

English Subject Policy

Eppleton Academy Primary 2022



English Curriculum Intent

It is our intention that our sequenced English curriculum will promote learning for life, by ensuring that children acquire the necessary literary knowledge, skills and understanding, which will equip them with the fundamental tools to achieve in the academy and beyond.

We have thoughtfully designed our curriculum to enable our children to know more, remember more and do more! Within the teaching of reading and writing is a core focus on literacy skills; children are given plentiful opportunities to practise and apply these skills in the wider curriculum and in other aspects of school life.

We are clear about the intent of our Reading Curriculum:

Reading is the key that opens doors to so many good things in life. Reading shapes dreams, and more importantly, reading makes dreams come true.

This belief is at the heart of what we do at Eppleton and the reason why reading is one of the main drivers of our curriculum. We value reading as a key life skill and are dedicated to enabling our pupils to become lifelong readers. We recognise that reading is the key to academic success and also, a door to further learning and enjoyment, unlocking the rest of the curriculum and beyond; we therefore place a great deal of focus on reading, both as an enjoyable pastime and as a vital part of a child's learning journey. It is our intention to immerse pupils in the wonders of quality texts to instil a love for reading, a passion for discovery and a confidence to explore their imagination. Our mission is to get each and every child reading, and then to keep them reading! We aim to do the following:

- To provide every child, no matter their start, with the tools needed to learn to read as quickly as possible.
- By the time children leave year 1, all children have secured early reading skills based on phonic decoding.
- To ensure that EVERY child becomes a reader by the time they leave Eppleton Academy, opening doors for all, regardless of background and culture.
- To nurture active, engaged readers.

- To ensure that children move on to secondary education, reading with fluency, automaticity, prosody and understanding, with the resilience and confidence to tackle unfamiliar texts.
- To expose children to a wide range of authors and texts so that by the time that they leave us, they are competent readers who can recommend books to their peers, have a thirst for reading a range of genres, and participate in discussions about books.
- To promote and instil a love for reading, with children of all ages who share enjoyment and a passion for literature.

How we teach reading at Eppleton Academy

Early Reading and Phonics

In Nursery, our aim is to develop children's language and communication skills. There is a focus on listening and children are given many opportunities to develop their sound discrimination skills. Early matching, categorising and sorting activities within the Nursery environment are used to develop visual discrimination skills needed for early reading. Rhymes, songs and stories, new and familiar, are shared with the children daily and children are motivated to look at, retell and talk about stories and books in their child-initiated play.

In Reception, an interest in books is developed by sharing songs, stories and rhymes, fostering opportunities to talk and re-enact stories or follow children's interests through information books. Books are shared with the children daily (this is through the reading spine collection) and children are motivated to look at and talk about story and information books in their child-initiated play by utilising books in all areas of the provision.

We know that a consistent, robust approach to the teaching of early reading is vital in creating a firm foundation for children's learning. Pupils in the Early Years and Year 1 therefore receive daily phonics teaching through the programme, Read Write Inc., developing early reading skills, which are mainly phonics-based, and systematically teaches letter sounds and decoding skills. Children initially connect sounds with mnemonic pictures. First, they learn one way to read the 40+ sounds and blend these sounds into words, then learn to read the same sounds with alternative graphemes. They experience success from the very beginning. Lively phonic books are closely matched to their increasing knowledge of phonics and 'tricky' words and, as children re-read the stories, their fluency increases. Phonics lessons allow for lots of repetition and practise and make the links between reading and writing. Because we want to make sure that every child learns to read in our school, additional opportunities for reading practise are given to those who require it so that we can support these children from the beginning.

Identified pupils in Year 2 or above continue to access Read Write Inc. if they have English as an Additional Language (EAL) or if assessments reveal gaps in their phonological knowledge.

