

# **Monkleigh Primary School**

## **English Statement of Intent, Implementation and Impact**

Every interaction involves the aspects of speech, language and communication. Strong communication skills are crucial for expressing needs and feelings, interacting with others, and understanding the world around them.

At Monkleigh Primary School we are united in our determination that every child, from the first day of their learning journey, will develop the fundamental life skills of speaking, listening, reading and writing. These skills enable children to communicate confidently and effectively in all areas of the curriculum and equips them for the life-long challenges that they will face in the dynamic world.

### **Communication and Language:**

#### **Intent**

At Monkleigh Primary School, we prioritise the development of Communication and Language. Language provides the foundation of thinking and learning. Our focus is to ensure that all pupils have fluency in foundational knowledge and skills.

Effective communication and language skills are crucial for personal, academic, and professional success. They enable clear expression of thoughts and feelings, facilitate meaningful interactions, and build strong relationships. These skills are also vital for learning, social inclusion, and navigating a complex world. Developing every child's Speech, Communication and Language skills are of the highest priority at Monkleigh Primary School.

We strive to provide children with a rich language environment as well as directly extending children's vocabulary.

It is essential that a wide range of vocabulary (Tier 1, 2 and 3) is explicitly taught and that children are given regular and meaningful opportunities to - use, understand and say this taught vocabulary in correct contexts. It is important that the children can use this taught vocabulary independently during discussion and play. Our Subject Vocabulary Progression Documents outline when specific subject related vocabulary is taught. Our EYFS Termly Overviews outline key words of the week and EYFS weekly plans identify the vocabulary that will be taught that week. It is highly important to plan to flashback to vocabulary that has been previously taught while also flashing back during high quality play and discussions. We provide multiple opportunities to hear and use new vocabulary.

All effective communicators and learners need extensive practice, explicit instruction and encouragement to develop their metacognitive and cognitive skills and to make the working memory less effortful. This is at the heart of our curriculum.

The key to developing secure transcription skills, essential to developing writing, as outlined by 'The Simple View of Writing' Berninger et al, is to explicitly teach and then develop a child's ability to repeat a sentence orally. Building on this it is equally important that they are able to orally compose a sentence. This will provide solid and secure foundations for every child's writing journey.

Supporting parents to understand how they can help their child to learn and develop their Communication and Language is of the utmost importance. Providing regular support, meetings and sharing resources and strategies ensures that no child is left behind and that every child is working on their very next step based on where they are currently achieving.

The key to developing secure transcription skills is to explicitly teach and then develop a child's ability to orally repeat a sentence and then rehearse a sentence. This will provide solid foundations for every child's writing.

It is our intent that children progress seamlessly from the Communication and Language curriculum to the English Curriculum and that they take skills, confidence and knowledge to enable them to successfully and effectively access the Year 1 curriculum.

### **Implementation:**

We have a carefully planned and embedded Communication and Language and Spoken Language Curriculum. Outcomes for each year group have been considered and clearly outlined. Our progression documents show what should be taught and how it should be taught. This ensures that all teachers have a clear understanding of how all skills can be explicitly taught; how aspects and skills for practise can be planned and of prior learning to enable teachers to regular flash back and build on and make links in learning.

The following approaches are evident within our Foundation Stage Unit:

