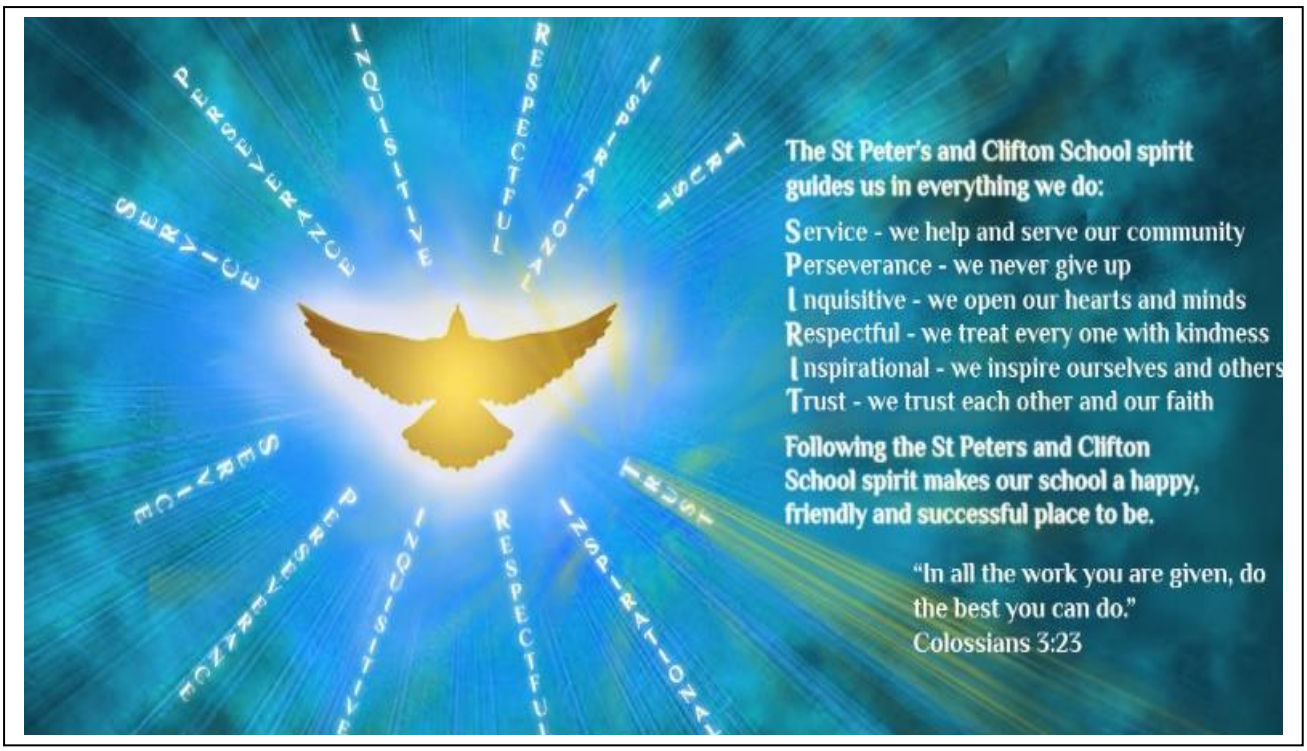
Writing Policy



Introduction

This policy outlines the aims, organisation and management for the teaching and learning of writing at Horbury St.Peter's and Clifton CE VC Primary School.
It is based on the National Curriculum (NC) programmes of study (PoS)

This policy will be reviewed annually. Next date: September 2022

This policy supports our Christian Values through school by embedding the values of the St Peter's and Clifton School SPIRIT.
English and specifically the teaching of writing, supports this particularly through perseverance and being inquisitive when writing in different genres and inspirational as we help our children to find their 'inner writer' and become an inspiration themselves.

Our Aims:

In order to fulfil this School Vision we strive to build foundations to enable every child to become literate, preparing them with the skills for adult life. The English teaching we provide should allow all children to fulfil their potential while giving them the skills to understand and use language in all its aspects. We aim to include and engage all children in high quality learning experiences in order to foster passions for life long reading; while providing the confidence to communicate effectively in both speech and writing. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. We will strive to ensure every child develops the confidence and competence to embrace literature in its many forms. This policy statement outlines all that is important to our school in the teaching and learning of our English Curriculum. Our aim is to ensure that all staff teach English in the most effective way possible through the implementation of the English Programmes of Study in the National Curriculum and daily synthetic phonics programme to allow all our children to develop confidence and competence with regards to English skills regardless of gender, ethnicity or social/economic background.

