



West Monkton Church of England School

Communication, Language & Literacy Policy

September 2022

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Intent

This Communication, Language and Literacy Policy falls under the TOP English Policy.

Philosophy

At West Monkton, we firmly believe that Communication, Language and Literacy (CLL) in all its forms should be at the centre of children's learning. High quality teaching and learning in all aspects of CLL should enable children to write and speak fluently, therefore allowing them to communicate their ideas and emotions to others. West Monkton is relentless in ensuring that all children should be able to read in order to access the wider curriculum to the full extent. CLL is a key skill, which is essential for all aspects of everyday life, including independent learning and the world of work. Children should develop a love for CLL through their enjoyment of reading, writing, speaking and listening. We encourage children to develop skills to communicate effectively in speech and writing; to listen with understanding and to be responsive, enthusiastic and knowledgeable readers. We will enable children to achieve this passion for CLL through providing stimulating and exciting experiences based around high quality texts and materials as well as through engaging, creative opportunities for learning.

Aims

Our aim is to provide high quality teaching and learning experiences so our children become enthusiastic, confident and independent users of language in the spoken and written world.

We will:

- Respond to our pupils' diverse learning needs in accordance with guidelines in the National Curriculum by providing a broad and balanced language curriculum.
- Develop pupils' abilities and enthusiasm with an integrated programme of speaking, listening, reading and writing.
- Provide pupils with opportunities to consolidate, practise and develop their CLL skills across the curriculum.
- Encourage confidence and enjoyment in writing, reading, speaking and listening.
- Set high expectations so that our children achieve.

During their education at West Monkton Primary School, we aim for all our children to:

- Practise, consolidate and develop English skills across the curriculum.
- Speak and listen confidently and respond appropriately to different audiences.
- Be effective, competent communicators within a range of groups, in both formal and informal contexts.
- Through the teaching of phonics, develop an understanding of the spelling system.
- Understand how grammar and punctuation is used, building on skills taught throughout school and applying this knowledge when reading and writing
- Have an interest in books and read for enjoyment whilst developing the skills to read a range of texts fluently and with good understanding.
- Read and write with confidence, fluency and understanding for a range of purposes and audiences.
- Use a range of strategies to self-assess, edit and refine their own writing.
- Develop their powers of imagination, inventiveness and critical awareness.
- Have an interest in words and their meanings and develop growing vocabulary.
- Value a range of languages in our school and the wider community.

- Use computing to improve and consolidate CLL skills; to research topics across different genres, and to read and listen to audio books (completing assessments and comprehension exercises).
- Develop a legible, fluent and cursive writing style by the end of Year 6.

Teaching and Learning of Communication, Language and Literacy

Much of our CLL work at West Monkton will be based on high-quality texts linked to either the Place and Time or STEM domain. Children will enjoy a wide and varied range of texts and genres. Key skills in reading, writing, speaking and listening will be developed and consolidated upon, before children are then stretched and challenged through a range of exciting learning opportunities.

- The WMPS CLL Approach planning sequence of Engage, Embed and Create will be used (See next page).
- The key text will be linked to either the STEM or Place and Time domain.
- Teaching and learning will reflect and support the overall development of English with a great emphasis on modelled, shared and guided writing during the Embed Stage.
- Children will engage in the text using a variety of creative strategies including drama and role play to widen their understanding.
- Children will be given the opportunity to work within a variety of learning situations including whole class, guided, independent, group and paired work.
- Differentiated and challenging activities will be given to support and extend.
- A whole school spelling programme will be used to ensure engagement and coverage of spellings.
- Grammar will be taught where it links to the high-quality text and can be applied in the subsequent writing to provide relevance and purpose.
- An active CLL working wall (see Appendix I) is situated in every classroom to aid teaching and learning across all three stages. Photographs of the working walls are taken at the end of a unit, which are then used for monitoring and future planning purposes.
- Planning at West Monkton reflects a learning journey through a unit of work. Like all journeys, the plan has a specific destination and journey time. Teachers work from a medium-term plan (see Appendix A). The planning is based on a high-quality text often linked to the overall half-termly topic and begins with a 'Stunning Starter' for the children to help hook them into the text. An audience and purpose are also planned from the start.
- Planning is a flexible document working alongside the use of the assessment for learning (recorded in Assessment Cycle Book) in order to respond to the needs of learners. This is particularly important in the Engage Stage (assessment of reading) and during the Embed stage in response to the teaching of text and language features.

Implementation of West Monkton Primary School's Approach to Communication, Language and Literacy

A vision for high quality CLL provision and practice in a culture that reflects on pedagogy and supports change.

High Quality Texts - Quality First Teaching - Assessment for Learning and Evaluation

	ENGAGE	EMBED	CREATE		
Pre-Assessment Writing/Assessment folder (from previous units/years) ACB used from previous unit.	*EEF Stages 1,2 & 3 (&4 in KS1) Text talk Engagement and Enjoyment Speaking & Listening focus □ Collaborative learning – sharing thoughts Vocabulary & Language focus WAGOLL & Key features (Displayed in 'Create' section on working wall)	EEF Stages KS2 4 & 5 KS1 5 & 6 Model/Share Plan or Story Map Model/Shared writing focus Independent, paired or group imitation writing Apply text features Apply Grammar, Punctuation & Spelling Review & Revise Edit	EEF Stages 5 & 6 Composition of extended, sustained writing: Plan Draft Share Review & Revise Edit Publish	Post-Assessment Writing folder Assess against moderation sheets (Somerset Literacy Network resource)	
	Group or Whole Class Guided Reading Comprehension of immersion text	Group or Whole Class Genre-related Guided Reading- Discussion of text features can further enhance understanding of text, vocabulary, grammar	Group or Whole Class Guided Reading → Discussion of text features can further enhance understanding of text, vocabulary, grammar		
	KS1 Phonics daily KS2 Phonics & Spellings – pre-determined patterns from the quality text explored throughout all stages Handwriting - pre-determined patterns explored throughout all stages				
	Verbal feedback, Signposting activities in books, Assessment Cycle Book, Reading Assessment Grid	Assessment Cycle Book, Reading Assessment Grid, Success Criteria, Verbal feedback,	Facilitation 10 minute 1-2-1 or small group conference at review & revise stage, Assessment Cycle Book. SLN Moderation Sheets (year group specific)		

What we will see in the Classroom:

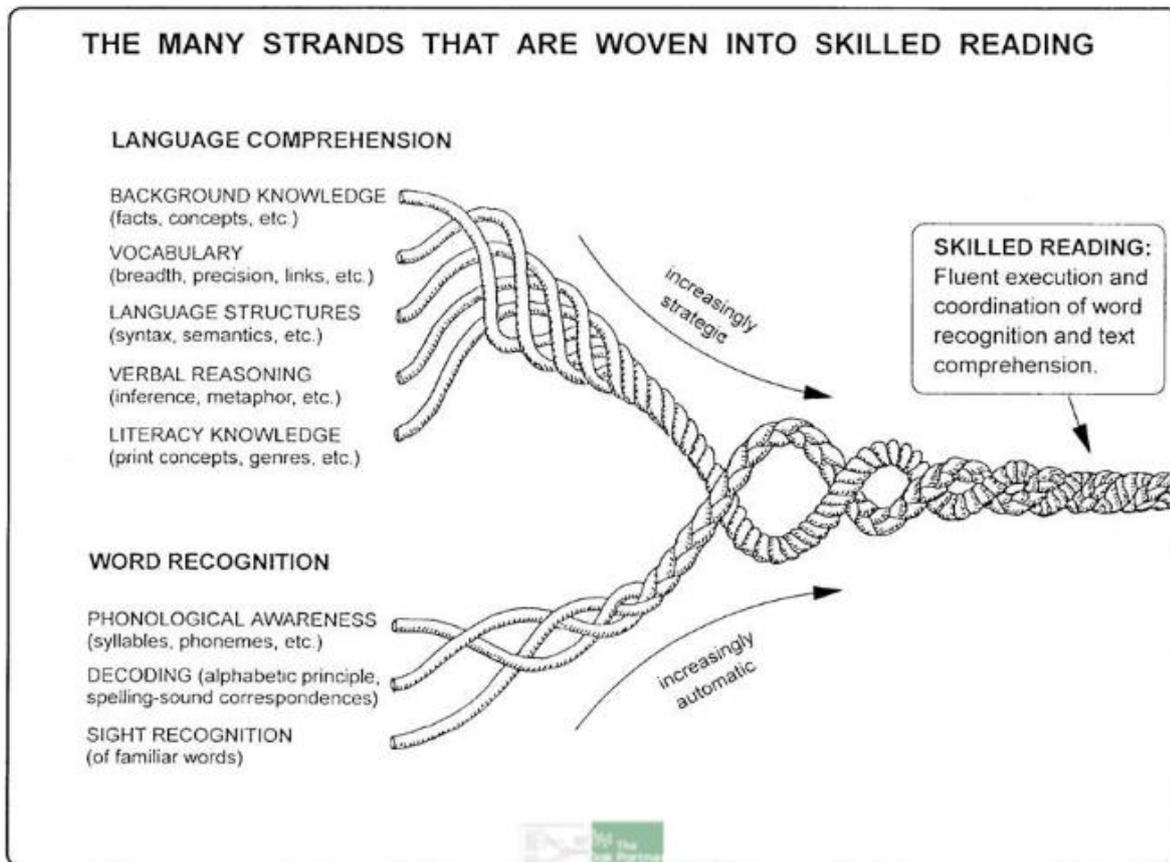
	ENGAGE	EMBED	CREATE	
Pre-Assessment Refer to Writing Assessment (passed on from previous teacher).	Teacher reading aloud Paired & Independent reading Discussing of text Discussing meaning of words Exploring phonemes and spelling conventions and exceptions Spoken Language focus Dictionary & Thesaurus work Reading as a writer Content domain specific questioning and assessment Sharing thoughts/Articulating ideas Hot-seating Conscience Alley "I can see" Role Play Interviews Freeze Frames Debate Art/Drama/Music/Dance Box-up Sequencing activities Highlighting & identifying key features Identifying audience and meaningful purpose for writing	Whole class story mapping or planning Teachers as writers Modelling writing/Shared Writing Verbalising thinking Reviewing and revising during process Writing on Flipchart paper/Board/Laptop Success Criteria "Bingo sheets" – GPS & text features Modelling and practising handwriting Discussing impact on reader Paired and Group writing Time to act on feedback Peer reviewing & revising Matched and mixed ability peer editing Teacher conferencing Children talking about their writing Critiquing writing - feedback on chosen child's writing Grammar or Punctuation activities Slow Writing Genre related Guided/Whole class Reading sessions	Individual story mapping or planning Paired & guided group planning Drafting – every other line or every other page Reading aloud writing Individual/peer/group evaluating i.e. reviewing and revising Independent editing Purple polishing pens Using dictionary/thesaurus independently Locating and using word cards independently Using working wall Using previous work Publishing Comparing to last write Sharing and celebrating writing Achieving meaningful purpose for writing	Post-Assessment Publish for writing folder, Assess against SLN moderation sheets. Update Insight

