Rhodes Avenue English Policy 2024

Independent confident consistent

Aims:

- **To unite all the elements of the English language to inspire confident, competent and creative writers and readers**
- To foster a love of reading and writing
- To develop confidence in speaking for different purposes (whether it be a performance, reading aloud or engaging in discussion and debate)
- To provide rich opportunities for writing based on quality core texts
- To engage the children with cross-curricular opportunities to develop their language skills
- To ensure all children are supported in meeting the Early Learning Goals in the Early Years Foundation Stage Curriculum and end of year expectations for the National Curriculum
- To assess children's progress to ensure they are making the best possible progress

Planning and Organisation

Where possible, the teaching of English is delivered in a creative, cross-curricular way and English lessons are based around quality core texts. The school follows the National Curriculum for English for Spoken Language, Reading (including word-reading and comprehension) and Writing (including transcription and composition). We have created our own knowledge and skills maps (KSM) for Reading, Writing, Grammar and Spelling and Spoken Language which form the basis of all class teachers' planning. These maps ensure coverage of the National Curriculum Programmes of Study as well as broadening and extending our pupils' learning. English is generally taught in whole class sessions by class teachers.

Teachers produce a medium-term plan (MTP) at the beginning of every half term based on the KSM and their formative assessment of pupils. Teachers from Year 2 upwards also plan at least 3 Big Read sessions weekly based on the objectives from the reading KSM. Year 1 provide daily differentiated phonics sessions and a combination of 1:1 reading and reading groups weekly. Reception and Year 1 use a long term phonics overview to ensure complete and systematic coverage of all sounds. Year 1 build up to 2 Big Read sessions per week from Spring 1 or 2 depending on needs/ability of cohort.

EYFS

Curriculum Guidance for the Early Years Foundation Stage informs the curriculum for pupils in Nursery and Reception classes. In EYFS there is a daily differentiated phonics session and 1:1 or paired reading for each child every week. The EYFS environment is language rich and the provision enables children to explore stories.

Additional support

In Year 6, the children are grouped based on their targets in reading and writing and there are

also booster English groups where needed in some Key Stage 2 year groups. Multiple literacy interventions run throughout the school to target pupils' specific needs. In Reception and Year 1, phonics sessions are taught in groups based on children's understanding of their sounds.

Spoken language

Good speaking and listening skills are essential for developing language skills. As children develop speaking and listening skills, they build the foundations for reading and writing.

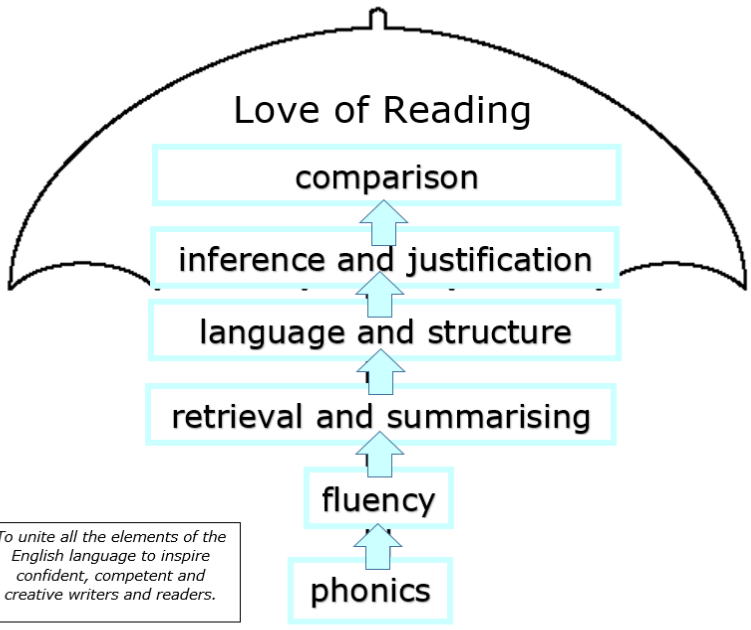
Aims:

- To speak with confidence in a range of contexts, adapting their speech for a range of purposes and audiences .
- To listen, understand and respond appropriately to others .
- To know the grammatical constructions that are characteristic of spoken Standard English and to apply this knowledge appropriately.
- To understand variations in language.
- To empower children to articulate their thoughts and opinions confidently.
- To use discussion in order to learn; children should be able to elaborate and explain clearly their understanding and ideas.

