

Shinewater Primary School

# English

Swale Academies Trust





## ENGLISH at Shinewater

### INTENT

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

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

## IMPLEMENTATION

English is taught daily across the school at Shinewater and, in all year groups, is centred around a quality 'core text' and the term's 'learning adventure'. In Year 1, planning and learning outcomes for writing are matched carefully to the National Curriculum and delivered via a 'continuous provision' approach, in which children work as part of small, focus groups supported by adults whilst alternately being immersed in opportunities to write independently. From Year 2 onwards, in writing, we use 'Effective Writing Sequences' progression documents, which are mapped to the National Curriculum expectations for each year group or key stage and to the grammar requirements outlined in Appendix 2. Spelling from Year 2 onwards is based upon the 'No Nonsense Spelling' scheme and we follow a grammar progression document, which is mapped to both the National Curriculum and Appendices 1 and 2 and then further amended for our cohort.

Early reading and spelling are taught through the Bug Club approved phonics teaching programme. Reading comprehension teaching in all year groups is planned based upon the requirements of the National Curriculum and Content Domains and we utilise the Reading VIPERS acronym (developed by The Literacy Shed) across school.

### Our Learning Adventures

Our 'learning adventure' approach allows us to immerse our children in each term's topic and relate the teaching of reading, writing and foundation subjects such as history, geography and art, where appropriate. All year groups also have a quality core text, which underpins the learning adventure, and can be used as a basis for writing work (via the writing sequence), reading comprehension (using extracts), vocabulary development and/or as a class story.

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



## Writing at Shinewater

### The core text

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

### Planning

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

### Purpose

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

### Books

- Daily written work at Shinewater is recorded in 'Writing Composition' books.
- WALT slips state what the final outcome of each particular writing sequence will be, so clear progression towards each final written piece can be followed in books.
- Children redraft their independently-edited extended pieces into their 'Writing Journey' books, which progress with them through the school from Year 2 onwards.

### 'Effective Writing Sequences'

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

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

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



### Grammar Quadrant

- The majority of writing sessions start with a short grammar input, planned for from our grammar progression document. Children are given the opportunity for quick practice of grammatical concepts, with repetition of these throughout the year.

### Effective Writing Sequences: Text Analysis

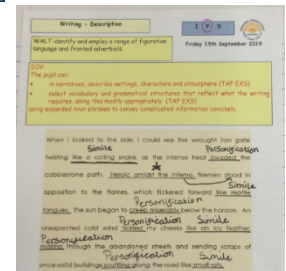
- During each writing sequence - often at the beginning but not always - children will explore an exemplar text, looking at key features of the outcome genre. This may involve a whole-class shared analysis, smaller group teacher or TA-led analysis work, peer analysis or individual analysis. For more formal text analysis (particularly in UKS2), we use an agreed text analysis key, to enable children to become increasingly familiar with desirable written features and to best demonstrate their understanding during these sessions.
  - Extracts / examples used may be taken from the core text itself or from elsewhere (newspaper articles, non-fiction books, other narrative etc. as appropriate to the genre). Often teachers will edit extracts (or write their own) to ensure that the desired skills are evident for analysis by the children.
- The 'Effective Writing Sequences' documents then provide WALT statements related to key skills for each genre. This is used to assist teachers with planning a series of skills-based lessons, leading to the desired outcome - a first draft of an extended piece of writing.

### Effective Writing Sequences: Drafting, Editing and Publishing

- The initial outcome of any writing sequence is the draft of an extended piece of the particular genre. The piece of writing produced by the children should demonstrate the variety of skills which have formed the basis of preceding lessons. The initial drafting may well take place over more than one session.
- Children make use of teacher and peer feedback and self-reflection before editing their initial draft. At Shinewater, children edit their work in purple pen.
- At least twice per term, children redraft their edited writing. This final piece is presented in their 'Writing Journey' book.



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



# A Summary of the Writing Sequence at Shinewater

No set timescale for each writing sequence.

