

Wroxall Primary School



Learning Together

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WRITING, SPEAKING AND LISTENING POLICY

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English - Writing

Writing is a key aspect of the curriculum and, along with reading and speaking and listening, it makes a significant contribution to the development of children as thinkers and learners. It is a central part of the school's role that all pupils develop their writing ability and enjoy the process of cultivating this life-long skill. At Wroxall we strive to provide children with exciting, purposeful and inspiring contexts in which to become writers.

How we teach writing

Writing at Wroxall helps develop pupils' competencies in two key areas- transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing). Carefully planned, regular writing opportunities also allow the pupils to develop their writing stamina, ensuring all pupils can write at length. Within each unit of work, pupils are given the opportunity to write an extended piece for a range of real purposes and audiences. The pupils are taught to understand how these purposes and audiences influence the form the writing should take. The pupils are given opportunities to develop their ability to think aloud, explore and collect ideas, draft and re-read their writing as it forms. Pupils are also taught the importance of proof-reading, monitoring and editing their own writing to make sure it makes sense and to improve it.

We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, reading, grammar, vocabulary and spelling:

- We teach grammar through our writing lessons as well as discrete lessons to ensure it has an impact on writing.
- We use high quality texts, modelled and shared writing to demonstrate good practice.
- We encourage and promote talking before writing.
- We provide time for planning, editing and revising.
- We use drama to help pupils engage with the text and to think about another point of view where appropriate.
- We provide stimulating concrete and visual stimulus as anchor tasks to hook the children before they complete a writing task.

At Wroxall, we encourage our pupils to write across the whole curriculum and not just in their English lessons. We believe that by teaching children to write at age appropriate levels they will have the skills to be able to:

- Be confident and independent in written language.
- Write imaginative, interesting and thoughtful texts.
- Write in different contexts and in different styles for different audiences.
- Understand and use standard English spelling, punctuation and grammar.
- Develop the stamina and skills to write at length.
- Organise and present whole texts effectively, sequencing and structuring information, ideas and events.
- Construct paragraphs and use cohesion within and between paragraphs.
- Use accurate spelling and punctuation.
- Vary sentences for clarity, purpose and effect.
- Write with grammatical accuracy.
- Express themselves creatively and reflect about the content of their work.
- Organise thoughts and ideas logically that are appropriate for their intended audience.
- Experiment with adventurous, effective and appropriate vocabulary.
- Apply their understanding of phonics and spelling rules to all forms of writing.

Writing is taught in a range of ways:

Modelled Writing

The teacher talks aloud the thought processes as a writer. They model strategies in front of the children, communicating the strategies being used. Teachers may model writing skills such as punctuation, rehearsal, proof reading, editing, word selection, sentence construction and paragraphing.

Shared Writing

This is a collaborative approach in which the pupils contribute their ideas and thoughts for the teacher to write. The teacher models and teaches specific writing skills and there is the opportunity for discussion to choose the most effective or suitable ideas.

Guided Writing

Pupils are grouped by writing ability. The teacher or Learning Support Assistant works with the group on a carefully selected task appropriate to that group's needs and targets. This will focus on a particular aspect of the writing process rather than writing a complete piece.

Independent Writing

Children are given opportunities to apply their understanding of the text type in their own writing. They are encouraged to plan, draft, write, edit and assess their work, applying the skills they have learnt throughout the unit of work on that particular genre.

As children progress throughout the school, they are given many opportunities to write independently and to apply the skills they have learnt and practised in shared and guided writing. Wherever possible, writing is made meaningful by being planned for a specific purpose or in response to a particular experience.

Curriculum coverage and progression of skills in writing

Within each academic year, children will develop and build on their writing skills. The table below shows the progression of writing skills that are currently taught in each year group. The relevant grammar skills are taught in conjunction with the writing skills.

Year group	Transcription	Handwriting	Contexts for Writing	Planning and drafting Writing	Editing Writing	Performing Writing
Year 1	Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	<ul style="list-style-type: none">● Sit correctly at a table, holding a pencil comfortably and correctly.● Begin to form lower-case letters in the correct direction, starting and finishing in the right place.● Form capital letters.● Form digits 0-9.● Understand which letters belong to		<ul style="list-style-type: none">● Saying out loud what they are going to write about.● Composing a sentence orally before writing it	Discuss what they have written with the teacher or other pupils.	Read their writing aloud clearly enough to be heard by their peers and the teacher.

