



Shinewater Primary School

English

Swale Academies Trust





ENGLISH at Shinewater

INTENT

At Shinewater Primary School, we consider reading the key to success in all learning and therefore, we place reading at the heart of all we do. From the very youngest years, we ensure that children are exposed to high-quality texts, which engage them as listeners, challenge them as decoders and inspire them as writers. We aim to develop a love of literature, so that our children enjoy and apply rich vocabulary - both orally (through discussion, presentation, debate and drama) and in their written work. In involving the children in the planning of their 'learning adventures' too, we ensure they are engaged in the associated reading materials and writing. We encourage debate and discussion of current affairs – recent learning adventure topics at Shinewater have included the Syrian war and global warming, for example – and we have established (and ever-growing) links with a variety of local community groups, services and individuals, who support us and our children in further realising the importance of reading with understanding, communicating clearly and writing with purpose.

Our school library reflects Britain's diverse population and we place great emphasis upon 'reading for pleasure' for all members of our school community; children are aware of the literature choices of staff and we ensure that staff are seen reading regularly. We aim, as a result, that our children are able to discuss books and authors with confidence, make informed choices from our library and offer recommendations – from classic children's books to modern releases and those relevant to topical issues of the time – to others. We intend that children leave Shinewater prepared, not only to face the challenges of their further education, but also to thoughtfully consider their roles – and the value of the contribution they can make – as reading, writing and thinking citizens of the wider Shinewater community and within the world at large.

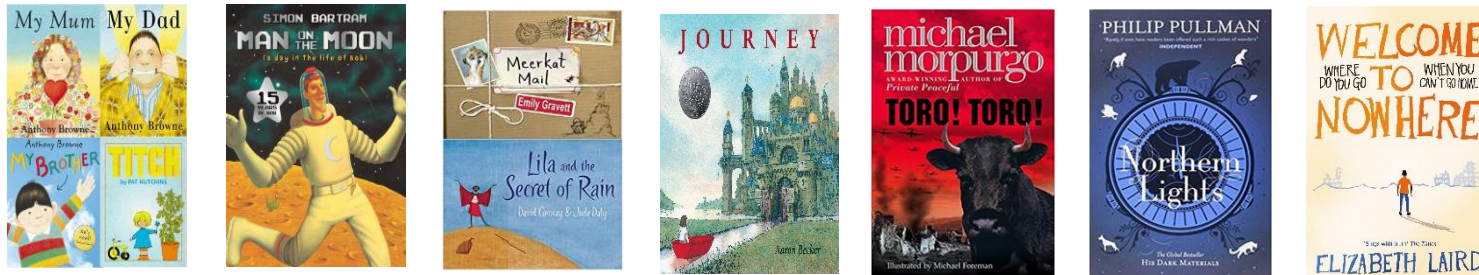
IMPLEMENTATION

English is taught daily across the school at Shinewater and, in all year groups, is based upon a 'core text' approach (the definition of which is outlined below). Expectations for each year are taken from National Curriculum end of year (EOY) expectations for each year group. Whilst DfE guidance states that Teacher Assessment Frameworks are for assessment at end of Key Stages 1 and 2 and not to be used as planning documents, teachers in Years 2 and 6 are mindful of these frameworks and plan to ensure coverage of all skills accordingly. Planning for spelling and grammar is based upon Appendices 1 and 2 of the National Curriculum and we also use 'No Nonsense Spelling' (from Years 2 to 6) as a planning scheme. All year groups at Shinewater use Reading VIPERS as the basis of reading comprehension teaching (see below for progression of reading comprehension skills within and between year groups).

The 'Core Text' Approach to the Teaching of English at Shinewater

From September 2017, all year groups at Shinewater have taught English and foundations subjects through 'learning adventures', which allow us to immerse our children in the topic for that term (or terms) and relate the teaching of reading, writing and foundation subjects such as history, geography and art to the same topic, where appropriate. All year groups also have a quality core text, which underpins the learning adventure, and can be used as a basis for writing work (via the writing sequence), reading comprehension (using extracts), vocabulary development and/or as a class story.

Core texts chosen by teachers at Shinewater include those taken from book lists produced by the Centre for Literacy in Primary Education (CLPE) and 'Books for Topics', as well as shortlisted titles from local and national book awards.



The planning for the teaching of reading and writing through the core text requires teachers to 'know' their text and their year group's curriculum thoroughly. In all instances, this starts with reading the text and annotating for possible writing, reading, vocabulary and grammar teaching opportunities. From there, teachers plan the writing outcomes for the term, the reading genres and skills to be taught through VIPERS and their spelling and grammar learning and then map this onto termly pacing grids.

