English including Reading, Writing, Speaking and Listening and Spanish Policy

September 2018

Office use

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<th>Published:</th>
<th>Next review:</th>
<th>Statutory/non:</th>
<th>Lead:</th>
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<tr>
<td>September 2018</td>
<td>September 2019</td>
<td>Statutory</td>
<td>Bev Franks TPA</td>
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- English Curriculum

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Tuxford Primary Academy’s Vision, Values and Aims

Vision

To be an exciting learning community in which all children and adults are safe, secure, valued and inspired. We will nurture self-belief and have aspirations for all. We will create opportunities for everyone in our school community to reach their potential. This will be evident in the richness of the curriculum and the learning culture of the environment in which every individual has the skills and desire to succeed. We will continually strive to improve for excellence, without the fear of failure, in the knowledge that all successes will be recognised and celebrated. Children who leave our school will be well-rounded, self-motivated citizens who have the confidence to thrive both socially and academically.

Values

We value and care about every member of the school and its community equally. We believe that they have the right to an exciting and fulfilling education.

We value consistently good teaching and the provision of enriching opportunities to support pupils in striving to reach their maximum potential and we celebrate everyone’s achievements.

We value and nurture good behaviour, the adherence to our Golden Values and the expectation that whilst everyone is an individual, that we have responsibilities, as citizens, to our community.

Aims

Our aims are to:

- ensure all people connected with our school perform and achieve to the highest standard possible – academically, emotionally, socially and spiritually
- provide opportunities for our children to become equipped with the skills and aspirations for a happy, fulfilling life
- treat everyone with care and respect
CLL Team & Policy Overview

The policy for CLL provision at Tuxford Primary Academy is in place to ensure that the vision, values and aims for the whole school permeate through practice and provision for all subjects that involve communication, language and literacy. We recognise that this policy can be used for cross curricular purposes and make links between the focus subject areas under remit of this team and of other teams where appropriate.

We aim to develop pupils’ abilities within an integrated programme of Speaking & Listening, Reading & Writing. Pupils will be given opportunities to interrelate the requirements of Communication within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught literacy skills.

CLL Team & Policy Aims

At Tuxford Primary Academy we strive for children to be ‘Primary Literate’.

We aim for every child to:
• read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct
• have an interest in books and read for enjoyment
• have an interest in words, their meanings; developing a growing vocabulary in spoken and written forms
• understand a range of text types and genres – be able to write in a variety of styles and forms appropriate to the situation
• be developing the powers of imagination, inventiveness and critical awareness

We encourage children to...

• develop and apply a knowledge of phonics, sentence structure and grammar to enable pupils to write in a wide variety of everyday contexts
• be confident in accessing a wide range of resources to support their writing
• independently understand and have the ability to use a range of composition structures and use ICT to support their application of those text types
• show curiosity about different text types, understand the purpose of texts, develop confidence in their writing, recognise how texts can be of personal significance
• show an interest in fiction and non-fiction texts, develop confidence in reading for personal use and enjoyment and public speaking/reading
• show an interest in reading for research
• understand the purpose of expressing language through different mediums including film, photo and story boards
• recognise the value of Modern Foreign Languages and see their purpose in communicating with others
Strategies to support children’s development

- Model appropriate vocabulary in a consistent way;
- Use and model Bloom’s questioning to encourage inquiry and support;
- Model ‘writing’ – fostering a supportive climate for taking risks;
- Seize every opportunity to support children’s understanding and acquisition of phonic and grammar skills and concepts;
- Plan appropriate play and learning experiences to develop and extend children's thinking and learning;
- Provide stimulating and interesting range of resources;
- Observe and reflect on children’s individual needs and interests;
- Provide opportunities for children to share their thinking.
- Staff should be engaging in sustained shared thinking (e.g. engaging in conversations focusing on supporting the children’s thinking and learning; modeling ‘getting stuck’, recapping and reminding, supporting thinking and planning ahead). These strategies should be identified on the weekly/daily plan. Staff should ensure that these are in place before carrying out focused teaching;
- To support the writing process staff should provide meaningful contexts which children can explore in a variety of ways within which they will feel motivated to write;
- Children with speech, language and communication needs may need support to ensure access to the English curriculum;
- Children who have English as an additional language will also need support to access the English curriculum;
- Have an awareness of those children who would benefit from stretching and extension work;
- Ensure there is a rich environment in which children are exposed to a broad range of vocabulary.
Read Write Inc