**Core Text / Learning Adventure**  
Purpose / Outcomes identified.

**Grammar Quadrant:**  
Short input on a key grammatical concept.  
Opportunity for practise / reinforcement.

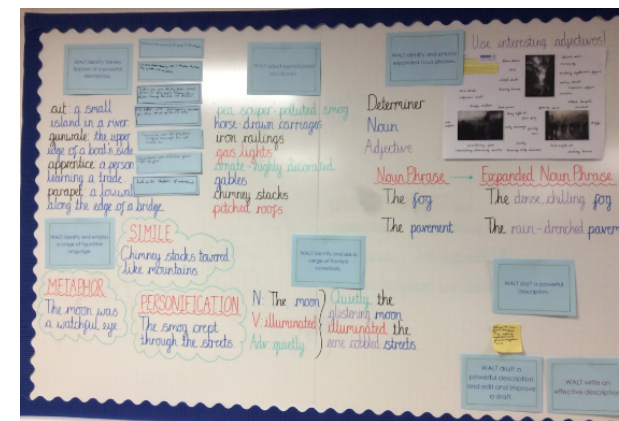
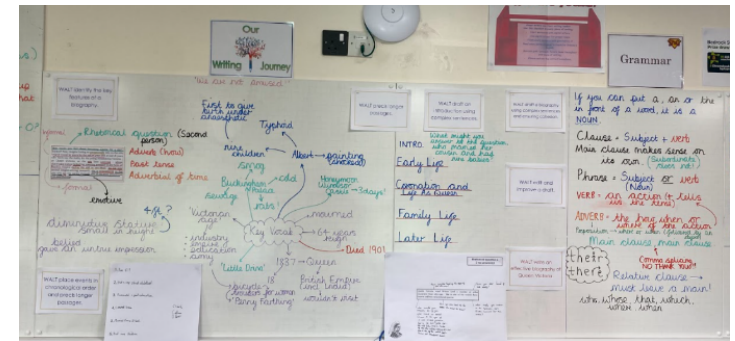
**Text Analysis (not necessarily the first session):**  
Identification of **features** of the genre.  
Agreed *text analysis key* used in all year groups.

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

**Initial Draft:**  
First draft of **extended piece** written in Writing Composition books.  
*Initial outcome* of writing sequence.  
Application of skills from preceding sessions evidenced in independent written piece.

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

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



### Year 1 to Year 2 Transition

From Terms 1 to 5, Year 1 focus on letter formation and handwriting, simple sentence structures and basic punctuation as part of their continuous provision. From Term 6, in preparation for Transition to Year 2, Year 1 begin to follow simple writing sequences.

### Year 6 to Year 7 Transition

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

- Essay – addressing a set question with an extended essay-style answer, applying the PEEL approach.
- Debate – combining the written skills involved in developing a persuasive argument with the key speaking and listening skills necessary to participate in a successful debate.
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In both cases, the 'Effective Writing Sequences' document has also been adopted by the secondary schools to aid **transition** from primary to secondary writing expectations.

## Writing at Shinewater (Further Information)

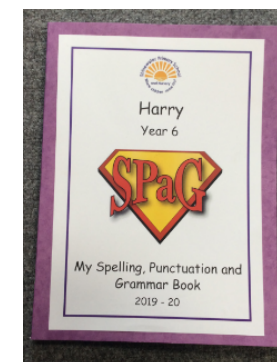
### Spelling

Early spelling teaching is delivered via the Bug Club approved phonics programme (see further below).

'No Nonsense Spelling' is a complete spelling programme for Years 2 to 6, which is designed to meet the requirements of the National Curriculum and provides teachers with individual lesson plans and some resources. Over the course of the academic year, the scheme ensures coverage of all year group spelling patterns (as detailed in Appendix 1 of the National Curriculum for English) as well as common exception ('tricky') words for Year 2 and the Year 3/4 and 5/6 statutory word lists. The scheme also accounts for the demonstration of skills of evaluating and editing spelling, outlined in the National Curriculum for English for Years 2 onwards. At Shinewater, each year group has three stand-alone spelling sessions per week.