Intent:

At St Peter's Horbury and Clifton C of E School, we intend to deliver a progressive English curriculum that is, where possible, tailored to the interests of our pupils. We believe strongly in the importance of language development and acquisition therefore providing children with opportunities to practise, rehearse and use a broad and varied vocabulary are included in lessons wherever possible. A high-quality education in English will teach our pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. We acknowledge that the development of writing skills is closely linked to the teaching of reading, which is why high-quality texts are used across school for both modelling and reading for pleasure purposes. Full details of our reading rationale can be seen in the reading policy. All the skills of language are essential to participating fully as a member of our school community and the wider society.

We believe that a strong writing provision allows children plenty of opportunities for writing, from Early Years through to Year Six. Children are exposed to high quality teacher modelling including and encouraging use of Standard English in the classroom. This is underpinned by many speaking and listening opportunities, using the 'think it, speak it, write it, check it' philosophy in Key Stage One. Vocabulary development is a key area in which we are developing as a school this year, with an emphasis on teaching children specific words throughout a writing topic, which they can learn the meanings of and add to their repertoire for future use. Our belief is that, by giving children a rich and varied vocabulary spectrum from which to draw upon, they are able to: adapt their writing to suit the tone and audience of a text, clearly present and justify their ideas in a discussion and elaborate on their ideas to convince others of their point of view. The texts which are used throughout school also model examples of the grammar and punctuation appropriate for that particular year group, so that children can appreciate the effectiveness of such conventions at work.

Implementation:

Teaching and learning of writing

Teachers use the objectives from the 2014 National Curriculum and, from there, plan units of work to develop our children's writing skills. Raising the standards of children's writing to ensure that all children are progressing and achieving at least in line with national expectations remains a priority at St Peter's. The curriculum will be monitored by the English Leaders to ensure that it is being used effectively to provide challenge, stimulation and excitement to improve the standards of writing from year 1 to year 6. In EYFS, the SLT Link for EYFS will monitor the standards in writing.

Speaking, listening and vocabulary development

Teachers will develop pupils' spoken language across the whole curriculum – cognitively, socially and linguistically. From Early Years to Year Six, spoken language underpins the development of reading and writing. This ties into the emphasis on broadening children's vocabulary usage that is a focus this year. The quality and variety of language that pupils hear and speak will be used for developing their vocabulary and grammar and their understanding for reading and writing. Teachers will plan for key vocabulary that they wish the children to learn as part of each unit of work. This applies for English lessons, but also for other curriculum areas such as geography and history.

On planning, teachers are encouraged to include the specific vocabulary they would like the children to acquire during that lesson/ unit of work. Vocabulary can be broken down into three tiers of words:

Tier 1	Tier 2	Tier 3
• The most basic words • Rarely require instruction in school • Everyday spoken language for a child of this age. Used at home &/or in daily interactions. clock, baby, happy, walk, house, case, window, computer, screen, mouse	• Words for mature language users • Instruction in these words can add to an individual's language ability • Words likely to be encountered again in reading or in oral language coincidence, industrious, decompose, precise, sequence, predict	• Words often limited to specific concepts or subjects • Less likely to be encountered again in own reading isotope, photosynthesis, peninsula, estuary, algorithm

Given the nature of the words, it is expected that tier 2 and 3 words would be the focus on planning. The amount to be taught depends on the age and ability of pupils, but generally 1-2 words per lesson would be recommended.

Children will have the opportunity to develop their language skills by:

- Class discussions
- Talk partner activities
- Opportunities to discuss ideas with partners before feeding back to the class
- Show and tell
- Debating
- Critical and philosophical thinking
- Reasoning and explaining

Drama is also used across the Key Stages to explore ideas or texts. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Particularly in Upper Key Stage Two, as part of these activities, children are encouraged to speak in full sentences, justify their thoughts and opinions clearly and be prepared to give further justification for their responses.

Writing

We believe that both transcription (technical aspects of writing) and composition (word choice, the manner in which ideas are conveyed according to audience and purpose of the writing) require effective planning and consideration across school in order for children to make the best progress and become the best writer they can be.