- Planning of vocabulary to be explicitly taught and revisited, which is taken from the vocabulary progression documents and covers all areas of learning, is detailed on termly overviews and weekly planning sheets.
- Vocabulary that is taught is communicated on a weekly basis to parents.
- Two story sessions are timetabled every day. The books selected for these sessions are carefully selected to reflect the vocabulary to be taught and revisited, learning themes, protected characteristics and children's interests. 'Book Language' such as author, setting, illustrator is introduced during these sessions.
- Every child's different starting points are carefully considered and planned for. An initial meeting with parents of all new starters provides our teachers and key workers the opportunity to discuss each child's Communication, Language and Understanding in detail.
- High quality interactions are our every day practice. Adults engage in sustained shared thinking. They tune in carefully to what the child is saying and doing; they ask children to elaborate; they recap; they clarify ideas; they use encouragement to extend thinking. They challenge children's thinking through skilful open questions to develop every child's metacognitive skills.
- Adults model effective language and communication.
- Every child's different starting points are carefully considered and planned for. An initial meeting with parents of all new starters provides our teachers and key workers the opportunity to discuss each child's Communication, Language and Understanding in detail.
- We liaise closely with Health Visitors and Outside agencies at key assessment points such as the 2 Year Check. We are proactive in communicating with others to seek advice and share information.
- A wide range of approaches including shared reading, storytelling and explicitly extending children's vocabulary are used.
- Adults develop and foster a love for language, books, stories, songs and rhymes.
- We provide a range of meaningful learning experiences, in order to enrich learning and to teach, develop and provide opportunities to revisit Communication and Language skills. These visits and experiences take place outside of the Foundation Stage Unit take place throughout the year. Experiences include: trips to the local libraries, 'Bear Hunts' at Torrington Commons; a visit to the local Christmas Tree Farm; visits to the local RNLI station, local art galleries and walks around different local communities.
- We have high expectations for the ways in which children can and should communicate and introduce the children to the Oracy Curriculum which is taught throughout the school.
- Developing a lifelong love for books, reading and high-quality conversation and interaction is essential to the development of our children and one that we are committed to developing every day. It is essential for all children to learn to 'Self Regulate'. Language development is centre to this. We strive

to teach and develop skills of self-regulation daily - through play, the provision and guided activities, discussion and reading stories.

- All staff have received extensive training for Speech and Language. They have an accurate understanding of the developmental milestones in Speech Sounds, Spoken (Expressive) Language Skills, Understanding (Receptive) Language Skills and Social Communication skills. They have an in depth understanding of the communication chain and the stages that a child has to go through to be able to understand meaning and formulate a response.
- Knowledge of developmental milestones (see above) enables staff to carefully plan strategies, activities and approaches to use with groups of children and within the provision. This knowledge also enables staff to quickly identify if children are struggling with aspects of Communication and Language.
- All Reception children are assessed using Speech and Language Link at the beginning of their Reception Year.
- Children are regularly assessed according to the developmental milestones and regular 'Notice and Focus' and 'Spotlight Children' meetings between staff ensure that we can identify children at risk of falling behind quickly. Meetings enable us to identify where a child is and to construct a detailed plan of what will be done to support the child, and their parents, to ensure that the gaps are closed.
- Our dedicated and specialist SCLN Teaching Assistant works closely with staff, children and parents to devise intervention and support programmes to meet individual children's learning needs.
- There is a culture of observe, interact, engage, notice within the Foundation Stage. All adults take their responsibility of ensuring that all children have strong speech, language and communication skills very seriously. They work together to act quickly and effectively to ensure that every child reaches their full potential.

### **Impact:**

By the end of a child's Early Years (Reception Year) they will be able to:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back and forth exchanges with their teacher and peers.
- Participate in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.'
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
- To ask relevant questions and make comments using extended sentences, chat back and forth with friends and adults and express ideas, opinions and feelings using challenging vocabulary with confidence.
- To speak in and explain their understanding and ideas in full sentences.
- Talk about things beyond their experience using more unusual words and abstract concepts.
- Begin to reason and can explain why something has happened.
- Understand sequence words.
- Show interest in things that other people are doing and make comments.

## **Spoken Language:**

### **Intent:**

At Monkleigh Primary School oracy is a priority which underpins all of our planning and learning as we recognise that oracy is essential for the educational process, for careers, relationships and self-belief. If children can learn to speak with fluency and confidence this will help them have a positive start in life.

Learning to speak with confidence is at the heart of being an effective communicator, and it helps students to articulate their ideas in a clear and logical way. It also helps them to make sense of their own thought processes and this leads to them being able to write more clearly. We know that a wide and varied vocabulary is part of the development of confident speech and accuracy in grammar. Pupils who are able to express themselves clearly will be able to articulate their ideas, write more clearly, express themselves well at interviews and take part in challenging debates in school and in their future employment. The more adept the pupils become in reasoning through speech, the more likely they are to engage with other subjects that have their foundations in logical reasoning, such as science and maths.

We also recognise that children who communicate well are more likely to form good relationships with other children and adults, therefore it is important that our children are able to listen to others, and respond appropriately. Purposeful talk is used to drive forward learning, through talk in the classroom, which has been planned, designed, modelled and structured to enable all learners to develop the skills needed to talk effectively.

