



**POLICY
28**



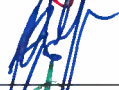



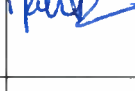
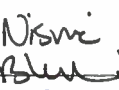

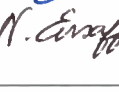

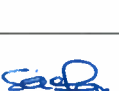

Literacy Policies for EYFS and Primary

For Ta'allum Schools

Created - October 2016

Approvals

The signatures below certify that this policy has been reviewed and accepted, and demonstrates that the signatories are aware of all the requirements contained herein and are committed to ensuring their provision.

	Name	Signature	Position	Date
Reviewed by	Sheldon Smith		Principal-AJA	20/11/16
Reviewed by	Christina Joyce Pickford		Head of KG	20.11.16
Reviewed by	Richard Grant Phillips		Head of Primary	20.11.16
Reviewed by	Steven Middleton		Principal- AMAB	17/11/16
Reviewed by	Rahma Shirreh		Head of KG	20.11.16
Reviewed by	Kamal Yusaf Butt		Head of Primary	20/11/16
Reviewed by	Maha Teema		Principal- AMAG	17/11/16
Reviewed by	Nisrine Bleik		Head of KG EY	
Reviewed by	Tracy Martina Healy		Head of Primary	15/11/16
Reviewed by	Najoud Ensaff		Consultant - Primary	17/11/16
Reviewed by	Mohammad Sidat		Consultant- Secondary	20/11/16
Reviewed by	Dr.Mohammad Saefan		Education Director	21.11.16
Approved by	Ahmed Al Mannai		CEO	

Read but needs review - EYWG

review needed EYWG!

sent - highlighting queries regarding policy + need of clarification / handwriting letter + send + plow line resources. 15/11/16

not applicable for secondary New policy to be written

Table of Contents

Ta'allum Vision, Mission and Motto	5
HANDWRITING POLICY	6
Aims	6
Teaching time	6
EYFS & Key Stage 1	6
Key Stage 2	6
Model used	6
Lower case letters	6
Capitals	6
Numbers	6
The Four Joins	6
Reception	7
Year 1 – Year 3	7
Year 4 –Year 6	7
Teaching Sequence	7
Getting ready to write	7
Seating and posture	7
Pencil grip	8
For right handers	8
For left handers	8
Assessment	8
Individual assessment	9
Links to spelling	9
Resources	9
PHONICS POLICY	10
Introduction of the Read, Write, Inc. Phonics Programme	10
Aims	10
Teaching and Learning Style	10
Praise – Students learn quickly in a positive climate.....	11
Pace – Good pace is essential to the lesson.	11
Purpose – Every part of the lesson has a specific purpose.	11
Passion – It is the energy, enthusiasm and passion that teachers put into the lesson that bring the teaching and learning to life!	11
Participation - A strong feature of phonics lessons is partner work and the partners 'teaching' each other and sounding out words to one another (based on research which states that we learn 70% of what we talk about with our partner and 90% of what we teach).	11
Planning	11

Delivery of Phonics	11
Phonics across EYFS and Primary:.....	12
EYFS and Key Stage 1.....	12
Key Stage 2	13
Catch up phonics in Years 5 and 6 and for students who may need this in Year 4:	13
Links to Handwriting	13
Classroom Environment	13
Parental Involvement.....	13
SEN/Able Students	14
Assessment and Recording	14
Monitoring and Review.....	14
READING POLICY	16
Introduction.....	16
Aims	16
Guidelines:.....	16
The Teaching of Phonics.....	16
EYFS and Key Stage 1.....	17
Key Stage 2	17
The Reading Environment.....	18
Teaching and Learning of Reading.....	18
Guided Reading sessions.....	18
WRITING POLICY.....	19
Aims	19
Introduction.....	19
Key Stage 1	20
Key Stage 2	20
Spelling, Punctuation and Grammar (SPAG)	20
Teaching and Learning	21
Assessment and recording	21
Inclusion.....	22
The Learning Environment	22
ICT	22
Monitoring and Evaluation	22
Equal Opportunities	22
Safeguarding.....	22
Document Status	23

Ta'allum Vision, Mission and Motto

Ta'allum Group's Vision

We aspire towards being a progressive institution of learning experiences by offering a quality education based on an Islamic ethos that aims to serve humanity.

