



English Policy and Procedures

VISION AND VALUES: “Let your light shine” (Matthew 5:16)

At Hawkesley Church Primary Academy, we know the importance of teaching English well, so that children have a command of the language that they will need to live a fulfilled and successful life. As fluent and engaged readers, effective verbal communicators and writers with a wide vocabulary and a command of grammar our children will leave, at the end of Year 6, more likely to become responsible, happy and financially secure adults.

This document supports the school community in understanding how we achieve this by outlining the intent (why) of each aspect of the English curriculum and providing a clear outline of how this is applied in practice (how).

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1. ASPECTS OF ENGLISH

1.1. Speaking and Listening

1.1.1 Speaking

Why?

Speaking and listening skills are vital to children's development across the whole curriculum. Through talk and active listening, children widen their vocabulary, develop reasoning when expressing thoughts, feelings and ideas and adopt social skills that will be so important throughout their lives. At Hawkesley Church Primary Academy, more so than many schools, it is also essential that the children can talk and write in Standard English, as this is the gateway to academic success, whilst also valuing the dialect that is an important part of their identity.

Children can not write what they are unable to express through talk therefore talk must be used as a pedagogical tool when teaching English to provide children with the opportunity to practice and develop their language and composition skills.

How?

- Teachers plan lessons to ensure the appropriate balance between teacher talk and pupil talk and engagement. Teachers understand that children will lose concentration if there is too much teacher lead talk and plan **thinking and responding time** into lesson introductions to support active listening. This takes the form of call and respond, talk partners and the 'we' part of our lessons, a strategy that allows children time to absorb information, discuss their thoughts with an appropriate partner and then share their thinking with the class.
- Teachers recognise the importance of exposing their children to a rich and interesting variety of words and phrases to encourage them to develop their own vocabulary further. To this aim, they do not dumb down their language, and they take time, every day, to **explore new and interesting words and phrases**, across the curriculum.
- Children are taught how to **work effectively as part of a group**, including the rules of turn-taking and building on the ideas of others.
- **Standard English is always used in classrooms**, and any child or adult who uses non-standard English is corrected. In other areas of the school, unless the interaction is formal, children use colloquialisms, words and phrases that are common to their dialect. This use of Standard English is referred to as their classroom voice and children are made aware that code-switching between formal and informal talk is essential to academic success.
- Teachers model standard English at all times in the classroom as well as modelling how to talk in complete sentences or by including the information a listener needs to understand what is being said. Children do not have to answer in complete sentences but are **supported to speak clearly and concisely** when addressing the class, their peers or the teacher.

1.1.2 Listening

Why?

Listening is a prerequisite skill for all learning. Children who are unable to listen with attention, responding thoughtfully and purposefully to what they have heard will become disenfranchised from all areas of learning. It is therefore important that teachers pay attention to children's listening skills; teaching them and guiding them to listen and respond appropriately.

How?

Teachers are attentive to children's listening skills and notice when listening is an issue. Teachers plan regular listening strategies and activities across the curriculum, to support all children, but particularly those who struggle with active listening these include:

- Barrier games
- Paired talk
- Listening to and responding to music
- Listening and responding to lengthy passages of spoken language
- Dictogloss (children draw or make notes while listening to information then try and recreate what they have heard either orally or in writing)

To support children when speaking and listening, the following rules are followed in the classroom:

- Track the speaker (only look away to aid concentration)
- Respect the speaker by not interrupting or talking at the same time
- Speak clearly, so that everyone can understand what you are saying
- When in discussion, build on the ideas of others when responding
- Manage your distractions in a way that supports yours and others listening

In EYFS and KS1, the above rules are adapted, so the children easily understand them.

Resources

School 21 Site

<https://www.school21.org.uk/>

Dialogic teaching

<https://robinalexander.org.uk/dialogic-teaching/>

Developing talk in preschool-age children (great to share with parents)

<https://supportingtalking.com/>

National Literacy Trust

<https://literacytrust.org.uk/policy-and-campaigns/home-learning-environment/small-talk/>

1.2 Reading

1.2.1 Reading for pleasure

Why?

