



English Policy

Core Values

Readiness

Resilience

Respect

School Values

Independence

Ambition

Compassion

Co-operation

Initiative

Enjoyment

Responsibility

Confidence

Celebration

Kindness

Honesty

Individuality

Approved: Spring 2025
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Aims

At the heart of the English curriculum offering at Kender Primary is the determination to empower all pupils by:

- creating the conditions in which reading and writing/being a reader or writer is a **pleasurable and satisfying** experience.
- Equipping pupils with the **knowledge, skills and the experience** that they need to become world class readers and writers in line with the national curriculum.

To achieve this, we will ensure that the teaching of English is a co-ordinated and collaborative approach managed under four arms: Phonics, Reading, Writing, and Diversity. As a team we push for the teaching of English that is efficient and effective, which includes creating an environment where both teachers and pupils enjoy what they do.

We have a high percentage of pupils with EAL and SEND as well as challenges with attendance and punctuality. It is essential that our approach to teaching phonics and reading is accessible to all learners, regardless of perceived disadvantage.

Intent

At Kender Primary School, we believe that literacy and communication are key life skills. Through the English curriculum, we help children develop the skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language and equip them with the skills needed to become lifelong learners.

Literacy is central to children's intellectual, emotional and social development, it has an essential role across the curriculum at Kender and helps pupils' learning to be coherent and progressive.

At Kender Primary School, we strive for all of our children to be literate. By the end of Year Six we aim for all children to be able to:

- be effective, competent communicators and good listeners;
- express opinions, articulate feelings and formulate responses to a range of texts both fiction and non-fiction using appropriate technical vocabulary;
- foster an interest in words and their meanings, and to develop a growing vocabulary in both spoken and written form;
- have an interest in books and to read for enjoyment, engaging with and understanding a range of text types and genres;
- be able to write in a variety of styles and forms showing awareness of audience and purpose;
- develop powers of imagination, inventiveness and critical awareness in all areas of literacy; use grammar and punctuation accurately;
- understand spelling conventions;
- produce effective, well-presented written work.

Reading

Using the EYFS curriculum, the National Curriculum, Kender Curriculum and the Kender English Curriculum maps, we have built a curriculum which is right for children at Kender. For our children to develop a love of English and to become successful learners, we have chosen to base our curriculum around three key drivers:

- Being **ready** to take part in a global world - children need English as a key element of learning about their local life, as well as life, diversity outside New Cross now and in the past;

- Developing the skills, experience and **resilience** for life - enhancing cultural, creative and physical experiences for all, as well as learning how our children might use their skills in the future; and
- Developing successful children and successful citizens - as **respectful** and caring individuals, English at Kender is a rich, inspiring curriculum in its own right; also providing skills which open the door to the depth and breadth of the curriculum as a whole.

Phonics

We believe that all our children can become fluent readers and writers. This is why we teach reading through *Little Wandle Letters and Sounds Revised*, which is a systematic and synthetic phonics programme. We start teaching phonics in Nursery/Reception and follow the *Little Wandle Letters and Sounds Revised* progression, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

As a result, all our children are able to tackle any unfamiliar words as they read. At Kender, we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

Writing for Pleasure

The Writing for Pleasure programme of study and pedagogy journey we have started at Kender matches the expectations of The EYFS Statutory Framework, Development Matters, The National Curriculum for England and The Standards & Testing Agency's Teacher Assessment Frameworks. It is also written to fully align with Ofsted's Education Inspection Framework. We want this programme to allow children to become extraordinary writers, and we want the greater-depth standard to be the standard. Therefore, writing will be central to everything we do.

Firstly, it involves children and teachers writing together every single day. Children at Kender will write for many different purposes, and for a variety of audiences. They will be moved to write about what they are most knowledgeable and passionate about. They will also write to deepen their responses and understandings of what they read. They will write to transform their own (and others) thinking about what they learn in the wider curriculum subjects.

Children will write to entertain, to paint with words, to persuade and share opinions, to teach others, to make a record of things they don't want to forget, and to reflect on their own thoughts and personal experiences. Children will write about themselves and their cultures. They will also write to reflect and sustain the cultures of people they might not have met. They will share their writing and discuss their development with their peers, teachers and caregivers. They will learn how to live the writer's life.

Pupils will explore new genres of writing through whole class writing projects. Together, children will discuss the purpose of the writing project, explore its basic features, and study mentor texts together. Whilst doing this, children will consider who they would like to write their pieces for and what they would like to write about most. Students will be taught how to use the same features and expert techniques they identified from the mentor texts in their own compositions. They will learn how to attend to their spellings, handwriting, grammar, and sentence construction. This will help them write happily and fluently.

Pupils will also learn a whole host of craft knowledge – called craft moves. This includes writerly strategies and techniques for negotiating the writing processes. Children will know how they can take a germ of an idea and see it through to publication independently and successfully. Students will be supported by providing them with clear processes and ambitious writing goals. They will be given ample time and instruction in how to plan and how to improve on what they have already written through specific revision and proof-reading sessions.