Reading Cycle (Y2-Y6)

Our reading cycle has been carefully designed to encourage our children to be active, 'in the moment' readers, who learn to read accurately with expression, clarity and confidence, showing understanding. We want our children to think as they read, ask and answer questions, and be able to confidently discuss what they have read, making connections and drawing on prior knowledge.

Our desire for children as they move further through school, is to be able to read to learn, rather than learn to read. This is to be achieved through a consistent, high-quality approach to the explicit teaching of reading skills that is progressive and allows children to develop and confidently apply these skills. We aim to create a language-rich environment, placing focus on the development of language to encourage children to develop their vocabulary and their literacy skills, in order to be able to confidently discuss what they have read and convey understanding. In KS1, the focus is on the application of phonics; as children move into KS2, the focus turns to accuracy, automaticity and prosody.

We know that reading fluency relies heavily on the right text selection and therefore promote three factors for the selection of texts throughout school: texts should be challenging, engaging and diverse – variety is key! This means children are exposed to a range of accessible yet challenging texts and a variety of authors, maintaining a balance between fiction, non-fiction and poetry. Exposure to the right texts is vital so we ensure that children access, where appropriate, texts that contain archaic language, non-linear time sequences, complex narratives, figurative/symbolic texts, resistant texts and so on. Children are also given the chance to revisit familiar texts for enjoyment, as well as to build their reading fluency. Text selection may also link to the writing cycle or other areas of the curriculum.

Our structured approach to the teaching of reading is based on 5 keys to becoming a fluent, confident reader, which promote reading for meaning and allow children to develop a range of reading strategies, giving them the skills and confidence to apply to their own independent reading. Teacher modelling of fluent reading is a significant part of reading lessons, where 'in the moment' reading is nurtured. Teachers prepare children for what they will read in order to encourage engagement with a text, as well as prompting and provoking thinking aloud while reading, and modelling 'busy brain' reading. Our reading cycle runs over two weeks, with three sessions per week, and learning is evidenced in a reading journal. Each session begins with an element of fluency practice, before focusing on particular reading skills:

- Key one – **vocabulary** – vocabulary building (including figurative language, imagery and symbolism), understanding and applying & making connections
- Key two – **retrieval** – skimming, scanning, retrieval, comparing/contrasting importance, determining importance (summarising) and sequencing
- Key three – **look closer** - Inference and deduction (fiction and poetry) or structural and presentational features (non-fiction)
- Key four – **evaluating and analysing** - study of authorial intent and comment on effects on the reader
- Key five – **formal comprehension** - tackling formal questions through reading and understanding comprehension tasks.

Prediction is weaved throughout. The first session of a cycle may consist of activities to practise reading fluency, giving children the chance to become acquainted with the text through various strategies supporting the development of this.

Eppleton Academy's reading curriculum is based on the programme of study outlined in the National Curriculum, and teachers plan using objectives taken from the school's progression documents for reading and writing.

The English Curriculum - A Novel Approach

The whole English curriculum, from Early Years to Year 6, is centred around inspiring and challenging core texts, which form the heart of Eppleton's Reading Spine. By the time children leave our school, they will have studied, in-depth, a wide range of key texts and authors with varied themes and settings. Teachers will promote enjoyment of books through enthusiastically modelling the good practise of a proficient reader. They will immerse pupils in 'book talk': in understanding the text; interpreting what the author is saying; questioning characters, facts, the author; retrieving information and ideas; giving personal responses; in making predictions; in summarising and explaining vocabulary. The teacher's role in the immersion stage is to elicit response, extend ideas and encourage critique. Comprehension is developed through lots of talk and the exchange of ideas as pupils engage in lively class discussions. Shared reading of the class book will give the opportunity to engage children with texts that they would not normally access or be able to interpret on their own. The reading skills addressed are usually appropriate to the age of the children rather than their reading ability. However, a skilled teacher will ensure that children of all reading abilities will be able to engage and immerse themselves with the story.