### **Implementation:**

We have an embedded oracy curriculum ensuring the children have an opportunity to practice a variety of types of talk and practise the skills needed for different oracy outcomes:

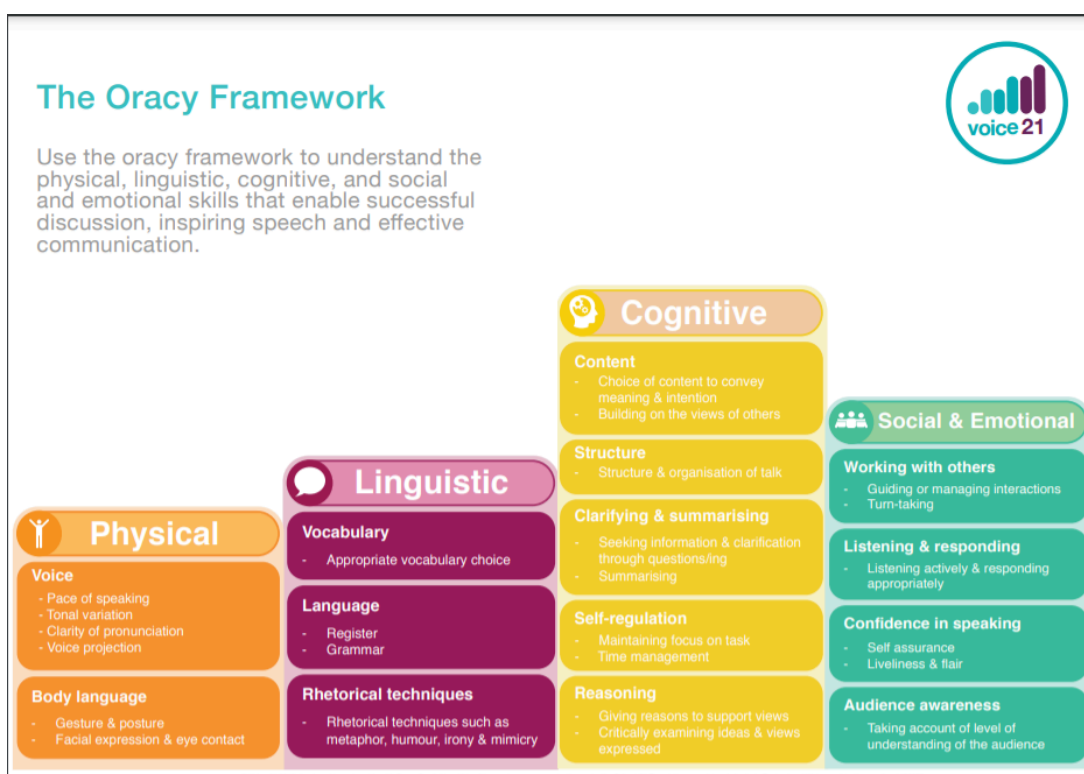
- exploratory talk
- interactive/negotiation
- recitation
- debate and persuasion
- building understanding
- to inform/teach
- entertainment and expression

Teachers use our detailed Spoken Language Progression Documents to ensure the deliberate, explicit and systematic teaching of oracy across the school and throughout the curriculum. This will support our children to make progress in the four strands of oracy.

A range of purposeful opportunities are used to encourage learning through talk and learning to talk, including:

- Setting ground rules for speaking and listening in class, such as putting your hand up before speaking, waiting to be chosen, and not interrupting each other.
- Expecting children in Key Stage Two to stand up in class to deliver longer answers during debates and discussions.
- Thinking Classroom sessions which are explicitly taught across all year groups - enabling children to explore and develop their thinking and communication skills.
- Teacher and Teaching Assistant's use of Anderson's Blooms Skilful Questioning to ensure that children are learning how to think and communicate across all subjects in the curriculum.

