




St Lawrence C of E (Aided) Junior School

English Policy

**Reading, Writing,
Spelling, Punctuation, Grammar**

	Reviewed	September 2024
	Next Review	September 2027

Introduction

“English has a pre-eminent place in education and in society. A high-quality education in English will 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. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.”

The National Curriculum English Programme of Study, 2014

Intent

At St Lawrence, we believe that Literacy is at the heart of all children’s learning. It enables them both to communicate with others effectively for a variety of purposes and to express their own feelings and ideas. It is central to children’s intellectual, emotional and social development and a key life skill. Through the English curriculum, we will 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 to become lifelong learners. We encourage the development of positive learning attitudes through promoting an environment where each child feels secure, respected and able to make a valued contribution. We want children to enjoy and appreciate literature and its rich variety.

The English curriculum is designed to meet the needs of all pupils and enables children’s learning to be coherent and progressive. Not only do we want children to read fluently and with understanding, but to want to promote reading for pleasure and enable children to develop a life-long love of reading. Equally, we recognise the importance of nurturing a culture where children take pride in their writing, can write clearly and accurately, and adapt their language and style for a range of contexts. We also want to inspire children to be confident in the art of speaking and listening and be able to use discussion to communicate and further their learning.

Implementation

These aims are embedded across our literacy lessons and the wider curriculum. We have a rigorous and well organised English curriculum and framework, that provides many purposeful opportunities for reading, writing and discussion.

The English curriculum at St Lawrence takes a “Mastery” approach and is structured using the ‘Four Purposes for Writing’ – Entertain, Inform, Persuade and Discuss. This is so that the focus is on teaching the purpose, audience and grammar for each piece of writing, rather than teaching genres. In this way, children can make links between purposes for writing across year groups, rather than seeing genres in isolation. This enables children to master specific skills in one purpose, before moving on to another.

The National Curriculum document sets out when objectives are to be introduced but makes it clear that those skills and concepts may not be embedded in the same year. This is particularly relevant in KS2 where the objectives last over two years and so we have formulated our own Progression Document to ensure progression and coverage across the school.

What does the Mastery curriculum look like at St Lawrence?

- Pupils have an inspiring range of activities that are based upon the requirements of the 2014 National Curriculum.
- Teaching supports links across the curriculum so that English teaching is not seen as stand-alone, but a key to learning the whole curriculum.
- Children build on their learning experiences and make connections across the curriculum.
- Carefully-sequenced learning is focused on small steps of progression until skills are firmly embedded.
- Children are encouraged to use higher-level skills and work collaboratively.
- Each child is helped to maximise their potential by providing scaffolding when necessary whilst striving to make children independent workers.
- Questioning is used effectively to allow children to demonstrate their understanding.
- Children are encouraged to become enthusiastic and reflective readers through experience of, and response to, a wide range of texts.
- Spoken language skills are embedded in the curriculum through discussion, drama and presentations.
- A whole-school systematic approach is used for teaching essential skills in spelling and grammar.
- Vocabulary is planned for in the reading and writing process, displayed in the classroom environment and taught explicitly.
- Children build their skills slowly in independent writing to promote quality.

- There is a progression in knowledge, skills and understanding in each unit of work and across the school.
- High-quality texts are used as models for writing as well as for Whole Class Reading
- There is excellent teaching and teacher modelling.
- A range of whole-school activities to foster a love of English, such as Book Week, National Poetry Day, Readathon, Spelling Bee and author visits.

Impact

The impact on our children is clear: progress, sustained learning and transferable skills. By the time they leave St Lawrence, children will have developed the following skills:

- To be able to read easily, fluently and with good understanding.
- To have acquired the habit of reading widely and often, for both pleasure and information.
- To have acquired a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- To be able to appreciate our rich and varied literary heritage.
- To be able to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- To be able to use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.
- To be able to use language and expression appropriate to the circumstances and audience.
- To be competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.
- To be able to listen carefully and objectively as an audience, in a range of contexts, and respond in a way that indicates understanding.

Teaching & Learning

English objectives are achieved through the provision of planned, structured lessons in line with the 2014 National Curriculum. The children are taught together in mixed-ability classes and experience a range of teaching strategies, ensuring objectives are achieved to build on progress. The daily lesson may include a high proportion of whole class and group teaching, some independent and guided group work, and a review at the end of the lesson.