The book/novel is also used to make links between reading and writing, and for those children who lack real life experiences, the class book will help to provide the context and content for their writing.

Where appropriate, links will be made between chosen novels and the wider curriculum.

Within the English Writing Cycle (Y1-Y6)

Within a unit of work for a specific genre, and as part of Eppleton's English writing cycle, children will be exposed to shorter pieces of texts or extracts. This allows further teaching and learning of the skills outlined above through 'text talk'. Shared reading throughout the cycle allows children to focus on the structure, organisation, audience and purpose of texts as they analyse and dissect the text making the link between reading and writing. They are able to identify and comment on how the author's techniques can inform their own writing, using the shared text to identify a common set of success criteria for subsequent writing.

Individual Reading

Pupils and parents in Early Years are invited to choose a book together to share and enjoy at home. Books are exchanged weekly in our 'Reading for Fun' session, along with a book activity list, which parents and their children can select from to complete together at home.

Children in Reception and Year 1 take home a decodable book (a Read Write Inc. book) in line with their Phonics level in order to practise the sounds and words they can read.

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KS2 pupils (and within KS1, once pupils are ready: pupils who are reading at a 'gold' book level, which is usually within Y2) independently choose a 'real' book from an appropriate level from our school library, which is determined by their Accelerated Reader Zone.

Pupils in Reception (once ready) and KS1 are listened to on a 1:1 basis each week, by their class teacher, teaching assistant or adult volunteer. In KS1 & KS2, those pupils who are reading below age related expectations are targeted and are supported individually with reading more often.

All pupils are issued with a reading record book, which records dates, the title of books taken home, and the pages read, alongside comments and observations from their reading. Book levels or the Zone of Proximal Development for Accelerated Reading, is also recorded when appropriate. Parents/carers are encouraged to contribute to the reading record. Areas of progress and areas of difficulty can be commented on and advice/suggestions for parents can be made. Confident writers can write in their own reading record book. All adult comments should be signed and questions from parents should be responded to. All children are expected to read at least three times per week with an adult at home.

We also operate a 'Reading Buddies' system, where pupils from Year 5/6 will frequently match with pupils from Reception/Y1 to share and read books.

Parental Involvement

Co-operation and support from parents is paramount if a child is to become a successful and competent reader. We strive to develop and encourage a strong partnership between home and school. It is our policy to send reading books home regularly and to encourage parents and carers to contribute to their child's reading development, welcoming comments in individual reading record books.

We provide reading workshops in Reception to learn about how reading is taught and developed. Information about pupils' progress, habits and attitudes towards reading will be shared regularly at open nights and in pupil reports.

Guided Reading

For guided reading, the class can be divided into small groups of children of a similar reading ability, who work together with an adult to develop their reading skills, or this can be operated as a focused intervention for children who have been identified as requiring reading support. The shared text is carefully selected at an appropriate level so that children are able to access it. The focus of guided reading is often on developing fluency but will also support the teaching and learning of additional identified reading skills, giving a specific focus for learning. Guided reading takes place outside of the reading and writing cycles, usually with identified children receiving regular sessions in order to accelerate progress.

Accelerated Reader

Accelerated Reader is a computerised programme that we use to make sure that children are selecting appropriate books in line with their reading age; it is also used as a motivational tool to encourage and nurture a love of reading that will continue into adulthood.

The Accelerated Reader Program works by identifying a child's ZPD (Zone of Proximal Development), which is essentially a selection of books that will not only match their ability but will also challenge them and develop their vocabulary. Children from Y2-6 will, when ready, sit a short online comprehension test in order to determine their ZPD. Using the outcomes of these tests, children will be directed to choose books from the school library that fall within this range and when they have finished the book, they will take a short, electronic quiz that assesses their understanding of what they have read. This enables teachers to have meaningful discussions about a child's reading: what they have learnt and how we can help them to develop. It also enables us to closely monitor individual reading progress and ensure that children are selecting books that are challenging enough to meet their individual needs. We have also built in pupil motivators, with 'brag tags' given to children who achieve 100% in quizzes and awards presented to children who become reading millionaires (reading more than 1,000,000 words) as measured by AR.

