Flexible Approach

A pupil's writing should meet all the statements within that standard. However, if a pupil is only missing one statement, on occasion teachers can use their discretion to ensure that this does not prevent an accurate judgement of a pupil's overall attainment by applying the flexible approach. If the flexible approach is applied, a teacher's professional judgement about whether the pupil has met the standard overall takes precedence over the need for the pupil to meet all 'pupil can' statements. The flexible approach can be applied to a part or the whole of a statement (or statements). Teachers should consider whether it prevents an accurate judgement from being made overall. Use of the flexible approach may relate to a learning difficulty, but it is not limited to this. When using the flexible approach, staff should seek support from the CLL team or phase leaders to ensure that it is applied consistently across the trust. When the flexible approach is applied, this should also be noted on insight. On insight, staff will need to add to the 'comment' tab under assessment stating "Flexible approach" and then list the objective for which the flexible approach has been applied. Pupils who have the flexible approach applied will also need to be added to the "flexible approach in writing" group on insight. Here, staff click on the enter data tab followed by pupil groups. Click on the "flexible approach in writing" group and then click on add pupil and type in the pupil's name. This will allow CLL leads to easily monitor use of the flexible approach and ensure continuity.

Clarification on most, some and many

Some of the statements in the assessment grids use adjectives to show degrees of possibility. Clarification, which has been supported by a range of consultants, is shown below.

Some – indicates that the skill/knowledge is starting to be acquired, and is demonstrated correctly on occasion, but is not consistent or frequent.

Many – more than some – not as many as most.

Most – indicates that the statement is generally met with only occasional errors.

Common Exception Words

Common Exception Words are listed on the reverse of all assessment frameworks. These should be highlighted when evidenced in a child's work. In year one and two, 50% of common exception words should be spelt correctly to be EXS and 90% to be GDS. In year 3, 50% of the common exception words should be spelt correctly to be EXS. In year 4, 90% of the year 3 & 4 words should be spelt correctly to be EXS and 10% of the year 5/6 words. In year 5, 50% of the year 5 & 6 common exception words should be spelt correctly to be EXS and year 6, 90% should be spelt correctly. Learning these spellings across the course of each child's primary education is key to ensuring that children are able to reach the current end of KS2 expectations. However, the CLL team understands that this is a new approach to assessing writing and the expectations may be adapted when the CLL team produces exemplification materials from across the trust.

Entering Judgements on Insight

If a child has met **all the working towards objectives for that term**, then data on insight is entered as **Just Below**.

If a child has met **all the working at the expected objectives for that term**, then data on insight is entered as **On Track**.

If a child has met **all the previous standards and the greater depth objectives for that term**, then on insight data is entered as **Greater Depth**.

If a child is working on **the previous year's objectives**, then data on insight is entered as **working one year below**.

If a child is working on **the objectives from two years below their age related expectation**, then data on insight is entered as **working two years below**.

If a child is working on **the objectives from three years below their age related expectation**, then data on insight is entered as **working three years below**.

Feedback

For information here, please see our feedback policy.

Presentation

For information here, please see our presentation policy. This policy also contains detailed handwriting expectations.

Learning Environment

Pupils will learn English and literacy in spaces that:

- *Are tidy and well-organised*
- *Contain appropriate and good-quality resources for pupils to refer to (in a space where they can find or see them easily), such as age appropriate dictionaries and thesauri, easily accessible spelling supports and every time I write grids*
- *Have minimal distractions, for example not containing a distracting amount of decoration*
- *Display RWI speed sound charts or RWI spelling charts*
- *Have well-stocked, age appropriate and inviting reading areas*

See our learning environment policy for further details.

Resources

Books

We select and use books that:

- Engage pupils emotionally
- Cover a wide range of subjects
- Elicit a strong response, such as curiosity, anger, excitement, laughter or empathy
- Have a strong narrative that will sustain multiple readings
- Extend pupils' vocabulary
- Have illustrations that are engaging and reflect children from all backgrounds and cultures
- Help pupils connect with who they are
- Help pupils to understand the lives of people whose experiences and perspectives may be different from their own
- Include stories set in both the UK and around the world
- Include both modern and traditional stories
- Include fiction and non-fiction

It's unlikely that just one book will meet all of these criteria, but our full selection as a whole will.