	Learning Journey: World War 1 Year - 6 Term - 1							
	Week 1 (One day)	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8 (Three days)
English		The Lion & The Unicorn	Stay Where You Are And Then Leave	Stay Where You Are And Then Leave	Stay Where You Are And Then Leave	Stay Where You Are And Then Leave	Stay Where You Are And Then Leave	Stay Where You Are And Then Leave
Writing		Description Outcome: Setting description of London wartime scene.	Description Outcome: Setting description of London wartime scene.	Poetry	Narrative Outcome: Short story in first person? (As Alfie)	Narrative Outcome: Short story in first person? (As Alfie)	Information Text Outcome: Life in the Trenches	Information Text Outcome: Life in the Trenches
Reading		Non-Fiction Text (British History / The Victorians / Start of WW1 / Allies and the Axis) Retrieval	Poetry (Stand-alone) Inference	Poetry (Stand-alone) Inference / Vocabulary	Fiction Text	Fiction Text (Relate to Safety in Action)	Non-Fiction Text (Halloween?)	Non-Fiction Text (Treaty of Versailles) Retrieval / Vocabulary
Grammar and Punctuation (No-Nonsense Grammar)		Coordination and Subordination Sentences Conjunctions	Coordination and Subordination Clauses Semi-Colons and Colons	Coordination and Subordination Brackets, Dashes and Commas Formality	Sentence Types Questions Nouns and Noun Phrases Revision of noun phrases	Nouns and Noun Phrases Expanding nouns Punctuating relative clauses	Nouns and Noun Phrases Expanding nouns Punctuating relative clauses	Nouns and Noun Phrases Linking ideas
Spelling (No-Nonsense Spelling)		Statutory word lists - familiarisation with words and using a dictionary	Introducing spelling strategies	able/ably and able/by spelling patterns	Using suffixes to build words	Own spelling lists practice and test	Proof reading to improve spelling	Own spelling lists practice and test

Writing at Shinewater

The core text

- A high-quality text containing rich vocabulary, which challenges children to comprehend beyond their own fluency level. At Shinewater, the core texts relate to the year group's learning adventure.
- Teachers have a thorough understanding of the core text. Opportunities for the teaching of writing skills using the core text are identified and writing outcomes planned for. The 'Effective Writing Sequences' document aids teachers in identifying potential writing genres - which form outcomes of teaching sequences - based upon the core text / learning adventure topic.

Planning

- Planning is driven by the quality core text. (i.e. Planning begins with the question 'What outcomes does this text best lend itself to?' rather than 'How can I use this text in order to write a *specific genre*?')
- Once outcomes are decided upon, the 'Effective Writing Sequences' document is used to aid in planning to develop the specific skills necessary to meet these outcomes.
- There is no set time period to each writing sequence. Teachers choose the number of sessions to spend on any one sequence; however, the expectation is that all children produce a minimum of three extended pieces per term in addition to other daily writing opportunities.

Purpose

- There is a clear purpose to any piece of writing and children are aware of the end outcome of the writing sequence from the outset.
- WALT statements leading to the final written piece are displayed on working walls, ensuring children are clear about the development and progression of skills leading to their extended written piece.

Books

- All written work at Shinewater is recorded in 'Writing Composition' books.
- WALT slips state what the final outcome of each particular writing sequence will be, so clear progression towards each final written piece can be followed in books.



'Effective Writing Sequences'

Developed collaboratively by Swale senior English leaders and used across all Swale primary schools in Eastbourne.

Provides skills progression documents for the following genres for Years 2 to Year 6:

- Description
- Narrative
- Poetry
- Instructions
- Recount
- Information Text
- News Report
- Persuasion
- Discussion Text
- Explanatory Text



Effective Writing Sequences: Text Analysis

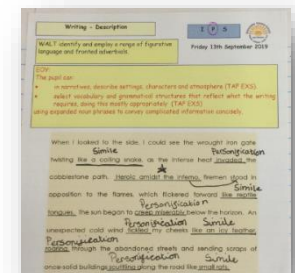
- The writing sequence begins with a five-minute 'Stop, Drop and Write', followed by the identification of the key features of the outcome genre. This may involve a whole-class shared analysis, smaller group teacher or TA-led analysis work, peer analysis or individual analysis.
- The 'Effective Writing Sequences' document then provides a series of WALT statements related to key skills for each genre. This is used to assist teachers with planning a series of skills-based lessons, leading to the desired outcome - a first draft of an extended piece of writing.
- Extracts / examples used throughout the 'analysis' sequence may be taken from the core text itself or from elsewhere (newspaper articles, non-fiction books, other narrative etc. as appropriate to the genre). Often teachers will edit extracts (or write their own) to ensure that the desired skills are evident for analysis by the children. In all cases however, texts used relate to the learning adventure.