### Grammar

At Shinewater, we have developed a grammar skills progression document, which accounts for the requirements of the National Curriculum, Appendix 2, some elements of Appendix 1 and then gaps that we have identified that are common to our cohorts. Teachers plan a short grammar input at the beginning of most writing lessons, to teach, practise and reinforce key concepts. Grammar teaching is further embedded within each writing lesson, as outlined in the Effective Writing Sequences documents. In Years 2 and 6, explicit grammar teaching is given in addition to the writing sequence, in order to best prepare children for the demands of the SATs grammar paper. Spelling and explicit grammar work is recorded in a separate SPaG book.



## Handwriting

At Shinewater, we use an edited version of the original 'Penpals Handwriting Sequence', although we do not formally follow the Penpals scheme. From Reception, children are taught non-cursive letters, with Year 1 then introducing all cursive letter formations with some joins which relate to their phonics teaching. Between Year 2 and the end of Year 3, the expectation is that children will begin to write with legible, cursive handwriting, with close links to Appendix 1 spelling patterns. Handwriting is taught in discrete sessions twice per week and also as part of our phonics and spelling teaching across the school. From Year 2 onwards, all children write with a handwriting pen.

## Reading at Shinewater

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

## Decoding - Phonics

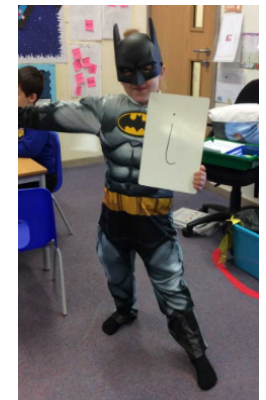
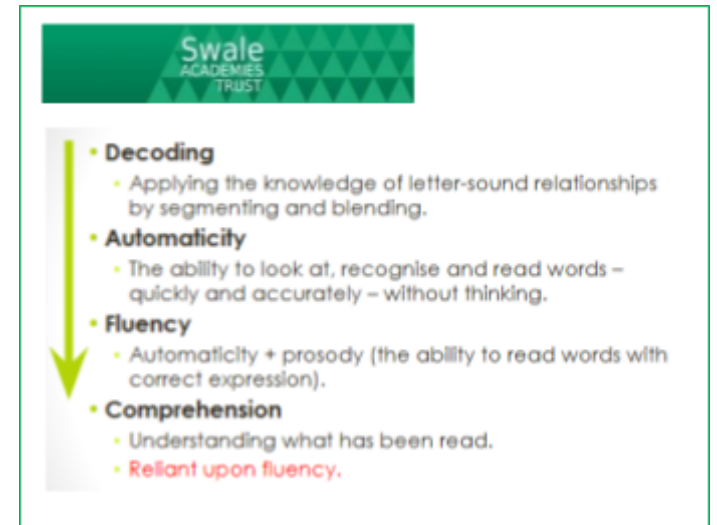


In Year 1, phonics at Shinewater is taught daily using the approved Bug Club phonics programme. Children practise blending and segmenting skills as well as learning the graphemes for Phase 5 and opportunities for independent practise are included as part of the continuous provision. From Year 2 onwards, phonics is taught through our 'No Nonsense' spelling programme. For those children who did not pass the threshold in the Phonics Screening Test in Year 1, there is a statutory obligation to re-take the test in June of Year 2. These children continue to have discrete phonics interventions three times a week with the TA Phonics Lead. Daily

one-to-one phonics support is in place for targeted pupils.

## Automaticity, Prosody and Fluency – Choral, Echo and Jump Reading and Text Marking

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





## Vocabulary

All Reading VIPERS sessions begin with focus on, and exploration of, a Tier 2 vocabulary word, which will later feature in the day's text.



In Years 5 and 6, children use the Bedrock Vocabulary Programme twice per week, which teaches tier 2 vocabulary in the context of aspirational fiction and non-fiction texts.

## Comprehension – Reading VIPERS

Reading VIPERS is an acronym produced by The Literacy Shed, which gives a word and associated character for each of the skills associated with the content domains: Vocabulary, Infer, Predict, Explain, Retrieve and Sequence at KS1 / Summarise at KS2. Teachers plan reading comprehension sessions based upon text extracts, which may be taken directly from their core text or from other relevant sources. Visual reminders for each of the content domains accompany the VIPERS approach to assist children in becoming familiar with the key skills.