Ta'allum Group's Mission

To establish premier educational institutions which are committed to a unique brand of holistic education.

Our goal is to help every child to learn and acquire Islamic knowledge alongside building a solid foundation in all academic subjects. This will help them develop and gain true Islamic values and thereby make a valuable, correct moral and social contribution to the community in which they live.

Ta'allum Group's Motto

"Creative learners today, our future leaders tomorrow"

HANDWRITING POLICY

Aims

1. To know the importance of clear and neat presentation in order to communicate meaning effectively
2. To write legibly in both joined and printed styles with increasing fluency and speed by;
 - Having a correct pencil grip
 - Knowing that all letters start from the top, except d and e which start in the middle
 - Forming all letters correctly
 - Knowing the size and orientation of letters

Teaching time

EYFS & Key Stage 1

Handwriting is taught at least three times a week.

Key Stage 2

There should be a minimum of 1 x 15 minutes handwriting lesson each week as well as time to practise.

Students who find handwriting difficult should be targeted for regular intervention.

Model used

Ta'allum Schools use the Nelson Handwriting Scheme with the following letter formation:

Lower case letters

abcdefghijklmnopqrstuvwxyz

Capitals

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

Numbers

1 2 3 4 5 6 7 8 9 0

The Four Joins

1. to letters without ascenders
2. to letters with ascenders
3. horizontal joins
4. horizontal joins to letters with ascenders

The break letters (letters that aren't joined from) are b g j p q x y z s

At Ta'allum Schools we will progress to a fully joined font when the students are ready.

NB students must be taught individual letters first so that they see them as individual units BEFORE learning to join.

Paper

As motor skills increase then the size of writing should decrease. Students in Nursery should start writing in plain Literacy books where they practise letter formation, then as their handwriting and motor skills develop they mark make and start to write in journals.

Reception

All students should write in books with wide lined half pages for literacy.

Year 1 – Year 3

All students use wide lined books for literacy and tram lined books for handwriting.

Year 4 –Year 6

Students use narrow lined books in literacy and tram lined books for handwriting. For a small number of students, particularly those with Special Educational Needs, it may be necessary to continue to use wide lined books.

All students should be allowed to use unlined paper from time to time so that they can practise applying skills; considering issues of presentation and aesthetics.

Teaching Sequence

- Hand and finger strength
- Physical preparation
- Tracing
- Patterns
- Model good handwriting all the time
- Demonstrate
- Talk through the process
- Encourage students to verbalise the process
- Students form letters in the air
- Finger trace over tactile letters
- Write over highlighter pen (or dotted letters)
- Draw round templates
- Write in sand with finger or stick
- Write with chalk on chalkboard
- Wax resist letters
- Form letters with pegs on pegboard
- Form letters with beads
- Finger trace the outline of letters on the back of the person in front of you

Getting ready to write

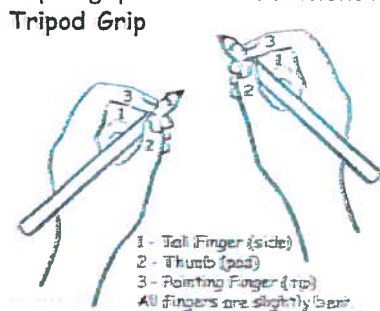
Seating and posture

- Chair and table should be at a comfortable height

- The table should support the forearm so that it rests lightly on the surface and is parallel to the floor
- Encourage students to sit up straight and not slouch
- The height of the chair should be such that the thighs are horizontal and feet flat on the floor
- Tables should be free of clutter
- Rooms should be well lit
- Left handed students should sit on the left of their partners

Pencil grip

- Students should write with a pencil (or pen when introduced at the appropriate time) with a rounded nib. Pencils should be reasonably sharp.
- A tripod grip is the most efficient way of holding a pencil



For right handers

- Hold lightly between the thumb and forefinger about 3cm away from the point
- The paper should be placed to the right tilted slightly to the left
- Use the left hand to steady the paper

For left handers

- Hold lightly between thumb and forefinger resting on the first knuckle of the middle finger
- Hold about 3cm from the tip
- The hand should be kept below the writing line
- The paper should be tilted slightly to the right at about 20 - 30°
- Use the right hand to steady the paper

NB It is very important that a right handed child is NOT seated on the left hand side of a left handed child as their elbows will collide!