		which handwriting families and to practise these.				
Year 2	Write from memory simple sentences dictated by the teacher that include words using the GPC, common exception words and punctuation taught so far	<ul style="list-style-type: none"> • Form lower case letters of the correct size relative to one another • Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. • Write capital letters and digits of the correct size, orientation and relationship to one another and to lowercase letters. • Use spacing between words that reflects the size of the letters. 	<ul style="list-style-type: none"> • Writing narratives about personal experiences and those others (real and fictional). • Writing about real events. • Writing poetry. • Writing for different purposes 	<ul style="list-style-type: none"> • Planning or saying out loud what they are going to write about • Writing down ideas and/or key words including new vocabulary. • Capturing what they want to say, sentence by sentence 	<ul style="list-style-type: none"> • Evaluating their writing with the teacher and other pupils. • Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. • Proofreading to check for errors in spelling, grammar and punctuation 	Read aloud with what they have written with appropriate intonation to make the meaning clear.
Year 3/4	Write from memory simple sentences, dictated by the teacher that include words and punctuation taught so far.	<ul style="list-style-type: none"> • Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. • Increase the legibility, consistency and quality of their handwriting 	Discussing writing similar to that which they are planning to write in order to understand and learn from its structure vocabulary and grammar.	<ul style="list-style-type: none"> • Discussing and recording ideas. • Composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures. • Organising paragraphs 	<ul style="list-style-type: none"> • Assessing the effectiveness of their own and other's writing and suggesting improvement • Proposing changes to grammar and vocabulary improving consistency, including the accurate use of pronouns in sentences. 	Read their own writing aloud, to a group or the whole class using appropriate intonation and controlling the tone and volume so that the meaning is clear.

				<p>around a theme.</p> <ul style="list-style-type: none"> • In narratives, creating settings, characters and plot. • In non-narrative material, using simple organisational devices (headings and sub headings) 	<ul style="list-style-type: none"> • Proofread for spelling and punctuation errors. 	
Yr5/6		<ul style="list-style-type: none"> • Choosing which shape of letter to use when given choices and deciding whether or not to join specific shapes. • Choosing the writing implement that is best suited for a task. 	<ul style="list-style-type: none"> • Identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. • In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. 	<ul style="list-style-type: none"> • Noting and developing initial ideas, drawing on reading and research where necessary. • Selecting appropriate grammar and vocabulary understanding how such choices can change and enhance meaning. • In narratives; describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. • Précising longer passages. • Using a wide range of devices to build cohesion within and across paragraphs. • Using further organisational & 	<ul style="list-style-type: none"> • Assessing the effectiveness of their own and others' writing. • Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. • Ensuring the consistent and correct use of tense throughout a piece of writing. • Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. • Proofread for spelling and punctuation errors. 	<p>Perform their own composition using appropriate intonation, volume and movement so that meaning is clear.</p>

				presentational devices to structure text and guide the reader.		
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How we plan learning for writing

Writing at Wroxall is based on the use of text drivers. Each year group has carefully chosen quality core texts (including fiction, non-fiction, films and images) which act as the stimulus to teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and, through their reading and listening, others can communicate with them. Having engaging and challenging core texts allows pupils to develop a love for literature and read for enjoyment. We hope to ensure that pupils develop the skills of language which are essential, not only in order to access the rest of the curriculum, but also to participate fully as a member of society and ultimately impact on their future life chances.

Foundation Stage and Year 1

We want children to enjoy writing from an early age. Our ultimate intention is to enable children to independently and effectively communicate in writing for a wide range of audiences. Writing down ideas fluently depends on effective transcription: that is, spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words.

This understanding begins in the Foundation Stage through daily, high quality phonics lessons. In the Foundation Stage, children are encouraged to attempt their own emergent writing and their efforts are valued and celebrated. As their phonic knowledge increases, so does their ability to write independently. At the same time, their knowledge of key words is supported through reading and writing activities, including shared reading and writing. Legible letter formation is explicitly taught and modelled on a daily basis.

A wide variety of opportunities are provided for children to engage in writing activities and independently apply their phonic skills through role play, creative activities, computing and the outdoor area.

Good speaking and listening skills are crucial to the development of writing. Drama and role play opportunities are provided prior to writing when teaching rhyme, poetry or narrative. Teachers also plan for talking opportunities through drama, talk partners and group discussion to enable children to verbally rehearse their ideas before writing. In the Foundation Stage and Year 1, we adopt a Talk for Writing approach to the teaching of narrative and non-fiction writing, through which children learn to internalise text structures and widen both their spoken and written vocabulary. This understanding is then used as the basis for their own writing innovations.

Years 2 to 6

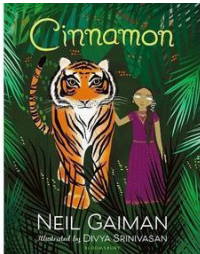
Writing in years 2-6 is based on a text-driven approach. Units are planned around a quality text, including fiction, non-fiction, film or poetry. A learning journey is planned wherever possible using a 'hook' to capture the interest of the children and introduce the unit. Each unit of work also has a particular writing outcome, ideally with an audience and purpose, to give meaning to children's writing.

Our curriculum enables Key Stage 2 children to have the opportunity to explore high-quality texts in depth, enhancing reading comprehension and providing meaningful contexts and purposes for writing. The teaching of this programme is flexible and class teachers are then, in turn, able to apply their own creativity to cover the objectives across Key Stage 2. The selection of a text driver is at the discretion of individual year group teams, taking into account specific cohort needs. Teachers plan a learning journey having decided which particular genres are suited to the text driver. Key grammar and punctuation areas are then attributed to this journey that are

perceived to be ‘well-matched’ or a feature of this genre. Nevertheless, there may be times when it is more appropriate for these skills to be delivered discretely. Teachers clearly model writing skills and document the learning journey through consistent use of working walls.

