



LITERACY PROCEDURES

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Literacy Policy

At Frome Vale Academy we recognise that language and literacy is a fundamental life skill; it develops children's ability to communicate effectively. Our children need to be able to communicate orally and in writing and to be able to read a wide range of texts if they are to achieve their potential throughout their school days and into their adult life. Literacy is at the heart of the curriculum uniting the important skills of reading, writing and grammar, and enabling children to practise speaking and listening skills. We aim to develop in our children an enthusiasm for Literacy in all its forms and to ensure they have the confidence to express themselves clearly.

I am a Writer

Intent: At Frome Vale Academy there is an emphasis that spelling, grammar and punctuation is an integral part of creative writing, where SPaG enables and inspires pupils. It is our intention that children are able to confidently use spelling, punctuation and grammar rules to improve the quality of their writing, creating an impact on the reader, and understand how it is being used to change meaning and effect. Our aim is that children can use the appropriate terminology as a tool to discuss choices and manipulate language confidently and powerfully, with the genre, purpose, style and audience in mind.

In writing, there is an emphasis on self-evaluation and developing pupils' ability to assess their own work through revising and editing. Children consistently know what to do to improve their writing. They can identify where they have been successful and why. This will be evident across the school by the use of the green editing pen.

Implementation: Modelling and discussing various styles and pieces of writing is frequent and focuses on the actual use of grammar in real examples of writing, including, high quality texts, professionally produced pieces, realistic examples produced by the teacher, live drafts and pupils' writing. Teachers provide a model of writing which children can attempt to emulate and tailor their writing to the needs and interests of the class. Teachers develop vocabulary and grammar in a meaningful way, by placing words and features which children are learning into context, so that children learn vocabulary directly and indirectly, with repetition and multiple exposures. Teaching sequences therefore are progressive, reflect pupils' current needs and have clear fiction and non-fiction outcomes.

Impact: Children at Frome Vale are confident writers. This can be seen in presentation, quality and quantity. The impact of our writing curriculum is that children have mastered writing across various genres, on a variety of subjects. As authors, they are able to adapt their style and language to suit various audiences and purposes and are able to reflect on how to improve it further.

PLANNING for WRITING

Long Term Plan – Whole-School Overview

This is a whole-school Writing text and genre overview. Each term's learning is based on at least one high-quality text and will have two main writing outcomes – fiction and non-fiction, which pupils will work towards by covering the necessary grammatical features, language and organisational features and being exposed to short burst incidental writing opportunities. A full version of this document is also available on the shared drive.

FVA Long Term Planning will:

- Identify key quality texts and the main unit outcomes for each half term (fiction and non-fiction).
- Incidental Writing Opportunities to practice grammatical skills and previously taught txt types
- Ensure coverage and range
- Allow planning for progression

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	Text: Beep , MAMOKO Main Fiction outcome: Narrative - retold Main non-fiction outcome: Recount	Text: The Snail and the Whale Main Fiction outcome: Narrative - innovated Main non-fiction outcome: non-chronological report (animals - science link)	Text: Lila and the Secret of Rain Main Fiction outcome: Narrative - innovation/ invention Main non-fiction outcome: non-chronological and chronological reports	Text: Traction Man is here Main Fiction outcome: Narrative - innovated Main non-fiction outcome: Instructions	Text: The Tin Forest or The Lonely Beast Main Fiction outcome: Narrative - innovation/invention Main non-fiction outcome: Instructions (how to grow/plant a sunflower)	Text: The Story Tree (Monkey-see, Monkey-do) Main Fiction outcome: Narrative - innovation or invention Main non-fiction outcome: Non-chronological report (jungles)
Year 2	Week 1/2 Text: Mr Wolves Pancakes. Narrative Text: Katie in London Fiction outcome Narrative Main Fiction outcome Changed story	Text: Emily Brown and the Thing. The Night Gardener Fiction outcome Changed story Non Fiction History Non-fiction Report - Brunel	Text: The Princess and the White Bear King. Fiction outcome Changed story Non-fiction - non-chronological and chronological reports	Text: The Sweetest Song Fiction outcome Innovated narrative Non-Fiction outcome Recount (recount an experience)	Text: The Frog Prince Fiction outcome Changed narrative Non-fiction outcome - creating pamphlets and writing up investigations. (diaries; as both growing in class...)	Text: The adventures of the Egg Box Dragon. Fiction outcome Narrative - Changed story. Non-fiction outcome Instructions
Year 3	Text: Fairs Fair by Leon Gaefied Main Fiction outcome: Alternative story ending Main non-fiction outcome: Instructions (Victorian pie/Tudor houses)	Text: Leon and the Place Between by Angela McCallister Main Fiction outcome: Diary Main non-fiction outcome: Non-chronological report	Text: The Frog Prince Main Fiction outcome: Innovated narrative Main non-fiction outcome: Persuasion	Text: Ice Palace Main Fiction outcome: Alternative ending Main non-fiction outcome: Persuasion text	Text: King of the Sky and/or Ice Trap! Main Fiction outcome: Narrative Main non-fiction outcome: Non-fiction Report	Text: Gregory Cool Main Fiction outcome: Narrative - story from Lennox's perspective - invention Main non-fiction outcome: Instructions
Year 4	Text: Arthur and The Golden Rope; Viking Boy Main Fiction Outcome Narrative Main Non-Fiction Outcome Non-chronological Report	Text: Edison by Torben Kuhlmann Main Fiction Outcome Narrative - alternative ending/innovation Main Non-Fiction Outcome: Instructions (based on DT) or fictional (how to make a mouse submarine)	Text: The Iron Man by Ted Hughes Main Fiction Outcome Narrative Main Non-Fiction Outcome Newspaper Report - fictional Showcase Display (hall)	Text: The Wolves in the Walls by Neil Gaiman Rain Player (Mayan link) Main Fiction Outcome Innovated narrative: change perspective Main Non-Fiction Outcome Persuasive letter in character	Text: The Great Kapok Tree Main Fiction Outcome Narrative Main Non-Fiction Outcome Persuasion - climate link Display (hall)	Text: Jimmy Button by Valerio Vidali Dragonology Main Fiction Outcome Original narrative Main Non-Fiction Outcome Non-chronological report based on a fictional stimulus
Year 5	Text: Egyptian Cinderella Main Fiction Outcomes Narrative - innovation (opposites) Main Non-fiction Outcomes: Persuasion	Text: Armstrong Main Fiction Outcome Narrative Main Non-Fiction Outcome Discussion Space Travel	Text: Escape from Pompeii Main Fiction Outcome Diary entry Narrative Main Non-Fiction Outcome Newspaper Report	Text: Rhythm of the Rain Main Fiction Outcome Diary, character's perspective Main Non-Fiction Outcome Explanation	Text: The Land of Never-believe Main Fiction Outcome: Narrative Main Non-Fiction Outcomes: Non-chronological report (made up land)	Text: Greta and the Giants The Rabbits Main Fiction Outcome: Narrative Main Non-Fiction Outcomes: Discussion

Short term unit planning:

- Will be based on assessment
- Needs to be flexible
- Lesson structure varies depending on need and focus
- Effective use of guided work
- Discrete grammar teaching using revisit, teach, practice, and apply
- Skills teaching based on quality text (application across the curriculum)
- Will be based on the three literacy unit planning phases

Planning Format

- Every class should have a yearly overview for each subject (in one table)
- Each literacy lesson requires a plan with the Frome Vale essentials saved on the shared drive.
 - WALT

- Steps to success
- Key questions
- Differentiating using: Giving it go, got it and flying
- Opportunities for formative assessments (mini plenaries)
- Guided group work with Target children
- Use of adults, if applicable
- Lessons plans are not expected to be written for entire weeks. They should be based on what has happened in the previous lesson and on summative assessments

Planning – Weekly

Planning is completed weekly using the format below.

Literacy Term Week w/h 1

The Current Sequence of Writing – Planning Phases		
Book: Fiction outcome/non-fiction outcome:		
Phase 1 Audiences and purpose Working Walls Opening Experiences Oral Storytelling Reading and immersion in text Speaking and listening Engaging with the text Grammar and skills Incidental writing opportunities	Phase 2 Identifying language features Identifying organisational features Exploring key events, themes, characters Grammar Analysing author's styles, writer talk	Phase 3 Planning Oral rehearsal of writing Modelled/shared writing Independent writing Revising/Editing Feedback

Monday	Intent	Implementation			Impact
	We are learning to:	In this lesson I am going to use:			Children will be able to:
	Context:	Questions:			So that:
		Giving it a go	Got it	Flying	Guided group
Tuesday	Intent	Implementation			Impact
	We are learning to:	In this lesson I am going to use:			Children will be able to:
	Context:	Questions:			So that:
		Giving it a go	Got it:	Flying:	Guided Group

Used for the success criteria in **each** lesson. Where learning is recorded in 'I am a Writer' books, these will be stuck in under the date and learning objective for formative assessment, differentiation and pupil reflection.