Across the school, teachers use books, videos or other stimuli (for example WOW-themed days), to give children vivid experiences to inspire their writing. In Nursery and Reception, the learning of writing follows the Early Years Foundation Stages Framework. Children are given opportunities to extend their understanding of language learning through play and investigation, developing their characteristics of learning. The National Curriculum describes what must be taught in key stages 1 and 2. Teachers plan writing opportunities that help children to achieve this objectives, using real -life experiences wherever possible. Teachers plan the punctuation and grammar objectives which fit most appropriately with the genre/ writing outcome for a unit, ensuring that all objectives are covered throughout the year.

The following points detail what the teaching of writing looks like at St Peter's and Clifton school:

- One-hour lessons engage children in the development of grammatical understanding, punctuation, phonics and spelling strategies based on high-quality texts. The elements of the writing process are also taught during this time.
- Meaningful contexts and high-quality texts are provided as the hook or as the inspiration for writing.
- Quality speaking, listening and drama activities precede writing to enable the development of quality writing skills and outcomes.

- Teachers exploit cross-curricular links wherever possible and further develop writing skills within a variety of contexts.
- A clear model for how to meet lesson objectives is presented to the class at the outset.
- Teacher modelling of the thought processes and standards required are clear and regular.
- WAGOLLS (What A Good One Looks Like) are used particularly in Key Stage Two to provide children with support with writing structure where required.
- Writing is linked to learning-focussed objectives, with related success criteria.
- Writing composition is taught explicitly to the children every week. The reinforcement of this teaching is also featured across the full range of subject areas.

The teaching of grammar is mostly contextualised within the teaching of writing composition and exemplified during Shared and Guided Writing (as outlined in the following sections).
The thought processes involved in writing is modelled to the children through both *Shared and Guided Writing* sessions:

Shared Writing

✓ Shared Writing takes place during whole class teaching, where ideas are shared and discussed.

✓ The sessions are well-paced and interactive, e.g. the teacher employs intentional errors, the use of pupil whiteboards for the quick composition of ideas and formative assessment.

✓ These ideas are recorded and refined by the teacher, with them modelling the skills needed to be a writer.

✓ The Shared Writing session primarily focuses on how to achieve the success criteria for a given objective within the writing to be completed. It also provides a vehicle for the teaching of grammar.

✓ Children then have the opportunity to practise and extend their own writing independently, or in a Guided Group.

The Role of Drama

• Drama activities (e.g. hot seating/freeze frame/conscience alley) should precede each writing task.

• All drama activities contribute to the achievement of learning objectives and their success criteria.

• The skills required to meet these objectives should be modelled to the children.

• It is likely that Drama lessons/activities will involve the elicitation of vocabulary from the children; this vocabulary should be scribed and used during the subsequent teaching of writing.

Planning

• To ensure the teaching of writing is effectively planned, and responsive to learners' needs, teachers plan the teaching of both writing composition and *spelling, punctuation and grammar* (SPAG) in line with National Curriculum programmes of study as appropriate for the age of the children.

• The meeting of NC objectives for each year group is paramount and learning objectives are revisited and reinforced throughout the year.

• The Book Study or Topic writing planning typically covers a six-week period, which will cover at least two different genres.

• Every class has at least five hour-long writing lessons a week. These are supplemented by at least one additional discrete grammar, handwriting and spelling lesson.

• For all classes, individual lessons are planned to meet the needs of each class, in line with the NC Objectives.

• Clear learning-focussed objectives and related success criteria are provided for every writing lesson.

• Differentiation occurs through providing different degrees of support to enable all children to meet the objectives stated.

• Pupils complete LO-focussed activities throughout every lesson.

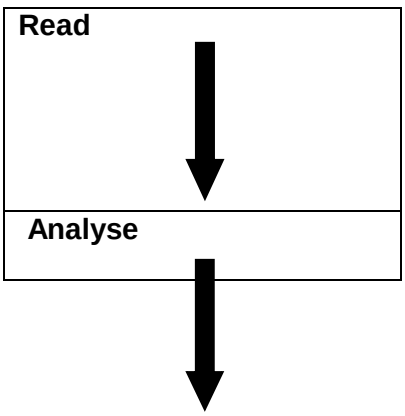
• Planning for writing is recorded on the medium-term plan and daily planning pro-formas.