Assessment

Year leaders and co-ordinators in team meetings and senior leaders should monitor students' writing and presentation in books regularly (at least two or three times a semester). The following should be considered:

- Is the writing generally legible?
- Are the letters correctly shaped and proportioned?

- Are the joins made correctly?
- Are the spaces between the letters, words and lines appropriate?
- Is the size of the writing appropriate?
- Is the writing properly aligned?
- Are the writing standards achieved by the majority of students in line with the standards expected for the age –i.e: ‘secure’ descriptors?

Individual assessment

Students should be observed as they write during handwriting lessons – the teacher must circulate, monitor and intervene. Teachers also need to monitor and mark whole pieces of writing. The following should be considered:

- Is the posture correct?
- Does the child hold the pencil correctly?
- Does the child use the correct movement when forming and or joining letters?
- Are any letters reversed or inverted?
- Does the child write fluently and rhythmically?
- Is the writing easily legible?
- Is the student’s handwriting development in line with expectations (are they on track to make at least 3 steps of progress by the end of the year?).

Links to spelling

Linking handwriting with spelling is one of the most powerful ways of developing the visual memory. Handwriting should be practised using letters, blends, strings or digraphs so that patterns are internalised.

Remember to use Look – Say – Cover – Write – Check

The child:

Looks at the word carefully

Says the word

Covers the word so that it can’t be seen

Writes the whole word from memory

Checks the word is written correctly

If not, repeat.

Resources

Nelson Handwriting Teacher’s Book and CD ROMs

Monitoring and evaluation

PHONICS POLICY

Introduction of the Read, Write, Inc. Phonics Programme

Read, Write, Inc. Phonics is an inclusive literacy programme for all students learning to read. It will be introduced in full in 2017-2018. It is aimed at students reading with the expected levels in EYFS and Year 1 delivering a systematic synthetic phonics programme. Students learn the 44 common sounds in the English language and how to blend them to read and spell. The scheme includes reading, comprehension, spelling and a writing focus.

Reading is the key that unlocks the whole curriculum so the ability to efficiently decode is essential. The R.W.I sessions are expected to take place each day with no exceptions, as the continuity and pace of the programme is key to accelerating the progress of student's reading development.

Currently Ta'allum Schools use Jolly phonics and Letters and Sounds programmes to deliver phonics to students in Early Years and Lower Primary. Sessions take place every day for 15-20 minutes, with follow up reinforcement activities.

Aims

To teach students to:

- apply the skill of blending phonemes in order to read words.
- segment words into their constituent phonemes in order to spell words.
- learn that blending and segmenting words are reversible processes.
- read high frequency words that do not conform to regular phonic patterns.
- read texts and words that are within their phonic capabilities as early as possible.
- decode texts effortlessly so all their resources can be used to comprehend what they read.
- spell effortlessly so that all their resources can be directed towards composing their writing.

Teaching and Learning Style

This is based on the 5 Ps.

Praise – Students learn quickly in a positive climate.

Pace – Good pace is essential to the lesson.

Purpose – Every part of the lesson has a specific purpose.

Passion – It is the energy, enthusiasm and passion that teachers put into the lesson that bring the teaching and learning to life!

Participation – A strong feature of phonics lessons is partner work and the partners 'teaching' each other and sounding out words to one another (based on research which states that we learn 70% of what we talk about with our partner and 90% of what we teach).

It is important to remember to never give up! Every child can learn to read if you persevere.

Planning

Students work within ability groups which are defined by their performance on initial baseline phonic tests. Students are re-tested at least three times during the year and the groups are reorganised accordingly. In Year 1 and Year 2 a moderated phonics check is conducted in May to quality assure the phonic skills of students and to monitor their progress.