The school follows the Read Write Inc programme of study to teach reading and writing. Children in Foundation and Key Stage 1 work primarily on the Read Write Inc Phonics programme. Children in Key Stage 2 follow a combination of the Read Write Inc Literacy and Language programme with in-house materials. KS2 class teachers shape the literacy curriculum to suit our pupils’ needs. Children are assessed regularly and placed in groups according to their assessment. Some lower attainers in KS2 may attend Read Write Inc sessions to be supported in phonics. Read Write Inc/Literacy lessons take place first thing in the morning across the whole school. The Read Write Inc philosophies are embedded in the teaching and learning of reading and writing throughout the curriculum.

Teaching Reading

Most reading is taught through Read Write Inc and Literacy and Language. In these sessions children have the opportunity to read a text a day and will also complete activities to assess comprehension. In addition children have other reading opportunities such as individual reading books and further up the school extra Guided reading sessions take place to help teachers focus on specific areas. Children are encouraged to read at home regularly and record in a home school diary. Their commitment to reading out of school is awarded through half-termly certificates.

Word reading

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics is emphasised in the early teaching of reading to beginners (i.e. unskilled readers) in our Early Years through Read, Write Inc. Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world.

Comprehension (both listening and reading)

Comprehension skills develop through pupils’ experience of high-quality conversation with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils are encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, and to establish an appreciation and love of reading. Reading widely and often, increases pupils’ understanding and vocabulary because they encounter words they would rarely hear or use in everyday speech. It also opens up a treasure-house of wonder and joy for curious young minds.

Our school library (incorporated into the Public Library) is a place where children can truly enjoy learning. Pupils know that they can work there independently to investigate and explore using books. There is a weekly class rota so all teaching groups are ensured a regular slot to access this resource. It is also a place that fosters a love of reading.
Teaching Writing, Spelling, Grammar and Handwriting

Most writing is taught through a mixture of Read Write Inc, Literacy and Language and internally devised tasks. In addition, pupils’ skills are consolidated through cross-curricular topic work. Writing makes a significant contribution to the development of children as thinkers and learners.

This section of the policy is to promote a consistency of approach and to ensure that continuity and progression are embedded in our practice.

- Composition (articulating ideas and structuring them in speech and writing)
It is essential that teaching develops pupils’ competence in these dimensions, that is, transcription and composition. In addition, pupils should be taught how to plan, revise and evaluate their writing – knowledge that is not required for reading. These aspects of writing have been incorporated into the Programmes of Study for composition.

- Transcription (spelling and handwriting)
Writing down ideas fluently depends on effective transcription, that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphological (word structure) and orthographic (spelling structure) patterns of words. Read, Write, Inc informs handwriting from Reception and throughout Key Stage 1. Writing also depends on fluent, legible and, eventually, speedy handwriting. Effective composition involves articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar.

Aims

Every member of staff endeavours to ensure pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate
- tailor context and features appropriately for a variety of audiences
- raise awareness of, and appreciate the writer’s craft through encouraging positive attitudes to the writing process including planning, drafting and editing
- retain a focus on the improvement and high expectation of core skills i.e. spelling grammar, punctuation
- put writing achievement at the centre of the school ethos regardless of stages
Principles of effective learning and teaching

- Clear targets should be set for each writing lesson. These should be shared with the pupil/group and displayed during the lesson.
- Provide children with a model of the kind of writing expected.
- Children should be encouraged to plan their writing, perhaps following a group discussion, with teacher recording suggestions on the board.
- Children may be given a scaffold to help them with their planning.
- Children may discuss their plan with a writing partner.
- Any context for writing may be chosen but the range of skills necessary should be taught systematically.
- Starting points for writing should be carefully selected to provide a meaningful context. Children respond better when they know why they are writing and whom it is for.
- From time to time, pupils should be given the opportunity to write about any subject of their choice.
- There should be a literacy rich environment in the classroom, reflecting both current topics and pupils’ writing.
- Talking and reading assist writing. This should be appropriately encouraged in both the classroom and home to encourage knowledge and use of extended vocabulary and style.
- Planning / drafting / editing should be used to improve both the context and the conventions of writing.
- Spelling mistakes of “known” words can be highlighted and used as a tool for learning but this should not overshadow other aspects of the writer’s craft.
- Conventions of writing i.e. grammar are best taught from the child’s own writing but these will also be taught systematically in lessons.