Pupils will receive daily in-the-moment feedback (this could be written or verbal) and responsive assessment-based individualised instruction through teacher-pupil conferencing. These conversations are designed to push the writer and move their writing forward. Pupils will be given

many opportunities to discuss their compositions with their teachers and their peers. At least one hour a day will be devoted to the explicit teaching of writing and children will write meaningfully for a sustained period every single day.

At Kender, we believe this is the only way they can learn about the discipline of writing and of being a writer. Across the school day, children will also write about their reading and will write in response to their learning in other subjects. Importantly, children will also have access to personal writing journals which travel freely between home and school. We want children to live the writer's life and to be in a constant state of composition.

We aim to create genuine writing communities in classrooms. Children will write in positive and enthusiastic writing environments, which are headed by passionate writer-teachers. Classrooms will feel like creative writing workshops and professional publishing houses: they are rigorous, highly organised and reassuringly consistent. Pupils are encouraged to take risks and to be innovative, but also to write with focus and serious intent.

Teaching is adapted depending on what individual children need instruction in most. Whether they are in Nursery or Year Six and regardless of where they are in their development or experience, all children will be treated as writers and helped not only to write pieces which are successful in terms of the objectives of the curriculum, but also meaningful to them as young authors.

Implementation

Statutory requirements for the teaching and learning of English are laid out in the 2014 National Curriculum and in the Communication, Language and Literacy section of the Early Years Foundation Stage (2014).

As a school from EYFS to Year 6, we follow the 'The Writing for Pleasure' approach which is an English long term planning tool that the school has purchased. Writing for Pleasure provides children with specific "mini lessons" and project goals" for the children to focus on in their writing. We do this through daily lessons, where we adapt our teaching styles to suit the needs of the children.

Our monitoring, evaluation and reporting

The English Team Leader, team members and Senior Leaders are given opportunities to work alongside other teachers. This time is used to monitor and evaluate the quality and standards of English throughout the school and enables school leaders and team members to support teachers in their own classrooms.

Teachers have the opportunity to contribute ideas for the English curriculum and teaching of English at Kender. These ideas and sharing good practice is reflected in the development of the English policy.

Role of the English Team leader:

- To drive policy development;
- To drive the implementation of policy strategies;
- To support colleagues eg leading staff CPD, planning support, team teaching;
- To monitor and be accountable for progress in English– this may be done through scrutiny of work, observations and analysis of formal assessment data;
- To take responsibility for the choice, purchase and organisation of central resources for English, in consultation with colleagues in line with the agreed budget;
- To liaise with other members of staff to form a coherent and progressive scheme of work, which ensures both experience of, and capability in, reading and writing; and
- To be familiar with current thinking concerning the teaching of reading and writing, and to disseminate information to colleagues.

The Team Leader will report on English to the Headteacher and will liaise with the named link governors; delivering presentations/reports to governors when required.

Access to this policy document

This policy is available via the school office, is available on the school website or on request.

Monitoring arrangements

This document will be reviewed every three years but may be reviewed and updated more frequently if necessary.

It will be approved by the governing board.

Links with other policies

Curriculum Statement and Reading Curriculum Map
Phonics Policy and Curriculum Map
Writing Policy and Curriculum Map
Handwriting Policy and Curriculum Map
Teaching & Learning Policy

Appendix 1

Reading Policy and procedures

There is no such thing as a child who hates to read; there are only children who have not found the right book — Frank Serafini.

Children's feedback (Spring'24):
65% say they read regularly at home; 13% say they do not.
22% tell us they are unsure if they read regularly at home.

Aims

This policy is for parents at Kender Primary School. It aims to set out:

- Our approach to teaching, monitoring and assessing reading knowledge and skills
- How we will make sure our provision for the teaching of reading is of consistently high quality

Legislation and guidance

This policy reflects the requirements and expectations set out in the:

- [National Curriculum programmes of study for English](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice 2014](#)
- [Equality Act 2010](#)
- [Reading framework 2023](#)

Our vision and values

By the time that pupils move on from our school, our aim is for them to:

- Be fluent readers and writers
- Have a positive attitude towards books and reading, reading widely for pleasure and information
- Be curious and creative when it comes to reading and writing – for example, by being interested in learning the meaning of new words

We teach English and reading best when:

- There is a joyful culture around reading and reading for pleasure in school
- All staff feel have the knowledge, skills, understanding and professional support they need to teach English and Reading effectively
- Teachers plan and deliver effective teaching of reading skills as set out in the policy and curriculum framework
- There's sufficiently detailed and frequent ongoing assessment of pupil progress
- We expose pupils to different types of reading material, such as through stimulating, high-quality and curiosity-inspiring classroom displays
- We involve families in supporting their child's reading and writing

Reading at home

Children should read at home every night. This can be with an adult or with an elder sibling. For most children in Key Stage Two they can read by themselves.

As a guide, children from Nursery to Year Two should be reading with an adult for 15/20 minutes each evening.