We also subscribe to and can use the Power of Reading materials written by <https://www.clpe.org.uk>. They provide teaching sequences and recommend age appropriate quality texts for use with different year groups. Teachers plan learning on the school planning format with reference to the requirements of the 2014 National Curriculum Framework for Literacy. A range of different styles is encouraged including whole class teaching, shared reading and writing, targeted guided group work, both collaborative and individual activities in response to the teaching and learning needs required to move children on. Teachers will use their professional judgement to determine the activities, timing and organisation of the lesson to suit its objectives and the individual child, ensuring that planning reflects the age related expectations of their year group.

At Frome Vale Academy we strive to deliver Quality First Teaching by:

- teachers and children having a clear understanding of the learning objective being taught
- planning lessons that are paced appropriately and drive learning forward
- modelling high expectations and providing learning opportunities for our children to succeed in meeting these expectations
- listening and responding to children in a sensitive and supportive manner
- being aware of the barriers to learning and planning to overcome these
- involving children in setting success criteria and giving opportunities for assessing their own work, including peer assessment
- informing children of their next steps of learning (taking responsibility for their individual targets) and providing opportunities for children to achieve these targets

At Frome Vale Academy, we believe that the mastery of written language is a powerful gift and that it should be purposeful, rich and enjoyable for all. We recognise that writing can be stimulated in a number of different ways and is supported by reading, speaking and listening, drama and personal experiences.

Writing opportunities are carefully planned by teachers in response to the class text. There is a fiction outcome and a non-fiction outcome each term, with incidental writing opportunities, immersion opportunities and SPAG objectives being covered in the build-up to the final piece.

Phase 1 Audiences and purpose Working Walls Opening Experiences Oral Storytelling Reading and immersion in text Speaking and listening Engaging with the text Grammar and skills Incidental writing opportunities	Phase 2 Identifying language features Identifying organisational features Exploring key events, themes, characters Grammar Analysing author's styles, writer talk	Phase 3 Planning Oral rehearsal of writing Modelled/shared writing Independent writing Revising/Editing Feedback
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Genres at FVA

At FVA, we believe that all children should develop an understanding of genres for writing and will therefore receive a progressive exposure and explicit teaching of these throughout their time at Frome Vale. This will significantly improve their knowledge and understanding of language structures, vocabulary, literacy and background knowledge needed for Reading and Writing. Giving it a go, Got it, Flying success criteria grids are available for the key genres in all year group (Shared drive, Progression of skills and curriculum map) e.g.

Diary Year 3

Giving it a go Dear diary, Past tense First person – use I, my, me Retell the main events	Got it Include an introduction to set the scene Retell events Time adverbs Adjectives to describe Powerful verbs Use senses	Flying Include questions and exclamations Emotions and feelings Past simple and past perfect Direct Speech
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These are directly used in lessons and children's books for teacher assessment and self-reflection.

An FVA genre guide with the main features, model writes and sentence stems is also available on the Shared drive (Teaching Resources, FVA Genre Guide)

Instructions Year 3

Giving it a go Present tense Second person Sequenced steps Simple sentences Title indicating 'How to...' Clear layout Include a list of equipment	Got it Time adverbs Imperative verbs Manner adverbs Headings and subheadings Chronological order	Flying All Giving it a go and Got it Headings and subheadings Conjunctions to clarify Fronted Adverbials Include a diagram Encouraging remarks Modal verbs
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Whole-School Non – Fiction Genre Coverage

KS1	KS2
Non-chronological Report	Non-chronological report
Recount	Recount
Instructions	Persuasions
Description	Instructions
	Explanation
	Newspaper Report UKS2
	Discussion UKS2

Developmental Marking in Writing

Guided Group = **G** – marked as you go along

Independent Secure = needs to be marked according to the policy below

Tomorrow's Group = **Tomorrow's G** – won't be marked, but must be picked up the next day and recorded as **G**

Supported = **S** indicated where additional support is given.

Summative comment:

The success of a piece of work is judged against the objective of the lesson and should be clear and specific:

e.g We are learning to write a diary extract.

✓ Well done, you have used personal pronouns.

Not 'Excellent work'

Formative comment:

Feedback comments must be constructed to require response by pupils, at an appropriate level of challenge, and such tasks must be completed by pupils. Children are to use a green pen to respond to feedback.

This comment does not necessarily need to be linked to the objective, but rather what the child needs to do to move their writing on.

At an earlier stage in their writing, no matter what year group the child is in, the fundamentals need to be addressed before anything else. These are for example:

- Capital letters at the start of sentences.
- Capital letters for proper nouns.
- Verb tense.
- Full stops at the end of sentences (no comma splicing).
- High frequency words.
- Letter formation – including heights of letters.
- Finger spaces.

This may look like:

-> Go back and check you have used capital letters correctly and edit your work.

->Correct all underlined words in your work.

Teachers need to use their professional judgment of how many formative comments they make but it should not exceed three.

In years 1-5 teachers are expected to use the following to show where these mistakes have been made in the writing:

V: verb tense	H: handwriting (letter formation)
CL: capital letter	M: missing word
FS: full stop	L: start a new line for speech
SP: spelling	// start a new paragraph
FSP: finger space	VF: Verbal Feedback

Year 6: Please see 'Feedback in Year 6 writing books'

Feedback in year 6 writing books

In order for children to become independent writers, and proficient editors, feedback does not follow the policy of the rest of the school. This is more in line with secondary school expectations.

Instead, the class teacher looks at all the books and reflects on what the children have done well, but also what their next steps are. The teacher records their reflections on a lesson reflection form.

From this the teacher will choose the following options:

- Plan a whole class lesson addressing key areas identified
- Plan a guided group session within a whole class lesson
- Provide 1:1 verbal feedback on a specific issue

How will this look in this book?

There will be no comments from the teacher in the book, but the following codes will be used:

Guided Group = **G**
Independent Secure = **I**
Supported = **S**

Children will edit using green pen.

Lesson reflection form

Date:	Objective of the lesson:	Absent children:
Needs further support:		Presentation (e.g. Letter formation)
		Guided Group:
		Supported:
		Independent
Misconceptions and actions ("The next step is the next lesson")		SPAG outcome:
		Children working on different identified actions this lesson:

DID THIS LESSON HAVE THE IMPACT I EXPECTED?

Use of individual target cards:

Once the fundamentals have been addressed, targets cards can be used to identify next steps. These should be dated and developmentally appropriate. Target cards need to be updated **at least** twice a term, adding 1 or 2 new targets each time.

In the Foundation Stage, developmental marking process maybe exemplified through observational assessment made by adults and then verbal feedback and discussion recorded and noted down. This will be recorded in pupils' learning journeys, and as the Foundation year progresses directly onto recorded work as appropriate.

Guided group work will be marked with a summative and a formative comment with children present, and responding to feedback with adults' support.



Name: _____

My target is:

Date: _____

Date: _____

Date: _____

Date: _____

Date: _____

Date: _____



Individual Target Cards
used in all year groups.

These are printed on
orange card/paper

DIFFERENTIATION PROCERDURES

This needs to be evident all the time in tasks/questioning/books

The following language will be used:

- Giving it a go (feeling unsure)
- Got it (feeling confident)
- Flying (challenging work)

Children can self-select or be guided and all work needs to be precisely pitched to children's needs.

Children could be:

- Doing a different task at the start of a lesson
- Practising different skills identified from assessments.
- All children from Y1-Y6 have a toolbox of resources to help them with their independence. These will be adapted and evolved by teachers and children, in order to match individual needs.

Writing Key Essentials Document (CLF)

This document's aim is to provide a consistent approach towards the assessment of writing across the Federation, updated in line with national changes for 2018 – **it is used for planning and assessment**. The skills progression column contains a series of statements for each year group, broadly ordered into a progression. It's vital that teachers take ownership of this and teach skills according to the needs of their class, rather than purely following the order presented here. **In Year 2 and Year 6**, the Interim Assessment Frameworks (IAFs) assess the key skills children need to have secured to be working at the expected standard. These frameworks do not assess every element of the curriculum, although it is expected that children are taught the wider curriculum and can demonstrate a broader range of skills than those assessed. To reflect this approach in other year groups, the statements in bold show the essential skills children in the CLF need to show to be assessed as working at the expected standard. As with years 2 and 6, it is expected that the full curriculum is taught. In all year groups, if teaching is

reduced to the essential criteria, meeting the following year's expectations will be significantly more difficult. For Year 2 and Year 6, the IAF criteria have been indicated in dark green. Some key skills are not directly stated in the IAFs but are a significant contributing factor in them being achieved. These criteria are highlighted in light green, with a comment inserted to show which IAF criteria they relate to. **An Excel assessment grid is provided along with the progression document and is completed every half term. Writing exemplification is now available for Years 1-6.**