Teacher generated planning is minimized as the planning and the Letters and Sounds book have been provided to Heads of Primary and Literacy leaders to disseminate.

Teachers are expected to make use of TAs during phonics sessions to support individual or groups of students. They need to liaise closely with TAs over the content of sessions and how to cover material, in order to ensure students are not disadvantaged in any way, when supported by TAs rather than teachers.

Delivery of Phonics

- Initial sounds are to be taught in a specific order.
- Sounds taught should be 'pure' ie 'b', not 'buh' as this is central to phonic teaching and ability to recognise sounds in words.
- Blends are to be declustered. eg bl is two specific sounds.
- Students are to be taught that the number of graphemes in a word always corresponds to the number of phonemes. This greatly aids spelling.
- Phonics is to be taught in a set order according to phases.
- Letter names are to be introduced during Phase 3 (as per Letters and Sounds programme).

Phonics across EYFS and Primary:

In 2016-2017 EYFS will be using *Jolly Phonics* and Primary will be using *Letters and Sounds* to deliver phonics. Separate planning is available for *Letters and Sounds* from Literacy leaders and or the Head of Primary.

Following consultation it has been decided that because of students' EAL needs and the Arabic curriculum, as well as students' gaps in learning in 2016-2017, teachers are recommended to spend:

- 6 weeks rather than 4 weeks covering phase 1 in Nursery semester 2 at least
- 9 weeks rather than 6 weeks covering phase 2 in Reception
- 15 weeks rather than 10 weeks covering phase 3 in Reception
- 6 weeks consolidation of phase 3 phonemes in Year 1; 6 weeks on phase 4 phonemes and 14 weeks on phase 5 phonemes in Year 1
- 6 weeks on consolidation of phase 4 phonemes for those who need this in Year 2; 16 weeks on phases 5 phonemes in Year 2; 3 weeks on phase 6 in Year 2
- 32 weeks covering phase 6 in Year 3 and start of Year 4.

EYFS and Key Stage 1

- In Nursery, students are introduced to sounds through small groups and activities with the provision following the *Jolly Phonics* and *Letters and Sounds* principles. They may be introduced to some phase 2 sounds.
- Reception students begin to learn phase 2 sounds and move onto phase 3 phonics so that when they leave Reception their knowledge of phases 2 and 3 is secure. In 2017-2018 they will also be introduced to phase 4 sounds.
- This is taught at a rapid pace: students are introduced to 4 phonemes per week with time allocated in the revised planning for reinforcement of these. The teaching of this is multi-sensory and active using the wider school environment such as the Early Years outdoor area to ensure purposeful learning is taking place. Letter sounds are sent home as they are introduced in class to consolidate learning and to keep parents/carers up to date on the progress being made in school.
- Tricky words are introduced gradually as for the students to learn at home and in school.
- When students are confident with phase 1 sounds they begin formal reading sessions of books at the right level, further developing skills of decoding, comprehension and fluency.

- Students are continually assessed during and at the end of this period and if secure move onto phase 2 and 3 sounds as appropriate.
- Intervention activities will be in place for those students who are not secure with the phase 1 sounds to target any gaps in phonic knowledge so far.
- Students will continue to follow the programme into Year 1. This will be a focused, daily session. In Year 1 the teaching and learning will focus on building on the skills learnt in the Early Years Foundation Stage (Please see curriculum guidance document p190 for specific weeks and phases). Continual formative assessment will help target any gaps in phonic knowledge. This will be addressed in class through intervention programmes and supported individual or group work.
- All students in EYFS and Key Stage 1 have access to phonic decodable reading material (Phonics Bug/ Bug Club) so that they can read at home. Guided reading is delivered at least twice a week.

Key Stage 2

- In Key stage 2, students continue to receive daily phonic teaching particularly as we seek to address standards in schools and gaps in learning. Students in this key stage work on phases according to ability but should have reached phases 5 and 6 by the time they are in Year 5. All students have a differentiated Guided Reading / Reciprocal reading session at least three times a week.
- Key Stage 2 students have access to Bug Club reading material from which they can select their own reading material at the right level. Reading records are maintained and students are encouraged to comment on their own reading in their reading record book.