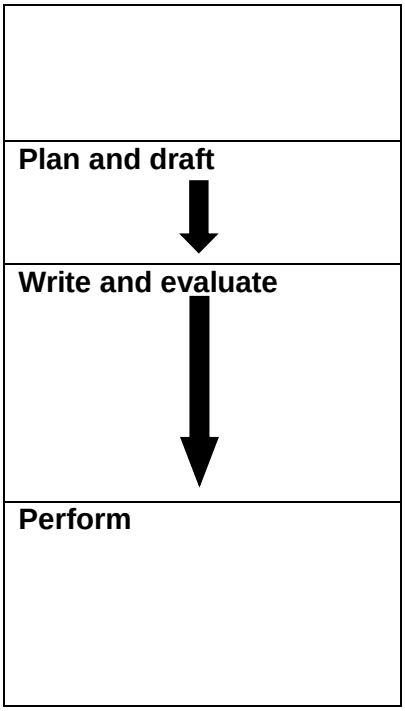
• Before a unit is taught, decisions about what content to include will be taken based on thorough understanding of the expected outcome at the end of the unit. Each activity will be scrutinised and evaluated in terms of the:

  - o contribution it would make to that outcome
  - o needs of the class

• The 'What?' and 'Why?' for every activity should be entirely clear to teachers, pupils (and observers). For every activity undertaken, pupils should be able to articulate why they are doing it with reference to the impact it will have on their writing at the end of the unit.

The teaching sequence followed in Key Stage One and Key Stage Two are detailed in Appendix 1 . Both Key Stage One and Two follow the same sequence, with Key Stage Two developing the idea of identifying features in model texts, creating success criteria and editing. Rather than being constrained to a specific writing scheme, teachers choose their own stimulus, linking to history, geography or science which will 'hook' the children and inspire them to write to the best of their ability for that particular audience and purpose.





SEN, inclusion and more able pupils

All children with particular learning needs, (including SEN and *More Able* students) are monitored at the end of each phase, as well as through formative classroom assessment. Provisions are put in place for identified children through intervention and adaptations to curriculum and resources available.
Interventions are split into wave 2 and wave 3 interventions. Wave 2 interventions are small group interventions such as booster sessions, pre-teaching groups or extension activity groups. Wave 3 interventions are individual targeted support interventions delivered for an individual child. This could include the use of resources for an individual such as a writing slope, pencil grips or technology to record.
The writing materials used in class can be adapted to ensure all children can access the topic of learning at their own level and can be supported/challenged appropriately.

Writing in the Early Years Foundation Stage

In Foundation Stage, children are encouraged to attempt their own emergent writing and their efforts are valued and praised. As their phonic knowledge increases, this is reflected in their writing. At the same time, their knowledge of key words is supported through reading and writing activities, including shared reading and writing. A wide variety of opportunities are provided for children to engage in writing activities. Amongst these are:

- Shared writing
- Role-play (e.g. an office or restaurant)
- Labels
- Recipes

- Lists
- Making books
- Writing letters/cards
- Menus
- Instructions

Through engaging in these activities, children become aware that writing is used for a range of purposes. They distinguish it from drawing, and learn the left to right convention of writing in English. A variety of resources are used to encourage the development of fine motor control which is essential for good handwriting. These include playdough, cutting, threading and picking up small items with tweezers. Planned interventions such as Squiggle Whilst you Wiggle and Dough Disco are used to develop fine motor skills needed for writing. Within the EYFS, both the indoor and outdoor environment include resources to support the children's mark making, drawing and writing. Staff involve themselves in the children's mark making by modelling the process and by helping to order the children's thoughts.
Writing can take place at any point in the day and in any area of the EYFS setting.

Please see the EY writing progression document for a full breakdown of writing skills that are taught in Foundation stage at our school.

Phonics

Phonics is a key skill that supports the development of early reading. We follow the Letters and Sounds programme from Early Years through to the end of Key stage One. This is broken down into six phases. Phonics is taught daily and these sessions follow the same structure: Revisit, Teach, Practise, Apply, Assess. Children learn new phonemes, improve their ability to blend and segment sounds as well as improve their ability to apply their knowledge and skills to their reading and writing. Children read decodeable books, both at home and as part of Guided reading sessions, which match their phonic level.

The children are tracked and assessed at the end of each half term and at the end of each phase.

Full details can be obtained in our phonics policy.