Children in Key stage two should read for about 30minutes each evening.

All children have a Book Folder, which goes to school every day and is taken home each evening.

All children will have a reading book (a book chosen for their appropriate ability level) and a book of their choice to read with an adult or by themselves.

Children also have a Reading diary. For children from Nursery to Year two, mums, dads and carers can write in this diary to show their child's reading at home.

From Year Three onwards children will have a Reading Diary, which is for them to record their reading and makes notes to support them making better progress with their reading.

Teachers and the Headteacher meet with parents/carers at the start of each academic year to set out, clarify and instil these expectations.

Reading at Kender

Children have regular opportunities to engage in independent and shared reading. Class teachers read a book aloud daily, where children are encouraged to think deeply about the text and ask and respond to questions. As well as the school library, each class has an inviting book corner (including books, newspapers, comics, poetry and other examples of a broad range of reading materials). The school has reading schemes and a range of books that children can choose for beginner readers.

Over the course of a school week there are short breaks in time. When these occur, children are encouraged to read independently for their own enjoyment.

In the playground there is a Reading Shack, which provides children with opportunities for free reading during their playtimes. Playtimes constitute 20% of children's day in school and this gives them opportunities to choose reading as an independent activity.

Teachers organise Reading Buddies across the year, which can run over a term or on a regular once a week basis.

All children at Kender have access to iPads. These provide a rich source for reading opportunities during specific times for reading and curriculum delivery. There are planned times where children take their iPads home to cement and enhance their learning further.

Senior Leaders seek help with volunteer reading support. Volunteers offer regular time to work with children who would benefit from additional reading support.

Since 2021, all classes are named after authors: see annex 3. The list of authors was assessed and revised through the work of the Diversity Committee. Teachers decorate classroom doors to inform and inspire a love of their class author's books and writing style. These displays could include book reviews, art for illustrations, story re-telling), prequels, sequels, writing as a character, letters... The doors are ready for the start of term. A 'Class Author Box' is labelled and clear for children to read books in the reading corner.

To supplement class reading corners, the school maintains subscriptions to newspapers and journals to assist children in broadening their access to information and reading materials.

School leaders value children having access to a broad and rich supply of reading materials. Our school has a library and our children have access to it. It has distinctive and unique Alice in Wonderland decoration.

Phonics

The agreed method of teaching phonics is Little Wandle in EYFS and through Key Stage One. Phonics is taught daily and differentiated to meet all learners' needs - see the separate **Phonics Policy** appendix for further information.

Guided Reading

Guided reading takes place daily.

In KS1, these sessions include a mixture of teacher-led group work and comprehension tasks, follow up activities linked to the current group read, independent reading and even some time to simply immerse themselves in books.

Children record learning from Guided Reading in their books for Guided Reading and on Showbie. Guided Reading features on all class timetables, with an allocation of 30 mins per day.

In KS2 Guided Reading is a whole class teaching strategy.

The goal of guided reading is to enable learners to become independent, and able readers. There is a focus on developing the children's ability to become independent readers, thinkers and learners. The teacher is acting as the expert who guides the children through the text. Children are typically in mixed ability groups and read individual copies of the same text.

Children record learning from Guided Reading in their books for Guided Reading and on Showbie. Guided Reading features on all class timetables, with an allocation of 30 mins per day.

In KS1 & KS2 it is expected that the teacher will read with each group once a week, modelling the skill to the children before they practise independently. In the following session children will be expected to apply the previously learnt skill working with the teaching assistant or HLTA.

The structure of a teacher led session:

- Teacher models the skill
- Children to read independently inside their head practising their use of the skill
- Questioning is used to assess children's understanding and ability to use the skill independently
- Teacher draws children back together for discussion

For further guidance on how to plan a guiding reading session please see the appendices.

Reading assessment

Guided reading sessions, one to one reading, Guided Reading books and Home reading journals/books should be used alongside Arbor to determine levels children are working at. During guided reading sessions the following strategies can be used effectively to assess children: questioning, listening, observing and discussing.

Formal assessments are used to gather mid-year progress reports.

Annex 1 Reading Strategies

The strategy check-helping our children learn to read

The purpose of a 'strategy check' is to give the children an opportunity to practise and remember the different strategies they need to apply in order to read and understand texts. These strategies include:

1-to-1 pointing: Children practise pointing using a sentence from the story. Children show and use a pointing finger.

Predicting: Cover a word – predict what it could be and check. Model predicting a word – checking all searchlights.

Checking initial/final sounds – does that look right? Cover the first/last letter – predict, then check. Point to the first letter – get your mouth ready to make the sound. Find the letter on an alphabet card.

Applying phonics to read words List some more challenging words in the text – decode these together using phonics – predict/discuss the meanings.

Checking meaning – does that make sense? Explain that reading should always make sense (with the exception of nonsense words in the year one phonic screen). Practise re-reading to check meaning. Read a sentence – check that it makes sense. Give the children two options – which one makes sense? Discuss what is happening on the page.