Catch up phonics in Years 5 and 6 and for students who may need this in Year 4:

R.W.I. groups will take the form of an intervention during morning/ afternoon sessions depending on timetabling constraints for those students with the greatest need in 4. In Year 5/6 the 'Fresh Start' Programme will be implemented as an intervention, with several sessions according throughout the day.

Links to Handwriting

The explicit teaching of letter formation is directly linked to the learning of the letter sounds. Emphasis must be on correct formation and orientation from the start of the phonics programme.

Classroom Environment

All classrooms will have an English working wall. Graphemes will be displayed both on walls and on tables through the phonics phase mats.

Parental Involvement

Regular parent workshops linked to phonics teaching will be timetabled for parents to attend along with class story times to promote a love of reading. Students will take home phonic decodable reading materials (through Phonics Bug) and books to support phonic stage and aid reading development.

SEN/Able Students

SEN students are fully involved in phonics lessons as all students work in ability groups and teaching is geared to the speed of progress of each group. 1:1 tuition will be identified by the class teacher if required.

Able students are catered for as groups are based on ability and there is the flexibility to accommodate gifted younger students within groups of older students – grouped on “stage not age”.

Assessment and Recording

Students are assessed throughout every lesson. Every time partner work is used the teacher assesses the progress of her students. The teacher assesses how students:

- read graphemes
- sound out letters and sounds
- blend sounds
- decode sentences and texts
- comprehend a story

Each group leader is requested to keep a register to identify students that are absent or students that need extra reinforcement of a particular element that has been covered.

Formal assessment is carried out in May of Year 1 and 2, at the start of a year and when a new students starts school.

Monitoring and Review

The LY leader along with the co-ordinators

- moderate the testing of all students and ensures that students are designated to the correct groups.
- ‘drops in’ on phonics groups to give advice and to informally check that students are in the correct groups
- where necessary models lessons and provides phonics training
- attends up-date meetings when they occur and reports back to the Head of Primary, year leaders and teachers
- speaks with the Head of Primary regarding groupings, teaching spaces and other pertinent matters

- The LY Leader and co-ordinators help the Head of Primary monitor the quality of the implementation of phonics and report about the impact on standards.

READING POLICY

Introduction

As reading is a complex skill with many components, Ta'allum Primary schools have adopted a comprehensive and consistent approach to the teaching of these skills throughout the schools. We believe that reading is a valuable and rewarding experience and that the importance of laying a firm foundation in this crucial area will allow students to access all areas of the curriculum successfully. We believe that success in reading opens doors to a world of knowledge.

Aims

- To develop a love of books and reading.
- To develop reading strategies and skills: fluency, accuracy, understanding and response to different texts.
- To read and enjoy a variety of texts from a variety of sources: library, class book corners, tablets and on-line.
- To create a strong, embedded reading culture through a rich language environment within classrooms and the wider school environment.
- To deliver a structured and consistent whole school approach to reading.
- To recognise the value of parents / carers as essential components in supporting and developing students' reading skills and love of reading.
- To rigorously monitor and assess students' progress in reading and identify those who require extra support and intervene at an early stage.

Guidelines:

There is a whole school approach to the teaching of reading. A wide range of reading strategies will be taught throughout all classes that reflect the requirements of the Ta'allum Curriculum and EYFS Development Matters programme.

The Teaching of Phonics

In EYFS and Key Stage 1 Phonics is taught through the use of *Jolly phonics* and the *Letters and Sounds programme*. (See additional policy- moving to RWI in 2017-2018)

EYFS and Key Stage 1

In Nursery, students are introduced to sounds through small groups and activities with the provision following the *Jolly Phonics* and *Letters and Sounds* principles. They may be introduced to some phase 2 sounds.

Reception students begin to learn phase 2 sounds and move onto phase 3 phonics so that when they leave Reception their knowledge of phases 2 and 3 is secure. In 2017-2018 they will also be introduced to phase 4 sounds.