'The overarching aim for English in the national curriculum is...to develop a love of literature through widespread reading for enjoyment' (DFE 2014).

Reading is the gateway to all other subjects. Reading is often seen as no more than a set of skills, which if taught systematically, will lead to independent readers. However, this is not the case. Children need to balance the skills of being a reader with the **will** to read. Evidence shows that children who chose to read are three times more likely to read at a level than that expected for their age than their peers (National Literacy Trust: 2017). At Hawkesley, we want all our children to leave the school as independent and life-long readers who have reading preferences and can express their opinions about what they have read.

How?

- **Children are read to daily by an adult.** This will mainly be 'Storytime' but should also include non-fiction, poetry and other wider-reading sources. This is time to enjoy stories and language for their own sake and is not intended as a comprehension exercise. Teachers do not ask questions but just let the children enjoy the experience.
- **Children have a free choice library book** which they can read independently (if it is at the right level) or with peers and adults in and out of school. This supports them to develop their own reading preferences, so it is important to let the children choose the 'wrong' book from time to time.
- **Children have the opportunity to free-read** (independent reading), twice a week or more. This time is not silent reading. Some children might choose to get lost in a book and read on their own. Others might share stories, jokes, poems, information books with other children. These sessions are led by the children's reading preferences.
- The school's reading ambassadors (key pupils from each year group) ensure that **book areas are well signposted and stocked** so that there is a range of inviting reading material in each class.

Resources

OU Reading for Pleasure resources:

<https://researchrichpedagogies.org/research/reading-for-pleasure>

1.2.2. De-coding

Why?

'It is harder to learn to read and write in English because the relationship between sounds and letters is more complex than in many other languages. It is, therefore, crucial to teach phonic work systematically, regularly and explicitly, because children are unlikely to work out this relationship for themselves. It cannot be left to chance, or for children to ferret out, on their own, how the alphabetic code works.' (Rose, Final Report p18-19)

Our English writing system is alphabetic. This means that beginner readers must be taught how the letters of the alphabet, singly or in combination, represent the sounds of spoken language. They must be taught how to blend the sounds to read words and break up the sounds in spoken words to spell. They must learn to process all the letters and letter groups in words and 'read words in and out of text'. Phonics work should teach these skills in a well-defined and systematic sequence.

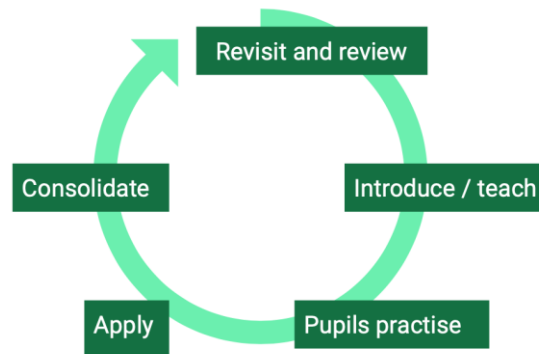
How?

Teachers explicitly teach learners:

- Knowledge of the **alphabetic code** (the letter-sound correspondences)
- The skill of **blending** sounds in order, all through a word to read it
- The skill of **segmenting** words into sounds, all-through a word to spell it
- The skill of **letter formation** leading to handwriting

These key elements are the essence of phonics, but they are heavily interlinked with **vocabulary** knowledge (understanding the words as they are read), and correct **spellings** (knowing which way to spell the sounds in words) and extending early reading and writing skills from word level to sentence and text level. A phonics lesson may also include or overlap with these things, or they may be taught more explicitly within English lessons.