Planning is often based around a text and long-term planning is carefully scrutinised by the English Lead and SLT to ensure progression of skills as the children move through the school. Teachers work collaboratively on short term planning using the weekly format, where specific objectives and details of how these are to be taught are outlined.

Planning is flexible and pro-active; considering ideas from new and ongoing research (such as that compiled by the Education Endowment Foundation) and Continuing Professional Development (CPD) from literacy specialists. The wealth of existing children's literature and appropriate new books is utilised to enthuse the children in their reading and writing. Teaching websites, such as Vocabulary Ninja and Literacy Shed, are used for teaching resources.

English lessons may have a focus on Reading, Writing, Drama, Grammar or Vocabulary, depending on the lesson objectives. One lesson per week will usually have a Spelling focus when weekly spellings are assessed, and new spellings discussed and distributed for homework.

The skills developed in English underpin every other subject in the curriculum. Links are therefore made in the skills of reading, writing, speaking and listening which enable the children to communicate and express themselves in all areas of learning.

Spiritual, moral, social and cultural development is fostered through the teaching of English enabling the children to respond to moral questions and experience texts from other cultures.

The English subject leader is responsible for monitoring standards of the children's work and the quality of learning and teaching in English. The subject leader undertakes monitoring on an ongoing basis; this includes work sampling, checking planning and lesson observations.

Reading



Introduction

Reading is fundamental to the whole curriculum and so a significant amount of classroom time is devoted to developing both word reading and comprehension skills. We aim to build upon the child's previous learning at Key Stage 1 and give pupils opportunities to apply their skills across the curriculum while at the same time promoting reading for pleasure and a life-long love of reading. As the 2014 National Curriculum states:

“All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.”

Intent

- To develop competence in the two strands of Reading in the 2014 National Curriculum: word reading and comprehension.
- To develop independent fluent readers who use a range of strategies to decode texts.
- To encourage opportunities for reading across the curriculum.
- To develop readers who make rich and meaningful connections between language.
- To promote excitement around language, so children enjoy and seek out new vocabulary.
- To develop reflective readers who can read for meaning.
- To develop readers who readily make links between reading and writing.
- To ensure children are exposed to complex texts to ensure they can read with confidence.
- To foster an enthusiastic and positive approach to reading – “Reading for Pleasure”
- To make available a range of reading materials that promote an understanding of different cultures, religions, ethnicities, genders and disabilities.

Implementation

Whole Class Reading (WCR)

Reading skills are the focus of Whole-Class Reading (WCR) sessions which are timetabled outside the daily English lesson and undertaken in class 3-5 times per week. This enables the teacher to model the fluency and comprehension skills required to enjoy and understand a text. It promotes rich discussion of a text and enables specific reading skills to be taught and for the children to respond in a variety of ways.

A class book is usually chosen for a half term or term during these sessions, although shorter texts are also used. These are carefully chosen to promote enjoyment of the text, but also to aid progression in the development of comprehension, vocabulary and word reading. The choice of texts is heavily influenced by Doug Lemov’s “The 5 Plagues of Reading” (Reading Reconsidered 2016), which are five types of texts that children should have access to in order to successfully navigate reading with confidence. These are complex beyond a lexical (word reading) level and demand more from the reader than other types of books (archaic texts, non-linear time sequences, complexity of narrator, complexity of plot, resistant texts).

Whole-class texts should be accessible to all children, although some may need support or pre-teaching of key concepts; our reading curriculum aims to scaffold weaker readers up, rather than differentiating down.