In all year groups, VIPERS work is presented using the same template and then filed in folders.

The image displays a collection of educational resources for the VIPERS program. At the top left is a large, colorful 'VIPERS' logo with cartoon characters. Below it is a green banner with the date '21st September 20...'. In the center is a word card for 'macabre', which includes a definition: 'something strange, horrible or upsetting because it relates to death'. It also features an illustration of a macabre carnival and two questions: 'In context: The macabre carnival included a procession of people dressed as skeletons! At what time of year do some people celebrate the macabre?' and 'In what ways is this image macabre?'. To the right are two worksheets titled 'Victorian Inventions cont'd'. Each worksheet has a table with questions and answer boxes. The first worksheet has a question: 'Look at the section headed "Jelly Babies".' and three possible responses: 'We would find it unpleasant.', 'We would find it funny. It would be very loud.', and 'We would do the same today.' The second worksheet has a question: 'Do you think ice cream would have been accessible to all Victorian people? Why / why not?' and two possible responses: 'No' and 'Because storage was a problem. Ice houses were only in wealthy houses.' The worksheets also feature a 'VIPERS' logo and a 'Tick one.' column with checkboxes.

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

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

Year 4 Progression in Comprehension Teaching	
Every day starter focuses on Tier 2 vocabulary.	
<b>Day 1</b>	<ul style="list-style-type: none"> <li>Combined text for the week introduced.                             <ul style="list-style-type: none"> <li>Text marking (focus on fluency)</li> <li>Shared reading and discussion</li> <li>Teacher modelling and children record responses on whiteboards.</li> </ul> </li> </ul>
<b>Day 2</b>	<ul style="list-style-type: none"> <li>First part of the text is used again.                             <ul style="list-style-type: none"> <li>Independent text marking.</li> <li>Re-reading (focus on fluency).</li> <li>Written responses on template sheets.</li> </ul> </li> </ul>
<b>Day 3</b>	<ul style="list-style-type: none"> <li>Second part of the text used again.                             <ul style="list-style-type: none"> <li>Written responses on template sheets.</li> </ul> </li> </ul>
<b>Day 4</b>	<ul style="list-style-type: none"> <li>The first and second texts are combined to create an extended piece (focus on reading stamina).                             <ul style="list-style-type: none"> <li>Independent reading if possible.</li> <li>Different questions given requiring independent written responses on template sheets.</li> </ul> </li> </ul>
<b>Day 5</b>	<ul style="list-style-type: none"> <li>Unfamiliar text.                             <ul style="list-style-type: none"> <li>Independent reading and answering of questions on template sheets.</li> </ul> </li> </ul>

Year 2 Progression in Comprehension Teaching	
2x per week starters focus on 'tricky word' vocabulary.	
2x per week starters focus on phonics.	
Term 3: Regular use of Turquoise	
Term 4: Regular use of Gold	
Term 5: Regular use of Lime	
Term 6: Free choice or Brown	
<b>Day 1</b>	<ul style="list-style-type: none"> <li>First text for the week introduced.                             <ul style="list-style-type: none"> <li>Teacher modelling and children record responses on whiteboards.</li> </ul> </li> </ul>
<b>Day 2</b>	<ul style="list-style-type: none"> <li>First text is used again.                             <ul style="list-style-type: none"> <li>Re-reading (focus on fluency).</li> <li>Written responses on template sheets.</li> </ul> </li> </ul>
<b>Day 3</b>	<ul style="list-style-type: none"> <li>Second text for the week – a continuation of the first text.                             <ul style="list-style-type: none"> <li>Written responses on template sheets.</li> </ul> </li> </ul>
<b>Day 4</b>	<ul style="list-style-type: none"> <li>The first and second texts are combined to create an extended piece (focus on reading stamina).                             <ul style="list-style-type: none"> <li>Different questions given in a SATs-style and children record written answers on template sheets.</li> </ul> </li> </ul>
<b>From Term 5</b> , the children are instead given an unfamiliar text on <b>Day 4</b> in preparation for the demands of the KS1 SATs test.	