Year 6 Example

Year 6 Year 6 Interim Assessment Framework Criteria			
Skills Progression	Example	EX8	GD3
1 Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader	narratives, newspaper & chronicle reports, diaries, letters, accounts, persuasive writing, advertising, discussion, non-fiction, explanation, poetry	✓	✓
2 Use expanded noun phrases across their writing to convey complicated information precisely	Marvellous fish can be found in the world's oceans. The creature had a <u>gigantic smile on the end of its poisonous beak</u>	✓	✓
3 Use verb tenses consistently and accurately	You don't want the forests to die, do you? You're right - aren't you?	✓	✓
4 Use formal and informal question tags	Yoda had been trapped... The bag had been stolen	✓	✓
5 Use passive voice to create empathy or suspense	The operation is conducted by the surgeon	✓	✓
6 Use passive voice to create a formal tone	The creature was most surprising. I had never seen anything like it	✓	✓
7 Use semi colons to mark independent clauses		✓	✓
8 Use dialogue to convey character and advance the action		✓	✓
9 Develop settings, characters and atmospheres in detail		✓	✓
10 Use a range of simple, compound and complex sentence structures, moving the position of the subordinate clause		✓	✓
11 Manipulate and control the use of narrative language features	language to control time and pace, repetition for effect, power of three, passive voice, dialogue	✓	✓
12 Use the range of punctuation taught at KS2 mostly correctly		✓	✓
13 Use a range of figurative language	smiles, metaphor, personification, simile, idiom	✓	✓
14 Manipulate and control the use of non-fiction language features	technical vocabulary, rhetorical questions, passive voice	✓	✓
15 Manipulate and control the use of organisational features	repetition, adverbials, ellipsis, referencing, noun/pronoun chains	✓	✓
16 Use a range of devices to build cohesion within and between paragraphs	by linking later, appropriate word choice	✓	✓
17 Use a dictionary and thesaurus effectively		✓	✓
18 Evaluate their writing through discussion and make improvements through revising the grammar and vocabulary in relation to the Y6 grammar and spelling expectations		✓	✓
19 Proof-read and edit their writing		✓	✓
20 Read their own writing about using appropriate iteration, controlling the tone, volume and movement to make the meaning clear		✓	✓
21 Spell most words from the Year 6 list word list and use these accurately in their writing	see NC list	✓	✓
22 Meet the Y6 expectations in the National Curriculum		✓	✓
23 Use capital, joined writing consistently when writing at speed		✓	✓

24	Use colons to mark independent clauses		✓	✓
GD1	Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing	e.g. literary language, characterisation, structure		✓
GD 2	Distinguish between the language of speech and writing and choose the appropriate register			✓
GD 3	Demonstrate an assured and conscious control over levels of formality			✓
GD 4	Use the full range of punctuation taught at KS2 correctly			✓
GD 5	Use punctuation to avoid ambiguity or enhance meaning	defining and non-defining relative clauses, clearly used punctuation for emphasis and effect		✓
GD 6	Write effectively for a range of purposes and audiences			✓
GD 7	Manipulate the language and grammar taught within Y2 in a range of independent writing, drawing on their own reading			✓
GD 8	Consistently use editing and revising strategies to improve the quality and accuracy of their writing			✓
GD 9	Consistently use vocabulary from across the curriculum in their writing			✓
GD 10	Consistently apply Y2 spelling expectations across their writing			✓

Composition

- Make choices about the most efficient way to note ideas, drawing on research from a range of sources where necessary
- Control and maintain plots (e.g. use of foreshadowing, dialogue to move the action on; stories told from more than one viewpoint)
- Use different ways of opening and closing narratives
- Develop characters in detail (e.g. relationships between characters; how others react to them; use of grammatical features such as passive voice)
- Extend and refine their use of narrative language features e.g. reported speech instead of direct; repetition for effect; power of three linked to grammar expectations (The wind whistled through the trees, ticking the autumn leaves, as the night drew in.)
- Extend and refine **topic** use of non-fiction language features e.g. technical vocabulary linked to the topic; precise description
- Use a range of verb forms for effect (progressive, perfect, modal)

Assessment - Writing

<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>	<u>Term 5</u>	<u>Term 6</u>
All: Teacher Assessment of Writing using The Key Essentials Document	All: Teacher Assessment of Writing using The Key Essentials Document	All: Teacher Assessment of Writing using The Key Essentials Document	All: Teacher Assessment of Writing using The Key Essentials Document	All: Teacher Assessment of Writing using The Key Essentials Document	All: Teacher Assessment of Writing using The Key Essentials Document
<u>Years 3 – 5</u> <u>GPS Pixl</u>		<u>Years 3 – 5</u> <u>GPS Pixl</u>		<u>Years 3 – 5</u> <u>GPS Pixl</u>	
Year 6 PiXL Autumn 1 papers Year 6 (week 2)	Year 6 National 2017 KS2 papers Y6 (week 2)	Year 6 National 2018 KS2 papers Y6 (week 2)	Year 6 National 2019 KS2 papers Y6 (week 2)	Year 6 KS2 SATs (week 4)	

GRAMMAR AND SPELLING

We believe that a sound understanding of grammar will lead to an improved understanding of English and how the written and oral language works. Grammar is taught in line with the objectives in the new curriculum. We believe that the teaching of grammar should, as far as possible, feed into the writing activity that the children are undertaking and that lesson starters provide a daily opportunity to develop knowledge and understanding. We aim to teach grammar in different ways, i.e. through games, quizzes, interactive games, feedback, use of target cards, and some formal teaching. Children are taught and encouraged to use the correct grammatical terminology from EYFS onwards.

All teachers follow the expectations set by the spelling guidance within the New Curriculum 2014. In Early years Foundation Stage and Year 1 and 2, spelling will be taught and monitored daily through discrete phonic lessons. In Key Stage 2, the teaching of spelling is organised by the class teacher and based around the 'No Nonsense!' spelling materials as spellings are taught according to spelling patterns and with reference to the 'tricky words' list for Y3/4 and Y5/6. Teachers follow the half termly scheme of work which should be printed off and annotated and dated to show progress and coverage.

No Nonsense Spelling teaching

Suggested time 10.10 – 10.40 (30min) every day

	Learning	Book
Monday	2 pieces of learning recorded in books. 2 learning sessions using other strategies (chalk, water, spelling games etc.)	No Nonsense spelling journal (handwriting lines) – A5 (purple)
Tuesday		
Wednesday		
Thursday		
Friday	Spelling Test	Spelling test book

Teachers are to implement 'No Nonsense Spelling' programme strategies in Spelling lessons and teach from the provided sequence where appropriate, using either the statutory or personalised spelling list where age related expectations haven't been met.

Teaching sequence

Revise

Activate prior knowledge
Revisit previous linked learning

Teach

Introduce the new concept
Explain
Investigate
Model

Practise

Individual/group work
Extend/explore the concept independently
Investigate
Generalise

Apply/Assess

Assess through independent application
Explain and demonstrate understanding

Recording: Spelling learning is recorded in Spelling Journal books, which have handwriting practice lines. Pupils write a long date each time they record their learning in books (twice a week + once in their spelling books). By integrating activities for handwriting, the benefit of making a spelling activity kinaesthetic is secured. The pupil acquires the physical memory of the spelling pattern as well as the visual.

Assessment

Pupils' learning is assessed throughout the programme. The 'Apply' part of the sequence regularly includes assessment activities to identify if pupils have learnt the key concept taught. In addition, pupils have a spelling test every Friday. These activities include:

- Testing – by teacher and peers
- Dictation
- Explaining
- Independent application in writing
- Frequent learning and testing of statutory and personal words.

Spelling Journal

Developing the use of spelling journals support both teachers and pupils in many ways. They enable:

- pupils to take responsibility for their spelling learning
- pupils to refer back to previous learning

- teachers to see how pupils are tackling tricky bits of spelling
- teachers and pupils to discuss spelling with parents and carers

Working Wall

Each classroom has a small area of display space that can reflect current teaching focuses and provide support for pupils' spelling as they write. GPC charts, reminders of common spelling patterns or conventions and tricky words to remember could be part of a working wall for spelling.

Spelling at home

Learning at home needs to be an extension of the practice in school. Teachers encourage this by:

- limiting the number of words to five or less per week to ensure success and deeper learning
- making sure pupils and parents have access to the range of learning strategies which have been taught in school, to use in home learning
 - assessing spellings in context, for example: learning spellings in a given sentence,
 - generating sentences for each word, assessing through unseen dictated sentences
 - keeping an ongoing record of words learnt and setting very high expectations of correct application in writing once a word has been learned.

GRAMMAR

Teaching frequency and expectations

- There will be a grammar and spelling element present in most FVA literacy lessons, through modelled expectations, shared writing and questioning.
- A discrete grammar lesson will be taught at least **once a week**. This could be taught during a Literacy lesson slot or another afternoon slot could be utilised, if chosen by the class teacher.