This is taught at a rapid pace: students are introduced to 4 phonemes per week with time allocated in the revised planning for reinforcement of these. The teaching of this is multi-sensory and active using the wider school environment such as the Early Years outdoor area to ensure purposeful learning is taking place. Letter sounds are sent home as they are introduced in class to consolidate learning and to keep parents/carers up to date on the progress being made in school.

Tricky words are introduced gradually as for the students to learn at home and in school.

When students are confident with phase 1 sounds they begin formal reading sessions of books at the right level, further developing skills of decoding, comprehension and fluency.

Students are continually assessed during and at the end of this period and if secure move onto phase 2 and 3 sounds as appropriate.

Intervention activities will be in place for those students who are not secure with the phase 1 sounds to target any gaps in phonic knowledge so far.

Students will continue to follow the programme into Year 1. This will be a focused, daily session. In Year 1 the teaching and learning will focus on building on the skills learnt in the Early Years Foundation Stage (Please see curriculum guidance document p190 for specific weeks and phases). Continual formative assessment will help target any gaps in phonic knowledge. This will be addressed in class through intervention programmes and supported individual or group work.

All students in EYFS and Key Stage 1 have access to phonic decodable reading material (Phonics Bug/ Bug Club) so that they can read at home. Guided reading is delivered at least twice a week.

Key Stage 2

In Key stage 2, students continue to receive daily phonic teaching particularly as we seek to address standards in schools and gaps in learning. Students in this key stage work on phases according to ability but should have reached phases 5 and 6 by the time they are in Year 5. All students have a differentiated Guided Reading / Reciprocal reading session at least three times a week.

Key Stage 2 students have access to Bug Club reading material from which they can select their own reading material at the right level. Reading records are maintained and students are encouraged to comment on their own reading in their reading record book.

The Reading Environment

Every class will have access to a reading area (either in class or via the library) that invites students to come and read a variety of fiction and non-fiction texts reflecting genres, cultures, gender and race. Every class will have a library lesson where students can access a range of books that reflect interests and their current class topic.

Tablets are used to enable students to access digitally written materials to support their learning in all curriculum areas and to access Bug Club reading books.

A respect for books will be fostered and modelled by all staff.

Teaching and Learning of Reading

As reading is at the core of accessing all areas of the curriculum it is essential there is focused and dedicated time given to the teaching of the mechanics of reading.

The teaching of reading will include:

- The teaching of phonic awareness.
- Guided reading sessions
- Questioning about character/ story/ events/ structure/ plot.
- Awareness of layout / features.
- Awareness of punctuation.
- Prediction of the story
- Developing decoding skills of unfamiliar words
- Awareness of the reading and spelling of common exception words/ tricky words
- Deduce meaning from context, syntax and previous experience.
- Scanning text for information and to support comprehension.
- Discussing the effectiveness of chosen language.
- Encouraging talk and discussion in groups.
- Encouraging clear speaking and expression when reading texts aloud.

Guided Reading sessions

A carousel model is used for Guided Reading with students working towards the same learning objective but differentiated success criteria. One group of students is supported by a class teacher for the full lesson, while others complete two or possibly three reading related tasks at the appropriately differentiated level, with correctly matched reading material, based on students' reading age and phonic phase. Students' reading is assessed by the teacher regularly- at least once every two weeks, using a range of questions linked to comprehension, information retrieval, inference and other reading skills appropriate for students ages and abilities..

WRITING POLICY

Aims

- For writing to be seen as purposeful and enjoyable
- For each child to see themselves as a confident and successful writer
- For each child to achieve the level of writing of which they are capable
- For writing to be developed across a range of meaningful contexts
- For there to be a broad curriculum offering the full spectrum of writing genres
- For each child to develop the necessary writing skills to be a competent writer
- For writing to be seen as an essential life skill

Introduction

The importance of writing in the curriculum

Writing is a key life skill which enables children to express themselves, communicate with others and access other areas of the curriculum. It is a complex process which requires a command of sentence and text structure, grammar and punctuation, an ability to edit and evaluate both their own and others writing, a knowledge of how spoken language translates to the written word, an awareness of purpose and audience across different genres and involves a competency in spelling and handwriting.