Year 2	150 words
Year 3	300 words
Year 4	330 words
Year 5	360 words
Year 6	390 words

Year 5 Progression in Comprehension Teaching (Terms 1 to 4)	
Every day starter focuses on Tier 2 vocabulary.	
Text choices ensure a balance of fiction, non-fiction and poetry.	
<b>Day 1</b>	<ul style="list-style-type: none"> <li>VIPERS session as per structure outlined below.                             <ul style="list-style-type: none"> <li>Text marking (focus on fluency).</li> </ul> </li> </ul>
<b>Day 2</b>	<ul style="list-style-type: none"> <li>VIPERS session as per structure outlined below.</li> </ul>
<b>Day 3</b>	<ul style="list-style-type: none"> <li>VIPERS session as per structure outlined below.</li> </ul>
<b>Day 4</b>	<ul style="list-style-type: none"> <li>VIPERS session as per structure outlined below.</li> </ul>
<b>Day 5</b>	<ul style="list-style-type: none"> <li>VIPERS session as per structure outlined below.</li> </ul>
<b>From Term 5, Day 5's</b> session focuses instead of reading for speed and reading stamina.	

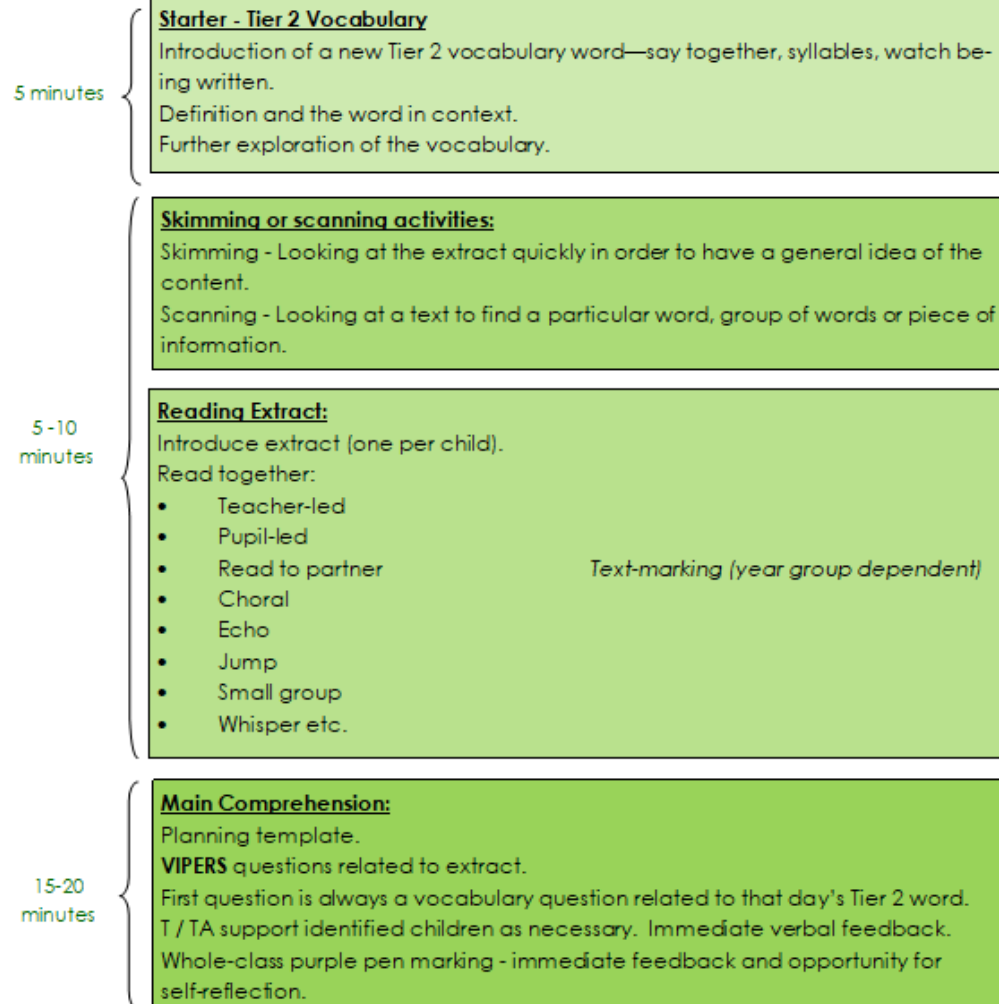
Year 3 Progression in Comprehension Teaching (Terms 1 to 3)	
1x per week starter focuses on 'tricky word' vocabulary.	
3x per week starter focuses on Tier 2 vocabulary.	
<b>Day 1</b>	<ul style="list-style-type: none"> <li>First text for the week introduced.                             <ul style="list-style-type: none"> <li>Text marking (focus on fluency).</li> <li>Teacher modelling and children record responses on whiteboards.</li> </ul> </li> </ul>
<b>Day 2</b>	<ul style="list-style-type: none"> <li>First text is used again.                             <ul style="list-style-type: none"> <li>Re-reading (focus on fluency).</li> <li>Written responses on template sheets.</li> </ul> </li> </ul>
<b>Day 3</b>	<ul style="list-style-type: none"> <li>Second text for the week – a continuation of the first text.                             <ul style="list-style-type: none"> <li>Written responses on template sheets.</li> </ul> </li> </ul>
<b>Day 4</b>	<ul style="list-style-type: none"> <li>The first and second texts are combined to create an extended piece (focus on reading stamina).                             <ul style="list-style-type: none"> <li>Different questions given requiring independent written responses on template sheets.</li> </ul> </li> </ul>