At Eppleton, we want pupils to appreciate how valuable and rewarding reading can be and dedicated time is built into our curriculum for independent reading.

Reading Plus

Reading Plus is a computerised programme designed to develop reading efficiency in order to free up mental energy for comprehension, as well as to make reading more enjoyable and rewarding. This programme is used in UKS2, for at least three sessions per week, to motivate children to play an active part in their reading success through personalised practice and adaptive instruction, allowing them to gain independence in the classroom as they explore engaging reading content that interests them, while building their reading efficiency and subsequently, their comprehension skills.

At the heart of the programme, is a reading library that provides a range of increasingly complex texts that match a child's reading level, many of which may relate to areas of the curriculum. Texts may be presented in either the guided or independent format, providing scaffolds to improve mental focus and visual efficiency. Text scaffolds are gradually removed in accordance with a child's reading rate, supporting them in sustaining attention and assisting them with transferring their increased reading efficiency to traditional reading activities. After reading a text, children answer ten comprehension questions aligned with their reading level.

Reading Plus also uses visual-perceptual skill building, training the eyes to read more efficiently and accurately, as well as including vocabulary development components, paving the way for fluency, automaticity and efficiency in silent reading. Overall, this supports teachers' understanding of a child's reading needs and gives an in-depth view of specific areas in which children excel, and those in which they require further targeted instruction.

Additionally, the programme gives children many opportunities to celebrate their reading success, with certificate awards given when they have reached a certain number of words read, achieved various combos or have levelled up.

Lexia

The Lexia reading programme is an excellent resource, which we use in school with targeted pupils to support reading development. It is a computer-based program which provides explicit, systematic and individual learning in reading and comprehension skills for students at all levels. It offers a

personalised approach targeting skill gaps as they emerge. We sometimes use it as a form of intervention, to address gaps in key reading skills for children at risk of falling behind. Equally, it can be used to accelerate progress and extend our most able reader. Pupils use the resource in school and at home for at least three sessions per week.

Equal Opportunities

All children are encouraged to develop their enjoyment and interest in reading. We aim to provide all children with equal access to quality teaching and provision in order to fulfil their potential. Within the teaching and learning of reading, this may include the utilisation of appropriate resources and involvement of outside agencies to support teachers and children. When purchasing books, equal opportunity is considered for gender, culture and religion.

SEN

Pupils with SEN and difficulties in learning to read or with Special Educational Needs have their needs identified promptly and interventions provided that will accelerate their progress. Progress is measured, tracked and shared with parents when evaluating SSPs.

In KS1 for example, additional teaching and support is provided through 1:1 reading with an adult, additional guided reading in small groups and daily “Catch up” Phonics sessions. We use 1:1 tutoring to support our lowest 20% of readers and to offer support to targeted pupils; our 1:1 tutors are trained using RWI tutoring approaches.

In KS2, additional teaching is provided through regular 1:1 reading with an adult, additional guided reading in small groups, phonic intervention and access to Lexia.

EAL

EAL “Catch up” Phonics sessions are immediately provided for new EAL arrivals, and they have regular access to Lexia. Staff liaise with parents to encourage them to enjoy bilingual books with their children, asking questions and discussing the book in their home language, or in English, supporting their enjoyment of books and their acquisition of the English language.

Assessment

Teachers continually assess children’s reading and formative assessment is generally carried out informally through the varied ways in which reading is taught. Additionally, work produced in individual reading journals, within reading lessons, is used to support teachers in assessing children in reading. Individual reading to a member of staff will be used to analyse children’s strengths and weaknesses and to plan future work and targets accordingly. Group and guided reading also provide assessment opportunities. Additionally, the English cycle promotes opportunities to independently practise reading skills, therefore work in books can further allow for assessment opportunities.