Implementation

Every year group has Spoken Language objectives in the KSM that build on the previous year's learning to ensure both coverage and progression. The KSM also have greater depth objectives for Spoken Language which reflect and encourage our pupils' eloquence and vocabulary. Many opportunities and activities are planned throughout the curriculum and school life in order to develop children's speaking and listening skills. Pupils are also encouraged to participate in a wide range of drama and oracy activities, both formal (such as class assemblies, school plays and internal and external debates), and informal (such as improvisation, hot-seating and role play).

Reading



To unite all the elements of the English language to inspire confident, competent and creative writers and readers.

We use our 'reading umbrella' to represent our approach to reading at Rhodes Avenue. Fostering a love of reading is our overarching goal and then we build up reading 'skills' within this.

Whole School

- Every classroom has a book corner or area
- All pupils have access to the school library
- Teachers read to pupils regularly during 'story time'.
- We celebrate reading through author visits and World Book Day
- Teachers regularly use books as stimuli in assemblies
- Parent readers read with children throughout the school
- Reading buddies linking pupils from different Key Stages
- Pupils have access to a wide range of books linked to their topic
- Pupils have regular opportunities to free read
- Teachers share books from a wide range of cultures, written by diverse authors and which celebrate inclusion and difference.

Fluency

A big focus of our Reading curriculum is on ensuring pupils have the requisite reading fluency to access texts quickly and confidently, which will in turn enable greater reading comprehension success.
DfE guidance states that in age-appropriate books, a Year 2 pupil working at age-related expectations should read words accurately and fluently without overt sounding and blending at a rate of 90 words per minute.
Ideally by the end of Year 4 children should be able to read at least 120 words per minute of an age appropriate text.
Ideally by the end of Year 6 children should be able to read at around 140- 150 words per minute of an age appropriate text.

Fluency check

Teachers complete fluency checks with all pupils at the start of the academic year. Reception and Year 1 use benchmarking to assess pupils. Pupils in KS1 and identified pupils will have their fluency assessed at different points throughout the year to measure the impact of interventions and support.

Pupils read the age appropriate 'Twinkl 60 second read' to assess how fluent they are. Teachers use this to assess which pupils need more support with their reading fluency.

Pupils are given regular opportunities to practise and develop fluency skills in guided reading and Big Read:

- Partner reading: shared and to each other.
- Reading in chorus
- Parent readers/reading to teacher or TA

The 'Big Read'

- A love of books is promoted through whole class reading sessions
- All pupils have opportunity to access the class book and be part of higher order questioning and discussion
- Big Read sessions include discussion, written tasks, drawing, vocabulary work and drama

- Teachers select a wide range of genres across the year and make choices that challenge and engage their pupils.

Reading comprehensions

Reading comprehension sessions happen at least once every two weeks in addition to Big Read.

Pupils have the opportunity to complete questions as a class, in groups or partners and independently. Some comprehensions are longer especially in UKS2 to help build stamina.

In KS2 some comprehensions are marked with the pupils so they can explicitly see progress.

Reading comprehension assessments (at the end of each term) are the relevant NFER test, except in Year 2 and Year 6 when SATs papers are used.

Reading Programmes

EYFS

(This may change slightly depending on cohorts)

	Nursery	Reception
Autumn 1	Adults reading, story-telling and sharing selected stories/books (daily) If a child is ready to start phonics learning before Spring 2, they should be given access to small group sessions. Children assessed through play and observation rather than any formal assessment. If a child is ready to start reading then children have opportunity to do 1:1 reading sessions	Phonics assessment to determine phonics groups Core text and related vocabulary Continuous provision focusing on appropriate sounds and blends Whole class phonics Differentiated daily discrete (fluid phonics) groups Once a week - whole class phonics session focusing on 'red' key words. (Begins A1 or A2 depending on the needs of cohort) When pupils are confident with set 1 sounds, they begin reading RWI books (1:1 reading) Pupils take home 1 book each week. A 'reading journal' is, sent home with the book. Introduce book handling
Autumn 2	Reading, story-telling and sharing selected stories/books (daily)	Phonics assessment to determine phonics groups Differentiated daily discrete (fluid phonics) groups Once a week - whole class phonics session focusing on 'red' key words. (Begins A1 or A2 depending on the needs of cohort) Core texts and related vocabulary