Book corners

When visiting their book corner, pupils will be able to:

- Browse the books
- Revisit the ones the teacher has read to them
- Borrow books to read or re-tell at home
- Spend time there

When arranging the book corner, teachers will:

- Avoid displaying too many books at once
- Choose a space in the classroom that is well lit and of an adequate size
- Display books pupils have listened to recently, at their eye level on outward-facing shelves
- At the start of the year especially, include around 20 of the children's favourites from the previous year (either on lower shelves or in boxes)
- Make the books look attractive and easy to find – removing any that are dull and dog-eared, unless these are particularly well-loved
- Refresh the display to highlight topics, titles or authors that might engage pupils
- Involve pupils in this process by getting them to help return books to the central school library
- Keep any books that have been previously read in extra boxes for pupils to read and retell again, at school and at home

10.4 Dictionaries and thesauruses

To support with writing and spelling, we will make sure that pupils have access to dictionaries and thesauruses by providing age and stage appropriate dictionaries and thesauruses. In KS1, picture dictionaries and simple dictionaries should be available as well as sound charts and key word lists. In KS2, there should be sufficient dictionaries and thesauruses for a whole class to access simultaneously. Children will be taught how to access dictionaries. The structure of words is taught explicitly in spelling sessions, which should allow children to use their knowledge of root words, suffixes and prefixes to make effective use of these supports.

Review

This policy will be reviewed every year by the Headteacher and CLL lead. At every review, the policy will be shared with the teachers at the school.

Appendix 1- Writing Genre Progressions- Academic Year 2024/25


	Term 1 (6 weeks)	Term 2 (7 weeks)	Term 3 (7 weeks)	Term 4 (6 weeks)	Term 5 (5 weeks)	Term 6 (7 weeks)
EYFS	Recount	Recount	Recount	Recount	Recount	Narrative
	Narrative	Narrative	Narrative	Poetry	Narrative	Whole school poetry
Y1	Recount	Poetry	Chronological report	Non-chronological report	Instructions	Narrative
	Narrative	Narrative		Narrative	Narrative	Whole School Poetry
Y2	Narrative	Instructions	Narrative	Non-Chronological report	Newspaper Report	Narrative
	Poetry	Recount		Narrative		Whole School Poetry
Y3	Narrative	Newspaper report	Poetry:	Autobiography	Narrative	Diary writing
	Non-chronological report	Narrative	Persuasive writing	Narrative		Whole School Poetry
Y4	Poetry	Narrative	Poetry	Narrative	Explanation	Narrative
	Narrative	Newspaper report	Persuasive writing		Narrative	Whole School Poetry
Y5	Narrative	Biography	Narrative	Non-chronological reports	Narrative	Balanced Argument
	Letter Writing/ Communication	Narrative	Poetry		Argument	Whole School Poetry
	Narrative	Newspaper Reports			Narrative	

Y6				Poetry		Narrative
	Non-Chronological Reports	Poetry	Narrative	Discussion	Explanation	Whole School Poetry

- Each half term in Years 2-6, there would normally be a longer and shorter unit
- All units in Year 2-6 to be planned using Writing Medium Term Plan
- Within your year group, writing genres can move term if necessary to fit topics.
- Further opportunities for writing (beyond the writing genre progression) across the wider curriculum are encouraged throughout the school with application of a cross-curricular thematic approach where possible to stimulate and encourage full immersion in a topic.

Appendix 2: Every Time I Write

Each pupil has access to this when writing to help with editing. Each year group's expectations also list the previous year group's expectations to ensure basic skills are not forgotten.

