



Addison Gardens  
Blythe Road  
London W14 0DT

# Addison Primary School



## English Policy

Approved  
Autumn 2024



## **WRITING**

### **1. AIMS**

Considering Addison's values, we aim to promote and deliver excellence in English throughout the school. All pupils will be given opportunities to develop their use, knowledge and understanding of spoken and written English within a broad and balanced curriculum, with opportunities to consolidate and reinforce skills. At Addison we aim for our pupils to leave primary school having achieved their full potential in communication skills which include writing, speaking, listening and reading.

### **2. STATUTORY REQUIREMENTS**

The National Curriculum 2014 outlines what should be taught in terms of spelling, grammar and punctuation in each year. All teachers familiarise themselves with their year group expectations and plan accordingly so all pupils make progress.

### **3. LESSON EXPECTATIONS**

At Addison, we recognise the importance of looking at how children learn. Within writing lessons there need to be:

- a) Clear learning objectives
- b) Opportunities to build on prior learning and link new learning
- c) Time for self-reflection through up-levelling work and responding to marking

### **4. APPROACH TO CREATING INDEPENDENT WRITING**

At Addison, during our English lessons we follow a writing structure (see Appendix 1) which consists of the children being able to:

- a) Identify the purpose and audience (see Appendix 2)
- b) Identify the language and structural features
- c) Learn key vocabulary (that the teacher selects) and use them in different contexts. Take part in deliberate practice so that key vocabulary can be applied confidently and effectively.
- d) Create toolkits (Appendix 3) so that they are clear with the language and structural features of the text type. Teachers use the toolkits to assess children's understanding
- e) In narrative pieces, box-up planning in three stages:
  - What will be written in the section of the text
  - The impact the writing will have on the reader
  - The language features that will be used to create impact



Text types are written in sections so that children receive feedback and guidance before moving on to the next section. Children edit and draft their pieces of writing before publishing their final piece into their celebration book.

## 5. STRATEGIES TO SUPPORT WRITING

### a. **Demonstration (modelling):**

Pupils work from a model text which demonstrates how to write each text type. Teacher demonstrates how to write that genre referring to the model and talking through their decisions, rehearsing sentences, making alterations and re-reading to check for accuracy and sense.

### b. **Shared writing:**

Pupils take part in a shared writing strategy which enables teachers to make the writing process concrete and visible to students. In shared writing, the teacher and students compose text together, with both contributing their thoughts and ideas to the process, while the teacher acts as scribe, writing the text as it is composed. The purpose of shared writing is to model the thought process involved in writing and allow students to engage in and focus on the process. The teacher frees students from that aspect of the writing process so that they can focus exclusively on the thinking involved in writing. Shared writing is also a powerful method for direct teaching of key skills and concepts needed in the writing process and allows the children to further experiment with the key vocabulary taught within the unit.

### c. **Guided writing:**

Guided writing takes place in small focus groups, to act as a scaffold and intervention at the point of writing. Guided writing should be linked to targets and writing levels for each group and should be planned for and highlighted on planning. Teachers assess pupils against their personal writing targets and pupils are given immediate and specific feedback on targets, which can then be built upon in subsequent sessions.

### d. **Independent writing:**

Pupils should then move onto independent writing when they have a good grasp of the grammar and vocabulary and structure required to re-create their own version of the text type. A model may be at hand for reference as well as a writer's 'toolkit' for the relevant genre. It is at this point that the most innovation and invention will be seen. The pupils **should** have an opportunity to develop/improve/edit their writing independently, with peers and along- side their teacher.



## 6. HANDWRITING

We aim to explicitly teach and to model handwriting skills across all year groups (including seating posture, tools, pen-grip, correct letter formation, appropriate joins of letters, and the rules for the good presentation of written work) in order:

- to have a high standard of legible, cursive handwriting throughout the school
- to embed handwriting skills through regular practice until they become 'automatic' and flowing (to facilitate learning energy from physical 'transcription' to creative 'composition')
- to allow pupils to choose responsibly the appropriate writing tools and writing forms; to develop a personal and distinctive style of handwriting; to organise their writing effectively; to take pride in their work
- to have beautifully presented workbooks across the school in all subjects – (showing 'typicality')
- to provide the children with the 'life skill' of legible, speedy handwriting (which, along with technology, enables effective communication in exams, education and employment)

## 7. GRAMMAR

At Addison, teachers are given grammar foci for their year groups. Teachers familiarise themselves with these each year. Within the English planning, there are specific grammar foci linked to each unit. This is to ensure that teachers cover all grammar aspects within their year group expectations and guarantee children have had experience with all of them.