Throughout each unit, the links between reading and writing are made explicit – we read as writers and we write as readers. The progress throughout each unit of work shows the transition between reading as writers (focusing on aspects such as structure, characterisation and language features) to writing as readers (focusing on aspects such as word play, describing, composition, planning, editing and revising). Throughout the learning journey we plan opportunities for children to develop apprentice pieces and to carry out self and peer-assessment.

A typical learning journey for Key Stage 2 may look as follows:

<p>Year 4</p> <p>Writing Learning Journey</p> <p>Purpose: To inform and describe</p> <p>Audience: Characters from the book</p> <p>Form: Letter</p> <p>Write a letter from Cinnamon to her parents after she leaves the palace, perhaps using children's research into the environment in India. What does she see, hear, taste and feel in the jungle with the tiger?</p>	<p>Text Driver/s</p> <p>Cinnamon by Neil Gaiman</p> 	<p>Key Writing Statements:</p> <ul style="list-style-type: none"> • Use of past tense (spelling and grammar focus) and present tense • Use of fronted adverbials with a comma • Use the organisational features of a letter • Use of noun phrases (Ext: use of compound sentences with one adjective- e.g. ‘Her voice was wild and dark from disuse’) • Use of different sentence structures <p>Key Reading Statements</p> <ul style="list-style-type: none"> • Can I make predictions based on what I know? • Can I use rich and varied vocabulary? • Can I make inferences about a character’s thoughts, feelings and actions? • Can I summarise information from more than one paragraph?
<p>Overview of Learning Journey (approx. 14-15 sessions)</p>		
<p style="text-align: center;">Stimulate and generate</p> <p>LO: Can I make predictions based on what I know? Children to make predictions about the story based on a collection of objects: mango, cinnamon sticks, pearls, tiger, parrot, Indian headdress (gold). Children to write down how this objects fit into the story. What do they represent. Children finally discuss what/who they think the story is about. Introduce wanted poster. What might be the solution?</p> <p>LO: Can I use a rich and varied vocabulary? Traffic light activity. Children to sort words from the story into words they use, know but don’t use, and words they don’t now and never use. Children use ipads and dictionaries to find out definitions.</p> <p>Teacher to read story p. – p.</p> <p>LO: Can I make inferences about a characters’ thoughts, feelings and actions? Slow reveal of when the aunt is eaten by the tiger. What might be happening? Children to make inferences about character’s thoughts and feelings. Children to complete role on the wall activity about the aunt. What kind of person is she? Did she deserve it/ Children to</p>	<p style="text-align: center;">Capture, sift and sort</p> <p>LO: Can I use the perfect present tense? Children to practise the use of past tense and present perfect tense. Sort sentences into a table. Children then need to re-write given sentences in past tense and then in perfect present tense.</p> <p>LO: Can I use fronted adverbials with a comma? Children to write sentences with fronted adverbials for time, place and manner for pictures from the story, e.g. <i>Before the sun set, the princess and the tiger had left the palace forever. As we wondered through the jungle, monkeys screeched and bird sang.</i></p> <p>LO: Can I use noun phrases with more than one adjective? As a starter for this lesson, children need to complete a zone of relevance activity for adjectives which describe a jungle effectively. Children to describe a jungle scene. What different noun phrases (using ‘and’)/figurative language can they come up with for different parts of the jungle? (Sheet of pictures showing different parts of the jungle).</p> <p>LO: Can I write to describe a jungle? Children to bring their ideas into a descriptive paragraph. Children to use noun phrase with</p>	<p style="text-align: center;">Create, refine, evaluate</p> <p>LO: Can I make inferences about thoughts and feelings? Role on the wall activity. Children to answer questions about Cinnamon’s decision to go into the jungle with the tiger.</p> <p>LO: Can I discuss and record my ideas? As a class discuss and record ideas about Cinnamon and the tiger do when she leaves the palace? What is the jungle like when they have been there? What have they been doing? What have they been sleeping? Where have they been sleeping? What are they going next? Box up ideas into a letter.</p> <p>LO: Can I write a letter to the Rajah telling them what happened when she left the palace? Write a letter from Cinnamon to her parents after she leaves the palace perhaps using children's research into the environment in India. What does she see, hear, taste and feel in the jungle with the tiger?</p> <p>LO: Can I edit and improve my writing? Children to peer edit their letters using the checklist.</p>