Spelling

In January 2021, the school purchased Spelling Shed programme, which is accessed by all pupils from Year 1 to Year 6. Teachers teach a discrete spelling session each week, which either focuses on a specific spelling rule or a particular genre of words. Alongside this, all children have access to the EdShed website, where they access Spelling Shed games, allowing them to practise the wordlist for that week. Teachers set weekly tasks for children to complete a set amount of games so that children can embed their learning of new words in a fun and engaging way. English leaders will

monitor the effectiveness of this new scheme through teacher and pupil feedback and assessment data.

Marking

Marking in English depends upon the year group and the activity completed. Verbal feedback during the lesson is used in Early Years. In Key Stage One, a combination of verbal feedback and written comments is used, particularly after a longer piece of writing. In Key Stage Two, marking is predominantly via written feedback. In Upper Key Stage Two, children plan, draft and edit with input and feedback from the teacher as appropriate. Following the final draft, children can expect a more detailed comment from the teacher, where strengths according the objective for the writing outcome are praised. A comment indicating next steps to help the child continue to make progress will be added, alongside any key spellings that the teacher has identified in that piece that the child would benefit from learning are also added as appropriate.

'Marking for improvement' comments in a child's book must be relevant to the learning objective to help children to better focus on future targets. It is imperative that children are given the time to improve their work and teachers will support children by scaffolding improvements as necessary.
If a child is working at expected level for their year group, it is expected that errors corrected will be focusing on expectations for that year group (for example commas after fronted adverbials would be picked up in a year four child's work). If errors are frequently picked up that are below the year group expectation (for example full stops missing from a year four child's work), it would be questioned whether that child is working at expected standard. This also applies to spelling corrections. In Key Stage Two, if children are requiring many corrections of high frequency words, it is expected this would be addressed via additional support/ interventions.

For a breakdown of codes used in marking please see the marking policy.

Displays

English displays should aim to support children in their current writing topic, and therefore be changed regularly. A 'working wall' style which builds up throughout the topic is beneficial as it is added to with the children and therefore more meaningful. This would include key words and features of the current topic and any model texts that may be used.

Additional visual prompts also in a class can include:

- Year group standards in line with the National Curriculum
- Vocabulary prompts including tier words
- Active listening posters
- Children's work demonstrating good examples of work
- Support for grammar and punctuation

Spelling support materials should reflect the year group expectations. This may include lists of statutory words for that year group. Work to support/ remind of the fortnightly spelling rule and examples would also be recommended.
Each class should have a reading area, which has a range of quality, age-appropriate reading materials, which are well maintained.

Assessment

Assessment in English should be in line with the current Assessment Policy.

Teacher Assessment Frameworks (TAFs) are used to inform teachers to what extent a child is working towards, meeting or exceeding the Age-Related Expectations for their year group.

Juniper is used half-termly to record attainment against the reading objectives within each year group. For SEN pupils working below age-related expectations, the correct statements should be updated. This could be objectives from the year below, or different methods such as Wakefield Progression Steps.
Data is inputted onto Juniper before the end of each term.

English Leaders Roles and Responsibilities:

English education throughout the school is led by an English team: Two reading leaders, two writing leaders and a phonics leader and entails the following tasks:

- Give support to colleagues as appropriate;
- Conduct pupil interviews and gather information on the pupil voice;
- Update and monitor of school resources;
- Purchase resources that are needed following monitoring, including assessment materials for the year;
- Lead meetings or discussions relating to English issues;
- Policy development, implementation and review;
- Update the school website regularly;
- Monitoring, including; samples of work, book scrutinies and lesson observations;
- Gather relevant data on a termly basis from all year groups and analyse this data, responding to the needs of pupils;
- Produce, monitor and evaluate an action plan for English termly which is linked to the School Development Plan (if appropriate);
- Organise any further training required by staff members;
- Attend networking meetings for both the Local Authority;
- Report to the Senior Leadership Team regarding half termly progress and impact.

Given the fact that the level of writing ability is expected to be consisted across all areas of the curriculum, it is expected that other subject leaders liaise with the English team to monitor the implementation of English standards across their subjects.

- Regarding the planning and delivery of a high quality, consistent English curriculum across the school, the following responsibilities are expected of class teachers:
- To use the National Curriculum to map coverage of English for their year group for the year.
- To use the National Curriculum to plan and deliver engaging English lessons.
- To create inspiring learning environments that are conducive to children making good progress.
- To assess children against the National Curriculum for English, via the Target Tracker programme.
- To use analysis of data to identify target groups for appropriate intervention.
- To attend relevant training.