All teachers should have high expectations in regard to the standard of pupils’ writing, taking due account of the child’s stage of development. All pupils should be encouraged to achieve the highest possible standard of writing according to their stage of development and level of ability. These expectations can be made explicit in a variety of ways:

- use of positive feedback (oral or written)
- stickers/stamps
- star writer awards/certificates
- reading children’s writing to the class/Celebration Assemblies
- child reads writing to the class (or another class)
- display of children’s writing around the school – Wow Walls

Feedback and AFL

The purpose of formative assessment can be used to identify what pupils know, what children have learnt, what they can do and what their next steps in learning should be. While children are engaged in their writing task, teachers will ‘conference’ with children i.e. talk to them about their writing while they are doing it as this is considered one of the most effective forms of assessment. Teachers should initial and write ‘VF’ (Verbal feedback) in the child’s book as a prompt to the child to note and respond to the issues discussed with the teacher.
Children should be encouraged to proofread and edit their own work, or that of a writing partner. It may be helpful to provide a criteria checklist to help children with this task.

- Teachers may conference with a group of children during the writing task. An effective technique identified by HMI is the ‘author’s chair’ where pupil writers explain to others what and how they are trying to achieve in a piece of writing. The audience may comment and make suggestions.
- After each writing task pupils should be made aware of their next steps in learning.
- Teachers should mark a finished piece of writing against the Learning Challenge/success criteria/target set for the task.
- In Early Years, a range of verbal feedback and written observations are recorded against the EYFS framework 2014.
- KS1 and KS2 use a range of feedback strategies to help the child improve his/her writing (see separate Feedback policies).
- From children’s writing, the teacher should observe and note points, which require to be taught on an individual/group/class basis.
- Assessment trackers will be updated on a continual basis giving an indication of pupil progress in writing.
- In conjunction with the assessment calendar at each assessment point, an independent piece of writing will be undertaken and marked against the Big Write criteria.

Additional needs children with specific writing or language difficulties may require an individualised programme. This may be planned in consultation with the SENDCO and advice from outside agencies.

Where possible planning will reflect on a daily basis the use of ICT to enhance and develop writing skills. It is important to realise and develop the powerful tool we have in word processing and desktop publishing packages in an appropriate and effective manner for all children in Tuxford Primary Academy. The use of iPads will:

- allow children freedom to draft and re-draft without having to start at the beginning each time
- present a new dimension for written expression
- enable all children to present work in an attractive and professional manner
- allow children to write in ‘real life’ context, e.g. newspaper production using a DTP package
- motivate children to write
**Teaching Spelling and Grammar**

Up to and throughout Key Stage 1, the child’s natural curiosity for and enjoyment in words should be exploited. Rhymes, rhythms, jingles and patterns will be a daily occurrence. Children should be encouraged to experiment with spellings and be praised for their attempts. At this stage the main aim should be to develop confidence and enjoyment in writing and the written word whilst not ignoring specific spellings of some regular and irregular words.

Pupils should be taught to control their speaking and writing consciously and to use the elements of spelling, grammar, and ‘language about language’ listed. This guidance is not intended to constrain or restrict teachers’ creativity, simply to provide the structure on which they can construct exciting lessons.

At Tuxford Primary Academy we use the Read, Write Inc system of teaching phonics (see scheme) from Nursery onwards to ensure we cover the national expectations for teaching systematic synthetic phonics. Children progress through the scheme at their own pace and are grouped according to the assessment procedures laid out by the scheme. Staff are Read, Write Inc trained by the publishers to ensure that lessons are of a high standard. Once children complete the Read, Write Inc course they progress to standard English lessons as laid out by the English Curriculum (2014).

As the child’s writing and awareness develops the following principles should apply:

- The teacher should make reference to spelling regularly and on an ongoing basis. This can include the teacher while writing on the board asking for help in spelling a word, pointing out pitfalls within words, asking for homonyms, homophones, words with the same pattern, etc.
- Throughout the school, the LOOK, SAY, COVER, WRITE, CHECK strategy will be adopted
- Commercially produced resources will be used. Presently these are - Spelling for Literacy or Read Write Inc.
- Children should be encouraged to make an attempt at a spelling in order not to break the flow in writing. Spellings can be checked later.
- It is important that pupils are asked to attempt words for themselves before the teacher writes it for them. Breaking the word into syllables helps in this process.
- Encourage children to look for small words inside large ones e.g. ear/hear
- Children should be encouraged to check their own spellings.
- Automatic use should be made of dictionaries and class word banks for this purpose.
- Spelling and/or word study should be fun! Children should be encouraged to develop a fascination for words. For this reason games, puzzles and rhymes will be an essential part of the school programme.