Effective Writing Sequences: Drafting, Editing and Publishing

- The initial outcome of any writing sequence is the draft of an extended piece of the particular genre. The piece of writing produced by the children will relate to the learning adventure topic and should demonstrate the variety of skills which have formed the basis of preceding lessons. These pieces are independent and therefore provide evidence for teacher assessment of writing. The initial draft may well take place over more than one session.
- Children make use of teacher and peer feedback and self-reflection before editing their initial draft. At Shinewater, children edit their work in purple pen.
- At least twice per term, children redraft their edited writing. This final piece is presented in their 'Writing Journey' book. From Year 2 onwards, this book is passed up with children from one year to the next.



At Shinewater, we use WALT statements, which are taken from the National Curriculum and presented in child-friendly language. End of Year (EOY) expectations are also recorded and these are taken directly from the National Curriculum for English, the Teacher Assessment Frameworks (for Years 2 and 6) or Appendix 2, as relevant.



A Summary of the Writing Sequence at Shinewater

No set timescale for each writing sequence.

Core Text - Learning Adventure
Purpose / Outcomes identified.

Stop, Drop & Write:

5-minute initial write.
T / TA / every child. Pen must not leave paper.

Text Analysis:

Identification of **features** of the genre.

Text Analysis:

Series of **skills-based lessons**.
WALT statements from 'Effective Writing Sequences'
document used to assist teachers in planning to meet desired outcome.
WALT Statements and progression of skills evident on working walls.

Initial Draft:

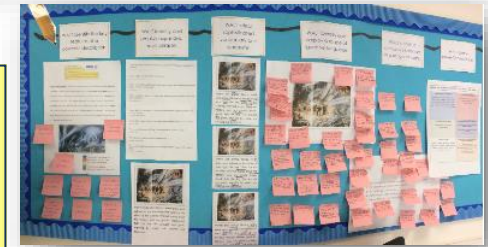
First draft of **extended piece** written in Writing Composition books. *Initial outcome* of writing sequence.
Application of skills from preceding sessions evidenced in independent written piece.
Evidence for teacher assessment of writing.

Edit:

Edit of drafted piece in purple pen.
(Teacher feedback, peer feedback, peer edit, self-edit)
Evidence for teacher assessment of writing.

Publish:

Redraft of extended piece written in Writing Journey books.
Minimum two per term.



Year 6 Transition



From September 2020, further writing sequences were introduced to Year 6 following consultation with local Swale secondary schools:

- Expository essay – addressing a set question with an extended essay-style answer, applying the PEEL approach.
- Debate – combining the written skills involved in developing a persuasive argument with the key speaking and listening skills necessary to participate in a successful debate.

In both cases, the 'Effective Writing Sequences' document has also been adopted by the secondary schools to aid **transition** from primary to secondary writing expectations.

Writing at Shinewater (Further Information)

Spelling

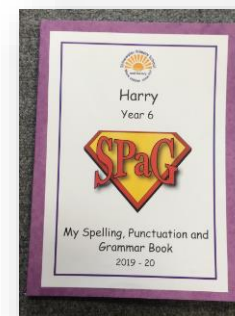
'No Nonsense Spelling' was introduced at Shinewater in early 2018. It is a complete spelling programme for Years 2 to 6, which is designed to meet the requirements of the National Curriculum and provides teachers with individual lesson plans and some resources. Over the course of the academic year, the scheme ensures coverage of all year group spelling patterns (as detailed in Appendix 2 of the National Curriculum for English) as well as common exception words for Year 2 and the Year 3/4 and 5/6 statutory word lists. The scheme also accounts for the demonstration of skills of evaluating and editing spelling, outlined in the National Curriculum for English for Years 2 onwards. At Shinewater, each year group has three stand-alone spelling sessions per week.

Grammar

At Shinewater, teachers plan according to the grammar requirements of the National Curriculum and deliver this teaching through writing sequence lessons. Where specific needs are identified by class teachers, they may decide to deliver extra stand-alone grammar sessions. In Years 2 and 6 in particular, explicit grammar teaching is given in addition to the writing sequence, in order to best prepare children for the demands of the SATs grammar paper. Spelling and explicit grammar work is recorded in a separate SPaG book.

Handwriting

At Shinewater, we use an edited version of the original 'Penpals Handwriting Sequence', although we do not formally follow the Penpals scheme. Reception children focus on letter formation (with an exit stroke where appropriate and the loops on descenders) but no lead-in stroke. In Year 1, children are introduced to all cursive joins and from Year 2 onwards, the expectation is that children write with legible, cursive handwriting, with close links to Appendix 1 spelling patterns. Handwriting is taught daily through a combination of discrete sessions and as part of our spelling teaching across the school. From Year 2 onwards, all children write with a handwriting pen.



Reading at Shinewater

At Shinewater, we recognise that in order to truly become a 'reader', a child must be both fluent and able to comprehend what they have read. As part of our family of Swale primary schools in Eastbourne, we have developed clear progression in the development of skills of reading, starting with the very youngest of our learners.