Every Time I Write...		
EYFS	A I The	Capital letter – for name Capital letter – for I Capital letter – to start sentences
	I ran.	Sentences have a NOUN and a VERB to make sense
		Finger spaces
	●	Full stops at the end of sentences
Year One	Tom Taunton Friday	Capital letters – for names of people, places and days of the week
	?	Question marks
	!	Exclamation marks
	and	Link words and sentences using and
	Because	Explain ideas using because
Year Two	When If Or	Conjunctions
		Use the past or present tense throughout a piece of writing
	I bought beans, jam and bread.	Use commas to separate items in a list
	Don't Won't The girl's home	Use apostrophes to mark missing letters and show possession

Every Time I Write...		
Year Three	When While After	Conjunctions to show time, place and cause
	Next Soon	Adverbs
	During After	Prepositions
	An ant A ship	Use a or an correctly
	"Sit down."	Use inverted commas for speech
Year Four	We were I did	Use were/was and did/done correctly
	"Listen please," he said.	Use accurate speech punctuation
	She/he/it	Use pronouns
	The girls' names	Use apostrophes to mark possession
	In the dead of night,	Use fronted adverbials and commas
		Write in paragraphs

Every Time I Write I will include everything from the year groups below me and I may include...		
Year 5	The man, who was busy, didn't have time for this.	relative clauses
	At Sainsbury's I bought: an extremely smelly piece of cheese; a piece of bread that was very crusty and one large pork pie.	colons to introduce lists and semi-colons to separate items on a list
	London – a busy capital – was full of tourists.	brackets, dashes or commas for parenthesis
	Should Could Perhaps Surely	modal verbs or adverbs to show possibility
Year 6	Man-eating shark	hyphens
	Sam is a great footballer; his team won the cup.	a semi colon, colon or dash to mark a boundary between independent clauses
	The ball was thrown by the boy.	the passive voice

Appendix 3: Reading Genre Progression

	Term 1 (6 weeks)	Term 2 (7 weeks)	Term 3 (7 weeks)	Term 4 (6 weeks)	Term 5 (5 weeks)	Term 6 (7 weeks)
Y1	Fiction – whole story	Non-fiction	Fiction – fairy tales	Non-fiction	Fiction – traditional tales	Non-fiction
	Non-fiction	poetry		poetry		poetry
Y2	Fiction – whole story	Non-fiction (newsround, cracking comprehension,	Fiction - fairy tales	Non-fiction	Fiction – traditional tales	Non-fiction
	Non-fiction	poetry		poetry		poetry
Y3	Fiction – whole story	Fiction – fairy stories	Fiction- plays	Fiction – myths and legends	Non-fiction	Fiction
		Poetry	Non-fiction	poetry		poetry
Y4	Fiction – whole story	Fiction – fairy stories	Fiction- plays	Fiction – myths and legends	Non-fiction	fiction
		poetry	Non-fiction	Poetry		Poetry
Y5	Fiction – whole story	Non-fiction	Fiction – including myths, legends and traditional stories	Non-fiction	Fiction – books from other cultures and traditions	Fiction – stories from our literary heritage
	Poetry	Fiction-modern fiction	Plays	Poetry	Non-fiction	Poetry
Y6	Whole Class Fiction	Non-fiction (first news, cracking comprehension)	Fiction –myths, legends and traditional stories	Non-fiction	Fiction – books from other cultures and traditions	Fiction – stories from our literary heritage
	Poetry	Fiction – modern fiction	Plays	Poetry	Non-fiction	poetry

Appendix 4: KS2 Teaching of Reading Planning Proforma

Teaching of reading Medium Term Planning									
Year Group									
Term:									
Genre									
Spotlight children									
Week	Text	Tier Two Vocabulary (8-10 words per week)	Child-friendly definitions	Activities to see vocabulary in a variety of contexts	Activities to make connections between words.	Comprehension Learning Intention	Comprehension activities including written comprehension	Assessment opportunities	Oracy

All templates and proformas are available to download on the Colleague section of the school website.