Phonics lessons follow the Teaching & Learning Cycle:



Resources

AET Phonics Toolkit <https://sites.google.com/aetinet.org/curriculum/phonics-primary-subject-page?authuser=0>

AET Recovery Curriculum Booklets

<https://sites.google.com/aetinet.org/curriculum/primary-recovery-curriculum/deficit-in-basic-fitness?authuser=0>

Letters & Sounds DfE 2007 (due to be re-released with updates Spring 2021)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/190599/Letters_and_Sounds_-_DFES-00281-2007.pdf

(Floppy Phonics – our phonics scheme - aligns with Letters and Sounds)

1.2.3 Comprehension

Why?

Reading comprehension can be improved by teaching specific strategies that pupils can apply both to monitor and overcome barriers to comprehension. These include prediction; questioning; clarifying; summarising; inference; and activating prior knowledge.

(Improving Literacy in KS2, Education Endowment Foundation, 2017)

Readers need to be able to use a range of skills to understand what they have read. These skills are taught explicitly through **shared reading** (including modelling the reading process and close examination of the text) and articulated by the children when discussing what they have understood. The primary skill to become a fluent reader is phonics, however from EYFS onwards children will also be using comprehension skills such as inference, prediction, self-regulation (metacognition) when discussing stories, texts and pictures.

How?

Teachers explicitly teach children to:

- **Retrieve** information (domain b)
- Work out the **meanings of words** in context explain the impact language has on a reader (domains a and g)
- Infer and predict (domains d and e)
- Sequence and summarise information and events (domain c)
- Make comparisons between elements of a text and other texts they have read (domain h)
- Formulate questions to clarify information (metacognition)
- Make connections within and beyond the text (activating prior knowledge)

The above skills broadly correlate to the STA reading domains, with which the teachers assess the children's reading during 1:1 sessions. Teachers understand that children need to be able to **empathise** with characters and situations and **visualise** what is happening in a text, and they weave these key skills into reading lessons.

Teachers recognise that children need to read independently every day to build reading fluency so **home reading books are matched to the children's reading level** so that they can build their reading stamina without decoding being a barrier. This includes books matched to their phonic stage in KS1.

Reading comprehension is taught in the following ways.

Phonics lessons	During phonics lessons, teachers teach children knowledge of the letter/sound correspondences and the skill of decoding words. Success is achieved when practice is 'little and often', consistent and systematic. Phonics instruction teaches children to decode words. Decoding words aids in the development of automatic word recognition. As children begin to be able to recognise words quickly and accurately, reading fluency improves. Reading fluency has a direct impact on reading comprehension. Children with high reading fluency rates tend to remember more of what they read because they are able to expend less cognitive energy on decoding individual words and integrating new information from texts into their knowledge banks.
English Lessons	During English, teachers teach units that include all of the reading statements from the national curriculum , mapped progressively. English is delivered using a wide range of teaching strategies and approaches to ensure that children can access and understand texts that are age-appropriate as well as more challenging reading material.
Reading sessions	Lesson 1 - the teacher models reading a chosen text , thinking aloud about their own understanding of the text; demonstrating what skills they are using (explicit teaching of skills- see list above). The teacher then guides the class in a session of purposeful book talk ; digging deeper into characters, themes, plot, vocabulary etc. Lesson 2 - the teacher poses some questions for the class to discuss , based on the text from the previous lesson. This is also an opportunity for the teacher to model how to give written answers to comprehension questions, recognising each of the reading skills involved. Following this, the children are given further questions to answer in groups, pairs or