In Reception and Key Stage 1, spelling is taught through applying the sound during daily speed sound sessions and in higher levels through regular practice and spelling tests of red (non-phonetic) and green (phonetically regular) words.

The No Nonsense Spelling programme has been introduced across Years 2 – 6. It is flexible teaching guide that helps to inform staff of ideas and strategies to help identify what the pupils need to know and the spelling skills they need to learn. The programme has a clear progression through blocks of
teaching units across the year for Years 2-6. It breaks the national curriculum down into strands with individual lesson plans and resources too that class teachers can adapt. Staff should aim to incorporate two to three ‘lessons’ per week.

In Year 2, children are taught to apply and visually discriminate between speed sounds as well as learning rules as set out in the NC and continuing to learn common exception words.

In Years 3 and 4, pupils have weekly spelling tests with a focus on Year3/4 spellings. Higher attaining pupils in Year 4 are also set challenge words from the Year 5/6 spellings.

Year 5 and 6, pupils have regular spelling tests and use the blue/green system to self-assess their accuracy: Green is accurate, blue indicates an error and they correct their errors in red. Pupils then choose and re-write no more than three words 3 times to embed the correct spelling. They then put the word into a sentence for context. UKS2 pupils are also encouraged to focus on developing their personal areas of focus for home learning too by using www.spellingframe.co.uk to practise spellings online and they can save and print off records of their progress.

Handwriting sessions might also be used as a focus for spelling and grammar. Attention might be drawn to initial letter sounds, letter strings or phonic blends as appropriate. Using a multi-sensory approach involving finger tracing can help in learning to spell new words. Research has shown that a flowing, clear and speedy handwriting style helps to improve spelling and sentence punctuation.

The first handwriting lessons are the most important. What is learned then may affect the writer for many years to come. The teacher’s attitude is also important. Where an imaginative positive approach is used, it is likely that pupils will react in the same way. Short handwriting exercises should be planned as they produce the best results. Through the Read, Write Inc scheme, the primary focus is on the correct letter formation leading on to joining letters correctly. It is important that a fast, fluent hand is promoted. First priority should be legibility and the second speed. Points to note are:

- Ensure that children are comfortable and relaxed and that their pencil grip is correct.
- Ensure that pupils have appropriate writing tools i.e. pencils are of adequate length and sharpened.
- Individuals should be monitored during handwriting exercises to ensure that the way they form letters, begin words, hold the pencil and position the paper are all conducive to good practice. Monitoring and Review Teachers’ plans will provide evidence of balance and appropriateness of writing activities. Pupil work on writing will be monitored regularly.
Speaking and Listening

Spoken language

The National Curriculum for English reflects the importance of spoken language in pupils’ development – linguistic, cognitive and social – across the whole curriculum. Teachers should ensure the continual development of pupils’ confidence and competence in spoken language. The quality and variety of language that pupils hear and speak are key factors in developing their vocabulary, grammar and understanding for reading and writing. Pupils should develop a capacity to explain their understanding of books and poems, and to prepare their ideas prior to writing. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate.

The ability to speak and listen is fundamental to pupils’ language and social development. It is an essential tool for all areas of the curriculum, as talk underpins learning and thinking. It is vital that its significance is recognised by pupils, parents and teachers. Pupils need to be provided with many and varied contexts for talk, but they also need direct teaching in the skills of speaking and listening.

Aims

In our Early Years Foundation Stage, we incorporate the early learning goals into our planning and teaching, which ensures that pupils:

- access a language-rich environment
- use language to imagine and recreate roles and experiences
- develop active listening and response
- model spoken language
- interact with others in play
- use language to ‘get things done’

Foundation Stage

Pupils have opportunities to develop and practise their talk through play, to listen attentively and with increasing stamina and discrimination, to respond appropriately and confidently, and to interact with others. This provides a sound foundation for the programme of study for KS1. The school’s programme follows the programmes set out in the EYFS and curriculum 2014 (with attention paid to updates). It sets out a framework for planning speaking and listening to show progression from Year 1 to Year 6.