	<p>DISPLAYED ON WORKING WALL Spelling conventions Rule and example words WAGOLL Key Features Vocabulary Writing Purpose Poster</p>	<p>DISPLAYED ON WORKING WALL Story map or plan Toolkits Examples of writing at each stage Post-its of feedback Flipchart of modelled/shared writing Vocabulary</p>	<p>DISPLAYED ON WORKING WALL Independent planning Examples of writing at each stage Finished writing Progress in writing</p>	
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* EEF = Education Endowment Foundation

Phonics, Spellings and Reading

Scarborough's Reading Rope (figure 1) provides us with a useful model for reading by likening it to a rope comprised of multiple strands. The model divides into two main areas being 'Word Recognition' and 'Language Comprehension'.



Members of teaching staff understand how the ropes weave into each other and place importance on the separate strands in order to plan effective lessons throughout the three stages (Engage, Embed and Create).

Both decoding (the ability to translate written words into the sounds of spoken language) and comprehension (the ability to understand the meaning of the language being read) skills are necessary for confident and competent reading, but neither is sufficient on its own. It is also important to remember that progress in literacy requires motivation and engagement, which will help children to develop persistence and enjoyment in their reading. Children will need a range of wider language and literacy experiences to develop their understanding of written texts in all their forms. This should include active engagement with different media and genres of texts and a wide range of content topics (EEF Foundation 2017)

EYFS and KS1

In order to teach all of our pupils to become fluent, confident readers, it is paramount that we teach a daily phonics lesson. All pupils within the Early Years Foundation Stage and Key Stage 1, receive phonics teaching through the Bug Club Phonics programme. Bug Club Phonics is a DfE approved programme and follows the order of 'Letters and Sounds'. Staff should follow the programme with fidelity, to ensure a consistent approach across the school and to achieve the best possible outcomes for pupils.

Systematic phonics approaches explicitly teach pupils a comprehensive set of letter-sound relationships through an organised sequence. This often means teaching the skills of decoding new words by sounding them out and combining or ‘blending’ the sounds/spelling patterns. It is necessary to teach these skills explicitly, but pupils should also have the opportunity to apply and practise these skills during normal reading and writing activities (EEF Foundation, 2017).

From Reception onwards, pupils:

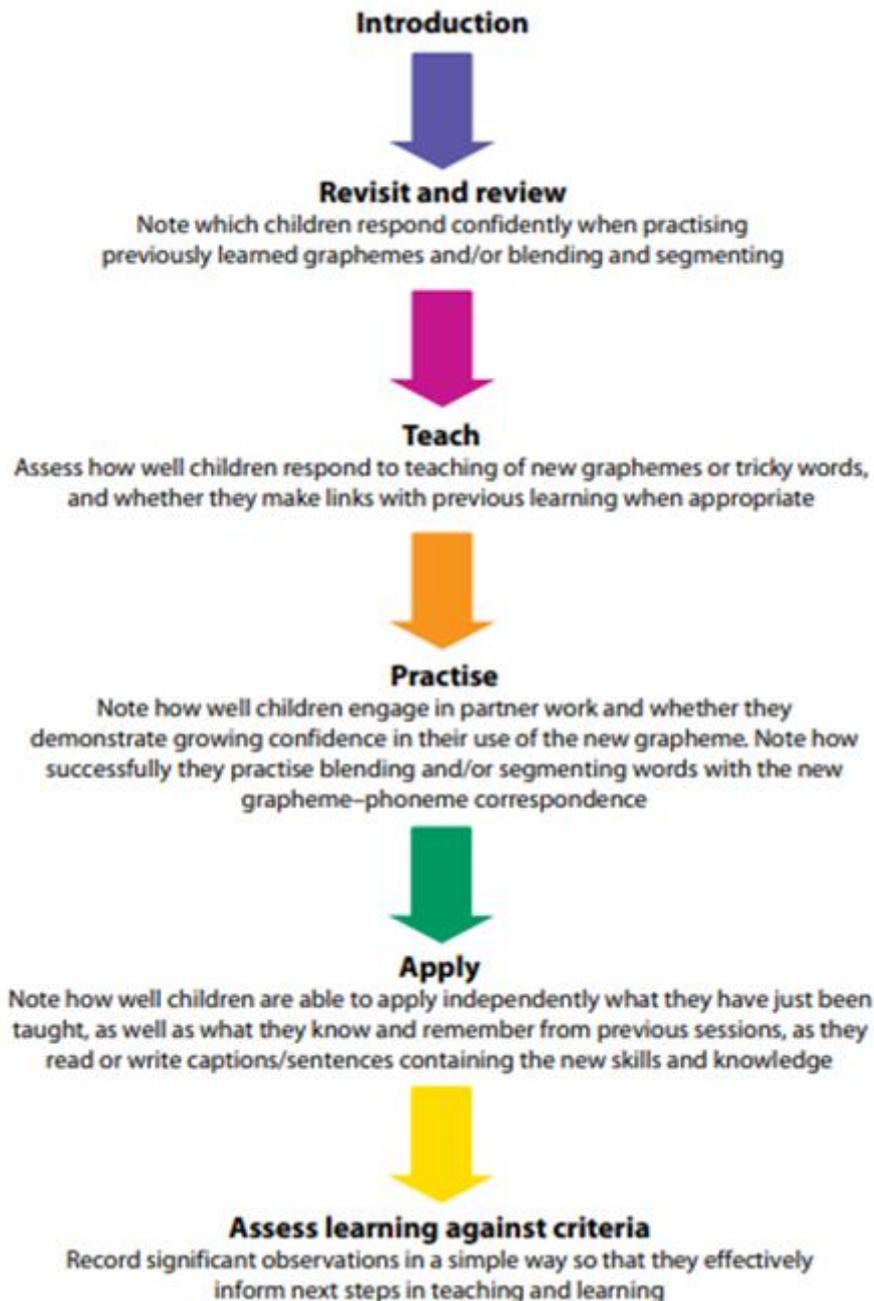
- Receive at least a twenty-minute, whole class daily phonics lesson, targeted at their current level of attainment.
- Receive daily phonics teaching that builds upon their knowledge across the five phases and encourages the application of this to daily reading and writing activities.
- Are taught as a class, with support for those children who are not at current attainment.
- Who are identified in the Assessment Cycle Book (ACB) as needing further support after the lesson, should receive a daily phonics intervention (post teaching).
- Who have not reached the expected phonics level by the end of Year 1, as assessed by the national Phonics screening check, should receive additional phonics intervention within Year 2, on top of their daily phonics lesson, to support them in achieving the expected standard.
- In Y1 and Y2, weekly spellings are sent home relating to current phonemes being taught throughout the week.

Teaching sequence:

We follow the teaching sequence as set out within the Bug Club phonics programme (see below). Whilst staff have some autonomy to incorporate high-quality teaching methods to enhance their lessons, the fact that phonics lessons are taught as a whole-class, and the overall teaching sequence, must remain the same. This is integral to the success of the programme.