<p>complete different role on the walls for different characters. Read rest of story.</p> <p>LO: Can I summaries information from more than one paragraph?</p> <p>Children to create a illustrated story board (in six pictures) of Cinnamon. Accompany with key words and phrases.</p> <p>LO: Can I summarise information from more than one paragraph?</p> <p>Children to write a written summary of the story. Clear paragraphs. Make sure the children do not end up retelling the story in too much detail.</p>	<p>more than one adjective, fronted adverbials and figurative language.</p> <p>LO: Can I write sentences with more than one clause (conjunction 'which')?</p> <p>Children to imitate sentences from the story by using the conjunction 'which' to form subordinate clauses. Extend task by using 'which' to write an embedded clause as well. Children can then add their 'which' sentences to their descriptive paragraph.</p>	
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Coverage of Literacy Genres

In order to ensure sufficient coverage of different writing genres and to avoid repetition between year groups, teachers at Wroxall follow the guidance below with regards to the focused writing genres:

Year	Fiction	Non-Fiction	Poetry
1	<ul style="list-style-type: none"> ● Traditional and fairy tales ● Stories with predictable and patterned language ● Stories about fantasy worlds ● Stories with familiar settings 	<ul style="list-style-type: none"> ● Instructions ● Labels ● Lists ● Captions ● Letters ● Information text ● Invitations ● Recounts ● Persuasive 	<ul style="list-style-type: none"> ● Acrostic ● Shape poems ● Calligrams ● Riddles
2	<ul style="list-style-type: none"> ● Traditional stories ● Different stories by the same author ● Stories with familiar settings ● Stories from other cultures ● Extended stories/ significant authors 	<ul style="list-style-type: none"> ● Non-chronological reports ● Instructions ● Information texts ● Recounts ● Letters ● Invitations ● Lists ● Explanation texts 	<ul style="list-style-type: none"> ● Diamantes ● Haikus ● Free verse
3	<ul style="list-style-type: none"> ● Stories with familiar settings ● Myths and Legends ● Adventure and mystery ● Dialogue and Plays 	<ul style="list-style-type: none"> ● Instructions ● Information Texts ● Letters - Informal ● Information Texts ● Reports ● Chronological reports ● Recounts 	<ul style="list-style-type: none"> ● Clerihews ● Limericks ● Free verse (does not follow a set syllable pattern / rhyme scheme)
4	<ul style="list-style-type: none"> ● Stories with a historical setting ● Stories which raise issues or dilemmas ● Stories set in an imaginary world ● Stories from other cultures ● Play scripts ● Narratives ● Writing from different viewpoints ● Character/ settings descriptions ● Diaries 	<ul style="list-style-type: none"> ● Information Texts ● Newspapers ● Persuasive texts ● Explanation texts ● Letter- Informal ● Recount ● Note writing ● Leaflets 	<ul style="list-style-type: none"> ● Kenning ● Tetractys (five line syllable pattern 1,2,3,4,10) ● Free verse
5	<ul style="list-style-type: none"> ● Fables ● Myths and Legends ● Stories from other cultures ● Film 	<ul style="list-style-type: none"> ● Instructions ● Significant authors ● Reports ● Explanation 	<ul style="list-style-type: none"> ● Haikus ● Senryus (same as Haiku but theme is different 'humans')

	<ul style="list-style-type: none"> • Narrative • Play scripts • Diary writing 	<ul style="list-style-type: none"> • Recounts • Persuasion • Letters 	<ul style="list-style-type: none"> • Renga written in pairs 1-3 + 4-5 syllable pattern 575 + 77 • Free verse / heritage poetry
6	<ul style="list-style-type: none"> • Stories with flashbacks • Reading and Writing • Narrative • Description/setting writing • Diary writing 	<ul style="list-style-type: none"> • Autobiographies/biographies • Journalistic texts - newspapers • Arguments • Reading and writing authors and texts • Formal/ impersonal writing • Letters – formal/informal/persuasive • Recounts • Non chronological reports 	<ul style="list-style-type: none"> • Ottava Rima (8 lines each line 11 syllables rhyme scheme ABABABCC) Iambic Pentameter (Shakespeare 10 syllables each line) • Free Verse

Ongoing formative assessment of the National Curriculum objectives is carried out by all teachers in planning for writing lessons. This process occurs through daily interactions with learners, marking, feedback and pupil conferencing. We assess digitally using SIMS which is broken down into the following domains: Transcription, Handwriting, Composition (Composition and effect; Text structure and organisation; Sentence structure) and Vocabulary, grammar and punctuation. End of genre pieces are usually marked and assessed using writing checklists for each year group. These provide a detailed breakdown of the attainment areas to achieve age related expectations.

Various forms of writing moderation are carried out in order to ensure consistency with writing. During the year, each year group will carry out moderation with English leads and whole school moderation at staff meetings. To further refine assessment skills, Wroxall participates in shared termly moderation with a group of other schools to confirm our judgements and share effective practice.