Re-reading to check Explain to the children the importance of going back and checking their reading. Model re-reading; practise re-reading.

Developing Readers Ask children to name the strategies they can use when they are unable to read a word. Ask the children to share the different things they can do when they don't understand a word, sentence or section of text.

Inferring meaning of unknown words: list some more challenging words from the guided book on the board. Ask the children to read the words and predict what they mean. Read them the whole sentence so they can check their predictions.

Text layout: analyse a page of text (eg non-fiction) – how is it organised? Why? How do we read it?

Decoding unknown words: record difficult words from the text on cards or the board. Ask children to decode these words and explain how they know (ie syllables; phonics; knowing parts of words etc) or predict the meaning of the words.

Checking meaning: read a sentence from the text, which is more challenging; discuss what it means and how they know.

Active reading strategies:

Asking questions while they are reading:

Visualising: read a section of text – ask children to think about what pictures they see in their head.

Predicting: read the opening paragraph. Summarize what they know so far and predict what might happen next – read the next paragraph to check.

Reading longer sentences (complex sentences): record the main clause from a complex sentence on the board – read it and discuss what it means – explain that authors often add more information to the sentence (subordinate clause) – add the subordinate clause and discuss what it means – add it to the main clause and discuss how the two clauses relate to each other – locate the comma and explain that the clauses are usually split by a comma.

Identifying the main points: read the opening paragraph of the text to the children and ask them to identify the main points – list these on the board and discuss why other information is not key to the story.

Scanning: turn to a page of the text and model how you scan the text for information – use a highlighter.

Skimming: model reading a paragraph quickly, looking for specific information (eg main characters; clues about setting).

Annex 2

Planning Guided Reading

Year 1 to Year 6 should have guided reading sessions planned five days a week.

Children will be placed in mixed ability groups of no more than six. Class teachers will choose texts that link to the learning objective (chosen from the national curriculum statements on Arbor). Appropriate texts will be selected that allow opportunities to work towards specific targets. Texts should include a mix of fiction, non-fiction and poetry.

The structure of a guided reading session is:

- Teacher models the skill
- Children to read independently inside their head practising use of the skill
- Questioning is used to assess children's understanding and ability to use the skill independently
- Teacher draws children back together for discussion

Questioning

Key questions from the book will be planned for in advance. Class teachers will need a good knowledge of the text they have chosen for a particular group in order to plan effective questioning. Questioning will link to the learning objective and allow children an opportunity to extend and consolidate their reading skills. Questions (based on Bloom's taxonomy) should develop children's understanding at varying levels. Allow children thinking time and invite them to expand on their answers.

Equality and reading

When teaching guided reading to EAL and SEN children, teachers will use pictures and visual cues to support discussion in order to aid comprehension. In addition, time should be spent discussing and defining new and unusual words. Teachers should ensure that specific strategies are modelled and give the children an opportunity to practise the strategies a number of times. EAL children will have opportunities to read books in dual languages. Class teachers will need to consider children's targets when planning effective guided reading sessions to ensure SEN children are being supported appropriately.

Children working at greater depth will be well planned for by taking into account their current reading levels and providing them with rich texts that allow them to build on their reading skills and develop their independent learning, reading and thinking skills.

Opportunities to discuss issues of race, gender etc. will be provided through the discussion of the resources used.

Resources

The guided reading resources are kept in a central location. It is the responsibility of all adults working in the school to return the resources in their original state.

Annex 3
Class Authors

Class author names...	
Nursery	Rosen
Reception	Cooke
Reception	Sharratt
Year 1	Donaldson
Year 1	Coelho
Year 2	Atinuke
Year 2	Kerr
Year 3	Tsang
Year 3	Mian
Year 4	Wilson
Year 4	Zephaniah
Year 5	Ho-Yen
Year 5	Rauf
Year 6	Almond
Year 6	Blackman

Appendix 2 Phonics Policy and procedures

Comprehension

At Kender, we value reading as a crucial life skill. By the time children leave us, they read confidently for meaning and regularly enjoy reading for pleasure. Our readers are equipped with the tools to tackle unfamiliar vocabulary. We encourage our children to see themselves as readers for both pleasure and purpose.

Because we believe teaching every child to read is so important, we have a Reading Leader who drives the early reading programme in our school. This person is highly skilled at teaching phonics and reading, and they monitor and support our reading team, so everyone teaches with fidelity to the *Little Wandle Letters and Sounds Revised* programme.

Implementation

Foundations for phonics in Nursery

- We provide a balance of child-led and adult-led experiences for all children that meet the curriculum expectations for 'Communication and language' and 'Literacy'. These include:
 - sharing high-quality stories and poems
 - learning a range of nursery rhymes and action rhymes
 - activities that develop focused listening and attention, including oral blending
 - attention to high-quality language.
- We ensure Nursery children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Reception.