Recording

- All learning concerning Grammar and Punctuation will be recorded in I am a Writer books using FVA presentation and layout expectations (Full date underlined, miss a line, 'We are learning to...' sentence underlined)

Teaching sequence

- Teaching will include National Curriculum elements that need to be covered in particular year groups (see NC Vocabulary, Grammar and Punctuation Appendix)
- Use the 'subject knowledge' section from No Nonsense Grammar, which explains the basic grammatical elements and constructions as well as the punctuation and cohesion required by the National Curriculum.
- Teachers and pupils will use the relevant and accurate terminology to enabling them to discuss their writing (see NC Vocabulary, Grammar and Punctuation Appendix and Glossary Appendix)
- Teachers will use No Nonsense Grammar (available on the shared drive) to plan discrete sessions or as a resource for planning elements of Literacy sequences.
- Use The Power of Reading teaching sequence and the application of Vocabulary, Grammar and Punctuation from the National Curriculum as a teaching and planning resource for the holistic teaching of grammar and punctuation in Literacy lessons. See an example from 'Fly, Eagle, Fly!' below.

Use and Application of Vocabulary, Grammar and Punctuation from the National Curriculum year 3 and 4 programme of study:

- The thoughtful use of language interspersed with dialogue as well as the incorporation of features and structures commonly used in traditional tales provide a good model of language. This can be used as a basis to explore a number of the grammar based requirements of this primary phase as stipulated in the 2014 National curriculum. The extract below, for example highlights effective use of a range of grammatical devices including the use of:
 - prefixes*
 - expressing time using conjunctions**
 - paragraphs
 - apostrophes to mark possession and indicate if the word is a plural***
 - fronted adverbials****

Extract 1

- For there, on a ledge of rock, close enough to touch, he saw the most unusual* sight – an eagle chick, hatched from its egg a day or two before and then** blown from its nest by the terrible storm.

Extract 2

- The farmer's*** children helped his friend catch the bird.
- It was fairly heavy but he lifted it above his head and said, "You are not a chicken but an eagle. You belong not to the earth but to the sky. Fly, Eagle, fly!"
- The bird stretched out its wings*** as the farmer and his family had seen it do before. But it looked about, saw the chickens*** feeding, and jumped down to scratch with them for food.
- "I told you it was a chicken," the farmer said, and he roared with laughter.

Extract 3

- 'The first light crept into the sky as they began to climb the mountain. Below them they could see the river snaking like a long, thin ribbon through the golden grasslands, the forest and the veld, stretching down towards the sea. The wispy clouds in the sky were pink at first****, and then began to shimmer with a golden brilliance.'

Assessment

- Spelling, Grammar and Punctuation will be assessed in Terms 1, 3 and 5 in Years 3-5
- In years 3, 4 and 5 teachers will use Pixl GPS Papers 1 and 2
- Assessments will be conducted during Assessment weeks, along with other assessment papers
- Marks will be entered using Pixl spreadsheets and QLA analysis is to be used for future planning and teaching
- In Years 2 and 6 SPAG is to be assessed in terms 1, 2, 3 and 4
- In years 2 and 6 teachers will use KS1 and KS2 practice papers for assessment and planning

Targets

- Specific year group related or developmentally appropriate targets will be set and added to pupils' individual target cards

HANDWRITING

In Early Years Foundation Stage, children practise manipulative skills in order to prepare them for writing. They are taught to hold a pencil effectively and form recognisable letters. Triangular pencil grips are available for any children who would benefit from them. In Reception and Year 1, teachers will model basic shapes for handwriting in conjunction with daily phonics teaching.

In Key Stages 1 and 2, teachers organise handwriting sessions which model the formation of letters and letter joins for the children to practise when they are taught spelling. From Year 2 onwards, or as appropriate, a joined script is modelled.

See Appendix for Lower Case Cursive Style

Our aim is that the majority of pupils in Year 6 are writing in a neat, fluent cursive style. Whenever possible, teachers should ensure that writing in the classroom e.g. marking in books, mirrors the agreed style and provides a model for the children to aspire to. At Frome Vale Academy we subscribe to www.letterjoin.co.uk, an on-line

resource for teaching cursive handwriting. It provides teachers with interactive animations to demonstrate letter formation and joins and can generate worksheets.

SPEAKING AND LISTENING

We recognise the key role oral language has in teaching and learning and how children's understanding and imagination can be engaged and fostered by discussion and interaction. At Frome vale Academy we want to develop as fully as possible each child's competence, confidence and enjoyment in speaking and listening. Teachers consider the four aspects of speaking and listening when planning and look for opportunities in all curriculum areas to support children's development.

All classroom will have oracy displays which include the Discussion Guidelines and sentence stems for effective talk.

The Power of Reading teaching sequences provide teachers with a range of techniques to raise confidence and enjoyment, and improve communication skills whilst both exploring and composing texts. Teaching approaches (details of which can be found on the website <http://por.clpe.org.uk/teaching-approaches>) include;

- Drama and role play – hot seating, mime, freeze framing, conscience alley, performance
- Role on the wall – considering a character's feeling, responses etc.
- Reader's theatre
- Debate and argument
- Story telling
- Reading aloud

EARLY YEARS FOUNDATION STAGE

At Frome Vale Academy our Literacy curriculum is taught through the three PRIME areas of learning identified in the Early Learning Goals. The Early Learning Goals provide the basis for planning adult led activities which is balanced with child-initiated activities. The planning is based upon termly enquiry questions with discrete phonics and literacy directed teaching. Planning responds to the learning needs, the achievement and the interest of the children. Literacy planning follows the whole school approach sometimes using texts from The Power of Reading and we combine this with other stories which lend themselves to teaching in the way of 'a story making project'. During the course of the year, we aim to introduce our Reception children to a wide range of high-quality text, spending a week on immersion and exploration of each text. This gives our children the story language to be able to use in their writing.

Please refer to the Writing Long Term Plan for EYFS for a comprehensive guide to coverage, evidencing and stimulus for writing.

Termly Overviews

	Independent Learning We will be able to see in the learning environment	Adult Lead Learning We will be able to see during Adult Lead time	High Quality Texts	Phonics	Development matters	AFL	Vocabulary
Term 1	All linked to the class text: Giving meaning to marks Children are beginning to use phase 2 sounds in their writing during Independent Learning time Rehearsal of letter formation – indoor and outdoor environment Tapestry Observations of independent writing	Phonics sessions taught 9 – 9.30 (Letters and Sounds Phase 2) Casey the Caterpillar Letter Formation sessions during Phonics Writing focus- • Sometimes gives meaning to marks as they draw and paint. • Ascribes meanings to marks that they see in different places. Is beginning to write some Phase 2 sounds, especially the beginning sounds of known words.	Let's make faces – Hanoch Piven	Initial sounds – Phase 2	Can play in a group, extending and elaborating play ideas. Uses vocabulary focused on objects and people that are important to them.	Mark making Speaking and listening Understanding	Face Eyes Mouth Ears Nose Smile teeth
			Marvellous me	Initial sounds – Phase 2	Engages in imaginative role play. Uses available resources to create props to support role play (Being imaginative 30 – 50)	Mark making Speaking and listening Understanding	Imagination Role play Feelings Superheroes

Writing LTP:

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Phonics Phase (See Phonics LTP)	Phase 2	Phase 2	Phase 3	Phase 3	Phase 4	Phase 3 and Phase 4 used and applied, including the key and tricky words (L & S)
Development matters: Expected Progress and Outcomes (end of the term)	30 – 50 Developing	30 – 50 Secure	40 – 60 Emerging	40 – 60 Developing	40 – 60 Secure	Early Learning Goal Writing ELG Children at the expected level of development will: - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others. Some words are spelt correctly and others are phonetically plausible. Children use their phonic knowledge to write words in ways which match their spoken sounds. This includes writing with Phase 3 and Phase 4 used and
	<ul style="list-style-type: none"> Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places. <p>Is beginning to write some Phase 2 sounds, especially the beginning sounds of known words.</p>		<ul style="list-style-type: none"> Gives meaning to marks they make as they draw, write and paint. Begins to break the flow of speech into words. Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together. Links sounds to letters, naming and sounding the letters of the alphabet. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. 	<ul style="list-style-type: none"> Writes own name and other things such as labels, captions. Attempts to write short sentences in meaningful contexts. 	<p>Is able to write short sentences in meaningful contexts.</p> <p>This includes writing with Phase 3 and Phase 4 used and applied, including the key and tricky words (L & S)</p> <p>They are beginning to write short sequences of sentences (2-3) based on familiar narratives and practical experiences.</p>	

			Is beginning to write words by segmenting with familiar sounds learned so far (Phase 2)			<p>applied, including the key and tricky words (L & S)</p> <p>They also write some irregular common words. Phase 3 and Phase 4 key and tricky words (L & S)</p> <p>Children are able to write a short sequence of linked sentences, given an appropriate stimulus. They demonstrate an understanding of sentence boundaries and are occasionally able to use CL and FS correctly.</p>
Assessment	Yes	Yes	Yes	Yes	Yes	Yes
Phonics Sounds covered so far						
Reception data submitted (CLF Data Drop)	Baseline	Yes	Yes	Yes	Yes	Yes

READING

I am a Reader

Intent:

At Frome Vale Academy, we celebrate reading across all years and see it as one of the main foundations in a child's learning. In addition to this, we see that both fluency and enjoyment in reading are an integral part of a child's academic progress and success. We value reading as a key life skill, and are dedicated to enabling our pupils to become lifelong readers.