- Discussions as a pair, small group or whole class, for example about religious beliefs, story plots, or predicting the outcomes of experiments.
- Hot seating: a drama technique where one child sits in the 'hot seat,' and the other children ask them questions to answer in character.
- Exploring a text through performance - not just re-enacting what actually happens in the book, but also acting out what characters might do or say in a particular situation.
- Debates, with one group of pupils for and another against a certain topic or question, such as, 'Is it right to bully a bully?'
- Putting on assemblies e.g. Christmas, attended by the rest of the school and often parents.
- School council meetings, where council members collect questions and concerns from other pupils and present them to their fellow councillors and teachers.
- Group work, where communication and listening to each other are essential.
- Role play, where children pretend to be someone else or pretend to be in a specific situation that they are not actually in at the time
- From Early Years to Year 6 the children are encouraged to talk in full sentences and are given examples of how to start effective sentences using sentence stems. (Starters to sentences such as I agree because, In my opinion, I disagree because, the results show that). This carries on throughout their school career and is built upon by introducing and using key vocabulary across all subjects. This is documented in our vocabulary lists for each subject. The school uses the Voice 21 criteria for teaching Oracy which is shown below in the table.
- We follow the Voice 21 Oracy Framework:



## Impact

Oracy skills will be assessed using the Oracy framework. Teachers and Senior Leaders can use the progression statements from the Oracy Progression Map to monitor progress and attainment. Each year group has oracy objectives which build on and extend from the previous year ensuring progression as the children move through the school.

Through the teaching of oracy, children will be able to:

- Speak fluently, with confidence and clarity in front of an audience including talking in full sentences

- Explore ideas through talk
- Deliberately select gestures that support the delivery of ideas e.g. gesturing towards someone if referencing their idea
- Recognise the value of listening to what others say
- Use conjunctions to organise and sequence their ideas
- Adapt how they speak in different situations according to the audience, including using Standard English
- Value their own opinions and be able to express them to others
- Begin to reflect on their oracy skills and identify areas of strength and areas to improve
- Ask questions to find out more about a subject
- Respond appropriately to what others say, challenge each other's opinions and develop their own reasoned arguments
- Be open-minded, value the contribution of others and take account of their views
- Appreciate the diversity of languages, dialects and accents in the school
- Consider the impact of their words on others when giving feedback
- Share their learning in an engaging, informative way through formal presentations

## **Reading**

### **Intent:**

At Monkleigh Primary School, we believe that speaking, listening, reading and writing are fundamental life skills, which enable children to communicate effectively in all areas of the curriculum and equips them for the challenges they will face in the wider world. As well as improving their reading skill, we aim for our children to develop a love of reading, appreciating our rich and varied literary heritage and forming a habit of reading widely and often.

All fluent readers need extensive practice, explicit instruction and encouragement to develop their metacognitive and cognitive skills and to make the working memory less effortful. This is at the heart of our reading curriculum.

Our reading curriculum includes the foundational knowledge and skills outlined in the NC for reading. This knowledge enables pupils to complete more complex tasks. The curriculum ensures that there are high quality opportunities for practice.

At Monkleigh, we have a commitment to teaching children to read and keeping children reading. It is our intent that our reading curriculum over time builds pupils' reading fluency, linguistic knowledge and knowledge of the world. Every pupil will learn to read, regardless of their background, needs or abilities. No child will be left behind. It is important to remember that progress in literacy requires motivation and engagement which will help children to develop persistence and enjoyment in their reading.

To enable a child's success in reading it is essential to have a close partnership with parents and carers. It is essential to support parents to ensure that they know what they can to support their child's reading at home.

### **Implementation:**

- Our detailed reading progressions outline the expectations for each year group and what should be taught each year. It also outlines how reading should be taught. Our RWI Curriculum matching documents show how the RWI programme ensures that it teaches to all National Curriculum expectations. The progressions ensure that comprehension strategies are modelled and scaffolded and then pupils are supported to increasingly use comprehension skills independently, with less and less support from the teacher.
- Our progression documents clearly outline how prediction, questioning, summarising, clarifying and activating prior knowledge will be taught.