English - Spelling

How we teach spelling

At Wroxall, we encourage our pupils to think and write creatively, be adventurous with their use of language and to write with clear purpose and for pleasure. In order for these aims to be realised, it is essential that our pupils learn to spell accurately. Children who can spell feel more confident and are able to write with a greater ease. We want our pupils to be equipped with a range of strategies for learning spelling and to be able to apply their strategies when spelling words in their independent writing. We hope to encourage children to enjoy exploring and investigating the patterns and contradictions of the English language. Our pupils are regularly given opportunities to explore and investigate the English language and its spelling patterns. Our pupils learn to handwrite fluently and apply their spelling, grammar and punctuation skills to a variety of purposes in a range of contexts. When spelling, our aim is for our pupils to:

- use their phonic skills effectively when blending phonemes for reading and when segmenting phonemes for spelling.
- have an interest in words, their meanings and their origins, developing a growing vocabulary both for speaking and writing.
- write with confidence and creativity, while developing the skills to self-edit, correct and improve.
- be imaginative, creative and challenge themselves.

Curriculum coverage and progression of skills in spelling

Within each academic year, children will develop and build on their spelling skills. In both Key Stage 1 and Key Stage 2, children are taught spelling explicitly through discrete phonics and spelling lessons. In Key Stage 1 phonics is delivered through a 15-20 minute daily session. In Key Stage 2 spelling is taught over three or four 15-20 minutes lessons per week. The table below shows the progression of spelling skills that are currently delivered in each year group.

Year 1	<ul style="list-style-type: none"> ● Revision of Foundation Stage work ● All letters of the alphabet and the sounds which they most commonly represent ● Consonant digraphs which have been taught and the sounds which they represent ● Vowel digraphs which have been taught and the sounds which they represent ● The process of segmenting spoken words into sounds before choosing graphemes to represent the sounds ● Words with adjacent consonants
	<ul style="list-style-type: none"> ● To spell words containing each of the 40+ phonemes already taught ● To know the common exception words ● To spell the days of the week ● To name the letters of the alphabet ● To name the letters of the alphabet in order ● To use the letter names to distinguish between alternative spellings of the same sound ● To add prefixes and suffixes ● To use the spelling rule for adding –s and –es as the plural marker for nouns and the third person singular marker for verbs ● To write from memory simple sentences dictated by the teacher that include words using the Grapheme Phoneme Correspondence (GPCs) and common exception words taught so far. ● The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck. ● Division of words into syllables. ● -tch · The /v/ sound at the end of words. ● Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word. ● Adding –er and –est to adjectives where no change is needed to the root word. ● Words ending in –y ● New consonant spellings ph and wh ● Adding the prefix un- ● Using k for the /k/ sound ● Compound words ● Vowel digraphs and trigraphs: ai oi, ay oy, a-e, e-e, i-e, o-e, u-e, ar, ee, ea, ea, er, er, ir, ur, oo, oo, oa, oe, ou, ow, ow, ue, ew, ie, ie, igh, or, ore, aw, au, air, ear, ear, are
Year 2	<p>Revision of Year 1 work As words with new GPCs are introduced, many previously taught GPCs can be revised at the same time as these words will usually contain them.</p> <ul style="list-style-type: none"> ● To spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly ● To learn the new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones ● To learn to spell common exception words ● To learn to spell words with contracted forms ● To learn the possessive apostrophe ● To distinguish between homophones and near homophones ● To add suffixes to spell longer words, e.g. –ment, –ness, –ful, –less, –ly ● To write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far ● The –ge and –dge sound at the end of words, and sometimes spelt as g elsewhere ● The sound spelt or after w ● The sound spelt ar after w ● The sound spelt s ● Contractions ● The words ending in –tion ● Words with the sound spelt a before l and ll

	<ul style="list-style-type: none"> • Adding –es to nouns and verbs ending in –y • Adding –ed, -ing, -er, and –est to a root word ending in –y with a consonant before it • The variation of the /o/ sound letter after a single vowel letter one syllable ending in the single consonant • The /i/ sound spelt ey • The sound spelt a after w and qu with a consonant before it. • Adding the endings –ing, -ed, -er, -est and –y to words ending in –e • The /s/ sound spelt c before e, i and y • The /n/ sound spelt kn and gn at the beginning of words • The /r/ sound spelt wr at the beginning of words • The /l/ sound spelt le at the end of word following a consonant • The /l/ or /el/ sound spelt –el at the end of words • The /l/ or /el/ sound spelt –al at the end of words • The /ai/ sound spelt –y at the end of words • The words ending ‘il’
Year 3/4	<p>Revision of work from Year 1 and 2 – Pay special attention to the rules for adding suffixes</p> <ul style="list-style-type: none"> • To spell words that are often misspelt • To place the possessive apostrophe accurately in words with regular and irregular plurals • To use the first two or three letters of a word to check its spelling in the dictionary • To write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. • Adding suffixes beginning with vowel letters to words with more than 1 syllable • The /i/ sound spelt y elsewhere than at the end of words • The ou sound • Prefixes: Year 3 - dis, mis, re, sub, tele, super, auto; Year 4 - in, im, ir, il, anti, inter • The suffix –ation • The suffix –ly • Words with the endings sounding like ure or ture • The suffix –ous • The endings which sound like –tion, -sion, -ssion, -cian • Words with the /k/ sound spelt ch • Words with the /sh/ sound spelt ch • Words with the /s/ sound spelt sc • Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que • Words with the spelling ei, eight or ey • Possessive apostrophe with plural words • Proofreading skills • Spelling strategies • Homophones or near homophones
Year 5	<ul style="list-style-type: none"> • Words ending in –able and –ible • Words ending in –ably and –ibly • Adding suffixes beginning with vowel letters to words ending in -fer • Use of the hyphen • Words with the sound spelt ei after c • Words containing the letter string ough • Words with silent letters · Rare GPCs • Words with ei/ie • Proofreading skills • Dictionary and thesaurus skills • Spelling strategies • Homophones and other words which are often confused
Year 6	<ul style="list-style-type: none"> • Endings which sound like –cious and –tious • Endings which sound like ‘cial’ • Words ending in –ant, -ance, -ancy, -ent, -ence, -ency • Adding suffixes beginning with vowel letters to words ending in -fer • Rare GPCs • Words with ei/ie