At Frome Vale Academy it is our intention that our reading curriculum covers the key skills needed to become a great reader - understanding inference, retrieval of information, authorial intent, understanding of text layout to name a few. We put a high level of thought into the range of texts our children read, both within guided reading sessions and as independent readers, as our school encourages the use of a wide range of exciting and interesting vocabulary to develop our children's understanding and communication skills. The curriculum aims to provide reading opportunities (fiction and non-fiction) linked to topic learning in all year groups.

Implementation:

Our school environment reflects this intent through engaging library and reading spaces being developed across the school. All children from Reception to Year 6 choose a reading book to take home and this reading book is changed weekly. Children who are not yet 'free readers', will work through our school reading scheme – these are levelled books which match the children's current reading age. We expect family at home to read these books with their child daily and make comments in their child's reading record. Each classroom will have a selection of books in their classroom which are directly linked with the class topic and books suitable for their reading age. This offers opportunities for the children to apply their reading skills across the curriculum. This is a comfortable place for children to read throughout the day.

Phonics is taught daily throughout Reception and Year 1 to develop phonological awareness, early reading and speaking and listening skills. Our Phonics delivery is in line with the government's 'Letters and Sounds' guidance to provide high quality teaching of these skills. As part of this, children have daily phonics sessions, where they participate in speaking, listening and spelling activities that are matched to their developing needs. The teachers draw upon observations and continuous assessment to ensure children are stretched and challenged and to identify children who may need additional support. Children work through the different phases, learning and developing their phonics sounds and knowledge.

KS1 and KS2 children take part in daily whole-class Guided Reading lessons, where children are exposed to a range of different texts and can demonstrate their understanding and thinking behind these. A strategic and progressive approach to the teaching of reading is in place, with reading comprehension skills being taught explicitly in all year groups. We use formative assessment purposefully, ensuring that it supports teaching and learning and promotes progress for all children.

Impact:

Attainment in reading is measured using the statutory assessments at the end of Key Stage One and Two. Attainment in phonics is measured by the Phonics Screening Test at the end of Year 1.

We measure the impact of our curriculum through the following methods:

A reflection on standards achieved against the planned outcomes;

Review pupil response to the questions and learning provided;

Pupil discussions and conferences about their learning;

Book scrutiny of pupils' learning across the school demonstrating the depth of understanding, progression and challenge and the tracking of standards across the curriculum.

Through the teaching of systematic phonics, our pupils become competent readers by the end of Key Stage One. This way, children can focus on developing their fluency and comprehension as they move through the school.

We firmly believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond the results of the statutory assessments. By the time children leave Frome Vale Academy, they are competent readers who can recommend books to their peers, use their skills to read across the curriculum, have a thirst for reading a range of genres and participate in discussions about books. They are able to evaluate an author's use of language and the impact this can have on the reader.

Phonics

We begin the process of learning to read in the Early Years Foundation Stage, where we believe that the systematic teaching of phonics is the fastest and most effective way of getting young children to start reading. The Early Learning Goals provide the basis for planning reading with discrete phonic directly taught throughout the Foundation Stage. By the end of Reception, it is our expectation that all children can blend sounds and that the vast majority will be reading simple books. In Early Years Foundation Stage, the focus of writing is using phonics to write simple sentences with basic punctuation.

Please see the EYFS Reading Provision document for a detailed Long-Term Plan.

As children move into Key Stage 1, we continue to teach discrete phonic sessions which are based around the Letters & Sounds programme. During these sessions we aim to group children according to their developmental need through the different phases. By the end of Year 2, it is our expectation that the vast majority of children will be fluent readers, however we continue to build upon the Letters and Sounds structure and approach by revisiting sounds alternatives, introducing the relevant morphemes and spelling rules by following an integrated No-Nonsense spelling programme.

For those children who are not at the expected level by the end of Year 2, class teachers will work with the SENCo to provide intervention activities.

In Year 1, children are assessed termly to track their progress towards the Year 1 phonics test.

Please see the EY and KS1 Phonics Long Term Plan document for termly sound/rule coverage in Reception, Year 1 and Year 2.

Reception Phonics Long Term Plan (Letters and Sounds)



Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Phase 1: Phonological awareness (if under 30 - 50) Phase 2 Set 1: s, a, t, p Set 2: l, n, m, d Set 3: g, o, c, k HFW (tricky): the, to, go, no, l, into	Phase 2 Set 4: ck, e, u, r Set 5: h, b, f, ff, l, ll, ss Set 6: j, v, w, x HFW (tricky): the, to, go, no, l, into	Phase 2 recap – Set 6: j, v, w, x Phase 3 Set 7: y, z, zz, oo Set 8: ch, ac, sh, or, th (thin/then) Set 9: ck, ac, sh, or, th, ow, ai HFW (tricky): He, she, we, me, be, was, you, they, all, are, my, her	Revisit: (ch, ac, sh, or, th, ck, ac, ng, ow, ai) Phase 3 Set 10: ai, ee, ear, igh, air, oa, uo, oo (boot/look) HFW (tricky): He, she, we, me, be, was, you, they, all, are, my, her	Phase 4 Initial/beginning blends Bl, br, gl, gr, dr, cl, cr, fl, fr, st, sr, sh, sk, so, Tr, sr End blends Ft, ft, lt, lt, nd, nt, ok, or, se, st HFW (tricky): Said, have, like, so, do, some, come, were, there, little, one, when, out, what	Revision – Phase 3 with Phase 4 Revise all HFW HFW (tricky): Said, have, like, so, do, some, come, were, there, little, one, when, out, what
Phase 2 (Reception) Working on: Using common consonants and vowels. Blending for reading and segmenting for spelling simple CVC words; knowing that words are constructed from phonemes and that phonemes are represented by graphemes. Letter progression: Set 5: h, b, f, ff, l, ll, ss Set 4: ck, e, u, r Set 3: g, o, c, k	Phase 3 (Reception) Knowing one grapheme for all 43 phonemes Working on: Reading and spelling a wide range of CVC words using all letters and less frequent consonant digraphs and some long vowel phonemes. Graphemes: ear, air, ac, sh, or, ck, ac, ng, ow, oi, ai, ee, igh, air, oa, uo, oo Working on: Reading and spelling CVC words using a wider range of letters, short vowels, some consonant digraphs and double letters.				Phase 4 (Reception) Working on: Segmenting adjacent consonants in words and apply this in spelling; blending adjacent consonants in words and applying this skill when reading unfamiliar texts. e.g. CVCVC
					Phase 3 with Phase 4 Revision

Set 2: l, n, m, d Set 1: s, a, t, p	Consonant digraphs ch, sh, th, ng Working on: Reading and spelling CVC words using letters and short vowels. Letter progression Set 7: y, z, zz, oo Set 6: j, v, w, x	CVCVC CVCVCVC + multisyllabic words	
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Home Reading

In EYFS, KS1 and KS2, children take home a reading book based on their reading level. The children change their books regularly and select their own reading book, which is recorded in their Reading Log. We encourage children to read each evening at home with their families and to make comments in the reading log books. Teachers have a short 1:1 reading session with each child per fortnight and should record this in their reading records. Comments should say what you enjoyed about the reading and what they need to work on, e.g. 'I enjoyed the way you used your voice when different characters were speaking'. To encourage children to read regularly at home there is a whole school celebration display in the school Library.

Reading Monitoring Procedures at Frome Vale Academy

EYFS

-Children will place their book bags into the black boxes in the morning. In Term 1, children will keep their book bags in drawers to avoid contamination. This will be reviewed termly and built into the risk assessment.

-TP will check these **every morning**, upon the arrival of the class, to ensure that reading logs and correct level books (2) are in place. Texts will be sent home if this is not the case.

-A big check will take place on **Friday** where the Class Teacher or TP will check children's reading logs and place an appropriate stickers/communication for children who have not read at **least 2 times** a week at home. Texts will be sent home and this will be logged on cpoms.

-Children who were able to read **4 times** or over every week will attend the reading treat/ receive additional house points.

-All children will be read with **weekly** by a teacher.

KS1

-Children will place their book bags into the black boxes in the morning – these will be labelled with children's Guided Reading group names.

-Children will place their logs and books (2 max) of the correct level ready on their desks **every morning upon their arrival**. Class Teachers will check these daily, to ensure that reading logs and correct level books are in place. Texts will be sent home if this is not the case.

-A big check will take place on **Friday** where the Class Teacher will check children's reading logs and place an appropriate stickers/communication for children who have not read at **least 2 times** a week at home. Texts will be sent home and this will be logged on cpoms.

-Children who were able to read **4 times** or over every week will attend the reading treat/ receive additional house points.

-All children will be read with (1:1) at least fortnightly by **their class teacher** with some children reading every week.

KS2

-Children will place their logs and books of the correct level ready on their desks **every morning upon their arrival**. Class Teachers will check these daily, to ensure that reading logs and correct level books are in place. Texts will be sent home if this is not the case.