Decoding - Phonics

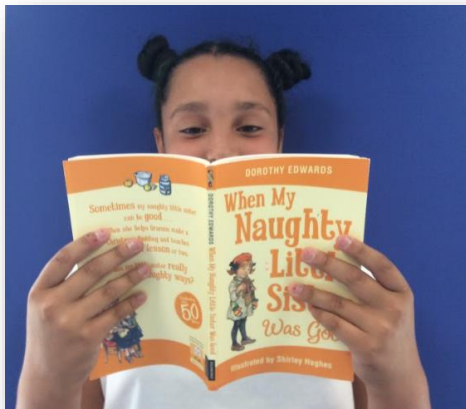


In Year 1, phonics at Shinewater is taught daily based upon the DfE 'Letters and Sounds' document. Children practise blending and segmenting skills as well as learning the graphemes for Phase 5. From Year 2 onwards, phonics is taught through our 'No Nonsense' spelling programme. For those children who did not pass the threshold in the Phonics Screening Test in Year 1, there is a statutory obligation to re-take the test in June of Year 2. These children continue to have discrete phonics interventions three times a week with the TA Phonics Lead. Daily one-to-one phonics support is in place for targeted pupils.

Swale
ACADEMIES
TRUST

- **Decoding**
 - Applying the knowledge of letter-sound relationships by segmenting and blending.
- **Automaticity**
 - The ability to look at, recognise and read words – quickly and accurately – without thinking.
- **Fluency**
 - Automaticity + prosody (the ability to read words with correct expression).
- **Comprehension**
 - Understanding what has been read.
 - **Reliant upon fluency.**

Decoding, Automaticity and Prosody – Choral, Echo and Jump Reading and Text Marking



Choral, echo and jump reading are three strategies which support the development of automaticity and therefore fluency (and indeed confidence) when reading aloud. At Shinewater, teachers in all year groups include opportunities for all three during whole-class and small group teaching, both within English lessons and in other subject sessions in which text is used. Text marking involves annotating a piece of text with cues for reading aloud with meaningful expression. In doing so, children are again aided in reading aloud with confidence and prosody.



Vocabulary - 'Reading for Pleasure', 'Stop, Drop and Read' and 'Word Challenge'

In response to a need to raise the profile of reading for pleasure within our school and as a result of an identified gap in the development and understanding of complex vocabulary at Shinewater, all KS2 classes include weekly 'reading for pleasure', 'stop, drop and read' and 'word challenge' sessions in their timetables. During 'reading for pleasure' and 'stop, drop and read', the children and all other staff in the room read a book of their own choice and, during the latter, there is a vocabulary-focus for the reading displayed at the front of the classroom, with time allocated to discussion afterwards. Similarly, the twice weekly 'word challenge' sessions – which take place immediately following lunchtimes – give children a short task to complete before a whole-class discussion. Teachers focus on the promotion of rich vocabulary and the development of 'working walls' within classrooms, resulting from these discussions.

Word Challenge

Choose a word from the Year 5/6 spelling list.

A synonym for my word	An antonym for my word	The word class my word belongs to	My word rhymes with	Somewhere my word might be found

'Stop, Drop and Read'

As you read:
Be a critical reader.
Find a word or sentence you would change in the text you read today.

When we discuss:
Explain what you think needs changing, how you would change it and why.

Comprehension – Reading VIPERS

Reading VIPERS is a tool produced by Literacy Shed Plus, which is linked to the National Curriculum content domains for reading at KS1 and KS2. The VIPERS acronym stands for Vocabulary, Infer, Predict, Explain, Retrieve and Sequence at KS1 / Summarise at KS2. Teachers plan reading comprehension sessions, which address either a single comprehension skill, or a variety, based upon text extracts. (These may be taken directly from the core text or from other relevant sources.) Visual reminders for each of the content domains accompany the VIPERS approach to assist children in becoming familiar with the key skills.



In all year groups, VIPERS work is presented using the same template and then filled in reading comprehension (VIPERS) folders.

Progression in the teaching of reading comprehension skills throughout school is structured as follows:

Year 1 Progression in Comprehension Teaching

Term 1	<ul style="list-style-type: none"> • One-to-one reading with children.
Term 2	<ul style="list-style-type: none"> • Reading activities including the use of audio stations.
Term 3	<ul style="list-style-type: none"> • VIPERS 3x per week. <ul style="list-style-type: none"> ○ Completed orally only.
Term 4	<ul style="list-style-type: none"> • VIPERS 3x per week. <ul style="list-style-type: none"> ○ Responses on whiteboards only. • Green banded books are used for this term's texts to align with phonic expectations.
Term 5	<ul style="list-style-type: none"> • VIPERS 3x per week. <ul style="list-style-type: none"> ○ Written responses on template sheets. • Orange banded books are used for this term's texts to align with phonic expectations.
Term 6	<ul style="list-style-type: none"> • VIPERS 3x per week. <ul style="list-style-type: none"> ○ Written responses on template sheets. • Free text choice (core text / class story etc.)