Daily phonics lessons in Reception and Year 1

- We teach phonics for 30 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers.
- Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term.
- We follow the *Little Wandle Letters and Sounds Revised* expectations of progress:
 - Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.
 - Children in Year 1 review Phases 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

Daily Keep-up lessons ensure every child learns to read

- Any child who needs additional practice has daily Keep-up support, taught by a fully trained adult. Keep-up lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.
- We timetable daily phonics lessons for any child in Year 2 and above who is not fully fluent at reading or has not passed the Phonics screening check. These children urgently need to catch up, so the gap between themselves and their peers does not widen. We use the Rapid Catch-up assessments to identify the gaps in their phonic knowledge and teach to these using the Rapid Catch-up resources – at pace.
- These short, sharp lessons last 15-20 minutes daily and have been designed to ensure children quickly catch up to age-related expectations in reading.

Teaching reading: Reading practice sessions three times a week

- We teach children to read through reading practice sessions three times a week. These:
 - are taught by a fully trained adult to small groups of approximately six children
 - use books matched to the children's secure phonic knowledge using the *Little Wandle Letters and Sounds Revised* assessments and book matching grids on pages 11–20 of 'Application of phonics to reading'.
 - are monitored by the class teacher, who rotates and works with each group on a regular basis.

- Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:
 - decoding
 - prosody: teaching children to read with understanding and expression
 - comprehension: teaching children to understand the text.
- In Reception these sessions start in Week 4. Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.
- In Years 2 and 3, we continue to teach reading in this way for any children who still need to practise reading with decodable books.

Home reading

A decodable reading practice book is taken home to ensure success is shared with the family.

- Reading for pleasure books also go home for parents to share and read to children. We share the research behind the importance and impact of sharing quality children's books with parents through workshops, leaflets and the [Everybody read!](#) resources.
- We use the [Little Wandle Letters and Sounds Revised parents' resources](#) to engage our families and share information about phonics, the benefits of sharing books, how children learn to blend and other aspects of our provision, both online and through workshops.

Additional reading support for vulnerable children

Children in Reception and Year 1 who are receiving additional phonics Keep-up sessions read their reading practice book to an adult daily.

Ensuring consistency and pace of progress

- Every teacher in our school has been trained to teach reading, so we have the same expectations of progress. We all use the same language, routines and resources to teach children to read so that we lower children's cognitive load.
- Weekly content grids map each element of new learning to each day, week and term for the duration of the programme.
- Lesson templates, Prompt cards and 'How to' videos ensure teachers all have a consistent approach and structure for each lesson.
- The Reading Leader and SLT use the Audit and Prompt cards to regularly monitor and observe teaching; they use the summative data to identify children who need additional support and gaps in learning.

Ensuring reading for pleasure

'Reading for pleasure is the single most important indicator of a child's success.' (OECD 2002)

'The will influences the skill and vice versa.' (OECD 2010)

We value reading for pleasure highly and work hard as a school to grow our Reading for Pleasure pedagogy.

- We read to children every day. We choose these books carefully as we want children to experience a wide range of books, including books that reflect the children at Kender and our local community as well as books that open windows into other worlds and cultures.
- Every classroom has an inviting book corner that encourages a love for reading. We curate these books and talk about them to entice children to read a wide range of books.
- In Nursery/Reception, children have access to the reading corner every day in their free flow time and the books are continually refreshed.
- Children from Nursery/Reception onwards have a home reading record. The parent/carer records comments to share with the adults in school and the adults will write in this on a regular basis to ensure communication between home and school.
- As the children progress through the school, they are encouraged to write their own comments and keep a list of the books/authors that they have read.
- Each class visits the local library every half term.

- The school library is made available for classes to use at protected times. It must be booked via the school booking system. Children across the school have regular opportunities to engage with a wide range of Reading for Pleasure events (book fairs, author visits and workshops, national events etc).
- We use the Everybody read! resources to grow our teachers' knowledge of current books, the most recent research and to grow our own Reading for Pleasure practice.

Impact

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.

Assessment for learning is used:

- daily within class to identify children needing Keep-up support
- weekly in the Review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.

Summative assessment for Reception and Year 1 is used:

- every six weeks to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the Keep-up support that they need.
- by SLT and scrutinised through the *Little Wandle Letters and Sounds Revised* assessment tracker, to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.

Fluency assessments measure children's accuracy and reading speed in short one-minute assessments. They are used:

- in Year 1, when children are reading the Phase 5 set 3, 4 and 5 books
- with children following the Rapid Catch-up programme in Years 2 to 6, when they are reading the Phase 5 set 3, 4 and 5 books
- to assess when children are ready to exit their programme. For Year 1 children, this is when they read the final fluency assessment at 60–70+ words per minute. Older children can exit the Rapid Catch-up programme when they read the final fluency assessment at 90+ words per minute. At these levels, children should have sufficient fluency to tackle any book at age-related expectations. After exiting their programme, children do not need to read any more fully decodable books.

A placement assessment is used with any child new to the school in Reception and Year 1 to quickly identify any gaps in their phonic knowledge and plan and provide appropriate extra teaching.