	<p>independently and are expected to formulate their own questions about the text.</p> <p>Lesson 3 - using a new text, which ideally follows on from the text that the children read in lesson 1, the children complete a set of written comprehension questions (no more than 5) independently. The answers to these should be explored once the children have completed their answers.</p>
Independent reading time	Children are given a chance to read independently twice a week during two, 30-minute slots. The children choose what they read and how they read during these sessions (e.g. home reading book, free choice book, a book from a selection of books chosen by the teacher, comics, magazines etc.). During this time, the teacher assesses the children by listening to and questioning their reading 1:1. This is an opportunity to complete children's reading records.
Across the Curriculum	Teachers find regular opportunities for the children to apply the skills they are learning in English, including reading skills, in other subject areas.
Home Reading	Every child takes home two books. One matched to their reading ability and one that they have chosen freely . The first book will support the children in developing fluency as they will be able to read the book (and enjoy it) with relative ease. The second book may need to be shared with others to be fully understood or maybe at a level lower than their reading ability, but either way, it will support the children in understanding that reading is a pleasurable pursuit as well as helping them to develop a reading preference . Children have personal reading records to log the amount of time and what they are reading which they share with their teacher when reading 1:1 and a reading journal to share with their parents and is checked by the class teacher.

Resources

Resilient reader materials

Sentences stems linked to each of the reading skills

Rising Stars

1.3 Writing

1.3.1. Handwriting

Why?

It can be argued that, in a technological age, handwriting is less important than it has been in the past; however, children and adults still rely on note-taking and drafting, and occasionally formally writing letters and applications to communicate their ideas. Handwriting begins with the process of letter formation as children learn the sounds associated with the marks that they read and write (EYFS) and advances to cursive script mid-way through KS1 leading to the children developing a fluent, legible and personal writing style in KS2.

Fluent handwriting, though a transcriptional skill, aids children in compositional aspects of writing too. Without being able to write freely, and at a speed that supports the speed of your ideas, writing composition can be stilted.

How?

As a school we teach our children to write in cursive font, following Nelson handwriting to aid teachers.

Resources

<https://www.oxfordowl.co.uk/for-school/nelson-handwriting--3>

1.3.2 Spelling

Why?

It is easy to dismiss the skill to spell, in a digital age; however, a lot rests on how well we can spell. The speed at which a child can write is dependent on fluent spelling. The range of vocabulary a child uses is linked to their spelling ability; if a child is unable to spell a word, they often resort to a similar word that they can spell which will alter the impact of their writing. And finally, even as adults, our intelligence is (unfairly) brought into question when we make spelling errors. Being a confident and accurate speller is a life skill that we owe every child.

How?

Teachers get to know their children's spelling strengths as weaknesses through regular gap analysis of their writing. In addition to this they grow to understand the 'types' of speller their children are, e.g. do they visualise words in pictures, do they learn through rhymes and songs, do they have strong visual memories and can see words in their heads. By getting to know the children's learning styles, the teacher can tailor their spelling teaching to the needs of the class.

The school has broken down the spelling rules / patterns for each year group into Half-terms and weeks. This sets out a clear and progressive system to teach children all the rules and patterns they need to be successful spellers. Teachers follow the age-expected lessons as they are set out while also finding time to teach to the gaps discovered through the close marking of children's writing.

Teachers teach 2-3 spelling lessons a week, and then activate prior knowledge and revisit learning throughout all curriculum opportunities.

Resources

Termly spelling breakdowns

1.3.3 Composition

Why?

Writing is a creative art, and as such children need choice in what they write about and how they express themselves. As the children get older, their transcriptional skills become more automatic, aiding their ability to write down their thoughts and ideas with fluency and creativity. When teaching writing, teachers ensure that children have the time to craft and publish their writing so that they can be proud of what they have achieved and the impact it has on their reader.

How?

Any writing that children undertake always has a clear **purpose and audience**, and children can articulate the intended impact of the writing. This is achieved by following our Long Term overview of PFAI for each year group, which clearly outlines the above, this alongside our crafter 3-week-

cycle which details the knowledge the children need to achieve each particular written outcome. By the time children are asked to write they are excited and have the appropriate skills to produce an independently written piece which matches the purpose, audience and impact requirement of the unit of work that has been taught.