- EYFS termly planning overviews and weekly planning documents show the high-quality texts that are used to teach on a weekly basis and how the reading objectives are taught and revisited. Focus nursery rhymes and poems are identified.
  - Year Overview Plans have been carefully produced to show explicit teaching of reading in each year group. It also outlines high quality and varied stories, poems and non-fiction texts that are taught and high-quality texts that are read out loud to the children during the daily story session.
  - Year 1 Overview Plans also outline key nursery rhymes and songs that are taught - to provide a progression from the EYFS teaching of nursery rhymes, songs and poems.
  - Monkleigh's phonics programme (Read Write Inc) matches or exceeds the expectations of the National Curriculum and the Early Learning Goals.
  - Staff have clear expectations of pupils' phonics progress term by term, from Reception to Year 2.
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- The sequence of reading books shows cumulative progression in phonics knowledge that is matched closely to the school's phonics programme.
  - Teachers will give pupils sufficient practice in reading and re-reading books that match the grapheme-phoneme correspondences they know, both in school and at home.
  - Reading, including the teaching of systematic, synthetic phonics, is taught from the beginning of our Foundation Stage unit.
  - Ongoing assessment of pupils' phonics progress is sufficiently frequent and detailed to identify any pupil who is falling behind the programme's pace. If they do fall behind, targeted support is given immediately.
  - Monkleigh's staff have developed sufficient expertise in the teaching of phonics and reading and are regularly refreshing their training and expertise through coaching sessions with the Reading leader and regular RWI Development Days.
  - From RWI Blue reading book level, Reading Fluency strategies are used and guided oral instruction is taught. Choral reading, echo reading and repeated reading of passages are planned for, taught and revisited on a daily basis.
  - Reading objectives are taught using the RWI Talk Through Stories approach, this has a high emphasis on vocabulary and understanding and links directly to the writing curriculum.
  - All classes have at least 2 opportunities per day to read high quality texts which are carefully mapped out according to the structure and challenge of the texts.
  - KS2 Reading lessons are explicitly planned to ensure that every child develops prosody and fluency. Guided Reading plans are based on the Jane Considine 'Hooked on Books' approach. This ensures teaching of all of the strands in the KS2 curriculum.
  - Assessment of groups using the Reading assessment grids and NFER tests enable teachers to quickly identify children who are at risk of falling behind in their reading.
  - Children in Key Stage Two who are identified as at risk of falling behind in their reading comprehension are identified. A teacher and Teaching Assistant delivers an 8 week Reading Fluency project to these pupils.
  - 1:1 reading and comprehension group reading and extra RWI sessions are provided for children in Years 3/4 as needed.
  - All children have dedicated time in school to read and enjoy books.
  - Children are exposed to a breadth of high-quality texts during the KS2 Write Stuff Curriculum which includes text analysis and deconstruction. These are linked to other areas of the curriculum such as Geography and History and include a broad range of fiction, non-fiction and poetry. These are detailed in our two-year rolling programme and are aligned with our rolling programme for other curriculum areas.
  - We have a strong partnership with parents and regularly provide meetings to develop their understanding and knowledge of how they can support their child's reading at home.
  - Focus Sounds and reading at home support are sent home by dojo message on a weekly basis to parents during Reception Year.
  - Parents of KS1 pupils will receive regular updates and video clip support regarding sounds that their child still needs to learn by the end of Year 1.

- Key Stage 1 pupils read every day in school in their RWI lessons and have free access to a wide range of library books in their classes. They are also expected to read regularly at home and parents write in their reading diaries.
- All children in Years 3 and 4 have reading diaries and are encouraged to make written comments about the books that they read. They are also expected to read at home and parents make a comment in the diaries which link home and school.
- We give all children the opportunity to enter the magical worlds that books open up to them. We promote reading for pleasure as part of our reading and wider curriculum. We aim to ensure that:
- Children are encouraged to read a wide range of books, and other forms of texts, in school and at home.
- Children are encouraged to develop their own love of genres and authors and to review their books objectively.
- We have a reading culture where children are exposed to a range of high-quality texts in a variety of contexts and have opportunities to browse literature, as well as structured reading activities. This is supported by regular book changes through our membership of the School's Library Service.
- Children engage in book discussion in a range of contexts, alongside both adults and peers
- Children are given the opportunity to share and recommend a range of books
- Authors are invited into school to share their love of reading and writing reading books for children
- We use high quality texts to regularly to read aloud to children in Class (see Link) In FSU and Key Stage 1 children have "favourite five" texts which are read regularly in addition to other high quality texts in fiction, non fiction and poetry. In Key Stage 2 adults read regularly from Class reader (see Link) and books from the same author are available in Class.