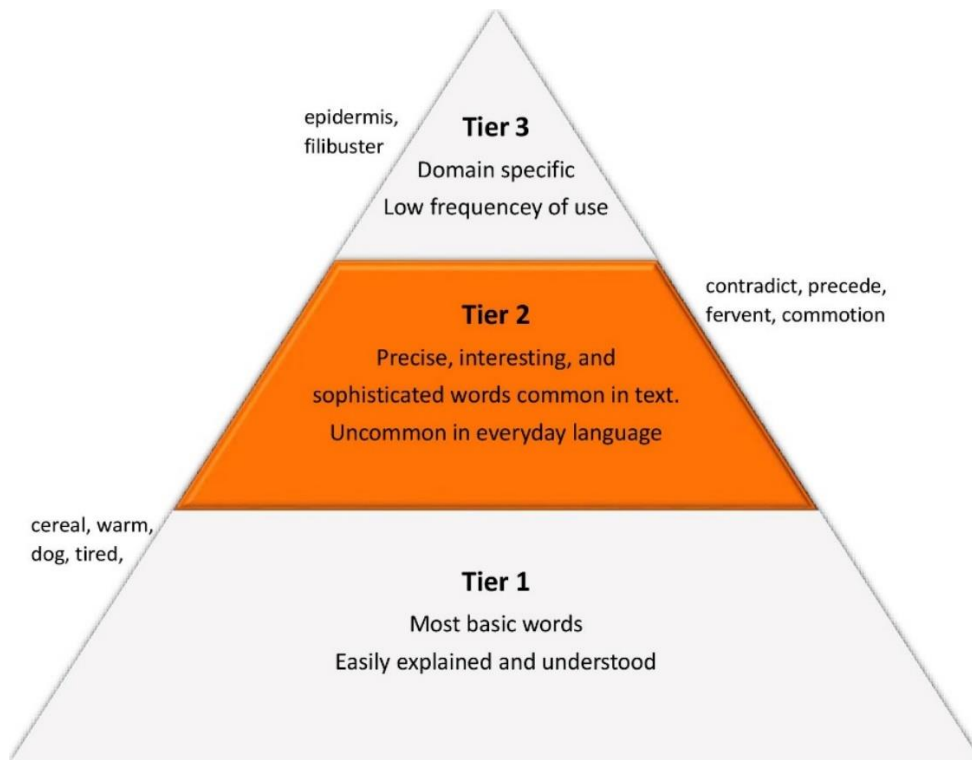
Children have a Reading Book in which they complete Reading activities, such as vocabulary work, comprehension questions and discrete reading skill activities (such as skimming and scanning). This reinforces the concept of Reading as a specific discipline and gives children a greater awareness of the fact that they are learning “reading” beyond the process of decoding words.

Vocabulary

Vocabulary is a strong indicator of reading success (National Literacy Trust, 2017). We know from research that the size of a child’s vocabulary is the best predictor of success on future tests. At St Lawrence, we also know that a good understanding of a wide range of vocabulary supports success across the whole curriculum, so it is a focus across all subjects, not just English.

We use several practical strategies to help children to develop their vocabulary:

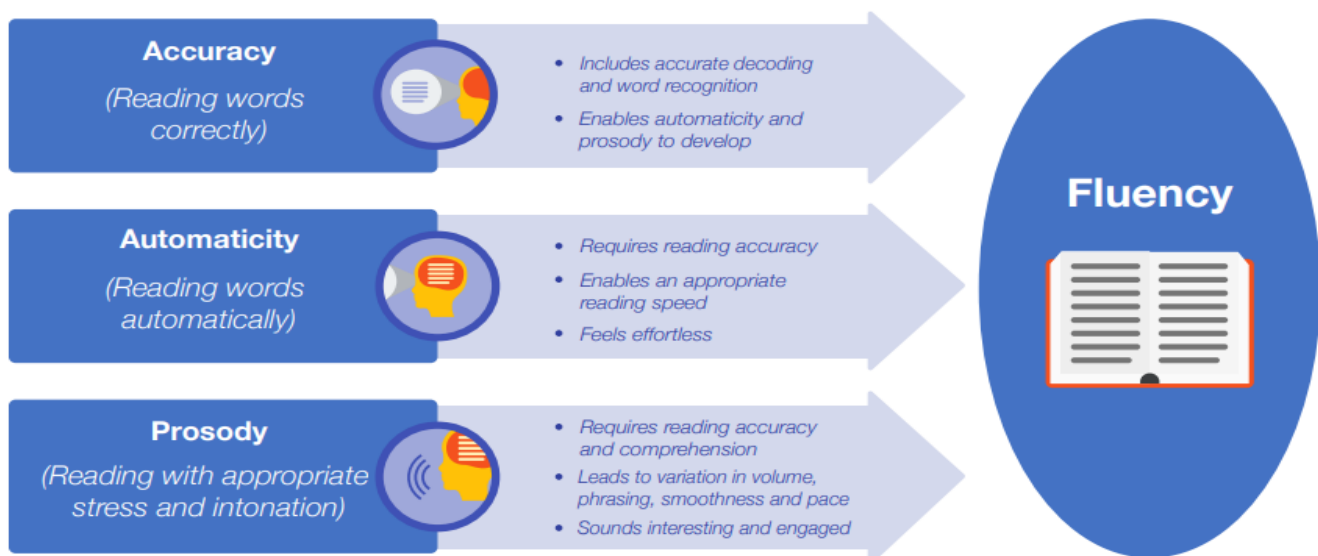
- Class reading: vocabulary can be discussed in the context of the book being read. Children are encouraged to apply this learning in their class discussions and written work.
- Class discussion: children are encouraged to investigate words through discussion of morphology and etymology and the use of dictionaries and thesauruses.
- Class environment: working walls display specific vocabulary that children can refer to. They are kept up-to-date and accessible. We aim to develop a rich language environment.
- A “Word of the Day” across all year groups, which creates excitement about discovering new words (it is okay not to know what a word means).
- Children are encouraged to use new vocabulary accurately within full sentences in their speech as well as their written work. Ambitious or new vocabulary used by the children is celebrated by the teachers through verbal and written feedback.
- Specific teaching where the teacher identifies certain words and provides direct instruction in word learning strategies (looking at root words, finding synonyms and definitions etc. Teachers plan direct instruction for tier two words, as they can have a powerful impact on verbal functioning and be applied to a range of different situations (Beck et al, 2013).