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| <ul style="list-style-type: none"> • Proofreading skills • Dictionary and thesaurus skills • Spelling strategies • Homophones and other words which are often confused |
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How we plan learning for spelling

Foundation Stage and Key Stage 1

In the Foundation Stage and Key Stage 1 our pupils follow a high-quality, systematic programme of phonics teaching following the Letters and Sounds teaching programme (Stages 1-3). Our phonics teaching makes strong links between blending for reading, segmenting for spelling and handwriting. We encourage all of our pupils to apply their phonic knowledge when spelling.

By the end of Year 1, it is our expectation that the vast majority of our pupils will be secure at stage 2 of Letters and Sounds and at spelling the Year 1 common exception words. We would also expect that the majority of children will pass the Phonics Screening Check by the end of Year 1. Pupils who do not pass the phonics screening at the end of Year 1 are given additional support and intervention including revisiting previous phonics stages if required and re-take the Phonic Screening Check within Year 2.

In Foundation Stage and Key Stage 1 pupils participate in daily phonics/spelling sessions.

Key Stage 2

From Year 3 onwards, pupils are taught age-related spelling content using a published scheme 'No Nonsense Spelling'. This scheme of work provides is aligned to the 2014 National Curriculum, has a clear progression through blocks of teaching units across the year and supports our teachers with the teaching of spelling. This resource offers teachers a guideline of the skills to be taught in each year. However, teachers are free to organise the order of these skills based on their assessment and analysis of need.

In KS2, pupils participate in three/four discrete spelling sessions per week. Pupils are also given daily spelling practice opportunities, through the use of 'spelling zappers' practising and testing the common exception and statutory word lists. Pupils in Key Stage 2 also complete 'wallow on a word' exercises during the week, bringing together the specific teaching of vocabulary alongside spelling.

A typical learning sequence is as follows: Revise - Activate prior knowledge; Revisit previous linked learning Teach - Introduce the new concept; Explain; Investigate; Model Practise - Individual/group work; Extend/explore the concept independently; Investigate; Generalise Apply/Assess - Assess through independent application; Explain and demonstrate understanding Strategies for learning spellings

Children learn to spell explicitly in discrete spelling lessons. Our focus on teaching spelling embraces the knowledge of spelling conventions, patterns and rules. Moreover, we promote the learning of spellings, through the use of multi-sensory strategies, including combining the teaching of spelling and handwriting. Our teaching of spelling includes etymology, consolidation practice of high frequency words, dictionary work, the study of spelling patterns and the statutory words set out for each year group in the national curriculum for English.

Our pupils use a Spelling Journal which provides the opportunity for pupils to record their learning, practise spelling words and refer back to previous spellings.

Children are actively encouraged and taught to proof read their writing for spelling errors.

The following strategies are introduced incrementally through the 'No Nonsense Spelling' programme and can be used to support pupils' spelling across school and at home.

- Look, say, cover, write, check - Trace, copy and replicate (then check)

- Segmentation strategy
- Quickwrite
- Drawing around the word to show the shape
- Drawing an image around the word
- Words without vowels
- Pyramid words
- Rainbow writing
- Memorable 'silly sentences'
- Clapping and counting syllables

Dictionaries

Pupils are taught explicitly how to use dictionaries, spell checkers and thesauruses in order to investigate word meaning, origins and spellings.

We teach our pupils a range of strategies to use when spelling words independently. These strategies include use of: segmentation (using phonic knowledge); 'Have-a-go'; personal spelling journals and dictionaries .

Teachers place a strong focus on spelling in all marking and feedback. However, they also have careful regard for children who have a learning need which means that they find spelling very challenging. During the marking of written work, up to three misspellings of high frequency words are identified. When returning to look at feedback, our pupils may be asked to practise each correct spelling three times. Class teachers ensure that common misspellings from a prior year group are revisited and learned with utmost urgency when misconceptions are identified. High frequency words which individual children might struggle with may be given on word cards or written at the top of their page.