Talk for writing and Big Talk

Talk for Writing and Storytelling techniques are used throughout the school as a model with which to teach writing (By late Semester 2 2016-2017). The principle of being able to speak their writing before writing it, is embedded through both fiction and non-fiction writing and involves techniques such as story maps, boxing up ideas into paragraphs as well as literacy games to develop vocabulary. All classes follow the structure of imitation, innovation and independent writing with all units of work to ensure progression.

In addition to this students are encouraged to rehearse what they will write before they write it using the Big Talk model from EYFS upwards.

The Foundation Stage

Writing forms a central part of the Communication, Language and Literacy curriculum. We believe the foundation for writing is built on children's oral work and children are encouraged to express their ideas at every opportunity throughout each of the Early Learning Goals. Staff model use of language and create opportunities for children to develop their talk in every lesson. Daily, weekly and medium term planning clearly demonstrates this focus and include early Talk for Writing techniques and storytelling. In addition to cross-curricular opportunities, specific writing objectives are planned in order to begin giving children the skills they will need as writers. Students receive a daily taught session of phonics.

A wide range of writing materials are always available to children in the classroom and a specific role play area which complements the topics is used to provide a real purpose for children's early writing. We recognise both the importance of the teacher/ TA acting as scribe

on occasions, in order to create stories and the importance of children writing freely as emergent writers.

Key Stage 1

Planning follows the whole school Long Term Plan for writing.

We continue to provide a wide range of planned and incidental opportunities for children to develop their writing skills. We ensure that activities are purposeful and linked to other curriculum areas which provide contexts for children to apply their skills, endeavouring to ensure real audiences as often as possible. Our learning objectives are taken from the Ta'allum English Curriculum working within the Big Write and Talk for Write programmes.

Through the Big Talk and Talk for Writing techniques, an emphasis is placed on children developing their oral skills as a prerequisite to writing and the use of a wide range of speaking and listening and drama techniques are used to provide children with opportunities to explore and extend their talk as a preparation for writing.

We make clear links with children's reading skills and texts are often used as a basis for developing writing skills, reading and writing objectives being clearly linked in teacher's planning. Children take part in text analysis activities in order to imitate other's work before attempting work of their own. In this way Bloom's Taxonomy of hierarchical skills are followed so students move from knowing and understanding texts, to analysing and evaluating them before synthesising their ideas and finally creating pieces of writing.

A range of techniques is used to teach writing. Teachers plan for modelled writing activities (using the teacher as a model and a scribe for the students' ideas), guided writing groups (allowing staff to focus on particular objectives with different ability groups), and writing frameworks which provide structure for the children as they begin to write in a variety of genres as well as plentiful opportunities are given for independent writing.

Children are involved in a daily phonics lesson to aid the development of spelling and which also feeds into English sessions. Students are allowed extended periods to write for a purpose linked to the Theme or topic. Literacy across subjects is thus developed in timetabled lessons.

Key Stage 2

We continue to use the Ta'allum Curriculum modelled on the new English curriculum split into upper and lower KS2, links within our long term plan and Big Write and Talk for Writing as springboards for writing. These guide us in the variety of genres we need to ensure children have access to and provide a model for the sequence of teaching whilst enabling us to achieve equal coverage across the key stage. All children should cover two fiction and two non-fiction units per semester.

Whilst focussing on developing key skills, teachers' planning also aims to make links across the curriculum and uses topic themes, as well as educational visits and special events to provide real contexts for writing for real audiences.

We recognise that where children see a purpose they will be motivated and the quality of their writing will be enhanced.

Spelling, Punctuation and Grammar (SPAG)

In order to maintain rigour and accuracy within children's writing and satisfy the demands of the new curriculum, children also have specific focussed sections of lessons on grammar skills.

This may be a starter activity or integrated into writing lessons. Once a week, the children concentrate on a timetabled grammar lesson where the grammar within the new curriculum is taught discretely and then reinforced during later SPAG starters or for part of English writing lessons the following week.