Recommended Teaching Sequence	<i>Phonics Bug</i> Lesson Structure
Introduce ▼	Learning intentions and outcomes for the day are discussed at the start of the lesson. The daily lesson plans in this guide provide an overview of these learning intentions/outcomes.
Revisit and Review ▼	Every Phoneme Session begins with Revision to review previous learning (with the exception of Unit 1). In Reception (P1) the Revision is of the previous day's learning. In Key Stage 1 (P2&3) the Revision is sometimes a review of previous learning which links with the planned teaching for that day.
Teach ▼	Every Phoneme and Language Session is composed of Teaching Elements (e.g. Sounds, Reading, Spelling etc) which are easily navigated to structure the new phonic teaching. The teaching of grapheme-phoneme correspondences and high-frequency (common) words is covered.
Practise ▼	Practise opportunities are available in the following areas: <ul style="list-style-type: none"> • 'Follow-up' parts of the lessons • Unit-linked pupil games • Unit-linked photocopy masters • 'Free-teaching' within the software's Magnetic Board
Apply ▼	Language Sessions provide opportunities to apply developing phonic skills to the reading, spelling and writing of captions and sentences. This application also covers Irregular (non-decodable) common words. In addition the linked decodable readers allow regular application of children's phonic skills, from as early as Unit 2 of <i>Phonics Bug</i> .
Assess Learning	Assessment guidance and materials provided within this guide and in the software enable ongoing formative assessment during the daily lessons and summative assessment at regular periods through the programme.

In line with our assessment and feedback policies, the use of the Assessment Cycle Book is an integral part of our practice. The flow chart below demonstrates what teaching staff are assessing during each aspect of a discrete phonics session. All staff are encouraged to reflect on this during the session and this enables staff to identify whether further intervention is needed for individual/groups of children, and which aspect of phonics this involves. E.g. some children may purely need support with blending. In this instance, oral blending should be the focus of the intervention.



Phonetically decodable books:

When pupils start their reading journey, children have access to phonetically decodable books to develop their reading skills. The sequence of reading books demonstrates cumulative progression in the children's phonic knowledge which is matched closely to the phonics programme. Phonetically decodable reading books are used on a regular basis,

both at school and at home, to allow sufficient practice in reading and re-reading books that match the grapheme-phoneme correspondences they know. In addition to this, all children in Reception and KS1 have their own Bug Club Phonics login. This enables children to view phonically decodable books online, set at the appropriate level by their class teacher. Unit linked pupil games can also be allocated online to pupils, which gives children a further opportunity to consolidate phonic knowledge and the application of this.

Assessments (AFL and summative):

- Take place throughout the year.
- Bug Club assessments provide an overview of a child's progress and these should be carried out termly.
- Staff formatively assess the children during the session, recording in a Phonics ACB.
- Pupils who require additional support on the taught phoneme will receive immediate targeted support. This is recorded in ACB books.
- Pupils who require further support after the lesson, will receive a focused intervention. The interventions should target a specific aspect of phonics they are finding difficult, for example, oral blending. This should be documented in line with the school's intervention planning sheet.
- Children are assessed through the statutory Phonics Screening Test (at the end of Year 1, and those children in Year 2 who did not meet the required standard in Year 1). Results will be compared nationally.
- Targeted support continues into KS2 where appropriate.

KS2:

- Discrete phonics teaching continues into Key Stage Two, especially in Lower Key Stage Two, for pupils who require extra support and learning time to focus on securing their phonic knowledge. Including, those children who did not pass the Phonics Screening in Year 1 and their retake in Year 2.
- Interventions are planned by experienced staff to support children who did not meet the expected standard at the end of KS1. Staff have access to Bug Club, and use the same format for the lesson structure.
- In Years 3 and Year 4, children who did not pass the phonics screening in Year 1, are grouped into two guided reading groups. One is a mixed-ability comprehension group and the other is a phase 5 phonically decodable book. This group meets every two weeks. The group also have an extra phonic intervention which focuses on phase 5 sounds and words.
- Children in Upper Key Stage Two, who still require further phonetical teaching, are grouped according to their ability and follow the Fresh Start Intervention programme. This is currently being trialled with children in Year 5 and Year 6.

Spelling:

In whole class teaching, emphasis is placed on a lexical-linguistic approach to spelling, where the importance is on etymology, morphology, orthographic, phonic awareness and identifying any spelling patterns in words. It is expected that pupils will apply previously taught phonic knowledge to help reading and spell unfamiliar words.

The Purple Mash spelling progression is used throughout KS2 to ensure continuity across the school. Whereas KS1 use the Bug Club's phonics programme for their weekly words. Weekly spellings are issued using the **Look, Say, Cover, Write and Check** method throughout KS1 and KS2 (see Appendix B). School leaders recognise that the Look, Say, Cover, Write and Check method alone, will not support the teaching of spellings. We therefore continue to utilise the use of our working walls, use supportive resources and recognise the importance of shared writing in the embed stage so that spelling patterns can be practiced and applied.

Professional Development:

- All staff receive annual training on Phonics (from Somerset Literacy Network or experienced members of staff).
- Further needs are addressed in phases to allow all pupils at West Monkton Primary School to benefit from a high level of phonics knowledge by all staff to allow the consistent use of language throughout the school and the high emphasis that phonics receives in all reading and writing activities.

Reading

We aim to foster a love of reading at West Monkton and we encourage children to read a wide range of books, both at school and at home. Pupils are familiar with, and enjoy, listening to a wide range of stories, poems, rhymes and non-fiction. All children have access to our school library, which they can use to extend their independent reading, as a research tool or just to enjoy a story independently or with friends.

We have high expectations of children and the progression of their reading skills. Therefore, we offer as many opportunities for reading as we can. This happens in the CLL lesson or across the curriculum.

At West Monkton Church of England Primary School, we aim to develop:

- Use of decoding, application of phonics knowledge and understanding, so that children can become fluent readers, who understand what they read.
- Confident readers.
- Readers who read with expression.
- Reading for pleasure.
- Reading to enhance understanding of different subjects, topics and themes.
- Reading to enrich their vocabulary.
- Understanding of layout of different text types.
- Application of read skills across the curriculum.

Reading in KS1

Planning:

- Teachers have a high-quality book focus (see Appendix) which is used as learning stimulus for every cross-curriculum unit.
- This book focus has either a STEM or Place and Time theme.
- Texts are linked and enhance knowledge and understanding across different domains. e.g., STEM, Place and Time, Faith and Belief, to develop key skills.
- When working with the chosen texts, teachers use the objectives from National Curriculum 2014 and content domains developed by Somerset Literacy Network (see Appendix D).

The National Curriculum programmes of study for reading at Key Stages 1 and 2 consist of two dimensions:

- Word reading
- Comprehension (both listening and reading).

Teaching focuses on developing pupil's competence in both dimensions; different kinds of teaching is needed for each (as identified in Figure 1 'The Many Strands That Are Woven into Skilled Reading-see p2).

Teachers select texts that cover a range of reading genres that support and challenge children's reading capabilities. Teachers use the planning format identified, using questions for the content domains.

Planning can use the format of 'Guided Reading Planning Grid' (Somerset Literacy Network)- See Appendix E.

Decoding:

- Regular decoding opportunities need to be planned into the curriculum. In EYFS, this will mostly happen as part of their phonics teaching and within continuous provision. In Year 1, this continues through the teaching of phonics, and reading activities will be available within continuous provision to enable children to continue to develop their reading skills independently.
- In Key Stage 1, decoding sessions are important to further develop the children's understanding of breaking down words using their phonic knowledge. Children should have the opportunity to read to an adult each week, focusing on these skills.
- Decoding sessions should be separate to comprehension sessions, as children need to have the chance to read a text without straight away, thinking of understanding it as well.
- When re-reading a text for a second or third time, comprehension will then be part of the teaching of reading.

Whole School Approach to Reading:

Whole Class Reading:

- Children are given opportunities to listen to, read, answer questions and comment on, books and stories during whole class sessions, which are based on high-quality/unit related texts.
- During CLL lessons, pupils are given a variety of text types as a stimulus for writing. The teacher and children share the text, and the teacher models as an expert reader, questions and supports drawing out the key elements of the content.
- Four extra reading sessions are offered over the week. In KS1 and KS2, two are using the Wayne Tennant lesson format and the other two use a range of resources such as Once Upon a Picture, Cracking Comprehension and other valuable resources. We encourage pupils to discuss and verbalise their answers rather than always recording a written answer. This means that the barrier is lifted for some of the reluctant writers.

Group Reading Sessions:

- In LKS2, pupils are in a small group with a teacher, minimum of twice a half-term and once a half-term in UKS2.
- This allows children to become embedded in a text, promotes a love of reading, builds on linguistic knowledge (in particular vocabulary and grammar)
- Skilled word reading which involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words (National Curriculum, 2014).
- The group sessions allow teachers to carry out focused individual assessments. As a result, this will allow children to make good progress in both their reading and writing.

Guided reading follows the format of:

1. Pre-reading of a text

This can be done independently, in small groups or as a whole class. It allows children to become familiar with a text as well as allowing children to make their own predictions/notes/questions about a text.