At Key Stage 1, we build on pupils’ prior learning in speaking and listening to:

- encourage pupils to speak according to the context, with consideration for their audience
- develop pupils’ ability to use language imaginatively
- express their ideas and feelings when working in drama activities
- teach pupils to work effectively and collaboratively in groups
- join in discussions, making relevant contributions
- listen carefully and actively
- encourage active use of language
At Key Stage 2, we build on pupils’ attainment from speaking and listening experiences at Key Stage 1 and:

- develop pupils’ ability to speak in a range of contexts with increasing sense of audience and purpose
- encourage more sophisticated interaction in groups
- develop pupils’ ability to respond appropriately to other.

**Strategy for implementation**

Teachers follow the guidance laid out by the draft National Curriculum for English 2014 (see appendix 3), however as the Literacy Trust acknowledges (see appendix 2) the policy landscape for English is ‘changing significantly’.

**Teaching and Learning**

In order to promote high quality speaking and listening, teachers will:

- model dialogue e.g. turn taking, offering opinions and inviting response
- model listening e.g. the use of non-verbal communication, respecting, even if disagreeing with, the views of others
- model values e.g. encouraging the participation of retiring or reticent pupils, praising boys who display sensitivity
- model participation e.g. recognising the value of being seen as a learner alongside the pupils
- provide a wide range of contexts for speaking and listening
- support the pupils by providing clear structures for tasks which require the pupils to learn through talk
- share roles with the pupils e.g. as questioner, the ‘expert’ on a particular topic

Pupils have a variety of opportunities to use talk for learning. Teachers are expected to incorporate them over a period of time. These are:

- playing an active role in directing their own learning, e.g. making decisions about how to approach a task, selecting appropriate resources
- engaging in speaking and listening in a variety of groupings and settings, e.g. reading out loud as an individual and a larger group during shared reading, working collaboratively on an investigation during group work, reporting findings as a newscaster during a plenary session, interviewing people as part of a research project, acting as a guide for a visitor to the school
- using language creatively and imaginatively, e.g. through role-play, hot-seating, storytelling
- demonstrating what they know and evaluating their understanding, e.g. involvement in plenary sessions, use of response partners

The learning environment is organised to facilitate talk by:

- using space effectively, e.g. in the Foundation Stage and at Key Stage 1 by providing listening, role-play and activity areas. At all key stages, furniture and tables are arranged appropriately, creating displays which are interactive.
- providing resources to support speaking and listening e.g. iPads, puppets, tape recorders, headphones/headsets, talking books
- using events such as World Book Day to encourage Year 6 pupils to talk about and present books to their younger peers
Inclusion

Interactive teaching methods are employed to engage all pupils in speaking and listening. Teachers set appropriate challenges for all pupils. Where pupils’ attainment falls significantly below the expected levels in speaking and listening for a variety of reasons (e.g. language disorder, acute reticence, hearing impairment, English as an additional language) then special provision is made for additional support through guided speaking and listening activities.

Opportunities are provided where:
• speaking and listening are the focus of the teaching, even though the subject matter may relate to another area of the curriculum, e.g. organising an interview with an ‘expert’ on acid rain, considering the role of the questioner, the range of questions to ask and the pace of the interview;
• another subject is the focus of the teaching, but it is planned and organised in order that pupils can reinforce and practise speaking and listening skills, e.g. working in pairs, prioritising items for inclusion on a charter of pupils’ rights and responsibilities;
• pupils have opportunities to use talk to investigate, evaluate or report, when another area of the curriculum is the focus for the teaching e.g. demonstrating how an origami book is made.
• Pupils from all year groups have the opportunity to work on the school council

Assessment and Recording

All teachers are responsible for assessment. In partnership with the assessment coordinator and the Principal they:
• ensure that some of the key learning objectives selected for assessment purposes in the lessons have a speaking and listening focus
• plan for assessments in speaking and listening to be carried out
• pay particular attention to the assessment of pupils with ALN that relate to improving speaking and listening

Subject Organisation

The English Curriculum is delivered using the curriculum documents 2014. The Early Learning Goals are followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum. Pupil provision is related to attainment, not age. The CLL Team is responsible for overseeing its effectiveness.