The Rapid Catch-up assessment is used with any child new to the school in Year 2 and above to quickly identify any gaps in their phonic knowledge and plan and provide appropriate extra teaching.

Statutory assessment

Children in Year 1 sit the Phonics screening check. Any child not passing the check re-sits it in Year 2.

Ongoing assessment for Rapid Catch-up in Years 2 to 6

- Children in Year 2 to 6 are assessed through:
 - the Rapid Catch-up initial assessment to quickly identify any gaps in their phonic knowledge and plan appropriate teaching.
 - the Rapid Catch-up summative assessments to assess progress and inform teaching.
 - the Rapid Catch-up fluency assessments when children are reading the Phase 5 set 3, 4 and 5 books for age 7+.
- The fluency assessments measure children's accuracy and reading speed in short one-minute assessments. They also assess when children are ready to exit the Rapid Catch-up programme, which is when they read the final fluency assessment at 90+ words per minute.

Appendix 3 Writing for Pleasure Policy and procedures

Implementation

Everything we do in our writing lessons is underpinned by the 14 principles of the Writing for Pleasure pedagogy. These principles are researched based and are proven to be effective by the best performing writing teachers. The 14 principles are:

1. Build a community of writers
2. Treat every child as a writer
3. Read, share, think and talk about writing
4. Pursue purposeful and authentic class writing projects
5. Teach the writing processes
6. Set writing goals
7. Be reassuringly consistent
8. Pursue personal writing projects
9. Balance composition & transcription
10. Teach daily mini-lessons
11. Be a writer-teacher
12. Pupil-conference: meet children where they are
13. Connect reading & writing
14. Interconnect the principles

This is what we believe teachers need expert subject knowledge in. Teachers must have expert knowledge in the following:

- The reasons writers are moved to write.
- The typical genres used by writers to realise this need to write.
- The typical content, topics, attention to audience, ways of presenting, and linguistic, literary and grammatical features employed in these genres.
- That genres are subject to change, are often interconnected and often realise more than one purpose.
- That the writing processes are recursive and that writers develop their own preferred process over time. Teachers should also be knowledgeable of their own writing process. They should know the many strategies and techniques employed at different stages of the writing process and teach them explicitly.
- They should be able to expertly identify certain grammatical, linguistic and literary features employed by children in their compositions.
- They should be knowledgeable about the strategies and techniques involved in developing children's writing in the eight key craft areas. This is the pedagogical knowledge we expect teachers to have: Our pedagogical knowledge works from the 14 principles of a Writing for Pleasure pedagogy. The effective teaching of writing involves the application of those principles. In addition, we expect teachers to know how the following social, cognitive and affective resources need to be developed to grow great writers:

- | | |
|--|-----------------------------|
| ○ Children's knowledge and beliefs about writing | ○ Volition |
| ○ Oral language and listening comprehension | ○ Writer-identity |
| ○ Reading | ○ Content knowledge |
| ○ The writerly environment | ○ Genre knowledge |
| ○ Knowledge of audience and their needs | ○ Grammar knowledge |
| ○ Knowledge of their own affective writing needs | ○ Sentence knowledge |
| ○ Self-efficacy | ○ Vocabulary knowledge |
| ○ Agency | ○ Goal knowledge |
| ○ Self-regulation | ○ Process knowledge |
| | ○ Transcriptional knowledge |
| | ○ Encoding |
| | ○ Spelling |

- Motivation
- Letter formation
- Handwriting

Over time, children learn how to work within, and contribute to, a community of writers. Children become increasingly skilful in keeping a writer's notebook and living the writer's life at home and at school. As their knowledge surrounding the purposes of writing increases, so does their skill in combining, manipulating and subverting them.

Children become more self-regulating, skilful and adaptable in their use of the different writing processes, including how they generate ideas, plan, draft, revise, edit, publish and perform their writing intentions. Children are able to apply more writerly techniques and become skilful in discerning which will be most appropriately applied.

Children's ability and skill to proofread, use a dictionary, and use other spell-checking devices increases over time. This means fewer errors find their way through to publication. Children's ability to use a thesaurus skilfully increases over time. Children's ability to use a variety of writing materials and word processing technology increases over time.

Children will have a wealth of writing, both in their writing portfolios and their personal notebooks, from their whole time in school. Children will have their own established writing process, strategies and routines for producing successful, meaningful and accurate writing. They will have artefacts and memories of the impact their published and performed writing has had on the local community and beyond.

Children know how to successfully live a writer's life after leaving school. If they wanted or needed to, they could live the writer's life for economic reasons (knowing how to write with authority, daring and originality is great currency). They could decide to live the writer's life for political or civic reasons – sharing their knowledge and opinions with clarity and imagination.

We also hope they would write for personal reasons – as an act of reflection or record keeping. Finally, we would want them to know how to write for reasons of pure pleasure and recreation – feeling a sense of joy and accomplishment in sharing their artistry, identity and knowledge with others in ways that are profound and confident.