Year 2 Progression in Comprehension Teaching (Terms 1 to 4)

2x per week starters focus on sight vocabulary.	
2x per week starters focus on general vocabulary (relevant to text / task etc.)	
Day 1	<ul style="list-style-type: none"> • First text for the week introduced. <ul style="list-style-type: none"> ○ Teacher modelling and children record responses on whiteboards.
Day 2	<ul style="list-style-type: none"> • First text is used again. <ul style="list-style-type: none"> ○ Re-reading (focus on fluency). ○ Written responses on template sheets.
Day 3	<ul style="list-style-type: none"> • Second text for the week – a continuation of the first text. <ul style="list-style-type: none"> ○ Written responses on template sheets.
Day 4	<ul style="list-style-type: none"> • The first and second texts are combined to create an extended piece (focus on reading stamina). <ul style="list-style-type: none"> ○ Different questions given in a SATs-style and children record written answers on template sheets.
From Term 5 , the children are instead given an unfamiliar text on Day 4 in preparation for the demands of the KS1 SATs test.	

Year 3 Progression in Comprehension Teaching (From Term 1)

1x per week starter focuses on sight vocabulary.	
Day 1	<ul style="list-style-type: none"> • First text for the week introduced. <ul style="list-style-type: none"> ○ Text marking (focus on fluency). ○ Teacher modelling and children record responses on whiteboards.
Day 2	<ul style="list-style-type: none"> • First text is used again. <ul style="list-style-type: none"> ○ Re-reading (focus on fluency). ○ Written responses on template sheets.
Day 3	<ul style="list-style-type: none"> • Second text for the week – a continuation of the first text. <ul style="list-style-type: none"> ○ Written responses on template sheets.
Day 4	<ul style="list-style-type: none"> • The first and second texts are combined to create an extended piece (focus on reading stamina). <ul style="list-style-type: none"> ○ Different questions given requiring independent written responses on template sheets.
Day 5	<ul style="list-style-type: none"> • Children are given an unfamiliar text requiring independent written responses on template sheets.

Year 4 Progression in Comprehension Teaching (From Term 1)

Day 1	<ul style="list-style-type: none"> • First text for the week introduced. <ul style="list-style-type: none"> ○ Text marking (focus on fluency). ○ Teacher modelling and children record responses on whiteboards.
Day 2	<ul style="list-style-type: none"> • First text is used again. <ul style="list-style-type: none"> ○ Re-reading (focus on fluency). ○ Written responses on template sheets.
Day 3	<ul style="list-style-type: none"> • Second text for the week – a continuation of the first text. <ul style="list-style-type: none"> ○ Written responses on template sheets.
Day 4	<ul style="list-style-type: none"> • The first and second texts are combined to create an extended piece (focus on reading stamina). <ul style="list-style-type: none"> ○ Different questions given requiring independent written responses on template sheets.
Day 5	<ul style="list-style-type: none"> • Children are given an unfamiliar text requiring independent written responses on template sheets.

Year 5 Progression in Comprehension Teaching (Terms 1 to 4)

Text choices ensure a balance of fiction, non-fiction and poetry.

- Day 1**
 - VIPERS session as per structure outlined below.
 - Text marking (focus on fluency).
- Day 2**
 - VIPERS session as per structure outlined below.
- Day 3**
 - VIPERS session as per structure outlined below.
- Day 4**
 - VIPERS session as per structure outlined below.
- Day 5**
 - VIPERS session as per structure outlined below.

From Term 5, Day 5's session focuses instead of reading for speed and reading stamina.