-A big check will take place on **Friday** where the Class Teacher will check children's reading logs. If children do not meet the Homework Policy expectation (2 reads per week), they attend a lunchtime club for reading on Friday in an allocated classroom. They will then have a monitoring sticker placed in their reading log. These will be recorded on cpoms and texts will be sent home.

-Children who were able to read **4 times** or over every week will receive additional house points/prizes if available.

-All children will be read with (1:1) at least fortnightly by **their class teacher** with some children reading every week.

Promoting Reading

Reading for Pleasure

Each class has a designated Reading Corner which is an engaging environment to stimulate and engage children. Teachers organise the use of this within their own classrooms. There is also a large selection of fiction and non-fiction books for children to access in the library area. We promote reading through display, an annual book fair and other events such as our 'Big Spotty Read Day' during Children in Need.

There are procedures in place to celebrate and further challenge confident readers in both KS1, and KS2. KS1 'Rainbow Readers' and KS2 'Free Readers' have a designated area with a selection of high-quality text in or near their classroom.

EYFS

A class book club is running **every Friday**.

-Phonics is taught every day.

-A class book is selected every week to introduce children to a range of best stories and poems at an early age. There is a clear rationale for each class book. The indoor and outdoor environment is language rich and facilitates, play and wider curriculum experiences build around children's interests and the class text.

-Outdoor learning and reading: the new reading shed is in place.

KS1

A class book club is running **every Friday** during independent reading as an opportunity to celebrate, share and talk about books. Children will select books from the book corner and share them with each other, and the teacher. Termly 'book tasting' sessions are in place.

Children have an opportunity to choose from a wide selection of books in the Rainbow Reader area as soon as they are able to access it.

Each KS1 classroom has a selection of fiction and non-fiction books to promote reading in class.

End of the day texts in place – see Reading Spine in 'I am a Reader' document

KS2

A class book club is running **every Friday** during the 1:1 reading time slot as an opportunity to celebrate, share and talk about books.

Children have an opportunity to choose from a wide selection of books in the Free Reader area as soon as they are able to access it.

Each KS2 classroom has a selection of fiction and non-fiction books to promote reading in class.

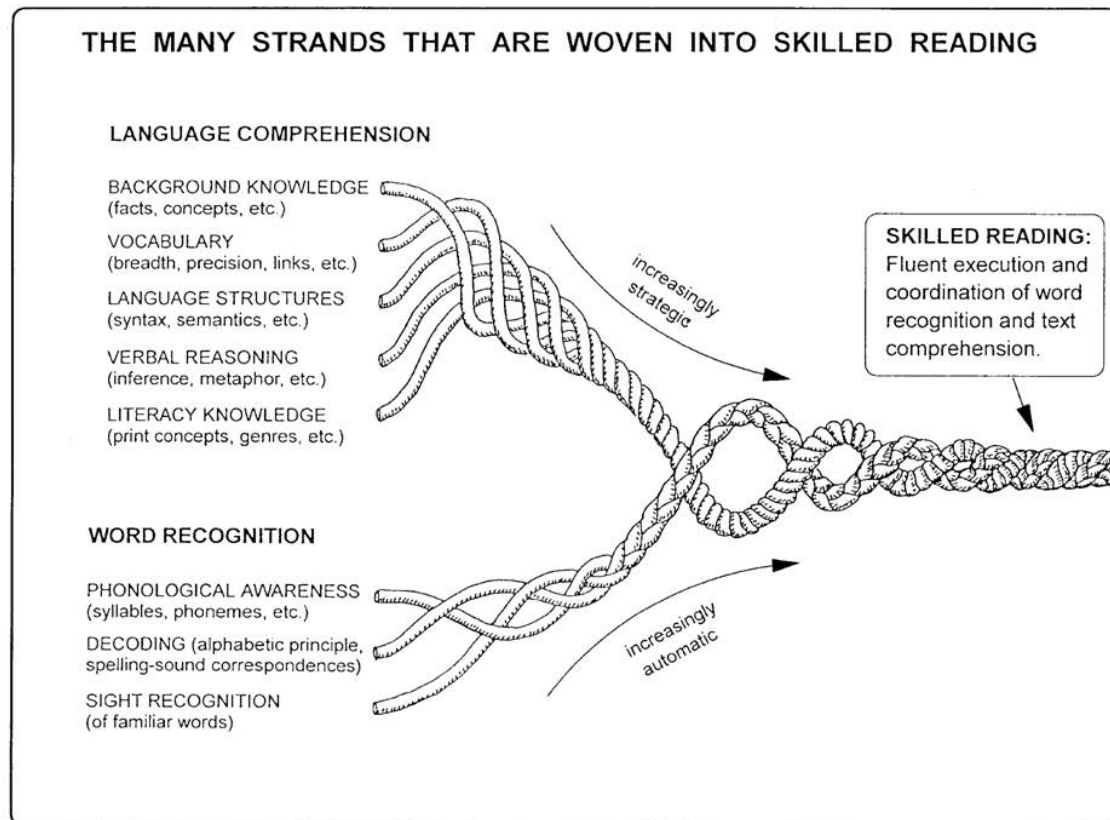
End of the day texts in place – see Reading Spine in 'I am a Reader' document

Planning Formats - KS2

Long Term Plan – 'I am a Reader' document

We use our whole-school '**I am a Reader**' document for Long Term Planning for Reading. This document contains all key concepts for reading, the curriculum context, reading for pleasure texts and objectives for each year group. All documents referred to in this pack will be accessible on the shared drive. **The strands within the Reading Rope have formed the basis of this reading progression document.**

Hollis Scarborough—creator of the famous Reading Rope and senior scientist at Haskins Laboratories—is a leading researcher of early language development and its connection to later literacy. The genesis of the Reading Rope dates back to Scarborough's lectures for parents on the complexities involved in learning to read. The Reading Rope consists of lower and upper strands. The word-recognition strands (phonological awareness, decoding, and sight recognition of familiar words) work together as the reader becomes accurate, fluent, and increasingly automatic with repetition and practice. Concurrently, the language-comprehension strands (background knowledge, vocabulary, language structures, verbal reasoning, and literacy knowledge) reinforce one another and then weave together with the word-recognition strands to produce a skilled reader.



I am a Reader...

At Frome Vale Academy, we celebrate reading across all years and see it as one of the main foundations in a child's learning. In addition to this, we see that both fluency and enjoyment in reading are an integral part of a child's academic progress and success. We value reading as a key life skill, and are dedicated to enabling our pupils to become lifelong readers.

At Frome Vale Academy it is our intention that our reading curriculum covers the key skills needed to become a great reader - understanding inference, retrieval of information, authorial intent, understanding of text layout to name a few. We put a high level of thought into the range of texts our children read, both within guided reading sessions and as independent readers, as our school encourages the use of a wide range of exciting and interesting vocabulary to develop our children's understanding and communication skills. The curriculum aims to provide reading opportunities (fiction and non-fiction) linked to topic learning in all year groups.



FVA I am a Reader document can be accessed via the Shared Drive.

Medium Term Plan – KS2 Termly Overview planning format

This planning format is completed termly and used to plan for comprehension/whole-class guided reading sessions taught daily, 1.30 – 2.00. Please add a daily learning objective (e.g. We are learning to infer) and a resource/stimulus you are using to cover the skills that week.

Frome Vale Academy 'I am a Reader' Termly Overview

Year __ Term __

Fiction text (verbal reasoning)

Non-fiction text (background knowledge)

Cracking Comprehension/Pixl Therapy (skills)

	Reading Comprehension (discrete skills or mixed comprehension skills)	Reading Comprehension Text/Resource	1: 1 Reading Time (highlight as appropriate)
Week 1	Mon – Tue – Wed – Thu – Fri -		2a – give / explain the meaning of words in context 2b – retrieve and record information / identify key details from fiction and non-fiction 2c – summarise main ideas from more than one paragraph 2d – make inferences from the text / explain and justify inferences with evidence from the text 2e – predict what might happen from details stated and implied 2g – identify / explain how meaning is enhanced through choice of words and phrases
Week 2	Mon – Tue – Wed – Thu – Fri -		2a – give / explain the meaning of words in context 2b – retrieve and record information / identify key details from fiction and non-fiction 2c – summarise main ideas from more than one paragraph 2d – make inferences from the text / explain and justify inferences with evidence from the text 2e – predict what might happen from details stated and implied 2g – identify / explain how meaning is enhanced through choice of words and phrases
Week 3	Mon – Tue – Wed – Thu – Fri -		2a – give / explain the meaning of words in context 2b – retrieve and record information / identify key details from fiction and non-fiction 2c – summarise main ideas from more than one paragraph 2d – make inferences from the text / explain and justify inferences with evidence from the text 2e – predict what might happen from details stated and implied 2g – identify / explain how meaning is enhanced through choice of words and phrases

KS2 1:1 Reading Time Planning Format

This planning format is completed termly and photocopied weekly. 1:1 Reading slot is usually 1 – 1.30, straight after lunch and is an opportunity to read with each child weekly. Depending on the class size, most children will read every week, with some children (8 – 10 working at greater depth) reading every other week on a rotation basis.