Feedback

Pupils will receive daily in-the-moment feedback (this could be written or verbal) and responsive assessment-based individualised instruction through teacher-pupil conferencing. These conversations are designed to push the writer and move their writing forward. Pupils will be given many opportunities to discuss their compositions with their teachers and their peers. Pupil conferencing is one of the 14 principles and should happen every day. Some less experienced writers may need more conferencing than others and we recognise this.

Feedback will evolve progressively from EYFS to Year 6 and it is not expected to appear identical across year groups. Instead, it will adapt and grow as children advance through the school and become more experienced writers. We understand that feedback is crucial for developing children's writing and recognize that it will differ in style and approach between key stages and across the school.

The Journey of a Class Writing Project

Attached as Annex 1 to this Appendix is an example of the journey of a class writing project. Teachers should use their own professional judgement to plan their own class writing projects. For example, they should either add or remove sessions based on their own class needs and the amount of time they want to spend on a project. The more time spent on a project, the better the final outcomes will be.

SEND and EAL

There is no 'one size fits all' approach to supporting children with special educational needs and disabilities (SEND) and English as an additional language (EAL) learners. Children should always be writing at a developmentally appropriate level. Wherever possible, SEND and EAL learners follow their class writing projects with some adaptations and additional support.

Children with SEND or EAL are supported in a variety of ways. For some learners, it may be appropriate to begin with a simplified writing process that includes planning, drafting, and publishing. If needed, publishing can be undertaken by an adult helper on the child's behalf. These learners are encouraged to plan through storytelling, drawing, conversation, and picture book creation. They are also encouraged to create picture books that aim to match the quality of the commercial picture books available in the classroom and school libraries.

Over time, they are moved towards conventional planning, dabbling, revising and basic editing. They regularly write alongside an adult who is also writing. They receive a greater frequency of pupil-conferencing. They have personal project books and they are encouraged to take these to and from school. They set themselves regular personal writing targets.

Over time, these learners are gradually introduced to conventional processes such as planning, dabbling (experimenting), revising, and basic editing. They often write alongside an adult who is also writing and models the writing process. They benefit from more frequent pupil-conferencing sessions and have personal project books that they are encouraged to take between home and school. Additionally, they set regular personal writing targets to help track their progress.

Other useful strategies that can be used in the classroom are:

Scaffolding

- Support could be visual, verbal, or written.
- Writing frames, partially completed examples, knowledge organisers, essay prompts, bookmarks, structure strips, sentence starters can all be useful.
- Reminders of what equipment is needed for each lesson and classroom routines can be useful.
- Scaffolding discussion of texts: promoting prediction, questioning, clarification and summarising

Explicit Instruction

- Worked examples with the teacher modelling self-regulation and thought processes is helpful. A teacher might teach a pupil a strategy for summarising a paragraph by initially 'thinking aloud' while identifying the topic of the paragraph to model this process to the pupil. They would then give the pupil the opportunity to practise this skill.
- Using visual aids and concrete examples promotes discussion and links in learning.

Cognitive and Metacognitive Strategies

- Chunking the task will support pupils with SEND – this may be through provision of checklists, instructions on a whiteboard or providing one question at a time. This helps reduce distractions to avoid overloading working memory.
- Prompt sheets that help pupils to evaluate their progress, with ideas for further support.

Flexible Grouping

- Allocating temporary groups can allow teachers to set up opportunities for collaborative learning, for example to read and analyse source texts, complete graphic organisers, independently carry out a skill, remember a fact, or understand a concept.
- Pre-teaching key vocabulary, using the Frayer Model is a useful technique here.

Use Technology

We are fortunate enough to have 1:1 iPads in Years 1 – 6 and they can be used to model worked examples. Apps such as Showbie, Socrative and Microsoft Forms to generate online quizzes can prove effective. Speech generating apps to enable note-taking and extended writing can also be helpful. Using the iPads as a publishing tool has also proven to be motivating.

SRSD Instruction (Mini-Lessons)

SRSD stands for *Self-Regulation Strategy Development*. This approach focuses on teaching children strategies that enable them to be independent writers by using for themselves what they have been taught.