		Continuous provision focusing on appropriate sounds and blends. All pupils have differentiated phonics home learning each week When pupils are confident with set 1 sounds, they begin reading RWI books (1:1 reading) Pupils take home 1 book each week. A 'reading journal' is, sent home with the book
Spring 1	Environmental sounds, 'Fred talk' and 'Fred games' to encourage oral segmenting and blending	Phonics assessment to determine phonics groups Differentiated daily discrete (fluid phonics) groups Once a week - whole class phonics session focusing on 'red' key words. Core texts and related vocabulary Continuous provision focusing on appropriate sounds and blends. 1:1 or paired reading following the RWI sequence of books Pupils take home 1 book each week. A 'reading journal' is, sent home with the book.
Spring 2	Environmental sounds, 'Fred talk' and 'Fred games' to encourage oral segmenting and blending	Phonics assessment to determine phonics groups Differentiated daily discrete (fluid phonics) groups Once a week - whole class phonics session focusing on 'red' key words. Core texts and related vocabulary Continuous provision focusing on appropriate sounds and blends. 1:1 or paired reading following the RWI sequence of books Pupils take home 1 book each week. A 'reading journal' is, sent home with the book. More confident readers to focus on fluency and reading comprehension skills

Summer 1	RWI set 1 phonemes are introduced	Phonics assessment to determine phonics groups Differentiated daily discrete (fluid phonics) groups Once a week - whole class phonics session focusing on 'red' key words. Core texts and related vocabulary Continuous provision focusing on appropriate sounds and blends. 1:1 or paired reading following the RWI sequence of books Pupils take home 1 book each week. A 'reading journal' is, sent home with the book More confident readers to focus on fluency and reading comprehension skills
Summer 2	RWI programme. set 1 sounds continue to be taught discreetly	Phonics assessment to determine phonics groups Differentiated daily discrete (fluid phonics) groups Once a week - whole class phonics session focusing on 'red' key words. Core texts and related vocabulary Continuous provision focusing on appropriate sounds and blends. 1:1 or paired reading following the RWI sequence of books Pupils take home 1 book each week. A 'reading journal' is, sent home with the book More confident readers to focus on fluency and reading comprehension skills
Pupils take home:	RWI sheet focusing on letter formation (from relevant point in the year for that child). For those pupils who are beginning to read appropriate, decodable reading books.	Pupils take home differentiated phonics home learning Pupils who need further consolidation with Set 1 sounds to have access to easily decodable CVC word books to supplement RWI books.

Key Stage 1

Year 1

Phonics

- Pupils are taught phonics through the RWI programme. scheme.
- Pupils work in small ability groups and have daily phonics sessions (20 minutes).
- Interventions groups are run focusing on the needs of the cohort.

Reading

- Pupils have daily guided reading sessions (20 minutes) These start as one to one reading sessions before building up to paired reading then ability groups until they are fluently reading (usually Spring term). Every pupil has at least one reading session a week.
- In guided reading, children work through banded books and these are changed and sent home weekly.
- Pupils have reading records to enable the teacher and the pupil's parents/carers to share comments about the pupil's reading and progress.
- From the Spring term, fluent readers do whole class reading though the 'Big Read' while those who still need to develop their fluency continue guided reading sessions, reading in pairs or small groups.
- During guided reading sessions children also have opportunity to: free read (read for pleasure), explore CVC words, practise phonics skills and read non-fiction texts linked to their topic.
- Daily story time.

Assessment

- 3 assessment points and phonics screening in June.
- Teachers use Benchmarking to assess fluency of readers.
- By the Summer term, all pupils complete a written comprehension.

Year 2

Phonics

- Pupils who did not pass the phonics screening in Year 1 receive daily phonics sessions with the Year 1 groups.
- Targeted children who passed the phonic screening but require extra support and consolidation join a phonics intervention group at least three times a week.
- All pupils have phonics sessions three times a week with the focus being on spelling.