2. Group-led session

This allows for a more in depth reading of the text supported by a teacher or teaching assistant. The children can discuss in more detail characters, language and writing style. This is done through effective questioning which is clearly linked to the year group expectations for reading. As part of this process, children learn to use inference, prediction and justification skills. This can be carried out in a small group or as a whole class session. Teachers also model answers to questions during this session.

3. Independent comprehension

This session allows children to think carefully about the text by answering comprehension questions linked to the reading objectives discussed in class. Children are encouraged to use retrieval and inference skills in this session with the teacher, learning partner or teaching assistant supporting where necessary.

Teachers use the Somerset Literacy Network's planning sheet for the majority of whole class teaching based on Wayne Tennent's 'Literal, Inferential, Evaluative and Summarising' approach (see Appendix E)

Assessment:

- Each teacher has an assessment record, which is kept in the back of their Assessment Cycle Book. (This contains assessment observations on the different domain areas). See Appendix F.
- On the assessment record, teachers note which guided texts were used to inform their assessments.
- The lowest 20% of readers in the class are identified within a tracking sheet taken from Insight. This sheet is updated in the class folder for regular monitoring and Assessment for Learning purposes.
- Additionally, teachers have been using NFER Assessments during the Autumn, Spring and Summer Term (for Y2 – 5, and Y1 in the summer) to help with assessing children against learning objectives. Y6 use previous SAT papers.
- Teachers also use the Oxford Reading Buddy program to inform their assessments.

Home-School Reading:

West Monkton uses Oxford Reading Buddy in Y1 upwards. This is a digital reading service to develop comprehension and encourage a love of reading.

- It matches pupils with books at the right level and tracks performance across hundreds of Oxford's print and digital books through expertly written comprehension quizzes which assesses the children's understanding of a text to enable individual progression:
- Provides a motivating and friendly virtual environment where students have their own Reading Buddy to coach comprehension skills.

Home-school links are very important in reading and children take home books regularly from our extensive resources in school. Using Oxford Reading Buddy, books are matched to individual children's reading abilities throughout the school. Organisation of our reading scheme is based on book bands. This means that there is a variety of genres at the appropriate level for every pupil.

Children are heard reading frequently, especially in KS1, building on their confidence, fluency and understanding has been developed. Children share these books with parents/carers at home and also teaching assistants and teachers in school. During any 1:1 reading situations, comments by either party (school or home) are recorded in the children's home school reading journals. Therefore, it is very much a two-way process. Home-journals are checked at least once a week by either a teacher or teaching-assistant.

Books, that the children take home, get changed twice a week in KS1. In KS2, pupils are able to change their book, with guidance from a teaching assistant, when it is needed. However, children have the opportunity to choose further texts online according to each pupil's appropriate reading level.

Phonics Books

Children in KS1, and identified KS2 pupils, will also take home a phonically decodable book, which are designed to help children 'sound-out', read and recognise words with specific letter/sound patterns. These books match a child's phonetical progression.

Reading Culture

We believe in having a strong reading culture at West Monkton:

- Every class has a book (class read aloud), which is shared daily with pupils. This is displayed outside of every classroom.
- This is an additional text to our curriculum book focus, to promote the love of reading and enjoyment of listening to a variety of different genres.
- The majority of the time, this book is recommended for the year group on the Books for Topics website (<https://www.booksfortopics.com>). This means that they are progressive throughout the school.
- West Monkton takes part in the annual 'World Book Day'. Events are planned around the school to raise the profile of reading. Every year a theme is explored, for example a genre, author or book focus.
- At the beginning of the school year, pupils are given a new '50 Recommended Reads' (Books for Topics) list. Pupils are encouraged to share these with parents and 'tick-off' the books that they have read.
- Sometimes 'Chain reading' is promoted at West Monkton. This is an opportunity where teachers share the opening to a book and children are encouraged to take the shared book home. Once, finished they discuss it and loan it to another member of the class. These books are age appropriate.
- A bookshelf is situated outside of every classroom, containing books appropriate for the age group. Children are encouraged to borrow a book.
- The school library opened in December 2021. This was restructured with the help of the School Council who found out children's choices of books. We are working on a section on 'Life Events'. This will act as a valuable support to pupils, their families and staff.
- We have a member of staff who oversees the library and trains Year 6 pupils to be librarians.
- The school library is open every day at lunchtime and is used throughout the day by classes.

Language Rich Environment:

Every classroom has a CLL working wall. This has clear 'Engage', 'Embed' and 'Create' sections. On the working wall, examples of subject specific vocabulary, spelling patterns and grammatical terminology are displayed. This is referred to throughout the unit on a regular basis.

Writing

We aim to foster a love of writing as soon as children enter West Monkton Primary School. This is achieved through many different teaching and learning strategies and by playing equal importance to each of the 'Engage', 'Embed' and 'Create' stage.

Reception

Within our reception classes, children have access to planned whole class or group writing activities but also many opportunities for child-initiated writing during continuous provision.

These may include the following:

- Opportunities to develop and experience speaking and listening skills
- Vocabulary focused activities
- Experiences that develop fine and gross motor skills through play and mark making activities.
- Sharing and enjoying a range of rhymes, songs, stories and books.
- Immersion in a print-rich environment with opportunities for oral language and written communication.
- Whole class shared text activities
- Computing opportunities on PC's, iPads, Interactive boards, Chromebooks.
- A focus CLL session in the morning with different activities that teach children early communication language and literacy skills.
- A daily phonics session
- CLL integrated throughout the Early Years curriculum.

Key Stage One and Two

The teaching and learning of writing involves:

- Use of the West Monkton CLL Approach planning sequence and resources to engage the children and aid their learning.
- Explicitly taught and planned CLL sessions following the guidance and objectives of the statutory English curriculum (September 2014) and TOPS Curriculum document.
- All aspects of CLL are given equal importance and act as a stimulus to promote quality writing.
- Extended opportunities during the Engage Stage to engage with the text e.g. role play, pair talk, drama and hot seating to prepare children for the writing process.
- Modelled, shared and guided writing sessions during the Embed Stage.
- Explicit and varied purposes and audiences for writing and sharing of writing in the Create Stage.
- Year One continuation of a focus on phonics to ensure mastery for all before moving on to develop spelling rules and strategies by the end of Year Two.
- Year Two onwards, building upon the Early Years spelling and grammar work and deepening key skills across different year groups.
- High quality text-level work using a range of genres and texts, which will help to promote and develop a love of writing.
- Computing work that complements and supports work in CLL, helping children to develop skills learnt through quality first teaching.
- CLL learning goals are used throughout the school (see Appendix H). A different format is adopted for each of our three stages (Engage, Embed and Create).

Assessment:

- Every child (from Y1-Y6) owns a writing folder which contains a minimum of six moderated pieces of independent writing per year. This is passed on during

transition time. This is also used when starting a new unit to highlight the genre specific features and so that pupils are able to build on previous knowledge rather than starting with a 'blank canvas'.

Spoken Language

Spoken language underpins the development of reading and writing. The quality and variety of language which pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing.

Children need opportunities to:

- Talk to others
- Talk with others
- Talk within role-play and drama
- Talk about talk

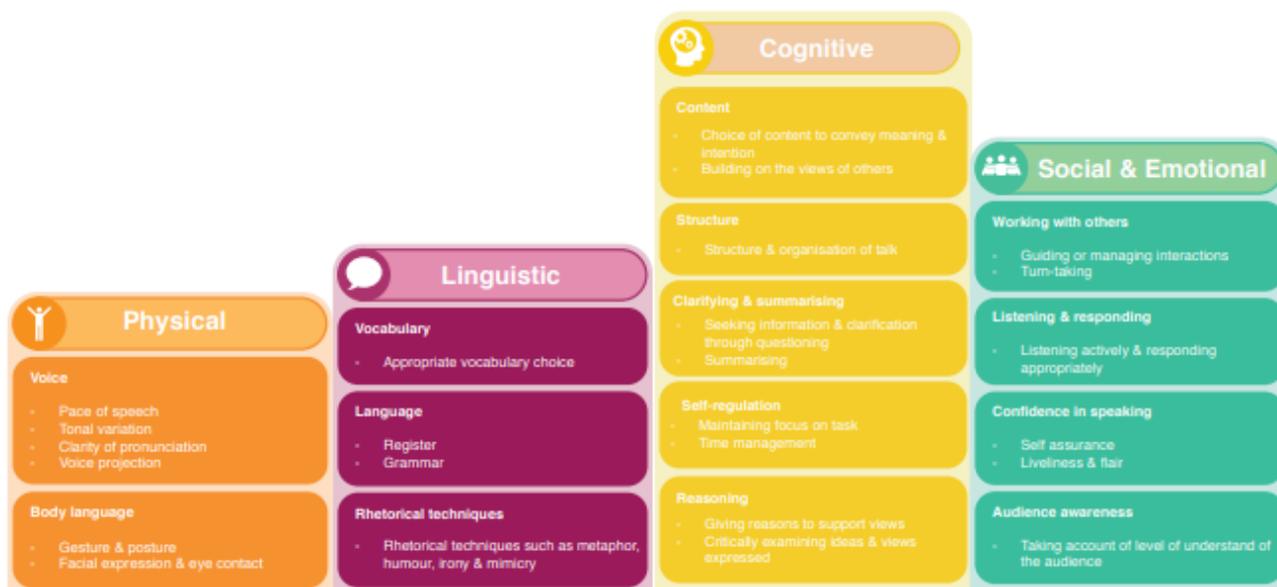
At West Monkton, we believe children should have the opportunity to access the following:

- Book Talk - understanding and responding to what children read or have been read to them
- Eliciting and extending responses and encouraging critique of books and writing
- Language development – acquiring new words, ideas and knowledge of the world and having the opportunity to talk about them.
- Storytelling – retelling well-known and familiar stories to assimilate the rhythms and patterns of story language
- Story making - creating 'new' stories orally and/or as a preparation and rehearsal for writing
- Talk about the text during the Engage Stage and Embed Stage- exploring ideas and gathering the content for writing - what to write about. Creating characters and settings, exploring characters' feelings, sequencing and role-playing the order of events – knowing your story or organising information before writing it down
- Rehearsing what is to be written – composing sentences orally and refining them
- Preparing for and taking part in debates
- Opportunities to rehearse and learn different texts and present to different audience.