**In addition to this at Monkleigh Primary School we have:**

- Well-chosen and engaging curriculum texts
- Involvement in World Book Day reading activities to share a love of books
- Year 6 pupils prepare for and take part in a Devon Carnegie Awards Celebration organised by the Devon Library Service.
- The mobile library visits our school.
- Classes regularly visit Torrington Library for story sessions and book swapping.
- Timetabled reading sessions per day - high quality texts
- Shared book time across the school in Buddies
- Favourite five texts which the children hear regularly and learn and remember
- Visits from well-known authors through Appledore Book festival
- Inviting and exciting class book corners with featured texts
- High quality whole class stories read to the class by an adult
- Focus on maintaining high quality, interesting and well-matched books in the class libraries through the use of the Schools Library Service topic collection. Books are changed every term and 200 books from the general library collection are changed annually.

**Impact:**

The result of our teaching of English at Monkleigh is that pupils read and write with confidence, fluency and understanding, using a range of independent strategies, allowing them to take responsibility for their own learning including self-monitoring and correcting their own errors.

- They develop a love of reading and a desire to read for pleasure as well as for information.
- Our children acquire a wide vocabulary, an understanding of grammar, spelling and punctuation and a knowledge of the linguistic conventions for reading, writing and spoken language.
- Children build preferences in reading and choose to read a variety of texts
- Children recognise individual authors and styles of reading that they enjoy
- Children gain a deep love of literature across a range of genres, cultures and styles.



- They have an understanding of a range of text types, media types and genres and write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- Children are able to develop vocabulary, language comprehension, and love of reading through stories, poems, rhymes and non-fiction.
- Children are familiar with, and enjoy listening to a wide range of stories, poems, rhymes and non-fiction.
- Our pupils have a suitable technical vocabulary to articulate their responses in a range of formal and informal situations, including making formal presentations and participating in debate.
- The English curriculum is pivotal in ensuring our children develop into safe, happy, well-rounded and well-informed individuals who will reach their full potential and be the best possible citizens of tomorrow.
- As a result, we have a community of enthusiastic readers who enjoy showcasing their developing literacy skills. They are confident to take risks in their reading and love to discuss and share their ideas.
- Children build preferences in reading and choose to read a variety of texts.
- Children recognise individual authors and styles of reading that they enjoy.

## **Writing**

### **Intent**

At Monkleigh Primary School, we believe that speaking, listening, reading and writing are fundamental life skills, which enable children to communicate effectively in all areas of the curriculum and equips them for the challenges they will face in the wider world. As well as improving their writing skill, we endeavour to create a love for literacy. We want every child to leave Monkleigh with the skills of an excellent writer. Throughout their time at our school children develop their skills by exploring a wide-range of genres, with a focus on exploring a range of models of excellence and using these to guide the drafting and editing process. We expect the highest standards of writing every time a child writes in any subject.

It is essential for pupils to become fluent in transcription skills - handwriting and spelling. They must develop fluency in these skills to ensure that these skills are embedded and automated to allow the children to think about and work on the content of their writing. Our culture of 'Practise, Practise, Practise' ensures that all children are able to become fluent in these skills.

Producing quality writing is complex and challenging. It is our intent that all children are explicitly taught writing composition strategies. Teachers have a good understanding of the Simple View of Writing and teach drafting, editing, revising and publishing skills. Regular opportunities to publish writing provide motivation for all pupils.

Scaffolded learning - plan, write, plan, write; Shared writing and learning from an expert model take all pupils on a highly effective learning journey and provide a bridge from supported to independent writing.

Our writing curriculum has high quality texts at the very core. This links directly to our strong commitment to developing lifelong writers and readers.

No child should be left behind. All staff at Monkleigh Primary School are united in their effort to ensure that every child has the support required to ensure that they become fluent, skilled and confident writers. Staff take pride in knowing every child incredibly well. Identifying individual children's starting points and carefully

planning structured interventions and support, within the class and small groups, ensure that every child has the very best education.