Reading

- In Autumn 1, pupils have guided reading sessions (20 minutes) in small ability groups. Every pupil has one reading session a week.
- In guided reading, children work through banded books and these are sent home weekly. Children also take home a library book that they choose themselves.
- Pupils record their reading in their reading journals which are monitored by the teacher weekly. Parents/carers are also encouraged to comment in the records where appropriate.
- From Autumn 2, pupils take part in whole class reading sessions (3 times a week) through the 'Big Read'.
- All pupils have the chance to read for pleasure during a weekly 'free reading' session.
- Daily story time.
- Pupils practise comprehension skills through 'reading comprehension' lessons once a week

Assessment

- Teachers use 60-second reads to identify pupils who need extra support with their reading fluency
- 2 assessment points (Autumn and Spring) and KS1 SATs
- Teachers have opportunity to use Benchmarking to assess fluency of lower ability readers at the end of the year.
- Teachers use NFER practice comprehensions, SATs papers and other available reading comprehension resources to practise reading comprehension skills and to assess.

Key Stage 2

Reading

- In Autumn 1, Pupils in Years 3 - 5 read in guided reading groups once a week based on their reading fluency. The focus of these sessions is reading fluency and vocabulary development.
- Pupils in Year 6 start streamed 'Big Read' (whole class reading sessions) and identified pupils have additional reading fluency intervention.
- From Autumn 2, pupils have whole class reading sessions (at least 3 times a week) through the 'Big Read'.
- All pupils have the chance to read for pleasure at least once during the week.
- Pupils can borrow books from the library to take home. Pupils are supported by their teacher and the librarian to choose appropriate books.
- Pupils have access to the library at least once a week.
- All classes have a class book which is read aloud by the teacher.
- Pupils practise comprehension skills through discrete 'reading comprehension' lessons at least every two weeks.
- Every class uses a core text linked to their topic as a stimulus for reading and writing activities in English lessons for a minimum of 4 topics. Each year group is asked to introduce at least one new core text per year to ensure current books are used and provide the opportunity for innovation and fresh planning.
- Reading interventions run throughout KS2 focusing on fluency and comprehension skills.

Reading Journals in KS2

We use Reading Journals in Years 2 - 4 to encourage pupils to reflect on and record their reading experiences. Journals are to be a line of communication between teachers and parents and pupils (depending on age). Pupils are explicitly taught why we have them and what purpose is: reflection, learning unknown words, sharing opinions, reviews, ratings, alternative endings, in the style of stories. Children take ownership of them as a celebration of reading and communication. Effort and commitment to reading journals is celebrated within class and across the school.

All KS2 year groups have a 'genre list' in their reading records/Big read books to encourage pupils to read a variety of genres. Pupils who read a book from each genre are acknowledged and celebrated.

- In Year 3, pupils have a 'reading journal' that is sent home each week along with their own choice reading book from the library. Pupils record their reading in their reading journals which are monitored by the teacher weekly. Parents/carers are also encouraged to comment in the records where appropriate. Pupils who are reading below the expected level have an extra book sent home in their book bags.
- In Year 4, pupils have the opportunity to record their reading experiences in their reading journals. The journals are kept at school and are looked at by the class teacher to ensure teachers know what pupils are reading.

- Year 5 and 6 have a grid to include in their Big Read books allowing them to record and review the books they read over the year. They are asked to consider which genre a book might fit under and express their opinions about what they read.

Reading Assessment

- Teachers use a fluency check to establish a reading baseline at the start of the new year.
- 3 formal assessment points (Autumn, Spring and Summer)
- Teachers use Benchmarking to assess fluency of SEND readers
- Teachers use NFER practice comprehensions and SATs papers to assess.

Library

At Rhodes Avenue, we have a school library with a dedicated part-time librarian. Children visit the library weekly with their class and can also spend time reading in the library during lunchtimes (a rota for each class is displayed in the library). The library has a range of fiction and non-fiction (including magazines and newspapers). A recent focus of our librarian has been ensuring inclusion and diversity within texts and authors, making sure pupils see a wide variety of different characters and writers represented.

Book Lists

Reading lists for each year group and linked to certain themes (e.g. ASC/ families structures) are available for parents, carers and children.

Writing

At Rhodes Avenue we foster a love of language through writing as well as reading.

Aims:

- To learn the main rules and conventions of writing English
- To explore how the English language can be used to express meaning in different ways
- To enjoy the creative process of crafting imaginative, fluent pieces of writing
- To compose a variety of fiction and non-fiction writing, choosing the appropriate form and contents to suit a particular purpose and audience
- To use the planning, drafting and editing process to improve their work.