Assessment

At Wroxall, assessment is mainly in context. For example: spellings in an unseen, dictated sentence; spellings in independent writing and evidence in spelling journals. Ongoing formative assessment of the National Curriculum objectives is carried out by all teachers in planning for spelling lessons. Suitable spelling targets are also incorporated into individual children's SEND support plans and intervention programmes where necessary. In addition, we use termly tests published by NFER to support our teacher assessments in Grammar, Punctuation and Spelling. Our assessments enable us to quickly identify individuals or groups of pupils who are falling below age related expectations. Steps are immediately identified to improve the attainment and progress of these pupils.

Home learning

In the Foundation Stage, sounds and words are sent home each week containing the new phonics sounds for the week for the children to practise at home.

- In Year 1 home learning is delivered through the use of weekly spelling lists containing between 3-5 words for each child. The expectation is that these words are practised at least three times per week. A weekly spelling test takes place once per week.

- From Years 3-6, home learning is delivered through the use of Spelling Shed, an interactive spelling programme. Spelling words are set weekly by the class teacher which fit with the spelling rule being taught in class. The expectation is that at least seven games will be completed by each child weekly. The use of Spelling Shed allows class teachers to identify any misconceptions and mistakes which are being made by children. These are then addressed in discrete spelling lessons.

English – Speaking and Listening - How we teach speaking and listening

At Wroxall, we believe that good speaking and listening skills are pivotal to learning. From the first days in school, speaking and listening form a large part in a child’s progress in all curriculum areas and we aim to develop such skills in a wide variety of ways. Our aim is to create fluent and confident communicators. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and for their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils’ confidence and competence in spoken language and listening skills. Curriculum coverage and progression of skills in speaking and listening. Within each academic year, children will develop and build on their speaking and listening skills. In both Key Stage 1 and Key Stage 2, children are taught speaking and listening through all over areas of the curriculum. The table below shows the progression of skills that are currently delivered

	To listen carefully and understand	To develop a wide and subject specific vocabulary	To speak with clarity and confidence	To present stories with structure	To hold conversations and debates
Year 1	<ul style="list-style-type: none"> ● To take turns to talk, listening carefully to the contributions of others. ● To ask questions in order to get more information. ● To hold attention when playing and learning with others. ● To listen carefully to the things other people have to say in a group 	<ul style="list-style-type: none"> ● To use subject specific vocabulary to explain and describe. ● To suggest words or phrases appropriate to the topic being discussed. ● To join in with role play. 	<ul style="list-style-type: none"> ● To speak in a way that is clear and easy to understand. ● To speak clearly and confidently in front of people in my class. ● To demonstrate good phonic knowledge by clearly pronouncing the sounds within words. 	<ul style="list-style-type: none"> ● To recount experiences with interesting detail. Take part in role play of a familiar story. ● To retell stories with a clear sequence of events. ● To retell a well known story and remember the main characters. 	<ul style="list-style-type: none"> ● To take turns to talk, listening carefully to the contributions of others. ● To start a conversation with an adult I know well or with my friends. ● To join in with conversations in a group. ● To keep to the main topic when we are talking in a group. ● To begin to make contributions that are relevant to those that have come before.
Year 2	<ul style="list-style-type: none"> ● To ask questions to get more information and clarify meaning. ● To begin to be aware that formal and informal situations 	To decide when I need to use specific vocabulary	<ul style="list-style-type: none"> ● To hold the attention of people I am speaking to by adapting the way I talk. ● To perform a simple poem from memory. ● Reflect on the clarity of the 	<ul style="list-style-type: none"> ● To retell a story using narrative language and linking words and phrases. ● Ensure stories have a setting, plot and sequence of events. 	<ul style="list-style-type: none"> ● To talk in complete sentences. ● To begin to understand how to speak for different purposes and audiences. ● To understand the language

	<p>require different language.</p> <ul style="list-style-type: none"> • To take turns when talking in pairs/small group. • To understand instructions with more than one point 		<p>message given.</p>		<p>in formal and informal situations are different.</p>
Year 3	<ul style="list-style-type: none"> • To sequence and communicate ideas in an organised and logical way, always using complete sentences. • To show that I have listened carefully because I make relevant comments. • To recognise that meaning can be expressed in different ways, depending on the context. • Engage in discussions making relevant points. 	<ul style="list-style-type: none"> • To vary the amount of detail and choice of vocabulary, depending on the purpose and the audience. • Use interesting vocabulary that is appropriate including adverbial phrases and expanded noun phrases in discussion. 	<ul style="list-style-type: none"> • To perform poems from memory adapting expression and tone as appropriate • To show that I know when Standard English is required and use it (beginning). • To present ideas or information to an audience. 	<p>To retell a story using narrative language, expression and add relevant detail.</p>	<ul style="list-style-type: none"> • To take a full part in paired and group discussions. • Make relevant comments or ask questions in a discussion or a debate. • Seek clarification by actively seeking to understand others' points of view. • Vary language between formal and informal according to the situation.
Year 4	<ul style="list-style-type: none"> • To increasingly adapt what I am saying to the needs of the listener or audience. • To ask questions to clarify or develop my understanding. • To show that I understand the main point and the details in a discussion. • Ask for additional 	<ul style="list-style-type: none"> • To show that I know that language choices vary in different contexts. • To use Standard English when it is required. • Use vocabulary that is appropriate to the topic being discussed or the audience that is listening. 	<ul style="list-style-type: none"> • To justify an answer by giving evidence. • To sequence, develop and communicate ideas in an organised and logical way, always using complete sentences. • Explain a project or concept to a group of peers. 	<ul style="list-style-type: none"> • To perform poems or plays from memory, conveying ideas about characters and situations by adapting expression and tone. • Respond appropriately when in role including basic improvisation. 	<ul style="list-style-type: none"> • To present to an audience using appropriate intonation; controlling the tone and volume so that the meaning is clear. • Respectively challenge opinions or points, offering an alternative.