Impact:

The impact of a successfully implemented English curriculum will show:

- An increase in the level of vocabulary use in English and other curriculum areas
- Pupil voice reports will include positive comments about engaging lessons
- Scrutiny of books will show consistent progress for many pupils, including consistency across other subjects
- Teachers will be able to work primarily at their own year groups age-related expectations and not having to cover areas of the English curriculum that are not secure.
- There will be a love of reading prevalent across the school; evident in book corners, displays, through talking to pupils.

Provision, Equal Opportunities and Differentiation

Quality first teaching is used by all teachers to ensure that all pupils are able to access the English curriculum at the level at which they are currently working. Carefully planned and differentiated lessons and detailed, monitored provision maps, ensure that all children are given the opportunity to learn and flourish at our school. Individual and group interventions are put into place to ensure that all pupils can access the curriculum successfully. Pre-teaching and ongoing assessments are in place to ensure that all abilities are catered for and monitored with close monitoring of disadvantaged and pupil premium children to ensure the attainment gap is continually diminishing. Gender and cultural differences will be reflected positively in the teaching materials used. All pupils, including the more able pupils, will be given suitably challenging activities to stretch and engage within and just above their own abilities to enhance learning. Where children are working below their age-related expectations, teachers plan specific objectives which may be separate to the rest of the class (for example following the Wakefield Progression Steps) to provide tailored individual planning to help children achieve targets set in a 'Learner Profile' or 'Supporting Me to Learn Plan'.

Policy Monitoring and Review
We believe this policy will be effective only if we ensure consistency across the school by regular monitoring. This policy is monitored by the Subject Leader and is evaluated and reviewed by the whole staff every year.

Writing Leaders – Helen Fawcett and Laura Humbles

To be reviewed

Autumn 2022

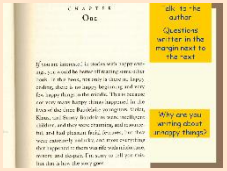
Appendix 1: Teaching sequence Key Stage One and Two

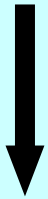
Appendix 1: Key Stage One Teaching Sequence

Teaching sequence		Teachers:	Pupils:
Read	• Shared reading to identify reading skills needed. • Broad, rich and engaging reading curriculum. • Vocabulary development. • Planned drama, speaking and listening opportunities.	Choose quality-challenging texts. Model reading strategies through shared reading - word reading and comprehension – National curriculum programmes of study – age related expectations. Make links between shared, guided and independent work. Link reading to children's experiences. Develop children's understanding of new words and enhance vocabulary	Enjoy reading a range of quality texts. Answer and ask questions. Link to own experience. Visualise. Check reading makes sense. Talk about how they are thinking and learning. Role play, improvise.
Analyse	• Define grammatical and vocabulary characteristics of text/genre (appendix 1 and 2).	Are secure in knowledge and understanding of grammatical structures and vocabulary choices of the text type. Prioritise which features of text children need to learn – grammar, vocabulary and spelling. Provide interactive, investigate activities to embed grammatical understanding. Begin to gather ideas for writing	Identify grammatical structures of text type/genre. Practise using different vocabulary and grammatical structures e.g. paired work constructing and varying sentences through speaking and listening activities.
Plan and draft	• Collect ideas and vocabulary. • Planned drama, speaking and listening opportunities • Oral rehearsal.	Demonstrate the skill of thinking aloud to collect ideas. Provide stimulus for collecting ideas e.g. texts, visual literacy, integrated technologies, drama activities. Demonstrate the skill of drafting is oral rehearsal, including practising using key words/new vocabulary. Encourage children to articulate their sentences and provide many opportunities to orally rehearse.	Talk about ideas and begin to map them out. Practise speaking sentences, including incorporating key words/new vocabulary.