## 8. SPELLING

To be able to spell correctly is an essential life skill. When spelling becomes automatic, pupils are able to concentrate on the content of their writing and the making of meaning. Whilst we note that spelling is not the most important aspect of writing, confidence in spelling can have a profound effect on the writer's self-image.

At Addison, in EYFS and KS1, we follow the 'Read-Write-Inc' scheme. Daily phonics is the key to the pupil's learning of spelling. Pupils are taught to blend sounds to read and segment to spell. At the same time, they learn words which are not phonetically regular (common exception words or sight words).

In KS2, we follow the SCODE scheme where children follow on from the phonics 'Read-Write-Inc' structure and develop an advanced phonic code. The children are exposed to



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the study of etymology which provides background knowledge, giving spellings meaning. They have continuous practice three times a week which have daily recaps and daily tasks. These spellings are also sent home for homework and each class also has a weekly spelling test to ensure spelling is being learnt.

Spellings are also embedded in English lessons so strategies and rules can be taught in the context of writing. Grammar and spellings are assessed every term using the 'Rising Stars' programme.



## **READING**

Reading is a vital skill that will support children's learning across the whole curriculum. As a school, we ensure that our children are taught to read with fluency, accuracy and understanding through a variety of discreet and cross-curricular learning opportunities. Above all, we want children in our school to become enthusiastic, independent and reflective readers.

### **1. AIMS**

- a) Instill children with a love of reading that lasts for their lifetime by sharing with them an enthusiasm for children's literature
- b) Help children to recognise the value of reading as a life skill
- c) Encourage children to become enthusiastic and reflective readers by introducing them to good quality books, from a variety of cultures and in a range of different styles and formats
- d) Develop our children's understanding of a variety of text types including non-fiction, fiction, poetry and drama
- e) Develop children's confidence, fluency and independence when reading for different purposes
- f) Develop children's abilities to reflect on and have an interest in what they have read and the language and punctuation choices made by the author
- g) Use drama and role-play, where appropriate, to immerse children in the text
- h) Ensure our children have sound phonic awareness and use a phonics first approach to reading

### **Whole School:**

Reading objectives are taken directly from the 2014 National Curriculum. Reading skills have been created to ensure that explicit teaching of comprehension skills takes place alongside the reading objectives. All children take home a reading book and a reading record book.

In Reception and Key Stage 1, these books are colour banded and are selected for the children according to their phonic ability.

For KS2, a number of books have been identified as age related texts for each group to aid pitch. It is the teacher's responsibility to ensure that children are reading at the correct colour band level, change their reading books regularly and read a range of styles, genres and authors. Each class also have story time at the end of the day where the teacher reads a class novel and the children engage in a more relaxed manner.

### **2. PHONICS**

Phonics is taught on a daily basis for 30 minutes from Reception to Year 2. All teachers plan phonics by using, and progressing through, the 'Read Write Inc' scheme and the



objectives in the 2014 English curriculum, using a synthetic phonics approach. Children are taught to segment words for spelling and to blend words for reading.

Reception and Year 1 (plus any year 2 children who did not pass the phonics check in year 1) are assessed four times during the year (baseline, then termly) using the same assessment format.

The assessments are used to track progress and enable teachers to group the children according to their ability. Interventions are delivered for children working below the age related expectation.

At the end of Year 1, all children take part in the statutory Phonics Check. Children not meeting the required standard then receive further phonic support in Year 2 and re-take the check. Phonics may also be taught in KS2 to those children who have been assessed as still working within the phases of 'Read Write Inc'. This is group work and part of intervention programmes and/or guided reading sessions.

### 3. GUIDED READING

#### Reception and KS1:

In Reception and KS1, guided reading takes place daily in phonics sessions. Over each week, the children practise their sounds and reads with a partner and adult. Notes are made to assess children's word reading and their comprehension skills. This, plus evidence from reading logs and current book bands are then used to inform teacher assessment judgments on word reading at the end of each half term. End of term reading assessments are also used to support teacher assessment and inform future planning and interventions.

#### KS2 – VIPERS:

Over the course of the week the children are explicitly taught the skills of reading (outlined in the National Curriculum and KS2 test domains) through the use of **VIPERS: vocabulary, inference, prediction, explain, retrieval and summarising** (See Appendix 4).

During a typical session the teacher will:

- a) share what the content domain/s the children will be focusing on for that session.
- b) carefully select key vocabulary words they want the children to learn that week and cover a wide range of texts and genre.
- c) provide opportunities for reading - children read during these sessions in a variety of different ways. They may hear the teacher model fluent reading and then re-read the same extract themselves. Children may read individually and feedback, work in groups, take turns in pairs or read aloud to their peers.
- d) plan key questions each session based on the content domain being focused on. The children record their learning from these sessions in their Guided Reading books.