Drafting, editing and publishing are organised as follows:

- Children are given plenty of time to **rehearse** what they are going to write through talk and drama
- Children spend time **planning** their writing first. In KS1 the children are taught a range of ways to plan, but as they progress through KS2 they become able to choose a planning style that suits the way they think and organise their ideas
- Once the teacher has **modelled the writing process** (representation) the children begin to **draft** their writing (Y2 onwards and Y1 from Summer term), editing as they go. To make this process easier, each child has a **writing partner**, to whom they can read their work, listening for compositional errors (as well as spotting transcriptional ones).
- This first draft must be **free of any jeopardy regarding transcriptional errors**. Teachers expect children to spell words accurately; however, if this impedes the flow of the children's writing composition then children are simply asked to draw a wobbly line under the words that they know are misspelt. These are then corrected during the editing process.
- When possible, teachers find time for children to **publish their writing**, creating an opportunity for a final, well-presented draft to be completed. This final draft could be written in neat handwriting or word-processed and may be illustrated, as long as it fulfils the intended purpose.
- Finally, children are provided with regular opportunities to **share their writing with others**, reviewing its effectiveness.

Resources

3 – week cycle

PFAI Long term planning

1.4 Grammar

1.4.1 Application

Why?

Many academic studies have been undertaken that show that grammar knowledge, though important, will not improve a child's writing composition:

Empirical studies investigating the efficacy of grammar teaching provide little evidence of any beneficial impact on students' competence in writing. Robust meta-analyses by Braddock, Lloyd-Jones & Schoer (1963), Hillocks (1986) and most recently, by the Evidence for Policy and Practice Information and Co-ordinating Centre (EPPI) (Andrews, Torgerson, Beverton, Freeman, Locke, Low, Robinson & Zhu 2006; EPPI 2004) have concluded that there is no evidence that teaching grammar is of benefit in supporting writing development. Indeed, Hillocks and Smith (1991, 602) argue that "research over a period of nearly 90 years has consistently shown that the teaching of school grammar has little or no effect on students".

Myhill et al: 2012

However, many studies have shown that grammar knowledge, taught in the context of high-quality texts, can make a difference to how children understand the craft of writing and in turn, improve their own writing composition.

How?

The grammar requirements of the national curriculum are taught through the context of the texts the children are studying and in 2-3 additional grammar lessons of 20 - 30 minutes. Teachers and children use the metalanguage associated with these grammar requirements when reading and writing so that they become familiar with and eventually master the understanding of the function of aspects of grammar alongside its purpose.

This approach to teaching grammar is embedded in the PFAI and 3-week cycle of writing.

Resources

Year group break down of grammatical terms.

1.4.2 Knowledge

Why?

Children need to be able to name and explain the use of the grammar structures they encounter when reading and apply these to their writing. It is essential that they do this to gain mastery over their own writing as well as being able to pass national tests.

How?

The above is best taught in the context of high-quality texts during reading and writing (modelled) lessons; however, teachers plan additional grammar sessions when they feel that the children's knowledge is not secure or to teach new concepts. These are discrete, but always contain an element of noticing how grammar is applied for specific purposes and effects in the context of real writing.

Resources

Grammar progression grids

2. ORGANISATION

English is taught every day, although time is allocated differently according to the age of the children:

Year group	English time allocations and requirements
EYFS	<ul style="list-style-type: none"> ● A 20 minute daily phonics lesson ● 2 x Storytime per day (minimum) ● 2 x 1:1 reading session per week (using phonics book) ● Bookbag book for home changed at least once a week (1 x phonics book, 1 x library/choosing book – non-decodable) ● An immersive ethos where adults engage children in as many speaking and listening opportunities as possible, always modelling speech as appropriate
Year 1	<ul style="list-style-type: none"> ● 2 x 20 minutes phonics lesson daily ● 40 minute English lesson, daily ● 20/30 mins additional reading lesson OR basic skills session, daily ● 10-15 mins reading aloud/Storytime, daily ● At least two, weekly opportunities for independent reading (these are planned at times which are convenient for the children, e.g. during registration; as part of the additional reading sessions, after lunch etc.) ● Bookbag book for home changed at least once a week (1 x phonics book, 1 x library/choosing book – non-decodable) ● 1 x 1:1 reading session per week (using phonics book) <p>In addition to the above teacher must integrate talk, reading and writing activities into the teaching of other curriculum areas, giving children the opportunity to apply their learning.</p>
Year 2	<ul style="list-style-type: none"> ● 1 hour English lesson, daily ● 30 min additional reading lesson* OR basic skills session, daily ● 10- 15 mins reading aloud/Storytime, daily ● At least two, weekly opportunities for independent reading (these are planned at times which are convenient for the children, e.g. during registration; as part of the additional reading sessions, after lunch etc.) ● A daily opportunity for children to change their reading book <p>In addition to the above teacher must integrate talk, reading and writing activities into the teaching of other curriculum areas, giving children the opportunity to apply their learning.</p>
KS2	<ul style="list-style-type: none"> ● A 1 hour English lesson, daily ● A 30 min additional reading lesson daily including two independent reading sessions ● A 10- 15 mins reading aloud/Storytime, daily ● A daily opportunity for children to change their reading book <p>In addition to the above teacher must integrate talk, reading and writing activities into the teaching of other curriculum areas, giving children the opportunity to apply their learning.</p>

3. ENVIRONMENT

It is important that the environment supports the teaching of English and is consistent throughout the school to support children's learning as well as their understanding of the expectations the school has of their outcomes in English (handwriting, vocabulary etc.)

Classroom book areas provide a focus for **reading for pleasure** because they:

- Contain a rich selection of high-quality books
- Are clean, tidy and organised
- Promote a love of reading
- Are accessed by children every day
- Are reviewed every half term to ensure they are meeting the needs of the children

(all of the above are minimum requirements and can be added to)

This is achieved by: *(academy expectations)*

- Using **book containers** (baskets or boxes) clearly labelled with engaging headings
- Displaying a selection of **front covers** of books by adding copies of them to the book area display or by positioning them forward-facing
- Representing '**pupil voice**' by using speech bubble signs or post-it notes to display children's comments and recommendations
- Representing '**pupil ownership**' by showing recent photographs of the children engaged in reading for pleasure
- Actively **showing children how to use the book area effectively**: how to select books and how to maintain and care for the books and area

Ideas for book area basket/box headings:

Poetry, Funny Stuff, Sports, Another time, Classics, Information, Humans, Tear-jerkers, Comics, Magazines, Latest news, Awesome people, Animal stories, Family stories, Exciting stories, Fabulous places, Fairy tales, Myths & legends, True stories, Another world, Adventures, Mystery books, Recommended, Graphic novels, A light read, A heavier read, Topic books, Interesting, New releases, Have you tried? Author focus.

Children and teachers add their ideas to the list above. Some of the suggested headings are open to interpretation as this helps to engage children in conversations about the selection and organisation of books in the book area.

Teachers are welcomed and encouraged to create themed book areas if desired, to aid in the engagement and promotion of reading; however, this should not take precedence over or overwhelm the selection of books.

English Display

The English display:

- Is attractive and engaging.
- Reflects current teaching and learning in English
- Is purposeful and useful for teachers and children
- Is updated for each English writing cycle

This is achieved this by:

- Refreshing and preparing/updating the display at the beginning of each English unit
- Using the headings 'Purpose', 'Audience' and 'Impact' shown close together. On each section teachers display the relevant information.
- Displaying a selection of book covers from books that will be studied during the unit
- Displaying a colour copy image of at least one author relevant to the unit and include a selection of interesting facts about the author
- Displaying the heading 'Probing Questions' and using speech bubbles to show what some of these are for the current unit
- Displaying the heading 'Vocabulary' and show a range of relevant vocabulary - these are words but they are included in phrases and sentences to show vocabulary in context
- Talking with children and engaging them with the display to ensure it is purposeful and useful. English displays are engaging and interactive, ensuring that children can talk about their content, and therefore what they are learning, when asked by a visitor to the class
- Shows examples of Shared Reading and Shared Writing, modelled and crafted between the teacher and children on flip chart paper and displayed for reference for as long as appropriate (day/week/flow/unit)

Classroom Door Area

On or near the outside of the classroom door the following permanent A4 laminated signs are displayed:

- In this class we are reading...
- My teacher is reading...