Opportunities for writing come from our topic work and our core texts. Teachers regularly update their year group's core texts to ensure they are current and relevant and have diverse and inclusive authors/characters.

Modelled writing

Modelled writing is a whole class activity in which the teacher models writing of a particular genre or technique for the children. The teacher demonstrates how to craft a fluent piece of writing containing all the necessary elements for a given genre. As the teacher writes, they identify for the children what particular features they are including in their writing and why. In this way, the teacher gives the children a model for best practice.

Shared writing

Shared Writing is a whole class activity in which the teacher models writing from the whole range of genre. The features of each text type are investigated through reading and discussion, and these are referred to during shared writing. The children offer their own contributions and creativity is valued and encouraged. Improvements and revisions are made during the process.

Slow writing

Slow writing is a whole class activity in which pupils build up at piece of writing by writing sentences one at a time each showcasing specific writing techniques as determined by the teacher. Pupils are supported with examples and also challenged by being asked to include

additional or more complex writing techniques. The writing techniques may focus on punctuation, sentence structures, vocabulary or figurative language.

Independent writing

In EYFS, pupils are actively encouraged to access exciting mark making and writing opportunities, within the continuous provision. When the children are ready, they participate in teacher-led focused writing sessions. From Year 1, children are encouraged to develop their writing skills by completing pieces of independent work (e.g. retelling a known story). All children in KS1 and KS2 are given at least two opportunities each half term to create a long piece of sustained independent writing. When children write they are encouraged to refer to the end-of-year expectations for their year group. Each year group has at least 6 text types they have to teach to ensure pupils have the chance to write for different purposes and audiences.

Writing in discrete phonics sessions

Children in EYFS and KS1 (who are still on the RWI phonics programme) practise letter formation, spelling and sentence writing during their daily phonics sessions.

Mini-writes

Children in KS1 and KS2 will also have the opportunity to practise any new skills (e.g. using reported speech, expanded noun phrases or a range of sentence openers) in 'mini-writes.' These give the children a chance to apply their new skills. The teacher can also use these 'mini-writes' to identify target areas for the children.

Creative Writing

In response to a pupil voice survey, pupils are given free creative writing time at least once every two weeks. Pupils are encouraged to share their writing with their peers and teacher but it is not formally marked and the focus is on fostering a love of writing.

Writing for pleasure and purpose

Where possible children are given real life writing opportunities (e.g. pen pals/ writing to people/ creating a class newspaper or anthology). Effort and success in writing is celebrated in assemblies and within class. Pupils are rewarded for progress and determination as well as great writing. Several writing clubs are run at lunchtime (newspaper club and creative writing club).

Writing Programme for Years 1 -6

All pupils complete a 'cold write' at the beginning of the year. This is used as a baseline assessment and also to set a personalised target for the next independent write.

Pupils complete at least 2 independent writes per half term. Pupils have the relevant 'end of year expectations' as a success criteria and the opportunity to edit their writing in blue pen before it is marked. Pupils are also encouraged to set their own target from each independent write (if appropriate for the age group).

Teachers highlight evidence of writing expectations in yellow highlight and set a personalised target from each independent write for the next independent write.

Each year group has 6 non-negotiable text types to include in their independent writes and can choose at least a further 6. This is to ensure pupils have the opportunity to write for a range of different purposes and to minimise repetition.

Marking

Yellow highlighter to be used to indicate where learning intention met or other relevant year

group targets are evidenced. Work to be acknowledged by teacher.

Independent writes

Pupils to have list of Year group expectations which match KSM. As knowledge and skills are taught, more targets are included on the list. The list is stuck in for every independent write and targets are taken from it.

Example:

Year 2 Autumn 1

Year 2 Writing Targets	√
Form our letters correctly Leave finger spaces between our words. Use full stops at the end of our sentences. Use capital letters at the beginning of sentences. Use capital letters for names and places (proper nouns) Use question marks Use commas in a list Use adjectives Use phonics to help spell new longer words	

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Year 2 Summer 2

Year 2 Writing Targets	√
Form our letters correctly Leave finger spaces between our words. Use full stops at the end of our sentences. Use capital letters at the beginning of sentences. Use capital letters for names and places (proper nouns) Use question marks Use exclamation marks Use commas in a list Use apostrophes for contractions Use apostrophes for possession Speech marks Use adjectives Use adverbs Use ambitious vocabulary Use conjunctions: and, because, or, but, so, when, if, that Use phonics to help spell new longer words Spell many common exception words correctly Apply Year 2 spelling rules in independent writing Use the correct past tense verbs Start sentences in different ways Use suffixes- ly, ment, ful, ness, less	
Greater depth Speech marks Make own revisions Use first and third person Use present and past tense Irregular past tense verbs	

Feedback for independent writes
Teacher and year groups can select feedback and marking options from the list below depending on what is most appropriate for their class/year group.