Phonics, word reading and fluency

Good word reading is underpinned by a sound knowledge of phonics and most children have a good understanding of this by KS2, having followed a SSP (Systematic Synthetic Phonics) programme in EFS and KS1 (Little Wandle Phonics at The Orchard). In KS2, the focus is on increasing reading fluency and the ability to decode unfamiliar words.

Fluency is a key focus as it also impacts on the ability of a child to understand a text – without fluency, it is hard to make meaning. In WCR sessions, children may be exposed to a text multiple times, but in different ways, such as being read to, partner reading, group reading, drama etc. Fluency is assessed using a fluency rubric, which looks at various aspects of fluency (accuracy, automaticity and prosody.) This enables us to target children who have difficulties in any of these areas with specific teaching or interventions.



If a child is working below the age-related expectation in reading – specifically word reading and fluency – they will be assessed for their phonic knowledge and it may be appropriate for them to follow our phonics intervention programme, Little Wandle Catch-Up. This is delivered daily in small groups by a trained Teaching Assistant.

Comprehension

Reading comprehension skills are part of every English lesson but are also taught discretely during Whole-Class Reading. We use the VIPERS acronym (from Literacy Shed) to teach comprehension, which covers the skills required from the 2016 reading content domains found in the National Curriculum Test Framework documents. VIPERS helps to promote metacognition, enabling children to independently choose an effective strategy to answer different types of questions.

These are (not in order of importance):

V – Vocabulary (for example, explain the meaning of words in context or find a synonym)

I – Inference (for example, explain inference from the text using evidence)

P – Prediction (for example, predict what might happen from details stated or implied)

E – Explain (for example, identify/explain how information/narrative content is related and contributes to the meaning as a whole. Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within the text.)

R – Retrieval (for example, retrieve and record key information/key details from fiction and non-fiction)

S – Summarise. (for example, summarise main ideas from paragraphs or whole texts)

Reciprocal Reading

Reciprocal Reading refers to an activity in which pupils become the teacher in small group reading sessions. This can encourage pupils to take a more active role in the learning and teaching experience and gain confidence in their own abilities. Children guide group discussions using four strategies: summarising, questioning, clarifying and predicting.

Reciprocal Reading has the following advantages:

- It encourages students to think about their own thought process during reading.
- It helps students learn to be actively involved and monitor their comprehension as they read.
- It teaches students to ask questions during reading and helps to make the text more comprehensible.

- It helps pupils engage with text and read it beyond face value. This is important preparation for cross disciplinary reading in secondary school and university.

Resources

There are a wide range of resources to support the teaching of reading across the school. We are lucky enough to have a well-stocked School Library, run by a qualified librarian with the assistance of parent helpers. All children have access to the library at least once a week and are encouraged to choose books to read for pleasure.