A colour photocopy of the front cover of the relevant books is also added and reviewed/changed . as often as appropriate

4. PLANNING

The following principles are applied to the planning of all aspects of English.

- Teachers plan for all aspects of the English curriculum, even when pre-written material, such as the 3-week cycle and PFAI overview, is available.
- Pre-existing plans are adapted to meet the needs of all learners, based on assessment information.
- Teachers read, and are familiar with any text that they choose to teach.
- There is no requirement that teachers record their planning for additional reading sessions but it should be evident through monitoring outcomes that there is a clear progression overtime for what the teachers are choosing to teach.

5. ASSESSMENT

Assessment is an ongoing process and takes place **informally through daily questioning and observations** and more formally through the delivery of **NFER assessments**. Although the outcomes of the following are used to track children's progress in English, it is paramount that teachers use the information gathered to plan to meet the needs of the children in a timely manner i.e. assessment outcomes must inform teachers' planning.

4.1 Reading

Reading is assessed:

- Daily assessment and on-going tracking of progress in phonics
- Daily, through questioning and observation in English and reading lessons and incidentally across the curriculum.
- Individual reading records are kept on every child and updated weekly
- Fortnightly through 1:1 reading sessions with the teacher. Assessment information from these sessions is also added to the children's reading records
- Via formal test assessments which take place three times a year
- Annually, using a reading for pleasure perception survey

4.2 Writing

Writing is assessed:

- Daily (informally) through any recorded written work the children undertake, across the curriculum
- Formally through an in depth scrutiny of the final written outcomes of PFAI English units. This also includes the assessment of handwriting and spelling
- Writing moderation takes place both internally and externally to ensure that teachers are making well informed and accurate judgements of how well the children are performing in writing.

4.3 Speaking and listening

- Speaking and listening skills are assessed daily through teacher observation.
- There is no requirement that these assessments are formally recorded; however, they must inform teaching.
- Teachers also assess children's use of Standard English through their writing outcomes

6. INTERVENTION

We are teaching in extraordinary times and it is important that we spend time assessing the children to recognise the gaps in knowledge that are impeding our children's progress (Years 2-6). Once this has been clearly established it is important to teach the missing knowledge as quickly as possible.

National Curriculum, Prerequisite Transcriptional Writing Skills The following errors are 'out of date' and need to be addressed ASAP for children to be assessed as working in-line with age-related expectations.	
Year 2	<ul style="list-style-type: none">● Incorrect letter formation● Misspelt days of the week● Plurals misspelt (-s and -es)● Misspelling of words with -ing and -ed endings● Misspelt common exceptions words (Year 1)● Inaccurate use of full stops● Inaccurate use of capital letters (including the pronoun 'I' and proper nouns)● Missing finger spaces
Year 3 and 4	<ul style="list-style-type: none">● Incorrect letter formation including inconsistent letter heights● Misspelling of phonically regular words● Misspelling of common exception words (Year 1 and 2)● Inaccurately used or missing: question marks; exclamation marks; commas in a list and apostrophes for contraction and possession (singular)● The inconsistent use of tense
Year 5 and 6	<ul style="list-style-type: none">● Any word that is misspelt that they have been taught the spelling rule for or is on the spelling list for 3 and 4● A lack of joined handwriting● A lack of paragraphing● Misused determiners 'a' and 'an'● Inaccurately used or missing speech punctuation