Oracy

At West Monkton, we are committed to transform oracy teaching and learning across our school. This aims to enable all students to access and benefit from a high-quality oracy education. West Monkton have subscribed to Voice 21 which is a national oracy charity who support and guide our steps. The deliberate, explicit and systematic teaching of oracy across phases and throughout the curriculum will support our community to make progress

in the four strands of oracy outlined in the Oracy Framework:



The Oracy Framework was developed in partnership with Oracy Cambridge.

Talk tactics will be used across the curriculum and displayed in every classroom from Y2 upwards (see appendix)

Understanding Language

As well as spoken language, underpinning the development of reading and writing, children’s understanding of language is a key priority. Children may be able to say words and use them within their daily vocabulary, but they need to be able to demonstrate the meaning of these words and understand how they fit within a wider context.

At West Monkton we are using Language Link as a whole school assessment and tracking programme. Infant Language Link is used with children in Reception, Year 1 and 2. A universal screening is carried out on a 1:1 basis with children in Reception and then to track identified children in Year 1 and 2. Similarly, Junior Language Link is used for children in Year 3, 4, 5 and 6, with the universal screen being carried out in Year 3 with all children, then with identified children thereafter. Once the universal screening has been completed, children will be highlighted in blue if they have a moderate language and communication need impacting on their understanding of language, and highlighted red if there is a severe language and communication need. Progress measures are then completed before beginning any interventions. The interventions are all available as pre-planned sessions online and a tracking sheet is completed during each session to measure the effectiveness. Upon completing the eight intervention sessions, the progress measures are completed again at the end, in order to measure the effectiveness of the interventions and whether further targeted intervention is required.

In addition to utilising the whole-class teaching strategies and interventions from Language Link, children highlighted as having a language and communication need will have access

to Wordsparks books. Children will be able to share these books with an adult in school and they are designed to develop children's vocabulary and understanding of language.

Grammar and Punctuation

Within the National Curriculum, grammar and punctuation is a key focus and this is taught using the quality book as a stimulus. At times, to encourage greater understanding of the grammatical concept, it will be taught as an explicit part of the curriculum.

At West Monkton, grammar and punctuation teaching begins in Early Years and follows through into KS2 (See Appendix I). It is essential that children are taught to use the correct vocabulary from an early age and all teachers model the use of this when they teach grammar throughout the Engage and Embed stage with the aim that children will independently use the grammatical concepts in the Create stage.

Handwriting and Presentation

At West Monkton, we take pride in the presentation of all our work. Within CLL, we believe handwriting is an essential skill and we believe that the children's ability to write fluently for the rest of their lives depends on a good foundation of taught handwriting in the early years of their education. We believe that handwriting is a developmental process with its own distinctive stages of progression from readiness for handwriting, through to letter joins, practising speed, fluency, and higher presentation skills. A flexible fluent and legible handwriting style empowers children to write with confidence and creativity.

Handwriting is an important skill to learn, as it enables others to read the work done and for children to feel a pride in their sense of achievement.

Aims

Teachers will:

- Expose children visually to a clear letter formation (Sassoon Primary Infant) throughout the school.
- Teach children to write using cursive letter formation in Year 1. Leading onto handwriting in a joined script which is both legible and fluent.
- Help achieve this through regular, purposeful and guided practise. This is also modelled by teacher's writing.

Children will:

- Develop fine motor skills.
- Understand the importance of correct posture and paper position whether right or left-handed.
- Hold and use a pen/pencil effectively.
- Learn how to start and finish letters correctly.
- Form letters of consistent size and shape.
- Use and understand the language of writing and how to use the correct terminology.
- Use regular spaces between words.
- Form upper and lower-case letters correctly.
- Join letters correctly.
- Be able to write legibly in both joined and printed styles.
- Be able to use different styles of writing for different purposes.

- Understand the importance of neat and clear presentation in order to communicate meaning effectively.
- Develop greater control and fluency as they become increasingly confident.

As a school, we follow the Twinkl handwriting scheme. This is progressive across the year groups. Handwriting is taught as an explicit lesson in most classes and children have the opportunity to practise and refine their handwriting skills though all areas of the curriculum. From Year 4 onwards, children have the opportunity to use a pen during handwriting and publishing sessions. This requires children to write in the agreed school cursive style. In Year 5, children will build on their experience of using a pen. In Year 6, all children use a pen. KS2 teaching staff are expected to model a cursive script in their own writing, on boards and in books.

Role of subject leaders

The Subject Leaders (KS1 and KS2) are responsible for improving the standards of teaching and learning in English through:

- Monitoring and evaluating CLL
- Pupil progress meetings
- Provision of CLL across the school
- Monitoring the quality of the Learning Environment,
- Taking the lead in policy development,
- Auditing and supporting colleagues in their CPD,
- Purchasing and organising resources,
- Keeping up to date with recent English developments through their own CPD and that of others
- Monitoring and assessment of CLL across the whole school
- Planning and book scrutiny
- Analysing data

Inclusion and equal opportunities

West Monkton Primary School has high expectations for every child, whatever their background or circumstances. Children learn and thrive when they are healthy, safe and engaged.

We aim to provide for all children so that they achieve as highly as they can in CLL according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their progress in order to close the gap. This will be done in discussion with the class teacher at pupil progress meetings. This information will then be shared with the SLT, SENDco and parents if required. More able children will be identified, and suitable learning challenges provided to deepen and strengthen their skills in English.

In order to engage all children, cultural diversity, home languages, gender and religious beliefs are all celebrated. Our curriculum includes a wide range of texts and other resources which represent the diversity and backgrounds of different children.

Appendix:

- A) Medium Term planning
- B) Spelling grid
- C) Talk Tactics (Voice 21)
- D) Content domains.
- E) Wayne Tennant planning format.

- F) Reading Assessment Grid
- G) CLL Learning goals
- H) Grammar Grid

- I) Working Wall Example

Appendix A

Medium Term Planning: Magpie and Buzzard Class (Y5)					
Text Type: Non-fiction					
Quality Texts: Curiosity- The Story of a Mars Rover By Markus Motum					
Audience: Markus Motum and Y5 peers.			Purpose: To write diary entry for Perseverance.		
Pre-Assmt	Planning Overview	ENGAGE	EMBED	CREATE	Post-Assmt
Have used last year's assessments work.	Reading - Text Talk & Vocabulary focus	<ul style="list-style-type: none"> Focused guided reading sessions Whole Class reading. Separate vocabulary lesson (Linked to Knowledge organisers- 5 words displayed on working wall) Reading 'Curiosity' Ask questions to improve their understanding. Debates 	<ul style="list-style-type: none"> Read Non-Fiction about Curiosity and watch news coverage. Reading newspaper articles to identify information. Reading diary entries to obtain features. Vocabulary from knowledge organisers. Reading 'Curiosity' Whole Class and group reading sessions. Ask questions to improve their understanding. 	<ul style="list-style-type: none"> Vocabulary from knowledge organisers. Re-reading 'Curiosity' Whole Class Reading Reading learning partner's work. 	Own diary entry on Perseverance.
	Engagement & Enjoyment activities	<ul style="list-style-type: none"> Space Day Finding out about solar system Designing own planet and rover Debate Drama activities Conscience Alley Hot-seating NASA videos. 	<ul style="list-style-type: none"> Watching NASA coverage of event- Curiosity. Researching rovers. Controlling their own 'rover' in computing lessons. Timeline of events for Curiosity. 	<ul style="list-style-type: none"> Watching NASA coverage of event - Perseverance. Reading work to each other Designing and making their own rover. Timeline for Perseverance. Research what Perseverance is doing now. 	