All classrooms have a book corner, with a selection of fiction and non-fiction texts, many of which will link to year-group topics, so children can fully immerse themselves in a subject.

All children will be expected to take home a “Stage Book” from our large selection of banded books. These books are categorised into reading levels using the Oxford Reading Tree scheme, with many additions which are put into categories according to their lexile level. Children are regularly assessed on their reading age and assigned to an appropriate level (with some adaptation made for ability in comprehension). This ensures every child is reading the appropriate book for their word-reading ability.

Teachers monitor reading books carefully and encourage children to read their book at home and school and show progress in their reading by moving gradually through the levels (1-18). There is also a large selection of Challenging Read books for higher-level readers who have reached the end of the formal colour banded scheme.

Stage Books are carefully chosen to include diverse books that help build understanding, empathy and tolerance of our different backgrounds and that celebrate our rich, shared cultural heritage. By providing children with accurate and positive representations of the many cultural groups that make up the community and the world in which they live, books can help children learn to identify stereotypes and biases when they encounter them.

Reading at Home

The importance of regular reading is absolutely crucial for developing literacy skills and enabling children to progress through the KS2 curriculum. Bearing this in mind, we expect every child to read (preferably aloud) for at least 15” each day and have this confirmed by a parent/carer. Each child has a daily reading section in the Home-School Contact Book where parents, teachers and helpers should record when they have heard the child read and write any comments. This will be checked by the teacher daily and any child either not reading or not having their book signed will stay in for 5-10” at lunchtime to read with a teacher.

Support and Adaptation

Teaching assistants are deployed to support children's learning in lessons, be it with an individual child or a group of children. Intervention groups are also in place to support children in developing their reading skills, such as: Little Wandle Phonics, Toe by Toe and Word Wasp. Key Vocabulary groups pre-teach children to become familiar with words used in other areas of the curriculum, as well as introducing new grammar and maths vocabulary. We also have volunteer readers who focus on children's reading fluency.

The Stage Books have a wide variety of titles aimed at older SEN children and are a useful tool in motivating these pupils. There is also a wide range of "Dyslexia Friendly" books available for children which are designed to ensure comprehension and accessibility. These feature a dyslexia-friendly font to make reading easier; accessible layouts and spacing to stop the page from becoming overcrowded; off-white, heavier paper to help reduce visual stress and short books and chapters to help build confidence and stamina.

Assessment and Reporting

Weekly plans set out success criteria which enable teachers to make assessments as part of every lesson. Ongoing teacher assessment identifies progress made towards the Age-Related objectives and future planning is amended accordingly.

At the start and end of each academic year, Reading Ages are assessed and progress is monitored.

More formal reading comprehension assessments are completed three times per year (Autumn, Spring and Summer terms), using reading papers from NFER. Data is fed into the Target Tracker assessment system to assist the teacher in making a judgment about how the child is progressing against Age-Related Expectations.

Progress is formally reported to parents on a termly basis at the parents' evenings in Autumn and Spring term and in the written Summer Term report.

At the end of Year 6, children undertake a national curriculum test in Reading, which is marked externally. The published data is available to see on our website.

Monitoring and Evaluation

The English subject leader is responsible for monitoring the quality of teaching and learning in Reading across the school and reporting back to the Senior Leadership Team. This monitoring is undertaken on an ongoing basis and involves scrutinising data, monitoring planning (both English and Whole-Class Reading), learning walks, lesson observations and pupil interviews.

Writing



Introduction

The teaching and learning of Writing at St. Lawrence aims to acknowledge and build on the child's previous learning experiences in Key Stage 1. As Literacy skills are fundamental to the whole curriculum, the teaching of Writing is a high priority within the school, with a significant amount of classroom time devoted to teaching Writing. At St. Lawrence we also believe that pupils should be given opportunities to apply their Writing skills across the curriculum.

Intent

- To fulfil the statutory obligations in the National Curriculum 2014.
- To give pupils the confidence to express themselves through the written word.
- To extend pupils' imaginative and creative skills and their capacity to share these with others.
- To enable children to use language and expression appropriate to the task and audience.
- To develop skills in spelling, punctuation and grammar so pupils' written work has clarity.
- To help children organise their thoughts and ideas and present them in writing in a logical and structured way.
- To develop writers who readily make links between their reading and writing.
- To develop writers who are able to reflect, edit and publish their own work.
- To enable children to understand the purpose, audience and forms of writing.
- To help children to develop resilience as independent writers.