The rest of the class complete meaningful reading tasks independently. These will cover curriculum objectives, such as prediction, inference, retrieval, explanation, summary and vocabulary work. Every class has a ‘book club’ slot every Friday during the 1:1 reading time, where children have an opportunity to explore books with their peers. Once every term, each class will have a ‘Book Tasting’ session running during the Friday book club slot. This is when children enjoy a special book club, with select fiction and non-fiction books sourced by the class teacher and have an opportunity to discuss and share their ideas.



KS2 Timetable for 1:1 Reading Time Term __ Week _ Year __

Children I am reading with 1:1	Monday	Tuesday	Wednesday	Thursday	Friday
Insert 4 names here	1:1 Reading	Inference focus	Independent Reading + complete a reciprocal reading activity if finished book PPA cover	Prediction 2e – predict what might happen from details stated and implied	Book Club
Insert 4 names here	Word meaning and vocabulary focus	1:1 Reading	Independent Reading + complete a reciprocal reading activity if finished book	Prediction 2e – predict what might happen from details stated and implied	Book Club
Insert 4 names here	Word meaning and vocabulary focus	Inference focus	1:1 Reading	Prediction 2e – predict what might happen from details stated and implied	Book Club
Insert 4 names here	Word meaning and vocabulary focus	Inference focus	Independent Reading + complete a reciprocal reading activity if finished book PPA cover	1:1 Reading	Book Club
Insert 4 names here	Word meaning and vocabulary focus	Inference focus	Independent Reading + complete a reciprocal reading activity if finished book PPA cover	Prediction 2e – predict what might happen from details stated and implied	1:1 Reading

Medium Term Plan – KS1 Reading Planning format for groups

This planning format is completed termly and photocopied weekly. 1:1 Reading slot is usually 1 – 1.40, straight after lunch and is an opportunity to read with each reading group weekly to develop comprehension and discussion skills. The rest of the class complete meaningful reading tasks independently. These will cover curriculum objectives, such as prediction, inference, retrieval, explanation, summary and vocabulary work. Every class has a ‘book club’ slot every Friday during the 1:1 reading time, where children have an opportunity to explore books with their peers. Once every term, each class will have a ‘Book Tasting’ session running during the Friday book club slot. This is when children enjoy a special book club, with select fiction and non-fiction books sourced by the class teacher and have an opportunity to discuss and share their ideas.

Class teachers will place a sticker/stamp/leave a message in children's reading logs when they have completed a guided group. All children have a weekly session.

Children I am reading with in a Guided Group	Monday	Tuesday	Wednesday	Thursday	Friday
Insert group name here/pupils' names and levels	Guided group (insert name)	Inference focus	Phonics focus	Prediction (illustrations, story covers)	Book Club
Insert group name here/pupils' names and levels	Word meaning and vocabulary focus	Guided group (insert name)	Phonics focus	Prediction (illustrations, story covers)	Book Club
Insert group name here/pupils' names and levels	Word meaning and vocabulary focus	Inference focus	Guided group (insert name)	Prediction (illustrations, story covers)	Book Club
Insert group name here/pupils' names and levels	Word meaning and vocabulary focus	Inference focus	Phonics focus	Guided group (insert name)	Book Club
Insert group name here/pupils' names and levels	Word meaning and vocabulary focus	Inference focus	Phonics focus	Prediction (illustrations, story covers)	Guided group (insert name)

KS1 children are read with on at least a fortnightly basis by the class teacher. All other reading session with volunteers, older peers, teaching partner will add to this, but will not replace it.

Please create a 1:1 reading timetable for your class. This can be done before registration, during Friday Golden Time and additional slots created during the course of the week.

Weekly Planning – Guided Reading session planning

This planning format is used to plan for effective questioning while sharing a book/text with a guided reading group. From Vale Academy question stems are used to establish an in-depth understanding of the read material and interrogate text appropriately and in a variety of ways.

KS1 Guided Reading Planning Format from May 2017

Text: New Trainers

Book Band:6

Genre: story

Date: T4 W5

Class: 1MC Group: Starfish		Currently working at: Deepening/on track/ yet to be on track/at an earlier stage		
Key Stage 1 domains				
1a: Draw on knowledge of vocabulary to understand texts (Retrieve)	1b: Identify and explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information (Review)	1c: Identify and explain the sequence of events in texts	1d: Make inferences from the text (Interpret)	1e: Predict what might happen on the basis of what has been read so far (Predict)
<ul style="list-style-type: none">What does this... word/phrase/sentence... tell you about... character/setting/mood etc?Highlight a key phrase or line. By using this word, what effect has the author created?In the story, 'x' is mentioned a lot. Why?The writer uses words like ... to describe What does this tell you about a character or setting?What other words/phrases could the author have used?The writer uses ...words/phrases...to describe ... How does this make you feel?How has the writer made you and/or character feel ...happy /sad/angry/ frustrated/lonely/bitter etc? Can you find those words?Which words and /or phrases make you think/feel...?	<ul style="list-style-type: none">Where/when does the story take place?What did s/he/it look like?Who was s/he/it?Where did s/he/it live?Who are the characters in the book?Where in the book would you find...?What do you think is happening here?What happened in the story?What might this mean?Through whose eyes is the story told?Which part of the story best describes the setting?What part of the story do you like best?What evidence do you have to justify your opinion?Find it. Prove it.How do the title/contents page/chapter headings/glossary/index... help me find information in this book?Which part of the text should I use to find...?Why has the author organised the information like this?	<ul style="list-style-type: none">What happens first in the story?Use three sentences to describe the beginning, middle and end of this text?You've got 'x' words; sum up this story.Sort these sentences/paragraphs/chapter headings from the storyMake a table/chart to show what happens in different parts of the storyWhy does the main character do 'x' in the middle of the story?How does the hero save the day in the story?	<ul style="list-style-type: none">What makes you think that?Which words give you that impression?How do you feel about...?Can you explain why...?I wonder what the writer intended?I wonder why the writer decided to...?What do these words mean and why do you think the author chose them?	<ul style="list-style-type: none">Look at the cover/title/first line/chapter headings...what do you think will happen next? How have the cover/title/first line/chapter headings...helped you come up with this idea?What do you think will happen to the goodie/baddie/main character? Why do you think this?What will happen next? Why do you think this? Are there any clues in the text?Can you think of another story, which has a similar theme; e.g. good over evil; weak over strong; wise over foolish? Do you think this story will go the same way?Which stories have openings like this? Do you think this story will develop in the same way?Why did the author choose this setting? How will that effect what happens next?How is character X like someone you know? Do you think they will react in the same way?

Strategy Check: decoding, inferring meaning, self-correcting, clues for predicting, breaking up words, participating in discussion (R1) Before reading: Quickfinders – find key words on the word mat. Next Steps:									
Page	Question	Comp. objective	Michelle	Akram	Kacper	Denny			
Front cover	What is the book going to be about?(Red - R) How do you know? What are the clues in the cover?(White - W)								
1	How is Chip feeling about his trainers now? How can you tell? (clues from illustrations) Why does he need new trainers?								
2	How does the shopkeeper feel? Why?(picture cues)								
6	What do you think is going to happen next? How do you know? (Introduce 'Prediction')								

Reading Comprehension

KS2 Expectations

1:1 Reading time: This time is for teachers to do 1:1 reading with children and sign logs. (ticks for positives, arrows for next steps for parents to be aware of). Each child will be read with at least fortnightly.

the 1:1 reading planning format is used

The rest of the class complete:

Reading tasks related to the KS2 domains based on their independent reading or class reading – these are to be recorded/kept for evidence for each child in GR books and to have one of the following objectives clearly displayed along with the date:

Long Date

We are learning to explain the meaning of words in context.

2a – give / explain the meaning of words in context

2b – retrieve and record information / identify key details from fiction and non-fiction

2c – summarise main ideas from more than one paragraph

2d – make inferences from the text / explain and justify inferences with evidence from the text

2e – predict what might happen from details stated and implied

2g – identify / explain how meaning is enhanced through choice of words and phrases

Learning task examples:

Character review, Book review, a pre-read task, vocabulary work, prediction etc.

Please see *Primary English Education Consultancy* document for KS1 and KS2 for examples.

Friday Book Club

Children have an opportunity to read to their reading partners (one child reading, the other tracing the read text) or to engage in sustained silent reading. They will read their level books, class book corner books, library books, non-fiction books or books brought in from home. Children have an opportunity to share at the end of the session and occasionally complete books reviews and book recommendations. There is a focus on the sharing of reading and reading for pleasure.

Whole Class Comprehension:

Cracking comprehension/Headstart /Pixl or differentiated reading questions to be answered in books (KS2 question stems to be used). There will be a balance of non-fiction texts, fictions texts and extracts used during these sessions.

Termly Reading Overview Format is used for planning.

There will be 2/3 recorder pieces per week, with teachers spending approximately 2 sessions per week to introduce the text, unpick the vocabulary and answer retrieval and inference questions verbally. Please refer to the Sample Timetable at the bottom of the document.