Write and evaluate 	• Demonstration, teacher scribing and supported composition. • Use knowledge of reading to help compose and make informed choices in writing. • Structured, visual and dynamic Literacy environment. • Re-reading of writing. • Discuss writing. • Understand next steps in developing writing.	Are secure in understanding and use of three shared writing techniques. Provide stimuli and resources to support and enhance the writing process. Are effective in linking feedback to the learning. Are confident in identifying areas of success and those for development that will impact on raising the standard of writing. <u>Model simple editing</u> Model re-reading to check that the writing makes sense. Provide opportunities for children to discuss their writing with teachers and other pupils. Year 2 – model proof reading for grammar, spelling and punctuation.	Develop a piece of writing over a number of sessions. Re-read what they have written. <u>Edit</u> Re-read their work to check it makes sense. Discuss their work with others. Year 2 – after discussions, independently make additions, revisions and corrections to their work. Particularly ensuring verbs indicating time are correct. Year 2 – proofread for grammar, spelling and punctuation. Respond to feedback – written or verbal. Can reflect on their successes and areas for development. Are clear in their next steps in learning and engaged in addressing them. .
Perform	• Opportunities for them to read their own writing aloud to a variety of audiences for different purposes.	Provide the opportunity in the process for the demonstration of their reading and spoken language skills.	Read aloud their writing to their peers and teachers clearly enough to be heard. Including in Year 2, appropriate intonation to make the meaning clear.

Key Stage Two Teaching Sequence

Teaching sequence		Teachers:	Pupils:
Read	• Real audience and purpose with a clear outcome. • Shared reading to identify reading skills needed. • Broad, rich and engaging reading curriculum. • Planned drama, speaking and listening opportunities. 	Establish clear purpose and audience. Choose quality-challenging texts. Model reading strategies through shared reading - word reading and comprehension – National curriculum programmes of study – age related expectations. Word reading linked to spelling expectations in NC appendix 1. Make links between shared, guided and independent work. Start to unpick the writer's craft.	Enjoy reading a range of quality texts. Answer and ask questions. Link to own experience. Visualise. Evaluate. Identify audience and purpose. Talk about how they are thinking and learning. Role play,improvise.
Analyse	• Define grammatical and spelling characteristics of text/genre (appendix 1 and 2). • Agree and understand the success criteria using grammar terminology from the National curriculum appendix 1.	Are secure in knowledge and understanding of grammatical structures and vocabulary choices of the text type. Prioritise which features of text children need to learn – grammar, vocabulary, spelling and terminology. Provide interactive, investigate activities to embed grammatical understanding. Begin to gather ideas for writing	Identify grammatical structures of text type/genre and agree success criteria, using terminology from appendix 2. Practise using different grammatical structures e.g. paired work constructing and varying sentences through speaking and listening activities.
Plan	• Create success criteria. • Planned drama, speaking and listening opportunities.	Provide stimulus for gathering ideas e.g. visual literacy, integrated technologies, drama activities. Develop success criteria, including age related grammar and spelling expectations.	Talk about ideas and begin to map them out on a plan e.g. writing skeleton, or story map. Create own success criteria. Refer to checklist of success criteria.

Write and evaluate 	• Demonstration, teacher scribing and supported composition. • Use knowledge of reading to help compose and make informed choices in writing. • Structured, visual and dynamic Literacy environment. • Self and peer assessment. • Clear feedback linked to success criteria. • Understand next steps in developing writing. • Reflect on outcome against audience and purpose and grammatical accuracy.	Are secure in understanding and use of three shared writing techniques. Provide an element of choice. Provide stimuli and resources to support and enhance the writing process. Model grammatical skills and vocabulary choices at age related expectations. Model editing skills for grammar and vocabulary. Model the proofreading process for spelling and punctuation – from Year 2 upwards. Model the use of success criteria developed from analysis to inform and evaluate writing. Are effective in linking feedback to the success criteria. Are confident in identifying areas of success and those for development that will impact on raising the standard of writing, they can explain and set clear 'next steps'. Provide further opportunities to write in that particular genre setting up the audience and purpose.	Are aware of the purpose and audience and write accordingly. Are enthused by the challenge of using their knowledge to produce written work for a particular audience and purpose Develop a piece of writing over a number of sessions. Re-read what they have written. Respond to feedback – written or verbal. Can reflect on their successes and areas for development. Can identify factors contributing to success and those causing barriers in their work. Are clear in their next steps in learning and engaged in addressing them. Edit to improve grammatical understanding and vocabulary. Proof read for spelling and punctuation – Year 2 upwards
Perform	• Opportunities for them to read their own writing aloud to a variety of audiences for different purposes.	Provide the opportunity in the process for the demonstration of their reading and spoken language skills.	Increasing confidence of reading and presenting their own writing, speaking audibly and fluently with an increasing command of Standard English. Through their reading, gaining, maintaining and monitoring the interest of the listener. During their reading, using appropriate registers for effective communication of their writing.