Implementation

At St Lawrence, we have a “Purpose for Writing” approach. Rather than trying to teach children ten or more different genres or text types (which can actually be used for a variety of purposes), our approach focuses on what those different types have in common: the purpose for writing.

The four purposes to write being taught across KS2 are:

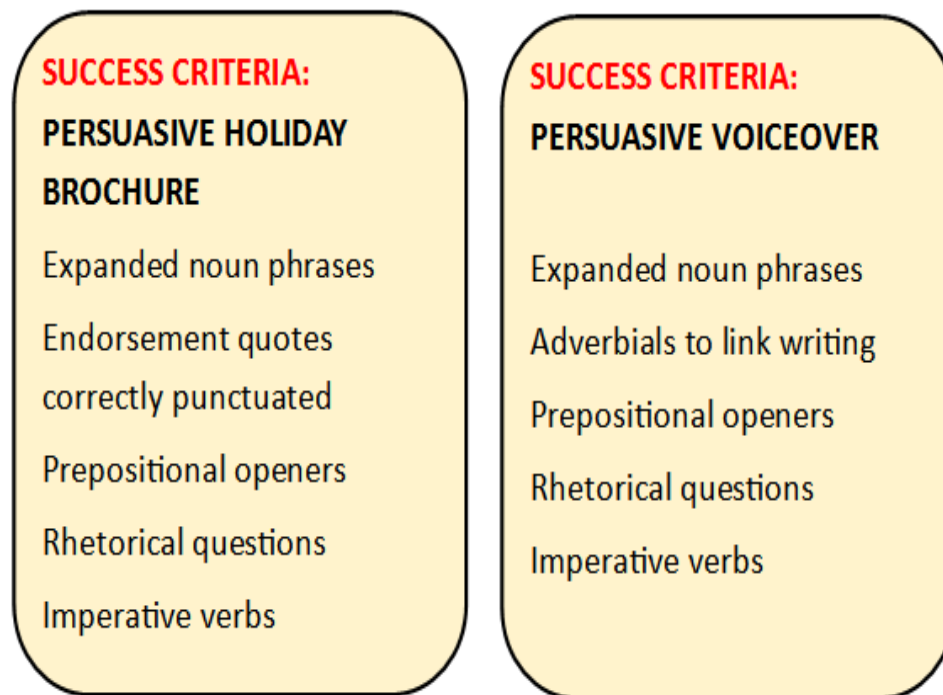
- to entertain (all year groups)
- to inform (all year groups)
- to persuade (all year groups)
- to discuss (Years 5 and 6)

Whole school long-term planning overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year Three	Writing to Entertain	Writing to Inform	Writing to Entertain	Writing to Persuade	Writing to Inform	Writing to Entertain
Year Four	Writing to Entertain	Writing to Inform	Writing to Entertain	Writing to Inform	Writing to Entertain	Writing to Persuade
Year Five	Writing to Entertain	Writing to Persuade	Writing to Inform	Writing to Entertain	Writing to Entertain	Writing to Persuade and Discuss
Year Six	Writing to Entertain	Writing to Persuade	Writing to Entertain	Writing to Inform	Writing to Persuade and Discuss	Writing to Entertain and Inform

This approach to writing better prepares pupils to recognise different genres and to which purpose they are linked. So instead of seeing newspaper reports as newspaper reports and biographies as biographies, children will recognise both these text types as texts that

inform. With this focus, pupils are more likely to notice specific text features and structures, grammar and sentence structures, word choices and punctuation that cross between the two different text types being taught. As each purpose is taught for half a term, children can use this knowledge to write different text types but with the same purpose for writing. Outcomes for Writing to Persuade, for example, might be an advert, a poster, a brochure, a letter, a speech or a campaign. This way of splitting up texts is not definitive; for example, a letter might be to persuade, but might also be to entertain or inform. The use of success criteria is key as this enables the text types to be linked.