Feedback options

Verbal feedback	All or some pupils meet with CT and writing highlighted in yellow against personal targets and year group expectations. Target set together
Written feedback	All or some pupils' books marked in advance by CT. Work highlighted in yellow against personal targets and year group expectations. Target set by CT and acknowledged by pupil.
Peer feedback	All or some pupils work with a partner to assess each other's writing. Work highlighted in yellow against personal targets and year group expectations. Target set together and checked by CT

The feedback does not have to be the same for all the pupils in the class. It might be that class teachers do written feedback for 20 pupils and then 10 verbal feedback for those pupils who are unable to access the written feedback as successfully.

Verbal feedback to be marked as VF in book.

Spelling

Accurate spelling is a vital tool for communication in writing. Despite the increased use of computers, spelling remains an important life skill. It should emerge from clear understanding of phonetics and spelling patterns of the English language. It should not, however, inhibit a child's creativity or stifle the writing process.

Aims:

- Pupils to spell confidently most of the words they are likely to use in their own writing (Reception: 1st 45 words, Y1: First 100 words, Y2: Next 200 words, Y3/4 word list, Y5/6 word list)
- Pupils to be able to make sensible attempts to spell words which they have not seen before using their understanding of phonics, spelling rules and patterns.
- Pupils to be able to use a dictionary effectively to aid their spelling.

Teaching Spelling
The English KSM set out the spelling rules each year group should focus on each term. Each year group also has a list of non-negotiable words (distinct from the spelling rules) and homophones which should be taught each term.

Each spelling rule has a guide and word list which teachers can use to plan the spelling session.

Spelling is taught weekly. The initial session is the longest and may be taught discretely. It recaps the previous week's spelling rule and words and then focuses on introducing the new words, identifying patterns and defining the words. The following sessions may be a 'starter' activity for an English lesson or a shorter discrete session. These will involve short activities to reinforce and build familiarity with the spelling rule and words and may also include extension activities focusing on making connections between words and rules.

Teachers use a variety of methods in their teaching of spelling and our spelling scheme suggests a range of activities to support teachers. *See Appendix 1.*

Spelling words are sent home and are tested weekly to help teachers identify pupils who may need further support with spelling.

In Reception, Year 1 and Year 2, spelling is linked to phonics, teachers using the RWI (Read Write Inc) programme. In Reception, there is a different spelling focus word each week.

Assessment

Years 1 – 6 have a baseline assessment to complete at the start of the school year which includes words from the previous year's spelling rules.
Spelling is assessed on an ongoing basis through the marking of children's writing and in some discrete spelling tests. There are 3 formal spelling tests at the 3 different assessment points throughout the year. These test the term's spellings and spelling rules.

Marking Spellings in written work

When marking a child's work, no more than three words are corrected. These should be high frequency words, recently taught spelling rules or topic related-words.

Grammar

Accurate grammar allows pupils to communicate more effectively in both their writing and speaking. Pupils are expected to understand a wide range of grammar terms and these are introduced from year 1 so pupils have plenty of time to become familiar with them. Teachers can refer to the Rhodes Avenue grammar glossary for support in teaching grammar and this is also available for parents and carers.

The English KSM set out the grammar knowledge and terminology for each year group. Grammar is taught both discreetly and within the context of English lessons.

Years 2 – 5 complete a grammar baseline assessment at the start of the year to inform teachers' planning. There are then 3 assessment points across the year (Autumn, Spring and Summer) which again help to inform teachers' planning and to identify any pupils require additional support.

Handwriting

The function of handwriting is communication. Though important, it is just one of several secretarial skills which support a child's creativity.