Year 3 Progression in Comprehension Teaching (Terms 4 to 6)	
1x per week starter focuses on 'tricky word' vocabulary.	
3x per week starter focuses on Tier 2 vocabulary.	
<b>Day 1</b>	<ul style="list-style-type: none"> <li>First text for the week introduced.                             <ul style="list-style-type: none"> <li>Text marking (focus on fluency).</li> <li>Teacher modelling and children record responses on whiteboards.</li> </ul> </li> </ul>
<b>Day 2</b>	<ul style="list-style-type: none"> <li>First text is used again.                             <ul style="list-style-type: none"> <li>Re-reading (focus on fluency).</li> <li>Written responses on template sheets.</li> </ul> </li> </ul>
<b>Day 3</b>	<ul style="list-style-type: none"> <li>Second text for the week – a continuation of the first text.                             <ul style="list-style-type: none"> <li>Written responses on template sheets.</li> </ul> </li> </ul>
<b>Day 4</b>	<ul style="list-style-type: none"> <li>Children are given an unfamiliar text requiring independent written responses on template sheets.</li> </ul>

Year 6 Progression in Comprehension Teaching (Terms 1 to 2)	
Every day starter focuses on Tier 2 vocabulary.	
Text choices ensure a balance of fiction, non-fiction and poetry.	
<b>Day 1</b>	<ul style="list-style-type: none"> <li>VIPERS session as per structure outlined below.                             <ul style="list-style-type: none"> <li>Text marking (focus on fluency).</li> </ul> </li> </ul>
<b>Day 2</b>	<ul style="list-style-type: none"> <li>VIPERS session as per structure outlined below.</li> </ul>
<b>Day 3</b>	<ul style="list-style-type: none"> <li>VIPERS session as per structure outlined below.</li> </ul>
<b>Day 4</b>	<ul style="list-style-type: none"> <li>VIPERS session as per structure outlined below.</li> </ul>
<b>Day 5</b>	<ul style="list-style-type: none"> <li>Session focuses on reading for speed and reading stamina.</li> </ul>
<b>From Term 3 onwards, Day 5's</b> session is a comprehension-focused, VIPERS session as per Days 1-4 (in final preparation for the demands of the KS2 SATs test).	

Reading VIPERS comprehension sessions have a clear structure:

### Reading at Shinewater Session Outline



### 'Gather Groups'



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

### Further Oracy

Year groups from 1 to 6 have a weekly poetry session, the focus of which differs for each term. Children are exposed to poems from different eras, written in different styles and from different cultures and encouraged to read aloud, perform and discuss these within each session.