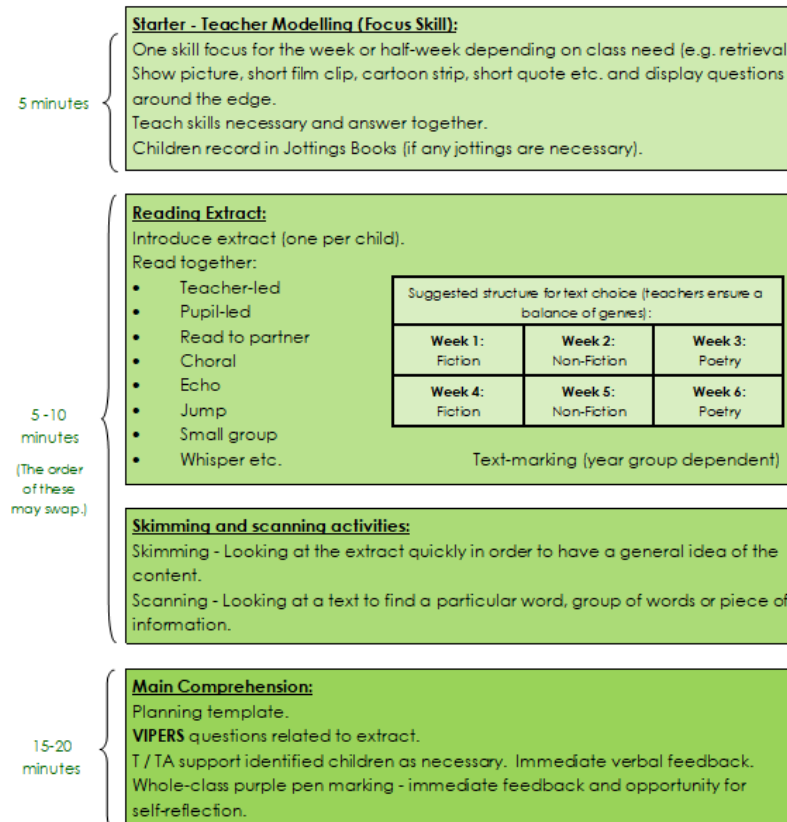
Year 6 Progression in Comprehension Teaching (Terms 1 to mid-Term 4)

Text choices ensure a balance of fiction, non-fiction and poetry.

- Day 1**
 - VIPERS session as per structure outlined below.
 - Text marking (focus on fluency).
- Day 2**
 - VIPERS session as per structure outlined below.
- Day 3**
 - VIPERS session as per structure outlined below.
- Day 4**
 - VIPERS session as per structure outlined below.
- Day 5**
 - Session focuses on reading for speed and reading stamina.

From mid-Term 4 onwards, Day 5's session is a comprehension-focused, VIPERS session as per Days 1-4 (in final preparation for the demands of the KS2 SATs test).

Reading comprehension sessions in KS2 have a clear structure:



Other Reading Strategies

Skimming and scanning, whole class reading, teacher read aloud, teacher close reading, partner reading, silent reading, whisper reading, expressive reading, and buddy reading.

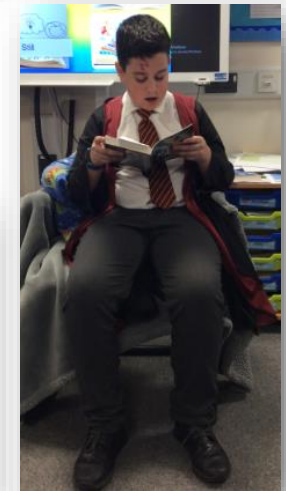
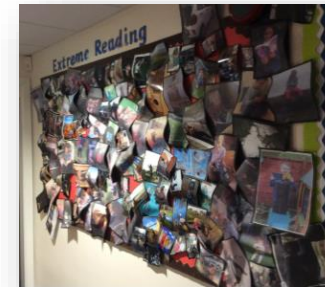


'Gather Reads'

Children at Shinewater are organised into mixed-age 'gather groups', which meet termly for both assemblies and to read together. These 'gather reads' are an opportunity to share books with each other (with the older children supporting the younger readers), share examples of written work which are read together, read and then discuss matters related to current affairs or to listen to, join in with and perform stories and poetry.

Promoting Reading at Shinewater

Shinewater's reading reward system offers incentives to both individual and whole-class readers with badges, certificates, trophies and books available for award to our regular readers. Since 2018, Shinewater has also run 'Extreme Read', Bedtime Story and Cocoa, 'Book and Breakfast', author and storyteller visits and parent workshop events. Each year, children in Years 5 and 6 meet for 'Book Club' and in September 2020, Shinewater established a Debating Society, to further support reading (alongside writing and speaking and listening) skills.



English in EYFS

The focus in EYFS at Shinewater is on phonics. Children in the Nursery Class start by listening and identifying sounds in their environment and are exposed to nursery rhymes and songs, which begin to develop their phonemic awareness. Children initially learn to segment sounds that they can hear within words orally, before blending them to read and applying the segmenting skill to the formation of words in writing. They also learn to read and write some tricky words as outlined in Phases 2, 3 and 4 of 'Letters and Sounds'. In EYFS, teachers at Shinewater utilise a variety of phonic games and ICT resources alongside actions, songs and stories, to apply a full multi-sensory approach to the teaching of synthetic phonics.