Teaching and Learning

Children are involved in a daily English lesson. Teachers plan for this using the objectives and teaching sequence in the new curriculum. These lessons may focus on developing particular skills, or applying skills learnt. They may include reading or writing activities or both. In addition to these lessons, writing is used to communicate in other subject areas and teachers plan specific objectives in order to maximise the potential of this.

The New English Curriculum links with the school's long term plan which teachers use to fit with their semester topics. Units of work are planned for the term on a medium term planning grid. Weekly planning details specific objectives, differentiated activities, teacher support, success criteria and assessment for learning strategies.

All lessons have clear learning objectives which are communicated to the children in writing and verbally. When approaching tasks children have a clear view of differentiated success criteria, often writing these themselves as they get older and use these to assess their own and other's work.

Next step targets are set for groups or individuals within each class. Alongside this students are encouraged to set their own writing targets to address areas for development and move towards the next step. Teacher feedback supports this target setting process, particularly in the early stages, but as children move through school they are encouraged to take responsibility for being reflective and setting their own goals.

Teachers plan to offer a range of opportunities and outcomes to appeal to different learning styles and students are encouraged to make suggestions in order to extend their learning. We recognise that children need to be given opportunities to write for a sustained amount of time to develop both speed and flow through their writing, and need to be given time to evaluate, edit and polish their work before it is assessed by staff. All children within school have opportunities to edit and improve their work and some may then re-write it to give a final polished piece. This independent writing is closely marked, giving a key skill or moving on advice and is used for assessment purposes.

Assessment and recording

Informal assessment is on-going and forms part of every lesson, feeding into teacher's planning. Students are involved in self and peer assessment (see Assessment Policy). Teachers provide feedback to students regularly, either in written or verbal form. This feedback focuses on how the success criteria have been achieved and the next steps (see Marking and Feedback Policy).

Semester assessment weeks which validate on-going judgements (January and May) provide an opportunity for summative assessment against the KPI's for each year group and a progress check to support assessments. Work from Assessment week is stored in each student's individual evidence folder. Students identified as not making progress or underachieving are targeted and given support in the form of flexible intervention, according to their individual needs. This support is identified on teacher's short term planning.

Inclusion

Planning at all levels ensures that the interests of boys and girls are taken into account. Students are flexibly grouped – sometimes working in ability or mixed ability groups, according to the task. Students are given opportunities to learn as individuals, in pairs, small groups and as a whole class, both independently and with support from teachers and teaching assistants.

Intervention programmes at a range of levels are run for individuals and groups of children throughout the year. This is overseen by the subject leader and SEN leader in the Knowledge Centre.

The Learning Environment

Classrooms have displays of prompts to support teaching and learning, and writing check lists are provided to students as and when needed. Working walls are also used in each classroom as prompts and reminders to stimulate children's writing. As we value children's writing, these will display examples of work and to celebrate achievements.

ICT

Students are encouraged to write on paper and on screen and are specifically taught to develop the necessary skills to allow them to do this effectively. They are taught the advantages of editing on screen.

Monitoring and Evaluation

All teachers are responsible for monitoring standards in their student's work and progress. This is overseen by the LY leader, Co-ordinator Head of Primary, then quality assured by Ta'allum's Head Office. Monitoring informs future planning through the School Development Plan (SDP).

Equal Opportunities

This policy applies to all children irrespective of race, gender, ability or disability. Children are given access to a broad range of reading and writing activities including texts from other cultures and texts that explore a variety of issues.

Safeguarding

Under all circumstances staff should have regard for the welfare, safety and protection of children, young people and families. If a member of staff is concerned at any time about a child, young person or family they should act in accordance with the school child protection policy. The named person for child protection is _____.

Document Status			
Date of Next Review		Responsibility	
Success Criteria for review completion		Responsibility	
Date of Policy Creation	Sept 2016	Responsibility	
Date of Policy Adoption by Governing Body	Signed		
Method of Communication (e.g Website, Noticeboard, etc)			
Staff room folder - electronic			