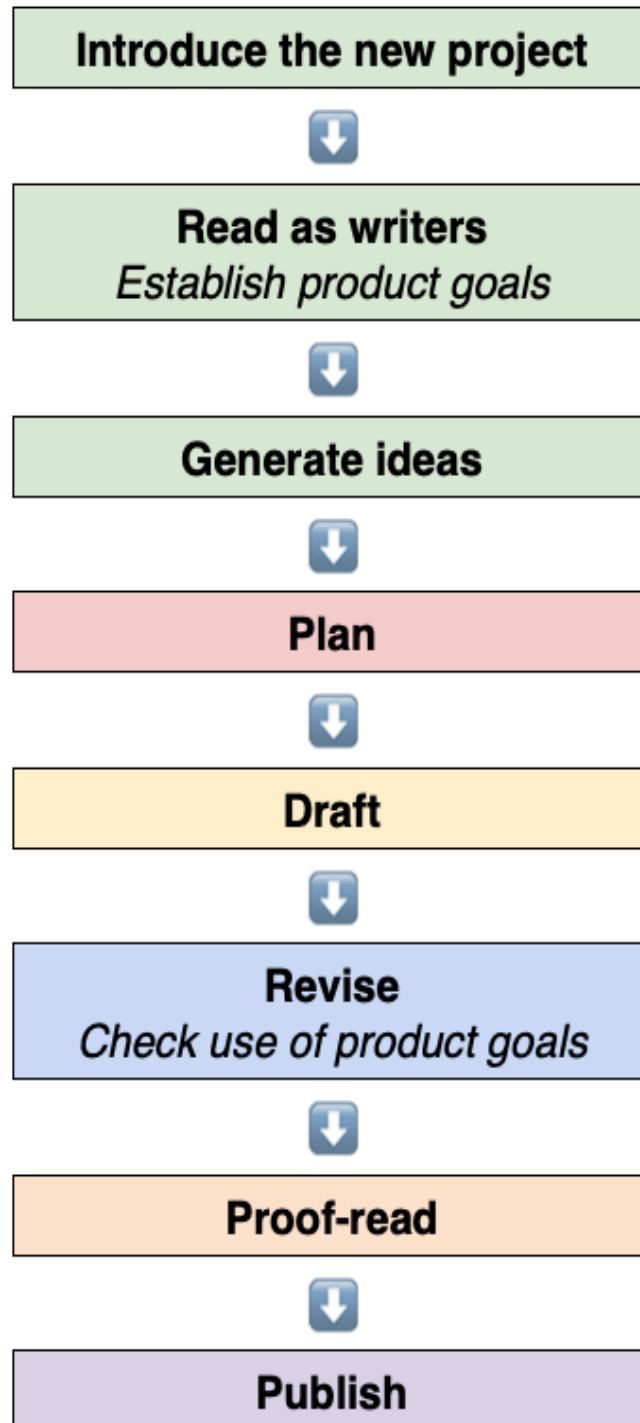
There are three fundamental things young writers need every day. Firstly, they need to receive some high-quality teaching in the craft of writing delivered through a focused mini-lesson. Secondly, they need an immediate and sustained opportunity to write meaningfully. Finally, they need time to read, share and then discuss their writing progress. At Kender, all children should participate in a daily one-hour writing lesson that follows the structure outlined below:

Mini-lesson 10-15mins	Writing-time 30-50mins	Class sharing 10-15mins
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Mini-lessons can be as short as 1 minute but should not exceed 15 minutes. Writing-time consists of children practicing the craft move they have just been taught before transitioning to their personal writing projects once finished. During this time, teachers should engage in conferencing with children. Class sharing consists of children sharing the writing they have completed that day.

All children, particularly struggling or less experienced writers, require high-quality teaching and explicit instruction to reach their full potential as writers. The SSRD concept is simple: teach your class one writerly technique, process or strategy (a *craft move*) and then invite them to apply that move for themselves in their writing that day.

The journey of a class writing project



Annex 2

Writing instructions

Step One: Orientate



Remind the children of the class writing project you are currently working on. This includes checking they know what they are writing and who they are writing it for.

Step Three: Model



Share models. Show children examples of where other writers have used this *craft move* in their writing. There should certainly be an example of where you've used the *craft move* in your own writing. You should also show examples from other recreational or commercial authors and/or from other students' writing. Invite children to ask you questions.

Or

Model using the *craft move* live in front of your class. Share some of the writing you are currently working on and show how you're going to use the *craft move* to enhance your writing. Invite children to ask you questions.

Step Five: Invite



- Invite children to use the technique during that day's writing time.
- Monitor children's use of the *craft move* during your daily pupil-conferencing.
- Sometimes you might feel you want your children to practise the strategy prior to using it in their own writing. However, in all honesty, we find this is rarely necessary.

Step Two: Discuss



- Introduce the *craft move* you want the children to try out in writing time today. Give the *craft move* a name. For example: 'show don't tell'.
- Then be a salesperson. Tell your class **why** this *craft move* is so fantastic and how its use could transform their writing.
- Link the *craft move* to the class' success criteria for the writing project. For example: 'show don't tell' is going to help us achieve 'share your characters' feelings', which is on our success criteria.

Step Four: Provide Information

We always recommend turning your instruction into a poster or resource which the children can refer to throughout writing time.



This helps them memorise the *craft move* and any conventions it might involve. For example, you might make a poster to accompany a lesson on punctuating speech. The poster can almost always be pre-prepared to save time and can remain up in the classroom over many days, weeks or even months. Children will be showing independent, self-regulating behaviour every time they consult the poster.

Step Six: Evaluate



You can invite children to share how they used the *craft move* in their writing during class sharing. If you have noticed a student who has used the *craft move* in a particularly powerful, innovative or sophisticated way during your pupil-conferencing, you should invite that child to share their writing with the class. The class can then discuss their friend's writing and its impact.