Aims:

- Pupils to have a handwriting style that is fluent, joined and legible.
- Pupils to be able to write comfortably at speed.
- Pupils to understand the importance of clear and neat presentation in order to communicate meaning effectively.

Teaching Handwriting

Handwriting is taught both within and outside of daily English lessons. In the Nursery, children participate in the 'Write Dance' programme to promote motor skills and introduce handwriting in a creative, sensory environment. In Reception, children practise their handwriting twice a week focusing on the sounds of the week covered in their phonics sessions. These sessions will either involve gross motor skill practice (e.g. using malleable materials) or smaller letter formations on paper.

In KS1 handwriting is taught through the RWI programme. phonics letter formation and pencil control scheme before moving onto daily handwriting sessions. In KS2, handwriting is taught both discretely and through practice of spelling rules and patterns. For those children whose fine motor skills take longer to develop, there are motor skills intervention groups to support them with developing their pencil control. Children are taught joined formation from the moment they have adequate pencil control. Joined writing is encouraged as soon as children are secure in the movement of each letter. Our aim is for the majority of pupils to have mastered most joins by the end of KS1

From the Autumn term in year 4, all pupils use a handwriting pen. Pupils may be given opportunities to write in pen before this point if they show consistent, correctly-formed joined handwriting.

Assessment

Formative assessment is carried out informally on a daily basis through questioning and discussion.

Writing: In Reception, children's progress towards the Early Learning

Goal for 'Writing' is assessed termly using age bands. In KS1 and KS2 children's writing is tracked termly using the End of Year Expectations for each year group. These statements are used to decide which stage the child is at (i.e. Beginning, Beginning Plus, Within, Within Plus, Secure or Secure Plus). Occasionally children will be assessed using statements from lower year groups. Teachers use pupils' independent writes and mini-writes to determine their writing level. Teachers moderate writing levels within year groups, across year groups and across schools (in Haringey year group moderation meetings).

Reading: In Reception, children's progress towards the Early Learning Goal for 'Reading' is assessed termly using age bands. In KS1 and KS2 Children complete an NFER assessment each term. This score and teacher assessment of each pupil against the End of Year Expectations for each year group are combined to determine a reading level: Beginning, Beginning Plus, Within, Within Plus, Secure or Secure Plus. Occasionally children will be assessed using statements from lower year groups. For more information, see previous reading programme table.

Grammar: Pupils are assessed externally at the end of KS1 and KS2. Pupils complete a baseline grammar assessment at the start of each year to determine their understanding and retention of the previous year's learning and three further assessments throughout the year.

Spelling: Pupils are assessed externally at the end of KS1 and KS2. Pupils complete a baseline spelling assessment at the start of each year to determine their understanding and retention of the previous year's learning and three further assessments throughout the year.

Spoken Language: In EYFS, the three Early Learning Goals for Communication and Language are assessed termly using age bands. Spoken language skills are assessed through teacher assessment in KS1 and KS2 according to the National Curriculum requirements.

SATs: At the end of each Key Stage, the children take the national SATs papers in Reading and Spelling, Punctuation and Grammar.

Appendix 1 – Spelling

Early activities *Focus on definitions/patterns*	**Middle activities** *Quick/short activities to reinforce and build familiarity*	**End activities** *Extension activities focusing on making connections*
Match word to definition Guess the word from the definitions Guess the word from the picture Sort words by number of syllables Underline all the consonants/vowels in each word/ write vowels and consonants in 2 different colours	'Mark and correct' spellings Select correct spelling to fill in blanks in sentences Unjumble the letters (anagrams) Speed write words (how many times can you write the word correctly in a time period) Rainbow write words (each letter in a different colour) Write words into a sentence Write words using: Capital letters Different colours Alternative capital and lower case letters Trace words on partner's back Write words in order of those with least letters to those with most letters. Make a word pyramid using the words Spiral write each word (draw a spiral then write word five times along line)	Find synonyms/antonyms for specific words Write out spelling words in alphabetical/reverse alphabetical order Choose favourite word and explain why Find different ways of sorting word list: explain sorting methods Build as many new words as possible from root word by adding suffixes and prefixes Create a story using the words Dictation sentences including spelling words Choose tricky word and come up with a class 'tip or trick' Choose a tricky word and make an acronym/ acrostic poem (e.g. rhythm = **r**hythm **h**elps **y**our **t**wo **h**ips **m**ove)