### **Implementation:**

- Our curriculum has been carefully constructed to ensure that the teaching of foundational knowledge and skills are at the core. Progression documents for writing, proof reading and handwriting outline in detail what should be taught and how it should be taught in every year group.
- In depth knowledge of the English Curriculum, progression documents, assessments and developmental milestones ensure that every child starting points are considered. Carefully planned lessons, interventions and interactions ensure that each child is able to effectively access next steps in their learning.
- All staff and pupils have the highest expectation for precision in writing. All staff will identify if a letter is formed incorrectly or a word is spelt incorrectly and will support children to work on this. No learning opportunity is missed.
- Teaching strategies of practise, practise, practise and use of flashback to prior learning prevent cognitive overload.
- At least 3 handwriting and spelling sessions a week ensure that there is time for practise and development of skills to ensure that fluency of transcription skills is achieved.
- Handwriting intervention groups are set up for children who are not meeting their age related expectations for handwriting.
- Our writing curriculum is based on Purposeful practice and supported with effective feedback.
- Working Walls for English are consistent across the school and provide pupils with support and scaffolding for writing.
- Lessons in which children are taught routines that help them take part, such as turning to talk to a partner, or routinely repeating letter sounds, key words and phrases, help them to focus on and remember what they are learning. This reduces cognitive load, because they do not need to use working memory to anticipate what might happen next: they are familiar with the lesson's structure, routines and opportunities for repetition. - schemes that we follow ensure this.
- Teachers ensure that short and long writing opportunities are regularly provided in a range of curriculum subjects.
- Early mark making and verbal rehearsal of sentences is at the heart of the Early Years Curriculum. A Pre-Writing Progression and Guidance document is shared with all parents as they enter our Foundation Stage Unit. This provides parents with detailed and specific ways of how they can support a child's writing journey at home.
- Modelled, shared, guided and independent writing are used by teachers.
- Children are provided with clear expectations and outcomes when writing.
- Spelling, Punctuation, Grammar and Phonics are taught explicitly and applied to their text.
- Children in Reception are taught according to the RWI Scheme.
- Teachers in Key Stage One use the RWI Talk Through Stories planning approach. There is a focus on orally rehearsing and writing sentences.
- Teachers in Key Stage Two use The Write Stuff writing scheme.
- Detailed plans and overviews for every year group outline the teaching and end of year expectations for each year group.
- Once children complete the RWI programme they are taught according to The Write Stuff planning scheme - Sentence Stacking is introduced to support the transition into Year 3.
- Publishing writing and proof reading is a priority. There is at least one opportunity to publish per term and all pupils routinely and independently proof read their work - according to the outcomes detailed in the proof reading progression document.
- Decision spelling provides a structured curriculum for the teaching of spelling at KS2 which builds on teaching from RWI in class one. Terminology and progression in language and vocabulary used for spelling is clearly outlined on the vocabulary progression documents.
- High-quality texts are used as models for children's own writing.
- Children in Years 1 - 6 are assessed every term according to the Devon Reading EGGs Assessment Sheets.

- Children in Reception are assessed against the Early Learning Goals. Children in Nursery are assessed against our Caterpillar Curriculum Goals.
- We use NFER reading, grammar and spelling tests for Years 2-6 termly to form part of our assessments. These help to inform teacher judgements on progress and attainment.

### **Impact**

We have a community of enthusiastic writers who enjoy showcasing their developing literacy skills. They are confident to take risks in their writing, they have flow, flair and control, and love to discuss and share their ideas. Pupils write with confidence, fluency and understanding, using a range of independent strategies, allowing them to take responsibility for their own learning including self-monitoring and correcting their own errors.

- Children have the ability to write with fluency and each has an author's voice.
- Children enjoy writing and the challenge of building a wide repertoire of skills and experience.
- All children have a rich knowledge of vocabulary which they use in their everyday communication.
- Pupils are at the heart of the writing and learning process - review, reflect, respond.
- Children are writing for a purpose and their writing is engaging; they think about the impact they want their writing to have on the reader and know how they will achieve this.
- Children develop writing from high quality text models and worked examples.
- Children develop proficiency in writing in a range of genres and have a large and varied bank of vocabulary and an excellent knowledge of writing techniques to extend details or description.
- Opportunities for writing purposefully are developed through other areas of the curriculum and beyond the school.
- Children develop writing stamina.
- Children are motivated to re-read, edit and improve their writing so every piece of writing they produce is to the best of their ability and better than the last. They publish writing to a high standard and are proud of what they create.
- Children display excellent transcription skills that ensure their writing is well presented, punctuated and spelt correctly.
- All staff and pupils have the highest expectation for precision in writing.
- All Pupils have the self-belief that they are writers.