	information to clarify		<ul style="list-style-type: none"> ● Reflect on the effectiveness of the explanation 		
Year 5	<ul style="list-style-type: none"> ● To adapt my spoken language depending on the audience, the purpose or the context. ● To listen carefully in discussions, to make contributions and ask questions that are responsive to others ideas and views. ● Demonstrate active listening skills by justifying ideas or expanding on the ideas of others 	<ul style="list-style-type: none"> ● I use hypothetical language to consider more than one possible outcome or solution. ● To show that I understand the main points, including implied meanings in a discussion. ● To use Standard English in formal situations. 	<ul style="list-style-type: none"> ● To begin to select the appropriate register according to the context. ● To develop my ideas and opinions, providing relevant detail. ● To engage the listener by varying my expression and vocabulary. ● To perform my own compositions, using appropriate intonation and volume so that meaning is clear. 	<ul style="list-style-type: none"> ● To perform poems and plays from memory, making careful choices about how I convey ideas. ● To adapt my expression and tone. 	<ul style="list-style-type: none"> ● To express my point of view. ● To listen carefully in discussions. ● To make contributions and ask questions that are responsive to others' ideas and views.
Year 6	<ul style="list-style-type: none"> ● To ask questions to develop ideas and take account of others views. ● To explain ideas and opinions giving reasons and evidence. ● Recognise and explain some idioms. ● Understand the meaning of some phrases beyond literal interpretation 	<ul style="list-style-type: none"> ● To engage listeners through choosing appropriate vocabulary and register that is matched to the context. ● Use adventurous and sophisticated vocabulary 	<ul style="list-style-type: none"> ● To express possibilities using hypothetical and speculative language. ● To talk confidently and fluently in a range of situations, using formal and Standard English, if necessary 	<ul style="list-style-type: none"> ● To perform my own compositions using appropriate intonation, volume and expression so that literal and implied meaning is. ● To perform poems and plays from memory, making deliberate choices about how to convey ideas about characters and contexts. 	<ul style="list-style-type: none"> ● To sustain and argue a point of view in a debate, using the formal language of persuasion. ● To listen to, and consider the opinions of, others in discussions. ● To make contributions to discussions, evaluating others' ideas and respond to them. ● Take an active part in discussions and can take on different roles

How we plan learning in speaking and listening

In the Foundation Stage, we incorporate the Development Matters statements and the Early Learning Goals into our planning and teaching, which ensures that our pupils:

- Use language to imagine and recreate roles and experiences
- Develop active listening and response
- Interact with others in both indoor and outdoor play
- Use language to 'get things done'.

In Key Stage 1, we build on pupils' prior learning in speaking and listening by:

- Encouraging pupils to speak according to the context, with consideration for their audience
- Providing the time for pupils to orally rehearse their ideas prior to writing
- Providing opportunities for children to read aloud different text types and their own work to an audience.
- Developing pupils' ability to use language imaginatively
- Providing opportunities for children to express their ideas and feelings through drama activities, discussions about books and debates.
- Teaching pupils to work effectively and collaboratively in groups and with their talk partners.
- Expecting pupils to join in with discussions and make relevant contributions
- Teaching pupils to listen carefully and actively
- Encouraging children to experiment with new and interesting vocabulary they discover.

In Key Stage 2, we build on pupils' attainment and speaking and listening experiences at Key Stage 1 by:

- Developing pupils' ability to speak in a range of contexts with increasing sense of audience and purpose
- Teaching children to understand and apply the conventions for discussion and debate.
- Providing opportunities for children to adopt, create and sustain a range of roles, responding appropriately to others in role.
- Providing opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.
- Providing opportunities for children to prepare their own written work to perform in front of an audience
- Continuing to encourage children to experiment and apply new vocabulary that they discover.

How we assess learning in speaking and listening

Ongoing formative assessment of the National Curriculum objectives is carried out by all teachers to plan for speaking and listening opportunities in all curriculum areas. Speaking and listening skills are summatively assessed for all pupils at the end of each academic year. Suitable speaking and listening targets are also incorporated into individual children's SEND support plans and intervention programmes where necessary.