Reading and Writing Intervention for Specific Groups at Shinewater

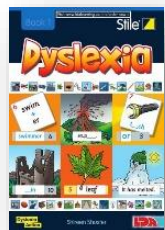
Lexia is a computer-based intervention programme, which covers six areas of reading: phonological awareness; phonics; structural awareness; automaticity, fluency and comprehension. At Shinewater, we use the programme to support children in Years 2 to 6 who have been identified as struggling most with their reading (on the basis of in-school reading data and an initial *Lexia* assessment). The programme is highly-structured and highly-personalised: each child works at their own level and pace and - in line with the Education Endowment Foundation's guidance on intervention - undertakes brief spells of 20-30 minutes on the programme, three to five times a week over a sustained period. At Shinewater, the intervention is overseen by Nicola Harris – a specialist English teacher – who continuously monitors each child's progress and liaises closely with their class teachers when further additional practice needs are identified. Bespoke lessons are then delivered by the class teacher or teaching assistant on a 1-1 or small group basis.

Toe by Toe is a targeted intervention for children who have been identified as being 'at risk' of dyslexia, according to their Dyslexia Screening Test (DST) score. At Shinewater, *Toe by Toe* interventions are delivered by TAs first thing in the morning for specific children. Children practise building real and nonsense words from individual known sounds. It is cumulative and multisensory.

Fluency circles are run from Years 2 to 6. The focus of these TA-led interventions is solely on decoding skills and targets children whose reading speed falls below age-related expectations. Children are given a baseline one-minute reading speed assessment at the beginning of the intervention and then focus

on one text taken from our banded book scheme, as part of a small group, over a two-week period. The intervention combines echo, choral, paired and individual reading (and plenty of modelling from the TA), with the aim of increasing decoding speed and therefore reading fluency.

Group and one-to-one *phonics interventions* are established in all year groups at the start of the year, based upon early baseline assessment (in Year 1) and previous year end of term assessments in Year 2 upwards. Any children at Shinewater identified as needing further support with decoding in reading will be part of these TA-led groups, which run three times a week in all year groups. All planning is taken from the 'Letters & Sounds' document and delivered according to the appropriate phase for the identified children. A phonics club is offered to those children in Years 1 and 2 deemed to be in need of extra support in the lead up to the national screening test.



Stile Dyslexia is a child-led intervention, developed by Dyslexia Action and undertaken by children at Shinewater who have been identified as being 'at risk' of dyslexia according to their DST score. The children work through a series of books, which offer a systematic, cumulative approach to the teaching of spelling and grammar rules using phonics. The Stile Tray and numbered tiles allow children to check their own answers, identify errors and recognise when they are ready to move on to further challenge.

Some children are provided with bespoke sets of books and associated comprehension sheets to practise the level of phonics appropriate to them, with support of a TA. These books are matched to their reading age but appropriate to their age in terms of subject and interest.



For children who are identified as needing further support in reading *comprehension*, reading interventions are delivered by TAs throughout KS2 using *Reading Explorers* in Years 4, 5 and 6 and the *Reading Rocketeers* scheme in Years 2 and 3.

Children who are working at 'greater depth' according to age-related expectations in Year 6 in both reading and writing, are also targeted for extra sessions and support by our specialist English teacher. The aim of this input is to offer further challenge in terms of comprehension and vocabulary skills and opportunities to write for a wider variety of purposes.

Handwriting interventions take place throughout the school for children who require input beyond the whole-class handwriting approach. These are based upon Shinewater's edited *Penpals Handwriting Sequence* and also address further needs such as fine motor skills for individual children.

IMPACT

During their time at Shinewater, children develop a knowledge of books from a diverse range of historical periods, cultures, themes and authors. Key for us, is that they enjoy reading simply for pleasure, but our children also leave us with an appreciation of the value in reading to further their own knowledge; by the end of their journey through Shinewater, they are eloquent in speaking about their own reading experiences, explaining their understanding of what they have read and are able to make recommendations to others.

From the youngest years, children at Shinewater take great pride in their written work, as evidenced in their 'Writing Journey' books. They recognise the importance of editing to improve and they challenge themselves to use sophisticated vocabulary, chosen with their audience in mind. With cross-curricular links well-established through our learning adventure approach, our children communicate their understanding of both British and wider world historical and geographical learning through the written word.

As children progress through Shinewater, they grow in confidence too in sharing their own ideas through oral presentation and demonstration. As a school community, we place great emphasis upon correct use of standard English, and the need to practise this whether it is in our written work or in speech. By the time children reach UKS2, they are developing skills of debate and discussion, which allow them to competently express their own views and, when necessary, considerately challenge the views of others.

How Impact is Measured

English at Shinewater is assessed according to the end of year expectations for each year group.

English Assessment in Reception

The EYFS Profile outlines the seventeen early learning goals (ELGs) against which children are assessed - of which 'Literacy: Reading' is the ninth and 'Literacy: Writing' is the tenth.