		<ul style="list-style-type: none"> Star and planet gazing activities. 			
Vocabulary activities	<ul style="list-style-type: none"> Word gradients for key words/antonyms ie (rough/smooth) (far/near) <ul style="list-style-type: none"> Voice 21 activities 	<ul style="list-style-type: none"> Paragraph work (See Sarah Cook Resources) Dictionary and Thesaurus work. Vocabulary used at start of paragraphs. Synonym work. Voice 21 activities 	<ul style="list-style-type: none"> Continued editing on features to include in their own and editing partner's article. Dictionary and Thesaurus work. Using key vocabulary in writing. Voice 21 activities 		
Reading - Content Domain	2e – predict 2a - understand 2g – look & listen 2d – think about it(inferences) 2f Link it! 2h Compare it! 2c – summarise it	2e – predict 2a - understand 2g – look & listen 2d – think about it(inferences) 2f Link it! 2h Compare it! 2c – summarise it	2e – predict 2a - understand 2g – look & listen 2d – think about it(inferences) 2f Link it! 2h Compare it! 2c – summarise it		
Key text type features	<ul style="list-style-type: none"> Use grammatical terminology for Year 5 understanding devices to build cohesion within a paragraph Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or 	<ul style="list-style-type: none"> Use grammatical terminology for Year 5 understanding devices to build cohesion within a paragraph. Brackets, dashes or commas to indicate parenthesis. Use of commas to clarify meaning or 	<ul style="list-style-type: none"> Use grammatical terminology for Year 5 understanding devices to build cohesion within a paragraph. Range of punctuation Brackets, dashes or commas to indicate parenthesis. 1st Person Past tense 		

		<p>avoid ambiguity</p> <ul style="list-style-type: none"> • 1st Person • Past tense • Time conjunctions and adverbials. • Emotions and feelings • Subject specific vocabulary 	<p>avoid ambiguity</p> <ul style="list-style-type: none"> • 1st Person • Past tense • Time conjunctions and adverbials. • Emotions and feelings • Subject specific vocabulary 	<ul style="list-style-type: none"> • Time conjunctions and adverbials. • Emotions and feelings • Subject specific vocabulary 	
Focus language from the text	<ul style="list-style-type: none"> • 1st person • Paragraphs • Openers 	<ul style="list-style-type: none"> • 1st person • Paragraphs • Openers 	<ul style="list-style-type: none"> • 1st person • Paragraphs • Openers 		
Grammar & Punctuation objectives	<p>use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>d. indicate degrees of possibility using adverbs, e.g. perhaps, surely, or modal verbs, e.g. might, should, will, must</p> <p>g. use brackets, dashes or commas to indicate parenthesis</p> <p>h. use commas to clarify meaning or avoid ambiguity</p>	<p>use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>d. indicate degrees of possibility using adverbs, e.g. perhaps, surely, or modal verbs, e.g. might, should, will, must</p> <p>g. use brackets, dashes or commas to indicate parenthesis</p> <p>h. use commas to clarify meaning or avoid ambiguity</p>	<p>use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>d. indicate degrees of possibility using adverbs, e.g. perhaps, surely, or modal verbs, e.g. might, should, will, must</p> <p>g. use brackets, dashes or commas to indicate parenthesis</p> <p>h. use commas to clarify meaning or avoid ambiguity</p>		
Spellings	<ul style="list-style-type: none"> • Statutory spellings • Purple Mash spellings 	<ul style="list-style-type: none"> • use a dictionary to support learning word roots, derivations and spelling patterns • Statutory spellings • Purple Mash spellings 	<ul style="list-style-type: none"> • use a dictionary to support learning word roots, derivations and spelling patterns • Statutory spellings • Purple Mash spellings 		
Writing activities	<ul style="list-style-type: none"> • Researching planets. • Designing own and writing an explanation. • Planning a debate. 	<ul style="list-style-type: none"> • Slow-write. • Shared writing • Correcting sentences • Writing a diary entry (shared write on Curiosity) 	<ul style="list-style-type: none"> • Editing sentences • Writing a diary entry on Perseverance. 		

	Editing focus	<ul style="list-style-type: none"> • Selecting the correct vocabulary. • Spellings • Presentation 	<ul style="list-style-type: none"> • Building cohesion • Paragraphs • Parenthesis • Spellings • Presentation 	<ul style="list-style-type: none"> • Building cohesion • Paragraphs • Parenthesis • Spellings • Presentation 	
	Homework	<ul style="list-style-type: none"> • Star/Planet gazing • Planet research 	<ul style="list-style-type: none"> • Rover research • Creating a 3D rover. 	<ul style="list-style-type: none"> • Poster about visiting Mars 	

Appendix B

Year 5 Week 5 Autumn 1

Focus: Words ending in **-able** and **-ably**

Look Say Cover Write Check

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt	4 th Attempt	5 th Attempt
<i>adorable</i>					
<i>adorably</i>					
<i>applicable</i>					
<i>applicably</i>					
<i>considerable</i>					
<i>considerably</i>					
<i>tolerable</i>					
<i>tolerably</i>					
<i>capable</i>					
<i>knowledgeable</i>					



For more fantastic resources visit us at www.purplemash.com or follow us on Social Media
Twitter: [@2simplsoftware](https://twitter.com/2simplsoftware) and Facebook: <https://www.facebook.com/2Simpleuk/>



Appendix C



Talk Tactics

Talk tactics encourage students to think strategically about their contributions to group talk



Instigate

Present an idea or open up a new line of enquiry

Start by saying:

- I would like to start by saying...
- I think....
- We haven't yet talked about...

Instigate



Probe

Dig deeper, ask for evidence or justification of ideas

Start by saying:

- Why do you think...?
- What evidence do you have to support X idea?
- Could you provide an example?

Probe



Challenge

Disagree or present an alternative argument

Start by saying:

- I disagree because...
- To challenge you X, I think...
- I understand your point of view, but have you thought about...?

Challenge



Clarify

Asking questions to make things clearer and check your understanding

Start by saying:

- So are you saying...?
- Does that mean...?
- Can you clarify what you mean by?

Clarify



Summarise

Identify and recap the main ideas

Start by saying:

- So far we have talked about...
- The main points raised today were...
- Our discussion focused on...

Summarise



Build

Develop, add to or elaborate on an idea.

Start by saying:

- Building on X's idea...
- I agree and would like to add...
- X's idea made me think...

Build



KS1 Reading Content Domains	<i>Suggested questions</i>
UNDERSTAND IT! 1a: Draw on knowledge of vocabulary to understand texts	Which word describes...? Which word shows/tells us...? What does the word ... mean? Find a word that ... Which word means the same as...? Can you find...? How many adjectives/verbs/nouns can you find? How could you find out the meaning of these words? (dictionary/glossary)
FIND IT! 1b: Identify/explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information	Which words...? Who...? When...? What...? Where...? Why...? (if the answer is given in the text) Can you find...?
SEQUENCE IT! 1c: Identify and explain the sequence of events in texts	Why did ... happen after ...? What happened after...? Can you re-tell this story/page/chapter in your own words? Tell me three things that happened in the correct order. In which part of the story did ... happen? What happened first/next/after/then/last/finally? These four events happened in the story ..., in what order did they happen?
THINK ABOUT IT! 1d: Make inferences from the text	Why...? Why do you think...? How do you know...? How can you tell...? What clues are there...? How did...? Can you explain your answer? What is the atmosphere/mood like? Which words create this effect? Which words suggest that...?
PREDICT IT! 1e: Predict what might happen on the basis of what has been read so far	What might happen next? Why? When you have finished your book, try to think what would happen if there was an extra chapter. How will the story end? What do you think happened before the story began? Choose one character from the book and predict how you think they will behave/react. Can you predict several possible outcomes?



Somerset Literacy Network

KS2 Reading Content Domain	<i>Suggested questions</i>
UNDERSTAND IT! 2a: Give/explain the meaning of words in context	Can you find an example of a word that means...? Can you find a 'powerful' word meaning...? Can you find a word that you don't know the meaning of? Can you guess what it might mean? How many adjectives/adverbs/nouns can you find?
FIND IT! 2b: Retrieve and record information/identify key details from fiction and non-fiction	Which words...? Who...? When...? What...? Where...? Why...? (if the answer is given in the text) Give two examples of... Find the paragraph where... Can you create some questions for others to answer based on this text? Can you create true/false statements for your partner? Over what period of time does the story take place? How does the author describe the setting/character/etc.?
SUMMARISE IT! 2c: Summarise main ideas from more than one paragraph	Tell me what happened... Can you summarise this paragraph in one sentence? Which part of the story do you think is the most important? What is this paragraph/chapter about? Can you summarise it? Can you tell me the main things/points you have learnt from this book? Could you briefly tell a younger child about what has happened in this story/book?
THINK ABOUT IT! 2d: Make inferences from the text/Explain and justify inferences with evidence from the text	Which word tells you that...? Which words make the reader feel...? How do you know...? How can you tell that...? Explain why... Why is...? Why did...? Explain how ... felt about ... Can you find support for your idea? Is this statement fact or opinion? Can you find examples that show...? How, across this paragraph, does the writer suggest...? Why is ... important? What do you think might have happened before...?
PREDICT IT!	What might happen next? Why?