When creating writing success criteria, pupils are given opportunities to embed their skills by using grammar and punctuation in a different context. As you can see above, the success criteria for two different persuasive outcomes are very similar. This means that children can secure their skills and experience success as previously set targets are still applicable in the next text. With this approach, pupils will begin to develop a deeper understanding of a particular purpose for writing. Jumping around less between different genres and taking time to secure key objectives will help improve outcomes in pupils' work as well as help them retain knowledge and their new learning.

Writing activities are planned into the daily English lessons and may include: shared, group, individual and paired writing activities. Opportunities for writing across the curriculum are encouraged whenever possible and teachers emphasise links with literacy learning and encourage pupils to recall and apply writing skills.

The children develop their knowledge, skills and understanding of writing through a wide range of activities, tailored to suit a variety of learning styles and individual pupils' needs. We aim to use drama and speaking and listening activities to help children rehearse their ideas aloud before putting pen to paper.

Classroom displays are regularly updated to show the current grammar and vocabulary focus and the Learning Journey enables children to look ahead to the outcomes for each lesson as well as giving them an overview of their learning.

Children are given opportunities to edit, improve and publish their writing as well as to present their work for an audience.

Slow Writing

Slow Writing is a regular writing activity across the school which helps children to focus on using different sentence types. First conceived by David Didau (The Secret of Literacy, 2014), it means setting a rule for every sentence your students write (often from a picture prompt) which enables them to focus on the “how” of writing rather than the “what.”

By setting very rigid rules, students slow down (hence the name) and focus on the quality of each individual word, perhaps writing six or eight sentences of honed, crafted prose.

The majority of the rules relate to specific grammar devices, so this also helps children to see how a grammar rule works to improve a sentence. Some examples of rules might be: make this sentence exactly four words; include an effective adjective; start with a preposition; use a simile.

The emphasis is on quality, not speed and everybody writes at the same pace as the sentence rules are displayed one at a time. Confident students might draft many versions of their sentence in the time limit and choose the best one to use.

Support and Adaptation

Teaching and special needs assistants are deployed to support children’s learning in lessons, be it with an individual child or a group of children. Intervention groups are also in place to support children in developing their spelling, grammar and composition skills. Key Vocabulary groups enable pre-teaching of key concepts as well as introducing new grammar vocabulary. Handwriting groups are also in place to support children who have difficulty forming letters correctly and developing a fluent, neat style. With the support of parents, children may be asked to carry out extra practice at home in either composition, handwriting or spelling.

Assessment and Reporting

As class writing is generally supported by the class teacher or teaching assistant, it is essential that children also have the opportunity to write independently, so progress can be accurately assessed. Each year group undertakes a Big Writing assignment at least twice in every half term, which matches the purpose for writing cycle. This is transcribed in a Big

Writing book and progress against objectives is noted in order to track progress and identify individual need. As a child moves through the school, the Big Writing Book moves with them to produce a record of progress and achievement.

Writing is moderated within year groups at least termly and as a whole school, at least twice a year to support staff in making accurate teacher judgements.

Teachers make a formal teacher assessment at the end of each term using a combination of evidence from lessons and Big Writing. Progress is formally reported to parents on a termly basis at the parents' evenings in Autumn and Spring terms and in the written Summer term report.

At the end of Year 6, Writing is teacher assessed against the objectives in the English Teaching Assessment Framework and levelled at either Working Towards, Working At or Working at Greater Depth. The published data is available to see on our website.

Resources

There are a variety of teaching resources to support the planning and teaching of writing. We make good use of the many visual resources that are available, through platforms such as Literacy Shed and BBC websites.

Monitoring

The English subject leader is responsible for monitoring the quality of teaching and learning in Writing and reporting back to SLT. This monitoring is undertaken on an ongoing basis and involves scrutinising data, monitoring planning, lesson observations, pupil interviews, work sampling and monitoring assessment folders.



Grammar, Punctuation and Spelling

Introduction

We believe that spelling, punctuation and grammar are an essential part of learning and communication. At St Lawrence, we are committed to equipping children with the necessary tools to become excellent writers to impact positively on their life achievements and opportunities. We pride ourselves in giving the children rich experiences to enable engaging and purposeful writing to take place. However, we recognise that excellent writing cannot exist without sound knowledge and consistent application of the English language; the ability to spell with confidence and accuracy is an essential skill for communication, as is the acquisition of vital grammar and punctuation skills and understanding.