Children are encouraged to provide evidence for their answer based on a text extract or a picture they have seen in the book. Where appropriate, children are encouraged to use evidence from a range of different places within the text.

**Recording and Assessment during VIPERS sessions:**

Teachers focus on specific children during the session. These children can then be assessed based on NC expectations and how they are performing relating to the specific content domain. Teachers will also use reading assessments at the end of each term to support teacher assessment and inform future planning and interventions. Assessment judgements and test scores are made termly.

Marking of work in the guided reading books is initially undertaken by the teacher then worked through with the children at the beginning of their next session/separate session.

In KS2, the children make improvements and corrections using a green pen. Intervention is provided when necessary.

**Adopted:** Autumn 2024

**Due for Review:** Autumn 2026

## Appendix 1 Approach to Writing

### Expectations of what should be covered in each unit:

- 1) Exposure to the text type (audience and purpose)
- 2) Explicit teaching of the language and structural features (these lessons should link to the topic or text so children can use them in their final piece)
- 3) Toolkit and planning
- 4) Writing the final piece (including editing and improving)

Two weeks to spend on writing	Three weeks to spend on writing
<ul style="list-style-type: none"> <li>• Non-chronological reports               <ul style="list-style-type: none"> <li>• Diary entry</li> <li>• Poetry</li> <li>• Instructions</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Narrative</li> <li>• Newspaper report</li> <li>• Persuasive letter</li> <li>• Balanced argument               <ul style="list-style-type: none"> <li>• Play script</li> </ul> </li> </ul>

### Three week structure for writing a particular text type:

Week 1	Week 2	Week 3
<ul style="list-style-type: none"> <li>• Emersion of model text (text type)</li> <li>• Understanding the purpose and audience/ building a writer's voice.</li> <li>• Analysis of structural and language features</li> <li>• Teaching of new vocabulary</li> <li>• Reading and comparing different examples of the text type</li> <li>• Grammar</li> </ul>	<ul style="list-style-type: none"> <li>• Shared writing</li> <li>• Language play</li> <li>• Toolkit</li> <li>• Planning of independent piece (Guided writing)- supporting those who struggle with cohesion</li> </ul>	<ul style="list-style-type: none"> <li>• Independent writing               <ol style="list-style-type: none"> <li>a) Children write section at a time</li> <li>b) Teachers to give effective and purposeful feedback</li> <li>c) Children to make the necessary changes before moving on to the next</li> <li>d) part of their plan.</li> <li>e) Plenty of mini-plenaries to share good pieces and address errors that are occurring.</li> <li>f) <b>Teacher conference-</b> used to support editing of writing whether it be corrections or improvements.</li> <li>g) Peer editing <b>after</b> personal editing</li> </ol> </li> </ul>

## Learning Objectives

Learning objectives should link to a skill from year group expectations. This will inform teachers' formative assessment as they will be able to see if pupils are meeting the learning objective.

### Examples:

- To build tension using a range of sentence types.
- To advance the action in the story using dialogue.

Newspaper report unit		
Week 1	Week 2	Week 3
1) To research and understand events from the Blitz 2) (two lessons) 3) To understand the structure of a newspaper report 4) To understand the language features of a newspaper report	1) To use active and passive voice to describe events from the Blitz 2) To create witness account quotes using direct speech 3) To create witness account quotes using direct speech 4) To create a toolkit for my newspaper report 5) To plan my newspaper report	1) To begin my report using key information and language to hook the reader 2) To reports events using active and passive voice 3) To inform my reader using witness account quotes 4) To complete my newspaper report using formal language 5) To make edits and improvements to my writing

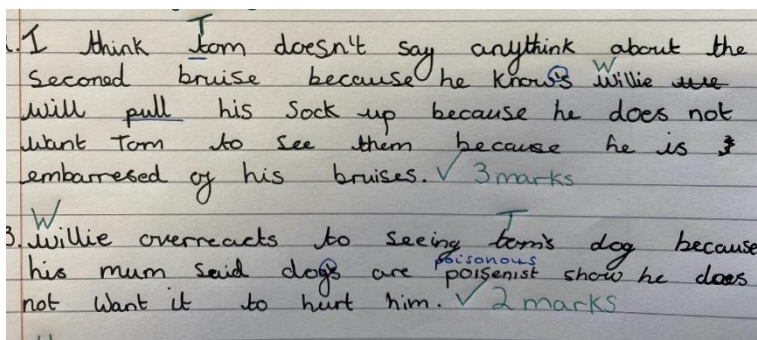
### Writing Lesson Structure:

- 1) Begin with green pen editing their previous work
- 2) Starter/vocabulary work
- 3) Main teaching (*Including: modelling, shared write, guided write and expectations which children should use when writing independently.*)
- 4) Task and mini plenaries

### Grammar:

These lessons should be linked to year group grammar expectations.