KS2 Reading Content Domain	<i>Suggested questions</i>
2e: Predict what might happen from details stated and implied	Choose one character from the book and predict how you think they will behave/react? Can you predict several possible outcomes and explain your answer? What if...? If there was a sequel, can you predict what it might involve? What title would you give to a sequel?
CONNECT IT! 2f: Identify/explain how information/narrative content is related and contributes to the meaning as a whole	What is the underlying message? What is the theme? What is the big idea? Why did the author write this story? Find a group of words to show that ... has changed. What has the author done to make you want to read on? Give evidence. How do you feel after reading this story? What atmosphere is the author trying to create? What words/phrases help to create that feeling?
LOOK AT IT AND LISTEN TO IT! 2g: Identify and explain how meaning is enhanced through choice of words and phrases	When the author uses this sort of sentence, what is the impact? Why did the author...? What do these words tell you? Find three words that show... Why has the author used this word/phrase/sentence? How does the author create this mood/atmosphere? What is the effect of...? What technique has the writer used? Can you find some vivid imagery? e.g. similes, metaphors, alliteration, expanded noun phrases. Can you give a clear explanation of...? (non-fiction texts) How are these words effective in describing this character/setting the scene? Which character comes alive most? Why?
COMPARE IT! 2h: Make comparisons within the text	How has the character changed? In what way have characters' feelings changed? How was the problem resolved? How does the opening compare with the ending? Compare two characters from the story and say how they are similar/different. Compare your book to another on the same topic. Which do you prefer and why? Would you like to read more books by this author? Explain your reasons. If you have read other texts by this author, can you see any similarities/differences between them?

Appendix E



Somerset Literacy Network

Group Guided Reading Planning Grid

(based on Wayne Tennent - Autumn 2015)

Group	Whole Class
Text	Perseverance runs into a problem!
Date	Week beginning 3/10/22
Prediction 1e 2e Predict it! (Language Comprehension-background knowledge)	Read out the title (before showing the article): Perseverance Has Run Into a Problem on Mars Children predict what the problem could be.
Independent Reading (Word Recognition-phonological awareness, decoding & sight recognition)	Read the article in pairs.
Clarification 1a 2a Understand it! 2g Listen to it! (Language Comprehension-vocabulary, language structures, literacy knowledge)	Check understanding of: Clogging Operation Extraction River delta (Plus any other words which pairs have identified)
Question 1 Literal 1b 2b Find it! (Language comprehension-vocabulary, language structures)	1) When did Perseverance land on Mars?
Question 2 Inferential 1d 2d Think about it! (Language comprehension-vocabulary, language structure, verbal reasoning)	2) Why do you think that Perseverance took a week to respond?
Question 3 Evaluative Responsive 2f Link it! 2h Compare it! (Language Comprehension-background knowledge, verbal reasoning, literacy knowledge)	3) Do you think Perseverance is the last rover NASA will send to Mars? Give your reasons.
Summarising 1c Sequence it! 2c Summarise it! (Language comprehension-literacy knowledge)	4) Summarise the key information in the article using 15 words or less.

Reading Content Domains

Reading Rope

Appendix G

CLL Learning Goals EYFS

In CLL Books, learning objectives will take two different formats. All will be using SassoonPrimaryInfant font.

During Introduction to a book:

This will be just a learning goal phrased as a question, starting with 'Can I...?' where applicable.

Engage: Reading

Tuesday 14th September 2021

LG: Can I demonstrate that I understand a text that I have read/has been read to me?

During this stage, objectives will be mainly taken from a reading or speaking and listening objective found on Classroom Monitor, SPTO (until December) or from the National Curriculum.

The learning goal should also be displayed on the board and referred to during the lesson.

Weekly writing task:

For this stage, a success criteria **must** be used. During this stage, lots of guided/modelled/shared writing is strongly encouraged. The teacher will frequently model reflecting back to and using the success criteria throughout the lesson.

Please note that this will continue to extend throughout the year to allow a smoother transition into Year 1.

Date	Monday 7 th October 2022					Embed – weekly writing task
Learning goal	Can I retell some of the story using a story map? Can I begin to hear more than the initial sounds in words?					
 Say it	 Write it					

Pupils will use triangles. Pupils should be continually acting on the criteria and not leave it until the end of a lesson to complete. — ^ △

Teachers will use green (for good) and pink (for think) highlighters and pens. Both colour pens can be used like this:

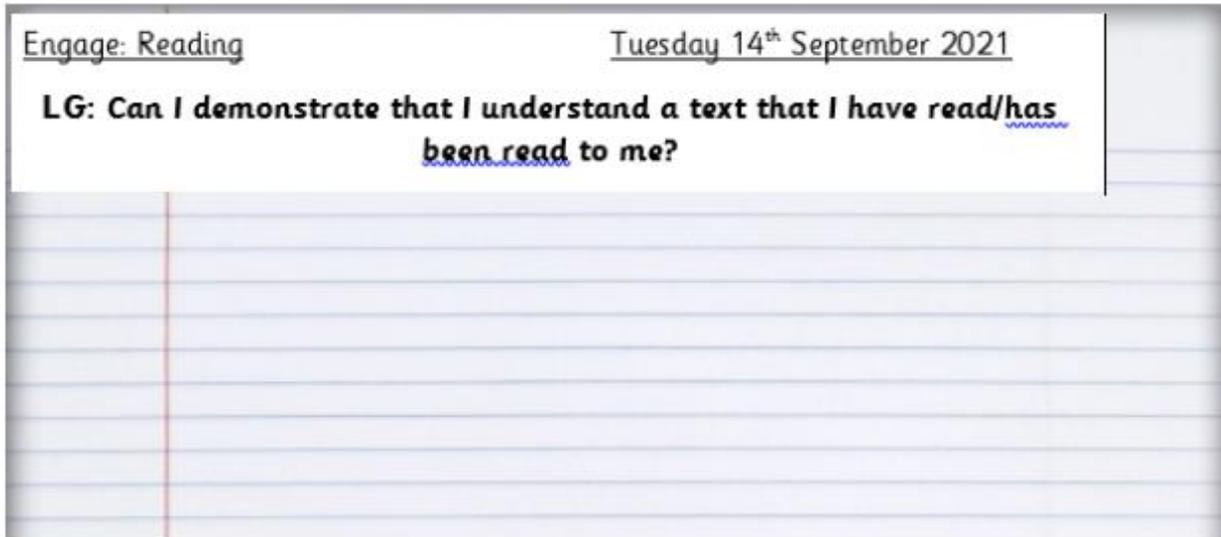
Date	Monday 7 th October 2022					Embed – weekly writing task
Learning goal	Can I retell some of the story using a story map? Can I begin to hear more than the initial sounds in words?					
 Say it 	 Write it 				 	

CLL Learning Goals KS1

In CLL Books, learning objectives will take three different formats. All will be using SassoonPrimaryInfant font:

During the Engage Stage:

This will be just a learning goal phrased as a question, starting with ‘Can I...?’



During this stage, objectives will be mainly taken from a reading or speaking and listening objective found on Classroom Monitor, SPTO (until December) or from the National Curriculum.

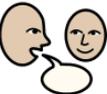
The learning goal should also be displayed on the board and referred to during the lesson.

Embed Stage:

For this stage, a success criteria **must** be used. During this stage, lots of guided/modelled/shared writing is strongly encouraged. The teacher will frequently model reflecting back to and using the success criteria throughout the lesson.

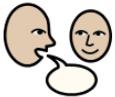
Please note that this will often have examples to support the pupil:

Year 1

Date	Thursday 19 th September 2022					Embed Stage
Learning goal	Can I spell some key words correctly?					
 Say it	 Write it	 Check it	ABC Capital letters	 Full stops	 Finger spaces	<u>cat</u> writing on the line

Pupils will use triangles. Pupils should be continually acting on the criteria and not leave it until the end of a lesson to complete. — 

Teachers will use green (for good) and pink (for think) highlighters and pens. Both colour pens can be used like this:

Date	Thursday 19 th September 2022					Embed Stage
Learning goal	Can I spell some key words correctly?					
 Say it 	 Write it 	 Check it 	ABC Capital letters 	 Full stops 	 Finger spaces  	<u>cat</u> writing on the line  

During the Summer Term, children in Year 1 will be introduced to the learning goal used in Year 2 to allow a smoother transition into Year 2. The same principles that apply for Year 2 learning goals will be applied for Year 1 across the 3 stages of teaching CLL.

Year 2

Date	<u>Friday 13th September 2022</u>	Embed Stage
L.G.	L.G.: Can I demonstrate that I can think of what I want to write beforehand by saying my sentence first?	
Learning skills:	Being creative checking adding more detail	
Teacher	To be successful in this lesson, I will:	Me
	Use your notes	
	Finger spaces	
	Correct punctuation (A . ? !)	
	Different sentence starters (One fine morning, next, later, at that moment, after a while, finally)	
	Adjectives (green, beautiful, strange, huge, small)	

Pupils will use ticks. Pupils should be continually acting on the criteria and not leave it until the end of a lesson to complete. Pupils will use the following marks:



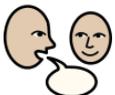
In their piece of writing, pupils can colour code or number the success criteria and find examples in their writing. This encourages pupils to use the criteria.