	Foundation 2019-2020	Year 1 2020-2021	Year 2 2021-2022	Year 3 2022-23	Year 4 2023-24	Year 5 2024-25	Year 6 2025-26
Teaching Texts	<p>Shark in the Park by</p> <p>The Elves and the Shoemaker</p> <p>The Gingerbread Man</p> <p>Goldilocks and the Three Bears</p> <p>Jack and the Beanstalk</p> <p>Little Red Riding Hood</p>	<p>Here we are by Oliver Jeffers</p>	<p>The Invisible by Tom Percival</p> <p>I will not ever eat a tomato by Lauren Child</p> <p>Paddington by Michael Bond</p> <p>Jack and the Beanstalk by Richard walker and Nimah Sharkey</p> <p>Tell me a dragon by Jackie Morris</p> <p>Lights on Cotton Rock by David Litchfield</p> <p>(Note- not all year twos will have accessed this due to still being on RWI programme)</p>	<p>Five Bears by Catherine Rayner</p>			
Class Reads							

Appendix 5: Key Text History

Appendix 6: Approach to Early Reading at Blackbrook

This guidance is an appendix to the CLL policy and serves as a summary of key arrangements in place.

- Read Write Inc is our chosen Government backed SSP programme
- Fresh Start is used as an intervention for pupils in KS2 requiring further support

Early Reading Journey

- **Foundation** – Daily discreet phonics sessions (RWInc) for all pupils. Continuous provision linked to phonic sessions to support children embedding skills throughout the week. Interventions to catch up children who are not on track. Videos from the Ruth Miskin portal are sent home to support children's learning. Children are exposed to a daily book beyond their phonics scheme with continuous provision to explore the text further and key vocabulary is highlighted here.
- **Year 1** - Daily discreet phonics sessions (RWInc) for all pupils. Interventions to catch up children who are not on track. Videos from the Ruth Miskin portal are sent home to support children's learning. Children are read to daily beyond their RWI lesson, which includes stories in English, class reads and books linked to foundation subjects.
- **Year 2** – some children still access RWI provision as explained in Year 1. All year 2 children have a daily speed sound session until fluent. Children who are not taking part in RWI sessions will have two weekly whole class reading sessions with a focus on key comprehension strategies and developing comprehension strategies.
- **Year 3** – RWI sessions take place here for children who have not passed the phonics screening test. The teaching of reading takes place at least 3 times a week with a focus on key comprehension strategies and developing vocabulary. There is a progression in place across the school which follows the TOPs curriculum to ensure coverage of genres.
- **Year 4, 5 and 6** – when needed, children access Fresh Start to develop reading speed and phonic knowledge. The teaching of reading takes place at least 3 times a week with a focus on key comprehension strategies and developing vocabulary. There is a progression in place across the school which follows the TOPs curriculum to ensure coverage of genres.

Reading Books

- Pupils in Foundation are given a sharing book and a wordless book or a decodable book when they are able to blend.
- In Year 1 children are given a sharing book and a decodable book based on their phonic ability
- In Year 2 if children are part of a RWI group then they take home a decodable book based on their phonic ability. If they have finished the scheme then they take home a book band book based on a Collins Fluency Assessment. They also take home a sharing book.
- In KS2 children have a book band book based on their Collins Fluency Assessment and they are able to choose a book from the school or class library or home.

- All children have a reading record to record 1:1 reading and home reading.

Monitoring

- Reading records are checked at least weekly by an adult. Pupils who are not reading at home are targeted for additional reading opportunities through reading buddies, reading champions or other reading opportunities
- The phonics manager observes delivery of phonics sessions, provides CPD and manages regular assessment, structure of the groups and TA deployment. Phonics data is added to the Ruth Miskin Portal at least half termly, and children are tracked individually.
- Colin's fluency assessments are used termly, or when required, and uploaded on to insight to monitor reading speed and fluency.
- NfER tests are used termly to track comprehension from year two and question analysis is used to inform planning.

Reading for Pleasure

- Reading newsletter
- Class reads happening in every class daily
- Letterbox club for looked after children
- Winston's Wish – class teacher's reading a chapter a day in December of a book on class dojo.
- Books swaps
- Reading buddies