Pupils are assessed against our carefully sequenced reading progression document.

Standardised NFER tests (past SATs papers for Y2/6) for reading are administered termly across Y2-Y6 and are introduced to pupils in Y1 in the summer term. These help to inform teacher assessments for reading. Teachers can also assess children's reading ability using the Star Reading Programme and monitor pupils' progress through Accelerated Reader, as well as through Reading Plus.

Reading across the Curriculum

Reading is integral to all learning and at Eppleton, therefore features across different areas of the curriculum. Children are exposed to a variety of texts in order to enrich the curriculum, with several foundation subjects forming their own reading spines to supplement learning. Additionally, children are given opportunities for reading to learn, where they can conduct wider research through reading books and reading online.

Reading for Pleasure

Reading for pleasure is prioritised and permeates through everything that we do. To assist in nurturing a love of reading, there are daily opportunities for children to listen to their teacher sharing texts with the class, as well as to read their own independently chosen texts. In addition, there are occasions/events planned throughout the year to support the reading for pleasure agenda. These have included: dressing up as favourite characters; promoting World Book Day; author visits/workshops; story-related visits/trips; book door displays; book reviews and recommended reads; initiatives like 'look for a book' and 'drop everything and read'; supporting Library challenges/visits into school and assemblies, which are the perfect time to send out messages about reading and authors to the whole school.

The Reading Environment

Classrooms and all school areas provide a print rich environment: reading displays form a part of this environment. All classes have book areas that appeal to children of all abilities and must include books by a year group's key author/s, core texts, the class novel and topic books. Additionally, book areas and associated displays showcase recommended reads and book reviews from staff and children, showing both children and staff as readers. This is a powerful tool in helping to develop an enthusiasm for reading and 'book talk'. Reading displays around school promote the enjoyment of reading and pupils have daily access to the shared library, which is looked after by pupil librarians and regularly accessed by all children. Furthermore, reading and high-quality books and resources are frequently invested in to support reading at all ages.

Our library, created with pupil input, is a vibrant, inviting environment where children love to come and read, and are allocated time within the school day to do so. The library is the epicentre of our school reading ethos, where children can become engaged in a book of their choice, which is crucial in encouraging a love of reading and ensuring the act of reading is increasingly palatable for reluctant readers. Here, and around school, children read for enjoyment as part of a reading culture that permeates their lives. Pupils have access to explore a wide range of diverse, high-quality books, ranging in genre, reading level, author, and literature old and new.

Reading success will be celebrated in a celebration assembly, with the selection of Star Readers, one from each year group, half-termly.

We are clear about the intent of our Writing Curriculum:

Reading is like breathing in, writing is like breathing out.

At Eppleton, our reading ethos is intertwined with our writing curriculum. We give our children access to age-appropriate reading content that they can bring to life, linking directly to the written pieces that children will write and publish. This creates a classroom community where everyone can be involved in book talk, also creating a writing environment that nurtures confident, proficient writers, who provided with the context for writing high-quality pieces, are therefore able to concentrate on being successful in the transcription and composition of writing. Our mission is to create fluent, creative writers who can write legibly and effectively, with good writing stamina, for a range of audiences and purposes, and can revise and make changes to their writing with increasing accuracy and independence. We aim to do the following:

- To ensure every child becomes a writer and confident speaker by the time that they leave Eppleton Academy, so that they are able to communicate effectively their thoughts and feelings.
- In recognition of the context of many of our children, to broaden language used and to develop a rich vocabulary.
- In recognition of the context of many of our children, to ensure grammatical accuracy in spoken and written language.
- To link reading and writing, to remove potential barriers so that ALL pupils have literary experiences and a context for writing.
- By the time pupils leave Eppleton, they will have secured their basic skills in handwriting, punctuation and spelling.
- Pupils will be able to structure and organise their writing to suit the genre they are writing, including a variety of sentence structures and writing techniques to include detail or description.