The ELG for Reading states that '*Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud and accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.*'

The ELG for Writing states that '*Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.*'

As per guidance in the 'Early Years Profile Foundation Stage 2020 Handbook', Reception teachers at Shinewater assess primarily based upon observation of a child's daily activities, particularly the learning which a child demonstrates spontaneously, independently and consistently in a range of contexts. Children

are assessed according to the criteria for the expected standards in each ELG. At the end of the academic year, a judgement is made describing the extent to which a child has met each of the ELGs for Reading and Writing (alongside the other fifteen).

Children are defined as having reached a 'Good Level of Development' (GLD) at the end of the EYFS if they have achieved at least the expected level in the ELGs in the prime areas of learning (personal, social and emotional development; physical development; and communication and language) and the ELGs in the specific areas of mathematics and literacy.

Reading Assessment in Years 1 to 6 at Shinewater

At the start of Year 1 each child at Shinewater is screened using the Statutory Phonics Screening Test from the previous June; these results are then used to make predictions and to put the necessary interventions in place. At the end of Term 2, the children are re-screened and adjustments are made to intervention groups. A final screening takes place in Term 4. Progress across the course of the academic year is tracked using East Sussex County Council tracking grids and is monitored closely by our Phonics lead teachers.

At Shinewater, formative assessment sheets are used for the day-to-day assessment of both decoding and reading comprehension skills in the classroom. Data is entered onto O Track weekly, fortnightly or termly at teachers' discretion, although always by agreed data capture points. Formative assessment sheets are then kept in each teacher's formative assessment file.

In Years 1, 3, 4 and 5, NFER Assessments in reading are used as a summative measure of progress in comprehension. Years 1, 3 and 4 complete one reading assessment in Term 6, whilst Year 5 completes NFER reading papers in Terms 2, 4 and 6.

Summative assessment of progress in reading in Years 2 and 6 is undertaken using past SATs papers (according to an agreed timetable, implemented across all Eastbourne Swale primary schools).

Writing Assessment in Years 1 to 6 at Shinewater

During 2017-18, English and Data & Assessment Leads across the Eastbourne hub of Swale schools worked together to develop writing assessment tools for each year group, which were mapped to expectations taken from the National Curriculum, Appendix 1, Appendix 2 and Teacher Assessment Frameworks for Years 2 and 6. Teachers use pieces of extended writing in English alongside writing undertaken as part of the wider curriculum to assess against relevant year group objectives and Years 2 and 6 use the Teacher Assessment Frameworks for end of Key Stage 1 and Key stage 2 respectively – edited by the Eastbourne Swale hub. From the end of Term 5, Year 5 also introduce children to (and assess according to) the 'Working Towards' standards from the KS2 Teacher Assessment Framework to encourage successful transition by the children to the expectations of the Year 6 curriculum for writing. Work is cross-referenced by date on assessment sheets, allowing for easy moderation of teacher judgements.

Children working below the expectations of their own year group are assessed against the relevant year group's objectives. For children working below their current key stage, Shinewater developed assessment tools which used statements taken from the Pre-Key Stage Standards for writing. Standard 4 is equivalent to WT Year 1. Once a KS1 child has achieved Standard 4, they are then assessed according to the Year 1 National Curriculum. Once a KS2 child has achieved Standard 4, they are then assessed using Standard 5 and Standard 6 until they secure these. Standard 5 and Standard 6 are only used to assess KS2 pupils. Standard 5 is equivalent to WT securing the EKS1 Year 2 expectations and Standard 6 is equivalent to securing the EKS1 Year 2 Expectations. Once a KS2 pupil at Shinewater has secured Standard 6, they are then assessed according to the Year 3 National Curriculum and so on.

At Shinewater we undertake regular in-school and 'hub' writing moderation. Writing moderation tools developed by the Eastbourne Swale schools during the 2017-18 academic year are used to secure teacher judgements.

Spelling, Punctuation and Grammar Assessment at Shinewater

As part of the delivery of the 'No Nonsense Spelling' scheme at Shinewater, teachers set spelling lists for children to learn. Spelling tests are carried out regularly (although not necessarily weekly) in all year groups from Year 2 upwards. Individual teachers track spelling scores for pupils to identify potential need for further spelling intervention.

In the 2018-19 academic year, NFER assessments for vocabulary, grammar and punctuation were also introduced for Years 1, 3, 4 and 5 at Shinewater, to be completed as per the schedule for reading assessment.

Summative assessment of progress in spelling, punctuation and grammar in Years 2 and 6 is also undertaken using past SATs papers, as per the agreed timetable across all Swale primary schools in Eastbourne.

Handwriting Assessment at Shinewater

In October 2018, in response to an identified whole-school need to address handwriting at Shinewater, a simple annual baseline handwriting assessment was introduced for all year groups. This is repeated at the end of Term 4 as a means of offering a measurable outcome of handwriting teaching.