Whole Class Reading Strategies:

- Echo Reading – children mimic teacher’s intonation and reading speed
- Peer Reading - one child reading, the other tracing the read text
- Ping Reading - children take turns to read with the rest of the class following
- Pre-reading – children read silently and select unfamiliar or challenging vocabulary

Vocabulary Focus

A vocabulary session will be taught each week, either during the 1:1 reading time or Comprehension lesson e.g.

- dictionary/thesauruses skills
- whole class vocabulary pre-teach
- explanation of word meaning in context
- Pixl therapy
- Word maps
- Bullseye (oracy game)

KS1 Expectations

KS1- 1-1.40 (after lunch)

Year 1

Guided Group

Sharing a text (differentiated) – comprehension and discussion focus over word reading only

Guided Reading timetables/planning kept in the planning folder on the shared drive and annotated plans will be kept in a class Reading Folder.

KS1 questions stems will used to aid questioning and there will be evidence of a variety of domains covered.

The rest of the class continue to access and engage with the literacy-rich classroom environment. They have an access to a wide variety of texts in class at all times and will continue to engage with book club activities on Fridays. They are introduced to independent learning activities necessary for transition to Year 2 and these become available within the environment for children to access during their independent learning time in Term 6.

Year 2

Guided Group

Written comprehension group (slow transition towards this in Year 2) or Sharing a text (differentiated)

Guided Reading timetables/planning kept in the planning folder on the shared drive and annotated plans will be kept in a class Reading Folder. KS1 questions stems will be used to aid questioning and there will be evidence of a variety of domains covered.

The rest of the class complete:

Reading tasks related to the KS1 domains based on their independent reading or class reading – two pieces will be recorded/kept for evidence for each child in GR books and to have one of the following objectives clearly displayed along with the date e.g.:

Monday 15th July 2019

We are learning to draw on knowledge of vocabulary.

- 1a draw on knowledge of vocabulary to understand texts**
- 1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information**
- 1c identify and explain the sequence of events in texts**
- 1d make inferences from the text**
- 1e predict what might happen on the basis of what has been read so far**

This is to include written comprehension when children are ready for that level of independent work.

ASSESSMENT

Reading

- In the EYFS, children's achievements are ongoing and are assessed against the Early Learning Goals. Assessment for Learning is established in all teaching and formative assessment occurs daily through oral feedback. Children will be assessed on PM Benchmark every term and will be formatively assessed on their individual sound knowledge throughout the term, every term, using an FVA spreadsheet.

- Summative Assessment Requirements –

All Year 1 Reading Assessments

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
2015 Test Score Mock	2016 Test Score Mock	2017 Test Score Mock	2018 Test Score Mock	2019 Test Score Mock	2020 Phonics Screening Test
PM Benchmark	PM Benchmark	PM Benchmark	PM Benchmark	PM Benchmark	PM Benchmark
		Headstart Comprehension Test	Headstart Comprehension Test	Headstart Comprehension Test	Pixl Reading Test

All Year 2 Reading Assessments

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
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PM Benchmark	PM Benchmark	PM Benchmark	PM Benchmark	PM Benchmark (optional)	PM Benchmark
CLF: KS1 2018 Reading Papers 1 & 2 Week 6 – week 8 Results Uploaded to PIXL	KS1 2017 Reading Papers 1 & 2 Results Uploaded to PIXL	KS1 2016 Reading Papers 1 & 2 Available on T drive (not Pixl)	CLF: KS1 2019 Reading Papers 1 & 2 - 2 nd week of term, to be done in groups Results Uploaded to PIXL	Year 2 SATS	

- Year 1 children are assessed using teacher assessments made during one to one and guided reading activities. They also complete the phonics screening test in June each year and take a mock test in terms 1,2,3,4 and 5. PM Benchmarking is also used and recorded to check progress through book levels.

Reading Assessment KS2

<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>		<u>Term 4</u>	<u>Term 5</u>	<u>Term 6</u>
Pixl Reading assessment or KS2 Past Paper <u>Y6 (week 2)</u> <u>PiXL Autumn 1</u> <u>papers</u>	Pixl Reading assessment or KS2 Past Paper <u>Y6 (week 2)</u> <u>National 2017</u> <u>KS2 papers</u>	Pixl Reading assessment or KS2 Past Paper <u>Y6 (week 2)</u> <u>National 2018</u> <u>KS2 papers</u>		Pixl Reading assessment or KS2 Past Paper <u>Y6 (week 2)</u> <u>National 2019</u> <u>KS2 papers</u>	KS2 SATS	Pixl Reading assessment
	PM Benchmark KS2			PM Benchmark KS2		PM Benchmark KS2

- Year 3, 4 and 5 are assessed using teacher assessments made during one to one and guided reading activities. PM Benchmarking is also used and recorded to check progress through book levels. Formal testing and analysis of individual progress will take place at the end of each term using Pixl assessments.
- Formal testing and analysis of individual progress will take place at the end of each term using Pixl and past papers for Year 2 and 6. These are used as a tool to inform class teachers' planning and identify strengths and areas for development.

Rough guide to Pixl and other test results

KS2 Assessment

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Maths	O2+: 35 D: 65	O2+: 42 D: 70	O2+: 50 D: 80	O2+: 55 D: 85	O2+: 60 D: 90	ARE: 61 Exceeding:96
Reading y3&4	O2+: 11 D: 22	O2+: 14 D: 25	O2+: 17 D: 27	O2+: 20 D: 30	O2+23 D: 32	ARE: 23 Exceeding:32
Reading Y5 & 6	O2+: 13 D: 28	O2+:17 D: 32	O2+: 21 D: 35	O2+: 25 D: 40	O2+28 D: 40	ARE: 28 Exceeding: 40

Reading Levels O2+

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception	Beginning to access level 1	Level 2	Level 3	Level 4	Level 6	Level 7/8
Year 1	8/9	11	12	14	16	17/18
Year 2	18/19	20	21	22	23	23/24
Year 3						25/26
Year 4						27/28
Year 5						29/30
Year 6						30+ Free Reader


Frome Vale Academy Reading Levels

Children's Reading levels are used to ensure and test fluent decoding and whole word reading, along with a general reading comprehension of age-related reading levels and texts. Where relevant, children will be PM Benchmarked 3 times a year in Terms 2, 4 and 6, with EY and KS1 assessing reading in this fashion more often (refer to the whole-school assessment timetable)

Where children are reading on levels 1 – 8, Running Reading Record will be completed on phonetically decodable books instead of the PM Benchmark assessment. In Years 1-6 an attainment judgement of 'at earlier stages', 'yet to be on track', 'on track' or 'deepening' will be made at the end of each term by using information from **comprehension test papers** and reading outcomes.

Book Band and RR levels

Book Band Colour	Reading Recovery Level	Phonetically decodable books only	Phonics Level
	1	Phonetically decodable books only	Phase 2 (J&B)
	3-5	Phonetically decodable books only	Phase 3 (J&B)
Level 8 End of Rec	6-8	Phonetically decodable books only	Phase 3 with some common blends(J&B)
	9-11		Phase 4 (J&B)
	12-14		Phase 5
	15-16		Phase 5
Level 18 End of Y1	17-18		Phase 5/6

	19-20		Phase 6
	21-22		Phase 6
Level 24 End of Y2	23-24	For KS1 children: If can answer comprehension questions at Level 24, try a KS1 comprehension paper. If a good understanding is achieved independently on the paper, then move on to 'Rainbow Reader' in KS1.	
Rainbow Reader KS1 			
Level 26 End of Y3	25-26	Move on to Level 25 in Y3 if good understanding has been achieved in KS1.	
Level 28 End of Y4	27-28		
Level 30 End of Y5	29-30		
Year 6	30+	If a child achieves Level 30 with good comprehension and a good level of understanding in the corresponding comprehension paper, then they become a Free Reader. They are then able to self-select from a Free Reader box in class/library.	

MONITORING

The Subject Leader should be responsible for improving the standards of teaching and learning in Literacy through monitoring and evaluating Literacy:

- Taking the lead in policy development designed to ensure progression and continuity of English throughout the school
- Providing support for colleagues in their development of planning and implementation of the scheme of work
- Providing support in assessment and ensuring Pixl is used effectively to ensure progress
- Assisting in the monitoring of progress and standards in English, taking responsibility for the purchase and organisation of central resources for English and keeping up to date with developments in English education, disseminating information to colleagues as appropriate
- Alongside the SLT, analysing data and monitoring teaching and learning. Using this information, the subject leader will identify priorities and set appropriate targets. They should plan and deploy resources accordingly to meet these targets.

EQUAL OPPORTUNITIES

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

MONITORING AND REVIEW

It is the responsibility of those working in Frome Vale Academy to follow the principles stated in this policy. The Principal and Subject Lead will carry out monitoring on Literacy as part of the whole school monitoring schedule.

This policy will be reviewed on an annual basis.

Maria Cerepanova
September 2020

Cursive Lower Case Letters

a b c d e

f g h i j k

l m n o p

q r s t u

v w x y z