How we teach writing at Eppleton Academy

Writing in EYFS

In Nursery, there is a focus on emergent writing taught through continuous provision. Gross and fine motor skills are developed through a range of large- and small-scale activities; opportunities for mark making and writing are placed all around the environment. Additionally, through child's voice, children are given the opportunity to give meaning to marks they make.

In Reception, children are encouraged to become confident speakers and willing writers through the Read, Write Inc. phonics scheme, providing children with the skills needed for writing, including handwriting and spelling. Opportunities for compositional writing are given through T4W approaches linking to key texts. Children develop their fine motor skills through various activities, such as letter formation, cutting and threading, which is further enhanced through continuous provision. Children are also given opportunities to mark make and write throughout the setting, as well as to access a range of writing tools. Children are taught through a thematic approach, which links learning and follows children's interests, as well as giving children opportunities to talk about, and write about their own experiences. Furthermore, there is a large focus on communication and language, which allows children to develop new vocabulary.

In EYFS, planning outcomes are completed with consideration given to the Development Matters document (2021) as a tool to support teachers.

Writing cycle (Y1-Y6)

From year 1, children follow a bespoke English curriculum, where a positive ethos for writing is created. At the foundation of this cycle is a novel approach, which links core texts with writing, providing children with the context for writing. Events in school, trips and visits are also used to stimulate and focus pupils' writing. Teachers model and set high expectations with spoken language. In KS1, Talk For Writing approaches are adopted with the central tenant of this method being the focus: the importance in oral language to support the construction of written language. We recognise the need for talk and discussion as part of the build-up to writing, as 'if children can't say it, they can't write it!' The understanding of unfamiliar vocabulary is given a high focus during the vast range of reading and spelling opportunities that pupils experience, and key subject-specific vocabulary is identified and used.

At Eppleton, we have carefully designed a cycle for the teaching of writing; teachers plan a sequence of lessons designed to model and scaffold successful writing, where various skills, both technical and creative, are learned and practised in the build-up to writing. The cycle begins with an engagement activity to hook the children into the genre of writing. Throughout their time at Eppleton, children develop their skills by exploring a whole range of different genres, with a focus on exploring a range of models of excellence and using these to guide the planning, drafting and editing processes of writing. Through analysing 'WAGOLL' texts, children are able to identify key features and structures, and comment on how the author's techniques can inform their own writing, using the shared text to identify a common set of success criteria for subsequent independent writing. This also supports children to secure their understanding of the audience and purpose for the form of writing. Following this, lessons focus on the explicit teaching of appropriate areas of grammar, punctuation and spelling for the text type, as well as lessons focused on vocabulary building and understanding, where children explore language and make choices around the use of vocabulary to create a desired effect. The planning stages allow children to generate and organise their ideas logically, before drafting. A significant part of the cycle is the editing stage, where children are given the opportunity to revisit and revise their writing to ensure it is grammatically correct and fit for its intent, before redrafting and taking care in publishing work to be proud of in special writing books.

Eppleton Academy's writing curriculum is based on the programme of study outlined in the National Curriculum, and teachers plan using objectives taken from the school's progression documents for reading and writing.

Spelling

At Eppleton, children are given a weekly spelling list in line with the spelling program followed: we follow the Spelling Shed scheme, which provides an organised progression of spelling objectives in line with the National Curriculum and offers a chance for self-directed learning at home, through a range of online games and activities. We understand the importance of repeated practice and short-term retrieval as key in spelling improvement; children are therefore expected to practise throughout the week at home in their spelling logs and are given additional opportunities in school, three times per week, to learn and practise these words, before being assessed in their weekly spelling test. On receiving their spelling list, spelling rules are discussed and explored, and activities in spelling sessions focus on the orthography, morphology and etymology of words. Children are encouraged and given opportunities to consolidate and apply spelling skills learned in their independent writing.