- To teach specific aspects of each genre









### E.g. Newspaper reports: **Time adverbials, active and passive voice, quotes**

- To be taught as a stand-alone lesson if there is something you notice that your children need to work on

Grammar	Activities
<p>Identify Grammar features relevant to genre and year group expectations.</p> <p>Grammar should be taught explicitly as well as in context.</p>	<p>Missing word activities</p> <p>Word identification/sentence completion</p> <p>Word/sentence/technique identification</p> <p>Word/clause/phrase sorting, paring and grouping</p> <p>Replicating rules learnt- sentences</p> <p>Drama- word charades, word hunts, human sentences</p>

### Vocabulary:

Children need to be exposed to a wide range of vocabulary and taught them explicitly. Teachers to introduce the children to 10-12 words or phrases that they can use in their writing. These words should be deliberately taught and displayed in the classroom.

<b>debris</b>	<b>Sources close to the scene have said that, ...</b>	<b>engulfed</b>
<b>civilians</b>	<b>cascaded</b>	<b>perished</b>
		
		
<p>scattered pieces of rubbish or remainwaste or rough fragments of stone, brick, concrete, etc., especially as the debris from the demolition of buildings.</p>	<p>sentence starter to introduce a source: <b>a person who provides information.</b></p>	<p>fall or hang in copious quantities</p>
<p>die, especially in a violent or sudden way.</p>	<p>a person not in the armed services or the police force.</p>	<p>sweep over (something) to surround or cover it completely.</p>

### Editing and improving:

Children should be independently making edits to their writing

- Correcting spelling mistakes
- Correcting punctuation errors

They should also be up-levelling and making improvements

- Improving their sentences and sentence structure
- Up-levelling vocabulary

Teacher marking needs to guide children- they should be re-writing the improved sections in green pen.

## Appendix 2 Audience and Purpose

# Text, Tone, Audience, Purpose.

Once you've been given a text, don't forget to TTAP IT!

When you are asked to read a new piece of writing, make sure you can answer these 4 questions - once you've got them sorted, you'll know that text a lot better!



<u>TEXT</u>	<u>TONE</u>	<u>AUDIENCE</u>	<u>PURPOSE</u>
<p>What kind of writing is it?</p> <ul style="list-style-type: none"> <li>➤ Narrative</li> <li>➤ Evaluation</li> <li>➤ Explanation</li> <li>➤ Review</li> <li>➤ Diary</li> <li>➤ Letter</li> <li>➤ Description</li> <li>➤ Poem</li> <li>➤ Recount</li> <li>➤ Speech</li> <li>➤ Advice</li> <li>➤ Article</li> <li>➤ Advertisement</li> <li>➤ Argument</li> <li>➤ Instruction</li> <li>➤ Leaflet / information</li> <li>➤ Poster</li> </ul>	<p>Is the <i>tone</i> of the text <b>formal</b> (polite) or more <b>informal</b> (familiar or <i>chatty</i>)?</p> <p><b>Formal</b> writing is used when the text is aimed at a wide audience, or if the writer doesn't know the reader and wants to impress him / her.</p> <p><i>Can you think of some examples of formal writing?</i></p> <p><b>Informal</b> writing is quite easy to create, but should only be used for specific audiences. It can feature:</p> <ul style="list-style-type: none"> <li>- slang expressions that might not</li> </ul>	<p><u>Who</u> is the text aimed at?</p> <p>e.g.:</p> <ul style="list-style-type: none"> <li>➤ Adults</li> <li>➤ Children</li> <li>➤ Teenagers</li> <li>➤ Pensioners</li> <li>➤ Men</li> <li>➤ Women</li> <li>➤ People with a specific interest (e.g. film fans)</li> <li>➤ Parents</li> <li>➤ Peers</li> <li>➤ Professionals</li> </ul>	<p><u>Why</u> has the text been written? e.g.:</p> <ul style="list-style-type: none"> <li>➤ To argue</li> <li>➤ To explain</li> <li>➤ To evaluate</li> <li>➤ To persuade</li> <li>➤ To instruct</li> <li>➤ To entertain</li> <li>➤ To inform</li> <li>➤ To describe</li> <li>➤ To analyse</li> <li>➤ To recount</li> </ul> <p>What is the writer trying to <i>do</i>?</p>



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## Appendix 3

### Toolkit



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## Appendix 4

### VIPERS

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