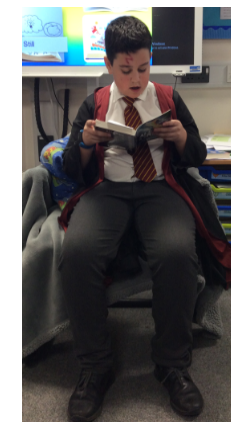
Each year group in Key Stage 2 also have a 'Current Affairs' session timetabled weekly. This is a further opportunity for discussion and debate of news or topical issues.



### Promoting Reading at Shinewater



We hope that upon entering Shinewater, our love for reading will be immediately evident! Our well-resourced library is at the very heart of our school but our passion for books extends further, as children (and visitors) take a journey from book to book as they travel around the school. Reading is given a very high profile in our classrooms and children at Shinewater enjoy reading and discussing books and authors with adults and each other. We have regular 'reading for pleasure' slots on our timetables, during which children and adults alike enjoy their reading books, as well as a number of other exciting events (including author visits and Bedtime Storytime) run throughout the year.



Our reading reward system offers incentives to both individual and whole-class readers with badges, certificates, trophies and books available for award to our regular readers.

## **English in EYFS**

The focus in EYFS at Shinewater is on phonics and developing a love of books and reading. Our Nursery classes link each week's work to a core text and children are supported in listening and identifying sounds in their environment and in listening to and joining in with nursery rhymes and songs, which begin to develop their phonemic awareness. Children initially learn to segment sounds that they can hear within words orally, before blending them to read and applying the segmenting skill to the formation of words in writing in our Reception classes. They also learn to read and write some tricky words as outlined in the approved Bug Club phonics programme. Work in Reception continues to be linked to a weekly text and teachers utilise a variety of phonic games and ICT resources alongside actions, songs and stories and opportunities for independent practise within the continuous provision, to apply a full multi-sensory approach to the teaching of synthetic phonics.



## **Reading and Writing Intervention for Specific Groups at Shinewater**

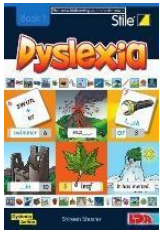
*Lexia* is a computer-based intervention programme, which covers six areas of reading: phonological awareness, phonics, structural awareness, automaticity, fluency and comprehension. At Shinewater, we use the programme for those children in Years 2 to 6 who have been identified as most in need of support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

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

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

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

Group and one-to-one *phonics interventions* are established in all year groups at the start of the year, based upon early baseline assessment (in Year 1) and previous year end of term assessments in Year 2 upwards. Any children at Shinewater identified as needing further support with decoding in reading will be part of these TA-led groups. A phonics club is offered to those children in Year 1 and 2 deemed to be in need of extra support.



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

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



For children who are identified as benefiting from further support in reading *comprehension*, reading interventions are run in Year 6 by specialist TA.

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

## IMPACT

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

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

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

### **How Impact is Measured**

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

#### English Assessment in Reception

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

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

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

As per guidance in the 'Early Years Profile Foundation Stage 2020 Handbook', Reception teachers at Shinewater assess primarily based upon observation of a child's daily activities, particularly the learning which a child demonstrates spontaneously, independently and consistently in a range of contexts. Children are assessed according to the criteria for the expected standards in each ELG. At the end of the academic year, a judgement is made describing the extent to which a child has met each of the ELGs for Reading and Writing (alongside the other fifteen).

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

### Reading Assessment in Years 1 to 6 at Shinewater

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

At Shinewater, formative assessment judgements based upon the day-to-day decoding and reading comprehension skills in the classroom are entered onto O Track.

In Years 1, 3, 4 and 5, NFER Assessments in reading are used as a summative measure of progress in comprehension. Summative assessment of progress in reading in Years 2 and 6 is undertaken using past SATs papers (according to an agreed timetable, implemented across all Eastbourne Swale primary schools).

### Writing Assessment in Years 1 to 6 at Shinewater

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

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

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

### Spelling, Punctuation and Grammar Assessment at Shinewater

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

In the 2018-19 academic year, NFER assessments for vocabulary, grammar and punctuation were also introduced for Years 1, 3, 4 and 5 at Shinewater.

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



### Handwriting Assessment at Shinewater

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