Teachers will use green (for good) and pink (for think) highlighters and pens. Both colour pens can be used like this:

Date	Friday 13th September 2022	Embed Stage
L.G.	L.G.: Can I demonstrate that I can think of what I want to write beforehand by saying my sentence first?	
Learning skills:	Being creative checking adding more detail	
Teacher	To be successful in this lesson, I will:	Me
	Use your notes	
	Finger spaces	
 	Correct punctuation (A . ? !)	
 	Different sentence starters (One fine morning, next, later, at that moment, after a while, finally)	
	Adjectives (green, beautiful, strange, huge, small)	

Create Stage:

Year 1 LG stays the same

Date	Thursday 19 th September 2022						Create Stage
Learning goal	Can I spell some key words correctly?						
 Say it	 Write it	 Check it	ABC Capital letters	 Full stops	 Finger spaces	<u>cat</u> writing on the line	

Year 2:

A success criteria can be used, but this **must not** include examples. This needs to include peer assessment rather than teacher assessment:

Date	<u>Friday 13th September 2022</u>	Create Stage
L.G.	L.G.: Can I demonstrate that I can think of what I want to write beforehand by saying my sentence first?	
Peer	To be successful in this lesson, I will:	Me
	Use your notes	
	Finger spaces	
	Correct punctuation	
	Different sentence starters	
	Adjectives	

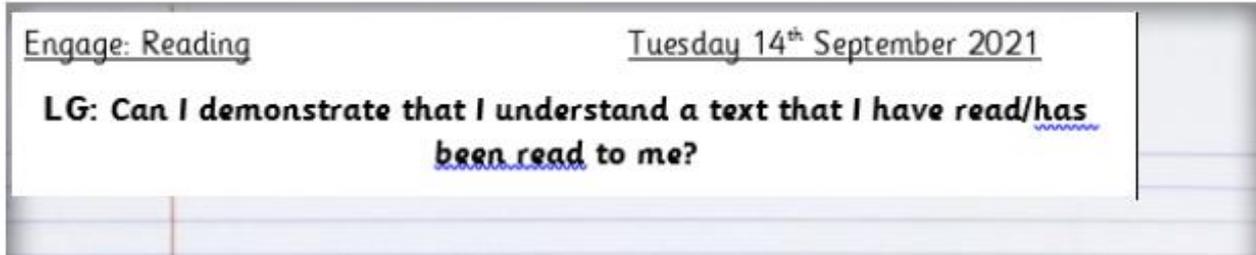
Once again, pupils need to regularly refer to this (as modelled during the Embed stage) and should not be left to reflect during the plenary.

CLL Learning Goals KS2

In CLL books, learning objectives will take three different formats. All will be using SassoonPrimaryInfant font:

Engage Stage:

This will be just a learning goal phrased as a question, starting with ‘Can I...?’



During this stage, objectives will be mainly taken from a reading or speaking and listening objective found on Insight, TOPS Curriculum or from the National Curriculum.

The learning goal should also be displayed on the board and referred to during the lesson.

Embed Stage:

For this stage, a success criteria **must** be used. During this stage, lots of guided/modelled/shared writing is strongly encouraged. The teacher will frequently model reflecting back to and using the success criteria throughout the lesson.

Please note that this will often have examples to support the pupil:

Date	<u>Friday 13th September 2022</u>	Embed Stage
L.G.	Can I add description to develop my characters and settings?	
Learning skills:	Being creative checking adding more detail	
Teacher	To be successful in this lesson, I will:	Me
	Include fronted adverbials (Above the clouds, Obviously angry,)	
	Include adjectives (mysterious, ancient, ambitious)	
	Include adverbs (silently, secretly, quickly)	
	Include prepositions (above, inside, between)	
	Use a thesaurus to extend my vocabulary	

Pupils will use triangles to self-assess. Pupils should be continually acting on the criteria and not leave it until the end of a lesson to complete. Pupils will use the following marks:



In their piece of work, pupils can number the success criteria and find examples in their writing. This encourages pupils to use the criteria.

Teachers will use green (for good) and pink (for think) highlighters and pens. Both colour pens can be used like this:

Date	<u>Friday 13th September 2022</u>	Embed
L.G.	Can I add description to develop my characters and settings?	Stage
Teacher	To be successful in this lesson, I will:	Me
	Include fronted adverbials (Above the clouds, Obviously angry,)	
	Include adjectives (mysterious, ancient, ambitious)	
	Include adverbs (silently, secretly, quickly)	
	Include prepositions (above, inside, between)	
	Use a thesaurus to extend my vocabulary	

Create Stage:

A success criteria can be used for this stage, but it **must not** include examples. This needs to include peer assessment rather than teacher assessment:

Date	<u>Friday 27th September 2019</u>	Create
L.G.	Can I add description to develop my characters and settings?	Stage
Peer	To be successful in this lesson, I will:	Me
	Include fronted adverbials	
	Include adjectives	
	Include adverbs	
	Include prepositions	
	Include a rich vocabulary	

Once again, pupils need to regularly refer to this (as modelled during the Embed stage) and should not be left to only reflect on during the plenary.

Finally, when pupils are doing guided work in any of the three phases they should use: 

When pupils are writing independently, they need to use: 

When pupils complete writing with their learning partner use: 

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word	<p>Regular plural noun suffixes –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>)</p> <p>How the prefix <i>un-</i> changes the meaning of verbs and adjectives [negation, for example, <i>unkind, or undoing: untie the boat</i>]</p>	<p>Formation of nouns using suffixes such as –ness, –er and by compounding [for example, <i>whiteboard, superman</i>]</p> <p>Formation of adjectives using suffixes such as –ful, –less</p> <p>(A fuller list of suffixes can be found on page Error! Bookmark not defined. in the year 2 spelling section in English Appendix 1)</p> <p>Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs</p>	<p>Formation of nouns using a range of prefixes [for example <i>super-, anti-, auto-</i>]</p> <p>Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <i>a rock, an open box</i>]</p> <p>Word families based on common words, showing how words are related in form and meaning [for example, <i>solve, solution, solver, dissolve, insoluble</i>]</p>	<p>The grammatical difference between plural and possessive –s</p> <p>Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>]</p>	<p>Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]</p> <p>Verb prefixes [for example, <i>dis-, de-, mis-, over- and re-</i>]</p>	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out – discover; ask for – request; go in – enter</i>]</p> <p>How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>].</p>
Sentence	<p>How words can combine to make sentences</p> <p>Joining words and joining clauses using <i>and</i></p>	<p>Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>)</p> <p>Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>]</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>	<p>Expressing time, place and cause using conjunctions [for example, <i>when, before, after, while, so, because</i>], adverbs [for example, <i>then, next, soon, therefore</i>], or prepositions [for example, <i>before, after, during, in, because of</i>]</p>	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher expanded to: the strict maths teacher with curly hair</i>)</p> <p>Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>]</p>	<p>Relative clauses beginning with <i>who, which, where, when, whose, that</i>, or an omitted relative pronoun</p> <p>Indicating degrees of possibility using adverbs [for example, <i>perhaps, surely</i>] or modal verbs [for example, <i>might, should, will, must</i>]</p>	<p>Use of the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>].</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i>, or the use of subjunctive forms such as <i>If I were</i> or <i>Were they</i> to come in some very formal writing and speech]</p>
Text	<p>Sequencing sentences to form short narratives</p>	<p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]</p>	<p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]</p>	<p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p>	<p>Devices to build cohesion within a paragraph [for example, <i>then, after that, this, firstly</i>]</p> <p>Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, <i>he had</i> seen her before]</p>	<p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i>], and ellipsis</p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p>
Punctuation	<p>Separation of words with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun <i>I</i></p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]</p>	<p>Introduction to inverted commas to punctuate direct speech</p>	<p>Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>]</p> <p>Apostrophes to mark plural possession [for example, <i>the girl's name, the girls' names</i>]</p> <p>Use of commas after fronted adverbials</p>	<p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	<p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It's raining; I'm fed up</i>]</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>]</p>
Terminology for pupils	<p>letter, capital letter</p> <p>word, singular, plural</p> <p>sentence</p> <p>punctuation, full stop, question mark, exclamation mark</p>	<p>noun, noun phrase</p> <p>statement, question, exclamation, command</p> <p>compound, suffix</p> <p>adjective, adverb, verb</p> <p>tense (past, present)</p> <p>apostrophe, comma</p>	<p>preposition conjunction</p> <p>word family, prefix</p> <p>clause, subordinate clause</p> <p>direct speech</p> <p>consonant, consonant letter vowel, vowel letter</p> <p>inverted commas (or 'speech marks')</p>	<p>determiner</p> <p>pronoun, possessive pronoun</p> <p>adverbial</p>	<p>modal verb, relative pronoun</p> <p>relative clause</p> <p>parenthesis, bracket, dash</p> <p>cohesion, ambiguity</p>	<p>subject, object</p> <p>active, passive</p> <p>synonym, antonym</p> <p>ellipsis, hyphen, colon, semi-colon, bullet points</p>

Appendix I