Approaches to Reading

• Read Write Inc
• Shared reading
• Guided reading
• Independent reading
• Wider reading – partnership with the local library
• Home Reading
We facilitate all of the above using Oxford Reading Tree Book Bands to support children in their choice of books.
We order in 'First News' to broaden reading experience in KS2.
Cross-curricular magazines e.g. Science

**Writing**
- Read Write Inc
- Emergent writing
- Shared/ Modelled Writing
- Guided Writing/Independent Writing
- Extended writing
- Handwriting

**Cross-curricular Opportunities**

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum.
Wherever possible when planning topics, staff take the focus theme and find high quality texts with which to teach the theme through. We would then also use non-fiction books to identify real places that might be encountered on the route and produce fact files or our own versions of the story.

**The Governing Body**

Regular reports are made to the governors on the progress of English provision and to our CLL Governor Steve Wright. This policy will be reviewed every year.
Teaching Spanish

Spanish is taught from Year 3 to Year 6 by a native Spanish teacher. The children learn to understand the purpose of learning another language using basic Spanish to talk about themselves and about things that are around them.

Children receive approximately one hour of taught Spanish per week.

Aims

- To encourage pupils to understand and respect cultures other than their own.
- To develop pupils’ communication skills and confidence.
- To develop pupils’ ability to speak and understand Spanish.
- To develop pupils’ ability to recognise and read basic Spanish.

Objectives

Pupils should:
- Enjoy learning Spanish and actively take part in lessons, showing curiosity, asking questions and being excited about the task.
- Develop social skills, such as being able to ask and answer questions about themselves and other people around them.
- Express themselves clearly with understandable pronunciation and confidence.
- Recognise that Spanish has a different grammatical structure to English.

Differentiation

Lower ability pupils are supported by the teacher and are encouraged to contribute in mainly oral work. Higher ability pupils are paired with lower ability pupils to encourage them with their speaking skills. More able pupils are encouraged to focus more on their pronunciation and to speak and write in fuller sentences. EAL Spanish speakers are provided with a personalised Spanish programme to support them to maintain their fluency whilst still developing vocabulary and ensuring grammatical accuracy.

Equal Opportunity

All members of the school community are treated with the respect and sensitivity implicit within the practice of a code of equal opportunities and inclusion. Equality of treatment and opportunity operate regardless of background, ability, gender, religion, disability or ethnicity.

Assessment

The pupils’ speaking and listening skills are assessed continuously, through classroom observations and questioning. Their ability to follow classroom instructions, retain key phrases and accurately imitate pronunciation is assessed. At Key Stage 2, reading and writing skills are assessed by observations of work in pupils’ exercise books and by a basic reading assessment.
Pupils’ progress is compared to the objectives in the Language Ladder. The Language Ladder is divided in 12 grades through the four learning areas (speaking, listening, reading and writing). By the end of Key Stage 2 children are expected to be at the end of the Breakthrough Stage, in the transition between Grade 3 and 4. Those with fluency in Spanish should be on the Preliminary Stage.

**Partnerships**

We are developing a partnership with the MFL department of Tuxford Academy. This partnership will support our teaching of Spanish and help develop links with Spanish schools.
Appendices

Appendix 1

Suggested Independent Reading Activities

KS1
- Big books
- Library corner
- Topic books
- Poems
- Children could read to a partner, independently, to a puppet or cuddly toy.
- Alphabet and phonics games and puzzles
- Listening to recorded stories
- Writing table: names, lists, key words, favourite food, family members, days of the week, links to topic or text for the week; book making (e.g. I like... or I am ...)
- Slides of poems and stories
- Sequencing stories/ poems
- Speech bubbles (laminated and children write speech)
- Illustrations from known texts (laminated and children write text)
- ICT – reading and writing activities
- Magnetic letters
- Whiteboards / chalk boards

KS2
- Paired reading
- Reading big books
- ICT – research; reading activities
- Reading journal
- Book making
- Topic books
- Group discussion activity
- Drama activity
- Library corner
- Listening area
- Poetry books
- Comics/ newspapers / magazines
- Reading play scripts
- Pre-reading or preparation sessions (reading a section of a guided text; working with a TA/teacher as preparation for shared reading)

A limited number of activities should be introduced at one time. Children will need to be taught how to use the reading activities and to follow the timetable. The first week of each term could be used to teach this. Children will need ongoing praise and reminders about how to read and work independently.

Exemplar timetable – a selection of independent activities would be specified for each term

Appendix 2
http://www.literacytrust.org.uk/assets/0001/4461/The_Literacy_Guide_for_Pri"}

Appendix 3

English Curriculum

https://www.gov.uk/government/collections/national-curriculum