Intent

Through consistent and systematic teaching, we aim:

- To fulfil the statutory obligations in the National Curriculum 2014.
- To ensure children have a range of phonological options to be able to select appropriate spelling and common spelling patterns.
- To provide children with the necessary experiences in order to develop their spelling skills, including word recognition and graphic knowledge.
- To provide children with spelling strategies that can support their writing.
- To build confidence with spelling and grammar so that children can use complex vocabulary and sentence structures accurately.
- To ensure that pupils can react to punctuation when reading and are able, in writing, to use punctuation devices correctly and consistently (according to age expectations).
- To ensure that pupils have a secure grasp of grammar knowledge and can demonstrate a secure grasp of linguistic skills both orally and in written work.
- To ensure that teachers and adults in school are positive role models both in their spoken and written use of accurate grammar.

Implementation

Grammar and Punctuation

Educational research shows that new grammar and punctuation concepts are best understood by children in the context of their learning, so wherever possible, these are integrated into every English lesson. As a school we embed the teaching of spelling, punctuation and grammar (SPAG) in our daily English lessons as well as teaching discrete sessions. SPAG-related starters are used where appropriate, and through modelled reading and writing, specific punctuation and grammar concepts are taught. The children are also given the opportunity to investigate the effects of vocabulary and grammatical choices within the context of purposeful reading and well-chosen texts.

Grammar and punctuation is delivered through a combination of discrete teaching and lessons where these basic skills are threaded into every area of learning across the curriculum. Throughout school, grammar and punctuation are taught in every Literacy lesson, either as the focus of the lesson, or discretely as part of the writing process.

Children are given the experience of exploring written contexts in order to identify some important grammatical choices writers have made to achieve their purpose (for example, word choice, use of pronouns, sentence structure.) Grammar must be strongly embedded in the teaching of shared reading and writing at both Key Stages. Children need to be taught 'the language of language' and be able to use it when discussing their writing.

Spelling

Spelling at St Lawrence is taught through Schemes of Work provided by Spelling Shed, which is an online teaching resource. It provides National Curriculum-aligned spelling lists which are given out for weekly spelling tests and which the children can also practise online. The spellings mostly focus on specific spelling patterns, which can then be applied to words other than just the “spelling” words, as well as the statutory words in the 2014 National Curriculum. Spelling tests are completed weekly in each class and children are rewarded for good results and for subsequently using these spellings correctly in their writing.

The teaching and learning of spelling follows the following key principles:

- Phonics: the sounds of language and the letters and groups of letters that represent them
- Orthography: the conventions we use to turn a spoken language into a written one
- Morphology: the units of meaning that make up the words we use
- Etymology: the history and origin of words and how they’ve changed over time

As well as helping with spelling, understanding these concepts can help children to read and work out the meaning of unfamiliar words. When presented with a potentially challenging word, it can be broken down into smaller parts and knowledge of morphology and etymology used to try to understand it.

Support and Adaptation

Weekly spelling lists may be adapted to allow for different abilities and specific learning needs, but these are always linked to phonic knowledge, phonological awareness or High Frequency words. Depending on need, phonics may be taught either as a small group intervention or 1:1. For certain children, it may be relevant to follow a more structured spelling scheme such as Toe by Toe or Word Wasp.

Assessment and Reporting

At the start and end of each year, a child’s spelling age is assessed, which is used to show progress throughout the year. The scores from weekly spelling tests are recorded and can be useful; however, learning spellings for a test is not necessarily indicative of progress, so teachers also look at the quality of spelling in writing.

More formal Spelling, Punctuation and Grammar assessments are completed three times per year (Autumn, Spring and Summer terms). Data is fed into the Target Tracker assessment system to assist the teacher in making a judgment about how the child is progressing against Age-Related Expectations.

Progress is formally reported to parents on a termly basis at the parents' evenings in Autumn and Spring term and in the written Summer Term report.

At the end of Year 6, children undertake a national curriculum test in Spelling, Punctuation and Grammar, which is marked externally. The published data is available to see on our website.

Monitoring and Evaluation

The English subject leader is responsible for monitoring the quality of teaching and learning in Reading across the school and reporting back to the Senior Leadership Team. This monitoring is undertaken on an ongoing basis and involves scrutinising data, monitoring planning (both English and Whole-Class Reading), learning walks, lesson observations and pupil interviews.