Handwriting and Basic Skills

At Eppleton, basic skills are a focus across the curriculum, with the promotion of high standards and the importance of presentation. Daily phonics and regular handwriting sessions throughout the week, across school, promote the development of basic skills; additionally, our marking key promotes accuracy with basic skills, which includes spelling and punctuation. Exercise books with varied line widths (appropriate to the year group) are used to support younger pupils especially, in the accurate sizing and spacing of their writing.

In EYFS, a range of pre-handwriting activities are practised to strengthen their fine motor skills, left/right hand eye co-ordination and muscle development. Additionally, children will explore letter formation, including that of capital letters, and the foundation of joined up writing will be modelled to them. The essential teaching of the correct posture, position and grip will also be implemented from the beginning. Once children are confident with forming their letters correctly, they will begin to follow our pre-cursive handwriting program.

In KS1, children are taught the pre-cursive style and by the end of Year 1, should be writing in this style during all writing activities, forming common capital letters. Children will learn to join letters to each other, while working on perfecting size, proportion and spacing. By the end of Year Two, children should be able to form all letters with exit and entry strokes, a completed loop under the line, with correctly formed capital letters and numbers (dependent on the level they are working at and specific educational needs).

While the handwriting focus in KS1 is on forming letter families, positioning and adopting a strong pre-cursive style, as children enter KS2, the focus shifts to the joining of letters in a cursive style, with children in UKS2 working to consolidate their handwriting fluency, style and speed. Additional to developing handwriting quality, speed and stamina, there is an overall focus across school on legibility. In KS2, children will be taught a fully cursive script in which ALL letters, apart from capital letters, will be joined. Children will continue to develop a legible, fluent script, which will be able to be adapted for different purposes (e.g. teachers introduce the fact that different forms of handwriting can be used for different purposes: speed for note-taking, capitals and printing for notices etc.) with the reinforcement of correct posture and grip.

SEN

The teaching of pupils with SEN and/or disabilities will focus on the pupils' strengths in writing, as well as identifying barriers to learning and specific areas where they need more help, practice and

consolidation. Thoughtful planning will consider ways of minimising any barriers so that all pupils can fully take part and learn. In activities where pupils with SEN and/or disabilities will not be able to take part in the same way as their peers, appropriate adjustments will be made: this may be through providing a 'parallel' activity for pupils with SEN and/or disabilities, so that they can work towards the same lesson objectives as their peers, but in a different way – e.g. using an ICT-based means of recording information to compensate for difficulties with handwriting; giving instructions clearly and reinforcing them visually, where necessary; and providing prompts or breaking tasks into smaller, more manageable chunks. If necessary, a differentiated curriculum will be planned and delivered, where children may have to partake in different activities, or work towards different objectives, to their peers.

As with reading, progress is measured, tracked and shared with parents when evaluating SSPs.

Assessment

Similar to reading, teachers continually assess children's writing and formative assessment is generally carried out. A long-term progression document for writing is followed, which identifies progressive skills, knowledge and understanding and is carefully sequenced. Regular writing moderation (internal and external) allows for accurate assessment of writing against the appropriate writing assessment criteria, where staff can discuss children's strengths and weaknesses and plan future work and targets accordingly.

Writing in the School Environment

As with reading, we aim to celebrate writing success and showcase our children as authors. Children's work may be displayed around the school environment, including on 'work to be proud of' displays; high-quality examples of children's writing, across the year groups, can also be found in our writing standards folder.

Writing across the Curriculum

It is important to note that we not only foster an enjoyment of writing in English lessons, but also across the curriculum: children are provided with opportunities to engage in writing within foundation subjects, where they can apply their knowledge and learning in writing and consolidate their understanding and skills.

Writing success will be celebrated in a celebration assembly, with the selection of Star Writers, one from each year group, half-termly.

